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Narangba State School

2027-2031

Student Code of Conduct

Brighter Futures: Delivering excellence in every state school for every student

Brighter Futures outlines the government's vision for every Queensland state school to be a school of choice where every student of every background, ability or culture is empowered to achieve excellence.

Queensland Department of Education

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Principal Name:	Callie Sparling
Principal Signature:	CSparling
Date:	6.11.26.
P & C President Name:	Emma Casson
P & C President Signature:	ECasson
Date:	6.11.26.

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Purpose

Narangba State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong wellbeing.

Our school motto is **For Life We Learn**.

The Narangba 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.

Narangba State School's Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school is prioritised. The responsibilities and processes outlined enable all students to experience success, a safe workplace for staff and informed communication with parents and the wider school community.







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Whole School Approach to Discipline

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

At Narangba State School we believe discipline is about more than consequences. Behavioural incidents are seen as opportunities to teach and re-teach. Our belief is that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations using evidence-based strategies endorsed by Education Queensland, including Effective Classroom Management for Teachers and the Classroom Hub.

The language and expectations of PBL / Reboot 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.

Any students or parents who have questions, would like to discuss the Student Code of Conduct are encouraged to make an appointment to meet with the Class Teacher, Deputy Principal or Principal..

1. Clear Expectations

Our school community has identified the following **school expectations** to teach and promote our high standards of responsible behaviour.

- **We are safe**
- **We are respectful**
- **We are active learners**



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Every classroom in our school uses the Positive Behaviour Matrix, illustrated below, as a basis for developing their behaviour standards. Using the matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom, in the playground, in other school spaces and whilst in the broader community. The completed matrix is on display in every classroom, office space and other areas of the school. It is used as the basis for teaching expectations throughout the year. The matrix is revisited regularly to address any new or emerging issues.

Narangba State School
Behaviour Expectations

	All Settings • **Before and after school** • **Drop off areas**	**Learning areas** • **Classrooms** • **Specialist learning areas** • **Library**	**Other areas** • **Toilets** • **Walkways** • **Undercover areas** • **Play areas**
We are Safe	We always move safely We stay in the correct area We use all equipment safely and sensibly We stay with our class We keep hands, feet and objects to ourselves We make safe choices for ourselves and others	We follow classroom and school expectations We ask before we leave the room Our transitions are quick, quiet and safe Use technology safely	We use pathways and keep to the left We report unsafe behaviour or damage We are sun safe We use play spaces and toilets safely
We are Respectful	We use positive, polite language We listen to others We enter and exit quietly and safely We keep our school clean We treat the environment with care We treat everyone kindly We look after all property We are in the right place, at the right time, with the right action We follow instructions from all staff	We follow school expectations We wait for our turn We listen to others We allow others to learn We keep our learning spaces tidy	We use toilets appropriately We pick up all rubbish We follow the rules of the game We include others We play fairly
We are Active Learners	We follow instructions, first time, every time We use the toilet at break times We use strategies to overcome speedbumps	We are on time and ready to learn We are organised We try new things We ask for help We engage in learning and do our best	We learn through play We solve problems fairly We work cooperatively with others We use all spaces as places for learning

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Parents and staff
The table below explains the PBL expectations for parents and the standards we commit to as staff.

We are Safe

What we expect to see from you	***What you can expect from us***
You follow school expectations in relation to: - ensuring the privacy of other students and staff is maintained - late arrivals and early departures ie sign in and out through the office	We will maintain confidentiality about information relating to your child and family and do our utmost to ensure the safety of your child at school.
You ensure you child is bringing appropriate educational equipment to school and are aware of the contents of their schoolbag.	We will inform you if your child is bringing items which are not appropriate and/or detract from their learning or the learning of others.
You report to relevant teachers or administrative officers any school related issues with students or parents which need appropriate resolution rather than addressing these issues directly.	We will work with every family to address any Issues or concerns about the behaviour of staff, students or other parents in a timely manner.
You ensure your child is accessing appropriate internet content and practicing internet habits to prevent cyber-bullying.	We will provide education and support for the safe and appropriate use of internet through the iLearn program, Australian Curriculum requirements, and age-appropriate cybersafety initiatives.

We are Respectful

What we expect to see from you	***What you can expect from us***
You view the school as a partner in your child's education and respect that we make decisions based on the best interests of our school community in its' entirety.	We will assess the educational and behavioural needs of our students fairly using available data and research, and make decisions based on the best interests of the school community, with consideration for individual needs and circumstances.
You are respectful in your conversations at home about school staff.	We will role model positive behaviours and respectful communication for all students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

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We are Active Learners

What we expect to see from you	***What you can expect from us***
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and will contact you, as required, to provide feedback about your child's progress.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Staff at Narangba State School also agree to implement the following strategies for all students, in every classroom, every day:

Givens	
Know your students	Support learning through quality differentiation
Explicit teaching of expectations through Wellbeing Lessons	High expectations and clear boundaries
Morning Greeting - daily	Student voice
Transition to Learning – Quiet start at the beginning of the day and after each break	Unconditional Positive Regard
Check-in's using 5 faces – start of the day and after each break	Co-regulation
Regular movement breaks	



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2. Acknowledgement of Positive Behaviours

Providing students with positive reinforcement for expected behaviours is one of the quickest and easiest ways to improve student behaviour and develop a positive classroom environment. Everyone needs positive feedback to learn and maintain a behaviour or skill. Behaviour is reinforced when we are provided with something we value following a desired behaviour. This may be verbal praise, non-verbal acknowledgement, earning of tokens, provision of tangible rewards, or opportunities to perform a task or participate in an activity. Effective reinforcement is age-appropriate, contextually fitting, and sincere. Reinforcement is characterised by its effect – in other words, if the desired behaviour does not increase as a result of the feedback or reward, then reinforcement has not happened. A 4:1 positive to negative acknowledgement ratio is recommended. Individual teachers regularly acknowledge and reward students.

At Narangba State School, the outlined Positive Acknowledgement Systems have been developed. These involve staff positively acknowledging student behaviour aligning with our school behaviour expectations – We are Safe, We are Respectful, We are Active Learners by awarding PBL tokens each day in both classroom and non-classroom areas.

Whole School
PBL thumbs up tokens are fast and frequent to acknowledge students for demonstrating consistent following of a PBL focus and behaviour expectations. Thumbs up tokens carry a value that are collected and contribute toward a whole school total goal for a predetermined (student led) celebration i.e. afternoon of rotational activities; picnic on the hill.

Green Token = 1 point
Blue Token = 10 points
Gold Token = 50 points

The whole school total goal is shared at Monday parades. Token targets are set each term and result in rewards, such as discos and picnic days, for all students.

Individual Student
Students are celebrated on Parade with a **Student of the Week**. Parents are welcome to attend.

Specialist Class of the Week Award
Specialist Teachers observe classes meeting the school behaviour expectations within the specialist class (HPE, MUSIC, Technology and Languages) environment throughout their lessons. They award 1 Class of the Week to the class who has displayed exemplary respect behaviours.

Principal's Afternoon Tea (PAT) awards
The Principal at Narangba State School acknowledges positive student behaviour. The Principal's Afternoon Tea Award is a very special award. The criteria to receive the award is based on excellent effort and improvement in the students learning. This can be in any subject or personal growth area. Students are acknowledged each term in week 10.

Citizenship Awards
Students are awarded citizenship awards at the end of each term by class teachers.

Academic and Consistent Effort Awards
At the end of each year, academic awards are presented to students who demonstrate academic excellence and class teachers also nominate a student in their class who demonstrated most consistent effort.

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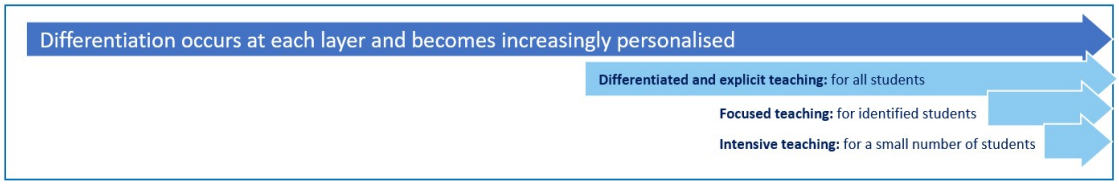
3. Differentiated and Explicit Teaching



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

Teachers at Narangba 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 learning behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. It is also informed by age-appropriate pedagogies (ways of teaching and learning). This enables our teachers to purposefully plan a variety of ways to engage students based on their needs; assist them to achieve the expected learning; and to demonstrate their learning.

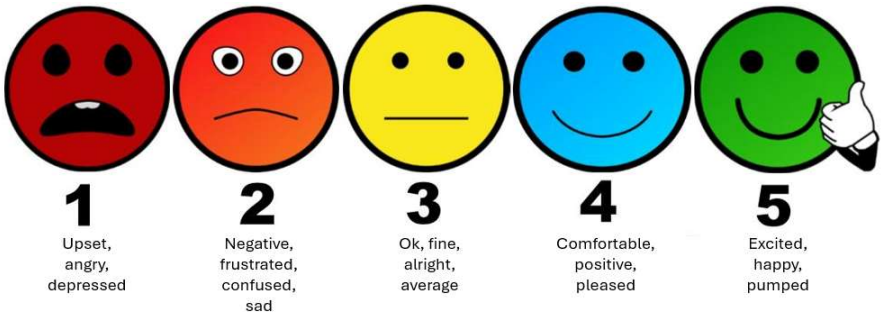
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



We believe in the importance of **explicitly teaching** students how to identify emotions as well as strategies they can use to self-regulate their emotions. We support this approach through the delivery of the **Reboot Program.**

Reboot is a practical neuroscience-based and trauma-transformative tool that empowers students to make the most of their learning opportunities.

The Five Faces assist students to identify their emotions.



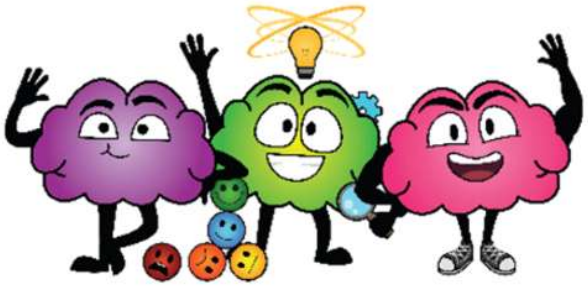
All children and young people (and adults too!) require support to build their capacity to identify and manage feelings and emotions.

You have to be able to name it to tame it!
How do you feel?
What do you need to be ready to learn?
Who or what could help you?

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Understanding how our brain works, assists student's to choose relevant strategies to control their emotions.

The 3 brains



Our Emotional Brain has big feelings which

Our Smart Brain makes safe and respectful

Our Wild Brain reacts which can cause

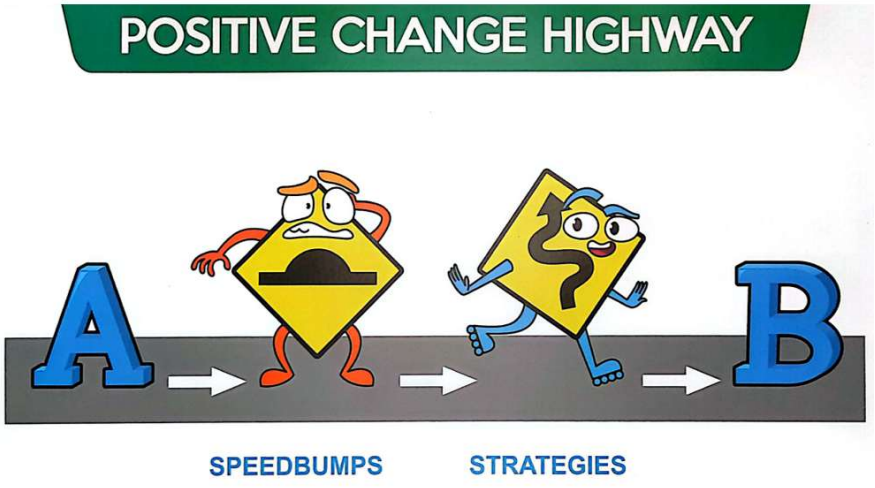
Example Unstuck Wall

Wild Brain
- Breathing
- Drink water
- Movement break
- Calm corner

Emotional Brain
- Check-in
- Name the feeling
- Journal
- Talk to a trusted person

Smart Brain
- Re-read instructions
- Ask 3 before me
- Use an example
- Break task into steps

The Positive Change Highway highlights strategies we use to get over speedbumps.



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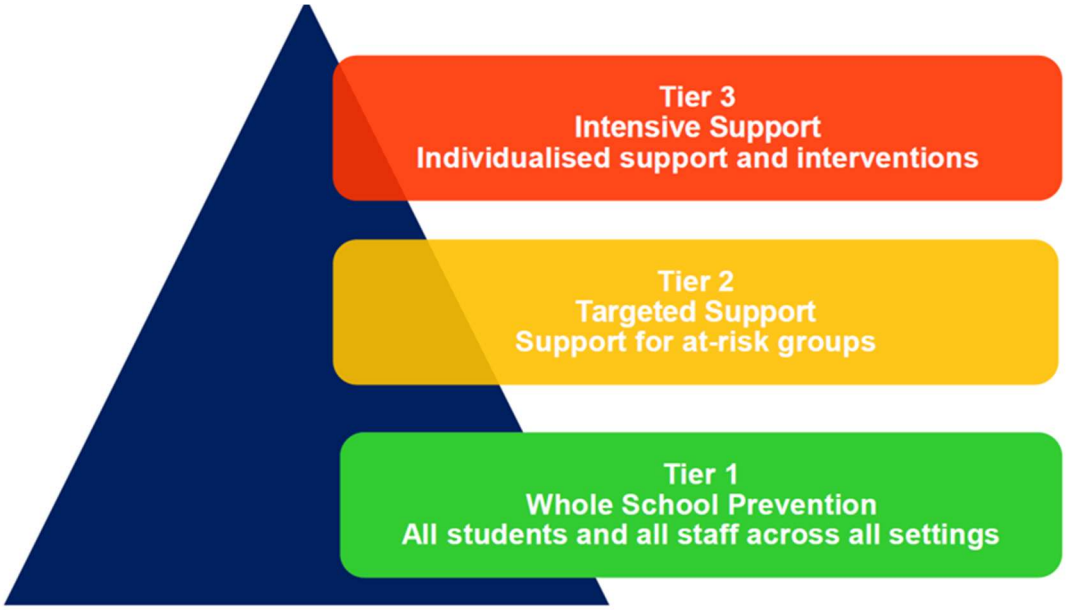
4. Multi-Tiered Systems of Support

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

The PBL framework uses a multi-layered continuum of evidenced based supports (Tier 1 'Differentiated and explicit teaching/ Universal'; Tier 2 'Focused', and Tier 3 'Intensive' levels of support services) to facilitate standards of positive behaviour and to respond to inappropriate behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.

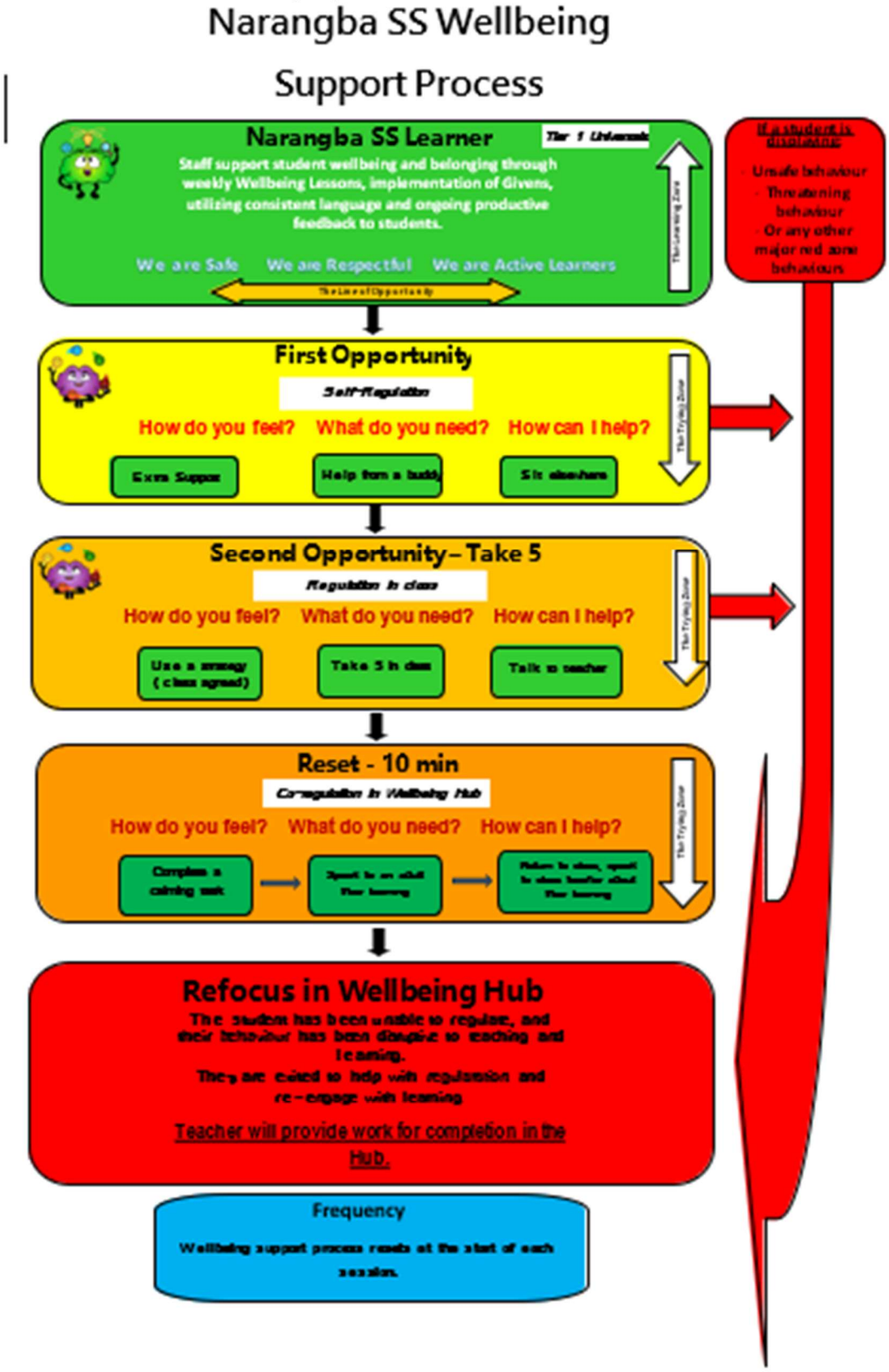
Tier 1, Tier 2 and Tier 3 behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

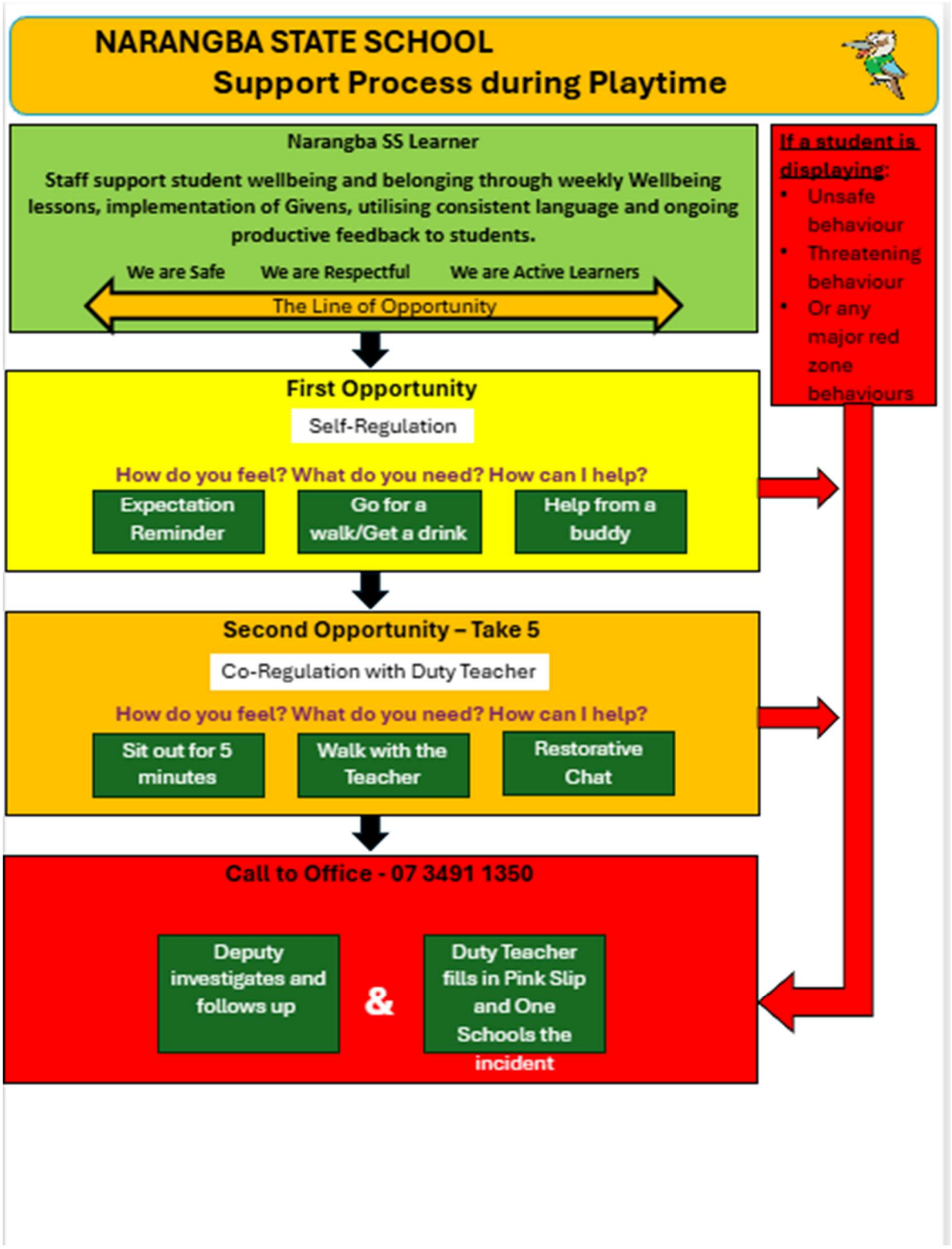


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5. The Process for Managing Student Behaviour

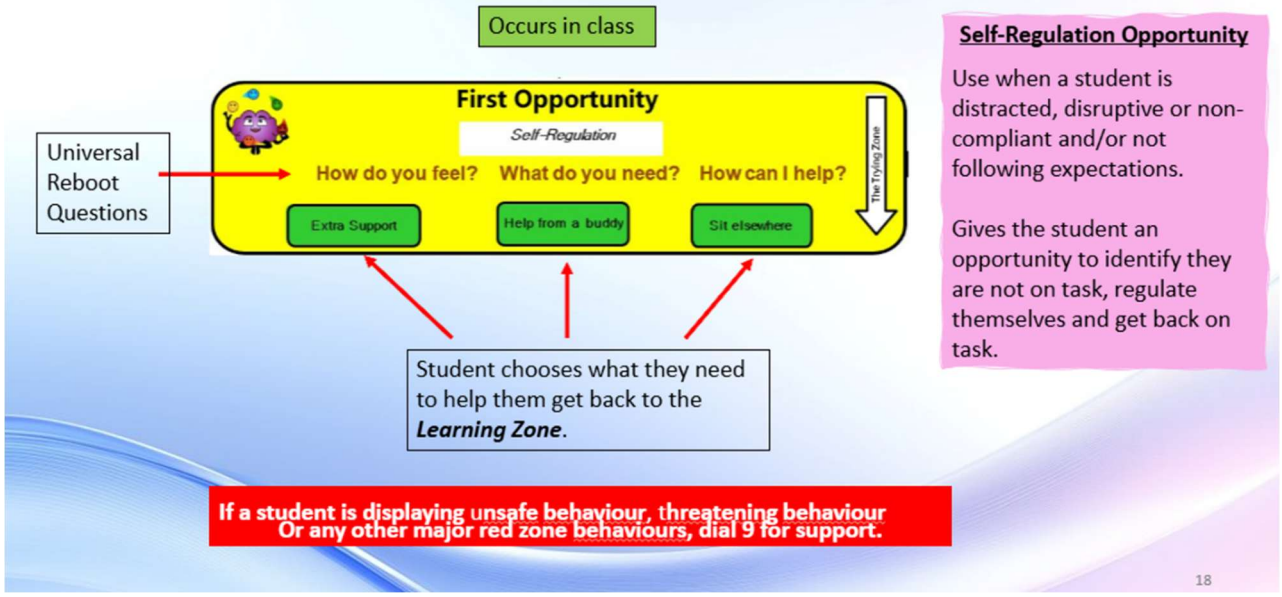


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First Opportunity



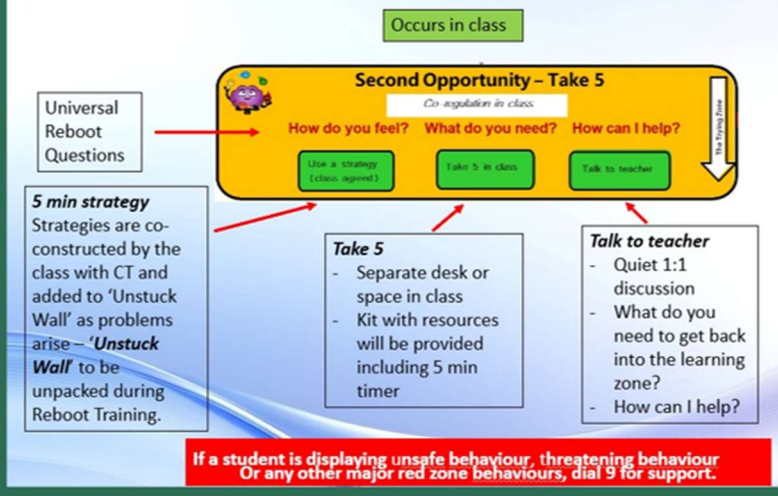
Self-Regulation Opportunity

Use when a student is distracted, disruptive or non-compliant and/or not following expectations.

Gives the student an opportunity to identify they are not on task, regulate themselves and get back on task.

Process for managing Student Behaviour

Second Opportunity – Take 5



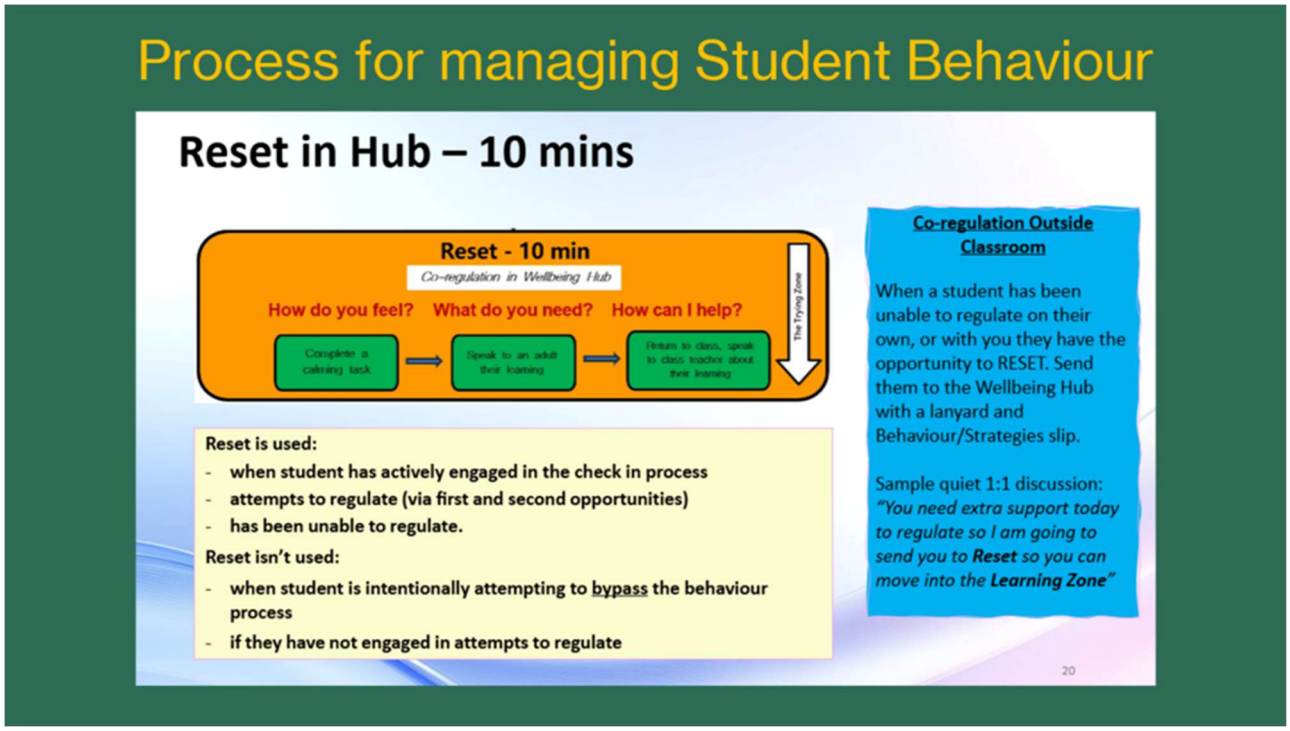
Regulation in Class

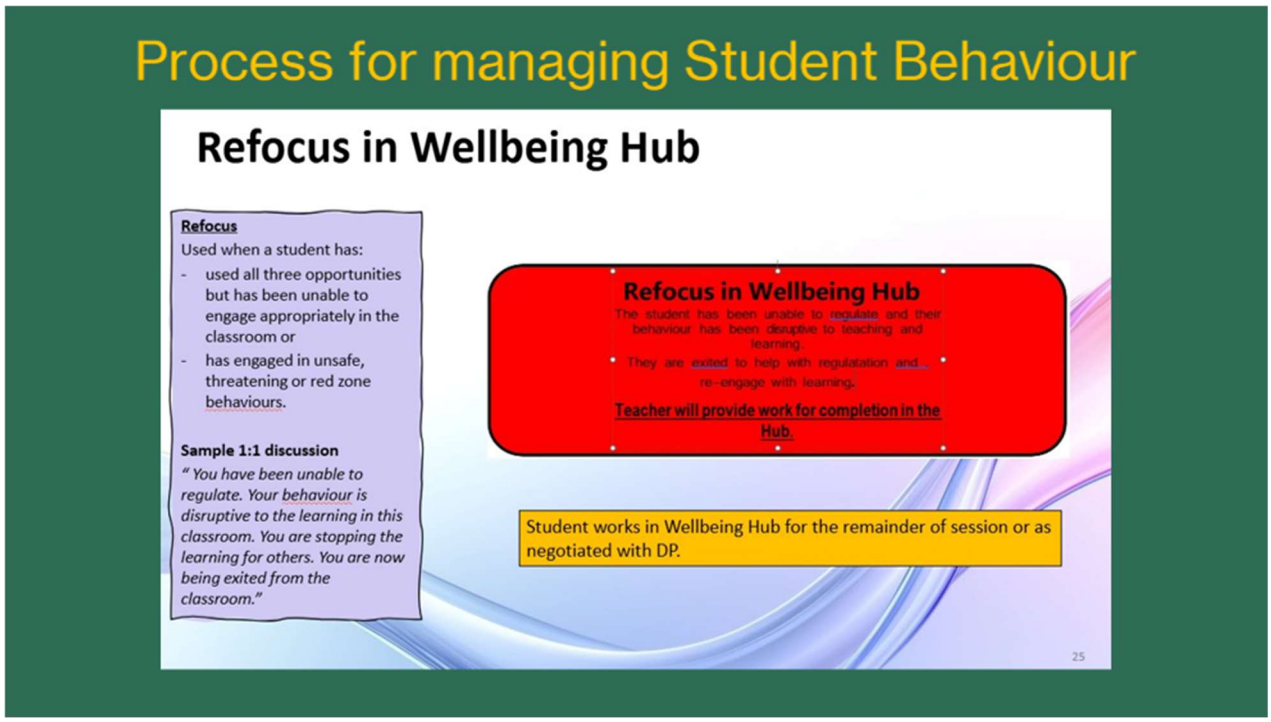
When a student has been unable to regulate on their own, you make the choices for them. Send them for a take five, move them in the classroom or allow them to choose a strategy.

Sample quiet 1:1 discussion with student:

"You have been unable to self regulate for learning. Because of this I am now using co-regulation strategies such as Take 5 to give you another opportunity to get into the learning zone."

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6. Focused Behaviour Support (Tier 2)

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This level of intervention focuses on identifying, modifying and growing the individual. It provides a focus on understanding the learner, developing solutions and building from strengths to foster supportive relationships.

Each year, a small number of students at Narangba State School are identified by their teacher or through our data as needing extra instruction. Although these behaviours may not be considered significant in isolation, their ongoing occurrence may negatively impact students' learning and social success if early support is not provided.

Tier 2 or "focused" interventions support approximately 15% of students. These are students who are not responding to Tier 1 Universal Behaviour Supports and who have moderate, ongoing behaviours of concern (social, behavioural and/or academic). Support is provided through Tier 2 (Focused Behaviour Support) interventions in addition to the Tier 1 Universal Behaviour Support.

Tier 2 Interventions are:

- In addition to intensified Tier 1 supports already in place, not in place of them;
- Continuously available;
- Aligned with the Narangba State School Expectations;
- Function-based (what causes behaviour?)
- Continuously monitored by the Tier 2 Student Well-being Team through conferencing, teacher discussion and data analysis.

Tier 2 Interventions – Focused Behaviour Support Examples			
Tier 2 Support Meetings	Scribing	Social Stories	Individualised instruction
Classroom check ins	Small group intervention	Setting goals and rewards	Play plans
Explicit teaching of expected behaviours	Social skills groups	Eye contact with repeated instructions	Chaplaincy support
Teacher encouragement	Teacher – student connections	Supportive play	Peer mentoring
This is not an exhaustive list and support can come in many forms, depending on the individual needs of the student or group of students.			

Students whose behaviour does not improve after participation in the possible strategies listed above or whose previous behaviour indicates a need for specialised intervention, are provided with Intensive Behaviour Support.

7. Intensive Behaviour Support (Tier 3)

Narangba State School is committed to educating all students, including those with complex or intensive support needs. We recognise that students with complex and challenging behaviours need comprehensive systems of support to engage in and experience success with academic, social and emotional learning situations. This level of intervention centres on the individual and their re-engagement with the learning following a single, high impact behaviour or a complex and challenging pattern of behaviour.

Tier 3 or "intensive" interventions, support approximately 5% of students. These are students who have not responded to Tier 1 and Tier 2 supports. Students may require Tier 3 Intensive Behaviour Support involving highly individualized interventions to support a tailored learning program. The focus of Tier 3 Intensive Behaviour Support is to reduce the intensity and complexity of existing individual students' situations.

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Students requiring Tier 3 Intensive Behaviour Support have received, and are continuing to receive, an increased level of Tier 1 Universal Behaviour Support and Tier 2 Focused Behaviour Support.

Tier 3 Intensive Behaviour Support interventions are:

- In addition to the Tier 1 and Tier 2 supports already in place, not in place of them;
- Continuously available;
- Aligned with the Narangba State School expectations;
- Function based (what causes behaviour?)
- Continuously monitored by the Student Well-being Team;
- Parents are included in the decision making process.

As such, the school employs the following processes and strategies to support these students:

1. Analysis of behaviour data for the accurate identification of students requiring intensive, individualised support;
2. Use of a co-ordinated, case management approach, including parents / carers, to support students and staff;
3. Access district, regional and state behaviour support options and external agencies, when necessary;
4. Develop Individual Behaviour Support Plans to outline goals and support strategies.

Tier 3 Interventions – Intensive Behaviour Support Examples			
Tier 3 Support Meetings	Case Management Meetings	Functional Behavour Analysis	Part time learning plans
Risk assessments	Playground plans	Supportive play plans	External agency support
Guidance Officer	Individual social and emotional support	Individual curriculum support	Stakeholder meetings
This is not an exhaustive list and support can come in many forms, depending on the individual needs of the student or group of students.			







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8. Consideration of Individual Circumstances

Staff at Narangba State School consider 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. 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 staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our staff 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 Principal to discuss the matter.



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Student Wellbeing and Support Network

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.

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

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

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self- management, social awareness and social management) in the implementation of the P-12 Curriculum and Reporting Framework.

Schools acknowledge the positive impact that a meaningful relationship between staff 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 individuals.

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

Mental health
Narangba 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 State School staff who notice suicide warning signs in a student will seek help immediately from the school guidance officer, senior guidance officer and/or other appropriate staff, in addition to notifying parents of their concerns.

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.

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Legislative Delegations

Legislation

In this section of the Narangba 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.

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

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

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Disciplinary Consequences

The disciplinary consequences model used at Narangba State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Behaviours which require immediate intervention from school leadership staff are considered to be major behaviours. All other behaviours, when not consistently recurring, are considered to be minor behaviours.

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

When responding to problem behaviour, the staff member first determines if the problem behaviour is a major or minor, with the following agreed understanding. The Human Rights Act 2019 (Qld) requires all staff to consider human rights when making decisions and make sure that decisions and actions are compatible with human rights.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or the Leadership Team.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure.

The staff member takes the student aside and:

1. names the behaviour that the student is displaying;
2. asks the student to name expected school behaviour;
3. states and explains expected school behaviour if necessary;
4. gives positive verbal acknowledgement for expected school behaviour; and
5. may conduct a restorative chat if the problem involves more than 1 student.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of the Leadership Team.

Major behaviours result in an immediate referral to the Leadership Team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then calls for assistance from the Leadership Team.

Major problem behaviours may result in the following consequences:

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• Time in refocus, reflection, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
• Parent contact, referral to Guidance Officer, referral to Student Support Forum, suspension from school: and/or
• Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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.

Narangba State School

Behaviour Category	Definition	Non-Example	Minor	Major
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in appropriate way.	Observational statement without intent of harm. Laughing at minor misfortune. Common inappropriate words between friends. Student swearing after hurting themselves.	Infrequent or random hurtful communication using inappropriate language. Laughing at misfortune to draw attention cause embarrassment. Offensive language swearing not directed at anyone.	Offensive language directed at an adult or peer to cause harm. Deliberate communication that insults, mocks, belittles or slanders to cause harm. Spreading deliberate and significantly hurtful rumours.
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Copying work from another source during class time.	Copying work from another student during an assessment or exam.	Prior to assessment or exam, falsely obtaining information to enhance grade. Plagiarising work from a source, including AI and falsely claim as own work.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		Depending on context, a verbal statement claiming to set fire, have a bomb.	Depending on context, a verbal statement claiming to set fire, have a bomb.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Once off reactive. Once off exclusion/playing with a different group. Once off joke/name calling not intended to be mean. One-time harmful behaviour or accidental harm.		Deliberate, repeated, recorded behaviours intended to cause physical, emotional or mental harm: threats, name calling, violence, sexual harassment, exclusion, physical intimidation, threats and online abuse.
Defiance	Student refuses to follow directions given by school staff.	Refusing an activity that could cause undue stress. E.g. Talk in front of the class.	Non-compliance with instruction. Walking away when staff member is talking.	Repeatedly using defiant language directed, refusal comments e.g. "You can't make me."
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Eye rolling or talking to themselves while complying.	Talking rudely or name calling.	Repeatedly talks back to adult. Talks rudely, name calls or delivers a rude inappropriate gesture.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Getting out of seat to get a tissue or drink. Talking during collaborative learning time. Accidentally knocking items over, once off swearing or loud noise when hurt. Stimming.	Occasional calling out, inappropriate noises, tapping on desk, touching belongings or talking with neighbour, calling out answers, leaving seat or place without permission.	Causing significant impact on others by banging on desks, stomping, throwing items, consistent calling out, leaving seat to get peer attention, swearing, running away following a redirection.
Dress Code	Students wears clothing that is not within the dress code guidelines defined by school.			
Falsifying Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.			Student has signed another person's name without their permission or knowledge.
Fighting	Student is involved in mutual participation in an incident involving physical violence.	More than one party swearing/yelling abuse at each other. One student walking up to another student and punching them without provocation or reason (Record as Physical aggression).		Mutual participation – 2 or more students become physical. Physical altercations with intent to harm.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Un-intentionally causing a reaction. Repeating a phrase said by another student without understanding of the word/meaning.	Directed unkind and hurtful comments about how a person looks or acts.	If persistent record as Bullying.
Physical Aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals: flora/fauna.	Accidental harm (push, bump, trip). Reasonable challenge for a ball in a game.	Rough or reckless play without intent to harm. Pushing, shoving, hitting, play fighting without harm eg tripping, light shoulder shove.	Deliberate physical act with the intent to cause harm, punching, kicking, spitting, biting, hair pulling, using objects to cause harm. Mutual fighting (Record as fighting)
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Accidentally breaking a pencil or dropping equipment	Accidental damage of school property such as running through gardens or marking school furniture. Drawing on books. Destroying own/others stationery.	Damaging school property intentionally/permanently/with intent. Repetitive misuse or destruction of material/item of high personal or monetary value that could result in impairment or injury of materials/items. Repeated and ongoing vandalism/graffiti.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Picking up sticks/rocks or any other item and holding in hands. Doodling on books.	Not using materials/items for its intended use. Making paper planes and throwing them in the classroom. Throwing balls of paper in a classroom. Using a plastic bottle as a football. Playing with sticks or rocks. Throwing small objects without causing harm or damage.	Dangerous throwing of objects that could hit another person unintentionally (intentionally targeting someone becomes physical aggression). Throwing objects into a fan. Using a fire extinguisher.
Refusal to participate in the educational program in the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Getting a tissue or drink of water. Falling asleep when unwell.		Around the curriculum: If sent to refocus around refusal of work Repeated over lessons throughout the day. Verbally making statements of refusal to the teacher.
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Asking a teacher if they smoke/drink. Talking about cigarettes/vapes.		Drug use. Selling drugs, holding/storing drugs for others. Buying drugs. Arriving to school under the influence of any substance. Distributing or selling cigarettes/vapes. Distributing or selling painkillers or other medications. Being in possession of cigarettes/vapes.

Differentiated Disciplinary Responses

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

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- 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 from influential peer demonstrating the same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused Disciplinary Responses

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
- Token economy
- Out of play
- Play plans
- 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 Disciplinary Responses

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)

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Behaviour Outside School

While out in the community - typically on their way to or from school; while on excursions or camps; at any other time when wearing their school uniform or otherwise identifiable as a Narangba State School student by their clothing conduct or association - students are to abide by the school behaviour expectations.

Student behaviour which affects the reputation or good order and management of the school is addressed by the Student Code of Conduct in all reasonable circumstances where the student is able to be identified as attending Narangba State 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 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.

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

Prior to a student returning to school following a suspension, the school may arrange a meeting with parents to plan for a successful re-entry into the education setting. The requested meeting time and day appears on documentation emailed to parents and carers and normally occurs the day prior to or day of return to school.

The suspension period gives the school time to:

- review the circumstances which contributed to the student's behaviour
- discuss strategies that may be effective in preventing a reoccurrence of the problem and
- where appropriate, work with the relevant staff and family to develop a plan

The purpose of parents/carers and students meeting with the school prior to the student returning is to:

- welcome the student back to school
- check in on their wellbeing
- discuss available supports to prevent the reoccurrence of the problem behaviour

- discuss opportunities for ongoing monitoring and communication between the school and the family and
- provide families with an opportunity to update the school with new information which may assist with supporting them

Re-entry meetings are short, taking approximately 10 minutes, and kept small with the Principal or Deputy Principal attending with the student and their parent/s or carer. Other staff, who can support the student may be invited to attend as well, such as the classroom teacher. These meetings normally occur in the administration building.

A record of the meeting is saved in OneSchool, under Support and Intervention in the student Behaviour Records, including any notes or discussions occurring during the meeting.

The re-entry meeting is not a time to review the students' behaviour or the decision to suspend.







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School Policies and Codes

Narangba State School adheres to Department of Education 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 the broader school community outlined in the following policies:

A. Dress Code
B. Temporary removal of student property
C. Use of mobile phones and other devices by students
D. Preventing and responding to bullying
E. Appropriate use of social media

A. Dress Code

The student dress code at Narangba State School supports the objectives of the Education (General Provisions) Act 2006 and promotes the values of the school.

Wearing our uniform:

- builds school spirit and promotes a sense of identity and pride
- promotes a positive image of our school
- helps strengthen school community cohesion
- promotes belonging and fairness
- enhances student safety, health and wellbeing and
- prepares students for the expectations of some workplaces

Our dress code promotes the safety of all students by complying with Sun Safety and Workplace Health and Safety requirements. It has been developed with consideration for the diverse needs of our student body.

School uniform colours are green and gold. The school uniform comprises a range of garments - all designed to give wearers and their parents the opportunity to mix and match as desired. The **prep** uniform is the same as the years 1 to 6 school uniform with the exception of the hat which is yellow.

Responsibilities of Parents, Students and the School

	Responsibilities
Parents and Carers	▪ Commit to supporting the dress code as part of the enrolment agreement ▪ Request short or long term modifications or exemptions to the dress code in writing, providing reasons for request ▪ Work with the school to resolve issues regarding student compliance with the school's dress code

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Students	▪ Discuss reasons for not complying with the dress code with school staff
School	▪ Positively reinforce dress code expectations ▪ Support students to adhere to the dress code ▪ Contact parents/carers when students are consistently breaching the code

Formal Uniform

Monday is formal uniform day when every student is encouraged to wear this uniform.

- Check bottle green cotton shirt with bottle green long leg shorts
- Dropped waist bottle green check cotton dress

Band, Choir and Excursions

The formal uniform is required for choir and band performances and is preferred for excursions.

Shoes and Socks

Enclosed black sports/dress shoes with white ankle socks.

Regular Uniform

- School polo - green and gold polo shirt with school logo
- Bottle green sports shorts
- Bottle green skort

Shoes and Socks

Enclosed black sports/dress shoes with white ankle socks

Sports Uniform

These are not to be worn on Monday (formal uniform day) or for official functions or excursions.

- House polo - sports polo-shirt (blue, green, red) with school logo
- Bottle green sports shorts
- Bottle green skorts

Shoes and Socks

Enclosed black sports/dress shoes with white ankle socks.

Winter Uniform

- Long sleeve polo – with school logo
- Bottle green and gold zip up jacket
- Bottle green fleece pullover
- Bottle green track pants

Shoes and Socks

Enclosed black sports/dress shoes with white ankle socks.

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Senior Shirts

Year 6 students may purchase senior shirts for everyday wear along with school shorts or skorts. These are not to be worn on Monday (formal uniform day) or for official functions or excursions.

Hats and Head Coverings

Our sun safe hat is either a broad brimmed hat or a reverse bucket hat and is essential for all students. Students in years 1 to 6 wear our reverse bucket hat and prep students wear a yellow sun safe hat. The yellow hat enables staff to distinguish prep students from others in the playground.

Head covering, including hajibs, yarmulkes, rishi knot covers or turbans are acceptable in school colours for reasons of religion, ethnicity or cultural practices.

Our sun safe hat is either a broad brimmed hat or a reverse bucket hat and is essential for all students. Students in years 1 to 6 wear our reverse bucket hat and prep students wear a yellow sun safe hat. The yellow hat enables staff to distinguish prep students from others in the playground.

Hair and Accessories

Neat, traditional and contemporary, natural colour haircuts are acceptable. Extreme styles and colours are not appropriate for school, for example dreadlocks, mohawks, coloured hair extensions etc. Hair ties should be functional rather than decorative.

To reduce the transfer of head lice, hair that is longer than shoulder length is to be tied up neatly, plaited or braided using suitable hair accessories.

Fingernails

For safety reasons, fingernails are to be kept short (not past the tip of the finger pad) and must not be coloured, including covered with nail varnish, shellac or texta. Artificial fingernails are not appropriate in the school environment.

Jewellery

For safety reasons, the following list constitutes the only permissible jewellery to be worn at school:

- One set of earrings (small sleepers/studs)
- Signet ring
- Watch but no smart watches e.g. Apple Watch, Samsung Galaxy with internet connectivity
- Medical alert bracelets
- Cultural or religious identification (with notification to the Principal)

Medi-alert necklaces or necklaces approved as religiously or culturally significant must be worn inside the student's collar due to Workplace Health and Safety requirements.

For reasons of safety, other body studs/jewellery are not permitted.

Makeup

Makeup is not to be worn by students at school – this includes mascara, eye shadow, gloss and false eyelashes.

Swimming

Students who attend events that include swimming must comply with sun safety requirements by either wearing rash shirts or using sunblock. Appropriate swimwear includes:

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- Board shorts
- One piece swim suits

The Department of Education guidelines also recommend high visibility attire of a colour that does not match the colour of the pool.

Reasonable Adjustments

Students or families with specific health, gender, religious or cultural requirements in regards to the Dress Code must be discussed with the Principal or Deputy Principal at enrolment or an application made in writing to admin@narangbass.eq.edu.au outlining the reasons for the request.

Non-Compliance with Dress Code

A number of approaches may be employed by school staff in the event students are non compliant with the school's Student Dress Code. These approaches are compliant with the Education (General Provisions) Act 2006. Approaches include:

- speaking privately with the student to determine why they are not complying with the dress code
- contacting the student's parent/s to determine why the student is not complying with the dress code and discussing how compliance could be achieved
- assisting students with genuine economic hardship to acquire uniform eg uniform loan
- preventing the student taking part in a school activity that is not part of the essential education program of the school
- issuing a detention, such as loss of play, with consideration for the individual circumstances of the student and their family

B. Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the 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. https://ppr.qed.qld.gov.au/pp/temporary-removal-of-student-property-by-school-staff-procedure

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 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, vapes)
- Alcohol
- Beverages; sports and/or energy drinks (e.g. Prime, Redbull, rockstar, Monster)
- 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)
- Medications;

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

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

Responsibilities

State school staff at Narangba State School:

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

Parents of students at Narangba 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 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.

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Students of Narangba 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 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.

C. Use of devices and mobile phones by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Narangba State School uses iPads as an integral part of students' learning to support engagement and digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

In accordance with the Student Use of Mobile Devices Procedure**,** all State School Students must keep mobile phones and wearable devices, such as smartwatches and recording devices, switched off and 'away for the day' during school hours. (https://ppr.qed.qld.gov.au/pp/student-use-of-mobile-devices-procedure).

At Narangba State School it is a requirement that all students hand their mobile phone, smart watch or recording device in to the Office at the start of the school day, then collect them at the end of the school day. Students are not permitted to use their mobile phone, smartwatch or recording device at school, nor keep their mobile phone, smartwatch or recording device in their bag, desk or on their person.

Parents or carers may apply for an exemption for their child to access their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons. These reasons must be provided in writing and directed to the school Principal or by making an appointment to see the Principal in person. The conditions applying to formal exemption include current signed usage agreement and exemption of the school from responsibility relating to loss or damage.

Similarly, mobile phones and personal devices are not allowed at any school events including school sports, camps and excursions except for medical and/or disability reasons (for example use of a mobile phone by a student with diabetes to monitor blood sugar levels). Staff supervising these school events will carry a school allocated mobile phone for use in instances of emergencies or to support student wellbeing.

Responsibilities

Students at Narangba State School can access approved devices on site for educational purposes relating directly to curriculum content as outlined in the Narangba State School iLearn Agreement. This document must be signed by parents or carers prior to students accessing both school provided and BYOD devices.

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It is unacceptable for students at Narangba State School to:

- Use a mobile phone, smartwatch or recording device in an unlawful manner
- Download, distribute or publish offensive messages, pictures or videos
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Insult, harass or attack others or use obscene or abusive language
- Deliberately waste printing and internet resources
- Damage computers, printers or network equipment
- Commit plagiarism or violate copyright laws
- Ignore staff directions for the use of the internet, social media, online email and internet chat
- Send chain letters or spam email (junk mail)
- Knowingly download viruses or any other programs capable of breaching the department's network security
- Use in-phone/device cameras and recordings without express permission of the classroom teacher for the educational purposes including but not limited to anywhere a normal camera would be considered inappropriate, such as in change rooms, toilets, playground or classrooms
- Invade someone's privacy by recording personal conversations or daily activities or taking their photo and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- Use a mobile phone or device (including those with Bluetooth functionality) to cheat during exams or assessments
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email

Be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs,
- the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices,
- schools may remotely access departmentally owned student computers or mobile devices for management purposes,

- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access,
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed,
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Further information on maintaining online safety and tips for parents to support their child to engage safely with technology at home are available in the Positive and Responsible Technology Use booklet.

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D. Preventing and responding to bullying

Narangba State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.



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

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there are 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 State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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Key contacts for students and parents to report bullying:

Prep to Year 6 – Class Teacher
Deputy Principal – Samantha Waldron
Deputy Principal – Amanda Lilley
Principal – Callie Sparling

The following flowchart explains the actions Narangba 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 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.

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

Cyberbullying is treated at Narangba 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, staff and families into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

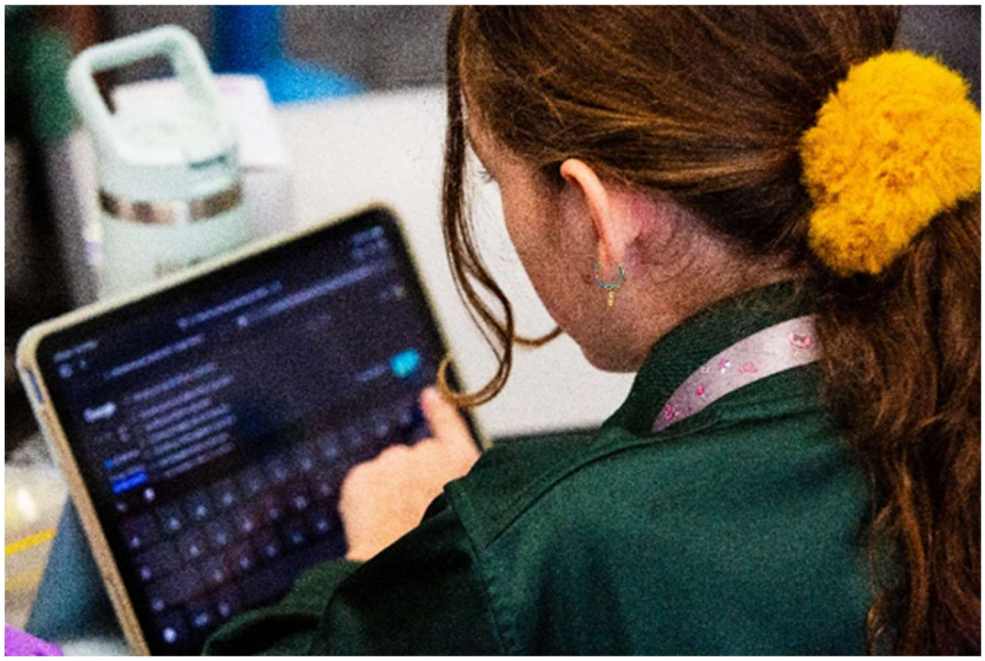
In the first instance, students, or parents, who wish to make a report about cyberbullying should approach the class teacher.

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 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.

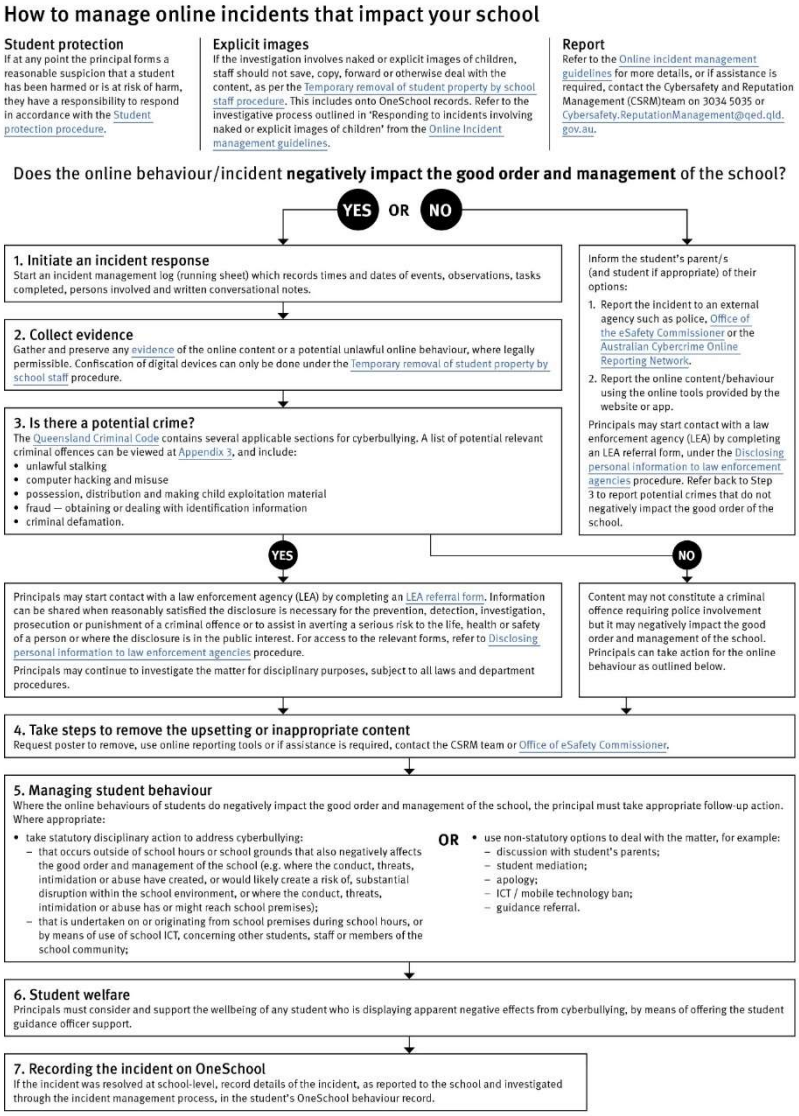
Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations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

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principals, Samantha Waldron and Amanda Lilley.



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Narangba State School - Cyberbullying response flowchart for school staff



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).

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E. Appropriate use of social media

Since 10 December 2025, many social media platforms require users to be 16 years and above to create or maintain an account. These changes aim to reduce risks associated with excessive screen time and exposure to harmful content, which can negatively impact the health and wellbeing of young people. Further, they allow young people to develop safe and healthy habits over time. Platforms considered by the eSafety Commissioner and are now age restricted, include Facebook, Instagram, Kick, Reddit, Snapchat, Threads, TikTok, Twitch, X (formerly Twitter), and YouTube. For the most up-to-date information, please refer to the list provided by the Office of the eSafety Commissioner. https://www.esafety.gov.au/about-us/industry-regulation/social-media-age-restrictions/which-platforms-are-age-restricted

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.

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 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. (https://ppr.qed.qld.gov.au/attachment/restrictive-practices-procedure.pdf)

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include:

- Seclusion
- Physical restraint
- Containment
- Mechanical restraint
- Chemical restraint
- Clinical holding

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

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.

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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:

- **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.
- **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.
- **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.
- **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

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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.

- 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

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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
- Parent and Community Code of Conduct
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

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Conclusion

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

Queensland Government

Narangba State School
Behaviour Expectations

	All Settings • **Before and after school** • **Drop off areas**	**Learning areas** • **Classrooms** • **Specialist learning areas** • **Library**	**Other areas** • **Toilets** • **Walkways** • **Undercover areas** • **Play areas**
We are Safe	We always move safely We stay in the correct area We use all equipment safely and sensibly We stay with our class We keep hands, feet and objects to ourselves We make safe choices for ourselves and others	We follow classroom and school expectations We ask before we leave the room Our transitions are quick, quiet and safe Use technology safely	We use pathways and keep to the left We report unsafe behaviour or damage We are sun safe We use play spaces and toilets safely
We are Respectful	We use positive, polite language We listen to others We enter and exit quietly and safely We keep our school clean We treat the environment with care We treat everyone kindly We look after all property We are in the right place, at the right time, with the right action We follow instructions from all staff	We follow school expectations We wait for our turn We listen to others We allow others to learn We keep our learning spaces tidy	We use toilets appropriately We pick up all rubbish We follow the rules of the game We include others We play fairly
We are Active Learners	We follow instructions, first time, every time We use the toilet at break times We use strategies to overcome speedbumps	We are on time and ready to learn We are organised We try new things We ask for help We engage in learning and do our best	We learn through play We solve problems fairly We work cooperatively with others We use all spaces as places for learning

Queensland Government

Narangba State School

Behaviour Category	Definition	Non-Example	Minor	Major
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in appropriate way.	Observational statement without intent of harm. Laughing at minor misfortune. Common inappropriate words between friends. Student swearing after hurting themselves.	Infrequent or random hurtful communication using inappropriate language. Laughing at misfortune to draw attention cause embarrassment. Offensive language swearing not directed at anyone.	Offensive language directed at an adult or peer to cause harm. Deliberate communication that insults, mocks, belittles or slanders to cause harm. Spreading deliberate and significantly hurtful rumours.
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Copying work from another source during class time.	Copying work from another student during an assessment or exam.	Prior to assessment or exam, falsely obtaining information to enhance grade. Plagiarising work from a source, including AI and falsely claim as own work.
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		Depending on context, a verbal statement claiming to set fire, have a bomb.	Depending on context, a verbal statement claiming to set fire, have a bomb.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Once off reactive. Once off exclusion/playing with a different group. Once off joke/name calling not intended to be mean. One-time harmful behaviour or accidental harm.		Deliberate, repeated, recorded behaviours intended to cause physical, emotional or mental harm: threats, name calling, violence, sexual harassment, exclusion, physical intimidation, threats and online abuse.
Defiance	Student refuses to follow directions given by school staff.	Refusing an activity that could cause undue stress. E.g. Talk in front of the class.	Non-compliance with instruction. Walking away when staff member is talking.	Repeatedly using defiant language directed, refusal comments e.g. "You can't make me."
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	Eye rolling or talking to themselves while complying.	Talking rudely or name calling.	Repeatedly talks back to adult. Talks rudely, name calls or delivers a rude inappropriate gesture.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Getting out of seat to get a tissue or drink. Talking during collaborative learning time. Accidentally knocking items over, once off swearing or loud noise when hurt. Stimming.	Occasional calling out, inappropriate noises, tapping on desk, touching belongings or talking with neighbour, calling out answers, leaving seat or place without permission.	Causing significant impact on others by banging on desks, stomping, throwing items, consistent calling out, leaving seat to get peer attention, swearing, running away following a redirection.
Dress Code	Students wears clothing that is not within the dress code guidelines defined by school.			
Falsifying Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.			Student has signed another person's name without their permission or knowledge.
Fighting	Student is involved in mutual participation in an incident involving physical violence.	More than one party swearing/yelling abuse at each other. One student walking up to another student and punching them without provocation or reason (Record as Physical aggression).		Mutual participation – 2 or more students become physical. Physical altercations with intent to harm.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Un-intentionally causing a reaction. Repeating a phrase said by another student without understanding of the word/meaning.	Directed unkind and hurtful comments about how a person looks or acts.	If persistent record as Bullying.
Physical Aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals: flora/fauna.	Accidental harm (push, bump, trip). Reasonable challenge for a ball in a game.	Rough or reckless play without intent to harm. Pushing, shoving, hitting, play fighting without harm eg tripping, light shoulder shove.	Deliberate physical act with the intent to cause harm, punching, kicking, spitting, biting, hair pulling, using objects to cause harm. Mutual fighting (Record as fighting)
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Accidentally breaking a pencil or dropping equipment	Accidental damage of school property such as running through gardens or marking school furniture. Drawing on books. Destroying own/others stationery.	Damaging school property intentionally/permanently/with intent. Repetitive misuse or destruction of material/item of high personal or monetary value that could result in impairment or injury of materials/items. Repeated and ongoing vandalism/graffiti.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Picking up sticks/rocks or any other item and holding in hands. Doodling on books.	Not using materials/items for its intended use. Making paper planes and throwing them in the classroom. Throwing balls of paper in a classroom. Using a plastic bottle as a football. Playing with sticks or rocks. Throwing small objects without causing harm or damage.	Dangerous throwing of objects that could hit another person unintentionally (intentionally targeting someone becomes physical aggression). Throwing objects into a fan. Using a fire extinguisher.
Refusal to participate in the educational program in the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Getting a tissue or drink of water. Failing asleep when unwell.		Around the curriculum: If sent to refocus around refusal of work Repeated over lessons throughout the day. Verbally making statements of refusal to the teacher.
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	Asking a teacher if they smoke/drink. Talking about cigarettes/vapes.		Drug use. Selling drugs, holding/storing drugs for others. Buying drugs. Arriving to school under the influence of any substance. Distributing or selling cigarettes/vapes. Distributing or selling painkillers or other medications. Being in possession of cigarettes/vapes.

Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco alcohol, other prohibited substances or implements.		Do not use – record in illegal.	
Technology Violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Forgetting student log on. Not saving work to make it irretrievable.	Use of device for off-task purposes. Student has device out during class or break times. Device ringing during class.	Accessing/distributing inappropriate materials electronically. Tampering with hardware. Hacking school files. Using device to record other students or staff. Using a device during school hours for the purpose of bullying another person. Using device to view or send inappropriate images or content.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Hat taken from lost property.	Taking someone's hat and wearing it.	Student in possession of, or having passed on, or responsible for removing someone else's property.
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).		Taking too long in the toilets or on an assigned job.	Deliberately leaving the classroom without permission. Deliberately not returning to class from break. Deliberately not showing up to Specialist lessons.
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).			Leaving the school ground without permission or without an adult.
Use /possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	Talking about graffiti.		Possession of spray paint; matches; lighters; firecrackers; petrol; lighter fluid; aerosols.
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Using a utensil to eat.	Making pretend weapons out of paper, blocks, pens/pencils.	Possession of knives; guns – real or look alike.

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