



Nerang State School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

Nerang State School is committed to ensuring that all students have a right to receive a high-quality education and achieve success learning and wellbeing outcomes. To deliver upon this commitment the school endeavours provide a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Department of Education (Queensland) has provided the framework for the Nerang State School Student Code of Conduct. The frameworks design articulates the high standards of behaviour expected so that effective learning and teaching can occur allowing for every child to succeed in our school community.

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Endorsement

Principal Name: Rachael Clarke

Principal Signature:



Date: 24/02/2025

Contents (Mandated)

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Principal's Foreword

Introduction

Since 1875, Nerang State School has provided high-quality education to families within the school's catchment area. Guided by our vision 'Our Best Always' we have established a culture of high expectations and strong values education that encourages excellence in all aspects of education.

As a precursor to engagement, we understand that relationships come first. By ensuring we have developed quality relationships with all children and their families we can positively influence how our children learn to get along with others, to solve conflict peacefully and to develop strategies for managing their lives which will carry them through to adulthood. We call this skill self-management. When children learn to manage their emotions, behaviour and relationships with others in positive ways, they are setting themselves up for a greater likelihood of success in life – a life in which they can have great friends, have positive influence over their surroundings, feel in control of themselves and make choices which impact on themselves and others for the better. In other words, a life in which they can be happy, be well and help others be happy and well too.

These expectations have been used in the development of this Student Code of Conduct with the commitment to building the skills of all of our students to be confident, self-reflective, valued members contributing positively to society.

This document provides a collaborative and clear explanation of what we expect from our students and how we will support every student to meet those expectations.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school. Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes. There are four different confidential surveys for parents, students, staff and Principal.

In Queensland State Schools, data is also captured using OneSchool, a school performance and student management database. Data that may be used to inform creation of a positive school environment includes student achievement, student attendance, student behaviour (both positive behaviour and inappropriate behaviour) and academic data. Nerang State School analyse the data to evaluate the implementation of the positive whole-school approach and this is shared with staff and the whole school community to focus on developing a safe and supportive learning environment.

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report.

Learning and Behaviour Statement

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 Positive Culture for Learning expectations in place for students. Everyone has a right to

- be safe
- be respected
- learn

We also have a responsibility to ensure everyone

- is safe
- is respected
- can learn

Below are examples of what these Positive Culture for Learning expectations look like for students across the school.

Expectation & Learning Intention		Success Criteria		
		We will be successful when we:		
		In the classroom	In the Playground/School Grounds	Outside School Grounds
Be Respectful	<p>We all have the right to feel respected and the responsibility to be respectful to others.</p> <p>We are learning to be respectful so that we contribute positively to Nerang State School and it's community</p>	<p>Use manners and kind words</p> <p>Take turns</p> <p>Participate positively</p> <p>Meet behaviour and learning expectations</p>	<p>Communicate appropriately</p> <p>Follow instructions</p> <p>Take ownership and responsibility</p> <p>Respect school and other peoples' property appropriately</p> <p>Speak positively about others</p>	<p>Wear our uniform with pride</p> <p>Use social media appropriately</p> <p>Interact appropriately with the community</p> <p>Speak positively about our school</p>
Be Safe	<p>We all have the right to feel safe and the responsibility to keep others safe.</p> <p>We are learning to be safe, so that we can have happy relationships with others and so we all feel secure.</p>	<p>Walk</p> <p>Keep hands, feet and objects to ourself</p> <p>Use equipment and furniture appropriately and safely</p> <p>Sit on chairs appropriately</p> <p>Go to the toilet/office in pairs with lanyard</p> <p>Follow cyber safety protocols</p>	<p>Stay in the correct area</p> <p>Stay in school grounds</p> <p>Don't throw sticks/rocks</p> <p>Use play equipment and facilities appropriately</p> <p>Keep hands, feet and objects to self</p> <p>Walk on concrete</p> <p>Use toilet facilities appropriately</p>	<p>Use equipment and facilities appropriately</p> <p>Follow teacher directions</p> <p>Stay safe online/keep others safe online</p> <p>Use equipment and facilities appropriately</p>
Be A Learner	<p>We all have a right to learn and the responsibility to allow others to learn.</p> <p>We are learning to be a learner, so we can be the best we can be and support others to be the best they can be.</p>	<p>Are organised and prepared for learning, including bookwork.</p> <p>Are engaged in learning and curious</p> <p>Are resilient and persistent</p> <p>Accept, seek and apply feedback</p>	<p>Seek and accept feedback</p> <p>Support others</p> <p>Move around the school respectfully so others can learn</p>	<p>Seek learning opportunities in the community</p> <p>Show interest and listen</p> <p>Use IT appropriately to support the completion of homework tasks.</p>

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 Nerang State School.

Student Wellbeing and Support Network

Nerang State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer, or social worker, 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. Nerang State School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Student Support Network

Nerang State School works to provide a comprehensive Student Support Network to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. Students can approach any trusted school staff member 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.

Role	What They Do
Head of Inclusive Practices (HOSES)	<ul style="list-style-type: none"> • leadership of Student Support Staff to promote an inclusive school culture • plans and implements educational supports for students with disabilities and English as an Additional Language and or dialect (EALD) students • liaises with allied health professionals to support students who may have barriers to learning
Head of Department – Engagement	<ul style="list-style-type: none"> • leadership of student Engagement and creating a Positive Culture for Learning (PCL) • plans and implements engagement strategies and supports for students • liaises with external stakeholders to support students who many have engagement barriers
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills

	<ul style="list-style-type: none"> liaises with parents, teachers, or other external health providers as needed as part of the counselling process
Social Worker	<ul style="list-style-type: none"> work with students to support their personal and social wellbeing by identifying issues that require change and connecting students and their families with support. apply evidence-based interventions through personal and family counselling, therapeutic support and group work Social workers also facilitate referrals to other allied health professionals and services and assist students and families to access this support
Speech Therapist	<ul style="list-style-type: none"> accessible by school referral only support students with speech, language and communication difficulties or with eating and drinking difficulties who are experiencing barriers to learning build capability, adjust curriculum to meet the diverse needs of learners with speech language communication difficulties, identify and monitor the needs of students and implement evidence-based strategies to support students.
Occupational Therapist	<ul style="list-style-type: none"> accessible by school referral only identify and address barriers to access, participation and achievement for students with disability in all aspects of school life
Indigenous Champion & Community Elder	<ul style="list-style-type: none"> working with students and community to ensure the school values First Nations cultures and voice building opportunity to connect First Nations culture, history and language in the school
Chaplain	<ul style="list-style-type: none"> support the general wellbeing of students provide small group or intensive wellbeing support for students
School Based Youth Health Nurse	<ul style="list-style-type: none"> provides class outreach as well as individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> o healthy eating and exercise o relationships o personal and family problems o feeling sad, worried and angry o sexual health o smoking, alcohol and other drugs o Refer to other school personnel when required
School Based Police Officer	<ul style="list-style-type: none"> promoting positive relationships between the school community and police

	<ul style="list-style-type: none"> • attending school events, functions and being involved in school life • attending to police-related matters within the school community, where appropriate.
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Nerang State School has partnerships with other external community organisations such as, but not limited to, Smith Family and the Gold Coast City Council (Active School Travel)

Policy and Expectations

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

Specialised health needs

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

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

Medications

Nerang State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, Nerang State School can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

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

Whole School Approach to Discipline

Nerang State School references 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.

The Positive Behaviour for Learning (PBL) approach helps schools to create positive learning environments by implementing evidence-based approaches and developing proactive whole-school systems to define, teach and support appropriate student behaviours. PBL is



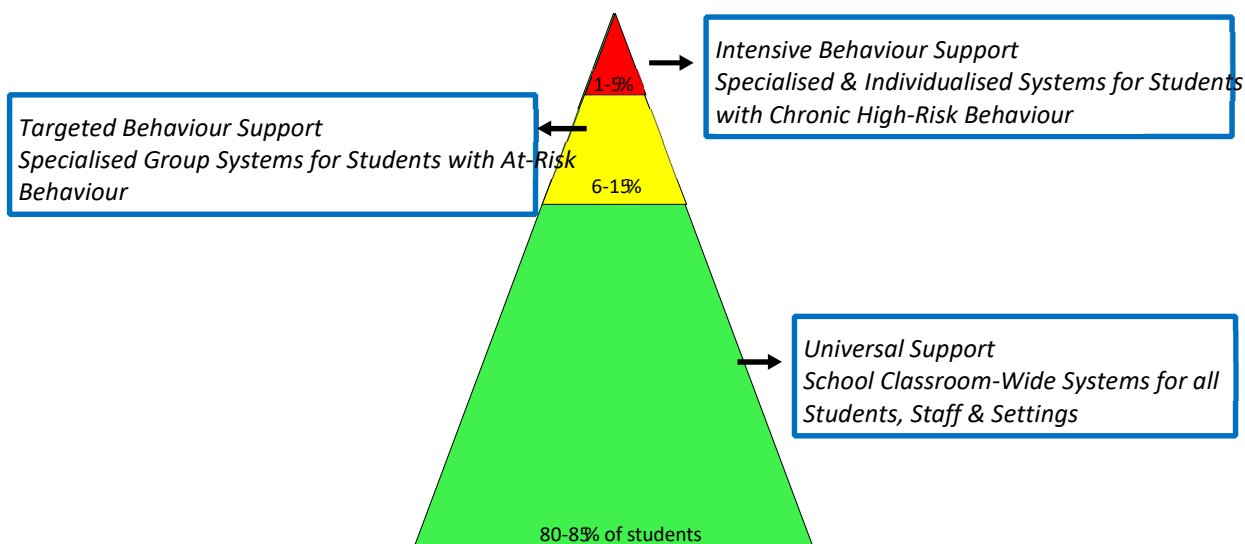
characterised by an emphasis on prevention; an increasing intensity of intervention for increasing intensities of problem behaviour; and a provision of basic proactive programming for all students by all staff in all settings.

Expectations for student behaviour are defined by a school-based team and effective behavioural support is implemented consistently by staff and administration. Please see below whole school expectations.

Expectation & Learning Intention		Success Criteria		
		We will be successful when we:		
		In the classroom	In the Playground/School Grounds	Outside School Grounds
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Positive behaviours are acknowledged, reinforced and students rewarded for behaviour which supports the school's values and behaviours expectations. Our teachers will encourage students to monitor and assess their own achievements as they work towards immediate, intermittent and occasional acknowledgements as outlined in our school's PBL Reinforcement system.

The disciplinary consequences model used at Nerang State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Three broad demographic zones of problem behavioural prevention are represented in the "PBL triangle" by the colours green, yellow and red.



The green zone represents the majority of students who are 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.

The yellow zone represents students who may 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 is represented in the red zone and ongoing intensive support 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.

Consideration of Individual Circumstances

Staff at Nerang State School 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 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 you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please do not hesitate to contact the school directly.

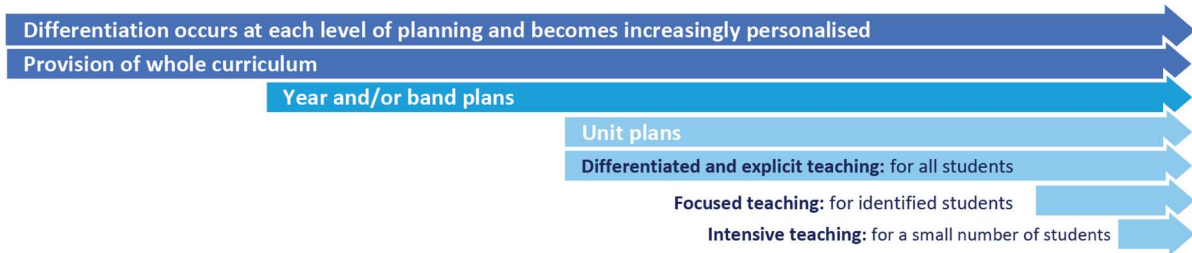
Differentiated and Explicit Teaching

Nerang State School 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 Nerang State School 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.

The Department of Education recognises the need for differentiation through a multi-tiered system of support (MTSS), as illustrated in the diagram below. This model is the same used for

academic, pedagogical and behavioural differentiation.



The school's MTSS framework is organised across three tiers of support:

Tier 1: Evidence-based practices are provided for all students

Tier 2: Strategically targeted intervention is provided to some students (focussed)

Tier 3: Intensive and individualised intervention is provided for a few students (intensive)

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 Nerang State School 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.

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

- Zones of Regulation
- Functional Based Assessment

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 school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

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 Nerang State School, the use of any SDA is considered a very serious decision. It is 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Nerang State School are invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence 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 is offered as a support for the student to assist in their successful re-engagement in school.

Arrangements

The invitation to attend the re-entry meeting will be communicated via on the suspension letter which is emailed home to the family. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the principal or their delegate attending with the student

and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

Welcome back to school

Check in on student wellbeing

Discuss any recent changes to school routine or staffing

Offer information about supports available

Set a date for follow-up

Ensure the student has a plan for what to do if there is a 'next time'

Thank student and parent/s for attending

Walk with student to classroom

Reasonable adjustments

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

School Policies

Nerang State School has tailored school procedures 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 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 Nerang State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g., fireworks, flares, sparklers)
- flammable solids or liquids (e.g., fire starters, mothballs, lighters)
- poisons (e.g., vaping devices, 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.

** 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 of Nerang State School staff:

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

Students of Nerang State School do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

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

Use of mobile phones and other devices by students

The use of mobile phones, wearable devices and other electronic equipment (including those with Bluetooth functionality) by students at school, if unmonitored, can become disruptive to normal routine. Mobile phones, wearable devices and other electronic equipment are not needed by students at school.

With this in mind the following restrictions apply:

- If it is necessary for a student to bring a mobile phone or other such device to school it is to be signed into the school office on arrival with the student's name clearly marked on the phone. The item can be collected from the office at the end of the school day by the student.
- Where a student has a wearable device (e.g., smart watch) notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours;
- Students will not be permitted to use their mobile phone during the course of the school day in alignment with Government's 'Phone away from the day' messaging;
- Mobile phones, wearable devices and other electronic storage devices are brought to school and used at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from Department of Education's negligence;
- If a student is found to have a mobile phone during the school day they will be in breach of this policy. In response to this breach the student will be asked to take the phone to the office. The parent will be notified that it must be collected from the office;
- Mobile phones and other devices are not to be used inappropriately (e.g., as a medium to harass, bully or threaten other students; or used to capture and distribute images of violence and malice).

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 Nerang State School 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 o 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

Nerang State School does not tolerate bullying in any way, shape or form. 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.

Communication and Partnerships

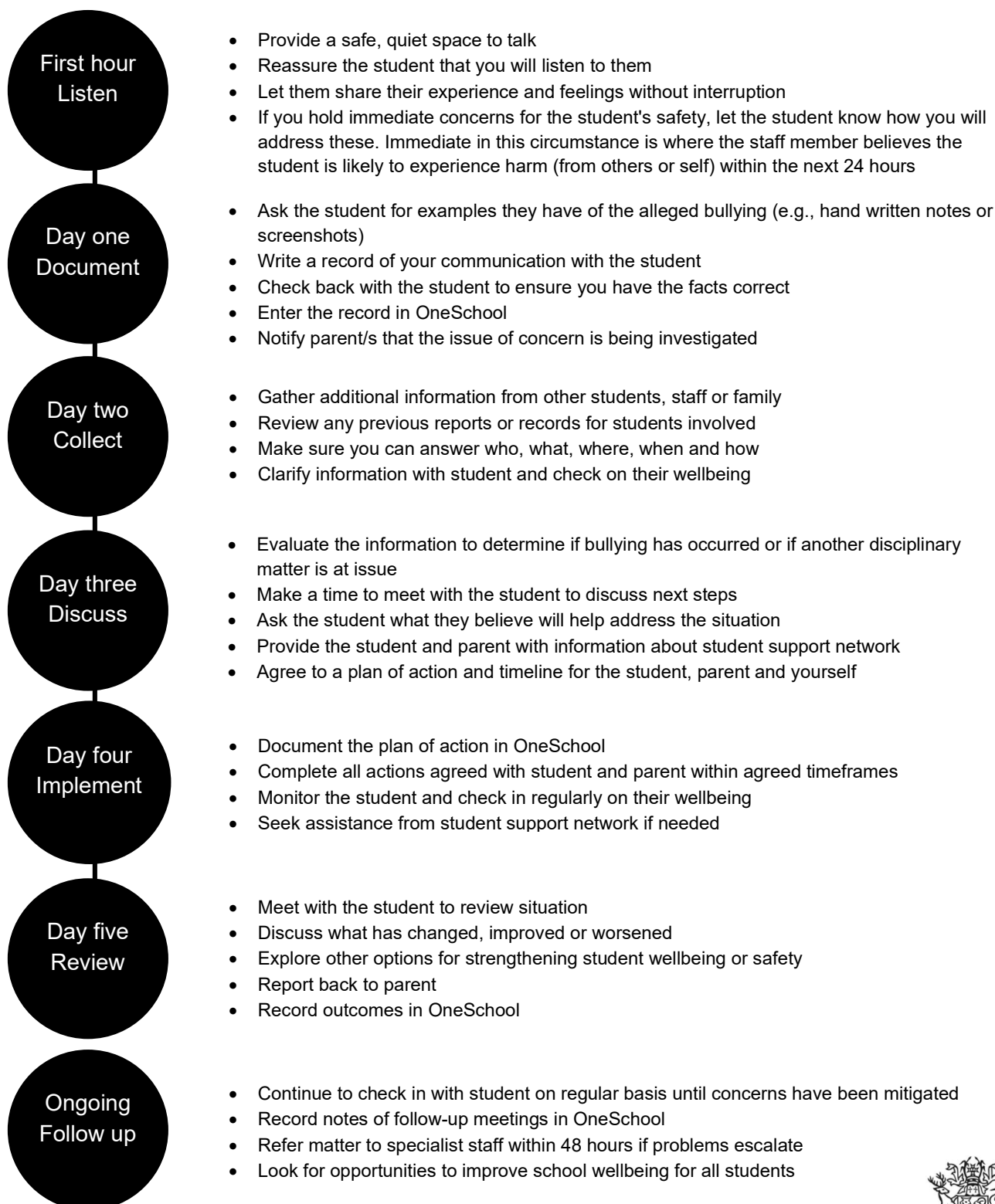
Preventing bullying at Nerang State School is a high priority. Embedding consistent and reciprocal communication with parent/carers is essential. Building positive partnerships with parents/carers supports the prevention of bullying by having open lines of communication to express concerns and seek assistance and/or clarification from teachers. Positive partnerships between the school and parents support students to develop and progress through their educational during.

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 will be discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Appropriate use of social media

Parents/carers are to be aware that many Social Media sites have age restrictions that do have implications for their primary aged children. Parents need to monitor their children's online social media activity, and read the terms and conditions of various Social Media sites and applications their children are interested in using. Parents need to be aware that many of them have age restrictions for their use (see below).

- Nearly all social media platforms or services require users to be at least 13 years of age to access and use these services.
- This includes Facebook, Snapchat, Twitter, Instagram, TikTok, Discord, and others.
- WhatsApp users need to be 16 years of age.
- YouTube users are required to be 13 or older to have their own account.

Within primary schools, no student should be accessing social media applications or sites unless they are specifically designed for children under 13 years of age. Generally, the 13-year age requirement is not necessarily because the site is unsafe for children to use but to comply with a US law – the Children's Online Privacy Protection Act of 1998 (COPPA), which prevents collection and storage of personal information from children under 13 years of age.

The eSafety Guide provides information for parents, staff and students on a number of online applications. The eSafety Commissioner website provides information for all ages and demographics and is to be consulted with.

Student Guidelines

When using social media, students are expected to ensure that they:

- Read and agree to the terms and conditions of various social media sites as many of them have age restrictions for their use, e.g., Facebook, Instagram and Gmail are all restricted to those 13 years of age and above;
- Are aware of what they are posting online and that Social Media sites and applications are public forums;
- Are not permitted to join a staff member's areas on networking sites. If students attempt to do this, the member of staff is to refuse the student access and inform the Principal. The student's parents will be informed if this happens;
- Will not access social networking sites during the school working day;
- Do not post content that is hateful, threatening, pornographic, or incites violence against others;
- Respect the rights and confidentiality of others;
- Do not impersonate or falsely represent another person;
- Remain safe online and never give out personal information. This includes last names, phone numbers, addresses, exact birth dates and pictures;
- Do not bully, intimidate abuse, harass or threaten others;
- Do not make defamatory comments;
- Do not use offensive or threatening language or resort to personal abuse towards each other or members of the school community;
- Do not harm the reputation of Nerang State School or those within its community;

- Do not upload video, audio or photographs of any member of the Nerang State School community (student, parents or staff) without seeking and gaining appropriate permission; Do not upload any video or photographs of any student where they can be identified as a Nerang State School student by their uniform or any other means.

Parents are to adhere to the following guidelines:

- Consult with and report concerns to the eSafety Commissioner prior to reporting it to the school;
- When reporting inappropriate use of social media outside of school parents are required to follow appropriate communication channels;
- Support decisions made by the school based on the above guidelines for students using social media to maintain appropriate behaviour and wellbeing.

Therefore, according to these guidelines, no student of Nerang State School should have access to social media services. Nerang State School, Childnet International and the Office of the eSafety Commissioner recommends that it is better to wait until the required age to join any social media service.

Nerang State School recommends that for the healthy development of relationships and community that the guidelines developed with regard to Social Media Services are adhered to by both students and parents.

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](#).

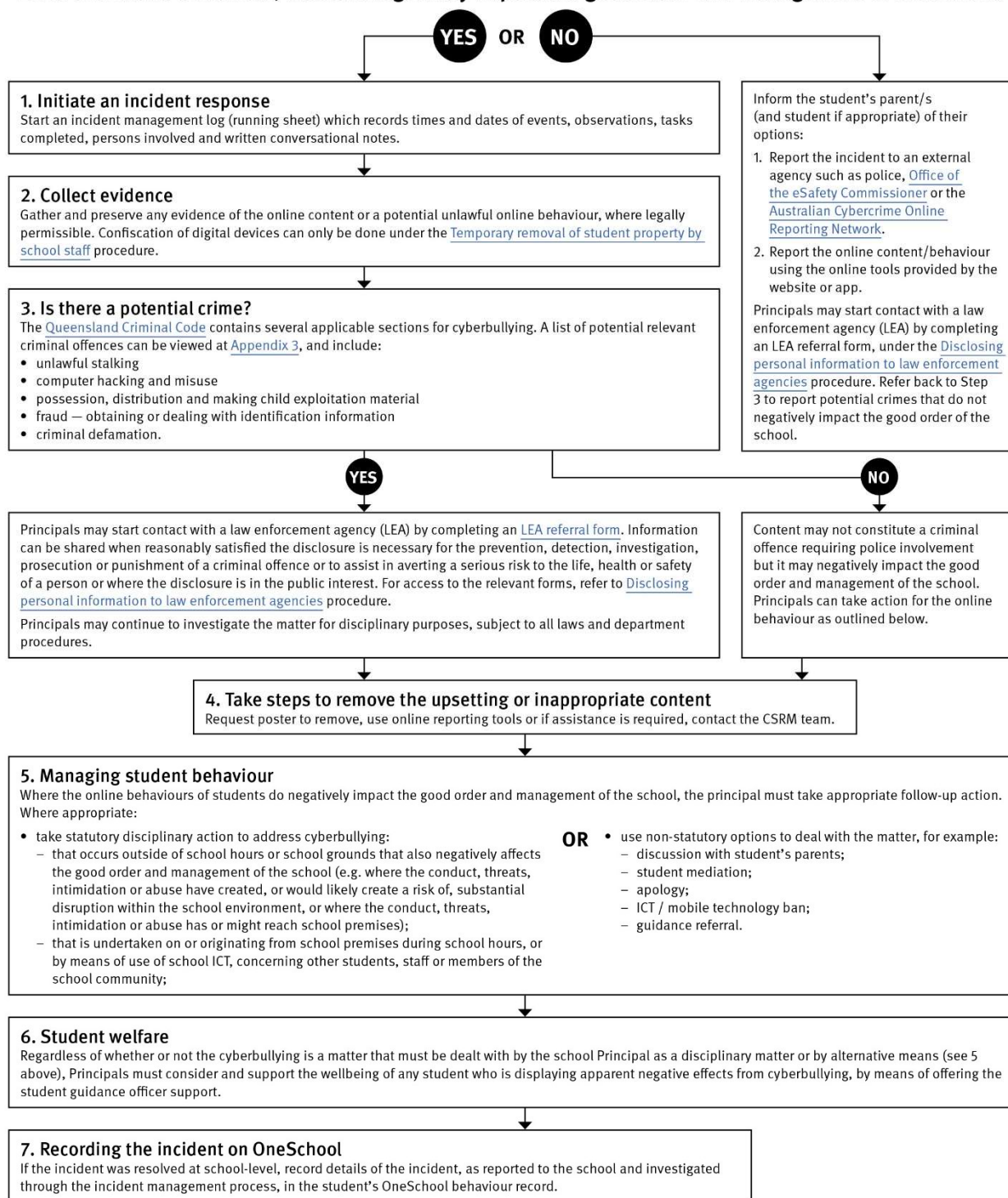
Explicit images

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](#).

Help

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.

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



Restrictive Practices

School staff at Nerang State School may on occasion 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 through a range of regulation strategies. 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.

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

A critical incident that occurs at Nerang State School will be dealt with in accordance to the school's management plans for such incidents. The Department of Education's definition of a critical incident is detailed within the Emergency and Critical Incident Management Policy.

Department of Education (2011) defines a Critical Incident as "An incident in which there is a high likelihood of traumatic effects. A critical incident evokes unusual or unexpectedly strong emotional reactions which have the potential to interfere with the ability of the individual, group or system to function either at the time or later. For example, an on-site accident-causing death or serious injury, student or staff suicide, major vandalism, sexual assault at school, students lost or injured on an excursion or intruders on a school site who cause harm to people or damage property" (p.11).

All critical incidents require a formal Focussed Review to be completed after the fact to review the school/staff response and management plans in order to improve and justify that the actions taken were appropriate and necessary for the particular incident. A focussed review is generally used in response to a staff member requiring to use restrictive practices to maintain the safety of a student or other members of the school community but is not limited to this. A focussed review in response to restrictive practices being used is detailed below and can be altered and used for critical incidents define by the department.

If a restrictive practice has been used on a student, a member of the school's leadership team should conduct a Focused Review of the incident as soon as practicable (e.g., within five school days).

The objective of a Focused Review is not to assign or apportion blame. It aims to:

- a) consider the safety and wellbeing of everyone
- b) consider the use of a restrictive practice
- c) determine whether the use was appropriate in the circumstances, and
- d) develop other strategies to potentially respond better to the student's behaviour in the future.

As part of the Focused Review, the member of the school's leadership team should consult:

- a) the staff member(s) involved in the incident
- b) the student who was the subject of the restraint (if possible), and
- c) any other relevant persons (i.e., witnesses, parents of other students involved).

The school leadership team member must maintain a written record of a Focused Review and any actions taken as a result. Actions that a principal might take after a Focused Review might include:

- a) amending the Individual Student Safety Plan of the student who was the subject of the restrictive practice

b) arranging training for staff members in positive behaviour support, de-escalation strategies and if necessary, the use of restrictive practices.

For further materials on conducting a Focused Review, please see Guidelines and Standards for Focused Review.

Related Procedures and Guidelines

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

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

Resources

[Australian Professional Standards for Teachers](#)

[Australian Professional Standards for Principals](#)

[Positive Behaviour for Learning](#)

Classroom Management hub (school employees only)

[Bullying. No Way!](#)

[Headspace](#)

[Kids Helpline](#)

[Beyond Blue](#)

[Office of the eSafety Commissioner](#)

[Parent and community engagement framework](#)

[Parent line](#)

[Queensland Department of Education School Discipline](#)

[Raising Children Network](#)

[Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the school's directory.

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

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct

a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

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

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

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