



Meridan
State
College

- CODE OF CONDUCT





Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education

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The full review of this document was completed on 17 September 2024, with a brief update undertaken on 12 December 2025.

Endorsement

College Director: Tony Roberts

Date: 28 January 2025

A handwritten signature in black ink, appearing to be 'Tony Roberts', written in a cursive style.

Meridan State College acknowledges the Kabi Kabi/Gubbi Gubbi people as the traditional custodians of Meridan Plains.



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Purpose

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

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

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

Principal's Foreword

Meridan State College provides a high-quality education to students from the Meridan Plains area on the Sunshine Coast. We believe strong, positive relationships between all members of our college are the foundation to supporting the success of all students. At Meridan State College, we live and breathe our vision, **Igniting Minds, Empowering Futures**. As a school community, we endeavour to ensure every one of our students is ignited in learning and empowered to reach their full potential. We strive to ensure that every student develops the skills to create their desired future, through discovering their passions, exploring possibilities and identifying their preferred pathways.

We have a very passionate team of educators who are united in their efforts to provide the best opportunities for your child. As a large Prep through to year 12 College, we offer an array of opportunities for our students to pursue their own academic, sporting and artistic endeavours across the years of schooling. Our futures-oriented curriculum challenges students to engage in real world learning that encourages them to have an impact on the local and global communities in which they live.

At Meridan State College, our students are immersed in a proud community of staff, families, leaders and partners, working together to create a vibrant learning community. We have a culture that is caring, inclusive and collaborative. By working together in partnership, we have created a learning environment for our students that is positive, engaging and fun.

Meridan State College has four core values: Collaboration, Compassion, Courage and Courtesy.

Collaboration: respectfully work, learn and play together

Compassion: consider the needs and feelings of others

Courage: show strength and perseverance

Courtesy: demonstrate respect and politeness

These values have been used in the development of the Student Code of Conduct and have informed the P-12 Meridan State College expectations:

We are Safe - We are Respectful - We are Responsible Learners

Our staff acknowledge that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Code of Conduct provides an overview of the college's 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 college 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 members of the community for their work in bringing this Meridan State College Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable.

Tony Roberts
College Director



Consultation

The consultation process used to inform the development of the Meridan State College Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff. During these meetings, we examined a range of data sets on student and staff attendance, student disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey.

We identified strengths and successes from our previous college behaviour plan, and areas for further development.

In the second phase, students, parents and staff were surveyed on college culture and climate. Participants were asked to express their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the college.

In conjunction with this work, further parent, student and staff consultation has occurred to establish our new school vision and values.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the college community.

The finished version, incorporating suggested changes and feedback, was sent to the School Council meeting for endorsement (v 2020).

The School Council unanimously endorsed the Meridan State College Student Code of Conduct for implementation.

A communication strategy has been developed to support the implementation of the Meridan State College Student Code of Conduct, including parent information sharing, promotion through the college website, newsletter and emails.

Any families who require assistance to access a copy of the Meridan State College Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.



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 college community on the perceptions of students, parents and staff about college climate, attendance and school disciplinary absences.

The parent, student and staff satisfaction data in the tables below is drawn from the School Opinion Survey.

The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and staff from each school on what they do well and how they can improve.

Opinions on each school, student learning and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes.

Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

1. Parents
2. Students
3. Staff
4. Principals

For more information, refer to [frequently asked questions](#) page.

Review Statement

The Meridan State College Student Code of Conduct will undergo updates to reflect changing circumstances, data and staff, student and community needs.

A fulsome review is conducted every four years in line with the scheduled review process for the College Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

Everyone brings their own set of personal beliefs to our college community. These beliefs influence 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 our college. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this college.

Multi-Tiered Systems of Support

Meridan State College uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. This multi-tiered approach is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. As a result, staff match increasingly intensive interventions to the identified needs of groups and individual students.

The college's restorative approach to student engagement and behaviour development incorporates this tiered system of supports. These supports build positive relationships, establish high expectations and both prevent and respond to conflict, harm and wrongdoing.

Proactiv and Preventative Strategies

Tier 1

All students in the college receive support for their social and behavioural development. The focus is on college implementation of Relational Pedagogies. This involves:

- purposeful creation, maintenance and repair of relationships between all members of our college community
- teaching behaviours in the setting they will be used
- being consistent when addressing behaviour, while taking developmental norms and behavioural function into account
- providing explicit re-teaching and reinforcement of desired behaviours
- analysing feedback data from the college community and behaviour data to inform policies and practices

Tier 2

Targeted supports for some students are more intense than those provided in Tier 1. Tier 2 supports provide more time and targeted interactions to enable students to meet the required behavioural expectations. Tier 2 supports build on the explicit teaching and reinforcement provided in Tier 1.

The types of interventions offered at this level will vary according to the needs of the individual student or groups of students, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the college-wide expectations
- supports will be implemented by classroom teachers working in conjunction with additional staff as required
- interventions are evidence-based and are matched to the student's needs
- communication with parents and families as partners in their children's education.

If the college data indicates that a significant proportion of students require targeted services, then a review of Tier 1 is recommended.

Tier 3

This tier incorporates individualised services for a small number of students who require the most intensive support our college can provide.

These intensive supports are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the teachings and supports provided at Tiers 1 and 2, becoming more individualised and more intensive in order for the student to be successful.

Tier 3 supports seek further investigations to identify 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 student's use of the desired behaviour**

Tier 3 supports exist along a continuum.

Many students can benefit from a personalised support plan that identifies unique strategies to help the student achieve success.

A smaller percentage of students may require a more comprehensive support that includes a more thorough process for data collection, stakeholder consultation and problem solving. A much smaller percentage of students may need a wraparound plan that includes personnel from outside agencies to further support problem solving.

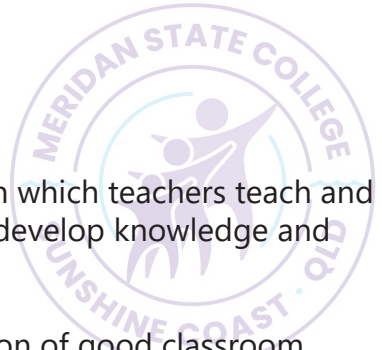
If the college data indicates that a significant proportion of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and processes is recommended.



Examples of strategies and supports offered in a tiered approach to behaviour support:

Tier 1	Tier 2	Tier 3
Explicit teaching of school values, behaviour expectations and processes	Short term targeted interventions	Intensive interventions, including individual behaviour support plans
Consequences for appropriate and inappropriate behaviour choices	Restorative chats and conferences	Formal restorative conferences
Building community culture and engagement	Accessing appropriate support staff	Stakeholder planning with external agencies and multi-agency supports
Social and emotional learning	Parent contact	Complex case management
Relational pedagogies	Supported play	Risk assessments and safety plans

Relational Pedagogies



Pedagogy is a term commonly used in schools. It refers to the method in which teachers teach and encompasses the strategies teachers select to best support students to develop knowledge and skills.

The Relational Pedagogies approach treats relationships as the foundation of good classroom management, in which there is purposeful creation, maintenance and repair of relationships between students and teachers.

At Meridan State College, Relational Pedagogies integrate three existing elements: The New Art and Science of Teaching (ASOT) (Elements 38-40), Essential Skills for Classroom Management (ESCM), and Restorative Practices, into a single, cohesive and complementary set of actions that teachers embed into classroom practice.

The three tenets: Connect before content, Connect before correct, and Be curious not furious, underpin our relational ways of working.

Connect BEFORE Content

greet your students at the door - hold informal conferences - schedule interaction - use physical behaviours - use humour - background surveys - opinion questionnaires - become familiar with student culture - autobiographical metaphors - quotes and memes - lineups - mental health check ins - individual learning goals - circle time - class rituals

Connect BEFORE Correct

Praise in public, correct in private

acknowledge on-task behaviour - acknowledge improved behaviour - non-verbal positive feedback - descriptive encouraging - cueing/parallel acknowledgement - description of reality - verbal redirection to learning - individual close talk - follow a correction with another connection

Be Curious NOT Furious

1. What happened?
2. What was on your mind at the time?
3. What was going through your head?
4. What were you telling yourself?
5. How are you feeling?
6. Who else is affected?
7. What do you need?
8. What needs to happen to make things ok?

Follow up

Consideration of Individual Circumstances

Staff at Meridan State College consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful.

This also means that not everyone will be treated the same, because treating everyone the same is not equitable.

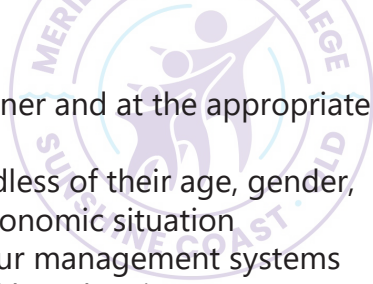
For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour.

For a small number of students, the use of certain disciplinary consequences may be considered less desirable due to complex trauma or family circumstances.

These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

The staff of Meridan State College consider the individual circumstances of all students when applying support and responsive strategies by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of our students
- Considering the rights of all teachers to teach
- Considering the rights of all to feel safe
- Establishing procedures for applying fair, equitable and socially-just strategies and consequences to promote our behaviour expectations
We are Safe - We are Respectful - We are Responsible Learners
- Establishing procedures for applying fair, equitable and socially-just strategies and consequences to respond to non-preferred behaviour, and support students to meet our behaviour expectation
- Recognising and considering students' age, cultural backgrounds and other individual circumstances

- 
- Recognising the rights of all students to:
 - Express their opinions in an appropriate manner and at the appropriate time
 - Work and learn in a safe environment, regardless of their age, gender, impairment, cultural background or socio-economic situation
 - Articulate and input viewpoints into behaviour management systems
 - Provide written or verbal statements that will be taken into consideration in the decision-making process, and
 - Receive adjustments appropriate to their learning and/or impairment needs.

Serious matters are investigated by obtaining statements from parties and witnesses involved in the incident.

The students' behaviour history and previous/current support interventions are considered when designing interventions in response to inappropriate behaviours.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we are not permitted to disclose or discuss this information with anyone but the student's OneSchool contacts.

This applies even if the behavioural incident, such as bullying, involves your child.

You can be assured that college staff take all matters, such as bullying, very seriously and will address them appropriately.

We expect that parents and students will respect the privacy of other students and families.

This Student Code of Conduct acknowledges that final decisions in relation to responding to inappropriate behaviour need to be made by staff.

The exact measures taken will depend on the nature and severity of the offence and the anticipated effect of the consequence on the individual student.

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

Student Wellbeing

Meridan State College offers a range of programs and services to support the wellbeing of students in our college. We encourage parents and students to communicate with their class teacher, year level coordinator or year level HOD if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Meridan State College implements a Staff and Student Learning and Wellbeing Framework which supports our college to create a positive culture and embeds student wellbeing in all aspects of college life. This is achieved through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Meridan State College builds the foundations for wellbeing and lifelong learning through the curriculum by embedding personal and social capabilities in the implementation of our P-12 curriculum, assessment and reporting framework. Meridan State College acknowledges the positive impact that meaningful relationships between staff and students can have on students' academic and social outcomes.

As part of the curriculum at Meridan State College, we provide age-appropriate pastoral care education that reinforces public health and safety messages.

Policy and expectations

Within our college community there are specific health and wellbeing issues that will need to be addressed for the whole college, specific students, or in certain circumstances.

Drug education and intervention

Meridan State College implements drug intervention measures for students involved in drug-related incidents at the college, during college activities or while in college uniform.

This is managed to protect the health and safety of the student/s involved, other students, college staff and the wider community.

Specialised health needs

Meridan State College works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending our college or college-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.



Medications

Meridan State College requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students.

For students requiring medication to be administered during college hours, the college can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the college with a Request to administer medication at college form signed by the prescribing health practitioner.

Mental health

Meridan State College implements early intervention measures and treatments for students where there is reasonable belief that there are concerns about a student's mental health.

This includes referrals to external health care providers and support networks and may include facilitating the development and implementation of a student support plan.

Suicide prevention

Meridan State College staff who notice suicide warning signs in a student should seek help immediately from the guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, our college will call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid.

In all other situations, Meridan State College staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on college grounds, Meridan State College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on college grounds or at a college event, Meridan State College staff immediately enact the College Postvention Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Team

Meridan State College has a comprehensive Student Support team in place to respond to the social, emotional and physical wellbeing needs of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our college is an inclusive, nurturing environment.

Students can approach any trusted staff member at Meridan State College to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support team. Parents who would like more information about the student support roles and responsibilities are invited to contact the college phone number : 5490 2666.

Role	What they do
Class Teachers (Prep - Year 12)	Support and respond to the social and emotional, academic, welfare and behaviour needs of students through classroom practice. Communicate social and emotional, academic, welfare and behaviour concerns with parents.
Year Level Coordinators	Support and respond to the social and emotional, academic, welfare and behaviour needs of students. Facilitate the restoration of student to student and student to teacher relationships.
Year Level Head of Department (Prep - Year 12) HOD Student Services HOD Student Support	Support and respond to the social and emotional, academic, welfare and behaviour needs of students. Facilitate the restoration of student to student and student to teacher relationships. Monitors P-12 attendance, behaviour and academic data for target groups to identify and respond to areas of additional need. Facilitate access to support and intervention.
Chaplains	Provide individual and group support to students to assist their engagement and wellbeing. Support students to overcome barriers to education such as: <ul style="list-style-type: none"> o attendance o relationships/social skills o social/emotional/physical wellbeing
Community Education Counsellor	Provides educational and support services to Aboriginal and/or Torres Strait Islander students and communities. Provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Guidance Officers	Provide student support within the college environment offering guidance to students on a one-on-one basis or in a group setting. Assist students with specific difficulties, acting as a mediator or providing information on other life skills Liaise with parents, teachers, or other external providers as needed.

Deputy Principals	Monitor year level attendance, behaviour and academic data to identify and respond to areas of additional need. Support and respond to the social and emotional, academic, welfare and behaviour needs of students.
HOSES (Prep - Year 12)	Leads the Student Support team to promote an inclusive, positive college culture. Monitors Prep - Year 12 attendance, behaviour and academic data for target groups to identify and respond to areas of additional need.
School-based Psychologist	Students seeking support for psychology services must be referred via the College's Primary and Secondary Guidance Officers.
School-based Youth Health Nurse	Our school nurse is the best person to seek for any students with health question or concerns. Our school nurse also runs a number of programs for groups of students from Year 7 – Year 12.

Parents as Partners

At Meridan State College we value the intricate knowledge parents have of their child and seek out their input and advice to guide our planning to support each child to engage, participate and succeed.

Our staff prioritise actions to develop positive, good quality relationships with parents.

We provide regular updates to parents on how their child is progressing, giving information about the supports being provided and their child's strengths and areas for improvement. Equally we provide opportunities for parents to give updates on their child's wellbeing and individual circumstances, and how this may impact on their learning.

Parents are urged to communicate any concerns about their child's learning or wellbeing in a timely manner to their child's class teacher, mentor teacher or year level coordinator. If parents are unsure of which staff member to contact for assistance, please email admin@meridansc.eq.edu.au and you will be contacted by a staff member who can assist with your inquiry.

Our partnerships with parents and carers are founded on mutual respect, understanding and meaningful engagement. Our staff are open to hearing and understanding parents' aspirations and concerns for their child. Staff develop goals in partnership with parents which reflect high expectations built on the student's strengths and appropriately address areas for improvement.

To support our school as a safe and respectful place, parents are expected to abide by the Parent and Community Code of Conduct.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the college network.

For more information about these services and their roles, please contact the college.

College Approach to Discipline



At Meridan State College we believe discipline is about more than consequences for undesired behaviours.

Our belief is that student behaviour can be taught as part of the overall teaching and learning approach in our college.

Our Student Code of Conduct outlines our college expectations and processes for responding to behaviour and providing support.

This is a whole-college approach, used in all settings and programs offered through the college, including sporting activities and excursions.

Relational Pedagogies is an evidence-based framework used to:

- build relationships by showing affection, understanding students' backgrounds and interests, and displaying objectivity and control
- enable the analysis and improvement of student behaviour and learning outcomes through coaching and classroom profiling
- ensure that evidence-based practices are used correctly by staff to support students
- build, manage and restore relationships within the school community and utilise restorative practices to guide reparations for any harm caused

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to communicate with the class teacher, mentor teacher, Year Level Coordinator, Year Level Deputy Principal or make an appointment to meet with the College Director.

Meridan State College Expectations

The first step in establishing high expectations is communicating those expectations to all members of the school community.

Meridan State College emphasises the importance of explicitly teaching our values, expectations and processes. This proactive approach is designed to build positive relationships, increase engagement and reduce conflict, harm and wrongdoing.


Each Campus uses an age appropriate framework that sets out our expectations:

We are Safe
We are Respectful
We are Responsible Learners

These documents provide a framework for the explicit, contextually appropriate teaching, modelling and reinforcement of positive behaviour expectations for our students.

These expectations complement our four college values: **Collaboration, Compassion, Courage and Courtesy.**

Primary Expectations



THE MARLIN WAY EVERYDAY!			
	ALL AREAS (Everywhere, everyday on or offsite e.g.) excursions/events)	LEARNING AREAS	PLAY & EATING AREAS (Playgrounds/Covered Areas/Library)
We are safe	<ul style="list-style-type: none"> I am in the right place at the right time I keep hands, feet and objects to myself I move safely around our school I wait in the correct area before school 	<ul style="list-style-type: none"> I use technology with permission for learning only I enter/exit spaces with permission I hand in my mobile phone 	<ul style="list-style-type: none"> I sit and stay in the eating area I wash my hands and eat my own food I wear my hat I walk in indoor spaces and on the concrete I play in the correct areas I play safely with equipment
We are responsible learners	<ul style="list-style-type: none"> I follow school routines and expectations I am honest I take responsibility for my actions I put my rubbish in the bin 	<ul style="list-style-type: none"> I follow class routines I am an active learner I allow others to learn I am organised and ready to learn 	<ul style="list-style-type: none"> I return equipment I ask the duty teacher for help if I have a problem I play appropriate games I play by the rules of the game I use safe hands and kind words to solve problems
We are respectful	<ul style="list-style-type: none"> I care for the environment I care for property, self and others I use kind and appropriate 'school' language I follow adult instructions I wear correct uniform I keep toilets clean and tidy 	<ul style="list-style-type: none"> I am an active listener I respect other's property and space I follow classroom rules and expectations I keep my area tidy I use my indoor voice for indoor spaces 	<ul style="list-style-type: none"> I use the correct bins I stop play when whistle is blown/bell rings I share equipment I care for the environment/wildlife I get back to class on time

COLLABORATION

COURAGE



COURTESY

COMPASSION

Secondary Expectations



MERIDAN STATE COLLEGE



Secondary Student Expectations			
	Learning Space	On Campus	Community
We are safe because	<ul style="list-style-type: none"> I use equipment and technology as instructed. I follow all staff instruction safely and efficiently. I take responsibility and am accountable for my actions. 	<ul style="list-style-type: none"> I respect the boundaries and rules for each area. I respond to staff directions promptly and safely. I follow the school uniform policy. 	<ul style="list-style-type: none"> I follow road rules and safety guidelines while using all modes of transport. I keep personal information private online and report unsafe activity. I demonstrate positive behaviour in public and report unsafe actions or damage.
We are responsible learners because	<ul style="list-style-type: none"> I arrive on time, prepared and ready to learn. I actively participate by attempting all tasks. I take responsibility for my own learning, seek feedback and show resilience to academic struggles. 	<ul style="list-style-type: none"> I am on time, in the right place, and follow bell prompts. I keep the environment clean, respect school property, and report any damage. I take responsibility for my belongings and keep my phone off and in my bag. 	<ul style="list-style-type: none"> I make responsible choices and am an active community member. I act responsibly and follow the code of conduct during excursions and events. I contribute positively to the school's reputation.
We are respectful because	<ul style="list-style-type: none"> I am inclusive of others' rights to have opinions and ideas. I show respect for the learning space, for others and for their belongings. I respect others' rights to learn and teachers to teach without interruption. 	<ul style="list-style-type: none"> I respect others' beliefs, backgrounds, and cultures, speaking positively and inclusively. I care for the school environment, property, and shared spaces. I use polite language, respect personal space, and clean up after myself. 	<ul style="list-style-type: none"> I communicate with kindness, respect, and empathy to others both online and in the community. I value the contributions of others and respect community values and customs. I protect the environment and represent the school with Marlin values.

COLLABORATION

COURAGE

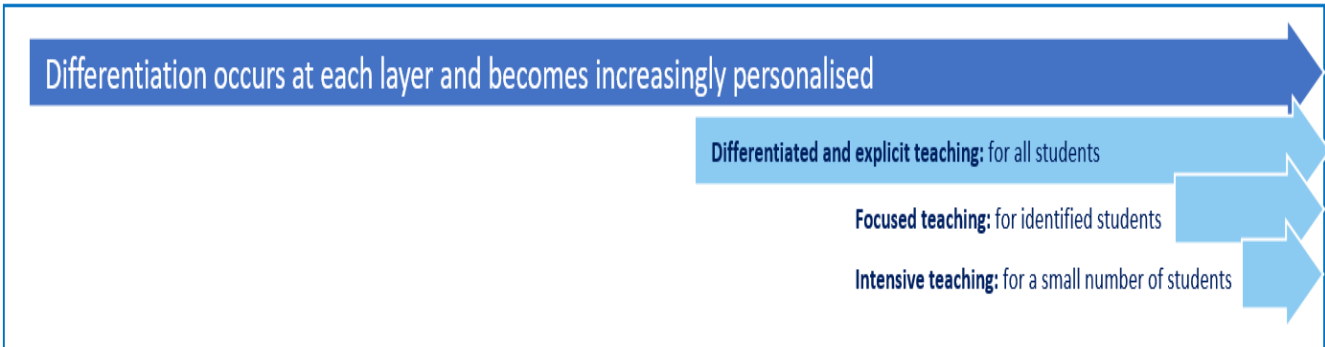
COURTESY

COMPASSION

Differentiated and Explicit Teaching of Expectations

Meridan State College is committed to creating a safe, supportive and disciplined environment in order to meet the needs of all students. This involves teaching expected behaviours explicitly and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction and further opportunities for practice and support as required.

Decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behaviour support needs of students. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Explicit teaching of behaviour expectations for all students is achieved through differentiation using a variety of strategies.

Tier 1 examples of these may include but are not limited to:

- Explicit behaviour lessons
- Establishing classroom expectations and routines
- Visual supports
- Orientation and transition activities
- Enrolment process
- Parent information sessions
- Assemblies
- Student notices
- College communication e.g. emails, newsletters

Focused (tier 2) and intensive (tier 3) teaching of behaviour for identified students is integrated into our tiered support strategies as shown on pages 9-11 of this document.

Legislative Delegations



Legislation

In this section of the Meridan State College Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

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

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school.

These decision-making responsibilities cannot be delegated to other staff in the school.

The Executive Principal at Meridan State College has completed the ‘Instrument of Authorisation’ form which authorises Heads of School and Deputy Principals to verbally communicate the Executive Principal’s decision related to a student’s suspension or recommendation to exclude.

Instrument of Authorisation



Department of Education

MERIDAN STATE COLLEGE

Instrument of Authorisation

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

I, TONY ROBERTS, Principal of MERIDAN STATE COLLEGE, authorise the persons who are from time to time the holders of the position of Deputy Principal, Head of School, Head of Campus at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

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

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

5 August 2024

TONY ROBERTS
MERIDAN STATE COLLEGE
QUEENSLAND DEPARTMENT OF EDUCATION



Department of Education

MERIDAN STATE COLLEGE

Instrument of Authorisation

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

I, TONY ROBERTS, Principal of MERIDAN STATE COLLEGE, authorise the persons who are from time to time the holders of the position of Deputy Principal, Head of School, Head of Campus at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

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

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

The effect of this authorisation is as follows:

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

5 August 2024

TONY ROBERTS
MERIDAN STATE COLLEGE
QUEENSLAND DEPARTMENT OF EDUCATION



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

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

Disciplinary Consequences

The disciplinary consequences model used at Meridan State College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class feedback, expectation reminders and consequences may be used by staff to manage student behaviours.

Some students will need additional support and opportunities to practise expected behaviours. This proportion of the student population may experience difficulty with meeting the stated expectations. A continued pattern of minor non-preferred behaviours can interfere with teaching and learning for the whole class and may require additional intervention and support. A decision may be needed by the class teacher to refer the student to the Buddy Class, Support Teacher, YLC or to the school leadership team immediately for determination of the most appropriate supports or a disciplinary consequence. For a small number of students, a high level of differentiation or intensive teaching is required to support them to meet behavioural expectations. The determination of the need for intervention will be through the Student Support team structures endorsed by the principal which facilitate consultation with key staff and other relevant stakeholders. On the occasion that the behaviour of a student is ongoing or major, the principal may determine that an out of school suspension or exclusion is necessary as a consequence. Usually this course of action is only taken when all other intervention and supports have been unsuccessful or the behaviour warrants immediate removal of the student for the safety of others, and/or no other alternative discipline strategy is considered sufficient to deal with the problem behaviour. The differentiated responses to non-preferred 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 college operations.

Differentiated Consequences

Meridan State College expectations are reinforced through positive feedback, recognition and/or consequences linked to appropriate behaviour.

These may include:

- Verbal and non-verbal positive reinforcement
- Specific feedback relating to behaviour goals
- Class acknowledgement systems
- Achievement awards and acknowledgements
- Positive communication with parents/caregivers
- Report card behaviour feedback
- Celebrations and special events

Consequences for Non-preferred Behaviour

Meridan State College makes systematic efforts to prevent non-preferred student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Staff implement Relational Pedagogies to pre-correct, redirect or respond to low-level non-preferred behaviours as Tier 1 differentiated consequences. Responses to non-preferred behaviour are consistent and proportionate to the nature of the behaviour. OneSchool is used to record behaviour incidents where required.

Minor and Major Behaviours

When responding to non-preferred behaviour the staff member first determines if the non-preferred behaviour is major or minor, with the following agreed understanding:

Minor non-preferred behaviours may include behaviours that

- do not harm others or cause suspicion that a person may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours

Major non-preferred behaviours may include behaviours that

- are a pattern of inappropriate behaviours
- violate the rights of others
- put others at risk of harm
- cause self or others harm
- adversely affects, or is likely to affect, the good order and management of the school



Once the severity of the non-preferred behaviour has been determined and individual circumstances are considered, an appropriate response is applied. Meridan State College staff will respond to non-preferred behaviours using a developmentally appropriate set of possible consequences or actions. A small number of students may require focused (tier 2) or intensive (tier 3) support, intervention and consequences. At Meridan State College, we believe that this indicates a need for additional support and further strategies in order for the student to meet behaviour expectations. Supports are implemented in consultation with key stakeholders and staff from our student support team network and consequences vary depending on individual needs and circumstances.

Tier 2 possible differentiated consequences may include and are not limited to strategies where the class teacher is supported by other school-based staff to address non-preferred behaviour.

This may include:

- Individual student behaviour support strategies
- Targeted skills teaching in small group
- Support and Intervention Programs
- Behavioural contract
- Counselling and guidance support
- Individual Support Plan
- Check in Check Out strategy
- Marlin Monitoring Card
- Time out card
- Lunchtime Reflection or After School Reflection
- Classroom Ready to Learn Plan
- Supported play / Structure play break program
- Referral to Support Hubs for team-based problem solving
- Support from YLC and Student Services Staff
- Stakeholder meeting with parents and external agencies
- Buddy Class Referral
- Restorative conference
- MTSS Traffic Lights System of Support

Tier 3 possible differentiated consequences will involve members of the school leadership team working in consultation with Student Support team members to address major or ongoing non-preferred behaviour. Tier 3 differentiated consequences may include but are not limited to:

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

At Meridan State College, supports and consequences may also be applied in relation to external behaviours. External behaviours are defined as actions which occur outside school hours which may act to adversely affect the safety and/or well-being of students or staff during school hours. External behaviours include:

- Misconduct within the wider community including drug use, fighting in public places, loitering, causing a public disturbance and illegal activities
- Using electronic devices (mobile phones, social networking sites, blogs and chatrooms) to harass, threaten or damage the reputation of a staff member and/or students in a manner which may have a direct impact on the good order or management of the school
- Conduct by currently enrolled students that is prejudicial to the good order or management of the school.

With regards to dealing with issues relating to the misuse of electronic devices, the staff at Meridan State College will respond directly to issues which occur between official school hours.

Incidents that occur outside of these hours will be dealt with at the Principal's discretion if the actions directly impact on the safety and/or wellbeing of students or staff, or affect the good order or management of the school.

The school may advise parents and guardians of alternate courses of actions, for example contacting the police.

School Disciplinary Consequences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school applied by the Principal as a consequence to address poor student behaviour.



There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Meridan State College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or the wellbeing of members of the college community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter.

Time is afforded for collection, dissemination and response to the materials by both the school and the family.

It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Meridan State College may be invited to attend a re-entry meeting. The main purpose of this meeting is to welcome the student, with their parent/s, back to the college. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school.

The aim of the re-entry meeting is for staff to set the student up for future success and strengthen home-school communication.

Meridan State College's core values and expectations may be discussed in conjunction with student needs and support options.

It is not mandatory for the student or their parents to attend a re-entry meeting.

It may be offered as a support for the student to assist in their successful re-engagement in the college following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone (when contact can be made) and in writing, in the suspension letter.

Re-entry meetings are short, usually taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

At times, an additional staff member (such as a community leader, guidance officer or student engagement teacher) with a key role in supporting the student will also attend this meeting.

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

Structure

The structure of the re-entry process will be determined in response to individual student needs. In many cases, the re-entry meeting is held at college and is attended by the student and a parent/carer.

The re-entry process is offered as a support for the student to assist in their successful re-engagement in college following suspension.

Possible structure:

- Welcome back to our college
- Check in on student wellbeing
- Discuss any recent changes to college's routines or staffing
- Confirm student's understanding of expectations in the Student Code of Conduct
- Discuss and organise details of any restorative processes as required
- Offer information about supports available
- Set a date for follow-up
- Thank student and parent/s for attending
- Facilitate student's re-entry to the classroom in the most appropriate manner

Reasonable adjustments

In planning the re-entry meeting, staff will consider reasonable adjustments needed to support the attendance and engagement of the student.

This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations.

The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Meridan State College Policies

Meridan State College has tailored school 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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the college and to maintain and foster mutual respect between all staff and students.

The Temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or 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 staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco), vapes and charging paraphernalia
- alcohol
- aerosol cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

*

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

**

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

Responsibilities

State school staff at Meridan State College:

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

Parents of students at Meridan State College:

- ensure your children do not bring property onto Meridan State College grounds or other settings used by the college (e.g. camp, excursions, sporting venues) that:
 - o is prohibited according to the Meridan State College Student Code of Conduct
 - o is illegal
 - o puts the safety or wellbeing of others at risk
 - o does not preserve a caring, safe, supportive or productive learning environment
 - o does not maintain and foster mutual respect.

Parents are to collect temporarily removed student property as soon as possible after they have been notified by the Principal or staff that the property is available for collection.

Students of Meridan State College:

- do not bring property onto Meridan State College grounds or other settings used by the college (e.g. camp, sporting venues) that:
 - o is prohibited according to the Meridan State College Code of Conduct
 - o is illegal
 - o puts the safety or wellbeing of others at risk
 - o does not preserve a caring, safe, supportive or productive learning environment
 - o does not maintain and foster mutual respect

Students are to collect their property as soon as possible when advised by the Principal or staff it is available for collection.

Use of mobile phones and other devices by students

Meridan State College Electronic Device Policy (E.D.P)

(Devices covered by this policy include mobile phones, iPods, MP3 players, headphones (wireless or wired), iPads, tablets, laptops, video game devices, smart watches with network capability and any other electronic device as determined by the Principal)

Meridan State College has established the following policy for electronic devices that provides teachers, students and parents / guardians guidelines and instructions for the appropriate management of electronic devices when at school.

The policy reflects the importance the school places on students demonstrating the school expectations of We are Safe; We are Respectful and We are Responsible Learners.

In line with these expectations, the school will ensure student learning and wellbeing are not compromised by the inappropriate use of electronic devices.

The responsibilities for students using mobile devices or other devices at our college or during college activities differ between primary and secondary sub-schools.

Primary students are not to take mobile phones with them to the classroom or playground precincts and are asked to hand such devices to staff at Client Services before the commencement of school to be securely held for the day.

Secondary students are permitted to have mobile phones with them but must be turned off and away at all times whilst on school grounds.

Further details regarding processes for the expectations and procedures for mobile phones are outlined in the [Mobile Phone Procedure](#).

Examples of unacceptable use of BYOx or mobile devices at Meridan State College include:

- behaving unlawfully
- accessing technology in technology-free designated spaces, times (ie classroom use)
- using an electronic device as a personal hotspot to circumvent the department's filtering
- downloading, distributing or publishing offensive messages or pictures without a person's consent, including invading someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, messaging, uploading, Bluetooth use etc.) of such material
- listening to, viewing or using obscene, inflammatory, racist, discriminatory or derogatory language
- using language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insulting, harassing or attacking others or using obscene or abusive language
- deliberately wasting printing and internet resources
- damaging computers, printers or network equipment
- committing plagiarism or violating copyright laws
- sending chain letters or spam email (junk mail)
- knowingly downloading viruses or any other programs capable of breaching the department's network security
- using a device to record a person where a right to privacy would be assumed, such as in change rooms or toilets
- using an electronic device (including those with Bluetooth functionality) to cheat during exams or assessments

Class Time Use

- Students are encouraged to use a personal laptop that is included in the school's BYOx program or a school owned electronic device during class time at the discretion of the classroom teacher.
- Unless expressly permitted by the HOD as part of gathering ongoing data for a learning activity, electronic devices other than BYOx are not to be used in class time.
- No electronic devices can be accessed during class times, exams or for assessment, unless expressly permitted by the Head of Department as part of the conditions of assessment.
- The same conditions for classroom use apply for allocated detention time, school excursions and other curriculum activities that involve leaving the school.



Misuse of Electronic Devices

Students who breach this policy in 'Classroom Use' (above) through accessing a device may be managed as follows:

1st occurrence: Student collects the phone at the end of the day from Client Services. Text notification will be sent home.

2nd occurrence: Student collects the phone at the end of the day from Client Services. Text notification will be sent home and YLC will contact home to organise an afterschool reflection.

3rd occurrence: Student collects the phone at the end of the day from Executive Office. Text notification will be sent home, and Deputy Principal will contact home to organise an afterschool reflection and discuss ongoing non-compliance or refusal to follow instruction will result in School Disciplinary Absence.

Other Key Information

- Parents / guardians / students who have documentary support from the student's primary health care professional are able to apply for a Medical Variation to this policy. This variation will provide students with a formalised Medical Variation Plan which outlines the conditions under which they can access an electronic device during the school day.
This access will be unique to each student and will at no stage be 'free access' to an electronic device. Parents / guardians / students wishing to use this process should approach the relevant year level Deputy Principal through the school office.
- Primary school student parents / guardians are able to leave messages for their students on their electronic devices during the school day, but need to be aware that these will not be accessed until the end of the school day.
Critical and / or emergency messages can be phoned through Client Services on 07 5490 2666 and these will be passed on to students.
- As per the Temporary removal of student property by school staff procedure, a device that is illegal, not compliant with Student Code of Conduct or puts the safety or wellbeing of others at risk may be removed by school staff in preparation to pass onto relevant authorities.
- At no point is the Principal or any school staff permitted to unlock an electronic device and to read, copy or delete messages stored on the device, without the consent of a parent / guardian.

Liability

- Electronic devices are brought to school at their owners' risk.
No liability will be accepted by the school in the event of loss, theft or damage to any device.

(This policy has been developed in accordance with Department of Education School Management Policies and Procedures: Student Code of Conduct, Student Discipline and Temporary Removal of Student Property by School Staff)

Choosing not to hand in your device?

Students who refuse to follow the directions of staff in relation to this policy will be referred to the DP for further discussion and consequences.

Students must not attempt to access systems for which they are not authorised, share or let others use their unique username and passwords, or disclose passwords to anyone (even in periods of absence). If the Department reasonably suspects someone of using the Information Communication Technology (ICT) network and facilities in a manner that constitutes a crime, the Department will refer the matter to the Queensland Police Service.

Personal technology devices

Bringing personal technology devices, separate to the approved learning devices, is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. The college will not accept any responsibility for damage to personal items or related costs.

Participation in the BYOx program

Students at Meridan State College are encouraged to participate in the BYOx device program. The BYOx device program allows Year 4 to Year 12 students to bring approved devices to school on the condition they are connected to the school network for learning. The security of these devices is the responsibility of the student. Information about Meridan's BYOx program, including the BYOx student charter can be found on the Meridan State College website.

Preventing and responding to bullying

Meridan State College uses the [Australian Student Wellbeing Framework](#) as a base to promote positive relationships and the wellbeing of all students, staff and visitors at our 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 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 our college community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at our college. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Meridan State College has a variety of ways to prevent and respond to Bullying behaviour. These include:

- teaching lessons about being responsible reporters and active bystanders
- actively promoting the reporting of an instances of bullying through the structures of our Student Support team.
- implementing bullying screeners
- recognition and celebration of the National Day of Action Against Bullying and Violence
- explicit teaching using resources from the Bullying! No Way! Website
- conducting restorative conferences
- working with parents and students collaboratively to address incidents of bullying
- conducting student wellbeing surveys to identify and respond to bullying behaviours
- participating in values education related to our 4 core values
Collaboration, Compassion, Courage and Courtesy.

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:

- single incidents and conflict or fights between equals, whether in person or online
- 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 Meridan State College 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 Meridan State College staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of our college setting. Please note that the indicative time-frames will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Meridan State College - Bullying response flowchart

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

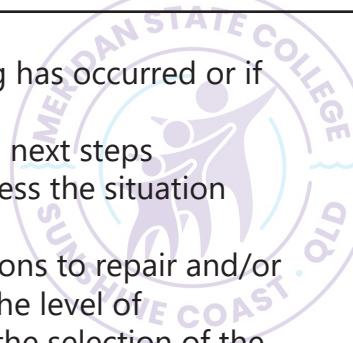
Key contacts for students and parents to report bullying:

Prep - Year 6 - Class Teacher, Support Teacher, Deputy Principal

Year 7 - Year 12 - Mentor Teacher, Year Level Coordinator, Year Level HOD, Deputy Principal

Prep - Year 12 - HOSES

<p>Step 1: Listen</p>	<ul style="list-style-type: none"> • Provide a safe 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. Staff to follow Student Protection processes.
<p>Step 2: Document</p>	<ul style="list-style-type: none"> • Ask the student for examples they have of the alleged bullying • Ask the student what they believe will help address the situation • 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
<p>Step 3: Collect</p>	<ul style="list-style-type: none"> • 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



<p>Step 4: Discuss</p>	<ul style="list-style-type: none"> • Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue • Make a time to meet with the student to discuss next steps • Ask the student what they believe will help address the situation • Engage the student as part of the solution • Consider the appropriateness of restorative options to repair and/or rebuild relationships; this includes determining the level of complexity of the restorative response to guide the selection of the most appropriate staff to facilitate the process. Participants should be willing and comfortable to interact in a restorative process. • Provide the student and parent with information about student support team • Agree to a plan of action and timeline for the student, parent and yourself. This may include implementing a 'Bullying Screener'.
<p>Step 5: Implement</p>	<ul style="list-style-type: none"> • Document the plan of action in OneSchool • Complete all actions agreed with student and parent within agreed timeframes • Implement an 'Incident Screener' if this is part of the agreed actions • Monitor student and check in regularly on their wellbeing • Seek assistance from student support team if needed
<p>Step 6: Review</p>	<ul style="list-style-type: none"> • Meet with the student to review situation • Discuss what has changed, improved or worsened • Explore other options for strengthening student wellbeing/safety • Seek further assistance from student support team if needed • Report back to parent • Record outcomes in OneSchool
<p>Step 7: Ongoing Follow up</p>	<ul style="list-style-type: none"> • 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 if problems escalate • Look for opportunities to improve school wellbeing for all students.

Cyberbullying

Cyberbullying is treated at Meridan State College with the same level of seriousness as in-person bullying.

The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the classroom teacher for students in primary year levels or the mentor class teacher for students in secondary year levels.

Year Level Coordinators, Year Level Head of Departments or Deputy Principals 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.

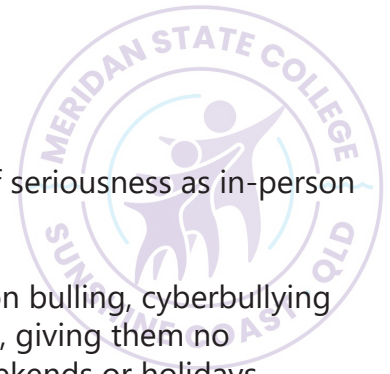
Students enrolled at Meridan State College may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays.

It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other schools.

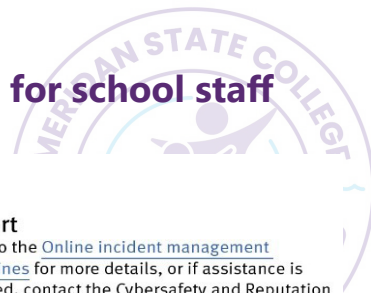
Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service.

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 college's processes for managing or responding to cyberbullying should be directed to the Year Level Head of Department or the Year Level Deputy Principal.



Meridan State College - Cyberbullying response flowchart for school staff



How to manage online incidents that impact your school

Student protection

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

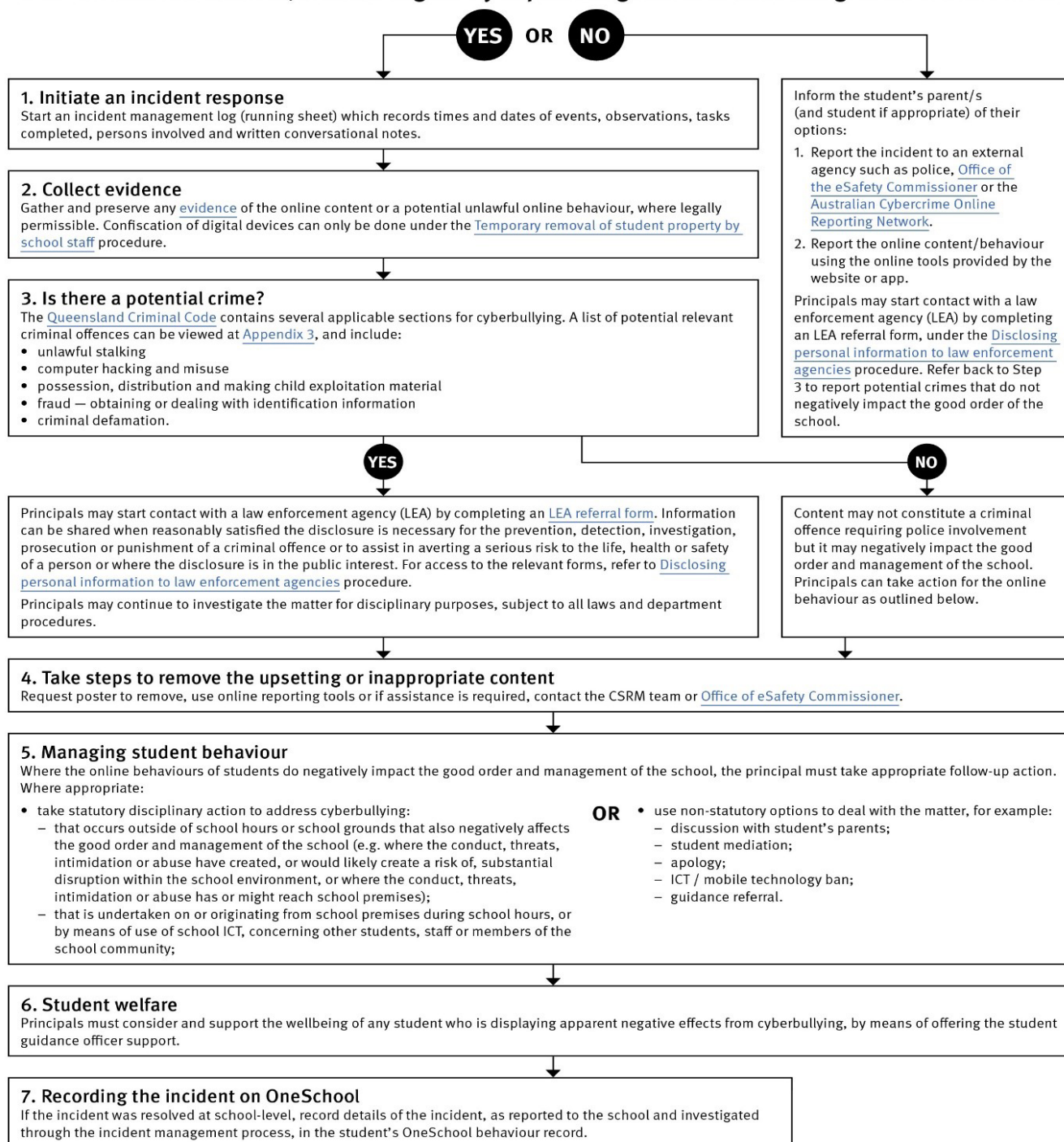
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

The team provides a [guide for parents](#) to access important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The eSafety Commissioner has also provided an [eSafety](#) guide to assist parents to learn about the latest games, apps and social media, including how to protect your information and report inappropriate content.

The team has also developed a Cyberbullying and reputation management resource to assist principals in incident management (visit OnePortal for contact information).

For more information about cybersafety or for assistance with issues relating to online behaviour, please refer to the [parent help guide](#).

Student Intervention and Support Services

Meridan State College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support team section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the college.

All staff at Meridan State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This may include counselling, social development programs, referral to mental health services or involvement in a restorative strategy. Meridan State College's disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

These measures may include detentions, after-school detentions, withdrawal from school events, withdrawal from social events or celebrations, or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

Australia's social media ban came into effect on 10 December 2025, restricting all users under 16 from holding accounts on major platforms.

It's important to remember that sometimes negative comments posted about our 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 our college and our community.

Reputations of students, teachers, our college, principals and even parents can be permanently damaged, and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

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

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

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

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

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. Keep comments calm and polite, just as you would over the telephone or by email.

If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17).

School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation.

Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background.

You might be happy to share your child's successes with your friends and family via social media, but some parents are not.

If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

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

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

Restrictive Practices

Staff at Meridan State College 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 non-preferred 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 a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people.

Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance.

The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others.

This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road).

The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff will utilise the Risk Assessment tool to complete a risk evaluation and document a plan for any student involved in regular critical incidents. 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 your language carefully, avoid humiliating the student, 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 behaviour at our college 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.



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.

- 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, willful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices (p.45)
- 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](#)
- [Parent and Community Code of Conduct](#)
- [AI Policy](#)



Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package \(school employees only\)](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Meridan State College staff are committed to ensuring every student is supported to feel safe, welcome and valued in our college.

There may, however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

We all have different beliefs, expectations and experiences, so there are inevitably going to be times where conflicts or disagreements occur in schools. How we handle those conflicts can make a significant difference to the learning and development of our students and the positive environments we aim to foster.

At Meridan State College we welcome your feedback both positive and improvement focused. Your feedback can help us improve our services and the outcomes for your child.

The safety of our students and staff is the number one priority and we can all play our part in ensuring that our schools are safe and respectful places to be.

Violent or abusive behaviour will not be tolerated in our schools. It's not just a courtesy. It's the law.

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

Consider who is the most appropriate staff member to contact to give feedback or make a complaint at the school level:

- Class teacher or mentor teacher
- Year Level Coordinator or Support Teacher
- Deputy Principal
- Head of School - Primary, Head of School - Secondary
- Executive Principal

If you are unsure who to contact, email: admin@meridansc.eq.edu.au and a staff member will respond in a timely manner to address your feedback or complaint.

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email address can be accessed through the [schools directory](#).

2. Internal review: contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a [Request for internal review form](#) within 20 days of receiving the complaint outcome.

3. External review: contact a review authority

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

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department.

These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Complaints and grievances management policy](#).