



**NOOSA**  
**DISTRICT SHS**

*Excellence, Respect, Integrity, Collegiality*

**An Independent Public School**

# Noosa District State High School

# Student Code of Conduct

# 2021-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

### Senior Secondary Campus – Cooroy

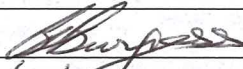
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## Endorsement

Principal Name: Brett Burgess

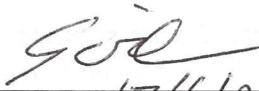
Principal Signature: 

Date: 8/6/21

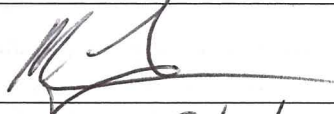
P/C President and-or School Council Chair Name:

P&C President: Greg Wilson

School Council Chair: Mark Tyler

P/C President and-or School Council Chair Signature: 

Date: 17/6/21



8/6/2021

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## Purpose

Noosa District SHS is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Noosa District SHS Student Code of Conduct sets out the responsibilities and processes used in our school to promote a productive, effective whole school approach to discipline, where students have opportunities to engage in quality learning experiences that enhance student growth and well-being.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success, and staff enjoy a safe workplace. The Student Code of Conduct will be reviewed on a yearly basis through consultation with students, parents, staff and community.

### **Our NDSHS Statement of Purpose:**

We are committed to inspiring young people to achieve their potential and make a positive difference in the community.

### **Our Values:**

- **Excellence:** we strive together and as individuals to be the best we can be each and every day
- **Integrity:** we are committed to the highest ethical standards and behaviours at school and in the community
- **Collegiality:** we value diversity and are committed to working together to achieve the best outcomes for every individual in our school community
- **Respect:** we are considerate of each other, their property and the environment.

### **Our Vision:**

To create a safe and caring learning environment that enables the success, diversity, resilience and creativity of all students.

# Learning and Behaviour Statement

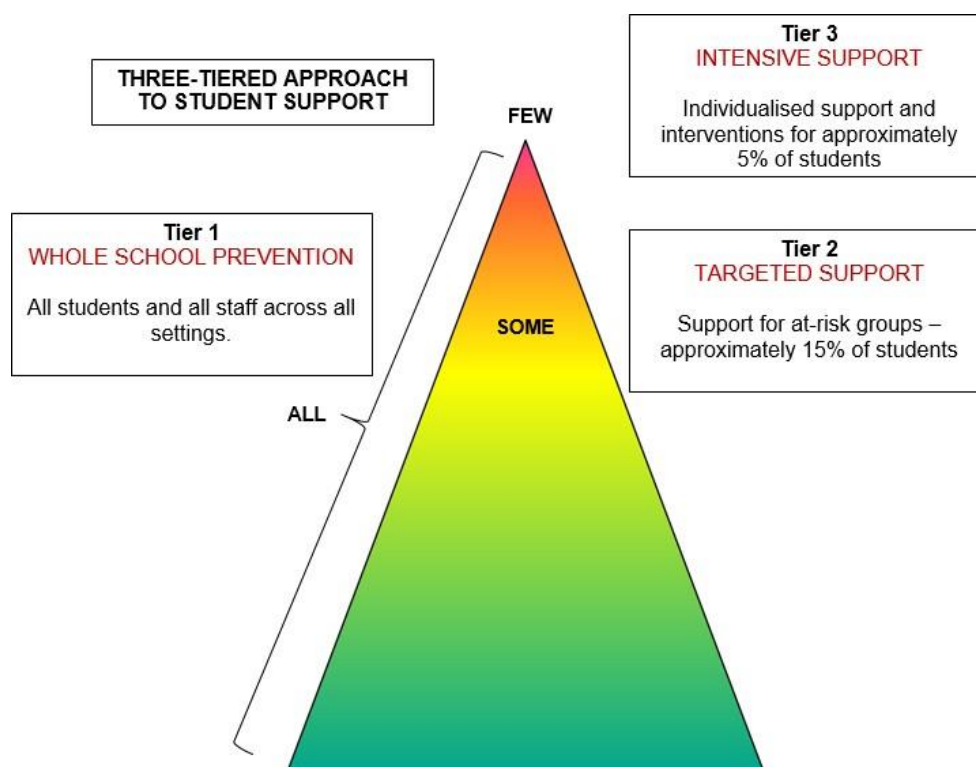
All areas of Noosa District SHS are learning and teaching environments and provide an opportunity for valuable social and academic growth and development. Every student in the school will receive support for their academic and behavioural development through the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations:

- We are Respectful
- We are Responsible
- We are Active Learners

Our school-wide framework for supporting positive behaviour is Positive Behaviour for Learning that is facilitated through multi-tiered systems of support.

## Multi-Tiered Systems of Support

Noosa District SHS uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS, school staff match increasingly intensive interventions to the identified needs of individual students.



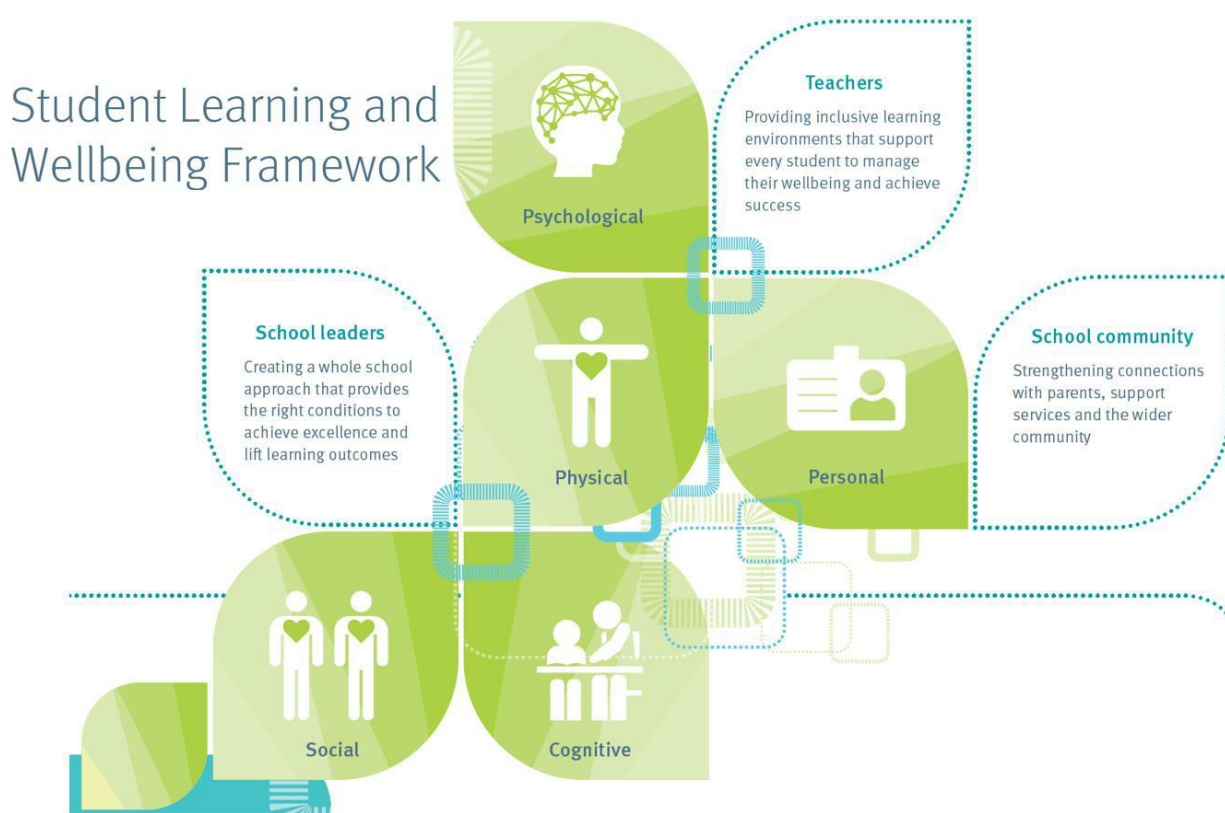
Tier	Prevention Description
1	<p style="text-align: center;"><b>Whole School Prevention – All students and all staff across all setting</b></p> <p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p style="text-align: center;"><b>Targeted Support – Support for at-risk groups</b></p> <p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</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 or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain elements in common:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need)</li> </ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p style="text-align: center;"><b>Intensive Support – Individualised support and interventions</b></p> <p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</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 Functional Behaviour Assessment - FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student's use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <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 school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

## Student Wellbeing and Support Network

### Student Wellbeing

Noosa District SHS offers a range of programs and services to support the wellbeing of students in our school to support students to Connect, Succeed and Thrive. We encourage parents and students to speak with their class teacher or make an appointment to meet with the year level teams or Guidance Officer if they would like individual advice about accessing particular services.

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



### Curriculum and pedagogy

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

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school. The Personal and Social Capabilities of the Australian Curriculum are further supported through the explicit teaching of expected behaviours at NDSHS through Positive Behaviour for Learning (PBL), the Feedback, Content and Context platforms of the NDSHS Pedagogical Framework – The New Art and Science of Teaching (NASOT) and the Berry Street Educational Model (BSEM).

## Student Support Network

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

Students can approach any school staff member at Noosa District SHS to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network which may include the Student Wellbeing Action Team (SWAT).

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

Role	What they do
Year Level Teams (YLC, HODs, DP)	<ul style="list-style-type: none"> <li>• work together as a team across a year level to support student engagement, success and wellbeing with a focus on Tier 2 and 3 strategies</li> <li>• monitors student attendance, behaviour and academic data, arranges intervention for students in Years 7 to 12</li> <li>• provides continuity of contact for students and their families through their years of schooling (JS and SS teams)</li> <li>• support intervention and prevention strategies in the year level.</li> </ul>
Year Level Coordinator	<ul style="list-style-type: none"> <li>• part of year level team with a focus on Tier 1 prevention strategies</li> <li>• nurtures a sense of belonging to the home group, year level and school</li> <li>• support proactive and positive wellbeing of year level</li> <li>• lead role in PBL reinforcement and prevention strategies.</li> </ul>
Guidance Officer (Campus based)	<ul style="list-style-type: none"> <li>• supports student wellbeing, access and interventions where required with a focus on Tier 2 and 3 intervention strategies</li> <li>• works with the SWAT (Student Welfare Action Team) to develop and facilitate support programs to meet the needs of students</li> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator using restorative practices or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external support providers as needed as part of the counselling process.</li> </ul>
Head of Diverse Learning	<ul style="list-style-type: none"> <li>• coordinates the Student Wellbeing Action team (SWAT) that coordinates a case managed approach to support student success where required</li> <li>• coordinates the wide range of school support activities and intervention / prevention programs across the school.</li> </ul>
Case Managers	<ul style="list-style-type: none"> <li>• Supports teachers and families to address individual circumstances and needs through reasonable adjustments to curriculum, teaching and / or assessment to support student behaviour and learning.</li> </ul>
Head of Department Junior Secondary	<ul style="list-style-type: none"> <li>• coordinate transition to secondary for students moving from Year 6 to Year 7</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• supports year level coordinators Yrs. 7-8.</li> </ul>
Head of Department Middle Secondary	<ul style="list-style-type: none"> <li>• coordinate transition to secondary for students moving from Year 8 into 9</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• supports year level coordinators Yrs. 9 - 10</li> </ul>
Head of Department Senior Secondary	<ul style="list-style-type: none"> <li>• coordinate transition to senior secondary for students moving from Year 10 to 11 and 12 to post schooling</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• supports year level coordinators Yrs. 11-12</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to:               <ul style="list-style-type: none"> <li>• healthy eating and exercise</li> <li>• personal and family problems</li> <li>• feeling sad, worried and angry</li> <li>• relationships</li> <li>• sexual health</li> <li>• smoking, alcohol and other drugs.</li> </ul> </li> </ul>



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

## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

Find out more: [Positive Behaviour for Learning](#)

PBL is further underpinned by the [Australian Professional Standards for Teachers – Standard 4](#) - Create and Maintain Supportive Learning Environments. This includes the expectations of supporting student participation, managing classroom activities, managing challenging behaviour, maintaining student safety; and using ICT safely, responsibly and ethically.

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

The development of the Noosa District SHS Student Code of Conduct is an opportunity to further 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. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Year level teams, Head of Campus or Principal.

We also have a team of PBL Ambassadors that meet regularly.



## PBL Expectations

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

- We are Respectful
- We are Responsible
- We are Active Learners.

At NDSHS, we explicitly teach expectations, acknowledge positive behaviour and consistently implement correction systems to support learning.

### NDSHS Expectations Matrix

<b>We are Responsible</b>	<i>In the classroom</i>	<ul style="list-style-type: none"> <li>• Being on time for all classes with all equipment</li> <li>• Storing bags safely &amp; appropriately</li> <li>• Remaining with the teacher for the duration of the lesson</li> </ul>	<b>We are Respectful</b>	<i>To yourself</i>	<ul style="list-style-type: none"> <li>• Wearing school uniform as stated in Uniform Policy</li> <li>• Being trustworthy and honest</li> <li>• Taking care of wellbeing and seeking support when needed</li> </ul>
	<i>Outside the classroom</i>	<ul style="list-style-type: none"> <li>• Remaining on the school grounds at all times</li> <li>• Behaving in a manner is safe</li> <li>• Reporting accidents and or breakages immediately</li> </ul>		<i>Others</i>	<ul style="list-style-type: none"> <li>• Respecting their right to learn</li> <li>• Showing courtesy, tolerance and inclusivity</li> <li>• Using appropriate language and interpersonal body contact</li> <li>• Seek support on behalf of others when needed e.g. (teacher, guidance)</li> </ul>
	<i>Towards others</i>	<ul style="list-style-type: none"> <li>• Working co-operatively with staff and peers</li> <li>• Avoiding physical contact or injury</li> <li>• Appropriate use of personal technology</li> </ul>		<i>Environment</i>	<ul style="list-style-type: none"> <li>• Keeping the school grounds, classrooms, facilities and community clean and tidy</li> <li>• Not bringing sharp, hazardous or dangerous items to school e.g. aerosols, lighters and other items prohibited by the school</li> </ul>
	<i>To yourself</i>	<ul style="list-style-type: none"> <li>• Signing in/out of the office with an approved adult in arriving late or leaving early</li> </ul>		<i>Staff</i>	<ul style="list-style-type: none"> <li>• Respecting their right to teach by listening to and following instructions</li> <li>• Using respectful language and behaviour towards them at all times</li> </ul>
				<i>Property</i>	<ul style="list-style-type: none"> <li>• Taking care of your own, others and the school's property</li> <li>• Leaving valuable personal items at home</li> <li>• Store personal property (e.g. skateboards) in designated areas</li> </ul>
<b>We are Active Learners</b>					
	<i>Involvement</i>	<ul style="list-style-type: none"> <li>• Applying yourself to the best of your ability</li> <li>• Taking pride in your work</li> <li>• Attending school daily</li> <li>• Arriving with your BYOX device charged</li> <li>• Being actively involved in school activities</li> <li>• Attending all lessons and catching up on missed work if absent for any reason</li> </ul>		<i>Self-management</i>	<ul style="list-style-type: none"> <li>• Bringing all necessary equipment to class</li> <li>• Completing all drafts, tasks, homework and assessment by due date</li> <li>• Seeking support when needed e.g. (teacher, guidance, homework club)</li> <li>• Striving to be the best YOU can</li> <li>• Seeking IT support in library during break time</li> </ul>

## Parents and Staff

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

### Responsible

<i>What we expect to see from parents</i>	<i>What you can expect from staff</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will 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 school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

### Respectful

<i>What we expect to see from parents</i>	<i>What you can expect from staff</i>
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.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

### Active Learner

<i>What we expect to see from parents</i>	<i>What you can expect from staff</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You support your child's learning and success at school.	

## Consideration of Individual Circumstances

Staff at Noosa District SHS 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. OneSchool records such as Personalised Learning and Support Provisions are used to document supports for student circumstances.

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, year level teams, deputy principals, head of campus 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 their child. Parents can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

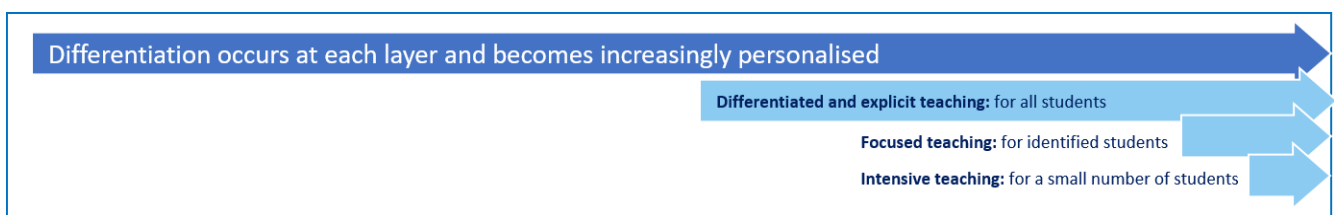
If a parent has concerns about the behaviour of another student at the school, or the way staff have responded to behaviour, please make an appointment with the Head of Campus or principal to discuss the matter.

## Differentiated and Explicit Teaching

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

Teachers at Noosa District SHS vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



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.

## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Noosa District SHS 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.

Noosa District SHS has a range of support staff and systems (including SWAT) in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Rock and Water
- SCILs
- Peer Support
- YABBA
- Functional Based Assessment
- RAGE
- Managing the Bull
- FlexiSpace

For more information about these programs, please speak with the Year Level Manager or Guidance 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, Individual Support Plan (ISP) and / or Discipline Improvement Plan (DIP) 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 school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

# Disciplinary Consequences

The disciplinary consequences model used at Noosa District SHS follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

## 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
- 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
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

### **Focussed**

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

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

### **Intensive**

School leadership team work in consultation with SWAT 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)
- Discipline Improvement Plan (DIP)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge-related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

### **School Disciplinary Absences**

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the principal.

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

### **Re-entry following suspension**

Students who are suspended from Noosa District SHS may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend as the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### **Arrangements**

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

Possible agenda: **Rebuild, Reset and Reconnect, Support**

- Welcome back to school (Rebuild, Reset)
- Check in on student wellbeing (Reconnect)
- Goal set for successful school and classroom re-entry (Support)
- Offer information about supports available (e.g. guidance officer)
- Support any restorative conferencing if required (Rebuild, Reconnect, Support)
- Thank student and parent/s for attending.

### **Reasonable adjustments**

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



# School Policies

Noosa District SHS has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. The following policies outline school expectations:

- 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 school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

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

The following items are explicitly prohibited at Noosa District SHS 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
- vaping devices, e-cigarettes
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

## Responsibilities

### State school staff at Noosa District SHS:

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

### Parents of students at Noosa District SHS:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Noosa District SHS Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

### Students of Noosa District SHS:

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

## Use of mobile phones and other devices by students

Refer to: [Advice for state schools on acceptable use of ICT facilities and devices](#), [Use of IT systems](#) procedure.

### Important to note:

- For the purpose of this document, *mobile phones and wearable devices* include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.
- This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOD) policy.

Noosa District State High School is committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students. Noosa District State High School students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

### **Mobile phones at NDSHS**

Noosa District State High School is a mobile free school – phones need to be off and away, on all campuses during the school day.

#### **What does it mean to be a phone free school?**

As a school, we are committed to providing a safe and supportive learning environment for everyone. Reducing distractions and promoting an environment of learning is central to this. As such, the use of mobile phones will not be permitted from the time a student enters the school grounds to the conclusion of the school day. This includes before school and during break times. Furthermore, other devices such as Smart watches must be on 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day. Earphones must also be stored out of sight.

Students participating activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

#### **Bringing mobile phones and wearable devices to school:**

- Students are permitted to bring mobile phones and wearable devices to school to:
- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of the school day, and
- be contacted about their own child or person under their care.

#### **What if I need to contact my family?**

During the school day NDSHS students are the responsibility of the school. Communication between parents and students, during school hours, should occur via phone call to the school's administration on 5480 8111 (Pomona) and 5472 2222 (Cooroy). Students are welcome to present to the office to contact home via the administration team if necessary.

We do understand that some parents/carers wish to provide their children with mobile phones for use after school, and therefore require a phone to be brought to school. In the event that you need to bring a mobile phone to school, the phone must remain off and away, or be surrendered to the office for the entirety of the school day. Students are welcome to use their phones outside school hours.

#### **Can I use my phone while travelling to and from school?**

Yes, students are allowed to bring their mobile phone or wearable device to school. Students will be able to use their phone outside of school hours to support safe travel.

#### **Can I still bring wearable devices to school?**

Wearable devices such as smart watches can be worn, however notifications must be switched off, so that phone calls, messages and other notifications cannot be sent or received during school hours.

#### **My child has a medical condition requiring the use of a mobile phone, how can we arrange this?**

As a school, we understand that some students have medical needs which require a student to have access to and use their mobile phone. Medical exemptions can be put in place for students on a case-by-case basis, where there is advice from a medical professional. To discuss this, parents are encouraged to contact the relevant Deputy Principal to make a time to meet and discuss the exemption and what this may look like for your child.

### What if a phone is lost or stolen?

It is advisable to protect phones and devices with security codes, clear markings and to keep them in a safe place while at school. Mobile phones and devices are brought to school entirely at the owner's risk. The school cannot accept any responsibility for theft, loss or damage. Parents, carers and students should ensure that mobile phones and devices are insured as personal property as they are not insured by the school or Education Queensland.

### What if I need to use my phone in my lesson for learning?

There is no need for students to access their phones for learning. Students are able to access their laptops to view and create digital content. Teachers will create lessons aligned with current school resources to negate the need for students to have access to their phone.

### What if I need to use my phone to pay for items at the tuckshop?

Students are able to pay for their food at the tuckshop via cash or card. Use of a phone is not necessary and not permitted for use at any stage during the school day.

### I have a part-time job, what if I need to use my phone to contact my employer?

Phone must be switched off and away for the day during school hours. It is important to communicate this with your employer that they will not be able to call or text you during this time. After school hours, students will be able to check messages from their employers

### What is the process if I use a mobile phone at school?

Students who breach the school's mobile phone expectation will be managed in line with the school's Student Code of Conduct. This includes the student handing their phone into the office.

If a student is seen with their mobile phone, teachers will instruct the student to go to the front office where the phone will be handed in for storage, logged in ID Attend and a text message will be sent to parents.

A student whose phone has been logged must report back to the teacher with a 'phone/device slip'. The 'phone/device slip' is returned to the front office after school for the student to collect their mobile phone/device after school.

If a student refuses to hand their phone in the teacher records an incident on OneSchool and refer to the respective YLT member, where a consequence will be issued for defiance.

Repeat infringements will be regarded as a major breach, this includes phones having to be collected by a parent.



## Responsibilities

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

It is **acceptable** for students at Noosa District SHS to:

- switch off and place the mobile device out of sight - 'away for the day'

It is **unacceptable** for students at Noosa District SHS to:

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

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

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

## Preventing and responding to bullying

Noosa District SHS uses the Student Learning and Wellbeing Framework supported by the resources available through the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school to Connect, Succeed and Thrive. Our school Wellbeing framework that ensures a culture that promotes learning is prioritised and explicitly taught through the HPE curriculum and the whole school wellbeing program (FLYING program, Senior Success Program) that includes an evidence-based antibullying program supported by the [Bullying No-Way](#) resources.

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

### 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 Noosa District SHS, 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 Noosa District SHS teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school 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.

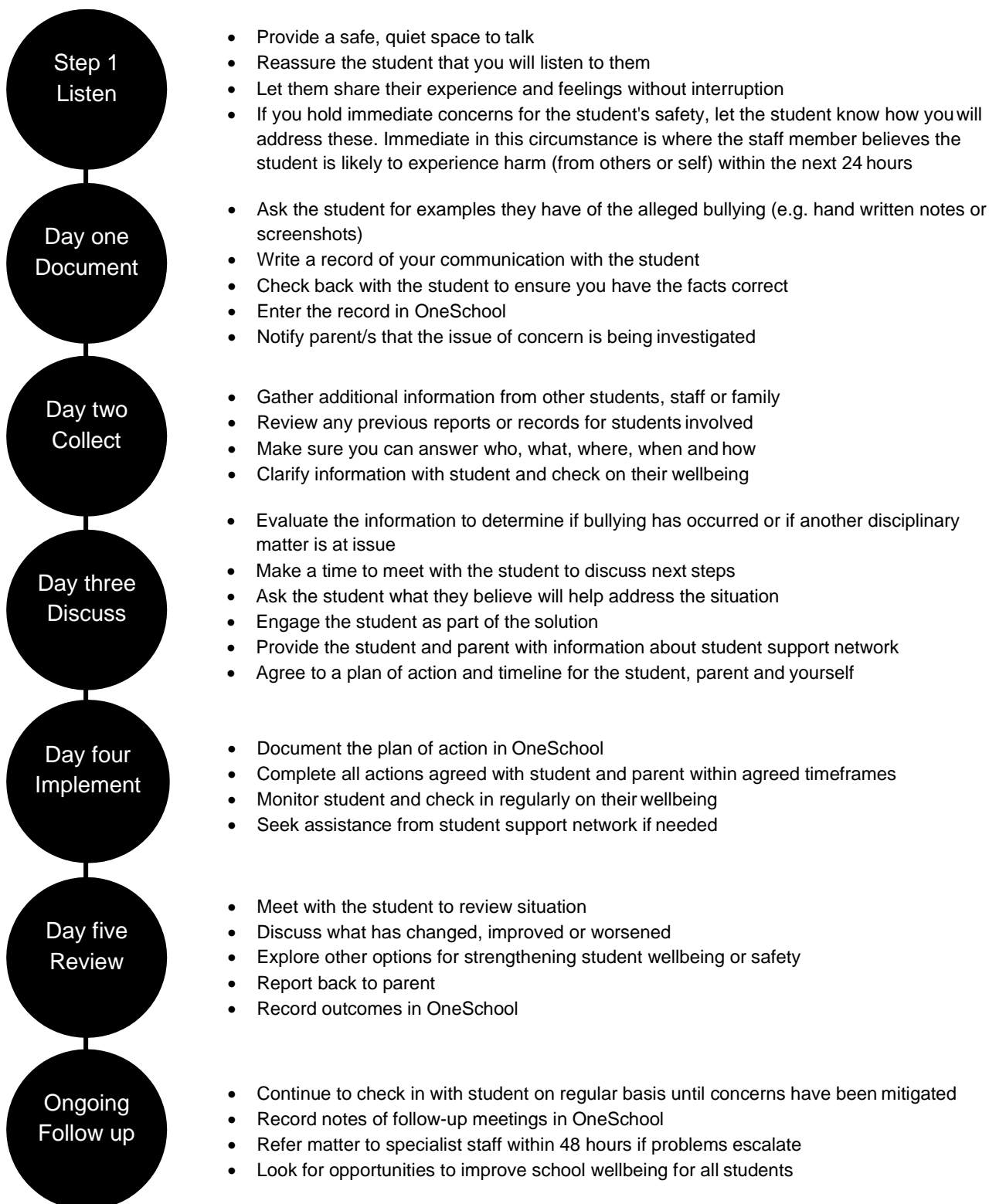
## Noosa District SHS - Bullying response flowchart for teachers

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.

### Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Teacher, head of year, year level team (YLT)

Year Level Team Delegate



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular classroom or home group teacher. Year level team members (Heads of Year, Year Level Coordinators and Year level managers) can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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



# Noosa District SHS - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

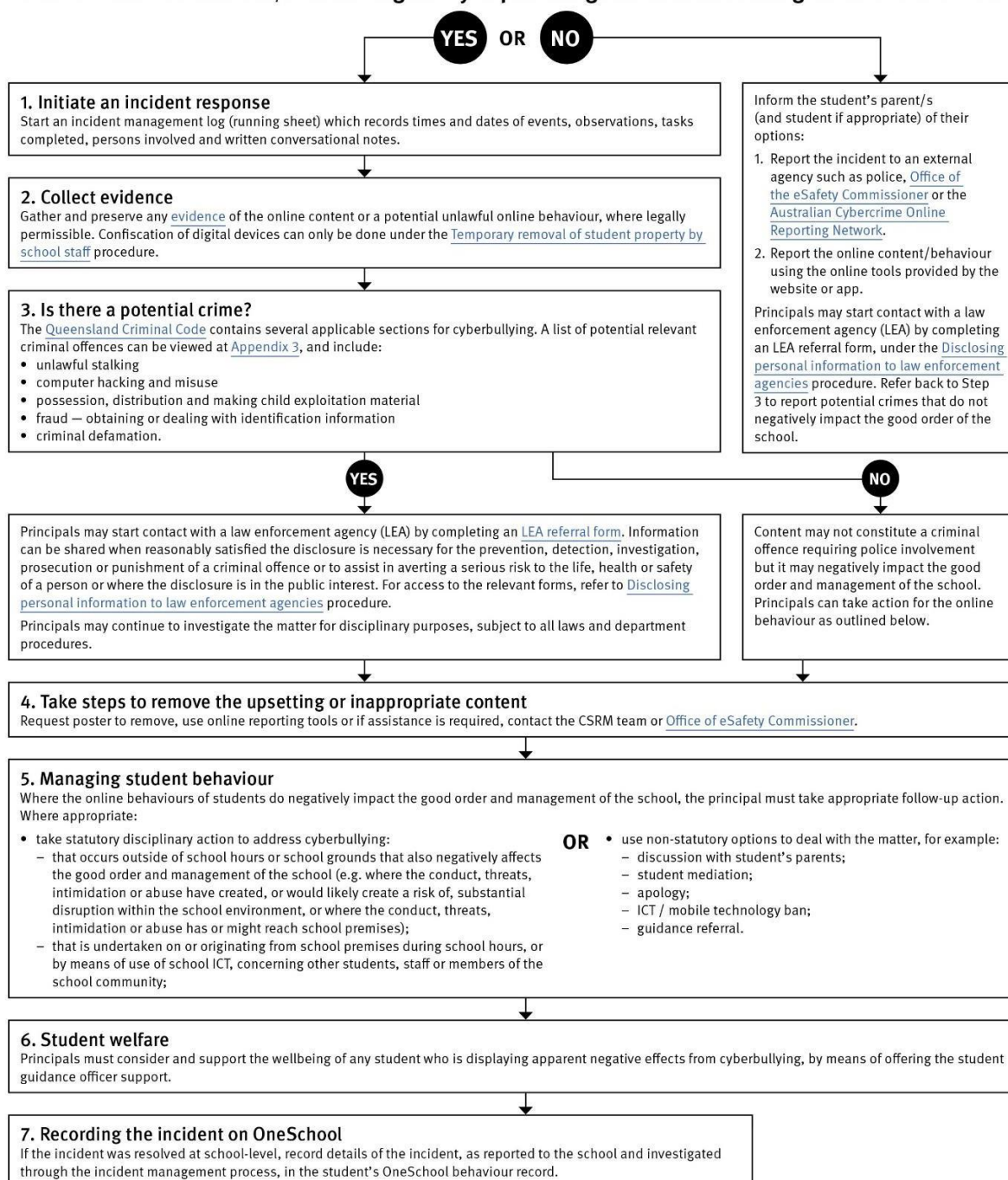
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

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

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

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

### Possible civil or criminal ramifications of online commentary

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

## **What about other people's privacy?**

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

## **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

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

# Restrictive Practices

School staff at Noosa District SHS 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 emotions and behaviour.

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

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

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

1. regard to the human rights of those students
2. safeguards students, staff and others from harm
3. ensures transparency and accountability
4. places importance on communication and consultation with parents and carers
5. maximises the opportunity for positive outcomes, and
6. aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

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

## Resources

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