



Narangba Valley State School

Student Code of Conduct 2024 - 2027

Equity and Excellence

Queensland Department of Education
State Schools Strategy 2023-2027

Contact Information

Postal address:	Creekside Drive Narangba
Phone:	3491 1111
Email:	admin@narangbavalleyss.eq.edu.au
School website address:	https://narangbavalleyss.eq.edu.au
Contact Person:	Amanda Wicks Principal

Endorsement

Principal Name:	Amanda Wicks
-----------------	--------------

Principal Signature:	
----------------------	---

Date:	7 November 2023
-------	-----------------

School Council Chair Name:	Tracey Hawkins
----------------------------	----------------

School Council Chair Signature:	
------------------------------------	---

Date:	7 November 2023
-------	-----------------

Contents

Purpose	4
Principal's Foreword	4
Consultation	5
Review Statement	5
Learning and Behaviour Statement	6
Multi-Tiered Systems of Support	7
Consideration of Individual Circumstances	8
Student Wellbeing	9
Student Support Network	10
Whole School Approach to Discipline	11
Parent and staff expectations	11
Differentiated and Explicit Teaching	12
Focussed Teaching	13
Intensive Teaching	14
Reporting Behaviour to Parents	14
Acknowledgements to reinforce behaviour	
Legislative Delegations	16
Legislation	16
Delegations	16
Disciplinary Consequences	16
Differentiated	17
Focused	18
Intensive	18
School Disciplinary Absences	18
School Policies	20
Temporary removal of student property	20
Use of mobile phones and other devices by students	21
Preventing and responding to bullying	23
Cyberbullying	26
Appropriate use of social media	28
Restrictive Practices	30
Critical Incidents	31
Related Procedures and Guidelines	32
Resources	32
Conclusion	32
APPENDIX 1 Valley Values Matrix	34

Purpose

At Narangba Valley State School we strive to develop accountable, resilient 21st century citizens. With a focus on building positive relationships, we foster a culture that encourages and promotes high behavioural expectations. We empower individuals by strengthening their capacity to cope with adversity, take responsibility for their personal well-being and make positive life choices.

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

The Narangba Valley State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in 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.

We work collaboratively with the community and external health professionals to deliver a holistic approach to support the diverse needs of our students, staff and parent/caregivers. This includes staff and student well-being and encompasses a range of targeted supports focused on positive learning outcomes.

Principal's Foreword

Narangba Valley State School provides high quality education to students in a popular developing area in the north of Brisbane. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

All students, staff, parents and other school community members are welcomed to Narangba Valley State School. Our school motto "Believe and Achieve" is embedded in all areas of our curriculum, our extra-curricular activities and our school community.

We value working hand in hand with our school community and encourage all to be active participants in school life. Together, we can ensure our children maximise their learning potential to achieve the future of their dreams.

We provide a safe and nurturing environment where students' academic, social and physical development and their wellbeing are our core priority.

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

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

As Principal, I am deeply committed to the development and achievement of high standards in academic and social learning. I thank the students, teachers, parents and other members of the community for their work in bringing this Narangba Valley State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations

Consultation

In 2023, Narangba Valley State School Staff undertook a consultation process to review the Student Code of Conduct. We consulted with our staff during a number of meetings across with all staff having the opportunity to join the engagement team to review the Student Code of Conduct. The revised Student Code of Conduct was prepared with a range of contributors including teachers, specialised support staff and teacher aides. The revised Student Code of Conduct was further presented to teaching staff at a whole school staff meeting and to teacher aides with all school staff invited to provide final feedback.

In Term 1 and Term 2, all staff were engaged in a series of meetings as part of a revisioning process of our school values and school wide routines and expectations. During these meetings, we examined a range of data sets on student wellbeing and behaviour, school disciplinary absences (SDA) and outcomes from the 2023 School Review. We identified strengths and successes, and areas for further development.

In Term 3 of 2023, we offered opportunities for parent consultation via parent focus groups forum for interested parents and community members. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to provide feedback regarding school values and offer positive ideas and suggestions for improving consistency across the school. We also consulted with the student leaders of 2023 on behalf of the student body. All comments at all consultation opportunities were carefully considered.

Finally, the engagement team updated key elements of the Student Code of Conduct and outlined expectations moving forward. Staff members and the P and C association were informed about progress at different stages of development and opportunities for feedback were provided. Suggested changes and feedback was incorporated and the Student Code of Conduct was prepared and distributed to the School Council for endorsement in Term 4 2023. The School Council unanimously endorsed the Narangba Valley State School's Student Code of Conduct for implementation in 2024.

A communication strategy has been developed to support the implementation of the Narangba Valley State School Student Code of Conduct, including parent information sessions, enrolment meetings, school website, school Facebook page and school newsletter. Any families who require assistance to access a copy of the Narangba Valley State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Learning and Behaviour Statement

We understand that everyone brings their own individual values to a school community. These values influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of values, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

At Narangba Valley State School we believe that an inclusive, safe and supportive environment protects the rights of all community members including:

- Students' right to learn
- Teachers' right to teach, and
- Everyone's right to be safe.

We further believe that teaching our behaviour and social expectations is part of building an inclusive school community, and we understand that just like other areas of learning some students will require additional support and interventions to achieve expectations.

All areas of Narangba Valley State School are learning and teaching environments. In these environments we strive to foster and promote behaviours including good citizenship that are fair and non-violent and encompass such qualities as respect, kindness, self-regulation and teamwork. We respect the importance of each student's individual intellectual, social, emotional and physical development whilst maintaining that individual rights and responsibilities must contribute to a safe and positive community spirit.

We expect parents to support school staff by helping to maintain a safe and respectful learning environment. It is expected that students will respect school staff and the policies we endorse in order to support them in achieving their full potential and actively engage in the school's education program. Teachers and other staff members will support students in taking responsibility for their behaviour and developing strategies for self-managing behaviour.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour. In everything we do at Narangba Valley we value:



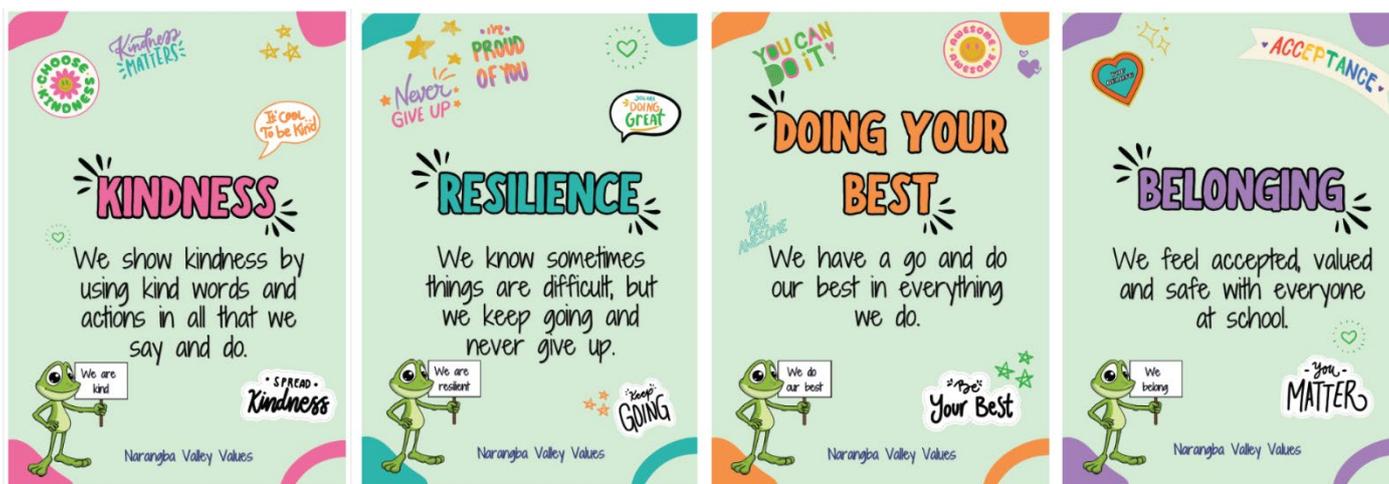
Kindness – Kindness is the quality of being friendly and generous without expecting in return. It is the act of being considerate and thoughtful towards everyone around you with the intention of uplifting their spirit. We demonstrate kindness towards ourself, others and the world around us.

Resilience – Resilience means doing well during or after an adverse event, or a period of adversity. Children have opportunities to build their confidence and learn how to deal with obstacles, success and failure. For example, managing and responding to emotions in a healthy and positive way.

Doing Your Best - Doing your best is trying your hardest to put in all the effort possible to achieve your goals and continue improving.

Belonging - Belonging is a felt sense of connection to a place. We experience that sense when we feel welcome, secure, safe, supported, accepted and included. We make positive connections and have an identity as part of a group that we belong to.

The Valley Values child friendly expectations below will be displayed across the school.



Multi-Tiered Systems of Support

At Narangba Valley State School we focus on a preventative, positive and proactive approach to learning and behaviour. School staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum Personal and Social Capabilities and school values. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. These can be delivered in individual class settings or smaller group settings.</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 universal school 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 things in common:</p> <ul style="list-style-type: none"> there is a clear connection between the skills taught in the interventions and the school-wide expectations interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

	<p>If the 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>
<p>3</p>	<p>Individualised services for few students (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 FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the 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>

Consideration of Individual Circumstances

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that 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 make an appointment with the principal or relevant deputy principal to discuss the matter.



Student Wellbeing

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 Narangba Valley State School Wellbeing Framework supports the creation of a positive school culture and embeds student and staff wellbeing in all aspects of school life.

Narangba Valley 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 relevant deputy principal if they would like individual advice about accessing particular services.

Educators, parents, and children and young people themselves all have a role to play as part of a whole school approach to supporting the wellbeing and mental health of all Queensland state school students.

Curriculum and pedagogy

We build the foundations for wellbeing and lifelong learning by embedding the Australian Curriculum Personal and Social Capabilities (self-awareness, self-management, social awareness and social management) in our explicit teaching program across the school.

We also acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

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 and medications

Narangba Valley 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.

Narangba Valley 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, the 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.

Mental health

Narangba Valley State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Narangba Valley State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff. When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid.

Narangba Valley State School staff follow suicide intervention and prevention advice by ensuring:

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

Critical Incident

In the case of a critical incident involving a student, staff member or community member, Narangba Valley State School staff, communicate with the family and ensure immediate support is provided to students, staff and families who may be affected.

The School Emergency Management Plan will be enacted immediately in situations requiring management and support.

Student Support Network

Narangba Valley State School 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, 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 at Narangba Valley State School 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 staff member.

Role	What they do
Principal and Deputy Principals	<ul style="list-style-type: none"> • nurtures a sense of belonging to the year level and school • communicate and support new families • responsible for student wellbeing at each year level • ensures students feel safe and comfortable and want to come to school • provides continuity of contact for students and their families through the seven years of schooling • coordinate transitions from ECEC to Prep and from Year 6 to Year 7
HOSES	<ul style="list-style-type: none"> • leadership of Student Services meetings to ensure students needs are being met • promote an inclusive, positive school culture
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment • assists students with specific difficulties • completes relevant cognitive or behavioural assessments and observations • liaises with parents, teachers, or other external health providers as needed
School Wellbeing Specialist	<ul style="list-style-type: none"> • support identified and referred students' mental health and well being • supports students' wellbeing with one-on-one counselling • liaise with referred families
School Chaplain	<ul style="list-style-type: none"> • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing support for students and their families
Interagency Support	<ul style="list-style-type: none"> • where appropriate, supports are sought from other government agencies, such as Community Child Health Services.

Whole School Approach to Discipline

At Narangba Valley State School, we believe discipline must reflect our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our school has invested in training all staff in Trauma Informed evidence-based practices and building the neural pathways of a learner so they can be “ready to learn with rigour.” Every classroom operates on the premise that *teachers have the right to teach* and *students have the right to learn*. Each week staff teach the Personal Social General Capabilities of the Australian Curriculum in a weekly Wellbeing Lesson to students.

We have built a suite of teaching resources and a wellbeing framework around this implementation. Our Wellbeing Engagement team are responsive to data and create teaching and learning opportunities based on the data. We are using the Berry Street Education Model resources to increase student social emotional wellbeing, engagement and on task behaviours.

Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to reteach. The development of this Student Code of Conduct presented an opportunity to explain our approach to wellbeing and behaviour to parents and students, and reaffirm their support to implement a consistent approach to teaching behaviour. The language and expectations of a positive behaviour approach can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Parents and Staff

The table below explains the positive behaviour expectations for parents and our broader school community and the standards we commit to as staff.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school. You support the authority and discipline of the school.	We are clear about our learning and behavioural expectations. We strive to develop each student to their potential, by teaching effectively and setting high standards in both learning and behaviour. We model positive behaviour for students.
You treat all staff and visiting adults respectfully.	We treat students, parents and community members respectfully.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You use social media in a positive manner, respecting school, student, staff and community privacy.	We use social media in a positive manner, respecting student and family privacy.
You follow the school’s policy regarding access to school grounds including before school, during school, after school and non-school days.	We are warm and welcoming at all reasonable times.
You make an appointment if you wish to speak with a teacher or other staff member to discuss your child.	We respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable time with you.
You recognise people are diverse, and you will be non-judgemental, fair and	We welcome and value a diverse school community with recognition of social, cultural and historical events.

equitable to others in the school community.	
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.
You leave and collect your child from the designated areas at school at the designated times.	We give clear guidance about designated areas for parents to leave and collect students.
You send your child to school every day that they are well. If your child is unwell, you keep your child at home that day. You promptly inform us of student absence and the reason therefore. If your child becomes unwell during the day, you will collect your child if contacted by school staff.	We advise you if your child becomes unwell during the day and needs to be collected by you.
You let us know if there are any issues that affect your child's ability to learn or their wellbeing.	We contact you if we are concerned about your child including child's school work, behaviour, attendance or punctuality.
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 strive to be aware of when others need help, parents, staff and students, and ask if they need your assistance.	We check in with you about your child's needs or family support you may require.
You attend parent interviews and parent forums where suitable.	We inform parents and carers regularly about student progress and offer opportunities for consultation with parents on significant issues affecting students.
You stay informed about school news and events.	We offer opportunities for parents to become involved in the school community, and publish a newsletter for parents.
You respect the obligation of staff to maintain student and family privacy.	We maintain confidentiality of student and family information. We are transparent with parents about our record keeping policy.

Differentiated and Explicit Teaching

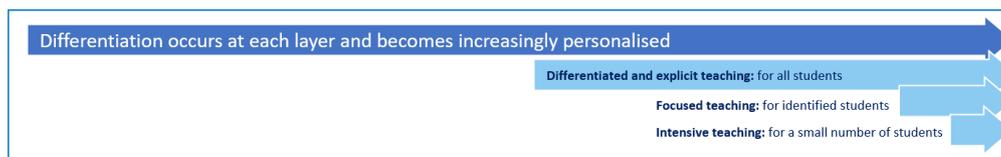
Narangba Valley State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours,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

Teachers at Narangba Valley 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.

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. 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.



Our values matrix (Appendix 1) of expected behaviours, is the basis for developing our behaviour standards. The class teacher works with all students to explain exactly what each of our school's values and related expectations look, sound and feel like in their classroom. Our school's behaviour and social expectations, and values, are further taught and investigated in weekly lessons across the school.

Each year level has an explicit term overview including weekly lesson sequence and resources. The explicit teaching program focusses on the Personal and Social Capabilities of the Australian Curriculum. Teachers will guide their students to learn about their own self-regulation system and how they can use strategies to adjust it. A consistent approach and language will be used when supporting students in the classroom and playground. Ready to Learn strategies are displayed in all classrooms to support students in developing self-regulation to increase their learning stamina and engagement.

Responding to unacceptable behaviour

Re-directing low-level and infrequent inappropriate behaviour - When a student exhibits low-level and infrequent inappropriate behaviour, the first response of school staff members is to ask the student if they are using their 'thinking/smart brain' and displaying the expected school behaviour. They then ask them what expectation they need to follow so they are aligned with our school's expectations. Our preferred way of re-directing low-level inappropriate behaviour is to ask the student to use their 'smart brain' to think of how they can act more safely, more respectfully or engage in learning more responsibly. We also use the below set of Restorative Justice questions to encourage students to reflect on their own behaviour against expected school behaviour, evaluate the impact their behaviour has had on others, think of ways to restore the relationships that have been affected and plan how their behaviour could be modified so it aligns with the expectations of our school community.

Restorative Justice Questions

- What happened?
- What were you thinking about at the time?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think needs to happen next?
- How can we make sure this doesn't happen again?

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, work collaboratively with class teachers at Narangba Valley State School to provide focused teaching. Focused teaching is aligned to the Behaviour Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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 and relevant Deputy Principal, 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 closely monitored and managed at the school by the relevant Deputy Principal or HOSES, with communication involving all stakeholders paramount.

Reporting Behaviour

Our school provides time each week for students to learn about our behaviour and social expectations, values and student wellbeing. We teach students the behaviour and social protocols, and we include an ongoing focus on Student Wellbeing. The Personal and Social Capability of the Australian Curriculum informs the development of their social emotional learning and wellbeing. The Behaviour Guide to Making Judgement below, is aligned to school values and the Australian Curriculum, will inform the behaviour level students will receive at the end of each semester.

Behaviour Guide to Making Judgement

A Very High/Excellent	B High/Very Good	C Sound/Satisfactory	D Developing/Needs Attention	E Support required/ Unacceptable
Always strives to	Frequently tries to	Usually	Occasionally	Rarely
<ul style="list-style-type: none"> • shows kindness for others • Works well with others - takes turns, shares things •express/identify their emotions to describe how they feel in different or familiar situations. •Use appropriate language to describe what happens and how they feel when 	<ul style="list-style-type: none"> • shows kindness for others • Works well with others - takes turns, shares things •express/identify their emotions to describe how they feel in different or familiar situations. •Use appropriate language to describe what happens and how they feel when 	<ul style="list-style-type: none"> • shows kindness for others • Works well with others - takes turns, shares things •express/identify their emotions to describe how they feel in different or familiar situations. •Use appropriate language to describe what happens and how they feel when 	<ul style="list-style-type: none"> • shows kindness for others • Works well with others - takes turns, shares things •express/identify their emotions to describe how they feel in different or familiar situations. •Use appropriate language to describe what happens and how they feel when 	<ul style="list-style-type: none"> • shows kindness for others • Works well with others - takes turns, shares things •express/identify their emotions to describe how they feel in different or familiar situations. •Use appropriate language to describe what happens and how they feel when

experiencing positive interactions or conflict <ul style="list-style-type: none"> • cooperates within a group in the classroom • shows empathy to others • uses appropriate conflict resolution skills (eg High 5) • encourages all team members • seeks to include everybody • reacts to situations reasonably • interacts appropriately in the playground • respects property 	experiencing positive interactions or conflict <ul style="list-style-type: none"> • cooperates within a group in the classroom • shows empathy to others • uses appropriate conflict resolution skills (eg High 5) • encourages all team members • seeks to include everybody • reacts to situations reasonably • interacts appropriately in the playground • respects property 	experiencing positive interactions or conflict <ul style="list-style-type: none"> • cooperates within a group in the classroom • shows empathy to others • uses appropriate conflict resolution skills (eg High 5) • encourages all team members • seeks to include everybody • reacts to situations reasonably • interacts appropriately in the playground • respects property 	experiencing positive interactions or conflict <ul style="list-style-type: none"> • cooperates within a group in the classroom • shows empathy to others • uses appropriate conflict resolution skills (eg High 5) • encourages all team members • seeks to include everybody • reacts to situations reasonably • interacts appropriately in the playground • respects property 	experiencing positive interactions or conflict <ul style="list-style-type: none"> • cooperates within a group in the classroom • shows empathy to others • uses appropriate conflict resolution skills (eg High 5) • encourages all team members • seeks to include everybody • reacts to situations reasonably • interacts appropriately in the playground • respects property
---	---	---	---	---

Acknowledgements to Reinforce Behaviour

At Narangba Valley State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members give consistent and appropriate acknowledgement and rewards.

At the end of Term 1 and Term 3 students will engage in reflective practice and goal setting supported by their classroom teacher. Students will conference with their teacher and class involving discussion of the Valley Values Matrix (See Appendix 1). Together they will set goals to continue working on in the term ahead.

Valley Values Award

At the year level Assembly teachers will choose 1 student to receive a Valley Values Award. This award is awarded to a student who has demonstrated the Valley Values across all settings. This student will be a student who always strives to show in their words and actions the values of Kindness, Resilience, Doing your Best and Belonging.

Legends Award

Legends Awards will be used by staff to reinforce expected behaviours. Students can receive a Legends Award when a staff member catches them following a Valley Value or demonstrating an any aspect from the values matrix. (See Appendix 1)

Prep to Year 2

Upon receiving a Legends Award the student will place one half in the box outside the office and will take the other half home to celebrate with their family. A student will be drawn out of the Legends box at assembly. This student will receive a prize.

Year 3 to Year 6

Students in Years 3 to 6 will compete for house points. Each Legends will be worth 5 points. Upon receiving a Legends, students will place it in their relevant house box outside the office. A tally will be announced on assembly, each houses position in the competition will be announced at the end of each term and the winning house will be announced at the end of the



year. The winning house; Coen, Tarra or Nudgee will be awarded the Legends Cup and students from the winning house will receive an ice block.



Legislative Delegations

Legislation

In this section of the Narangba Valley State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

At Narangba Valley State School the principal has completed the Instrument of Authorisation form nominating the Deputy Principals as delegates who can inform students of disciplinary consequences on the principals behalf. A copy of this form is kept electronically and with the hard copy of the Student Code of Conduct document in the Principal’s Office.

Disciplinary Consequences

The disciplinary consequences model used at Narangba Valley State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. School behaviour practices encompass positive, proactive, preventative strategies and skills for all students along with behaviour modification or management strategies, which are consistently applied as a response to specific individuals and groups.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback and 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 up to 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.

School behaviour practices recognise and cater for diversity amongst all of our students. 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 response

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

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

Focussed

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

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

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 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 Narangba Valley State School, 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. When making the decision to suspend, the Principal takes into consideration the individual circumstances and needs of the student.

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 Narangba Valley State School 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, 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. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the 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 (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, 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 other support staff, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

- Temporary removal of student property
- Use of 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 Narangba Valley 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. 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

State school staff at Narangba Valley State School:

- do not require the student's consent to search school property such as, desks or iPads 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 Narangba Valley 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 Narangba Valley 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 Narangba Valley 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 Narangba Valley 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



Mobile Phones

Narangba Valley is committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all students. Therefore, student mobile phones and certain wearable devices, such as smartwatches and earbuds, need to be 'away for the day'.

Mobile phones brought to school are to be turned off and handed to the class teacher (or office by prior arrangement). However, absolutely no responsibility will be taken for any mobile phone brought to school. Mobile phones are only to be used before or after school **when not on school grounds**. Mobile phones are not to be used during school hours. Use of mobile phones inside of school hours and school grounds will result in a consequence.

Wearable devices, such as smartwatches, can be worn to school; however, notifications must be switched off so that phone calls, messages and other notifications cannot be sent or received.

Exemptions will be available for digital learning opportunities or as part of a reasonable adjustment for student learning and wellbeing - including reasons related to disability and health such as monitoring blood sugar levels for students with diabetes.

Communication with your student at school

- Students will only be able to use their mobile phones before or after school hours for contact with their families and friends while travelling to and from school. Use of mobile phones and other devices are not permitted to be used on school grounds.
- Parents and carers will be able to contact their child during school hours using the school's existing communication channels.
- Likewise, school staff will contact you directly wherever needed.
- Students are to report to a school staff member if they become unwell or experience an issue at school. Staff can then provide appropriate support, including contact with parents and following formal processes for early collection from school where necessary.

Appropriate Use of Mobile Devices	Inappropriate Use of Mobile & Wearable Devices
<ul style="list-style-type: none"> • Special circumstances pre arrangement with Deputy/Principal 	<ul style="list-style-type: none"> • During school hours • On school grounds • Wearable devices notifications on • Uses mobile phone or other devices in an unlawful manner • Invade someone’s privacy by recording personal conversations or daily activities and/or further distribution (eg. forwarding, texting, uploading, Bluetooth use etc) of such material • Recording or capturing any content eg. photograph, video, audio of another individual eg. staff, student, any individual on school site

Consequences

Students seen using their phone or wearable device during the school day will be issued with the following consequences:

- Students will be provided with a verbal reminder about expected behaviour.
- The phone or wearable device will be confiscated and held securely in the office to be collected at the end of the school day.
- A warning will be issued to the student for a first non-compliance with policy, and a letter sent home. If the phone or wearable device is confiscated again, it will be temporarily retained at the office for collection by parents.

Confiscation

- Permitted personal technology devices used contrary to this policy on school premises may be confiscated by school staff. If confiscated, they will be made available for collection from the school office at the end of the school day unless required or may only be returned in the presence of a parent at the Principal’s discretion.
- Devices potentially containing evidence of criminal offenses may be reported to the police. In such cases police may take possession of such devices for investigation purposes, and students and parents will be advised to contact Queensland Police Service (QPS) directly.
- Students who have a personal technology device confiscated more than once may not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Exemptions

Exemptions are considered and may be approved by the Principal on a case-by-case basis where:

- the student uses their device to monitor or manage a medical condition (to be documented in the student's health care plan)
- the device is an agreed adjustment for a student with disability or learning difficulties (to be documented in the student's Oneschool or other support plan)
- the device is used for translation by a student with English as an additional language or dialect (EALD)
- the student has extenuating personal circumstances requiring more immediate access to their device, such as being the primary carer for a child or family member.

Please speak with the school if you need to discuss an exemption request due to these exceptional circumstances.

Preventing and Responding to 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 Narangba Valley State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Narangba Valley State School includes Bullying NO WAY! Day in its calendar every year. This National Day of Action against Bullying and Violence (NDA) is an important day to mark Australian school communities standing together against bullying and violence.

Narangba Valley State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential for:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

Narangba Valley State School supports all students to act as helpful and reasonable bystanders if they feel safe to do so. Bully bystanders can have a powerful effect as they can either encourage or inhibit bullying behaviour. There are three main types of bystander: followers (assistants) – do not initiate, but take an active role in the bullying behaviour, supporters (reinforcers) – support the bullying behaviour overtly or covertly, and bullying defenders who dislike the bullying behaviour and try to help the target by intervening, getting teacher support or providing direct support to the target.

This is in alignment with our school values which are taught and reinforced through weekly classes, Welcome Circle, celebration days such as RUOK? Day, Random Acts of Kindness Week and Bullying No Way! Day, and consistently modelled each day in classrooms.

Students enrolled at Narangba Valley State School may face in-school disciplinary action, such as detention where a leadership team member works with the student to reflect on their actions and design a restorative response, 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 which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate behaviour of enrolled students that is directed towards other community members or students from other school sites.

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 consequences 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 make an appointment with the relevant Deputy Principal to discuss the matter. If you still believe your concerns have not been heard, you are welcome to make an appointment with our Principal.

The following flowchart explains the actions Narangba Valley State School 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.

Narangba Valley State School - 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:

All students – Class teacher as the first point of contact where possible. Break time incidents report directly to duty staff member as first point of contact. **Relevant Year Level Deputy Principal**



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The relevant Deputy Principal can 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 Narangba Valley State School 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.

Narangba Valley State School - 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](#).

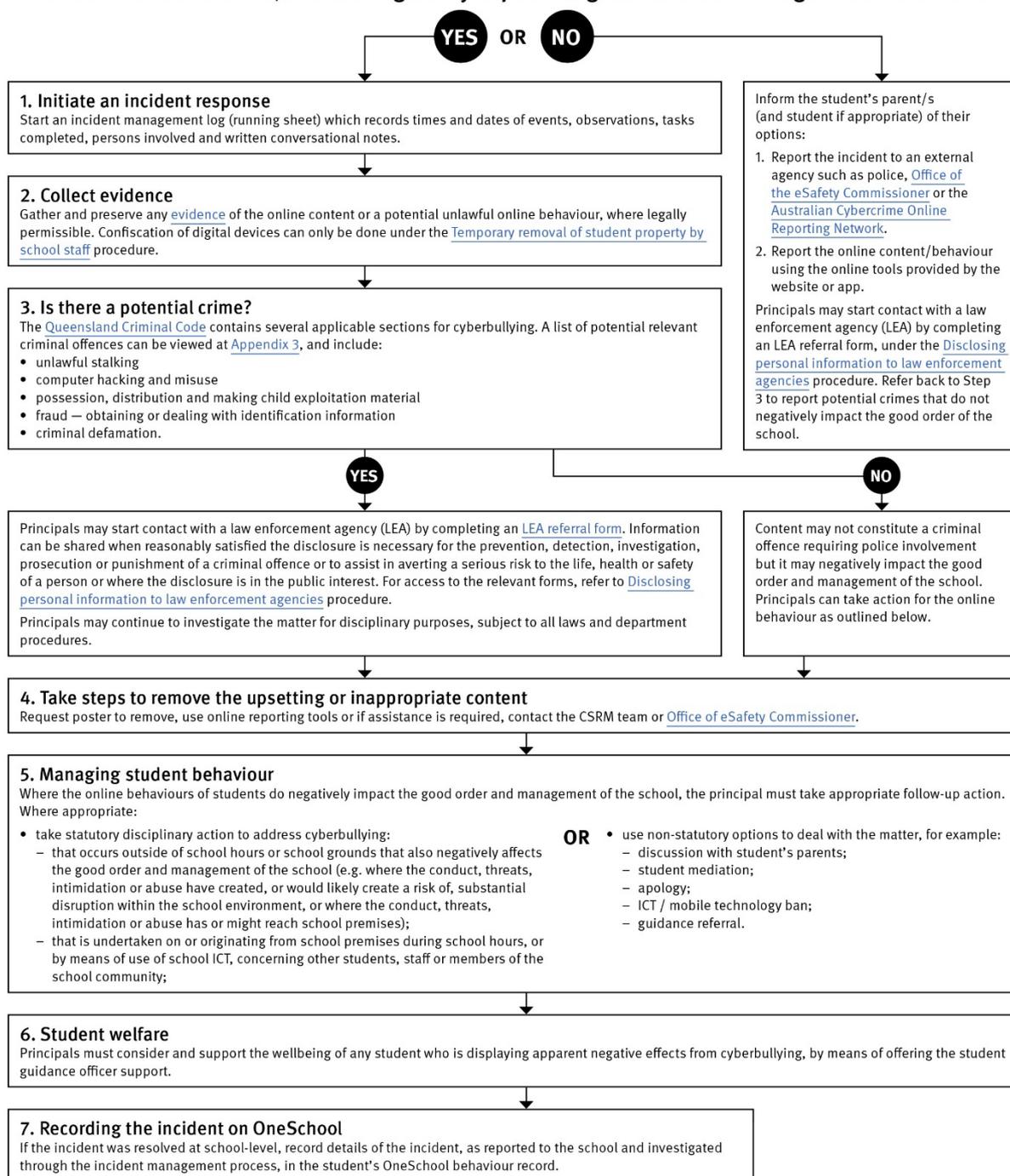
Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Cybersafety and Reputation Management (CRM)

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



This team provides **direct support for 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

Narangba Valley State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

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

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

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 Narangba Valley State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

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

All incidents of restrictive practices will be recorded and reported in line with departmental procedures. Documentation will be completed for all students who are at risk including; Behaviour Risk Assessment tool, Individual Behaviour Support Plan and Individual Student Safety Plan.

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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
- Using mobile devices

Resources

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

Conclusion

The Narangba Valley State School Student Code of Conduct outlines clear expectations for students, staff and the broader community. Staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. We expect your family's association with our school to be a happy one. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school. The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office. If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local Regional Office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority. If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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](#).

Appendix 1 – Narangba Valley Values Matrix

Narangba Valley Values in Action – at all times in learning areas, school grounds & the community

Value	Words	Actions	Heart & Mind
Kindness We show kindness by using kind words and actions in all that we say and do.	<ul style="list-style-type: none"> I use kind words and actions with my friends, adults at school, family and community. I say nice, positive things to others. I use manners – please and thank you. I encourage others with my words. 	<ul style="list-style-type: none"> I care for myself while learning, playing and using equipment. I share and take turns. I care for the environment. I am learning to use gentle hands when learning, playing and using equipment. I respectfully consider the opinions of others. I help others. I listen to others. 	<ul style="list-style-type: none"> I am learning that being kind helps others feel good. I use kindness to help others feel positive, happy and friendly. I try to understand the feelings of others. I thank and give compliments to others. I feel positive and help others to feel positive. I celebrate others' successes and my own.
Resilience We know sometimes things are difficult, but we keep going and never give up. 	<ul style="list-style-type: none"> I can engage positively with others even when things are hard. I let a staff member know if there is a problem that I can't solve myself. I deal with challenges using respectful words. I use words like yet, I can, I will try. I can ask for help. I use mantras and positive self-talk. 	<ul style="list-style-type: none"> I take risks and learn from mistakes and feedback. I try my best and try again when difficulties arise. I demonstrate a growth mindset. I use stamina to overcome speedbumps or roadblocks. I will persevere when challenged. I can support others to use a strategy for success. I understand it will take time to achieve my goals. 	<ul style="list-style-type: none"> I believe in myself and I keep trying. I can bounce back and know I will be ok. I am brave enough to keep going. I am proud of my achievements. I know when things are hard for me and I keep trying. I believe I can succeed.
Doing Your Best We have a go and do our best in everything we do.	<ul style="list-style-type: none"> I use kind words to ask for help. I speak highly of myself even if I am not happy with my results. I use my words to share ideas. I use my words to help others. 	<ul style="list-style-type: none"> I seek feedback to improve because I want to achieve my best. I reflect on my effort and behaviour. I co-operate when learning and playing. I give all tasks a go. I always try my best when working with others. I apply different strategies to be ready to learn. I track the speaker and listen to others. I demonstrate a growth mindset to set goals and work towards them. 	<ul style="list-style-type: none"> I believe in myself. I help others feel proud when I celebrate with them. I feel proud of my efforts. I believe I can do hard things. I celebrate my efforts and achievements with my teachers and parents.
Belonging We feel accepted, valued and safe with everyone at school.	<ul style="list-style-type: none"> I use kind words so that everyone feels welcome and included. I ask others to play and learn with me. I am aware of my own and others' needs. I invite others to join my games and activities. 	<ul style="list-style-type: none"> I make positive connections and relationships with the students, staff and parents within our community. I include everyone and demonstrate respect to all. I accept others who are different to me. I respect others' thoughts, ideas and opinions. I support everyone around me. I proudly wear my school uniform. I embrace differences in others. I show up and am present. 	<ul style="list-style-type: none"> I feel accepted and connected to others. I can be myself and it is ok. I feel safe. I make others feel safe. 