Nundah State School

Student Code of Conduct

2026 to 2029

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

Nundah State School *Student Code of Conduct 2026 to 2029*

Purpose

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

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

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

The principles of Choice Theory (Glasser, 1998) underpin the implementation and principles of this Code of Conduct. This philosophy is about creating the conditions for each student to progress towards responsible self-management, whilst learning about how and why people behave the way they do.

Contact Information

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Contact person :	Principal, Deputy Principal

Endorsement

Principal : Rachel Korst   Signature : *R Korst*   Date : 03/12/2025

P/C President : Matthew Sedgman   Signature : *[signature]*   Date : 03/12/2025

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Principal's Foreword

As one of the oldest primary schools in Queensland, Nundah State School has a long and proud tradition of providing high quality education to students of the Nundah community for over 160 years. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Nundah State School's core values lie at the heart of our school community.

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.

Nundah State School staff take an educative approach to discipline, believing that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying.

It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours.

Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Consultation

The consultation process used to inform the development of the *Nundah State School Student Code of Conduct* occurred across a number of key developmental phases.

In the first phase, we held a series of internal meetings with staff across Semester One 2025. During these meetings, we examined the existing Student Code of Conduct to identify strengths and successes, and areas for further development. Staff took great care to examine current schoolwide processes and identify those that remained integral to our practice.

In the next phase, we provided information to our school community through regular newsletter communication to develop a collective understanding of the purpose of the Student Code of Conduct. We then progressively highlighted key elements of the existing document and provided an online survey open to all parents to provide their thoughts and feedback. Participants were asked to offer both positive feedback, and suggestions for improvement.

Finally, a number of face-to-face sessions were enacted to allow for additional feedback and clarification. A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. This phase of consultation was completed at the end of Term 3, 2025, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association in early Term 4, 2025 for endorsement. The P&C Association unanimously endorsed the *Nundah State School Student Code of Conduct* for implementation in 2026.

A communication strategy has been developed to support the implementation of the *Nundah State School Student Code of Conduct*, including parent information evenings, promotion through the school website, weekly newsletter and Facebook communications Any families who require assistance to access a copy of the *Nundah State School Student Code of Conduct*, including translation to a suitable language, are encouraged to contact the school office.

Review Statement

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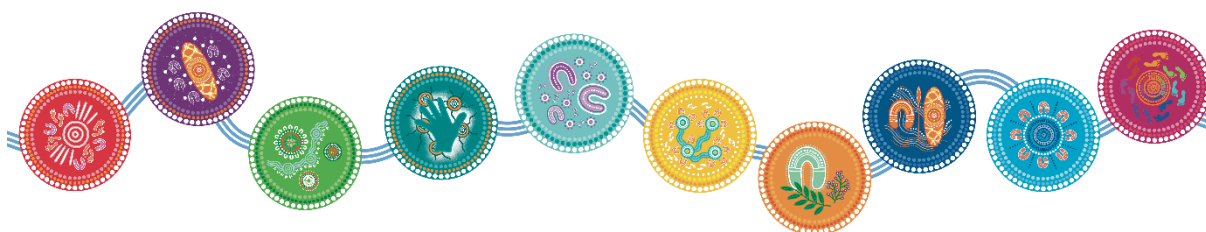
Data Overview

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

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey, which is an annual collection designed to obtain the feedback of parents/caregivers, students and school staff from each school.

Highlights report for (0043) Nundah State School, 2025

126 Parents and Caregivers (25.1%) participated.

Most positive items	Agreement	Least positive items	Agreement
Teachers at this school expect my child to do their best.	99.2	Student behaviour is well managed at this school.	81.1
This school is well maintained.	97.5	This school takes parents' opinions seriously.	87.8
This school treats students equally, regardless of gender.	97.4	This school asks for my input.	89.1

147 Students (76.2%) participated.

Most positive items	Agreement	Least positive items	Agreement
The expectations and rules are clear at my school.	95.2	I am interested in my schoolwork.	70.5
My teachers expect me to do my best.	95.0	Student behaviour is well managed at my school.	71.2
I feel safe undertaking online activities using my school's internet.	93.7	I feel accepted by other students at my school.	71.6

61 Staff (70.2%) participated.

Most positive items	Agreement	Least positive items	Agreement
I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0	Initiatives to reduce red tape are making a difference.	46.9
This school is well maintained.	100.0	My school has a focus on reducing red tape.	50.0
Students are encouraged to do their best at this school.	100.0	The department is taking steps to reduce red tape.	50.0

Agreement presents the aggregation of positive responses as a percentage; i.e.: "*Somewhat agree*", "*Agree*", and "*Strongly agree*".
The **most positive items** and **least positive items** are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail.
The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

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Learning and Behaviour Statement

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

At Nundah State School, we have chosen an internal psychology (or intrinsic motivation) mindset for our school. William Glasser's Choice Theory, serves as the basis for our decision-making. This philosophy is about creating the conditions to enable each student to progress towards happy and responsible self management, whilst learning about how and why people behave the way they do.

We work to help all student to move towards developing the key life skills of:
- Understanding myself and others
- Building the relationships I need; feeling good about myself
- Solving problems; and taking effective control of my life
- Creating a happy and healthy, connected and purposeful life.

Choice Theory underpins the school's belief that the only person's behaviour you can control is your own.

Our school values, beliefs and Nundah Gifts encapsulate our vision for learning and behaviour:

OUR NUNDAH GIFTS: **OUR BELIEFS**
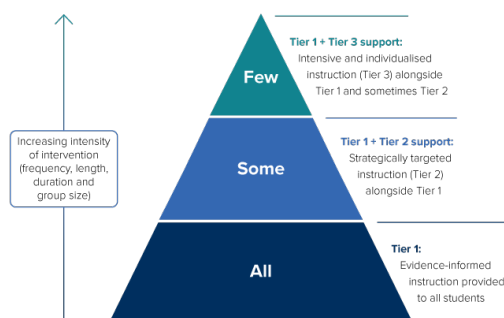

More information on Choice Theory and how this is enacted at Nundah SS can be found in an appendix at the end of this document.

Mulit-Tiered Systems of Support

Nundah State School uses a multi-tiered system of support to promote positive discipline and behaviour in the school. This is a whole-school approach, used in all classrooms, learning spaces and programs offered , both inside and outside the school gates.

Our multi-tiered system of support recognises that just like our curriculum teaching, some students may require higher levels of instruction and support than others to learn and demonstrate expected behaviour. Our supports are founded in whole-of-school approaches for all students and become increasingly personalised to suit the needs of identified students.

Our Multi-Tiered Systems of Support Explained	
Tier 1: **Differentiated and Explicit Teaching and Supports** *All students – 100%*	All students in the school receive support for both their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and our Nundah Gifts behaviour expectations.
Tier 2: **Focused Teaching and Supports** *Some students – approximately 10-15%*	Focused instruction and supports for some students are more targeted and individualised, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of our behaviour expectations.
Tier 3: **Intensive Teaching and Supports** *A few students – approximately 2-5%*	Individualised services for a smaller number of students who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until school staff can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the use of the replacement behaviour.

Nundah State School prides itself on creating a warm, welcoming and disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. In all learning areas, school staff engage all students in:

- Explicit teaching of expectations, procedures, routines and transitions
- Providing frequent behaviour specific feedback
- Prompting and pre-correcting
- Giving multiple and varied opportunities to respond
- Actively supervising
- Differentiating instruction according to need
- Structuring the learning environment

At Nundah SS, our Nundah Gifts reflect the 10 dispositions we use to promote positive discipline in the school environment.
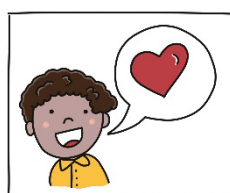

Each classroom in our school uses the Nundah Gifts as a basis for developing their behaviour expectations. School staff work with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The Gifts are on display in all learning spaces and used as the basis of teaching and reinforcing expectations throughout the year.

To ensure our younger students have an age-appropriate introduction to the Gifts, a set of 5 expectations have been implemented from Prep, that build understanding across the early years of school.

Early Years Age-Appropriate Expectations:

We use Nice Talk   We are Sharing and Caring   We use Gentle Touch   Right Place, Right Time, Right Thing   We are Have-a-Go Kids

As a community, we have recognised the need to collectively review and reflect on our current *Nundah Gifts* behaviour expectations to ensure they are clear and easily understood by all school community members, and in all school environments. We look forward to engaging the school community in these upcoming processes.

Included in the table below are a sample of the schoolwide explicit practices we currently have in place to teach and reinforce expected behaviour across our school.

WHOLE SCHOOL EXPLICIT TEACHING PRACTICES
Nundah Gift of the Week: Promoted at Assembly, Parade and in class throughout the week. An explanation and examples of how to develop the focus Gift are shared.
Recognition of Quality: *Recognition of Quality* certificates are presented to student/s each week at assembly. This process helps build student capability to recognse their own quality achievements in learning, behaviour and effort, through an intrinsic mindset.
Clear, Visible Expectations: Throughout the school, highly visible signage has been intentionally placed to ensure that all community members are aware of our beliefs and expectations. This includes our strong focus on kindness – where we encourage everyone in our community to '*sprinkle kindness like confetti*!'
Helping Hands: The Helping Hands combine to grow students' ability to identify their basic needs and problem-solve choices that they can make to be their best selves. The Helping Hands are implemented in an age-appropriate manner, with the 'My Acting Hand' implemented across the school from Prep to support students to respond appropriately in challenging situations – to talk friendly, talk firmly, choose calm and ask for help.
Continuum of Effort and Engagement: School staff utilise the continuum in all learning spaces to grow students' ability to reflect and self-assess their effort and engagement along a continuum. This enables students to take responsibility for their actions and set goals for improvement, within a supportive environment.
Newsletter: Each week our newsletter features information on the Gift of the Week so that our community receives the same information as our students. A photo of students who received a certificate is published each week.
Essential Skills for Classroom Management: An evidence-based set of 10 skills considered essential for good classroom management, leading to more time spent teaching and learning. *More detailed information on these skills can be found in Appendix 2 at the end of this document.*

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Tier 2: Focused/Targeted Teaching and Supports

A smaller number of students may need additional support to demonstrate expected behaviour, in addition to tier 1 supports. Class/specialist teachers are supported by other school-based staff to address in-class and playground behaviour that does not yet meet expectations, through:

- Intensifying teaching and reinforcement
- Increasing structure
- Increasing feedback
- Individualised goal setting and planning
- Social skilling.

This may involve:

- Targeted skills teaching in small group/s or alternative play plan
- Picture stories or other visual supports to assist with change
- Regular check-ins
- Referral to SWAN (Student Wellbeing and Academic Needs) for school level case management
- Counselling and guidance support (if appropriate and available)
- Functional Behaviour Assessment to inform an Individualised Behaviour Support Plan strategies (IBSP)
- Referral to additional supports – both school-based and region
- Stakeholder meeting with parents and school staff.
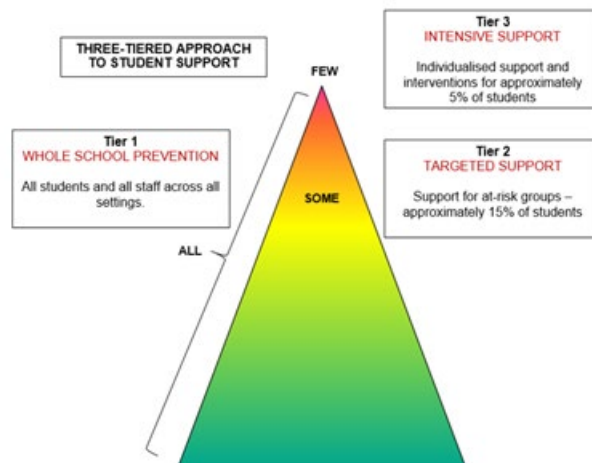
Tier 3: Intensive Teaching and Supports

A few students in the school may require more intensive levels of support with their behaviour. The school leadership team work in consultation with SWAN and class/specialist teachers to address persistent and/or serious problem behaviour with a goal to reducing the intensity and severity of the behaviour. School staff do this through:

- Highly individualised teaching and reinforcement
- Highly structured, predictable learning environment/s
- Highly individualised supports in place
- Ongoing progress monitoring.

This may involve:

- Individual Student Safety Plan (ISSP)
- Short term flexible attendance plan
- Complex case management
- Targeted skills teaching in a one-on-one setting
- Referral to outside agencies for additional support
- Stakeholder meeting with parents, school staff and external agencies including regional specialists.

NB: Our mutli-tiered systems of support are designed to allow all school staff to consider the individual needs and circumstances of each student when planning interventions and supports, including neurodiversity. More information on individual circumstances is provided below.

Staff at Nundah State School take into account students' individual circumstances, such as their behaviour history, disability/difference, mental health and wellbeing, religious/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 and not everyone will be treated the same, because treating everyone the same is not fair. For example, some students may need additional support to understand an expectation. Others may benefit from more opportunities to practise a required skill. 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 school considers with each individual student in both the instruction and response to behaviour.

Our staff are also obliged **by law** to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences may have been applied, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident involves your child. You can be assured that school staff take all matters seriously and will address them appropriately. We expect that parents and students will respect the privacy of others.

If you have concerns about the behaviour of another student at the school, or the way our school has responded to behaviour, please make an appointment with the principal to discuss.

Legislative Delegations

Legislation:
Below are links to legislation which influences the form and content of Queensland state school discipline procedures.

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

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Whole School Approach to Disciplinary Consequences

The disciplinary consequences model used at Nundah State School follows the same multi-tiered, differentiated approach used in the proactive teaching of student behavioural expectations.

The majority of students will be capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback and expectation reminders are used to respond to low-level/minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, even with focused teaching, in-class corrective feedback and expectation reminders.

A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed to take a more focused approach.

For a small number of students, a high level of intensive teaching and support is required to enable them to learn and display behavioural expectations. This may be needed throughout the school year on a continuous basis.

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.

Tier 1: Differentiated Disciplinary Consequences and Supports

Class/Specialist teachers and teacher-aides provide 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 e.g. how we line up
- High ratio of positive to negative feedback to class
- Corrective feedback *e.g. 'Hand up when you want to ask a question'*
- Rule reminders
- Explicit behavioural instructions and use of the 'Helping Hands'
- Proximity
- Tactical ignoring of inappropriate behaviour - that is not causing a distraction to other students
- Revising the class seating plan and relocating student/s if needed
- Individual positive reinforcement for appropriate behaviour
- Redirection
- Low voice and tone for individual instructions
- Extended 'take-up' time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide positive choice of task order *e.g. 'First, Next, Then'*
- 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
- Private, quiet discussion with student about expected behaviour
- Logical consequence *e.g. make a mess – clean it up.*

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Tier 2: Focused Disciplinary Consequences and Supports

Class/Specialist teacher/s are supported by other school-based staff to address problem behaviour. This may include:

- Playground Plan or Alternative Play Plan
- Behavioural contract
- Time to reflect
- Self-monitoring plan
- Check in, Check Out strategy
- Stakeholder meeting with parents and/or external agencies

Tier 3: Intensive Disciplinary Consequences and Supports

The school leadership team work in consultation with teachers and support staff to address persistent or ongoing serious problem behaviour. This may include:

- 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).

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 undesirable 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 Nundah State School, the use of any SDA is considered a very serious decision. It is typically used by the Principal when other options have been exhausted or where 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 or set aside the original SDA decision.

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.

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Re-entry following suspension
Students who are suspended from Nundah State School <u>may</u> 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, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend. The aim of the re-entry meeting is for school staff and parents to set the student up for success and strengthen home-school communication. It also enables school staff to identify if the student may need additional support or alternative learning options to successfully and safely re-engage in the classroom setting.

Arrangements
The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal (or delegate) attending with the student and their parent/s.

Structure
The structure of the meeting should follow a set agenda, shared in advance. If additional items are raised for discussion, a separate meeting should be made for a later date and time. Re-entry meetings should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:
- Welcome back to school, check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available
- Set a date for follow-up
- Thank student and parent/s for attending, support student to class.

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, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Restrictive Practices
- Critical Incidents
- Student Dress Code

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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, and to maintain and foster mutual respect between all state school staff and students. The *Temporary Removal of Student Property by School Staff Policy* 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 school staff determine when the temporarily removed property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Nundah State School and will be removed immediately if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco/vapes) and 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, butter, fruit or craft knives, or any item that can be used as a weapon, e.g. chisel. Knives needed for school activities will be provided by the school, and under staff supervision.

** 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 e.g. paracetamol or alternative medicines).

Responsibilities:

State school staff at Nundah State School;
- do not require the student's consent to search school property such as desks or equipment 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;
- require consent from the student or parent 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;

- may, in emergency circumstances, 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 emergency)
- require consent from the student or parent 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 Nundah State School;
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the *Nundah State School Student Code of Conduct;*
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed property as soon as possible after they have been notified by the Principal or other staff that it is available for collection.

Students of Nundah State School;
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Nundah State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe 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.

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

Nundah State School has an expectation that:

Mobile Phones and Smart Watches:

All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00pm. All care but no responsibility will be taken for equipment.

Students who require their device for diabetic management or other health related uses need Principal approval, however, this is usually authorised during Student Health Management meetings in consultation with families.

It is **unacceptable** for students at Nundah State School to:
- Use a mobile phone or other devices in an unlawful manner.
- Use a smart watch/device to communicate inside school hours.
- Create, download, distribute or publish offensive messages or pictures.
- Use obscene, inflammatory, abusive, racist, discriminatory language.
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking.
- Insult, harass or attack others.
- Deliberately waste printing and internet resources.
- Damage computers, printers or network equipment.
- Commit plagiarism or violate copyright laws.
- Ignore teacher directions for the use of social media, online email and internet chat.
- Send chain letters or spam email (junk mail).
- Knowingly download viruses or any other programs capable of breaching the department's network security.
- Use device cameras without express permission of the people involved and the supervising teacher
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g., forwarding, texting, uploading, Bluetooth use etc.) of such material.
- Use a mobile phone or device (including those with Bluetooth functionality) to cheat during assessments.

Confiscation:

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

When using digital devices at school, Nundah State School students **must:**

- be courteous, considerate and respectful of others when using a digital device
- switch off personal mobile phones or Smartwatches and present to the office on arrival at school. The device can then be collected again at the end of the school day.

- only use digital devices while under the direct supervision of a school staff member, and not before or after school while on school grounds.

School ICT devices:

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities/devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

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At Nundah State School, our mindset, values, beliefs and the Nundah Gifts we aim to nurture in our students, are designed to minimise bullying behaviours. Our staff know learning is optimised when students 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 lead to improved student self-esteem, attendance and behaviour at school.

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 Nundah State 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 Nundah State School staff 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.

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. notes/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 any needed 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 e.g. unkindness or argument
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

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

Day five
Review

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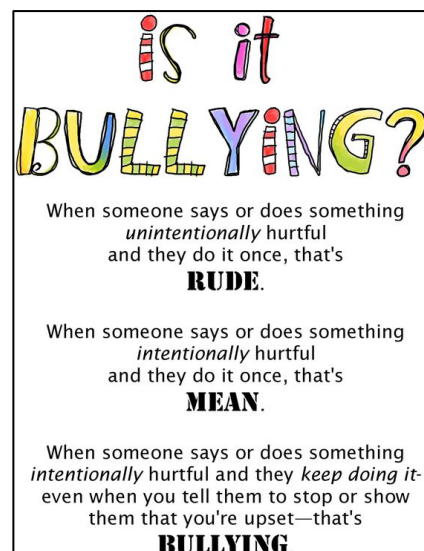
Ongoing
Follow up

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

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Cyberbullying

Cyberbullying is treated at Nundah State 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their child's class teacher. The school's leadership team including Principal, Deputy Principals and Heads of Department can also 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.

is it BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE**.

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN**.

When someone says or does something *intentionally* hurtful and they *keep doing it*- even when you tell them to stop or show them that you're upset—that's **BULLYING**.

Students enrolled at Nundah State School may face in-school disciplinary action, such as the removal 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.

How to report
serious cyberbullying

1 Collect evidence
Screenshot the harmful content, webpage address (URL), account username.

2 Report
Report to the online service – if they don't respond, report to eSafety.gov.au.

3 Prevent further contact
Use settings to ignore, mute or block the other person and check your privacy settings.

4 Get more help
Talk to a trusted adult or a counsellor about the impact.

If you are in immediate danger or at risk of harm call **Triple Zero (000)**. If you need to talk to someone, visit kidshelpline.com.au or call them on 1800 55 1800, 24 hours a day 7 days a week.

Serious cyberbullying means sending or sharing harmful online content that badly upsets someone under 18. It may make them feel harassed (hassled), humiliated (embarrassed), threatened (unsafe) or intimidated (scared to do or say something).

eSafety Commissioner   eSafety.gov.au

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 Principal (or delegate).

Nundah State School - Cyberbullying response flowchart for school staff

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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 under the *Student protection procedure.*

Explicit images

If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into OneSchool records). Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the *Online incident management guidelines.*

Help

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

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 evidence of the online content or a potential unlawful online behaviour, where legally permissible. Note the exemption about explicit images above. 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? (See Appendix 3 of the *Online incident management guidelines*.)

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.

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 Cyber Security Centre.
2.   Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with an 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.

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 in line with the Student Code of Conduct.

4.   Take steps to remove the upsetting or inappropriate content

If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

5.   Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

6.   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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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 document 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.

It is also important to note that most social media sites currently have a minimum age of 13 *(age of 16 as of 10/12/2025)* and are therefore not permitted to be used by most primary school aged students. It is fraudulent to create a social media account by lying about the user's name/age. Parents should not encourage students to create these accounts.

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.

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.

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

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

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

The department's *Restrictive Practices Procedure* is written with consideration for the protection of everyone's human rights, health, safety and welfare.

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

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

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

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

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

It is important that all of our 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.

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

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

1. **Avoid escalating the problem behaviour:** avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose language carefully, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** if the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** at an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Follow Up Strategies:

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
    - Assisting any distressed student/s to access appropriate support, e.g. debriefing from appropriate adult.
    - Assisting the individual 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.
    - Contact parents/carers
- Review / Complete a Risk Analysis and Management Plan and present to stakeholders.
- Review/ Complete an Individual Behaviour Support Plan with stakeholders.

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Nundah State School: Student Dress Code Policy

Rationale:

Nundah State School is one of the oldest primary schools in Queensland, proudly serving the local community since 1865. Community connectedness has long been a cornerstone of our school and is reflected in our proudly-worn school uniform. The Nundah State School uniform reflects our traditions, culture and community spirit, and serves to:

- Identify our students;
- Develop a consistent, positive image of, and pride in the heritage of, our school;
- Foster a strong sense of belonging and community connection; and
- Ensure the health and safety of our students, being compliant with Sun Safety requirements.

The *Nundah State School Student Dress Code Policy* provides for the following:

- Standards of what is acceptable and safe in relation to clothing worn by students, including headwear and footwear;
- Standards of what is acceptable in relation to other aspects of personal presentation of students.

Our policy consists of an agreed standard and items of clothing. This includes a school uniform that all students will wear when:

- attending or representing their school;
- travelling to and from school; and
- engaging in school activities out of school hours.

Parents/community are encouraged to promote the wearing of the school uniform by ensuring students wear the Nundah State School uniform in accordance with this policy.

Uniform requirements:

The Nundah State School uniform comprises of a formal check uniform and a casual uniform. Any uniform item can be worn on any day. A coloured house shirt is available for purchase for sports days. A broad-brimmed or bucket hat (reversible) bearing the school's logo can be worn with either uniform. The reversible bucket hat complements the house shirt on sports days, with the house colour side showing.

Formal Uniform	Casual Uniform	Other uniform items *(Optional)*
- Check dress - Check shirt - Combo skirt - NSS Rugby short	- Gold polo shirt - Combo skirt - NSS rugby shorts - Senior Shirt – *Year 6* - Music/Robotics shirt – *students in program*	- Winter zip jacket/jumper w/ logo - House shirt - Swim rashie & cap - White NSS socks - Hair accessories - Logo school bags
NSS Broad-brimmed or bucket (reversible) hat ***Plain black*** *shorts, skirts or skorts may be worn if same/longer length to NSS garments.* ***Plain black*** *jumpers/jackets (no hoods), tracksuit pants and tights may also be worn.*		

While uniform top garments must be worn, the school allows the option of wearing plain black shorts, skirts or skorts, as long as these items are of an equivalent or longer length to the school Nundah State School uniform garments, due to sun safety requirements.

In the cooler months, the school has a school logo jacket or jumper that can be purchased. Plain black jumpers, tracksuit pants or tights may also be worn.

Please note that hooded jackets/jumpers are not acceptable at school at any time due to safety requirements.

Footwear must be enclosed and suitable for the varied activities that form part of a normal school day routine. It is preferred that footwear be black in colour, to complement the uniform. Thongs or sandals cannot be worn, unless under medical advice, due to health and safety requirements.

Nundah State School celebrates cultural diversity. Students may wear items of cultural or religious importance, and we respectfully ask that consideration of school colours be made with these items.

Personal Presentation:

The Nundah State School uniform is to be worn neatly and with great pride, each school day. Uniform garments are encouraged to be clean and free from damage so as to ensure health and sun safety.

We advise that all garments are to be clearly named, so that they can be promptly returned to the rightful owner if misplaced.

Personal Presentation - Jewellery:

Jewellery should be kept to a minimum for health and safety reasons. Jewellery that is worn, which does not meet the expectations of the *Nundah State School Dress Code Policy*, will be asked to be removed and returned home.

Jewellery items acceptable at our school are as follows:

- A simple watch *(Smart watches with messaging capability must be stored at the school office)*
- Earrings, worn in the earlobe, which are to be confined to <u>one pair</u> of plain studs or small sleepers. ***For safety, sleepers that a finger cannot fit through are advised.***
- Medical alert necklace or bracelet (if required)
- An item of religious/cultural importance such as a religious cross or totem necklace, worn inside of clothing at all times for health and safety reasons
- All other jewellery items and/or observable body piercings are not acceptable at school.

NB: All of the above is worn at the owner's risk.

Personal Presentation - Grooming/Hair:

Hair is to be worn neatly and not obstruct vision during learning activities or physical activity. Long hair and/or long fringes should be tied/clipped back. Hair that is shoulder-length or longer must be tied back for health and safety reasons, including to reduce the risk of head lice spreading.

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Grooming/hair expectations include:

- Extreme hairstyles such as mohawks, spikes, rat tails are not considered acceptable at school. Hair styles should be conservative
- Hair accessories (ribbons, bows, clips, bands) should be in school colours or match natural hair colour
- Hair dyes are not encouraged, but if used, are required to maintain a natural look
- Nail polish is not encouraged to be worn, but if worn, should be clear polish only
- The wearing of make-up is not considered to be acceptable at school. Sunscreen is encouraged.

Variations:

All students are expected to wear the appropriate school uniform garments each school day, unless negotiated with the Principal for medical or other reasons.

Special events:

Students are permitted to wear acceptable/reasonable clothing instead of their school uniform when engaging in activities such as camp, Book Week costume day and free dress days. Clothing and accessories should be modest, tidy and of a standard that is deemed safe, appropriate and not likely to cause offence. No inappropriate wording is to be displayed and enclosed footwear is required. As per sunsafe requirements, shirts are to cover the shoulders and midriff and skirts/shorts must be of a similar length to the school uniform pieces. Students attending camp will be given further notice of clothing requirements.

Non-compliance:

It is acknowledged that on occasion, students may need to wear alternative items temporarily due to not having access to correct school uniform items e.g. outgrowing items, washing machine broken, wet weather. At these infrequent times, parents are advised that alternative garments worn must:

- adhere to the sun safety requirements of school including sleeve and dress/skirt/short length
- not contain words or images that may be offensive to others
- not have a hood due to safety requirements.

In these situations, parents are asked to notify their child's class teacher.

Where parent communication has not been received the following actions may be taken:

- Check with student to see if there is a reason; if not, give a reminder of uniform expectation;
- For repeated occurrence, check with parent to understand reason for non-compliance; remind of expectation; refer to Principal if financial hardship is indicated.
- Where financial hardship is not indicated, and alternative options for medical/other reasons have not been approved, the following consequences may be applied:
    - Requesting the item be removed and placed in school bag for return home (eg: brightly coloured hair accessories, bracelets)

To support families experiencing financial hardship, the school community will be invited to donate second hand items to the school or uniform shop to provide to families at no cost.

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Uniform shop:

All school uniform requirements are available from our NundahPants uniform shop located next door to Tucky, the school's tuckshop. The Uniform Shop opening hours are advertised, currently each Wednesday and Friday mornings from 7:45am – 9:30am. NundahPants also offers a range of second-hand uniform items for sale. Uniforms are able to purchased outside of regular trading hours by using the QKR app.

Resources:

Department of Education, Queensland: Student Dress Code Procedure

Department of Education, Queensland: Sun Safety in Schools Procedure v1.1

Nundah SS Sun Safety Policy

Education (General Provisions) Act 2006 (Qld), section 360

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. *This may include reference to*:

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

Resources

- *Bullying. No Way!*

- *eheadspace*

- *Kids Helpline*

- *Office of the eSafety Commissioner*

- *Parent and community engagement framework*

- *Parentline*

- *Queensland Department of Education School Discipline*

- *Raising Children Network*

- *Student Wellbeing Hub*

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What is Choice Theory?

Choice Theory, developed by Dr. William Glasser, explains that all behaviour is chosen in an effort to meet one or more of five basic psychological needs:

- **Survival**
- **Love and Belonging**
- **Power**
- **Freedom**
- **Fun**

The underlying principle of Choice Theory is that we are internally motivated. We cannot control others, and external circumstances do not determine our behaviour—**we choose how we act**. When we understand what we want and take responsibility for our choices, we can improve our behaviour, our relationships, and our wellbeing.

What Makes Nundah State School a Glasser Quality School?

At Nundah State School, Choice Theory underpins our beliefs about behaviour. This means shifting away from coercion or control and moving towards:

- Encouraging student choice
- Building strong, positive and supportive relationships
- Supporting students to evaluate their own behaviour
- Providing opportunities for students to meet their basic psychological needs

Through this approach, we create a cooperative, motivated and high-quality learning environment where students feel connected, capable, and valued

Meeting Needs Responsibly

We recognise that everyone attempts to meet their needs in the best way they know how. Sometimes this is done in responsible and helpful ways, and other times in ways that may be unhelpful—especially in the short term.

We teach students about:

- **Connecting habits** that strengthen relationships
- **Disconnecting habits** that can damage relationships

Our goal is to help students build a broad range of effective, responsible strategies for meeting their needs and developing positive, lasting behaviour patterns.
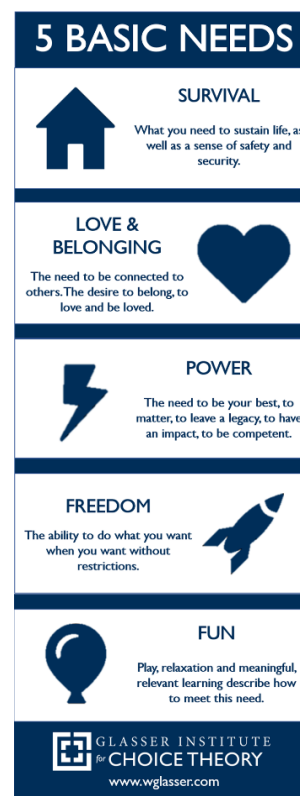
How We Support Students

A core component of Choice Theory is understanding what you want and examining whether your current actions are getting you closer to it or not. Staff at Nundah State School support students to:

1. **Identify their needs:**
   Which one or more of the 5 basic needs are you needing to meet?
2. **Examine your behaviour:**
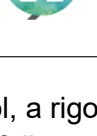   Are your current thoughts and actions effective at satisfying your need?
3. **Make Different Choices:**
   If your current actions aren't satisfying your needs (or having an effect on another persons ability to meet their needs), what different actions might you choose to more effectively satisfy your needs?
4. **Take Responsibility:**
   Students are supported to understand that they control their own choices and can improve their outcomes.

The table below explains what this might look for a child, noting that we all meet our different needs in different ways.

EFFECTIVE AND RESPONSIBLY	BASIC NEEDS	UNHELPFUL OR IRRESPONSIBLE
By choosing to:		*By choosing to:*
• Work hard • Co-operate • Collaborate • Achieve • Listen • Feel successful • Feel important	POWER — Empowerment	• Disrupt • Seek attention • Tease others • Anger • Cry • Tantrum • Not to comply
• Work collaboratively • Make and maintain friendships • Wear uniform or similar clothes	LOVE + BELONGING — Connectedness	• Belong to 'gangs' • Buy friends • 'Bullying' behaviours • Follow peers even though it goes against their own value system
• Make responsible decisions • Behave responsibly • Be creative	FREEDOM — Freedom to and Freedom From	• Opt out of activities • Take absences from school • Daydream
• Laugh with others rather than at them. • Enjoy success and respect • Relax • Be engaged in learning.	FUN/JOY — Enjoyment and Learning	• Play hurtful and practical jokes • Tell jokes at the expense of others • Make fun of people • Be disengaged from learning
• Risk-take in new learning • Follow routines • Get adequate sleep and eat well • Behave safely	SURVIVAL — Safety & Security	• Avoid taking risks- new learnings and situations • Be rigid in thinking and routines • Engage in unsafe behaviours • Withdraw/shut down • Run away

In becoming a Glasser Quality School, a rigorous verification process was undertaken in 2023 through Glasser Australia. The full report is available on our school's website by navigating *Home/Our School/About Our School/Nundah – A Glasser Quality School.*

For more information regarding William Glasser's Choice Theory, navigate to:

https://wglasser.com/what-is-choice-theory/

The Essential Skills of Classroom Management are a set of 10 micro-skills that can be used to ensure a safe, disciplined learning environment in all learning settings. The skills support school staff to:

- Set clear expectations
- Use timely acknowledgement
- Provide appropriate correction

The essential skills consist of:

Establishing expectations	Setting clear expectations with the class.
Giving instructions	Telling students what they need to do.
Waiting and scanning	Stopping and monitoring to see what is happening.
Cueing with parallel acknowledgement	Praising the behaviour of a student/groups of students to prompt others to do so too.
Body language encouraging	Using gesture/body movement such as smiling, nodding, thumbs up to acknowledge appropriate behaviour.
Descriptive encouraging	Verbally describing and praising expected behaviours that have been shown.
Selective attending	Making a conscious choice to not react to behaviour that is not impacting others.
Redirecting to the learning	Prompting back to the intention of the learning to ensure students are on-task.
Giving a choice	Clearly describing a number of options for students, with the likely consequences of those options to prompt them to make a positive decision.
Following through	Doing what you said you would do.

The diagram below shows how each of the 10 skills relates to the language of expectation, acknowledgement or correction, to create a positive learning environment.

Language of expectation

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment

Student on task

Student off task

Language of acknowledgment

5. Body language encouraging
6. Descriptive encouraging

Language of correction

7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Queensland Government