James Nash State High School

Student Code of Conduct 2025-2026

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

James Nash State High School's moral purpose is to empower learners. In enacting the purpose, we transition students to adulthood. Our school delivers this through signature programs associated with;

- Transition into, through and beyond high school
- Whole School Approach to Pedagogy built upon inclusive practices and our knowledge of how students learn
- Multi-tiered systems of support that ensure every student has the opportunity to achieve their potential.

The Student Code of Conduct provides clarity for the stakeholders in the school community about:

- Expectations
- Support and
- Consequences

associated with the code of student conduct.

The intent of this document is to provide the vision for a preferred future and to articulate systems and structures through which this vision may be realised.

Contact Information

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Endorsement

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Principal Name:	Jackson Dodd
Principal Signature:	
Date:	

P/C President and-or School Council Chair Name:	Kellie-Anne Dukic
P/C President and-or School Council Chair Signature:	
Date:	

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Introduction

James Nash is a large public high school (approximately 1100 students) located in Gympie. Our community is diverse with a strong heritage associated with primary industry. Our school ICSEA is 970, with 74% of our student population in the bottom half of socioeconomic households (including 43% in the bottom quartile) and 7% in the top quarter.

James Nash SHS has 4 core values:

1. Positive
2. Respectful
3. Resilient
4. Hardworking

These **values** are taught and modelled because our school community believes these underpin the lives of young people pursuing success for themselves and their communities. These values provide our students with the best opportunity for a life of choice.

The James Nash SHS Student Code of Conduct provides clarity of **expectation** for students, staff and parents along with operational direction for school staff and leaders.

This relates to:

- The explicit teaching of appropriate behaviour
- The management of inappropriate behaviour
- The support for students unable to self-regulate their behaviour
- Specific processes associated with the behaviour management flowcharts developed in 2022.

Our school's moral purpose is to empower learners. In doing so, our students become self-directed, self-disciplined young adults with the opportunity for a life of choice rather than a life of chance.

P&C Statement of Support

Through the School's governance structures and processes, the parent body is informed of the performance of the school with regard to student behaviour and are routinely consulted in regard to changes in trends and patterns that arise.

The P&C support the schools expectations, standards and processes in order to deliver the needs of the community and this includes the strategic planning associated with the provision of a learning environment conducive to the success of students.

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School Captains/Leaders Statement

School Captain Name: School Captain Signature:

Date:

School Captain Name: School Captain Signature:

Date:

School Captain Name: School Captain Signature:

Date:

School Captain Name: School Captain Signature:

Date:

As captains, we support the student view that the most effective manner in which to ensure the expectations are upheld is to operate in an environment of mutual respect. Our experience of the most effective interactions are those that adopt this model and where teachers exercise their authority in a respectable manner. The ability of teachers to utilise relational leadership to achieve the outcomes for the students and the class are by far the most preferred.

Students really appreciate the communication of expectations. When this occurs, we are supported and challenged to rise to the expectations that we set for ourselves and those that are set for us by others.

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Whole School Approach to Discipline

James Nash State High School uses Multi Tiered Systems of Support (MTSS) to manage the behaviour within the student population. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

The MTSS use evidenced-based practices to:
- analyse and improve student behaviour and learning outcomes
- ensure that best practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

The development of the James Nash State High School Student Code of Conduct is an opportunity to explain the systems of support with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our behaviour values 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 or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the year level Deputy Principal.

Behaviour Values and Expectations

In line with the development of the school strategic plan, James Nash SHS has collaboratively developed an agreed set of values:
- Positive
- Respectful
- Resilient
- Hardworking.

These values are identified as the essential attributes necessary to realise the moral purpose - *'to empower learners so that they may lead a life of choice, not a life of chance'*.

Subsequently stakeholders have developed a set of expectations for both students and staff, which are communicated widely through classrooms and to the community via physical signage and key messaging.

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Consideration of Individual Circumstances

James Nash State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.
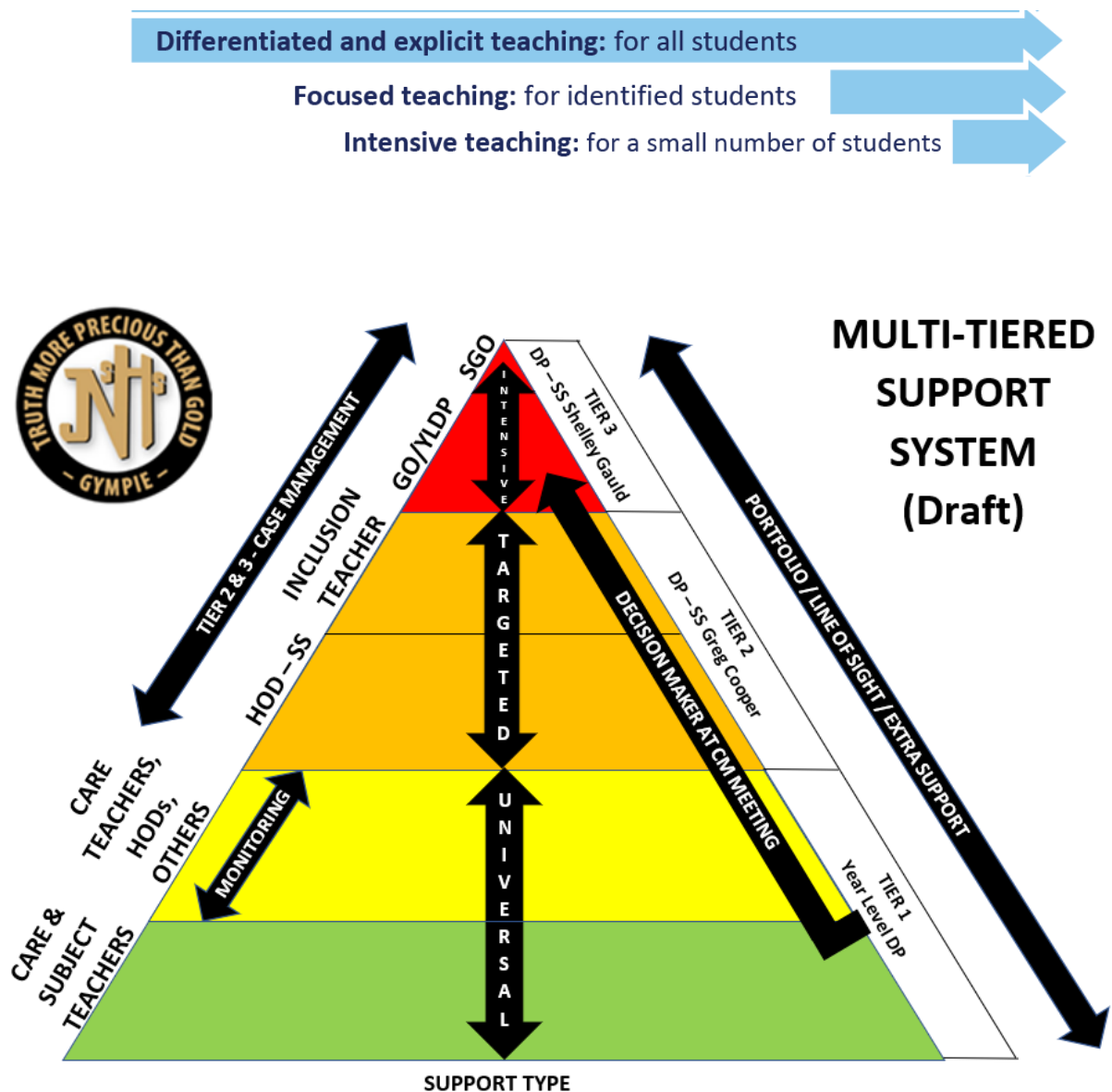
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

James Nash State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise. At the start of each semester, student are explicitly taught the behaviour expectations during class time. This is followed up each Wednesday through the Learning and Wellbeing lesson where the behaviour values are again reinforced.

At James Nash State High School, there are 3 levels of differentiated support offered to student students. All students within the school receive tier 1 (universal) supports – this included care class, year level parades, rule reminders, behaviour posters, reward programs and the teaching of the school's behaviour expectations. A smaller group of student will require targeted supports. This support will be offered by the HOD of Student Services and Inclusion teachers, and could include a range of tailored supports to meet the students

individual needs. Tier 3 is intensive teaching for a small number of students. Guidance officers will often work with students who require intensive support. Each layer provides progressively more personalised supports for students.

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

MULTI-TIERED SUPPORT SYSTEM (Draft)

SUPPORT TYPE

Every classroom in our school uses the James Nash State High School Behaviour Values and Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

James Nash State High School Behaviour Values & Expectations Matrix

	POSITIVE	RESPECTFUL	RESILIENT	HARDWORKING
Classroom	• I greet my teacher and fellow students warmly • I accept that we all have different strengths I accept that people learn differently • I contribute positively to activities • I am proud of my work • I am hopeful and confident about my improvement • I wear a clean and tidy uniform with pride	• I respect others right to learn • I use an indoor voice • I am a keen listener and follow instructions • I ask permission to enter and exit the room • I care for furniture, equipment and materials • I leave my bag outside the classroom • I keep my phone/ head phones turned off and in the Yondr pouch. • I leave the classroom tidy	• I am brave and seek help when I need to • I keep trying until I achieve what is expected I am inquisitive • I learn from my mistakes • I bounce back from challenges • I demonstrate and build self-efficacy	• I am organised and ready to learn • I am an active learner and stay on task • I attend all classes • I do my best in all tasks in line with the Success Criteria • I meet all deadlines and submit drafts • I strive to improve • I contribute to the class learning I demonstrate a growth-mindset
Playground	• I look out for others • I actively participate in activities • I use calm words to solve problems • I am a positive bystander • I report responsibly to an adult I walk away from conflict • I respond to the school bell	• I use appropriate language I follow adult direction • I always consider the safety of self and others • I keep my phone/ head phones turned off and in the Yondr pouch. • I use equipment appropriately I include others in games/play • I put rubbish in the bin • I am not a part of bullying or harassment I wear a hat when outdoors	• I go directly to class when recess ends • I take responsibility for my actions • I try new activities • I accept rules of the playground/game • I accept winning and losing	• I pack up and return resources that I use • I join in on and commit to games and activities
Transition/ Before & After School	• I arrive to school on time • I respond to the school bell • I smile and greet others warmly	• I use an indoor voice • I use bathrooms appropriately • I move safely around the school • I use the pathways and respect the gardens I consider the learning of others	• I seek an adult for help if necessary	
Assembly	• I participate to the best of my ability	• I arrive on time • I pay attention to the presenter • I sit quietly and take my hat off	• I am happy for other people's success	• I sit in my care class line in alphabetical order
Community	• I wear my clean and tidy uniform proudly I use manners and show courtesy • I look out for others • I am a good role model	• I represent my school proudly I use appropriate language • I follow community rules and expectations • I follow the bus rules	• I try new things	• I do my best in all tasks
Online/ICTs	• I use manners and courtesy when communicating online	• I follow the ICT agreement • I treat all ICT equipment with respect and care • I communicate respectfully when interacting online	• I understand that I will sometimes encounter ICT problems • I strive to find a solution when I encounter an issue • I report to an adult if I see anything that makes me feel uncomfortable or unsure	

Legislative Delegations

Legislation

In this section of the Student Code of Conduct links are provided to relevant legislation that inform the overall Student discipline procedure.

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *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)
- *Work Health and Safety Act 2011* (Qld)
- *WorkHealth and Safety Regulations 2011* (Cwth)

Delegations

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

A principal is not able to delegate their authority to make decisions about suspension or exclusion, however they may authorise a deputy principal, head of school and/or head of campus to tell a student and their parent/s about the suspension or exclusion decision. Written notification, on the approved form, for the decision must still be signed and sent by the principal (or acting principal in their absence).

At James Nash State High school, the year level Deputy Principals will communicate to the parent/carer the Principal's decision. Formal written notification regarding the decision to suspend or exclude will arrive through email or mail following the verbal notification.

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Disciplinary Consequences

The disciplinary consequences model used at James Nash State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students (Tier 1) will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students (Tier 2) will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students (Tier 3), approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- 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
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom to buddy class)
- Class Detention
- Removal of 1 Good Standing Points
- Parent Contact to inform of behaviour

Focussed/ Targeted

Class teacher is supported by the Student Services Team and the HOD T&L to address in-class problem behaviour. This may include:
- Discipline Improvement Plan
- Time in the On Track Room (Loss of 5 Good Standing Points)
- Restorative conversation
- Individual Behaviour Support Plan - One
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Yellow Zone Detention (Loss of 5 Good Standing Points)
- After school detention (Loss of 5 Good Standing Points)
- Behavioural card
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy and goal setting
- Teacher coaching and debriefing with the HOD of Teaching and Learning
- Stakeholder meeting with parents and external agencies

Intensive

School leadership and the Student Services team work in consultation with Student Support Team to address persistent or ongoing serious problem behaviour. Student supports at this level may include:

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- Functional Behaviour Assessment based individual support plan (IBSP 2)
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone, banned item)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At James Nash State High 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 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that

expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

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

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

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are usually short, taking less than 20 minutes (more time is required if this is a second suspension), and kept small with only the HOD of Student Services (and sometimes the Deputy Principal) attending with the student and their parent/s/carer/s. The re-entry meeting is held in the days prior to the student attending school

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

Sometimes as part of the re-entry process, a student may be invited to spend a day in the **On Track Room** while still suspended. This allows the HOD of Student Services and class teachers to check on academic progress of the student while suspended. This also allows restorative conversations to be held if required.

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

Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- A discipline improvement plan for the student to sign reminding them of expected behaviours
- A review of Good Standing Points
- Thank all parties involved.

Note* If this is a second re-entry meeting, an Individual Behaviour Support Plan will be created by the HOD of Student Services. More time will need to be allocated for this meeting. This requires more time to complete.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as guidance officers or inclusion teachers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media and cyberbullying
- Complaint Management
- Cancellation of Enrolment
- School Dress Code for Students
- Detention Policy

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at James Nash State High 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 and vapes)
- alcohol, energy drinks, chewing gum or bubble gum
- 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).
- clothing with offensive messages (Hats, shirts, shorts, shoes)
- takeaway foods delivered to school (including the delivery by parents)
- footage of illegal incidents including fights/assaults.
- laser pointer
- permanent marker

* 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**).

Obtaining Consent:

Principals or state school staff must obtain consent (verbal or written) from the student or their parents/carer prior to searching temporarily removed student property, including when:
- seeking to examine or otherwise deal with temporarily removed student property (e.g., opening student's school bag and removing/accessing contents or unlocking mobile phone).

Principals or state school staff are not required to obtain consent:
- when searching school property such as lockers, desks, laptops or other items that are supplied to the student by the school
- in emergent medical circumstances, such as a need to access an adrenaline auto-injector (e.g., EpiPen) for an anaphylactic emergency
- if there is reasonable belief that the student is in possession of content or property that is illegal to possess (including content on mobile phones), threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a

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crime. The principal or state school staff should immediately remove the school bag under these circumstances and then obtain consent to search the bag or call the Queensland Police Service.

Principals and other state school staff do not have the authority to search the person of a student (i.e., physically touch or pat down).

Temporarily removed student property

Principals or state school staff must:
- give proper consideration to human rights, including cultural rights, when making a decision to temporarily remove student property
- store any item that is temporarily removed from a student in a way that is secure, safe and respectful in line with school processes stipulated in the Student Code of Conduct
- notify the Queensland Police Service if temporarily removed property is illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime.

Determine a reasonable time to make property available for collection

Principals and state school staff should make arrangements for the property to be collected by the student or parent/carer at the conclusion of the school day, or if this is not possible, as soon as practicable, with consideration of:
- the condition, nature and value of the property
- the circumstances in which the property was removed from the student
- the safety of the student, other students and staff members of the school
- the good management, administration and control of the school.

Principals and state school staff must take reasonable care that temporarily removed student property is made available for collection in the same condition as it was when the property was removed from the student. A record of collection may be documented in the student's OneSchool Student Profile under contact or behaviour, if required.

Retain temporarily removed student property

Principals or state school staff can retain temporarily removed student property if;
- they are in the process of notifying the Queensland Police Service because the property is deemed to be illegal to possess, threatens the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime
- a police officer has informed the principal they will come to the school to investigate matters relating to the temporarily removed student property
- a police officer has seized the property under the Police Powers and Responsibilities Act 2000 (Qld) - noting under these circumstances the student and their parent/carer should be advised of this action and that the temporarily removed student property is no longer in the possession of the principal or state school staff

- the principal or state school staff knows or reasonably suspects the student is not the owner of the property - in this case the principal or staff member must then make reasonable efforts to return the property to the owner
- state school staff have made reasonable efforts to notify the student or their parent/carer that the property is available for collection (e.g., multiple phone calls, emails or meetings) and has not been able to contact the student or their parent/carer.

Use of mobile phones and other devices by students

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students.

For the purpose of this procedure, mobile devices include mobile phones, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

All state school students must keep mobile phones switched off and 'away for the day' during school hours. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

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

This procedure does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOd) approach.

The mobile phone policy This policy reflects the everchanging nature of digital technology and its impact in our global community with regards to health, finance, work and learning. James Nash SHS accepts that technology offers considerable educational possibilities for communication, management and access to learning tools and, when used appropriately, can enhance student outcomes.

James Nash SHS also recognises the addictive nature of technology and the inherent dangers of its unsupervised usage. For this reason, the policy leans heavily on teachers being provided the opportunity to educate students in and through the use of laptop technology in order to empower them as 21st Century learners. Students are expected and encouraged to use technology via laptops and personal computers to successfully engage with their learning whilst staff also continue to promote our expectation and preference for students to engage in face-to-face social interactions both inside and outside the classroom.

Responsibilities

Principal of James Nash State High School:
- document the school's local policy approach in the Student Code of Conduct.

- communicate the school's local policy approach with students, parents and school staff and ensure they comply with this procedure.

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- consider and make decisions (or delegate decision-making to an appropriate staff member) about requests for exemptions from this procedure.

- document exemption decisions in the student's OneSchool Student Profile - Support tab and communicate to all staff, including temporary relief staff.

- ensure the school's local policy approach is compatible with the Human Rights Act 2019 (Qld)

- are mindful of their obligations under the Disability Standards for Education 2005 (Cwth)

Students at James Nash State High School
- keep mobile phones switched off and in the phone pouch for the day, and notifications disabled on wearable devices during school hours

- if required, apply for exemptions for medical, disability or wellbeing reasons in accordance with the school's local policy approach, outlined in the Student Code of Conduct

- damaged/lost phone pouches are to be replaced through student services. A new pouch is available for purchase by year 7 students only.

- Students are to ensure phones are off and secured in their personally assigned phone pouch (year 7) or school bag (year 8-12) prior to entering care class at 8:45am each day.

- Year 7 students are to place their locked phone pouch containing their phone on their desk during care class each morning for their teacher to check compliance.

- Students who arrive at school late will secure their phone before entering the school grounds.

- Headphones or earbuds are only to be used by students when connected with a laptop and their use approved by the supervising staff member. Senior students on study are not to use headphones in outside areas. They must be in a study room or the library.

- On rare occasions, teachers may plan, at their discretion and with Head of Department approval, to have students utilise their mobile phones during class to engage with a specific learning experience. In these cases, teachers will monitor student mobile phone use during the lesson.

- Depending upon the circumstance, students who require access to their device during school hours may – with permission – do so at designated supervised locations in the school (e.g. Administration, Student Services, etc.).

Whilst Offsite

- Access to mobile phones for students who are on excursions, camps, at sporting events or other school-related activities offsite will be dependent upon the event and clearly stated in the permission forms sent home.

- Year 7 students are to unlock their phones at stations located around the school as they exit the grounds in the afternoon.

- Students awaiting afternoon school buses can use their phones after 3:05pm as they wait for their bus to arrive.

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Parent Responsibilities

- As per the Enrolment Agreement, parents are to support the authority and discipline of the school enabling your child to achieve maturity, self-discipline and self-control. By doing so, you help demonstrate to them the importance of following rules, you support the efforts of each of their classroom teachers, and the student, teacher and parent can work in unison to create a safe and successful school experience.

- Be mindful of the potential interruption to learning that may be caused by contacting students during the school day. All parents are requested to contact the office when they need to get an urgent message to their child.

- Utilise the school communication avenues (phoning Student Services) for official school communication e.g. absence notifications, early and late departure including sick bay release, etc.

- In the interests of student wellbeing, we encourage parents to take an active role in monitoring student use of devices at home. We suggest familiarising yourself with the support materials associated with cyber safety.

Exemption process

Students with pre-existing school approval to use a mobile device on an ongoing basis for specific medical, disability and/or wellbeing needs will not need to reapply for an exemption under this procedure.

Parents wishing to apply for an exemption can speak with the Head of Department Student Services if they believe that the use of a mobile device is required by their child at school. Some potential reasons where an exemption may be granted include:

- the mobile device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure)

- the mobile device is used as an agreed reasonable adjustment for a student with disability or learning difficulties

- the student uses the mobile device as an augmentative or alternative communication system or as an aide to access and participate in the environment (for example, navigation or object/people identification applications)

- the mobile device is used as an agreed adjustment for a student with English as an Additional Language or Dialect

- the student has extenuating circumstances that necessitates the need for access to their mobile device during school hours, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member

- the student is in Year 11 or 12 and is applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Unacceptable Use of Technology

The following outlines some examples of unacceptable use of technology. Consequences will be based on the school's Code of Student Conduct and, where necessary, incidents will be referred to the Queensland Police Services (QPS).

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Recording voice and images

The recording of video or taking of photos of others is an unacceptable practice and can leave you open to legal ramifications. Students are not to take photos or record video at school or at school events and share them with others. Whether purposeful, accidental or inadvertent, and whether they have the verbal consent of the subject/s, these actions put the student at risk because they may record other students or staff without their permission (or the permission of legal guardians). Recording and/or disseminating inappropriate behaviours or incidences include but are not limited to:

- Criminal activity including:
  - Vandalism
  - The use of prohibited and illegal substances
  - Fighting (or stage fighting)
  - Sexualised behaviour
  - Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) is against the law and, if detected by the school, will result in a referral to the Queensland Police Service.
- Bullying
- Pranks which represent a serious breach of the school's Code of Student Conduct.

The taking of photos or recording of videos inside or outside of school hours that are inappropriate and where the subject/s of the media are wearing their school uniform or identify the school in some way are also in serious breach of the school's Code of Student Conduct.

Messaging

The sending of text messages that contain obscene language and/or threats of violence and/or intimidation and/or sexualised images or requests for said images may amount to bullying and/or harassment and/or stalking. Students receiving such text messages from fellow school students should ensure they keep the message as evidence and bring the matter to the attention of the school.

Assessment

Please refer to the school's Assessment Policy regarding the Assessment and Examination Protocols regarding technology.

Emergency Situations

During ANY emergency situation (including lockdowns and evacuation drills) ALL student technology is to be turned off. Teachers are required to remain in communication with Administration to ensure the safety of staff and students.

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'.

It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which she/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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Preventing and Responding to Bullying

Bullying Awareness

James Nash SHS utilises a range of avenue to increase awareness of bullying and its implications. These include:

- HOD Student Services and Year Level HOD communication with students on Year Level parades
- Care Teacher conversations in a systematic cycle of 'hot topic' discussions
- Student Representative Council promotion of awareness of bullying at key times – particularly Bullying No Way annual awareness campaign. This includes the annual James Nash Bullying Survey.

Bullying Reporting

Parents and students are routinely reminded that there is one person to whom bullying is reported – the Head of Year (HOY) for Senior Students and HOD SS for students in years 7 - 10. The means of reporting this include:

- Verbally by either student or parent.
- Via email (all the relevant email addresses are available on the school website) or
- Via Stymie for year 7 to 10 students (all reports go to the relevant HOD SS, the DP and the Principal). Senior Students are expected to notify their HOY in regard to bully issues.

Bullying Response Process

If students believe they have been bullied the following process is enacted. This includes:

1. School communicates to students and parents that any concerns regarding bullying should be referred to the HOD SS, or HOY if in senior, in all cases.
2. The HOD / HOY does not enter into punitive processes but will;
   a) Explain to the victim and parent (if relevant) that the following process will ensue:
      a. HOD / HOY will see bully and utilise a **no blame process** to explain that the victim has a concern.
      b. Irrespective of the response of the bully the HOD / HOY will seek an assurance that any action that could be perceived as **bullying will cease**. The bully will be informed that failure to cease would result in a consequence as a result of refusing the instructions of the HOY
      c. Both the bully and the victim will be encouraged to **report** any future concerns to the HOD / HOY as their responsibility in the process
      d. Parents will be contacted to inform them of process and to facilitate ongoing communication relating to

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the issue.

    e. In the event of the victim reporting that the matter has not ceased the HOD / HOY will have the option to investigate and deal with the matter themselves or refer this to the relevant HOD for investigation and administering of a suitable strategy such as mediation or a consequence associated with "**refusing a reasonable request**".

  b) Enact the process in a timely fashion (within 24hrs of the report being made)

  c) Document the concern and associated actions in OneSchool

For Low-Risk Cases:

    d. Begin a conversation with the parents of the victim associated with building resilience and developing strategies to combat bullying. In doing so, parents and students should be referred to the resources associated with preventing bullying including:
        i. https://www.stymie.com.au/
       ii. https://bullyingnoway.gov.au/
     iii. https://kidshelpline.com.au/

    e. Check back in with the victim and bully within 1 week if no further complaints are received to assure issues have been resolved

For Complex Cases

  d) Refer to student services

Staff are provided with relevant professional development associated with their respective roles. For most staff this amounts to:

- awareness of the policy
- recognising identifying factors evident in students' behaviour
- support for students to report matters appropriately

For HODs of Student Services and Heads of Year, this includes detailed strategies for supporting students and engaging with parents.

James Nash SHS - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:
Year 7 to Year 10 – HOD of Student Services
Year 11 to Year 12 – Head of Year

**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
- 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 the 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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Appropriate use of Social Media and Cyberbullying

Social Media and Email

The following behaviours on social media platforms and via email are never to occur:

- Slander of students, staff or the school via internet or other electronic devices.
- The use of coarse language including swearing or sexual dialogue in school emails. (NOTE: The school email system recognises inappropriate language and sends emails containing it to a quarantine inbox which is regularly monitored by a deputy principal.)
- Inappropriate online behaviour that impacts on the good order and management of the school regardless of whether the behaviour occurs during or outside of school hours.
- Students and parents must respect the personal lives of staff and must not use personal social networking sites including but not limited to Facebook, Instagram, TikTok, Twitter, Pinterest and Snapchat, to contact or access staff or their families.
- Students must not engage with staff online other than for school related business through Education Queensland Office i.e. via @eq.edu.au addresses. This expectation extends to all school staff who are required to adhere to the DoE Code of Conduct and Standards of Practice in relation to the use of technology and the devices to communicate with students.

For Parents and Students to consider

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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Cyberbullying

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

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 James Nash State High 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 HOD of Student Services.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
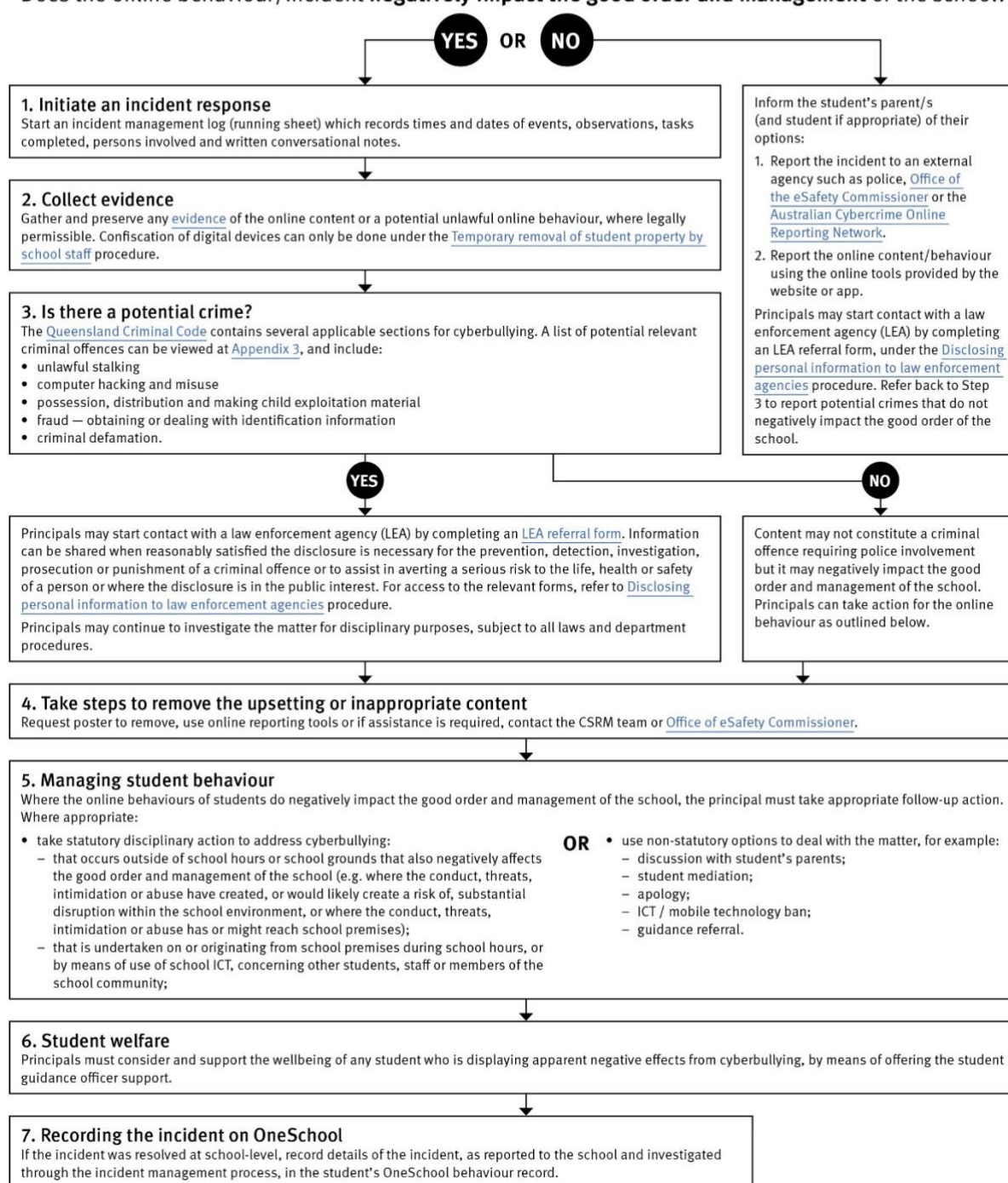
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
• unlawful stalking
• computer hacking and misuse
• possession, distribution and making child exploitation material
• fraud — obtaining or dealing with identification information
• criminal defamation.

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

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

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

YES

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

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

NO

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

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

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

• take statutory disciplinary action to address cyberbullying:
  – that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  – that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR • use non-statutory options to deal with the matter, for example:
  – discussion with student's parents;
  – student mediation;
  – apology;
  – ICT / mobile technology ban;
  – guidance referral.

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

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

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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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Complaint Management

James Nash SHS is committed to ensuring that all complaints are dealt with in a fair and equitable manner. We want to hear your concerns and we aim to deliver an education where open communication is a major part of our relationship with you and your family. If your complaint is with your child's teacher or relates to an issue concerning your child's experience at James Nash, make an appointment with that teacher as soon as possible via email (a full email list of teaching staff is available on our website here). Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both the parent/caregiver and the teacher should then take steps to resolve the incident or problem.

The teacher will make a record of the concern or complaint and report your meeting and any outcomes to their supervisor. You can raise an issue with any member of our school staff. Contact the school office to make an appointment to see the relevant person. When making the complaint or raising a concern, it is in the best interest of complaint resolution to ensure that you:

- Provide complete and factual information in a timely manner;
- Deliver your complaint in a non-threatening and non-abusive manner; and
- Not make frivolous or vexatious complaints or include deliberately false or misleading information.

The full James Nash State High School Complaints Policy is available on the school website: https://jamesnashshs.eq.edu.au/OurSchool/RulesAndPolicies/Documents/James%20Nash%20SHS%20Complaints%20Policy.pdf

Unreasonable Conduct Whilst making a Complaint

The James Nash State High School recognises the right to make a complaint. If your conduct as a complainant is unreasonable, the school may apply the Managing Unreasonable Complainant Conduct procedure to try and resolve your complaint. If your conduct is so unreasonable that working productively with you is not possible, the school and department may terminate contact with you in relation to your complaint.

What is unreasonable complainant conduct?

As a complainant, your conduct could be considered unreasonable if it involves actions or behaviour which because of the nature or frequency, raises substantial health, safety, wellbeing, resource or equity issues for the department, its staff, other customers or yourself.

The following table provides examples of actions or behaviours which may, depending on the circumstances, be considered unreasonable conduct.

Conduct	Examples of unreasonable conduct
Persistent conduct	- Making excessive contact via phone, written correspondence, or unscheduled in-person attendance. - Refusing to accept the outcome of the complaint. - Lodging a new complaint that, in substance, is the same as a finalised complaint.

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Demanding conduct	• Demanding a different outcome without showing any error in the original decision. • Demanding additional reviews beyond what is provided for in departmental policy. • Seeking that a complaint is prioritised, or handled other than in accordance with departmental policy. • Lodging the same complaint through multiple channels or with multiple staff. • Demanding an impossible, impractical or disproportionate outcome.
Unreasonable lack of cooperation	• Withholding information or providing incomplete or inaccurate information. • Deliberately providing overwhelming volumes of information. • Generally choosing to be obstructive or unhelpful, despite being able to assist.
Unreasonable arguments	• Argumentative or irrational conduct. • Alleging a conspiracy or plot. • Making vexatious complaints. • Making unrealistic, illogical or baseless claims.
Unreasonable behaviour	• Threatening yourself or others. • Being aggressive, abusive or violent. • Lying or acting in a misleading or deceptive manner. • Being manipulative. • Threats to the safety of departmental staff or the complainant, or threats to damage departmental property may be referred to the Queensland Police Service.

What are the consequences of unreasonable conduct?

If in the course of dealing with your complaint, your conduct is assessed as being unreasonable, the department will explain the conduct expected of you as a complainant and may put strategies in place to address your conduct. Strategies may include, but are not limited to:

• imposing limits on the times you may contact the department, how you may contact the department (for example, in writing only), or who you may contact
• refusing to progress a complaint until certain conditions are met, such as providing a clear idea of the issue to be addressed or sharing relevant information.

If unreasonable conduct continues, the department may terminate contact with you about your complaint. Unless the issues raised are frivolous or vexatious, the department will still deal with your complaint and let you know the outcome, if this has not already been provided to you. However, if contact is terminated this means the department will not continue to communicate or engage with you about the complaint.

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School Dress Code for Students

The P&C Association of James Nash State High School resolves that it supports a student dress code procedure for James Nash State High School because it believes such a code promotes the objectives of the Education (General Provisions) Act 1989, and in particular that it:

- Facilitates a mindset appropriate to the expected behaviours and functions associated with schooling,
- Promotes a safe environment for learning by enabling ready identification of students and non-students of the school;
- Promotes equity as students are not able to differentiate based on socio economic status.

As a component of the enrolment process, all prospective students and their parents/carers are required to acknowledge that they understand and will adhere to these expectations. Both students and parent/carer sign the

Maintaining School Dress Standards

While at school or attending school events, and on occasions where students are not dressed in one or more elements of the designated uniform, they may be required to wear a supplied substitute item of the school uniform.

Students are required to wear the relevant uniform in its entirety. This relates to ensuring that students are not mixing and matching across the day and formal uniforms.

Special Considerations

Where a student has needs that require adjustment to the uniform, then consideration will be given to authorising an alternate piece of attire for a set period of time. This authorisation includes a request from parents accompanied by validation of the request by HOY, HOD or Administration.

Appropriate Dress

A complete copy of the School Dress Code can be found on the School website here:
https://jamesnashshs.eq.edu.au/our-school/rules-and-policies

The School website always hosts the most up to date copies of school policies, including the Dress Code on this web page.

Inappropriate Dress

A student is inappropriately dressed if the student wears clothing or apparel that is, or could be deemed to be:

- Offensive or;
- unsafe for the student or others.

In these situations, students will be required to address this and parents/carers may be contacted to remedy the situation and prevent a recurrence.

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DETENTION POLICY

Detentions are assigned to students as a means of:

- Holding students to account for their actions
- Providing an educative opportunity to reflect on those actions and explore more appropriate alternate actions.

Detentions can be applied:

- During school breaks or
- Outside of school hours

There are 3 distinct levels of detention.

Class Teacher Detentions

These are assigned by the class teacher in response to behaviour arising in the individual's class. The teacher is responsible for supervision during this time. Typically, these detentions can last up to 20 minutes and staff must ensure that students have an opportunity to eat and toilet during the break. Students will complete set tasks aligned to the behaviour that resulted in the detention.

This may include but is not limited to:

- Completing assigned work not done so in class time, and;
- Reflecting on behaviour and discussing appropriate alternatives.

Yellow Zone Detentions

These are assigned by either HOD or Administration in response to ongoing patterns of class behaviour or playground incidents. Typically, these detentions last 20 minutes and are supervised by assigned staff in a designated room (C07). These are reflective and educative detentions, with staff supporting students through the reflection and decision making process.

Students are assigned detention through the following process:

- Receipt of a OneSchool referral/incident
- Actioning of the that referral and selection of detention as a consequence
- Parent contact
- Allocation of the detention through ID Attend
- Student receiving reminder slip in Care Class, and;
- Assigning teacher receives notification of attendance or otherwise by supervisors.

Outside of School Hours Detention

These are issued by HODs or Administration in situations where alternatives have proven unsuitable or ineffective or in an attempt to avoid the necessity of suspension. These detentions are typically for 45 minutes commencing at 3:15. Supervision is provided by the assigning staff member or a delegate at equal level or above (Another HOD, DP or Principal).

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

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

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

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

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

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

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

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

All incidents of restrictive practices will be recorded and reported in line with departmental procedures. At James Nash SHS we currently have no planned use of restrictive practices. In situations where there is immediate risk of physical harm, staff may make the decision to enact restrictive practices where they feel

comfortable to do so. Staff are not required to enact any restrictive practices as it may put them at risk of harm.

Typically these events involve situations where students are fighting. Given the varying stature and strength of staff and students the decision to intervene and enact a restrictive practice will rest with the staff member.
In the event where a staff member intervenes using restrictive practice a focused review will be conducted.

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Situations such as the sudden death of a student or teacher, or a natural disaster, can have a traumatic effect on a school. The days and weeks following an incident are a time of vulnerability for staff and students.

This can be a challenging time for the school community and may, depending on the degree of impact, require additional resources to manage the incident.

The response of the school to a critical incident should match the level of impact the event has had on the school community.

Pre-planning is the key to positively managing unexpected incidents and events.

The full version of the NCR Responding to Critical Incidents School Support Guide.docx can be found on SharePoint for staff.

The critical actions for day 1 are detailed below:

Day 1 - Immediate Actions

Generally the Principal will lead the School Response Team's actions and assign tasks.

Task	Person Responsible	✓
Establish the facts Gather accurate information: Who, what, when and where? Verify the information with the family and/or police. If the critical incident is related to an infection or death from the *Corona Virus* – also refer to Appendix C. Seek permission from the family regarding what information can be shared with the school community. If the incident is a *suicide* refer to the Be You *'Suicide Postvention Toolkit'*, in combination with this guide here It is important to establish the family's wishes on how the death is referred to. Use extreme sensitivity. For *attempted suicide* open *Headspace in Schools* guide and flowchart at Responding-Suicide-Attempts		
Ensure the immediate safety and wellbeing of all students, staff and visitors.		
Make a preliminary assessment of: 1. The extent of the impact on the school community -		

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who is affected by this incident? 2. Level of response required? • **Minor** - incident can normally be managed at the classroom level with existing school resources or discretely by one or two people. • **Moderate** - a number of students and/or staff are significantly affected and normal school routines are disrupted. Some external support may be required. • **Major** - the incident overwhelms the normal coping mechanisms of the school. Significant external support is required.		
1. Advise the ARD that a critical incident has occurred. 2. Complete '*School Incident Alert Notification*' available here and contact/email the aligned ARD. 3. Potential media interest? Contact DoE's *Media Unit.* Media 24/7 Hotline: 3328 6639 or 0477 312 448, media@qed.qld.gov.au 4. Additional school/guidance support for students and/or community required? Please contact the ARD/SGO. 5. Additional on-site *Lifeworks* support for staff required? Please discuss with ARD and follow the procedure here 6. Contact key staff by phone (e.g., use telephone trees)		
Activate the *School Response Team (SRT)* to effectively coordinate a response to the incident or emergency. Consult agenda guidelines in this document – p.12. For moderate or major incidents regular meetings of this group will be required.		
Inform office staff - Provide a script to guide their response. Consider media/police phone enquiries or media approaching the office. See scripts available in these guidelines.		
Law Enforcement: Where the critical incident is likely to be subject to a police investigation please consult the fact sheet on page 13 & 14 (e.g., arson, assaults, suicide etc.)		
If the incident is a work related Class 1, 2 or Dangerous Incident record the incident on MYHR WHS and refer to the *HSW incident management – Manager's checklist* at the department's Incident and Investigation page.	Principal	

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Student is deceased - change student's enrolment status on OneSchool to deceased (D). Parent deceased - remove from OneSchool Contacts. Staff member deceased - inform HR. *If other messaging systems are used ensure they are updated.*		
Assign an appropriate staff member to monitor 'Social Media Sites' and provide feedback to the *SRT* as appropriate (Page 18).		
Consider use of a ***Recovery and Support Room*** with support staff in attendance. Inform tuckshop staff regarding food and drinks. Consider making a room or place available for parents and addressing parents on-site. Refreshments for parents? See information on ***Group Meeting with Parents*** (Page 9).		
As necessary, alert external agencies (e.g., CYMHS, Headspace).		
Hold staff briefing. Consider arrangements for staff not in attendance. See guidelines - ***Principal's Address at a Staff Briefing.*** Consider schedule for the day and the following day.	All staff	
Inform students - **avoid using large gatherings** such as year level or school assemblies. Inform students using a script through their normal classes. Close friends and students with special needs may need to be informed of the incident separately. Some students may need to go home (collected by a parent/adult). Arrange supervision for students: • Maintain normal routines as much as possible. • For those classes most affected (majority of students are affected) teachers may need to provide alternative activities. Refer to ***Guidelines for Teachers:*** *A Classroom Session where the Majority of the Students in a Class are affected.*		
Inform parents - prepare a letter. See 'template letters' in these guidelines. Depending on the extent of the impact of the incident consider which student groups, year levels, and parent groups should receive written information. **Avoid providing information to class groups or year levels not affected by the incident.**		
Compile a centralised list of those most affected, including: • friends, • those who witnessed the incident,		

• teaching staff, • non-teaching staff, • parent/s, • siblings or relatives attending other schools and outside school interests, e.g. sporting clubs, surf clubs etc.		
Vulnerable students Compile a centralised list. These students may not necessarily be directly connected to the event itself but may identify with the deceased person. This may trigger a reaction associated with another unrelated loss or event. This is extremely important in relation to a suicide. Refer to *Checklist - Students at Risk*. Consider, depending on the nature and sensitivity of the incident (e.g. suicide of a student), informing nearby school Principals of the event by telephone. **Be mindful of family wishes when communicating to other schools.**		
Family contact: • Designate a suitable staff member to liaise with the bereaved family and any other families directly affected. • Staff member contacts bereaved family, extends sympathy and offers support. • Plan home visit by two appropriate staff members. • Respectfully enquire about the on-going sharing of information regarding the incident (including sharing information with the media).		
Seek permission for any school-media engagement through DoE Media Unit. Request media statement and manage media.		
Consider holding an end of day staff briefing and providing coffee/tea and snacks.		
Convene a second *School Response Team* meeting with key administration and support staff to review and plan for Day 2 and beyond.		

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Cancellation of enrolment

The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program provided by the school.

If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age or completed Year 10, whichever comes first.

The principal will consider the individual circumstances such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

If a young person is under 17 years of age, they are in the compulsory participation phase. It a student's enrolment is cancelled during this phase, they should be provided with information about eligible education and training opt

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