



Student Code of Conduct 2021-2024

Every student succeeding


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

Queensland Department of Education State Colleges Strategy 2019-2023



**Queensland
Government**

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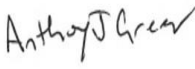

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LOCAL FOUNDATIONS; GLOBAL OPPORTUNITIES

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Endorsement

Principal name:	Anthony Green
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Date:	01/05/24
P/C President name:	Michael Scott
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Date:	02/05/24

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Purpose

Nambour State College is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong wellbeing.

A supportive school environment which fosters positive behaviour development is created by:

- Ensuring all members of the school community feel safe and valued.
- Engaging all learners in order to maximise social and academic outcomes. Developing cultural awareness and embracing cultural diversity.
- The implementation of quality practices in the area of curriculum, interpersonal relationships and college organisation.
- A proactive approach which encourages and reinforces the adoption of non-violent, non-coercive and non-discriminatory language and practices.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our College can be effective and students can participate positively within our College community and beyond.

College Principal's foreword

Nambour State College has a long and proud tradition of providing high quality education to students from across the north coast of Queensland. We believe strong, positive relationships between all members of our College are the foundation to supporting the success of all students.

Our vision is: *To deliver educational excellence to all learners with an explicit improvement agenda, focus on wellbeing for success and quality curriculum, teaching and learning.*

Nambour State College has three core values – safety, respect and learning

- | | |
|------------------------|--|
| I am Safe | for self and others |
| I am Respectful | act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds |
| I am a Learner | be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment |

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

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

I thank the students, teachers, parents and other members of the community for their work in bringing this Nambour State College Student Code of Conduct together over the last 12 months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C statement of support

As president of the Nambour State College P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Anthony Green and the College Executive team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Nambour State College Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the College to meet the set expectations.

We encourage all parents/carers to familiarise themselves with the Nambour State College Student Code of Conduct, and to take time to talk with their children about the high expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combatting; however, it can have particularly devastating impacts on our young people. It is important that every parent/carer and child of Nambour State College knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents/carers and children know that our College provides support and advice to help address problems of bullying, and the flowchart on page 35 provides an excellent starting point to understand how to approach the College about these types of problems.

Any parents who wish to discuss the Nambour State College Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Nambour State College P&C Association. It is with your support that we can work collaboratively with College staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

College Captains statement

On behalf of the student body at Nambour State College, we endorse the Student Code of Conduct for 2024. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at College. Throughout the remainder of the year, we will continue to work with the College administration team and the Nambour State College P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the College Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Senior College Captain: Boden Walker

Senior College Captain: Mia Smith

Senior College Captain: Malachy Flynn

Senior College Captain: Brahmi Athikkannan

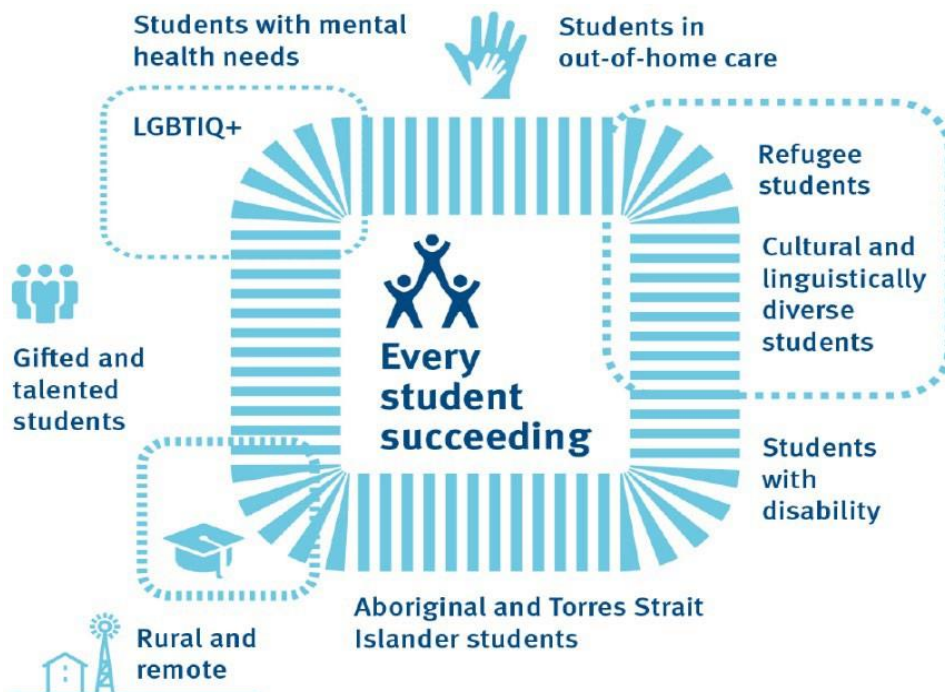
Review statement

The Nambour State College Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the College Planning, Reviewing and Reporting cycle.

Statement of inclusivity

At Nambour State College, our Inclusive philosophy ensures that all students can access and full participate in learning alongside their similar-aged peers. Inclusive strategies enable a learner with disabilities to participate in learning experiences on the same basis as a learner without disabilities. In all learning environments teaching and learning strategies are differentiated to meet students' individual learning needs. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged or marked.

Inclusive education encompasses all aspects of College life and is supported by our College culture, policies, programs and practices.



Learning and behaviour statement

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

Multi-tiered systems of support

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

Tier	Prevention description
1	<p>All students (100%) in the College receive support for their academic and behavioural development. Focus is on the whole-College implementation of the Australian Curriculum. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the College year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on College climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of College-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum. The types of interventions offered at this level will vary according to the needs of each College's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> there is a clear connection between the skills taught in the interventions and the College-wide expectations. interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the College data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

3	<p>Individualised services for few students (2-5%) who require the most intensive support a College can provide. These are usually delivered in very small groups or on an individual basis.</p>
	<p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the College data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Restorative practices

Nambour State College's Code of Conduct is based on Restorative Practices, where students and their respective and staff are active participants in processes that ensure equality, justice and fairness. Victims are empowered to have their needs met and to have their experience validated. Offenders are able to tell their stories and be provided the opportunity to make amends. And finally, the College community can seek ways to ensure the incident does not happen again. When an incident occurs, we are concerned with the answers to the following questions:

- What happened?
- What were you thinking?
- How have people been affected?
- How can we make things better?

The Nambour State College Code of Conduct outlines three rights that are essential for a safe, supportive and disciplined environment.

- The rights for all students to learn;
- The rights of all teachers to teach; and
- The rights of all to be safe.

It is expected all members of the College community uphold these rights by displaying the following expected behaviours.

Students

Role	Responsibility
<p>To be 'the best I can be' I expect:</p> <ul style="list-style-type: none"> • A safe environment that encourages me to engage with the College; • Structured opportunities for personal development; 	<p>To be 'the best I can be' I will:</p> <ul style="list-style-type: none"> • Demonstrate commitment to presenting myself in a manner that displays pride in myself and the College by wearing the correct uniform; • Communicate with clarity and understanding by speaking and listening to others respectfully, working interdependently to cooperate with all members of the College community;
<ul style="list-style-type: none"> • Our College community to take responsibility for their own behaviour and learning; • To be treated respectfully; • To be free from discrimination; • My belongings to be secure; • Clear communication and expectations to be delivered to me; and • Access to, and advice about I can access if needed. 	<ul style="list-style-type: none"> • Develop respectful relationships by treating others with understanding and empathy; • Demonstrate being a learner by being persistent and remaining open to continuous learning creating and innovating new ideas and concepts by thinking flexibly and finding other ways to solve problems; • Demonstrate respect by managing impulsivity, thinking before acting and respecting other people's property; and • Commit to being a learner by attending regularly, having the correct equipment, trying my best, completing homework and assignments punctually.

Parents/Carers

Role	Responsibility
<p>To assist my child to be 'the best they can be' I expect:</p> <ul style="list-style-type: none"> • Teachers and staff to show an active interest in my child's schooling and progress; • An inclusive, innovative and engaging curriculum; • Best practice teaching; • College staff to maintain a safe and respectful learning environment for all students; • Constructive communication and relationships with College staff regarding my child's learning, wellbeing and behaviour; • To be informed at regular intervals of my child's progress including prompt feedback regarding any problems or concerns; and • Systems and procedures are implemented within the College to address issues affecting people's rights and the acceptance of their responsibilities. 	<p>To assist my child to be 'the best they can be' I will:</p> <ul style="list-style-type: none"> • Promote the College values to my child; • Provide my child with an organised space to study at home; • Encourage my child to strive for accuracy with their work; • Develop my child's resilience through supporting them when they are challenged by their performance; • Communicate regularly and positively with College staff; • Assist my child with presentation through supporting the College Uniform Policy. (See the Uniform Policy on the College website); • Sign off on the Student Code of Conduct Agreement and support the College in the implementation of the Code of Behaviour should my child have breached the Code; and • Ensure my child attends College or provide the College or provides the College with appropriate information regarding any absence.

Nambour State College staff

Role	Responsibility
<p>To assist our students to be 'the best they can be' I expect:</p> <ul style="list-style-type: none"> • A safe and supportive learning environment; • To be free from discrimination; 	<p>To assist our students to be 'the best they can be' I will:</p> <ul style="list-style-type: none"> • Provide focussed lessons to develop students' social competencies; • Provide an engaging and relevant curriculum;
<ul style="list-style-type: none"> • To be treated with respect and dignity; • To be free from intimidation and harassment; • To be free from threats and verbal and/or physical abuse; • To have reasonable requests carried out promptly; and • Processes to support communication and positive relationships with students and parents/carers. 	<ul style="list-style-type: none"> • Provide a wide range of extra-curricular activities to promote a supportive and engaging environment; • Engage in professional development that is responsive to the students/staff needs and systematic requirements; • Communicate positively with the parent/carers and wider school community; • Monitor students' attendance and contact parents/carers if students are regularly absent without explanation; • Assist students with their presentation by upholding the College Uniform Policy; • Implementing the Student Code of Conduct by embracing the principles of Restorative Practices; and • Promote the skills of responsible self- management.

Consideration of individual circumstances

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

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

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

If you have concerns about the behaviour of another student at the College, or the way our staff have responded to their behaviour, please make an appointment with the relevant Campus Principal to discuss the matter.

Student wellbeing

Informed by Education Queensland's *Learning and Wellbeing Framework*, Nambour State College staff support wellbeing by building a positive learning culture – providing challenging, interactive and engaging learning experiences by nurturing relationships with families and the wider community.

Students support their own wellbeing by being actively involved in their College and community – and research on resilience shows a sense of belonging is critical for young people. Nambour State College is committed to developing a rich College culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement. We embed social and emotional capabilities in the general curriculum and are committed to improving educational outcomes for all students.

Nambour State College offers a range of programs and services to support the wellbeing of students in our College. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports a positive College culture and embedding student wellbeing in all aspects of College life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

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

We acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole College's curriculum at Nambour State College, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program.

Policy and expectations

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

Drug education and intervention

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

Specialised health needs

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

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

Medications

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

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

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

Mental health

Nambour State College implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

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

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

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

Suicide postvention

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

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

Student support team

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the relevant Campus office.

The following information highlights the staff on both campuses and their support.

Role	What they do
College Principal	<ul style="list-style-type: none"> • Provide leadership and support to the personnel implementing the Code of Conduct and associated Student Support. • Review and monitor the effectiveness of College practices. • College Charter Review. • Accurately monitor and record events into OneSchool. • Attendance Management.
Campus Principals	<ul style="list-style-type: none"> • Assist the College Principal in monitoring and reviewing the effectiveness of College practices. • Provide support to staff, students and parents/carers with high educational, social and emotional needs. • Referrals to Department of Child Safety. • Part-time and re-entry processes. • Manage and monitor the Support Partnerships designed to assist students and families and ensure value adding. • Accurately monitor and record events into OneSchool. • Attendance Management.
Deputy Principals	<ul style="list-style-type: none"> • Provide behaviour, social and emotional support to pre-determined year levels. • Monitor the implementation of the Student Code of Conduct by staff, parents/carers and students. • Provide professional development for staff about behaviour management. • Lead restorative conferences for students requiring intensive behaviour support. • Manage the Support Programs designed to assist students that require targeted or intensive behaviour support (IBSPs). • Access support and inter-agencies. • Engage parents/carers in partnership to create success for students. • Accurately monitor and record events into OneSchool. • Attendance Management.
Student Services HOD and Support Team	<ul style="list-style-type: none"> • Provide behaviour, social and emotional support to pre-determined year levels. • Monitor the implementation of the Student Code of Conduct by staff, parents/carers and students through regular meetings. • Provide professional development for staff about behaviour management. • Lead restorative conferences for students requiring intensive behaviour support. • Manage caseloads of Student Services Support Staff. • Manage the Support Programs designed to assist students that require targeted or intensive behaviour support (IBSPs). • Access support and inter-agencies. • Engage parents/carers in partnership to create success for students. • Accurately monitor and record events into OneSchool. • Attendance Management.

Curriculum HODs	<ul style="list-style-type: none"> • Monitor the implementation of the Student Code of Conduct by staff, parents/carers and students through regular meetings. • Provide behaviour support for teachers within their Faculty/Year Level. • Provide behaviour support for students unable to meet curriculum or behaviour requirements in their Faculty/Year Level. • Engage parents/carers in partnership to create success for students. • Accurately monitor and record events into OneSchool. • Attendance Management.
Student Wellbeing and Engagement Teachers	<ul style="list-style-type: none"> • Provide behaviour support to students requiring assistance. • Provide professional development and support to staff about behaviour support. • Lead restorative conferences for students requiring intensive behaviour support. • Lead role for implementation of Positive Behaviour for Learning (PBL) including assemblies and data meetings. • Engage parents/carers in partnership to create success for students. • Accurately monitor and record events into OneSchool. • Attendance Management.
Community Education Counsellor	<ul style="list-style-type: none"> • Provide educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. • Attendance Management.
Dean of Students	<ul style="list-style-type: none"> • Leadership of Student Support Team to promote an inclusive, positive College culture • Monitors attendance, behaviour and academic data to identify areas of additional need. • Attendance Management.
Guidance Officer	<ul style="list-style-type: none"> • Provide support for students disengaged from learning or 'at risk'. • Provide family and individual support for students requiring either social or emotional support or career guidance. • Develop and implement programs designed to assist students that require targeted or intensive behaviour support. • Provide individual and group counselling for behaviour/attitudinal modification. • Liaise with parents, teachers, or other external health providers as needed as part of the counselling process. • Accurately monitor and record events into OneSchool. • Attendance Management.
Chaplain	<ul style="list-style-type: none"> • Provide support and spiritual guidance for students seeking assistance. • Provide family and individual support. • Develop and implement Support Programs designed to assist students who require targeted or intensive support in collaboration with HoD, Student Services and Principals.

School based Police Officer	<ul style="list-style-type: none"> • Identify and effectively address local policing issues within the school community, using crime prevention initiatives and problem solving approaches, in partnership with relevant stakeholders. • Plan, prepare and deliver quality presentations, information and advice to students and protective adults (teachers, other school staff, parents and carers) to enhance safety and wellbeing and to contribute to an understanding of police and the law. • Provide the initial police response and recording of offences committed within the school cluster in accordance with QPS policies and legislation and, where appropriate undertake minor investigations. • Liaise with and provide support to local Adopt-a-Cops as required.
College-Based Youth Health Nurse	<ul style="list-style-type: none"> • Provide individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs. • Develop and implement Support Programs designed to assist students who require targeted or intensive support. • Accurately monitor and record events into OneSchool.
Registered Nurse	<ul style="list-style-type: none"> • Work with the College staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • Provide assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Youth Support Coordinator	<ul style="list-style-type: none"> • Provide individual and, at times, group support to students to assist their engagement with education and training • Support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at College ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
Teachers	<ul style="list-style-type: none"> • Facilitate proactive curriculum and non-curriculum activities. • Provide parents/carers with timely feedback on students' progress and maintain open and honest communication with home. • Monitor student wellbeing and provide support to students within their class. • Engage parents/carers in partnership to create success for their student. • Complete SSS Referrals as required. • Accurately monitor and record events into OneSchool. • Attendance Management.
Students	<ul style="list-style-type: none"> • Student Leadership programs provide opportunities for groups of students to help and support others through peer support programs, running lunchtime activities and special events.

Parents/Carers	<ul style="list-style-type: none"> • Assist in the monitoring of student wellbeing. • Maintain positive open and honest communication with the College. • Sign off on the Student Code of Conduct. • Involve themselves in College activities such as P & C, School Council and other College events.
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It is also important for students and parents to understand there are regional and statewide support services also available to supplement the College network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the respective Campus Principal or Deputy Principal.

Whole College approach to student engagement

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

PBL is an evidence-based framework used to:

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

At Nambour State College 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 College. 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 Nambour State College 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 College 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 the class teacher or make an appointment to meet with a member of the Leadership Team.

Positive behaviour for learning (PBL) expectations

[Positive Behaviour for Learning \(PBL\)](#), previously known in state schools as Schoolwide Positive Behaviour Support, is an organisational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students. PBL provides a continuum of interventions at three levels:

- Tier 1: universal support for all students
- Tier 2: targeted support for at-risk students
- Tier 3: individualised support.

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the College, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students - I am Safe, I am Respectful and I am a Learner.

Students

Below are some examples of what these PBL expectations look like for students across the College. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Nambour State College.

I am Safe

- I remain on the school grounds at all times.
- I use equipment for the correct purpose.
- I walk away from conflict.
- I enter the learning environment when directed by staff.
- I follow the ICT Agreement.

I am Respectful

- I represent my school with pride.
- I follow the NSC dress code.
- I take ownership of my own behaviour.
- I use appropriate language at all times.
- I follow staff directions.

I am a Learner

- I focus on my learning.
- I allow my peers to learn.
- I actively participate in learning.
- I leave items not related to my learning at home.
- I am organised and ready for learning.
- I remind others of the school rules.

Parents and staff

The table below explains the PBL expectations for parents when visiting our College and the standards we commit to as staff.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher, Deputy Principal or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about College staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at College.	We will give clear guidance about a designated area for parents to leave and collect students.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend College every day and notify the College promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

You recognise people are different and will be non-judgemental, fair and equitable to others in the College community.	We will welcome and celebrate a diverse College community with recognition of significant social, cultural and historical events.
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Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at College.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about College news and activities by reading the College newsletter and other materials sent home by College staff.	We will use the electronic College newsletter as the primary means of notifying parents about College news, excursions or events.
You approach the class teacher or principal 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.

Learner

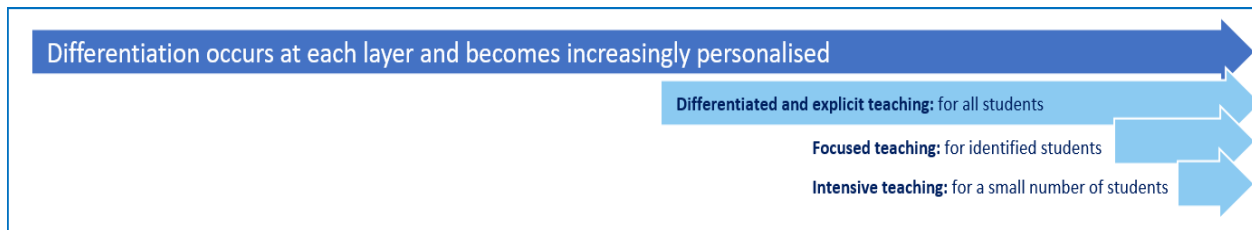
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with College staff.	We will share relevant information with you about your child's learning, social and behavioural progress at College.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a College related complaint.
You respect College, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You 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.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and College culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Differentiated and explicit teaching

Nambour State College 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 Nambour State College 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 discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our College uses the PBL Expectations Matrix, as a basis for developing their behaviour standards. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. 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.

Focussed teaching

Nambour State College facilitates a range of pro-active strategies and small group intervention strategies. These support initiatives are modified or sequenced each year to support the current needs of our students.

Approximately 10-15% of all students in any College 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. See Appendix 1 for the College Behaviour Process Flowchart.

The targeted level of intervention addresses conflict that has become protracted or is affecting others within the College community. A third party is often required to facilitate the Restorative process. Support programs can also be introduced to help the student re-establish their place with their peers. Some of the strategies used are but are not limited to:

Restorative meetings are organised when an issue or incident occurs that may affect students in the class. These meetings are over and above the weekly class meetings that are held to improve relationships within established to resolve a significant incident that has affected students in the class through identifying what happened, who has been harmed and what needs to be occur to repair the harm. The meetings are conducted by a combination of staff including the class teacher, Student Wellbeing and Engagement Teacher, and a member of the College Administration Team.

Buddy class provides for the use of Time Out as a proactive strategy as well as a behaviour management strategy. Time To Think is defined as giving a student time away from their regular class program/routine to another supervised room or setting. See Appendix 2 for Buddy class flowchart.

Time to think is used to educate students about their behaviour choices and how it affects their learning and others. The process occurs in another classroom. It generally involves time for students to identify their behaviours, how it affects others, who it affects, and when this generally occurs. Students then conference with the staff member a plan for them to be re-introduced into class activities. Where the College behaviour support staff are facilitating the process, teachers

Proactive support programs have been developed and implemented to support students who are 'at risk' of disengaging from their education or with their peers or require additional social and emotional support. The various programs have a wide range of aims and strategies that target particular groups of students with similar concerns, areas of interest and goals. The programs draw from the same needs that are addressed through the Bounce Back Program, however, delivered to small targeted groups during class time. Students are selected from a range of data sources (for example; behaviour database, class reports, teacher/admin referral data, SSS data etc.) and parent/carer permission is obtained. Examples of age-appropriate programs that have been delivered at Nambour State College are:

- Mentoring through sport
- Bounce Back (Social and Emotional Learning Program)
- Rock and Water
- Academic Mentoring
- Broncos development program
- Youth Engagement Strategy
- Indigenous Mentoring
- Farm Feed out Program
- Young Pinnacle
- NACA (Nambour Academy of Creative Arts)
- Peer Mentoring
- Lunchtime support programs/clubs/activities

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 Nambour State College 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.

For more information about these programs, please speak with the respective campus Deputy Principal.

Intensive teaching

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

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

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

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

Via our Student Support Services Meeting, Nambour State College has effective referral systems in place. Following referral, an action support process engaging relevant stakeholders is formed to create a support team.

The intensive level typically involves the participation of an even wider cross section of the College community or other agencies already working with the student and their family. Some of the strategies used are:

Individual or small group support is generally facilitated by the College Student Support Service staff or outside agencies. This process is used when the student is disengaged with the College and/or their peers for many different reasons.

Mediation occurs when an ongoing dispute between two or more people cannot be resolved. The College uses the restorative process to identify the key issues that are causing the dispute and to establish methods to resolve the problem.

Check-in Check Out (CICO) is a short term reflection tool designed to meet and support the needs of the student to allow them to meet the expectations of the College Code of Conduct.

Individual Behaviour Support Plans (IBSP) are designed to meet and support the needs of the student to allow them to meet the expectations of our College Code of Conduct. IBSPs developed at Nambour State College align with the standards suggested by Regional Behaviour Support Staff and focus on maintaining a supportive College environment for all students. Mandatory information contained within the IBSP or DIP.

Restorative conferences are used when a significant incident has occurred and all involved would like to admit any guilt and repair the harm.

Legislative delegations

Legislation

In this section of the Nambour State College Student Code of Conduct are links to legislation which influences form and content of Queensland state College discipline procedures.

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

Delegations

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

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

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

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

Disciplinary consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the College administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the College year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of College suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Universal

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks

- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention*

Focused

Class teacher is supported by other College-based staff to address in-class or in-college problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention *
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

College leadership team work in consultation with Student Support Team to address persistent, ongoing serious or a single high risk behaviour/s. This may include:

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

College disciplinary absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state

- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Nambour State College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the College is considered a risk to the safety or wellbeing of the College community.

Parents/Carers 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 College and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the College 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 Nambour State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the College. 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 College. The aim of the re-entry meeting is for College 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 College following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. 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, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the College community.

Possible agenda:

- Welcome back to College
- Check in on student wellbeing
- Discuss any recent changes to College routine or staffing
- Offer information about supports available (e.g. Guidance Officer)
- Set a date for follow-up

- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, College 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 Officer or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Detentions

At Nambour State College, a Detention may be used across the three tiers of Disciplinary Consequences.

- Universal
- Focused
- Intensive

Universal Tier

A teacher may choose to give a student a detention in the break following or nearest to the period in which the behaviour occurred. This will be communicated clearly to the student and the student will remain with the teacher for no longer than 20 minutes of their break time. The incident that required this consequence will be recorded on OneSchool as a Minor Behaviour and a Record of Contact made home to inform the parent about the incident.

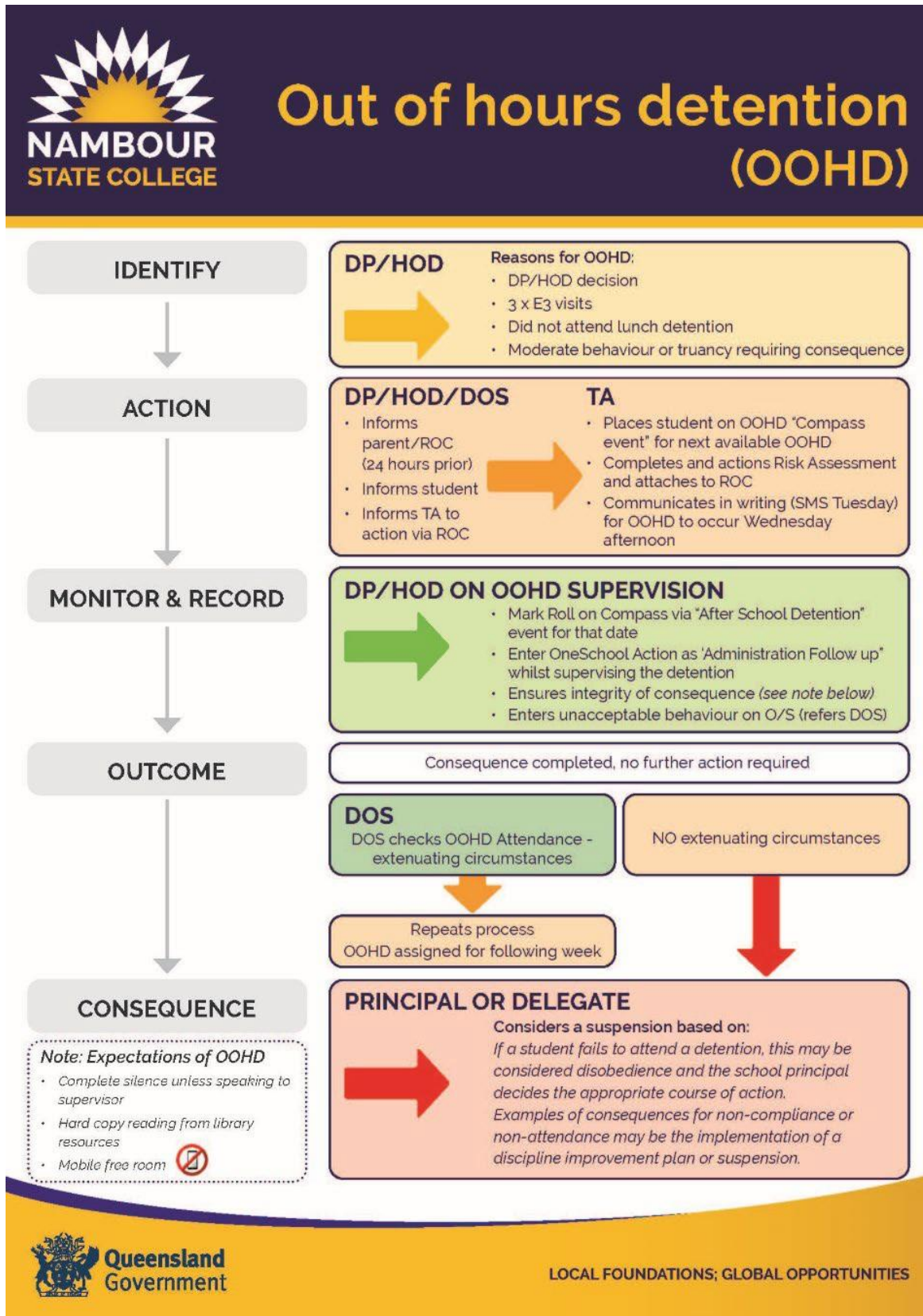
Focused Tier

Repeated Minor Behaviours may require further support from the Dean of Students. The Year Level Dean, in consultation with the Year Level Team, may provide students with a detention at break time via the Time to Think room. College processes will be followed regarding communication to parents/teachers and students.

Intensive Tier

Out of Hours Detentions will be considered by the Dean of Students, HODs or Deputy Principal if persistent or repeated behaviours are demonstrated by the student. Please see the Out of Hours Detention Flow Chart for College process:

Out of hours detention flowchart



College policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state College 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 College.

The Principal or College 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 Nambour State College 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)
- vapes
- Smoking related paraphernalia (included but limited to: cigarettes, e-cigarettes, vapes, tobacco, oils, lighters, matches)
- 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 College, 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 College activities will be provided by the College, and the use of them will be supervised by College staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the College will provide information about the procedures for carrying and storing these items at school.

****The administration of medications to students by College 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 staff at Nambour State College:

- Do not require the student's consent to search College property such as lockers, desks or laptops that are supplied to the student through the College;
- May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their College bag, prior to seeking consent to search from a parent or calling the police;
- Request consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone. 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);
- Request consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Nambour State College

- Ensure your children do not bring property onto Colleges grounds or other settings used by the College (e.g. camp, sporting venues) that:
 - is prohibited according to the Nambour State College 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 College staff that the property is available for collection.

Students of Nambour State College

- Do not bring property onto College grounds or other settings used by the College (e.g. camp, sporting venues) that:
 - is prohibited according to the Nambour State College 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; and
 - collect their property as soon as possible when advised by the Principal or College staff it is available for collection.

Use of mobile phones and other devices by students

In 2023, the Queensland Government announced the ban of mobile phones in Schools under the 'Away for the Day' Strategy. To support our students with the ban of mobile phones in schools, Nambour State College has partnered with Promotions Australia – Phone Pouch provider which, after consultation with our P&C, will form part of our Uniform Policy and a mandated Senior Campus dress code item.

Responsibilities

The responsibilities for Senior Campus Secondary students who use mobile phones, is to use the locking stations located on all entry points to the Senior Campus to lock their phones away for the day in their pouch. Phones are to remain locked throughout the day and as students exit school grounds at the end of the school day, students are to unlock their devices via the unlocking stations. No unlocked phone is permitted on school grounds unless part of a specific learning experience, or if a medical exemption is applied for through Administration (i.e students who have diabetes where their phone is a medical monitoring advice). No other school/government approved exemptions are in place.

All students will be provided with a pouch as part of NSCs Dress Code. Therefore, students must have their pouch with them every day and bring them into classes as part of the minimal equipment requirement. The pouch will remain the property of the school and students are responsible for maintaining the pouch in working condition. Replacement pouches, if damaged, can be purchased through the uniform shop for \$15. The Phone Pouch also contains a card holder, enabling students to use their student ID for Tuckshop, printing and other school related services.

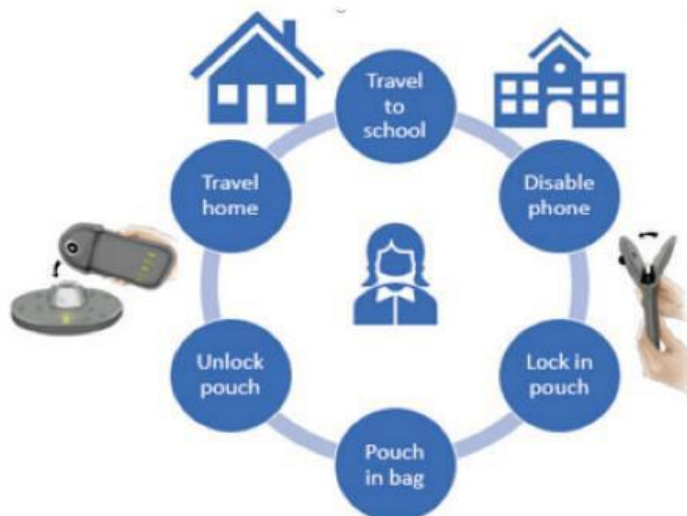
Our Junior Campus policies and procedures have not changed – Primary aged student are not permitted to have phones and must hand their devices into the front office upon arrival to school.

It is **acceptable** for students at Nambour State College to:

- Use mobile phones for a specific learning experience as outlined by their teacher under prior HOD approval.
- Use mobile phones under the direction of Student Services Key personnel (i.e school GP, Guidance Officer or Psychologist).

It is **unacceptable** for students at Nambour State College to:

- Have an unlocked phone without direct teacher/HOD approval
- Ignore teacher directions if a phone is sighted out and unlocked.



Frequently Asked Questions – NSC Phone Pouch

Why are you changing the school's policy and removing student access to mobile phones during the day?

The purpose of Nambour State College is to engage every student in building the social and academic skills necessary for them to excel in their future employment or educational pathway. We also strive for inclusivity by working together to remove barriers for all students to ensure successful outcomes. The decision to ban mobile phones is directed by Education Queensland and the State Government, under the policy "Away for the Day".

We anticipate this change will:

- increase student engagement and remove what has become a barrier to learning
- allow students further opportunities to build stronger social and academic skills
- significantly decrease students' ability to access inappropriate content or engage in cyberbullying
- further strengthen and protect the privacy of students and staff members
- remove a point of contention for students and teachers in the classroom
- build self-control and self-mastery around what has become a societal addiction
- help prepare students for the workforce where access to phones during shifts is usually not allowed.

What if I want to reach my child during the school day?

We want our students to be engaged in their learning and not be distracted by, or distract others with, mobile phones. If you need to contact your child during the school day, please contact Administration by calling (07) 54504111 and a message will be passed on to them.

My child needs access to a phone before and after school because we live a long way from the school, they travel on a bus, our pick-up arrangements regularly change, etc.

Students lock their phones in their phone pouch as soon as they enter the school grounds and then unlock them as they leave. This means they will have access to their phones at these highlighted times of the day once they have left the site.

My child needs access to their phone during the day for reasons relating to their health, casual work, travel arrangements home, etc. Are there any circumstances where my student can access their phone at school?

Students who need to make a specific call will be able to do so at Student Services. On rare occasions, teachers may also allow and closely monitor students' use of their phones for a set period of time in class to achieve certain learning goals or to complete a specific task. This will be under direct approval of the Faculty Head of Department, will occur rarely and not form part of common practice as this runs counter to the State Government mandate.

What if there is a school emergency?

In case of a school emergency, we direct our students to safety first following our school emergency preparedness protocol. This includes the school making contact with and notifying parents and guardians, if and when necessary.

Will my student's phone be safe?

Students are in possession of their phone – locked in their phone pouch – for the entire school day. We will advise students to store the pouch in their school bags and bring into relevant classrooms as part of every-day equipment requirement.

Students and parents are reminded that – like laptops, wallets, or other personal items – the school cannot guarantee the safety of an individual's mobile phone and that they bring it at their own risk. The safest place for a student's mobile phone is for it to remain at home.

What if the NSC Phone Pouch gets damaged?

The NSC Phone pouch is the property of Nambour State College and is to be returned to the school on the completion of Year 12 or when a student's enrolment is discontinued. If a student damages their pouch, they will be issued a new one with the cost of the replacement being charged to their account and parents receiving an invoice for \$15 payment. Damage consists of any signs that the physical integrity of the pouch has been compromised, whether intentionally or unintentionally, as determined by school staff.

How NSC Phone Pouch Works

What if a student is caught on their phone?

The Mobile Phone Violation process has been created in consultation with staff & students. This is a tiered system recognising the difference between a 1st, 2nd and 3rd violation, with differing consequences depending on the circumstance. Like other expectations of the school, repeated violation of the school's mobile phone policy is likely to result in further consequences as determined by the Campus and College Principal.

My child currently uses their phone during breaks to pass the time. What will they do now?

The school will be increasing extra-curricula options for students to engage with at lunch times as well as providing greater access to sports equipment and facilities for student use. We also welcome input from students on what they would like the school to offer during breaks for them to participate in.

My child currently uses their phone during breaks to help calm their anxiety. What will they do now?

The school has a Student Services hub located in W Block and F block. In these space, students have access to bean bags, couches, board and card games, art supplies, quiet spaces, and school support staff to help them regulate their anxiety without the need to connect with mobile phone technology. They will also still have access to their classroom learning device which they can use in this space if they need to interact with a screen.

My child uses their phone to access their timetable, Compass, and other online tools used by the school.

Laptops/iPads can perform almost all of the functions that a mobile phone can and, since Nambour State College is a BYOd school, the compulsory requirement for all students to have a laptop negates the need for a mobile phone to access these resources.

My child uses their phone to pay for tuckshop.

The tuckshop has tap and go facilities so we encourage students to use their physical EFTPOS card or cash when purchasing from the tuckshop at this point in time. We have been working with our Student Identification Card providers to potentially include a chip that can be used to tap and pay for tuckshop via loading this online through SchoolShoponline. Student ID cards can also be used to pay for printing services at school if this is a viable option for our school

My child says that the school WiFi network is too slow and that accessing the internet through their phone is quicker. The school's internet bandwidth was significantly upgraded in 2022 from 100MB to 2GB which will allow students a faster online experience.

What if my child has an Apple Watch or other Bluetooth devices like headphones? How are these affected by the change in policy?

Mobile phones are to be switched off before they are locked in the NSC Phone Pouch which will eliminate their connectivity to smart watches and their messaging functionality. Headphones are to remain out of sight during class time unless teachers allow their use for learning purposes connected to their BYOd. It will be assumed that any student seen with headphones that are not connected to a laptop are using them in conjunction with a mobile phone and, therefore, will be subject to the consequences of that behaviour as stated in the new mobile phone policy.

When does my child have to lock their phone?

The school's mobile phone policy will be gate-to-gate - meaning that students must lock their turned off mobile phone in their NSC Phone Pouch before they enter the school grounds and then they can unlock them as they leave the through the gate in the afternoon.

Frequently Asked Questions - Students

Why are you changing the school's policy and removing our access to mobile phones during the day?

The purpose of Nambour State College is to engage every student in building the social and academic skills necessary for them to excel in their future employment or educational pathway. We also strive for inclusivity by working together to remove barriers for all students to ensure successful outcomes. The decision to ban mobile phones is directed by Education Queensland and the State Government, under the policy "Away for the Day". From 2024, all mobile phones will be banned in Queensland State Schools.

We anticipate this change will:

- increase your engagement and remove what has become a barrier to learning
- potentially improve academic outcomes as per recent studies in countries/states that have a mobile phone ban
- allow you further opportunities to build stronger social and academic skills, connect with your friends and engaged in activities that promote social health
- significantly decrease your ability to access inappropriate content or engage in cyberbullying whilst at school
- further strengthen and protect the privacy of everyone at our College
- remove a point of contention for you and teachers in the classroom
- build self-control and self-mastery around what has become a societal addiction
- help prepare you for the workforce where access to phones during work hours is often not allowed.

What if I want to reach my parents/carers' during the school day?

We want you to be engaged in your learning and not be distracted by, or distract others with, mobile phones. If you need to contact your parent or carer during the school day, please go to A12 Student Service window so we can organize contact home.

I need to access a phone before and after school because I live a long way from the school, I travel on a bus, or my pick-up arrangements regularly change, etc.

You lock your phone in your NSC Phone Pouch as soon as you enter the school grounds and then unlock them as you leave. This means you will have access to your phone at these highlighted times of the day once you have formally left school.

I need to access my phone during the day for reasons relating to my health, casual work, travel arrangements home, etc. Are there any circumstances where I can access my phone at school?

Students who need to make a specific call will be able to do so at Student Services. On rare occasions, teachers may also allow and closely monitor students' use of their phones for a set period of time in class to achieve certain learning goals or to complete a specific task. This will be under direct approval of the Faculty Head of Department, will occur rarely, and not form part of common practice as this runs counter to the State Government mandate.

What if there is a school emergency?

In case of a school emergency, we direct you to safety first following our school emergency preparedness protocol. This includes the school making contact with and notifying parents and guardians, if and when necessary.

Will my phone be safe?

You are in possession of your phone – locked in your NSC Phone Pouch – for the entire school day. We will advise you to store the NSC Phone Pouch in your school bags and/or bring into relevant classrooms as part of every-day equipment requirement. You are reminded that – like laptops, wallets, or other personal items – the school cannot guarantee the safety of an individual's mobile phone and that they bring it at their own risk. The safest place for your mobile phone is for it to remain at home.

What if the NSC Phone Pouch gets damaged?

The NSC Phone Pouch is the property of Nambour State College and is to be returned to the school on the completion of Year 12 or when your enrolment is discontinued. If you damage your pouch, you will be issued a new one with the cost of the replacement being charged to your account and parents receiving an invoice for \$15 payment. Damage consists of any signs that the physical integrity of the pouch has been compromised, whether intentionally or unintentionally, as determined by school staff.

What if I'm caught on my phone or have used a second item to stick in the NSC Phone Pouch?

The Mobile Phone Violation process has been created in consultation with staff & students. This is a tiered system recognising the difference between a 1st, 2nd and 3rd violation, with differing consequences depending on the circumstance. Like other expectations of the school, repeated violation of the school's mobile phone policy is likely to result in further severe consequences as determined by the Campus and College Principal as this constitutes a direct breach of school and State Government rules.

I use my phone at breaks to be social or to play games. What will I do now?

The school has a range of extra-curricula options for you to engage with at lunch times as well as providing greater access to sports equipment and facilities for student use. We also welcome input from you on what they would like the school to offer during breaks for you to participate in.

I use my phone to help calm my anxiety. What will I do now?

The school has a Student Services hub located in W Block and F block. In these spaces, you have access to bean bags, couches, board and card games, art supplies, quiet spaces, and school support staff to help you regulate your anxiety without the need to connect with mobile phone technology. You will also still have access to your classroom learning device which you can use in this space if you need to interact with a screen to help calm you.

What about Compass and other apps that we need for school?

Laptops can perform almost all of the functions that a mobile phone can and, since Nambour State College is a BYOd school, the compulsory requirement for you to have a laptop negates the need for a mobile phone to access these resources.

Frequently Asked Questions - Students

I use my phone to pay for tuckshop.

The tuckshop has tap and go facilities so we encourage students to use their physical EFTPOS card or cash when purchasing from the tuckshop at this point in time. We are trying to chip our student ID cards so that you can use this to pay at the tuckshop and for printing. We hope this can be put in place in 2024.

WiFi at school is too slow and accessing the internet through hotspotting my phone is quicker.

The school's internet bandwidth was significantly upgraded in 2023 from 100MB to 2GB which will allow you a faster online experience. We are happy to consider applying for a relaxation on some apps that maybe blocked on EQ network if they support engagement and learning.

What about my Apple Watch or other Bluetooth devices like headphones? How are these affected by the change in policy?

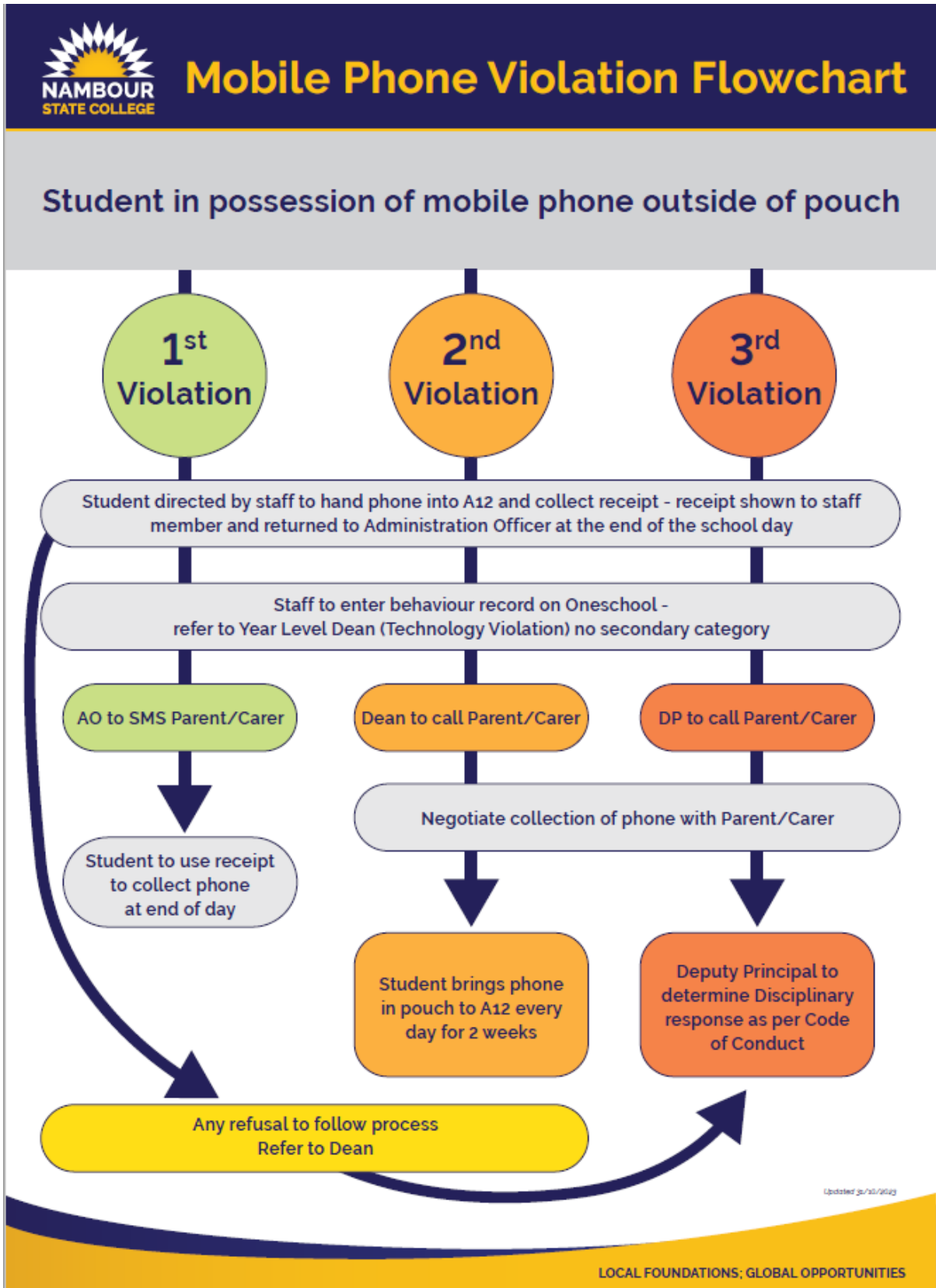
Mobile phones are to be switched off before they are locked in the NSC Phone Pouch which will eliminate their connectivity to smart watches and their messaging functionality. Apple watches or other smart watches are to be placed on airplane mode. Headphones are to remain out of sight during class time unless teachers allow their use for learning purposes connected to your BYOd. It will be assumed that any student seen with headphones that are not connected to a laptop are using them in conjunction with a mobile phone and, therefore, will be subject to the consequences of that behaviour as stated in the new mobile phone policy.

When do I have to lock my phone?

The school's mobile phone policy will be gate-to-gate - meaning that you must lock your turned off mobile phone in your NSC Phone Pouch before you enter the school grounds, and then you can unlock them as you leave the through the gate in the afternoon.



Mobile Phone Violation Flowchart



Preventing and responding to bullying

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

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 College community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at College. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Nambour State College has numerous student leadership forums, with diverse representatives from each year level meeting regularly with the College leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership

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

2. Inclusion

All members of the participating in culture that values respectful College community actively building a welcoming College diversity, and fosters positive, relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the College to support student learning, safety and wellbeing.

5. Support

College staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.



A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Bullying

The agreed national definition for Australian Colleges 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); and
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance);
- not liking someone or a single act of social rejection;
- one-off acts of meanness or spite; and
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Nambour State College, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Nambour State College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the College setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Nambour State College - Bullying response flowchart for teachers

Please note 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.



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the Dean of Students (for students in secondary year levels). Stymie can also be used as an anonymous reporting mechanism.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State College staff may be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Cyberbullying response flowchart for College staff

How to manage online incidents that impact your school

Student protection

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

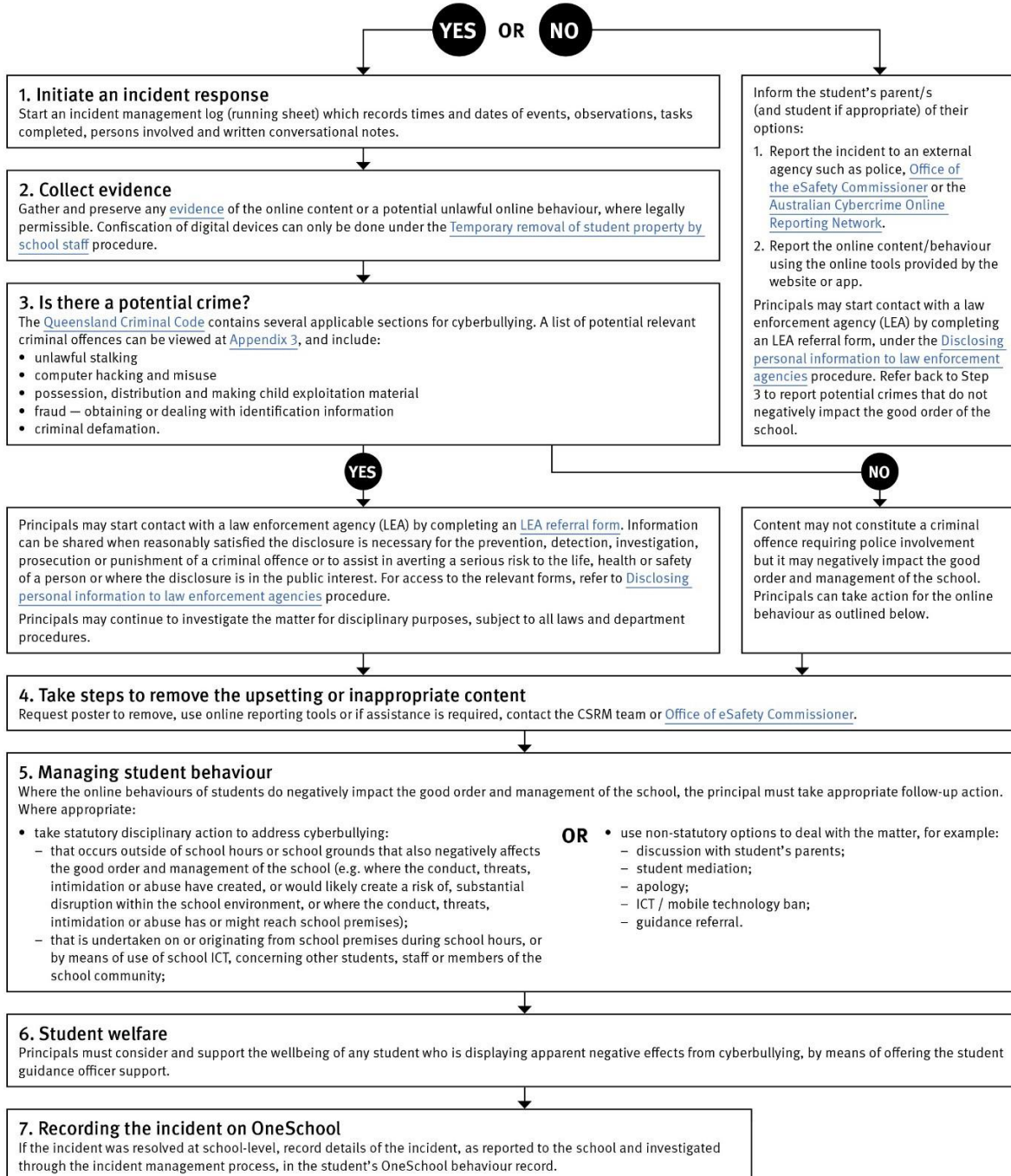
Explicit images

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

Report

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

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



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 Colleges** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

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

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

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

Student intervention and support services

Nambour State College 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 Team 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 College. All staff at Nambour State College 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. College disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal College suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from College.

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 College 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 College community. Reputations of students, teachers, Colleges, 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 College 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 Colleges, staff or students?

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

While many Colleges use social media to update parents of College notices, the department prefers that parents contact Colleges 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 College 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 College, hinders a child's learning and/or affects the College community at large, contact the College 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).

College 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 problem 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 College principal, or police, as needed for escalation of serious concerns
- Block the offending user
- Report the content to the social media provider

Restrictive practices

College staff at Nambour State College 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. It is important that all College 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.

Critical incidents

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 OneCollege.

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

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

Related procedures and guidelines

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

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

Guidelines

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

Conclusion

Nambour State College staff are committed to ensuring every student is supported to feel safe, welcome and valued in our College. 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 Colleges are committed to ensuring that all complaints - whether they relate to a College staff member or a College'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 College 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 College staff in reaching an outcome that is in the best interests of the student:

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

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the College 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 [Colleges directory](#).

2. **Internal review:** [contact the local Regional Office](#)

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

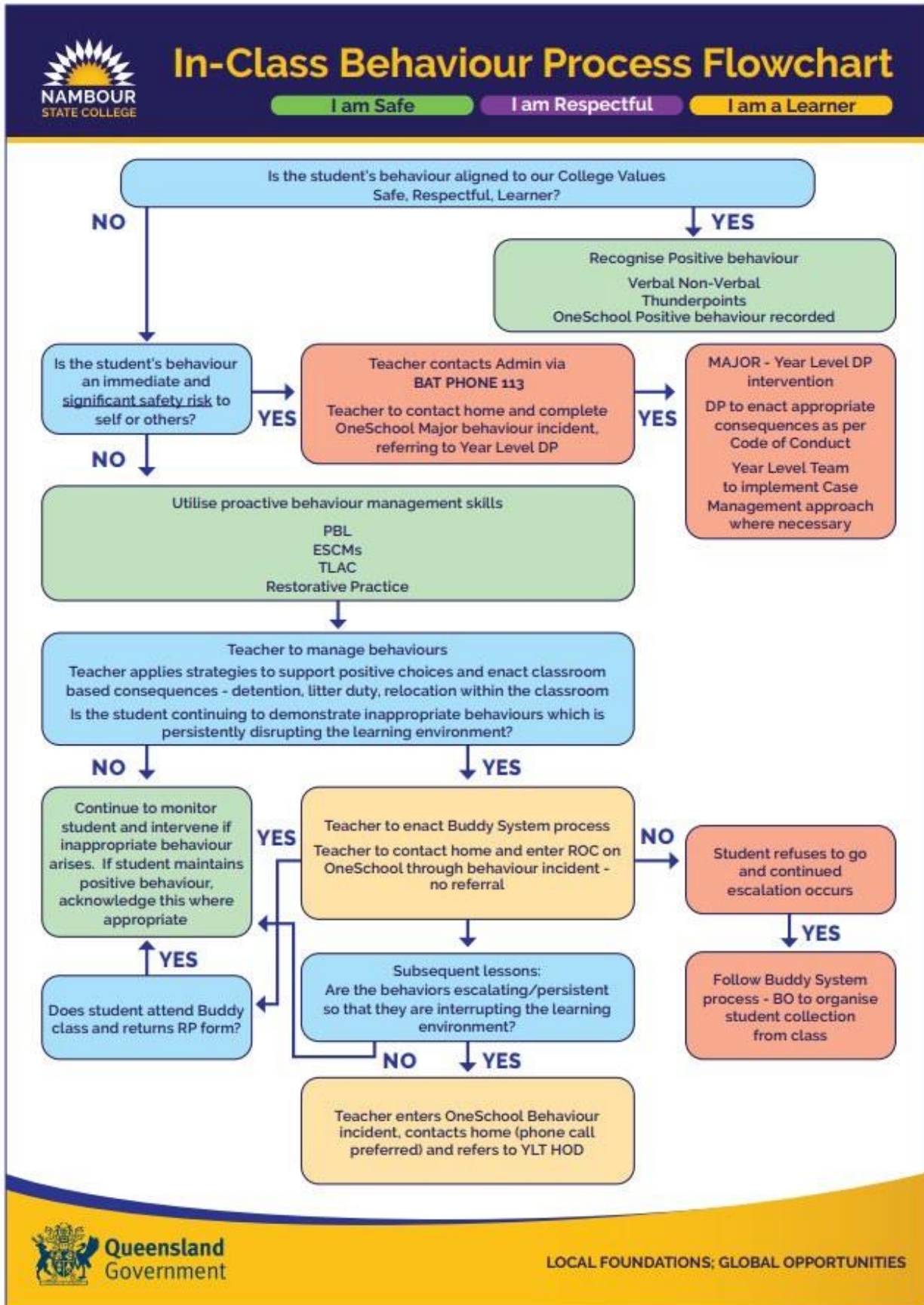
3. **External review:** contact a review authority

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

Some matters need to be handled in a different way to College 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 College, 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](#).

Appendix 1 – In-Class Behaviour Process Flowchart



Appendix 2 – Student Buddy Process

