



NAMBOUR
STATE COLLEGE

Student Code of Conduct

2026

Brighter Futures

Delivering excellence in every state school, for every student

Queensland Department of Education

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Endorsement

2026 Version

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Date:	11/08/2026

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Purpose

Our Vision is to support students to excel in their chosen pathway, nurturing independence, compassion, innovation and global citizenship.

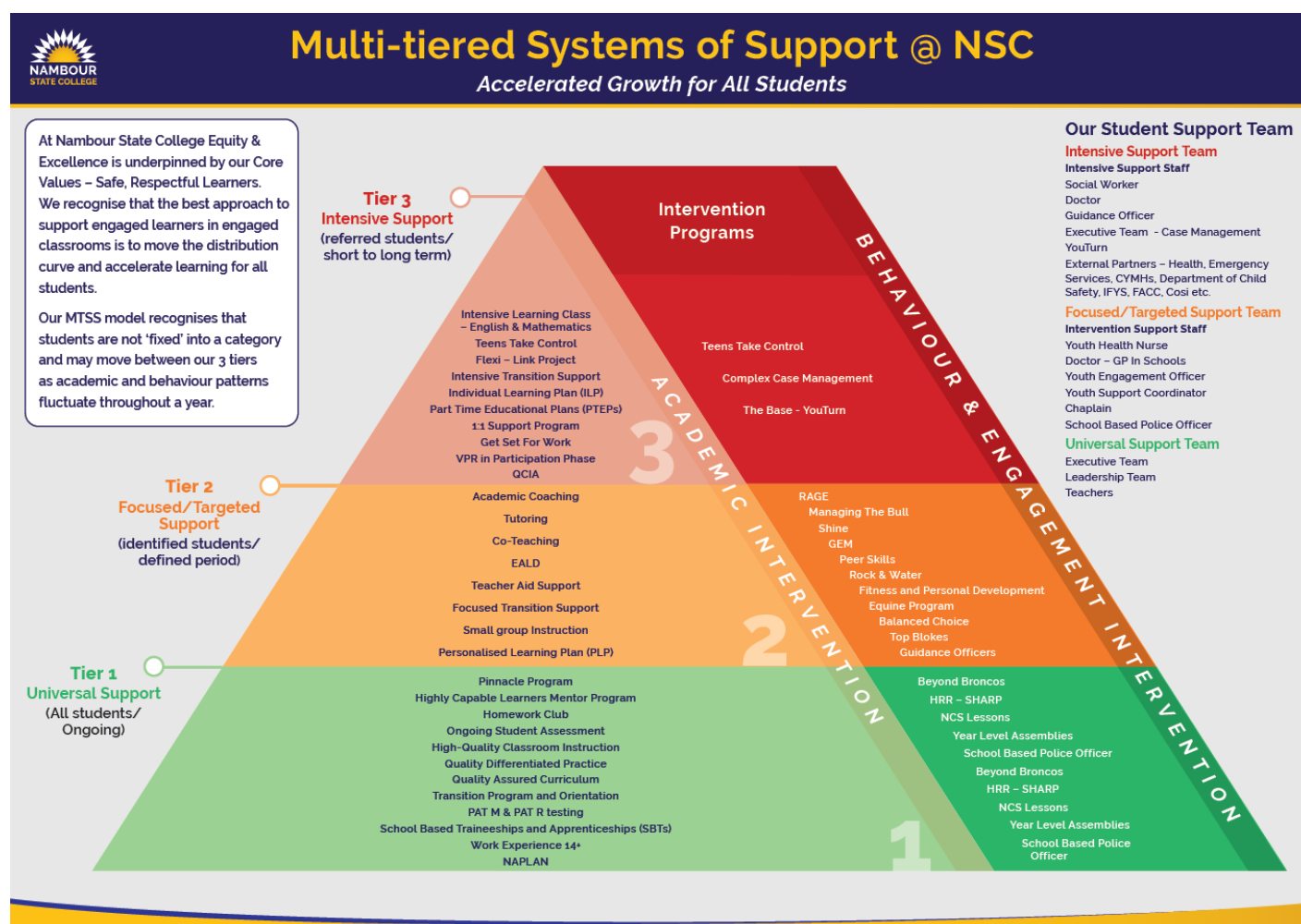
Nambour State College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Nambour State College Student Code of Conduct sets out the responsibilities and processes we use in our college to promote a productive, effective whole college approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the college community, ensuring learning and teaching in our college is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Whole College Approach to Discipline

Nambour State College uses Multi-Tiered Systems of Support (MTSS) as the foundation for an 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, staff match increasingly intensive interventions to the identified needs of individual students.



Tier	Prevention description
1	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: - 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.

Tier	Prevention description
2	Targeted instruction and supports for <u>some students</u> (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. 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: • 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). 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.
3	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. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the 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.

Behaviour Expectations

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.

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. The full expectations matrix for each campus can be located in Appendix 1.

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.

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.
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-judgmental, 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.

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.

Further to our College expectations, the [Parent and Community Code of Conduct \(PDF, 214KB\)](#) describes the ways in which parents, carers and visitors should conduct themselves while on College grounds, at school activities, and when interacting with others in the school community.

Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy.	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

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 equity, 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.

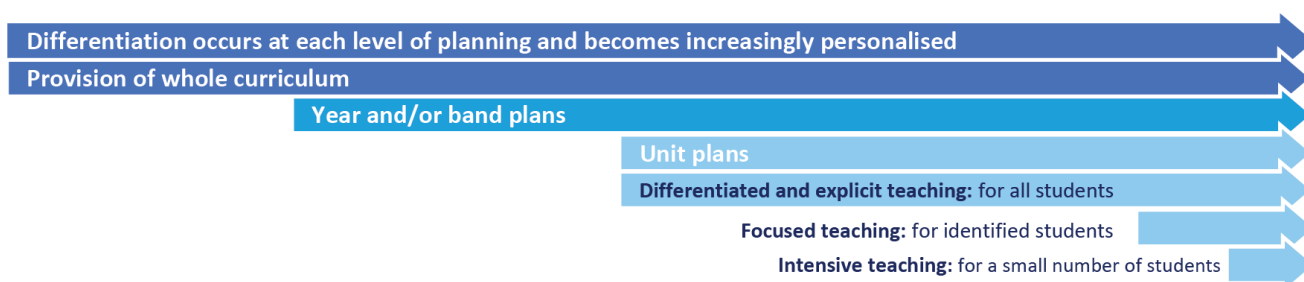
If you have concerns about the behaviour of another student at the college, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated & 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.

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 school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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 Practices 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 can be conducted by a combination of staff including the class teacher, the Student Wellbeing and Engagement Teacher, a member of the Year Level Team or 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.
- **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.

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. Students are selected from a range of data sources (for example; behaviour database, class reports, teacher/admin referral data, SDA data etc.) and parent/carer permission is obtained.

Examples of age-appropriate programs that have been delivered at Nambour State College are:

- Academic Mentoring
- Beyond the Broncos
- Peer Mentoring
- GEM
- Shine
- Drumbeat
- Managing the Bull
- RAGE
- Equine Assisted Learning
- 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 Behaviour 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 administration team.

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual mentor at the college that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. Via the Year Level Teams, Nambour State College has effective referral systems in place to our Student Support Services. Following a 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 Student Support Services Team and/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 is contained within the IBSP or Discipline Improvement Plan (DIP).

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

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.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")

- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Individual student behaviour support strategies to inform an Individual Learning Plan
- Targeted skills teaching in small group
- Detention
- RESET card (eg. sensory)
- Positive Behaviour Choices Tracker
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher support and debriefing
- Referral to Year Level Team
- Stakeholder meeting with parents and external agencies

Intensive

College Year Level Team work in consultation with Student Services Specialists to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 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 schools or all state schools 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 college Student Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state college, applied by the Principal as a consequence to address poor student behaviour.

There are four types of SDA:

- Short suspension (1 to 10 College days)
- Long suspension (11 to 20 College days)
- 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 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 college. 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 to college 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. 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 meeting may vary according to the individual circumstances. This meeting should be narrowly focussed on making the student and their family feel welcome back into the college community. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/carer at a later date and time.

Possible agenda: Rebuild, Reset, Reconnect and Support

- Welcome back to school (Rebuild, Reset)
- Check in on student wellbeing (Reconnect)
- Discuss any recent changes to school routine or staffing
- Set goals for successful school and classroom re-entry (Support)
- Offer information about supports available (e.g. guidance officer) (Support)
- Support any restorative opportunities if required (Rebuild, Reconnect, Support)
- Thank student and parent/s for attending

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 a Guidance Officers or an Inclusion Case Manager, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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 responsibility for the Principal and college staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal and/or 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)
- 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 the 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 (eg. 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 college.

** 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

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 (eg. a knife) in their college bag, prior to seeking consent to search from a parent/carer or calling the police
- consent from the student or parent/carer is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent/carer is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parent/carer should be called to make such a determination.

Parent/Carer of students at Nambour State College:

- ensure your children do not bring property onto school 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 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 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 their property as soon as possible when advised by the Principal or college staff it is available for collection.

Away for the Day

Nambour State College is committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. In the context of our college mobile devices include: mobile phones, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

All college students must keep mobile devices switched off and 'away for the day' during college hours (first bell to last bell). Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during college hours.

Students and their parent/carer may apply for an exemption from this requirement based on certain criteria. Students with pre-existing college approval to use a mobile device on an ongoing basis to support certain medical, disability and/or wellbeing needs will not need to reapply under this procedure.

This procedure does not apply to personal or college-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the College's Bring Your Own Device (BYO) approach. For information about accessing the department's ICT applications, systems and networks, please refer to the [Use of mobile devices procedure](#) and the [Use of IT systems procedure](#).

It is also agreed that time and space should be provided at college where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example to the right, around the college that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

The responsibilities for students using devices other than a mobile device at college or during college activities, are outlined below.

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

- use non-mobile devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the college
 - conducting general research for college activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to college work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a non-mobile device
- switch off and place the device out of sight during classes, before and after college, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a device under special circumstances.

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

- use a mobile device during school hours (between first bell to last bell)
- use any device in an unlawful manner
- use devices in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language

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

At all times students, while using ICT facilities and devices supplied by the college, will be required to act in line with the requirements of the Nambour State College Student Code of Conduct. In addition students and their parents should:

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

Preventing and Responding to Bullying

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. Parent/Carers 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 a **Student Leaders** team, 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 leaders playing an active role in building a positive learning environment where the whole College community feels included, connected, safe and respected.

2. Inclusion

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

3. Student voice

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

4. Partnerships

Families and communities collaborating as partners with the 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 Leaders is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Nambour State College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as;

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

Behaviours that do not constitute bullying include:

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

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

Key contacts for students and parents to report bullying:

Option 1: report via Stymie

Stymie is an anonymous online form that allows College students to report harm.

<https://stymie.com.au/>

Option 2: report to school staff

Junior Campus – Class teacher or Junior Campus Administration staff

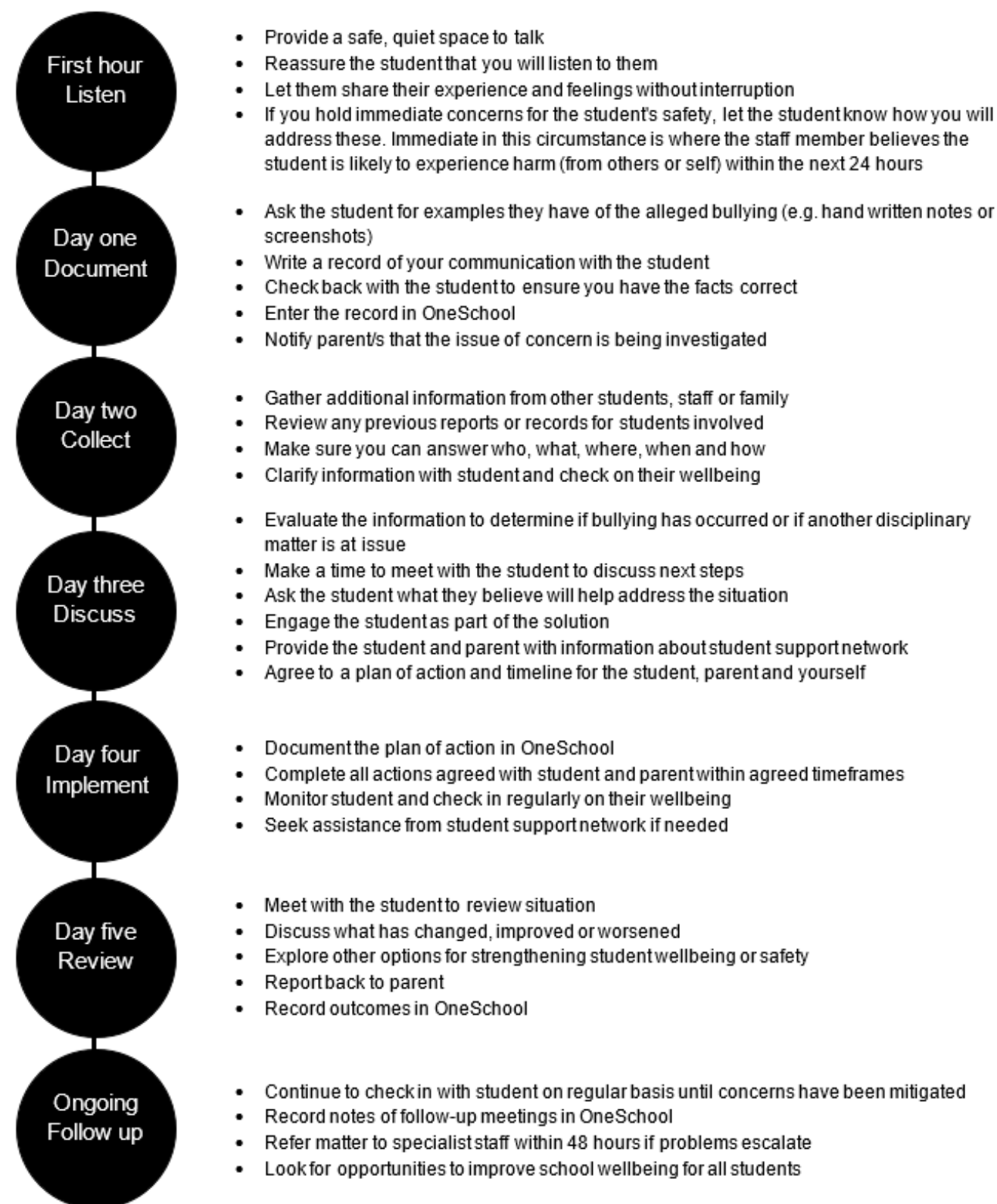
Senior Campus – Dean of Students



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 school staff

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 on Junior Campus or the Dean of Students on Senior Campus.

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

Students enrolled at Nambour State College may face in-school 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 school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parent/Carers 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. College staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the college process for managing or responding to cyberbullying should be directed to the Junior or Senior Campus Administration.

How to manage online incidents that impact your school

Student protection

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

Explicit images

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

Report

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

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

YES OR NO

1. Initiate an incident response

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

2. Collect evidence

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

3. Is there a potential crime?

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

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

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

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

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

YES

NO

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

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

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

4. Take steps to remove the upsetting or inappropriate content

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

5. Managing student behaviour

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

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

6. Student welfare

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

7. Recording the incident on OneSchool

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

Cybersafety & Reputation Management (CRM)

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

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

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

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

For more information about cybersafety sessions at the 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 Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Nambour State College – Anti-Bullying Compact

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



Our Vision: To support students to excel in their chosen pathway, nurturing independence, compassion, innovation and global citizenship.

Nambour State College – Anti Bullying Compact

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

The agreed national definition for Australian Schools describes bullying as

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

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

I agree to:

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

Student's signature _____

Parent's signature _____

College representative signature _____

Date _____



Department of Education trading as Education Queensland
International (EQI) CRICOS Provider Code 00005A

Senior Campus 1 Carroll Street, Nambour QLD 4560 Phone: 5450 4111
Junior Campus 70 Coronation Avenue, Nambour QLD 4560 Phone: 5459 0333
info@namboursc.eq.edu.au <https://namboursc.eq.edu.au> Nambour State College

LOCAL FOUNDATIONS; GLOBAL OPPORTUNITIES

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, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

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

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

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

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the 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* (Cwth) 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 concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the 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.

Critical Incidents

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.

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

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

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

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

Appendix 1 – Behaviour Expectations



Nambour State College • Positive Behaviour Matrix

Junior Campus expectations for all students

As a responsible member of my College community:							
	Individual	Relationships	Learning	Digital world	Transition	Break times	Toilets
	I am safe - I remain on the College grounds at all times - I am in the right place at the right time - I protect and take care of myself	- I keep my hands, feet and other objects to myself - I walk away from conflict - I take ownership of my behaviour choices - I report responsibly to a staff member	- I place my bag in the port rack - I wait to be invited into the learning space - I use equipment for the intended purpose	- I think before I send - I walk with my device - I keep my personal information private - I log my phone in at the office	- I arrive at school at 8:30am - I cross the road on the traffic signal - I move quickly to my pickup zone	- I wear my hat at all times - I stay in the same area for the duration of play - I play safely with others - I only eat my food - I use the bubblers appropriately - I seek first aid if required	- I use, flush, wash and leave - I wait outside for my buddy
	I am respectful - I use positive language at all times - I respect College property - I represent my school with pride - I greet staff, students, and visitors with respect - I follow adult directions, first time every time - I am honest - I follow the NSC uniform code	- I use my High 5 to be a problem solver - I respect myself and others - I think before I speak - I am a positive bystander	- I listen to the ideas and opinions of others - I raise my hand to speak - I work co-operatively with others - I allow staff to teach	- I follow the College digital agreement - I keep my device in my bag before and after school - I am respectful to others online - I seek permission to take photos and videos	- I demonstrate fantastic walking around the College - I carry a pass when out of class - I ask permission to leave the room - I show excellence in behaviour when in the community	- I play fairly with others - I play in the correct area for my year level - I leave the eating area clean and tidy - I report incidents to staff on duty	- I use the toilets for the intended purpose - I give others their privacy - I use an inside voice at the toilet - I leave toilets clean and ready for others
	I am a learner - I focus on my learning - I allow others to focus on their learning - I actively participate in learning - I leave items not related to my learning at home	- I encourage and support others - I respectfully remind others of the College rules	- I am organised and ready for learning - I sit in the 5L's - I remain on task - I take pride in my work - I complete my work within the set time	- I charge my iPad at home, ready for learning each day - I only access educational materials on my device	- I attend school on time as everyday counts - I transition through the office when late to school - I sign out at the office with an adult if leaving early	- I respond promptly to the bell - I make healthy food choices - I return borrowed equipment	- I am waterwise - I use the toilet at break times



Secondary Campus Expectations

We are Safe

We are Respectful

We are Learners

As a Responsible member of my school community					
	Individual	Learning Environment	Outdoor Environment	Toilets	Entry/Exit
	We are Safe - mobile phones are off and away for the day - keep hands and feet to ourselves - remain on the school grounds at all times - banned items e.g. aerosol spray cans, chewing gum, energy drinks are not permitted - ask a person who can help - filming or taking photos is not permitted - bullying and harassment is not tolerated	- leave bag outside - ask permission to leave the room with an 'out of class pass' or RESET card - keep passwords private - follow adult instructions	- remain only in inbound areas - keep pathways and stairwells clear - stay off verandas during breaks - non-contact sports only – no tackling - footballs permitted on the oval only - correct footwear worn at all times	- wash your hands - keep food and drink outside of toilets - only limited numbers of people in the toilet	- sign in and out at Student Services with parental permission - leave the school immediately on the final bell, unless waiting for a bus or parent/carer - line up at the gate until directed by a staff member to catch the bus - scooters and bikes not to be ridden on school grounds
	We are Respectful - wear NSC uniform with pride - communicate with respect - always use appropriate language, no swearing or yelling - follow adult directions - take ownership of our own behaviour - do not enter into the personal space of another	- listen to the ideas and opinions of others - communicate with respect - respect yourself and others	- keep the school grounds clean and tidy - place rubbish in the bins provided - treat school property with care - patiently line up at the tuckshop - keep bags outside the tuckshop - treat tuckshop staff with respect	- use the toilets for the correct purpose - allow others their privacy - leave toilets clean and undamaged	- follow the bus code of conduct - show respect, courtesy and manners in the community
	We are Learners - submit assessments on time - arrive with charged devices ready for learning - bring all equipment - check for class updates - maintain 90% attendance - explain all absences	- arrive on time - line up and wait for instructions - have the correct equipment - ask for help - complete set work - use school internet only - only attend IT Support before/after school, and during break time	- move to your class on the first bell - be ready to enter the class by the second bell	aim to access the toilet during our break times	transition between classes in a timely manner