



**Northern Beaches  
State High School**

# Student Code of Conduct

## 2025-2028

Respect

Responsibility

Resilience

***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



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## Endorsement

Principal Name: Thomas Frankling

Principal Signature:



Date:

1/12/2025

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

Lyndell Canvoldth

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



Date:

28/11/25

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## Purpose

Northern Beaches State High School is committed to providing a Respectful, Responsible, and Resilient learning environment for all students, staff, parents, and visitors.

The Northern Beaches State High 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 a safe and inclusive school and workplace environment.

Its purpose is to facilitate realistic standards of behaviour from all in the school community, ensuring learning and teaching in our school is highly valued, all students are able to experience success and staff enjoy a safe workplace.

At Northern Beaches State High School, we recognise the vital importance of student and staff wellbeing. A positive and supportive environment is crucial for reducing cognitive load, which in turn enhances learning and teaching effectiveness and outcomes.

We are aware that mental and physical health adversities not only impact academic performance but also an individual's ability to self-moderate behaviour at times. Our approach to delivering a quality education program at Northern Beaches State High School includes ensuring our systems and structures view wellbeing as holistic, encompassing mental, emotional, and physical health. Our commitment extends beyond academic success; it includes creating a community where everyone feels valued and supported with a clear mechanism for shared responsibility and accountability.

## Principal's Foreword

Northern Beaches State High School has a proud tradition of providing high quality education to students from across the Northern Beaches of Townsville. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Northern Beaches State High School has three core values, Respect, Responsibility and Resilience.

**Respect** for self and others

**Responsibility** be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment

**Resilience** to have the courage to consistently act in accordance with values ethical conduct, ensure consistency between words and deeds in a range of activities

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

Northern Beaches State High School staff take an educative approach to responding to behaviours of concern. This approach focuses on understanding the underlying causes of behaviours of concern and responding to them through teaching and guidance. We aim to help students develop self-regulation, empathy, and problem-solving skills whilst being accountable to behaviours that exhibit intentionality. By addressing the root causes of behaviour, we help students learn the consequences of their actions and the impacts on not just themselves but those around them. This approach not only increases the likelihood of pro-social behaviours but also equips students with the skills they need to navigate social and academic challenges effectively.

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and responding to behaviours of concern. It also details the steps school staff take to educate students about these policies and how students are proactively engaged in conversations designed to educate about a shared responsibility to a safe, supportive and inclusive school and workplace. Finally, it details the consequences that may apply when students exhibit behaviours of concern that are counterproductive to a safe, supportive and inclusive learning environment and workplace.

I thank the students, staff, parents and other community stakeholders for their contributions in developing the Northern Beaches State High School Student Code of Conduct.

## School Captains/Leaders Statement

On behalf of the student body at Northern Beaches State High School, we endorse the Student Code of Conduct for 2026. We put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Northern Beaches State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captain Name: Luca Stremouchiw

School Captain Signature:

Date:

27/11/25

School Captain Name: Ezrah Davis

School Captain Signature:

Date:

28/11/25

School Vice Captain Name: Tye Peckham

School Vice Captain Signature:

Date:

28/11/25

School Vice Captain Name: Jack Turner

School Vice Captain Signature:

Date:

03/12/25

### Review Statement

The Northern Beaches State High School Student Code of Conduct will undergo annual minor updates to reflect the schools agile and responsive approach to the community needs. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Whole School Approach to Discipline

Northern Beaches State High School prides itself on supporting the “Whole Child” through an inclusive and supportive learning environment which is key to our Wellbeing Framework. Our strategic focus in this has been the ongoing development of the Social Emotional Learning through the teaching of assets of resilience, implementation and capacity building of Trauma Informed Practice and Restorative Practices and fostering a positive culture of engagement and inclusivity.

Our school processes reflect the inclusive community approach of Students, Curriculum staff and the Wellbeing and Engagement Team who work collaboratively to support the Whole Child. We understand that it takes a village to raise a child and without a strong sense of wellbeing and belonging, students are unable to reach curriculum goals and their own potential.

Northern Beaches State High School practises this across three levels;

1. Whole School
2. Focused Intervention and;
3. High Level Case Management

Special Note: The above levels are supported by a School-wide Expectations Matrix detailed on Pages 8-10.

# School-wide Expectations Matrix

Our School-wide Expectations Matrix below outlines the shared responsibility our school community recognises is vital in order to maintain a safe, supportive and inclusive school and workplace. As a unified community we agree to be Respectful, Responsible and Resilient in our pursuit for excellence.



## At Northern Beaches State High school, we are RESPECTFUL, RESPONSIBLE and RESILIENT

 <b>TALKING</b>	 <b>LEARNING</b>	 <b>SAFETY</b>	 <b>MOVEMENT</b>
<p>We use polite language and tone.</p> <p>We show respect for others' opinions and actively seek to understand diverse perspectives and encourage inclusive discussions.</p> <p>We actively listen and engage with the teacher by asking relevant questions or contributing to discussions.</p> <p>We contribute to productive discussions about tasks, encourage participation from peers and offer insightful contributions.</p> <p>We consistently allow others to speak without interrupting and actively encourage turn-taking.</p> <p>We maintain an appropriate noise level when working and speak at a volume that does not disturb others.</p>	<p>We ensure the wellbeing and comfort of others, actively protecting their rights and property.</p> <p>We remove hats before entering the classroom and keep them in student bag.</p> <p>We consistently bring all required equipment to class and are prepared for activities and assessment.</p> <p>We support the teacher and our own learning by following instructions promptly and respectfully.</p> <p>We submit homework and assessment on time.</p>	<p>We follow all safety rules and guidelines when using equipment.</p> <p>We take ownership of maintaining cleanliness and organisation in personal and shared spaces.</p> <p>We arrange bags neatly in bag racks or appropriate areas outside rooms.</p> <p>We stay in the seating plan.</p> <p>We maintain a keen awareness of surroundings and potential hazards, taking proactive steps to report potential hazards to the teacher.</p>	<p>We consistently follow instructions to minimise movement whilst respecting the learning environment.</p> <p>We line up in two lines, respecting our peers.</p> <p>We have teacher's permission noted in our diary before leaving the classroom.</p> <p>We respect designated out of bounds areas, avoiding entry or use unless authorised.</p> <p>Class time movement is approved, direct and calm.</p> <p>We set an example by always moving promptly between classes and arrive on time.</p>

TOGETHER EVERYONE ACHIEVES MORE

## Consideration of Individual Circumstances

In our educational environment, every student's unique circumstances are carefully considered by our staff when offering support and deciding on appropriate measures to respond to behaviours of concern. We recognise the importance of respecting confidentiality obligations, which prevent us from discussing or disclosing details about a student's personal situation or any disciplinary outcomes to anyone other than the student's parent/s. This approach ensures that our measures are fair, respectful of privacy, and tailored to the specific needs and circumstances of each student, fostering a supportive and confidential environment conducive to their academic and personal growth.

## Differentiated and Explicit Teaching

Northern Beaches State High School provides differentiated teaching to respond to the learning needs of all students. This involves teaching at the student's learning point of need and providing opportunities for students to have positive, repetitive guided practice to strengthen their understanding of learning concepts taught. Staff encourage shared responsibility of expected learning behaviours and provide timely and specific feedback.

Staff at Northern Beaches State High 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 schooling. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the academic, social, emotional and behavioural learning needs of students. This enables our staff to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Every classroom in our school uses the School values; **Be Respectful, Be Responsible & Be Resilient**, as a basis for developing shared expectations of conduct and behaviour standards. In leveraging these values, all staff work with all students to support their understanding and development of pro-social behaviour and a commitment to learning excellence,

The tiered system allows students on all levels to be supported; students have clarity of the supports and have access to their mentor teachers daily as well as the ongoing support of Year level co-ordinators, Student Services Team and Guidance Officers.

## Focused Teaching

Students identified as requiring targeted support may be supported through one or more strategies. The aim of these strategies is to modify the inappropriate behaviours and teach appropriate behaviours. Strategies may include;

- Targeted Behaviour Support Program – individual mentoring and support from the YLC or Head of Department (Head of Year).
- Reflective time in safe and secure space external to the classroom (up to 5mins to reset and self-regulate).
- Buddy class – provide student with a change of environment to help self-reflection in relation to the school-wide expectations matrix.
- Monitoring card used by Head of Department, and Deputy Principals for monitoring (re-entry, work ethic, behaviour, attendance) and goal setting for a nominated period.

Taken to key lessons, where the teacher identifies what has been achieved in that lesson. Reviewed with the student by the case manager.

Students identified as requiring targeted support may also require an Individual Support Plan (Level 3 onwards). Led by the Guidance Officer, the Year Level Head of Department, Teachers, the Student and Parents/Carers are involved in the collaborative process of preparing the Individual Support Plan. Staff co-create the plans inclusive of targeted teaching strategies and student goals, noting student goals are developed with the student to be included in the plan. Students on an Individual Support Plan are required to have attendance records and specified/negotiated goals for class lessons.

Students whose behaviour does not improve after this intervention, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support and case management.

## Intensive Teaching

Northern Beaches State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex needs require comprehensive systems of support. Intensive behaviour support is provided for students who have been provided with targeted support and are still identified as having inappropriate behaviours and/or behaviours which significantly impact on their educational achievement. These students will have had regular case management reviews by the Student Services Support Team (SSST) of their behaviour, and further increased support as deemed appropriate, who will assign a case manager. The *Student Services Team* and Year Level Heads of Department provide additional support to students through:

- working with other staff members to develop appropriate behaviour support strategies;
- monitoring the impact of support for individual students through continuous data collection; and
- making adjustments as required for the student.

Local external support may also be accessed where intensive support is required, including:

- Senior Guidance Officers
- Flexible Learning Centre
- Stanton Lodge
- RAGE program
- Social and Emotional Program (Rock and Water)

## Disciplinary Consequences

The behaviour support model at Northern Beaches State High School aligns with the same differentiated approach used in proactively teaching and supporting community agreed, student behavioural expectations. Most students will feel confident and capable of meeting established expectations that are clear, explicitly understood, and practised. Staff may use in-class feedback, strategic reminders, and additional guidance to address low-level or minor behaviours of concern.

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

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

The differentiated responses to behaviours of concern can be organised into five tiers, with increasing intensity of support and most appropriate ways to respond to behaviours of concern that endangers self and/or others or causes major, ongoing interference with class or school operations.

## DISCIPLINARY CONSEQUENCE LEVELS

The disciplinary consequences model used at Northern Beaches State High School reflects a differentiated response, with increasing intensity of support and consequences. Responses to unacceptable behaviours and associated consequences are organised into three Levels (Level 1, 2 and 3) and two categories, minor and major.

### MINOR: Level 1 – Handled in context by staff member

**Behaviours that demonstrate a reluctance to engage in the program of instruction, minimally disturb the learning &/or social interaction of others &/or ignore the rules of the community.**

#### 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.
- Do not require involvement of specialist support staff, Heads of Department / Year, Deputy Principals or Principal.

#### DIFFERENTIATED RESPONSES

##### Minor behaviours may result in:

- Clear and explicitly stated expectations
- Proactive reminders
- Pre-correction
- Non-verbal & visual cues
- Re-direction
- Restorative Chat.
- Issuing of a consequence, e.g.
  - lunch time detention
  - Re-positioning in classroom
  - Confiscation (eg. ball, hat, device)
  - Focused Worksheets
  - Loss of privilege

#### Examples include:

##### All Settings

- Lateness to class
- Not following staff instructions
- Minor safety breaches
- Teasing, harassment, "horseplay"
- Incidental swearing, name calling
- Device/Phone misuse
- Inappropriate language or tone (written/verbal/nonverbal)
- Inappropriate physical contact
- Inappropriate use of equipment
- Lack of care for school environment
- Uniform non compliance

##### Classrooms / Instructional settings

- One-off lateness to class, leaving class without permission, truant from class
- Not following entry and exit procedures
- Disruption to learning, eg. Distracting others, calling out, tapping, etc
- Not paying attention or following instructions
- Minor disruption to class

- Whole class practising and reinforcement of routines
- Parental contact; Email or Letter of concern (to be recorded on OneSchool).

- Insufficient work or effort
- Banned items
- Not being prepared for class
- Failure to submit work

**Playground**

- In out of bounds areas
- Littering
- Using skateboards, scooters, bikes etc in school grounds
- Not playing games safely and respectfully
- Running not walking around buildings

**MAJOR: Level 2 – Referral to Head of Department / Head of Year**

**Behaviours that demonstrate an ongoing refusal to engage in the program of instruction, show continuing disregard and prolonged disruption in the classroom and playground or continuing disregard for the rules of the community.**

**Major behaviours (level 2) are those that:**

- Impact on the learning of others.
- Repeatedly breach school expectations.
- Violate the rights of others or put self/others at risk of harm.
- Require involvement of HOD

**FOCUSSED RESPONSES**

**Major behaviours (level 2) may result in:**

- A Restorative Conversation
- Referral for support and intervention.
- Individual Student Support Plan
- Case management
- Meeting with the student and parent/carer.
- Issuing of a consequence, eg
  - Process enacted (eg: uniform, phone)
  - Detention (Back On Track)
  - Success card (setting goals and monitoring) (HOD / HOY)
  - Community Service
  - Restricted Playground options
  - Temp withdrawal

**Examples include:**

**All Settings**

- Persistent level 1 behaviours with no improvement after teacher intervention
- Pattern of absence, lateness to school, escalating truancy
- Persistent refusal to follow staff directions
- Persistent device/phone misuse
- Behaviour endangering self or others
- Bullying (including cyberbullying)
- Persistent refusal to follow uniform policy
- Possession, use of cigarettes, e-cigarettes or vaping products

**Classrooms / Instructional settings**

- Persistent disruption to learning
- Persistent lateness to class, leaving without permission, truant
- Persistent unprepared for class
- Persistent lack of engagement, failure to complete / submit set work
- Cheating / Plagiarism

**Playground**

- Persistent unsafe behaviour
- Damage to school property
- Persistent out of bounds

**MAJOR: Level 3 – Referral to Deputy Principal / Principal (Parent Contact)**

**Major behaviours (Level 3) are those that:**

- Significantly impact on the learning of others.
- Persistently breach school rules and expectations.
- Significantly violate the rights of others or put self/others at risk of harm.
- Require involvement of a Deputy Principal or Principal because behaviour is persistent, with no response to HOD intervention.

**Examples include:**

- Persistent Level 2 behaviours with no improvement after HOD intervention including:
  - absence, lateness, chronic truancy
  - disruption to learning of others
  - lack of engagement, failure to complete / submit work
  - insolence and /or refusal to follow staff instructions
  - refusal to follow uniform policy
- Refusal to follow directions of HOD/ HOY, DP, Principal
- Serious misuse of facilities / equipment, eg; Graffiti, Vandalism
- Major theft
- Persistent bullying (including cyberbullying, harassment of students, stalking)
- Verbal aggression, serious threats to students or staff
- Physical violence towards students or staff
- Supply of cigarettes or vaping products
- Possession, use and/or supply of drugs
- Possession, use and/or supply of weapons
- Possession / distribution of offensive material
- Major device/phone/computer misuse
- Dangerous behaviour putting self or others at risk

**INTENSIVE RESPONSES**

**Major behaviours (level 3) may result in:**

- Functional Behaviour Assessment
- Complex case management
- Restorative Conference
- Stakeholders meetings
- Temporary removal of property
- Detention eg after school
- Temp withdrawal
- Discipline Improvement Plan.
- Community service.
- Student Disciplinary Absence (SDA)

## 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 Northern Beaches State High School, the use of any SDA is considered a very serious decision. The Principal typically only uses it when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

### Re-entry following suspension

Students who are suspended from Northern Beaches State High School will be invited to attend a re-entry meeting prior to or on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or carer/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 an appropriate response to the behaviour of concern.

The focus of the re-entry meeting is for both the student and the school staff impacted by the behaviours to restore their relationship if in need of repair and create the conditions for both parties to achieve success moving forward. It is also an opportunity to revisit the Student Code of Conduct to minimise repeat behaviours of concern occurring moving forward.

It is strongly encouraged that the student and their parent/s attend a re-entry meeting as this is in the best interests of the student positioning themselves to have a successful schooling experience.

### Arrangements

The invitation to attend the re-entry meeting will be communicated in writing, usually via email. Re-entry meetings take about 15 minutes, and are facilitated by the Principal or a member of the Executive Leadership team, with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting, and goals are shared with staff to support students success at Northern Beaches State High school.

### Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be

narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing if required
- Offer information about supports available (e.g. guidance officer) if required
- Discuss students understanding of impacts on self and others through reflective practice
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

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

## Definitions of consequences\*

<b>Discipline Improvement Plan</b>	Is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
<b>Community Service Intervention</b>	With the consent of the student and their parent, the student performs unpaid work or activities outside of school hours, in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour
<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal may suspend a student from school under the following grounds:</p> <ul style="list-style-type: none"> <li>• disobedience;</li> <li>• misbehaviour;</li> <li>• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;</li> <li>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;</li> <li>• the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>• persistent disobedience;</li> <li>• misbehaviour;</li> <li>• conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;</li> <li>• conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;</li> <li>• the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school;</li> <li>• the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school</li> </ul>
<b>Cancellation of Enrolment</b>	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

Department of Education

Northern Beaches State High School

**Instrument of Authorisation**

**Requirement to tell a student about a suspension under Chapter 12,  
Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Thomas Frankling, Principal of Northern Beaches State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

*T. W. Frankling*

\_\_\_\_\_  
Thomas Frankling  
Northern Beaches State High School  
QUEENSLAND DEPARTMENT OF EDUCATION

20 November 2025

DATE

Department of Education

Northern Beaches State High School

**Instrument of Authorisation**

**Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3,  
Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Thomas Frankling, Principal of Northern Beaches State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

*T. W. Frankling*

\_\_\_\_\_

Thomas Frankling  
Northern Beaches State High School  
QUEENSLAND DEPARTMENT OF EDUCATION

20 November 2025

DATE



# School Policies

Northern Beaches State High School has tailored school policies that are designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Students, staff and visitors responsibilities are outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

## Temporary removal of student property

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

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

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

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

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. 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 Northern Beaches State High 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 Northern Beaches State High 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 Northern Beaches State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### Students of Northern Beaches State High 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 Northern Beaches State High School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;

- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and wearable devices

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

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

The school in consultation with the community have developed a whole-school approach that promotes the safe, respectful and positive use of mobile phones and electronic devices.

The section below details clear expectations for parents and students about what devices are allowed at school, how they are to be used, and the possible consequences for failing to meet the stated expectations:



### Supporting responsible use of mobile phones and other devices

- principals may determine to allow the use of mobile phones and wearable devices to make school payments, including for tuckshop, uniform shop and office payments
- providing a verbal reminder to the student or class about expected behaviour prior to entering classes
- directing the student to ensure their mobile phone is switched off and away (e.g. bag, pencil case, pocket)
- removing the device temporarily and storing at the office, requesting the parent to collect the device at the conclusion of the school day
- applying the Disciplinary Consequences Model (3 Levels) within the Student Code of Conduct used at Northern Beaches State High School

## **Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

## **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 s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

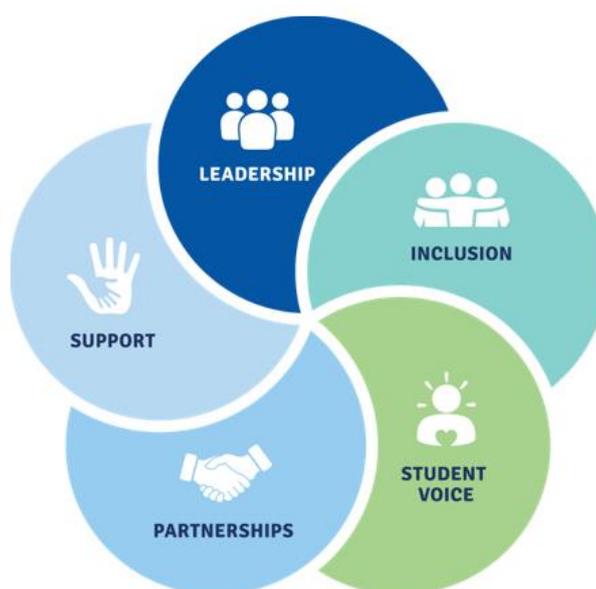
Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

## Preventative measures to respond to the risk and impacts of bullying

Northern Beaches State High 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.

Northern Beaches State High School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

#### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

#### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Northern Beaches State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

### Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Northern Beaches State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Northern Beaches State High 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.

## Northern Beaches State High School - Bullying response flowchart for teachers

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

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

**Year 7 to Year 12** – Access teacher or Year Level Coordinator

**SSST** – Guidance Officer

**Deputy Principal** – for year level



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a Deputy Principal, of students year level who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Northern Beaches 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 Commissioner Julie Inman Grant.



# Northern Beaches State High School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

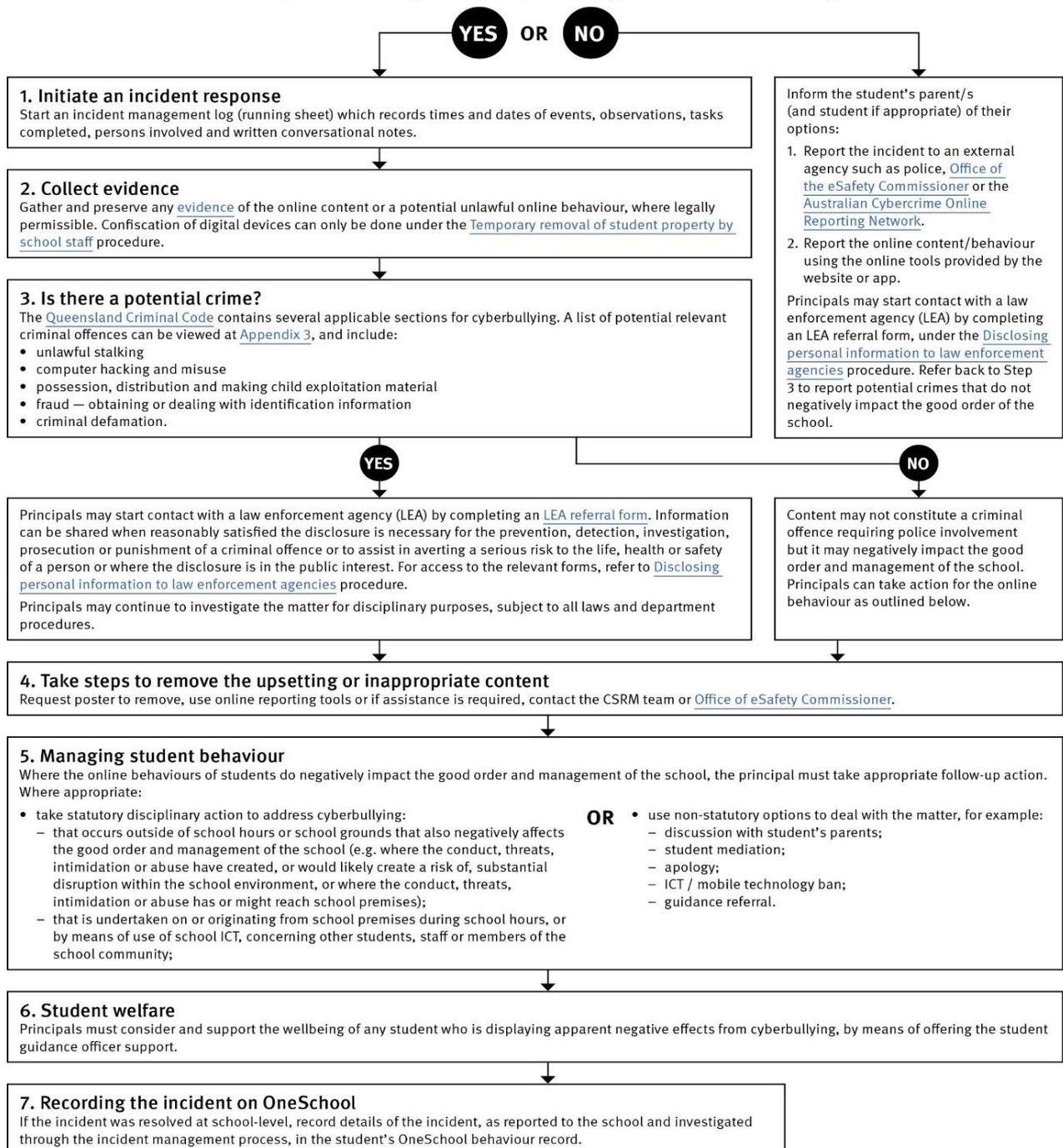
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

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

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

## Northern Beaches State High School – Anti-Bullying Contract

The Anti-Bullying Compact provides a clear outline of the way our community at Northern Beaches State High School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

## Northern Beaches State High School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Northern Beaches State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

## **Possible civil or criminal ramifications of online commentary**

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

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

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

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

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

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

## Restrictive Practices

School staff at Northern Beaches 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 where staff are responding to behaviours of concern, de-escalation strategies are utilised successfully. On some 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 dysregulated behaviour.

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

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

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

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

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

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

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

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

# Critical Incidents

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

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

(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).

Following a critical incident, record keeping and debriefing must be documented in OneSchool and follow the following format;

Physical Restraint Incident Report  
Health and Safety Incident Report  
Debriefing Report (for Student and Staff)

## **Risk Management**

Individualised risk management plans are developed for students as the need arises. They form an integral part of their Individual Support Plan, and are communicated via confidential channels to all of the appropriate staff.

## **Physical Intervention/Restraint**

Staff may make legitimate use of physical intervention as an immediate or emergency response. Or if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member;
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Northern Beaches State High Schools' duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate when other options have been considered such as allowing the student to withdraw or move away, or moving other people from the situation, and after considering the welfare of student, staff and other students. Restraint should be used with such force as is reasonable under the circumstances. Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; or
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Special Needs staff will be trained in Physical Restraint should our clients warrant it.

Staff and students have the opportunity to debrief with the Guidance Officer, Employee Advisor or the Senior Admin team.

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

# TEAM

## Together Everyone Achieves More

Our students have high expectations of themselves and others and aspire to achieve as global citizens.

In a culture of high expectations we value:

- **Respect**
- **Responsibility**
- **Resilience**