Northern Peninsula Area State College

Student Code of Conduct

2024-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

PURPOSE

Northern Peninsula Area State College (NPASC) is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. The Northern Peninsula Area State College *Student Code of Conduct* sets out the responsibilities and processes we use in our College 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, with staff and students enjoying a calm, orderly and safe learning environment every day.

CONTACT INFORMATION

Postal address:	PO Box 100, Bamaga QLD 4879
Phone:	07 4090 4333
Email:	principal@northernpeninsulasc.eq.edu.au
Website:	https://northernpeninsulasc.eq.edu.au
Principal:	Andrea Killen
Head of Campus – Senior	Jude Di Giacomo
Head of Campus - Junior	Vee King
Head of Campus – Ama Mary Eseli Injinoo	Kathryn Lauritsen

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COLLEGE PRINCIPAL'S FOREWARD

On behalf of our College, we respectfully acknowledge the Traditional Owners of the lands which our campuses are located on, and we pay our respects to Elders past, present and emerging. We recognise their custodianship and role in caring for and maintaining Country over thousands of years. The Northern Peninsula Area State College (NPASC) is a K-12 College with three campuses. Ama Mary Eseli Injinoo and Bamaga Junior Campuses provide Kindergarten to Year 6, while Year 7 to Year 12 is provided at the Bamaga Senior Campus. Each campus is managed by their own Head of Campus, with the College Principal overseeing the strategic direction of the College.

The Department of Education is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Our goal is to create the conditions for each learner to progress towards self-management. Our College recognises that all students are individuals, and that a College-wide approach to teaching expectations is essential, and must be fully supportive of the diverse needs of our students. As such, the three College-wide expectations of *Good Pasin* frame the College-wide approach:

> **We are RESPECTFUL**
> **We are SAFE**
> **We are LEARNERS**

Our College prioritises Positive Behaviour for Learning (PBL) with teams on each campus who:

- create a strong culture for learning which is safe, supportive and disciplined.
- embed PBL systems college-wide, grounded in evidence from research and best practice.
- value the community to ensure that parents and families are recognised as integral partners in our culture for learning, including both proactive and reactive processes.
- review College-wide and campus-specific behaviour data (positive and negative) to plan strategically and operationalise appropriate proactive and reactive systems.
- plan and oversee the implementation of "behaviour expectations" lessons (which are to be explicitly taught by teachers, with age and culturally appropriate content and strategies).
- enact the NPASC's Student Code of Conduct to support positive behaviours being prioritised, acknowledged and celebrated, with pre-correction and correction systems consistently made clear for students, staff and families.
- support teachers in delivering the Student Code of Conduct intentions consistently and confidently, leading to safe, respectful and orderly classroom and playground environments.

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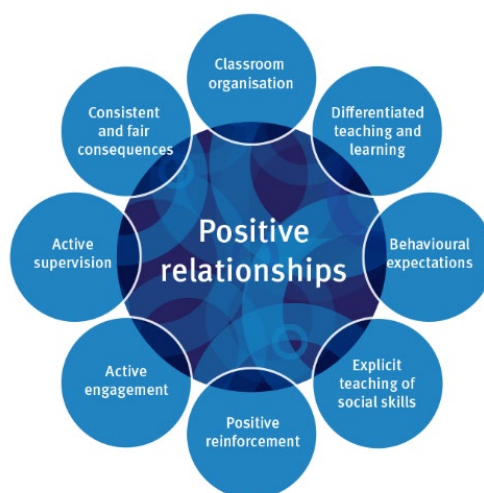
WHOLE SCHOOL APPROACH TO DISCIPLINE

NPASC uses the philosophies that underpin Positive Behaviour for Learning (PBL) as the system of support for discipline. This is a whole-College approach, used in all classrooms and programs offered through the College, including sporting activities and excursions.

PBL is an evidence-based framework used to:
- analyse and improve student behaviour and learning outcomes,
- ensure evidence-based practices are used correctly by teachers to support students, and
- support staff members to maintain consistent school and classroom improvement practices.

Student behaviour expectations are a part of the overall teaching and learning approach in our College. Our staff take responsibility for making expectations clear, teaching how to meet these expectations, and also use incidents as opportunities to re-teach expectations.

The language and expectations of PBL can be used in any environment, including at home for students. Setting students up for success is a shared goal of parents and staff.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the College Principal or any other leader at any of the campuses.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the College, whether visiting or working, should meet the expectations of the College to ensure a safe, supportive and disciplined environment.

The *3 expectations* for *students* are:
- I am *Safe*
- I am *Respectful*
- I am a *Learner.*

The following *rights* underpin these expectations:
- the rights of all students to *learn*,
- the rights of all teachers to *teach*,
- the rights of *all students* and *staff* to be *safe*.

Parents are encouraged to:
- show an active interest in their Child's schooling and progress
- cooperate with the College to achieve the best outcomes for their Child
- support staff in maintaining a safe and respectful learning environment for all students
- communicate with College staff regarding their Child's learning, wellbeing and behaviour and
- contribute positively to personalised behaviour support plans that concern their Child.

The College *staff* will:
- provide safe and supportive learning environments, including promotion of self-management
- support diversity through inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents
- communicate high expectations for individual achievement and behaviour
- ensure consistency and fairness in implementing the NPASC Student Code of Conduct
- review and monitor the effectiveness of College practices and their impact on student learning
- support staff to ensure compliance with the NPASC Student Code of Conduct, and facilitate learning to promote safe, respectful and learning behaviours of students.

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CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

NPASC staff consider our students' individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence, which may include:

- IEALD learners
- behaviour history
- disability
- learning difficulties
- mental health and wellbeing
- religion
- culture and language
- trauma sensitive practices
- personal circumstances

Staff teach, support and respond to students in differential and equitable ways. For example, some students need more support, practice or rehearsing, to completely understand expectations. 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.

Our teachers and Principal/Head of Campus take all factors into account when teaching behavioural expectations, and in responding to appropriate and inappropriate behaviours. Privacy laws are followed. The consequences relating to other students cannot be shared with non-family members. Parents, students and staff need to respect the privacy of other students and families.
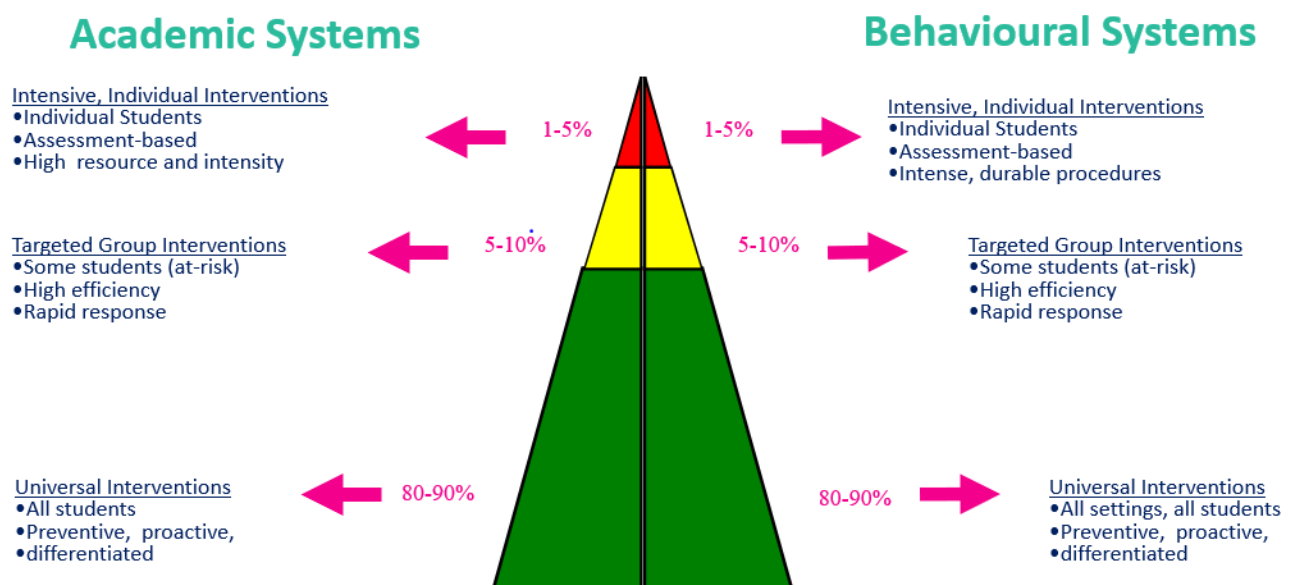
If you have concerns about the behaviour of another student at the College, or the way our staff have responded, please make an appointment with the Principal/Head of Campus to discuss the matter.

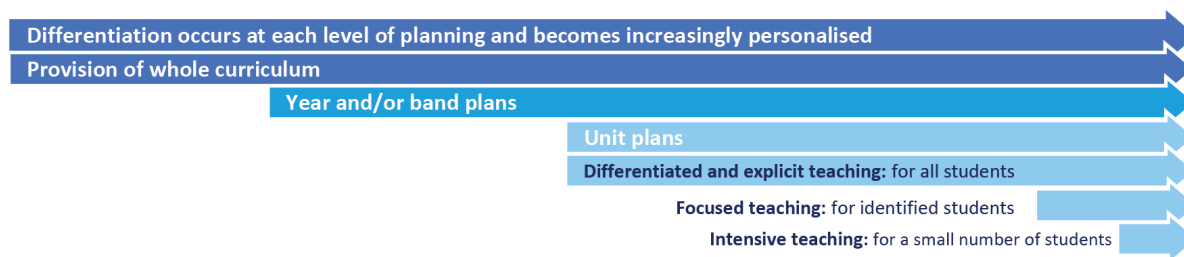## DIFFERENTIATED and EXPLICIT TEACHING

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

Teachers at NPASC vary what students and how students are taught and demonstrate what they know, as part of a differentiated approach. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to plan to engage students to support their ongoing improvement.

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

Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High resource and intensity

1-5%

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

5-10%

Universal Interventions
- All students
- Preventive, proactive,
- differentiated

80-90%

Behavioural Systems

1-5%

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

5-10%

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

80-90%

Universal Interventions
- All settings, all students
- Preventive, proactive,
- differentiated

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

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our College uses the PBL Expectations Matrix (see Appendix), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and *focused teaching* is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at NPASC to provide focused teaching. Focused teaching is aligned to the principles of a safe and supportive school environment outlined in the PBL expectations matrix. Student progress is monitored by the classroom teacher/s to identify those who may require *no* further support OR require *ongoing* focused teaching OR require *intensive* teaching.

Evidence-based programs for individuals or small groups may be offered, including Trauma Informed Practices, Zones of Regulation. A range of College staff are able to deliver to groups or individuals.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be based on data from their teacher/s, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach addresses the acute impact of barriers to learning and participation faced by students with complex issues. Students who require this level have a case manager assigned who oversees the consultation with stakeholders.

DISCIPLINARY CONSEQUENCES

The disciplinary consequences model used at NPASC follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The majority of students will be capable of meeting clear, explicitly taught and practised expectations. Teachers responding to low-level/minor behaviours may use corrective feedback, sanctions and rule/expectation reminders.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of students may experience difficulty with meeting the expectations, even with focussed teaching, in-class corrective feedback, sanctions and rule/expectation 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. A referral to the Student Support Team should be completed when there is a continued pattern as outlined.

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. The College Principal/Head of Campus in consultation with staff and other relevant stakeholders will make the determination of the need. The Student Support Team will have processed referrals for these students.

At times, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the College Principal/Head of Campus may determine that an out of school suspension or exclusion is necessary. Usually this 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 strategy is sufficient.

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

Differentiated (Tier 1)

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

- Pre-correction ("2 calm lines thank you")
- Non-verbal/visual cues (posters, gestures)
- Whole class practising of routines
- Corrective feedback ("Hand up when …")
- Rule/expectation/behaviour reminders ("Hats off. Phones away.")
- Explicit behavioural instructions
- Proximity control
- Tactical ignoring inappropriate behaviour

- Individual positive praise for appropriate behaviour
- Reminders of incentives or class goals; Redirection 'take-up' time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide demonstration of expected behaviour
- Restorative discussion about expected behaviour
- Offer choice and follow through
- Use of "own time" for teaching of expectations
- Revised seating plan/relocate students

Focused (Tier 2)

Other College staff provide support to teachers for in-class behaviour challenges. This may include:

- Functional Behaviour Assessment
- Behavioural / engagement contract
- Self-monitoring plan
- Check in / Check Out strategy
- Teacher coaching and debriefing
- Trauma sensitive practices
- Counselling and guidance support

- Individual behaviour support strategies (eg. IBSP)
- Targeted skills teaching in small group
- Detention (before school, lunch time, after school)
- Monitoring cards (attendance, behavioural)
- Referral to Student Support Team and case management
- Stakeholder meeting with parents/other agencies
- Focus parts of the behaviour matrix (individualised)

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Intensive (Tier 3)

The Student Support Team addresses persistent or ongoing serious problem behaviour. This may include:
- functional behaviour assessment (FBA) based on individual support planning
- complex case management and review
- stakeholder meeting with parents and external agencies including regional/local specialists
- temporary removal of student property (e.g. mobile phone)
- short term suspension (up to 10 school days) or 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 (College Principal/Head of Campus) about their exclusion from school
- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

RECORDING BEHAVIOURS on ONE SCHOOL

	MINOR BEHAVIOURS	MAJOR BEHAVIOURS
Definition:	- low level behaviours - do not harm others - minor breaches of expectations (matrix) - do not violate the rights of others - not part of a behaviour problem pattern - no involvement of leaders eg. HOD/DP	- significantly violates others' rights - puts others or self at risk of harm - continued pattern of minor behaviours - may require involvement of specialist support staff or a member of the leadership team
Dealt with by:	- Teachers - Incident recorded on OneSchool (but not referred on to others)	- Immediate referral to HOD/DP/HOC/CP - Signed student statements required - Recording as MAJOR on OneSchool
Likely consequences:	- Expectation reminder - Minor consequence relevant to the issue - Short detention in lunch break - Parent contact and record on OneSchool - Removal from an event / activity	- Parent contact and record on OneSchool - Referral – Student Support Team (if multiple) - Loss of privilege (eg. representation) - Suspension / cancellation / exclusion

- See *Appendix 1* for examples major and minor behaviours. See your HOC for further information to support the management of minor and major behaviours, including teacher responsibilities and leader responsibilities.

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SCHOOL POLICIES

The College has four tailored discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. These are:
1. temporary removal of student property
2. use of mobile phones and other devices by students
3. preventing and responding to bullying
4. appropriate use of social media

1. TEMPORARY REMOVAL OF STUDENT PROPERTY

The removal of any property in a student's possession may be necessary to ensure a safe environment. This policy outlines the processes, conditions and responsibilities for all parties.

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

The Principal/Head of Campus 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 and will be removed if 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.)

Please note:
No knives* of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
**The administration of medications to students by College staff is only considered when a prescribing health practitioner has determined that it is necessary. Schools require medical authorisation to administer any medication to students, including over-the-counter medications eg. Paracetamol.

College Staff responsibilities:

- 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 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 read, copy or delete messages from the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's or parent's consent eg. to access an EpiPen for an anaphylactic;
- Consent from the student or parent is required to search the person of a student (eg. 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 responsibilities:

Ensure your Child/Children do not bring property onto College grounds or other settings used by the College (e.g. camp, sporting venues) that:
- is prohibited according to the NPASC 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

Collection of a student's temporarily removed property by a parent/carer is required as soon as possible after being notified by the College Principal/other leader, that the property is available for collection.

Student responsibilities:

Do not bring property onto College grounds or other settings used by the College (eg. camp, sporting venues) that is:
- prohibited according to the college's Student Code of Conduct
- illegal
- likely to put the safety or wellbeing of others at risk
- not reflective of a caring, safe, supportive or productive learning environment
- not going to assist in maintaining and fostering mutual respect

Collection of a student's temporarily removed property by a parent/carer is required as soon as possible after being notified by the College Principal/other leader, that the property is available for collection.
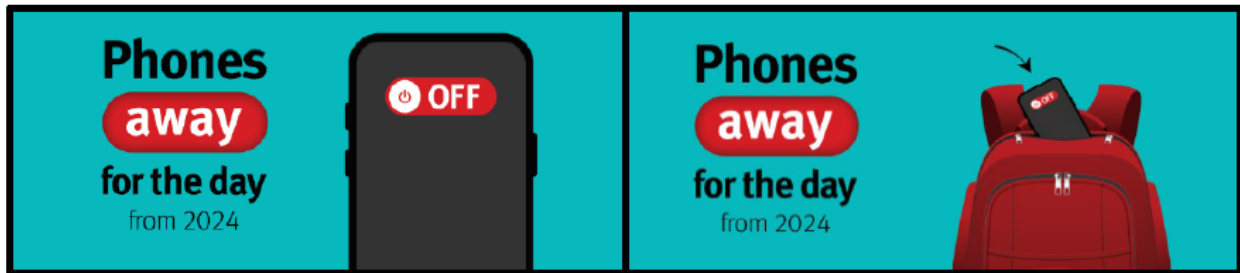
2. USE OF MOBILE PHONES AND OTHER ELECTRONIC DEVICES BY STUDENTS

Student use of mobile phones and wearable devices at school
From Term 1, 2024, all state school students must keep their mobile phones switched off/sound turned off and "Away for the Day" during school hours, 9.00am to 3.00pm. Notifications on wearable devices, such as smart watches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

"Away for the Day" will support the College to maintain a strong focus on educational achievement, and student wellbeing and engagement by:
- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interactions and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use

Students who choose to bring mobile phones or wearable devices to school, do so at their own risk and are responsible for ensuring their safety. The College and College staff will not accept any responsibility for any loss or damage to technology devices nor will they investigate loss or damage.

Exemptions
Students with an approved exemption by the College Principal must only use their mobile phone or wearable device for the intended, approved purpose.
Students may be granted a temporary or ongoing exemption to access and use their mobile phone or wearable device during the school day for an approved purpose. Exemptions are considered on a case-by-case basis by the College Principal and may require additional supporting information. All exemptions will be reviewed annually. Students who qualify for an individual exemption will be provided with an Exemption Pass.

In consultation with the School Council, Northern Peninsula Area State College has developed a Local Implementation Approach, consistent with this advice that details clear expectations for parents/carers 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.
For the purpose of this local implementation approach:
• devices include all mobile phones and wearable devices like smartwatches and listening devices (earphones/buds/pods and headphones)
• the school day is defined as the time 9.00am to 3.00pm
Students are permitted to bring mobile phones and wearable devices to school to:
• support safe travel to and from school
• make contact with parents/carers, friends and part-time employers outside of the school day, and
• be contacted about their own Child or person under their care. If a student chooses to bring a phone or wearable device to school, they will be responsible for it for the entire school day.

Mobile phones are to be turned off and out of sight, either on their person (e.g., in their pocket), or in their school bag for the entire day, or in their mobile phone locker in the office, including break times and transitions between classes. Wearable smartwatches may be worn on their person, but cannot be used for communication. Listening devices are turned off and stored out of sight. Parents/Carers are requested to support this approach and not attempt to contact their Child during school hours on their personal mobile phone or wearable device. For urgent matters, parents/carers can phone the Campus to request a message is passed onto their Child, this may include what time their lunch is being dropped to the Campus Office. If a student is feeling unwell, or experiences an issue during the school day, they cannot access and use their mobile phone or wearable device to make contact with their parent/carer. They can attend the Campus Office where parents/carers can be phoned by the administration officer immediately or as required.

Consequences for Breaching "Away for the Day"

CLASSROOM
1. If a staff member sees a student using a mobile phone or receiving notifications during school hours, they will provide a verbal reminder about expected behaviour and ask the student to put their device away and out of sight, or switch off notifications.
2. If they do not comply, the student will be instructed to take the device to the Administration Officer. The Administration Officer will put the mobile phone in the student's mobile phone locker and provide an 'Items Handed In receipt' and advise the student to collect the device at 3.00pm on the day.
3. If the student refuses to take their mobile device to the Administration Officer or returns without an 'Items Handed In receipt', this will be treated as a major behaviour. The DP/delegated classified officer will be contacted and the student will be escorted to Administration Office with the mobile phone, for non-compliance as per the Student Code of Conduct. This behaviour will be referred to a Classified Officer for further consequences.

NON-CLASSROOM
1. If a student refuses to provide their name or take their mobile device to the Administration Officer, the DP/delegated classified officer will be contacted for non-compliance as per the Student Code of Conduct. This behaviour will be referred to a Classified Officer for further consequences.

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.

Personal electronic devices/associated equipment (including headphones, ear buds, and speakers) are brought to school at the owners' risk. The College will not accept liability in the event of loss/theft/damage of any device. If a student has chosen to bring a personal technology device/associated equipment to the College, the following conditions applies:

- all devices must be switched off and out of sight, during breaks, transitions and lesson times *unless* under the direction of leaders eg. in an identified location at a certain time.
- if students require urgent access, they should use an Administration phone only.
- if approval has been given for device use, students must display courtesy, consideration and respect for others.
- devices with built-in cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- students must not take photographs or images of any staff, students or visitors to the College without their consent and/or knowledge.
- students must not make/send harassing or threatening calls/messages.
- secure storage for mobile phones and other devices is available at the Campus Administration Office.
- acceptable use of any digital devices on excursions, camps and extra-curricular activities will be advised prior to each event by Heads of Campus only.

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At all times students, while using ICT facilities and devices supplied by the College, will be required to act in line with the requirements of the Northern Peninsula Area State College Student Code of Conduct, and the Acceptable Use of ICT Facilities and Devices Policy.

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

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3. PREVENTING AND RESPONDING TO BULLYING

NPASC uses the *Australian Student Wellbeing Framework* to promote positive relationships and the wellbeing of all students, staff and visitors at the College. 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 and achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build connections within communities. Parents who are positively engaged leads to improved student self-esteem, attendance and behaviour at school. The core elements of the *Australian Student Wellbeing Framework* are:

Leadership:
College Principal/Head of Campus and school leaders playing an active role in building a positive learning environment where the whole school community feels included connected, safe and respected.

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

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.

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

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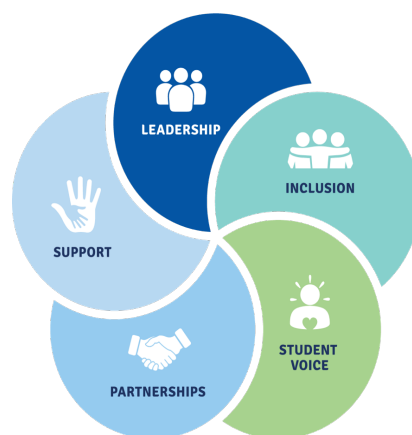
Bullying

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.

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
- single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.
- Staff will work to respond to any matters raised with students and families.

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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 include College Principal/HOC/DP/HOD.

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. handwritten notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing follow-up

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

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4. APPROPRIATE USE OF SOCIAL MEDIA

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. They also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It is important to remember that negative comments posted about the College 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 College community.

Reputations of students, teachers, College, College Principal/Head of Campus/DP/HOD and even parents can be permanently damaged, inappropriate online behaviour can be dealt with by police and the courts.

The following strategies can help keep the use of social media positive and constructive:
▪ before posting online, ask who really needs to know and 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, and avoid posting anything that could identify individuals.
▪ 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.
▪ think about content before posting, saving 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.

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 College 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. Complaints should be addressed using the College Complaints process and not discussed on social media. Contact the College Principal/Head of Campus if you are aware of unhelpful media posts.

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. 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). College staff may contact their union or obtain personal legal advice if they feel that online content seriously affects their reputation. Defamatory online content may lead 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 problematic content?
▪ 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 College Principal/Head of Campus, or police, as needed for escalation of serious concerns.
▪ block the offending user, and do not respond in any way.
▪ report the content to the social media provider.

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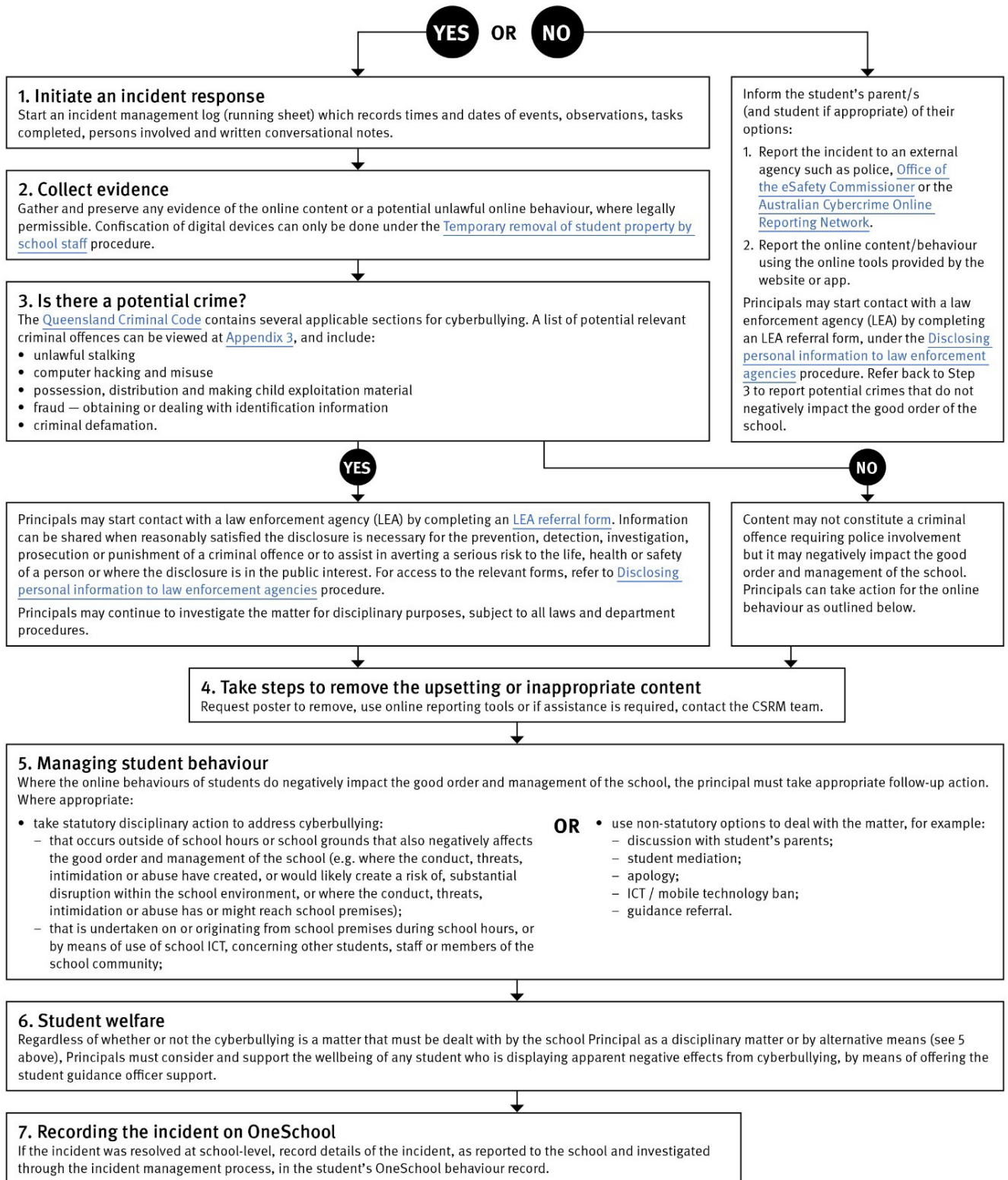
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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

YES OR **NO**

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

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

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

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Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

YES

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

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

NO

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

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

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

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

OR

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

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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RESTRICTIVE PRACTICES

College staff at NPASC 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 rare 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, prearranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health needs and are recorded in advance. The use of planned *restrictive practice* strategies will only be when there is foreseeable immediate risk.

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 College 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 the actions taken ensure 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. The aim in these situations is to bring the behaviour of the student/s under rapid and safe control. It is not a time to punish or discipline the student; it is crisis management only. Staff should follow the critical incident plan, record and save in OneSchool for review purposes.

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 being emotional.
- Approach in a non-threatening manner: Move slowly and deliberately, speak privately, calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, acknowledge cooperation, withdraw if the situation escalates.
- Follow through: If the student starts showing the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual activity. If the student continues with the problem behaviour, state the expected behaviour and consequences of non-compliance.
- 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, evaluate decisions made, and identify acceptable decision options for future situations.

The College staff are committed to ensuring every student is supported to feel safe, welcome and valued. 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/action of the Department of Education or its staff, including decisions or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:
- give 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 as unreasonable, abusive or disrespectful conduct will not be tolerated.
- let us know if something changes, including if help is no longer needed.
- be aware the Department may not proceed if your own 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 in reaching an outcome that is in the student's best interests:

1. Early resolution: discuss your complaint with the school
The best place to raise any concerns is at the location of concern by making an appointment to discuss your complaint with your child's teacher, Head of Department, Deputy Principal, Head of Campus or the College Principal. You can 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 school website.

2. Internal review: contact the local Regional Office
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. External review: contact a review authority
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au

Some matters need to be handled differently 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 facts sheet.

REFERENCES

https://ppr.qed.qld.gov.au/pp/student-discipline-procedure

https://behaviour.education.qld.gov.au/supporting-student-behaviour/intensive-support

https://behaviour.education.qld.gov.au/supporting-student-behaviour/positive-behaviour-for-learning

https://ppr.qed.qld.gov.au/attachment/principal-guidelines-student-discipline.pdf

APPENDIX 1 – MINOR and MAJOR BEHAVIOURS

Select ONE Category	BEHAVIOUR examples (and guidance for ONE SCHOOL entries)	
	MINOR Descriptors	**MAJOR Descriptors**
Bullying /harassment	• Inappropriate comments about another person • Intentional exclusion of others • Minor harassment or teasing	• Harassment including repeated exclusion and intimidation that would constitute bullying • Sexual harassment • Discrimination against a group or minority • Racial slurs
Defiant/ threat/s to adults	• Refusal to cooperate with reasonable adult direction. • Minimal cooperation with reasonable adult direction.	• Aggressively defiant refusal to follow directions • Any threat to the safety/wellbeing of adults
Disruptive	• Disrupting others' learning (through sustained noise / movement / interfering with others' property	• Repeated pattern of this minor behaviour (days / weeks)
Dress Code	• Breaching the uniform policy (with support)	• Repeated breaching of uniform policy (with support)
IT Misconduct	• Use of a mobile device in class without the explicit direction of a staff member • Interfering with another person's ICT device • Unauthorised access of internet sites (games etc.)	• Use of a mobile device; use of an image recording device; or use of a voice recording device without authorised permission • Use of ICT device to access/display inappropriate content (pornography, fights)
Late	• Late to class or school *(follow campus late policy)*	• More than 20 mins late for class after breaks
Lying/Cheating	• Plagiarism • Lying in response to direct questioning by staff	• Stealing exams etc.
Misconduct involving anobject	• Possessing a prohibited item • Misuse of an object without intent to harm • Unsafe use of equipment	• Possessing a knife, weapon/replica weapon • Using an object as a weapon • Using a knife, weapon or replica weapon to harm or with the intent to intimidate • Bringing a concealed weapon to school • Throwing objects or aggressive intent
Non-compliant with routine	• Running on verandas • Refusal to go to parade • Not lining up • Not bringing the ball back at lunch • Climbing trees	• Out of bounds or out of class without permission • Opening and closing doors and moving between classes without permission • Climbing on buildings or fixtures • Playing in the toilets • Refusal to attend scheduled classes
Physical misconduct	• Pushing and/ or shoving without intent to harm	• Deliberate or sustained physical aggression / harassment towards others • Deliberate contact on or near private areas • Fighting and threatening to fight / other violence • Kicking/biting/spitting at others • Any physical aggression directed at staff
Has prohibited items	• Lighter / filters / rolling papers / vape	• Distributing/use of such items
Property misconduct	• Taking others' or school property without asking • Lack of care for others' equipment / school equipment • Lace of care of own property / uniform / materials etc. • Lack of care for the environment	• Significant destruction of property • Wilful damage to others' or school equipment • Attempting to deface or vandalise property • Stealing or theft • Throwing objects in a dangerous manner • Using a bike, motorised vehicle, horse on the school ground in a dangerous manner • Damaging others or school property (vandalism)
Refusal to participate in program of instruct.	• Required tasks that are at an appropriate / differentiated level / expectation are not undertaken / attempted.	• Refusing to engage in tasks / learning (after timely opportunities to re-engage are offered.)
Substance misconduct involving illicit subs's.		• Possession or selling of illegal substances • Possession or use of a drug implement
Substance misconduct involving tobacco and other legal substances	• Possession of tobacco or vape	• Possession or selling of alcohol, tobacco, drugs and prescription drugs • Taking/using substances on school grounds • Use or supply of a vape
Threat/s to others		• Intentional or sustained inappropriate language (racial/sexual/other) directed at another person • Sustained aggressive or threatening language • Verbal abuse directed at students or staff • Threats or verbal aggression towards others
Truancy/skip class		• Not attending scheduled class/es or detention/s • More than 20 minutes late
Verbal misconduct	• Inappropriate language • Disrespectful language	• Inappropriate language directed at a teacher • High level verbal aggression towards others • Offensive language

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APPENDIX 2 - BEHAVIOUR EXPECTATIONS – MATRIX FOR EACH CAMPUS

	WHOLE SCHOOL	CLASS ROOM	LIBRARY	OFFICE	HALL & UNDERCOVER AREAS	TOILETS	MOVING AROUND THE SCHOOL	PLAY AREAS	EATING AREAS
WE ARE SAFE	- Walk only - Keep hands and feet to yourself - Do 'The High Five' - Wear your uniform - Place rubbish in bins - Report problems to teachers or other staff - Treat fire and evacuation drills seriously - Be in the right place at the right time	- Walk only - Carry equipment sensibly and safely - Use furniture sensibly and safely - Use "pass card" to leave the classroom - Use inside voices - Enter and exit the room sensibly and safely - Use hand sanitiser - Be eSafety aware	- Walk only - Sit on chairs - Keep feet off furniture - Act safely with wobble stools	- Walk only - Enter via the steps (not the deck) - Provide first aide slip from teacher if needed	- Walk only - Look after school property - Turn taps and bubblers off - Report to staff if you see or hear anything unsafe	- Flush always - Wash hands with soap - Turn taps off - Report to staff if you see or hear anything unsafe	- Walk only - Stay with your class - Be safe on steps - Look where you're going, eyes up - Ask for a pass during class times for break, toilet or drink. - Use paths not decks (if relevant to your campus)	- Stay dry - Play safe games only - Play by the rules of the game - Stay in play areas - Look after school property - Report to staff if you see or hear anything unsafe	- Sit down during eating time - Stay in your eating area - Use hand sanitiser before eating - Eat your own food only
WE ARE RESPECTFUL	- Be honest - Listen first time every time - Use kind words - Include others always - Look after classrooms, grounds & equipment - Be polite - Show *good pasin*	- Look after school property - Look after others' belongings - Keep your classroom neat and tidy - Eat first, play after - Use inside voices - Speak politely to your teacher and others	- Use whisper voices - Be gentle with books - Use library system appropriately - Place books back to their right place - Use manners with library staff - Eat outside of library only, not inside	- Show Good Pasin to staff - Knock and wait for staff to attend to you	- Eat first, play after - Place rubbish in bins - Line up for tuckshop, use please and thank you - Include others in games - Use appropriate voice levels - Eat before entering the hall (BJC only)	- Show privacy to others (close doors) - Enter individually into your cubicle (no pairs) - Look after toilets, paper, soap etc	- Use quiet voices - Line up in two lines - Walk in an orderly manner (eg. two lines) when going from classroom to oval (or other location)	- Place rubbish in bins - Share equipment - Take turns in favourite roles (games etc) - Include others in games - Look after others' belongings - Return equipment	- Leave area tidy and clean - Hand up and wait for teacher to dismiss after play bell - Place rubbish in bins
WE ARE LEARNERS	- Try your best always - Have a growth mindset - Be ready for class - Use whole body listening - Try for 5	- Put hands up for help - Use laptops with care as learning tools - Participate in learning activities - Cooperate with others	- Borrow every week - Read in the library - Listen to teacher instructions	Collect late slip if arriving after second bell BEFORE going to class	- Use toilet and have a drink of water before the second bell - Be ready for class by second bell - Be ready for learning	- Use toilets before the 2nd bell during break times - Ask for a toilet pass if an emergency visit is needed	Listen to teacher instructions at any location around the school	- Use toilets before the second bell during break times - Be ready for class by second bell - Be ready to learn	Listen to teacher instructions
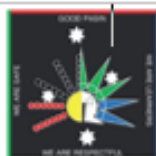
Northern Peninsula Area College: Bamaga Senior Campus

CAMPUS-WIDE BEHAVIOUR EXPECTATIONS MATRIX

	Class Time			Lunch Time			
	Whole School	**Class Room**	**Mobile Phones**	**Office**	**Playground Areas**	**Toilets**	**Mobile Phones**
WE ARE SAFE	•Keep hands and feet to yourself •Walk when moving around school •Wear correct uniform with pride •Put rubbish in bin •Report problems to teachers or staff •Know fire Drill procedures •Know Lockdown procedures •Ask permission to leave any activity •Be in the Right Place, Right Time	•Walking only •Carry equipment sensibly and safely •Use furniture sensibly and safely •Get a teacher ticket to leave room •Use inside voices •Enter and exit the class in an orderly way •Use hand sanitiser •Be eSafety aware	•Phones away for the day in your pocket or the school locker	•Walking only •Two students at a time •Get a slip from teacher for first aid •No students in office corridor without permission	•Hangout in the Playground Areas only •Walk on the concrete •Stay Dry •Be safe and sensible with school property •Don't run on the classroom decks •Turn taps and bubblers off •Report to teachers or staff if you see something unsafe •Pass needed if going for toilet or drink during class time	•Be sensible in bathrooms •Flush •Wash hands with soap •Turn taps off •Report to teachers or staff if you see something unsafe	•Phones away for the day in your pocket or the school locker
WE ARE RESPECTFUL	•Be honest •Listen first time every time •Use Kind words •Include others •Respect school property •Be polite •Show good pasin •Knock politely on staff-room door	•Respect school property •Respect others belongings •Keep your classroom neat and tidy •Use inside voices •Speak respectfully to everyone	•Use safe behaviours online •Be respectful of others online	•Show Good Pasin to staff •Knock and wait	•Put Rubbish in bin •Line up for tuckshop, use your manners •Include others in games •Use appropriate voice levels •Return equipment before second bell	•Give privacy to yourself others •One person each cubicle	•Use safe behaviours online •Be respectful of others online
WE ARE LEARNERS	•Always try your best •Have a growth mindset •Ready for class •Ready for learning •Whole Body Listening	•Put Hand Up for Help • Use laptops as learning tools •Participate in learning activities •Listen to others	•Eyes and ears on the teacher	•Collect late slip if arriving after 9am •Collect phone slip if handing in phone to lockers	•Use toilet and have a drink of water before bells ring •Ready for class (at second bell) •Arrive to class ready for learning	•Use toilets during break times, class times for emergencies only-pass needed	•Eyes and ears on the teacher