



Sandgate State School

Student Code of Conduct 2026-2029


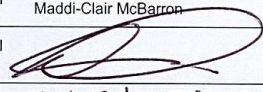
Equity and Excellence: realising the potential of every student

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

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Endorsement

Principal Name: Sharon Blake
Principal Signature: 
Date: 11/06/2026
P/C President and-or School Council Chair Name: Maddi-Clair McBarron
P/C President and-or School Council Chair Signature: 
Date: 16/06/2026



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Purpose

Sandgate State School is committed to providing a safe, respectful and disciplined learning environment for all staff, students, families and visitors. A place where staff and students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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

Principal's Foreword

Sandgate State School has a long and proud history of providing high quality education to students from the broader Sandgate community. For generations, our school has been a place where students are supported to grow, learn and thrive in a safe, respectful and inclusive environment. We are proud of the positive and strong relationships we have built with our students, families, staff and the wider community. Our three core expectations,

- **Be a Learner**
- **Be Respectful**
- **Be Safe and Responsible**

guide the way we work and learn together each day. These expectations are explicitly taught, modelled and reinforced to ensure every student knows the expectations and responsibilities as a student at Sandgate State School.

Sandgate State School staff take an educative approach to behaviour, consistent with the Department of Education's commitment to providing safe, supportive and disciplined learning environments. Just as we teach literacy and numeracy, we also teach social and emotional skills to help students make positive choices and contribute to a respectful school culture.

We recognise that, at times, students make choices that do not align with our expectations. When this occurs, we respond in a fair and consistent manner, ensuring consequences are appropriate, restorative and aligned with departmental policy. Our aim is to always support students to learn from their experiences and to grow as responsible citizens.

The Student Code of Conduct reflects our collective responsibility to create a learning environment where every child can succeed. By working together - staff, students, families and the community – we ensure Sandgate State School continues to be a place where everyone feels safe, valued and ready to learn.

Sharon Blake

Consultation

The consultation and review process used to inform the development of the Sandgate State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between February and October 2025. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development. From these discussions, our staff collaboratively developed a Draft Student Code of Conduct.

In the second phase, the Draft was distributed for comment to members to the school community. Staff considered all feedback provided and incorporated suggested changes into the Draft Student Code of Conduct. The final stage was when the P&C Association unanimously endorsed the Sandgate State School Student Code of Conduct for implementation in 2026.

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

Data Overview

Throughout the development of this Student Code of Conduct, school staff reviewed relevant school data including School Opinion Surveys, School Disciplinary Absences and behaviour data. Staff undertake ongoing data reviews to reflect on and amend practice.

To view the School's current data sets, please visit our website <https://sandgatess.eq.edu.au> or view our Annual Report.

Learning and Behaviour Statement

All areas of Sandgate State School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Code outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our Code, shared expectations for student behaviour are explicitly outlined to the school community, assisting Sandgate State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- **Be a Learner**
- **Be Respectful**
- **Be Safe and Responsible**

To enhance these expectations, we have developed *Sandgate State School Behaviour Expectations* (Attachment 1). Our school rules and expectations have been agreed upon and endorsed by all staff and our school P&C. They are displayed in prominent locations across the whole school.

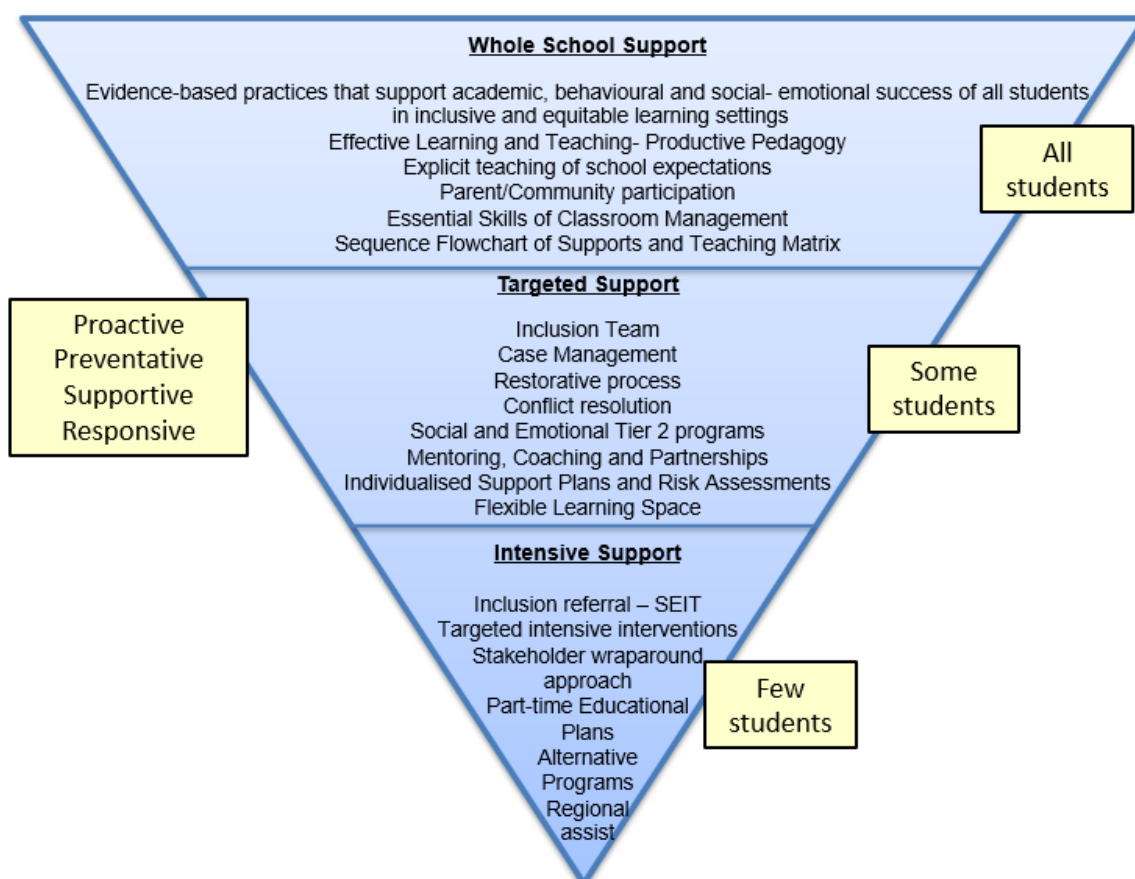
We acknowledge a belief that behaviour can be changed, taking a Functional Behaviour Approach and viewing a person's behaviour as a form of communication. We work in a multitiered system of support, analysing school-wide data to inform explicit teaching for all students and utilise Response to Intervention where tailored supports for explicit teaching, reinforcement and correction are applied from least to most intensive level.

Multi-Tiered Systems of Support

Sandgate State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Multi-Tiered Systems of Support
	Pro-active / Preventative Tier
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and positive behaviour learning and expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Supportive Tier
	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p>

	<ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	Responsive / Reactive Tier
	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student’s use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>



Student Wellbeing

Sandgate State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher as the first point of contact. Class teachers advocate for their students and can submit a referral via our Support Enrichment Intervention Team (SEIT).

Advocacy for support to school-based student resources include:

- Inclusion Support team
- Guidance Officer
- School based Speech Language Pathologist
- Social worker
- School Chaplain
- Engagement Coach

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. The [Student Learning and Wellbeing Framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Sandgate State School acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

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

Drug education and intervention

Sandgate State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Sandgate State School 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 school or school-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

Sandgate State School 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 school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Sandgate State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Sandgate State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Support Enrichment Intervention Team

Sandgate State School is proud to have a comprehensive Support Enrichment Intervention Team in place to help the social, emotional and physical wellbeing 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 school is an inclusive, nurturing environment.

We provide students with the adjustments needed to access learning. Staff and students work in partnership to build relationships that foster independence. We believe students should be engaged in collaborative learning, to create sustainable learners who are resilient and empowered. We believe that all students deserve a positive outlook and are entitled to

have appropriate and reasonable adjustments to access the curriculum through a balanced and consistent approach.

This means we:

- Embrace diversity by creating a welcoming, inclusive and accessible educational setting
- Value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.
- Believe that Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.
- Embed Inclusion in all aspects of school life, and is supported by culture, policies and every day practices.

Students can approach any trusted school staff member at Sandgate State School 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 Support Enrichment Intervention Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school on 3869 7111.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment, offering support in a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers
Social Worker	<ul style="list-style-type: none"> • support at risk students (as identified through SEIT referral process or direct referrals from Principal/ Deputy Principal) • develop and foster relationships between the school and families • develop, implement and monitor program supports and or counselling services • monitoring attendance data, individual support for families and offer services depending on needs
Speech Therapist	<ul style="list-style-type: none"> • provides support to students, staff and parents in the areas of speech and language development.
Engagement Coach	<ul style="list-style-type: none"> • provides coaching and mentoring to staff • develop individualised student support plans such as Individual behaviour support plans, Risk Assessments and Escalation Cycles using evidence-based practices and functional behaviour assessments.
School Chaplain	<ul style="list-style-type: none"> • provides social, emotional, and spiritual support to students, staff, and wider school community. A Chaplain is not a counsellor but works closely with the other school support staff to support students when required. Supports include: <ul style="list-style-type: none"> ○ Breakfast Club before school and Chappy Club at lunch time ○ Pantry Project – Lunch box supplies accessible by staff for students who may need lunch for whatever reason. ○ Chappy Chest – Providing school supplies for students who may not be able to access them.

	<ul style="list-style-type: none"> ○ Group programs – Running over a series of weeks with small groups of students ○ Engaging with local community organisations such as churches and local businesses to form links with the school. ○ 'Chappy Chats' – One on one conversations, providing a safe space and a listening ear to students over a wide range of topics or issues either once-off or an on-going basis. On-going support requires parent permission and a referral through SEIT. ○ Mentoring – time out of the classroom to play a game and chat
Inclusion Teachers	<ul style="list-style-type: none"> • supports class teachers with differentiation to cater for students' diverse learning needs and in the provision of programs to assist students who may experience difficulties in learning. • SEIT meetings • data analysis and assessment support • collaborates with classroom teachers to develop personalised learning records • supports profiling of classroom learning needs • liaises with parents, teachers, or other external health providers as needed

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisors, Senior Guidance Officers and specialised support services.

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Sandgate State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students and designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school expectations. The Sandgate State School Behaviour Expectations (Attachment 1) outlines our agreed rules and specific behavioural expectations in all school settings.

Sandgate State School uses an evidence-based framework to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence -based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices

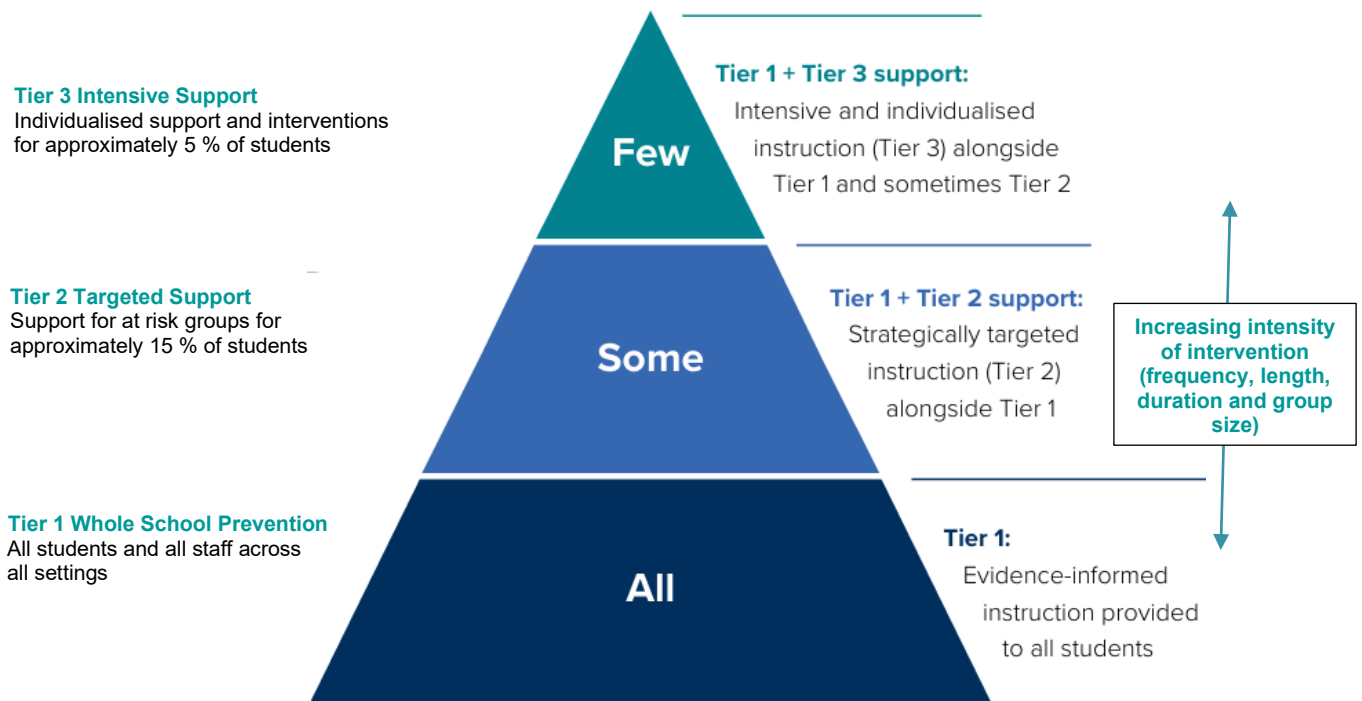
Effective behaviour support requires creation of a positive whole school culture, quality learning and teaching practices, relevant and engaging curriculum and a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices. They range from positive preventive action for all students, through to intensive intervention for specific individuals or groups.

At Sandgate State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for



providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

We demonstrate and promote strong learning and social behaviours, using inclusive practices to support all students. Our approach involves adapting a wide range of teaching, behaviour management, and feedback strategies to suit individual needs, ensuring every student can successfully engage with the Australian Curriculum. Through ongoing collaboration with families, we strive to create a supportive and high-expectation environment that reflects our school motto: **Ever Aim High**.



Consideration of Individual Circumstances

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

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

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

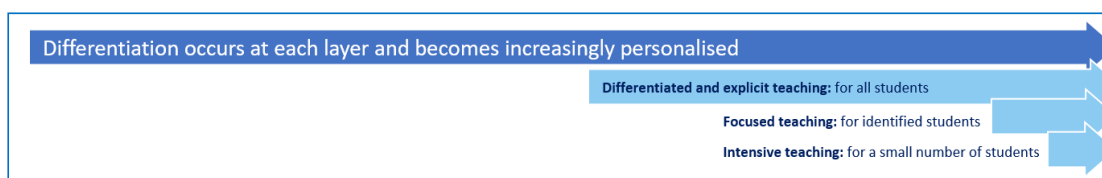
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

Teachers at Sandgate State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

At Sandgate State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Positive rewards can be delivered in the following ways (but are not limited to):

- Sandy stickers, certificates, class/school responsibilities/ student monitors
- Visit to the Deputy or Principal




- Awards at Assembly
- Classroom rewards
- Star Student/Principal's award each term.
- Sandy Shout Outs

Every learning space in our school uses the Sandgate State School Behaviour Expectations below, as a basis for developing our expectations. Using this teaching tool, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every learning space, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



Sandgate State School Behaviour Matrix

	BE RESPECTFUL	BE A LEARNER	BE SAFE AND RESPONSIBLE
ALL AREAS	<ul style="list-style-type: none"> • Follow adult instructions • Speak kindly to others • Care for all property and the environment • Take turns and share 	<ul style="list-style-type: none"> • Ask for help when needed • Participate in activities • Be persistent • Use The High Five 	<ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Accept responsibility for your actions • Always move safely • Right place/ Right time • Use equipment appropriately
OUTSIDE CLASSROOM	<ul style="list-style-type: none"> • Move quietly through the school • Display a good, fair and safe sporting attitude 	<ul style="list-style-type: none"> • Play by the agreed rules 	<ul style="list-style-type: none"> • Be sun safe - Wear a school hat. • Report incidents to adult on duty
CLASSROOM	<ul style="list-style-type: none"> • Be a good listener • Raise your hand to speak 	<ul style="list-style-type: none"> • Follow your classroom rules 	<ul style="list-style-type: none"> • Use calm inside voices • Ask permission before leaving the area
ONLINE/ COMPUTER LAB	<ul style="list-style-type: none"> • Report any unacceptable behaviour to an adult • Post only appropriate content online 	<ul style="list-style-type: none"> • Only use approved online sites and educational games • Save your work and store your files correctly 	<ul style="list-style-type: none"> • Keep any usernames or passwords private. • Follow the IT school contract
EATING AREA & TUCKSHOP	<ul style="list-style-type: none"> • Sit while eating • Eat your own food • Wait quietly until dismissed 		<ul style="list-style-type: none"> • Put all rubbish in the bin • Close lunchbox after eating
TOILETS	<ul style="list-style-type: none"> • Respect others privacy 	<ul style="list-style-type: none"> • Try to use toilets during break times or before and after school 	<ul style="list-style-type: none"> • Use the facilities appropriately • Wash hands • Leave food and drinks outside toilets
BEFORE AND AFTER SCHOOL	<ul style="list-style-type: none"> • When arriving to school, walk the bike/ scooter from the gate to the bike rack. • At the end of the school day, leave the school on time to travel home 	<ul style="list-style-type: none"> • Be on time, organised and ready for learning 	<ul style="list-style-type: none"> • Follow the road safety rules • Report to the office if not collected after school by 2:50pm

Learning Dispositions



Sandgate State School explicitly teaches the six learning dispositions: I am Collaborative, I am Self-motivated, I am Persistent, I am Curious, I am Reflective, and I am Creative. These dispositions were selected in collaboration with the community as the most important learning dispositions for our Sandgate State School learners. Teachers focus on explicitly teaching one disposition at a time, integrating it across subjects and daily routines. This consistent approach helps build a shared language and school culture that supports students' engagement in learning. By teaching learning dispositions, we are developing lifelong skills that enable students to be effective learners who are engaged.

Classroom Management

The three main school expectations of Be a Learner, Be Respectful Sandgate, Be Safe and Responsible, form the basis for playground and classroom management alike. Teachers expand on these for students in their classroom at the beginning of each term as well as throughout the term where rules are frequently revised. Teachers respond to low level inappropriate behaviours by reinforcing positive behaviours and cueing the student through verbal and non-verbal reminders. Teachers utilise Essential Skills for Classroom Management and follow our Flow Chart of Support (Attachment 2).

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Sandgate State School to provide focused teaching. Focused teaching is aligned to our Schoolwide Expectations Matrix, and student progress is monitored by the classroom teacher/s in a Responsive to Intervention framework (working from least intrusive to most intrusive adjustments) to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching and support may be assisted through the involvement of a SEIT who coordinates complex case management. This includes designing and implementing individualized programs and support plans, as well as communicating with key stakeholders such as regional staff and external agencies. Additional interventions are provided based on the level and nature of the student's behavioural needs and the intensity of support required.

Legislative Delegations

Legislation

In this section of the Sandgate State School 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 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals. 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 Sandgate State School 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 corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

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

Sandgate State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

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

School Disciplinary Absences

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 School Disciplinary Absence.

Re-entry following suspension

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g. guns, knives, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs (e.g. tobacco, cigarettes, e-cigarettes, pod vapes, vape pens, box mods and vaporizers).
- alcohol or energy drinks (including sport drinks, caffeinated beverages etc).
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, printed material with offensive language, extremist propaganda).
- Digital devices/ games

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

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

Responsibilities

State school staff at Sandgate State School:

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

Parents of students at Sandgate State School:

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

Students of Sandgate State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Sandgate State School Code of Conduct
 - is illegal or potentially dangerous
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

At Sandgate State School, Information and Communication Technologies are supplied by the school for student use to support their access and engagement to the Australian Curriculum. Computer, laptops, iPads and other technologies are shared resources across the school and are made available at appropriate times to support their learning.

In consultation with the broader school community, Sandgate State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Mobile phones and other portable electronic devices are an integral component of today's society. In the school context however, these devices may:

- be a disruption to the teaching and learning process
- infringe upon the privacy of others when misused
- impact on students' ability to communicate and interact with their peers and teachers
- encourage anti-social behaviours
- be used to access internet content not consistent with the values and ethics of Sandgate State School.

Mobile Phones and other devices by students

Mobile phones and personal electronic devices (including smartwatches) are generally not required as a learning tool. At schools, all smartwatches must be switched to “**watch-only mode**” during school hours. These devices are to be used solely for telling time and not for communication, recording, or any other smart functions. Therefore, cameras, portable music and other personal electronic devices are not to be used at school.

On occasion, specific devices may be deemed appropriate for educational or medical use in the school environment and their use would be strictly supervised. Prior permission from the Principal is required in these instances.

Students are permitted to carry a mobile phone or other device to and from school for student safety, however they must ensure their phone is turned off once on school property. Students are to hand their phone into the office each morning. Where a student needs to call their parent/carer during the day, the call must be made from the school office with permission from the class teacher.

Responsibilities

The responsibilities for students using technology or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Sandgate State School to use provided Information and Communication Technologies for:

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Sandgate State School to:

- use a mobile phone on school site
- download, distribute or publish offensive messages or pictures

- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use technologies to cheat during exams or assessments
- take into or use devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Preventing and responding to bullying

Sandgate State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child’s education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

The standing items on the agenda for each Student Leadership Forum are the core element of the Australian Student Wellbeing Framework:

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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



The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Sandgate State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;

- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

High 5

At Sandgate State School, we use the 'High 5' tool to enable students to build effective problem-solving strategies when responding to and dealing with conflict. High 5 can be used in the classroom, in the playground and for perceived bullying incidents.



The following flowchart explains the actions Sandgate State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

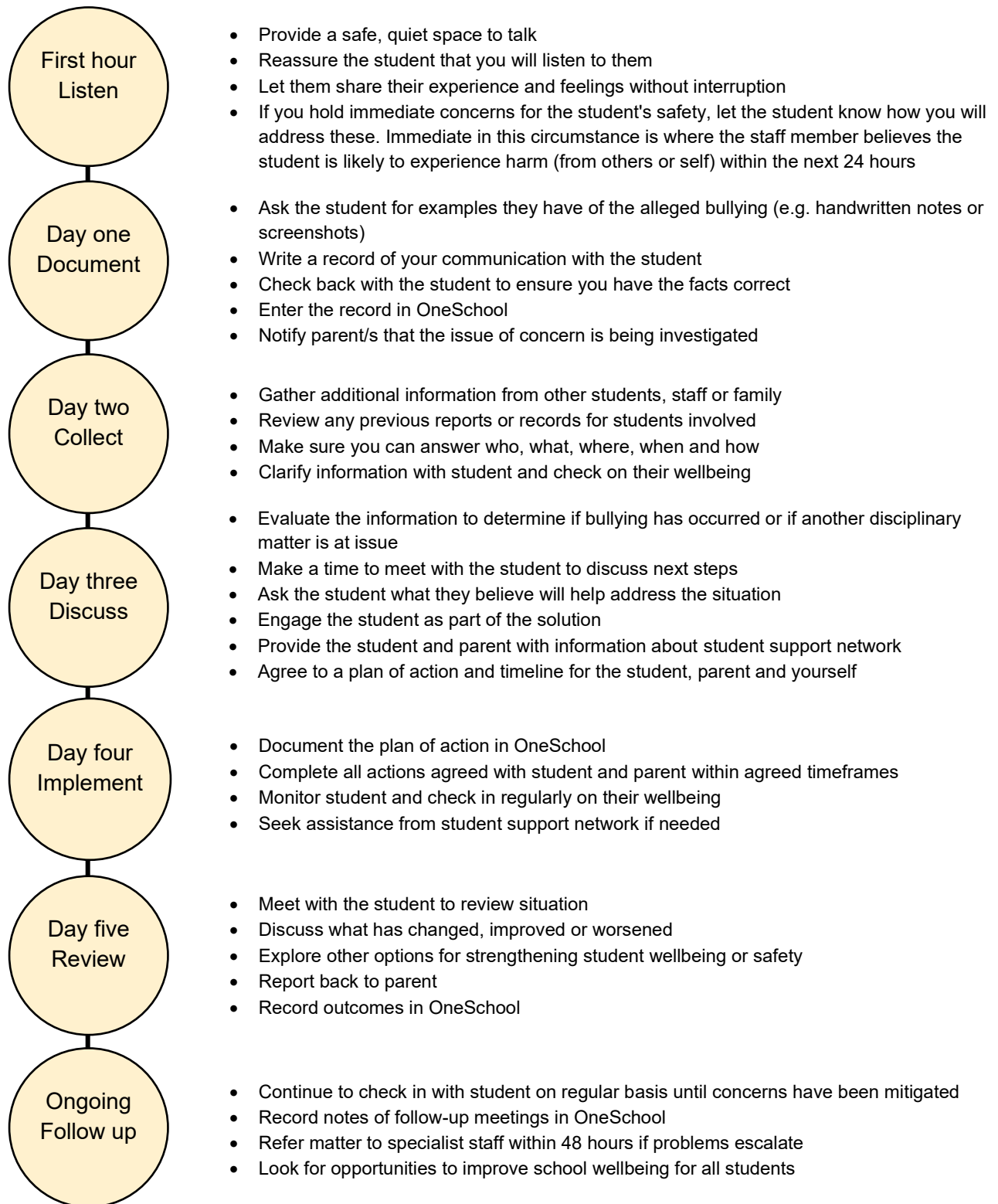
Sandgate State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher and Inclusion Support Teachers

Administration- Deputy Principal or Principal (07) 3869 7111



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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 Sandgate State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Student Intervention and Support Services

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

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

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

events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

Cyberbullying and Social Media 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](#).

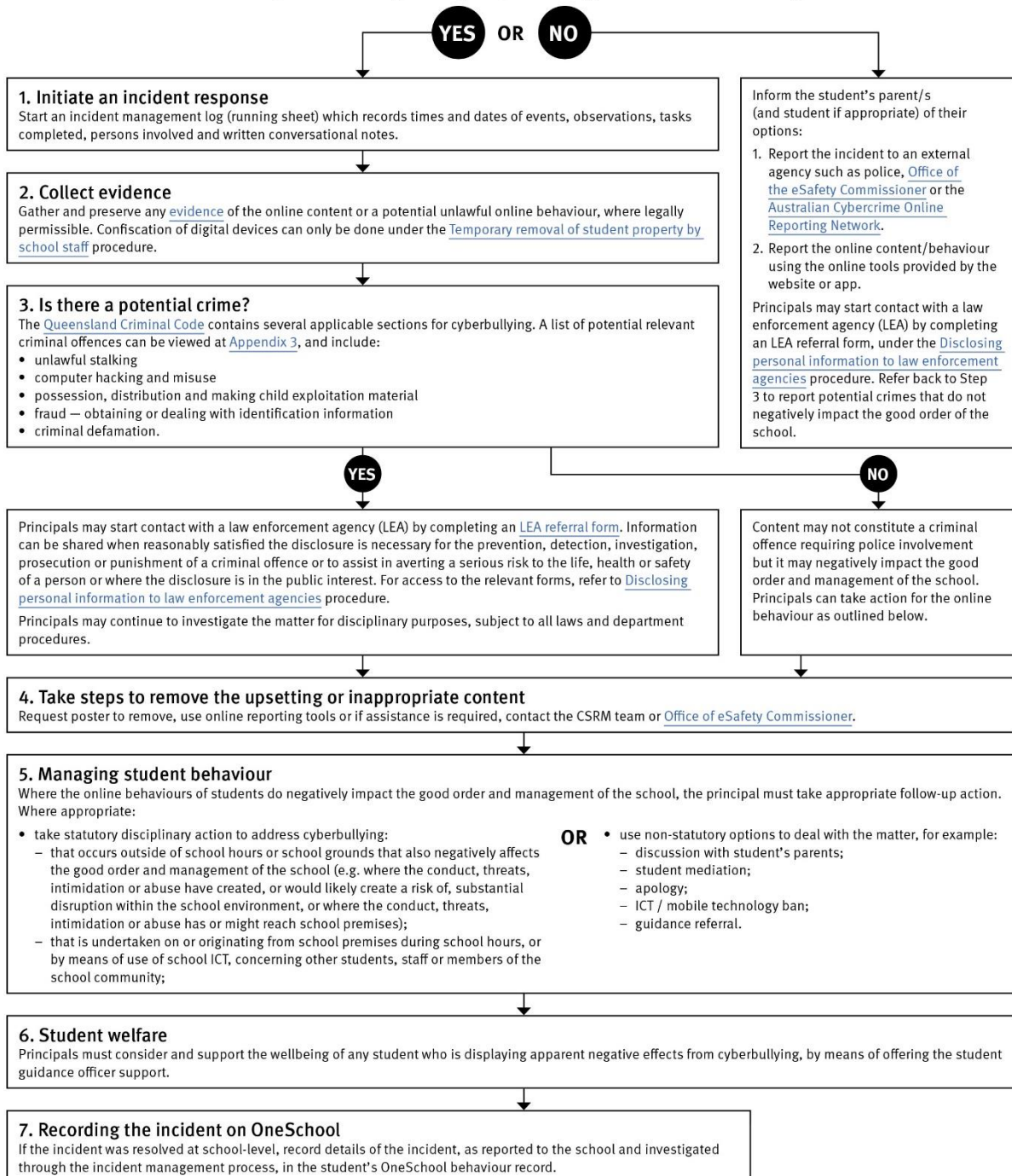
Explicit images

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?



Restrictive Practices

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

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

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

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

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

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

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

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

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

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 punish or discipline the student; it is a crisis management period only.

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

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

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 school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources


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

Attachments

Attachment 1: Sandgate State School Behaviour Expectations

Attachment 2: Flow Chart of Support- Student Version

Attachment 1: Sandgate State School Behaviour Expectations

	BE RESPECTFUL	BE A LEARNER	BE SAFE AND RESPONSIBLE
ALL AREAS	<ul style="list-style-type: none"> Follow adult instructions Speak kindly to others Care for all property and the environment Take turns and share 	<ul style="list-style-type: none"> Ask for help when needed Participate in activities Be persistent Use The High Five 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Accept responsibility for your actions Always move safely Right place/ Right time Use equipment appropriately
OUTSIDE CLASSROOM	<ul style="list-style-type: none"> Move quietly through the school Display a good, fair and safe sporting attitude 	<ul style="list-style-type: none"> Play by the agreed rules 	<ul style="list-style-type: none"> Be sun safe - Wear a school hat. Report incidents to adult on duty
CLASSROOM	<ul style="list-style-type: none"> Be a good listener Raise your hand to speak 	<ul style="list-style-type: none"> Follow your classroom rules 	<ul style="list-style-type: none"> Use calm inside voices Ask permission before leaving the area
ONLINE/ COMPUTER LAB	<ul style="list-style-type: none"> Report any unacceptable behaviour to an adult Post only appropriate content online 	<ul style="list-style-type: none"> Only use approved online sites and educational games Save your work and store your files correctly 	<ul style="list-style-type: none"> Keep any usernames or passwords private. Follow the IT school contract
EATING AREA & TUCKSHOP	<ul style="list-style-type: none"> Sit while eating Eat your own food Wait quietly until dismissed 		<ul style="list-style-type: none"> Put all rubbish in the bin Close lunchbox after eating
TOILETS	<ul style="list-style-type: none"> Respect others privacy 	<ul style="list-style-type: none"> Try to use toilets during break times or before and after school 	<ul style="list-style-type: none"> Use the facilities appropriately Wash hands Leave food and drinks outside toilets
BEFORE AND AFTER SCHOOL	<ul style="list-style-type: none"> When arriving to school, walk the bike/ scooter from the gate to the bike rack. At the end of the school day, leave the school on time to travel home 	<ul style="list-style-type: none"> Be on time, organised and ready for learning 	<ul style="list-style-type: none"> Follow the road safety rules Report to the office if not collected after school by 2:50pm



SANDGATE STATE SCHOOL

Be a Learner Be Respectful Be Safe and Responsible
 Classroom Behaviour Support



1

Ready to learn

I follow expectations
 -Be a Learner
 -Be Respectful
 -Be Safe and Responsible

I try my best.

I ask for help.

I listen to adult instructions

2

Rule Reminders

I am a learner and I can reset

My teacher is reminding me of the expectations to help me.

School rules keep us all safe and help us learn.

3

Back on Track

I can choose what gets me back to learning

I need time to turn my behaviour around by:

- Take some deep breaths
- Movement break
- Calm space in room or Buddy class
- Count to 20
- Write my feelings down
- Drink of water
- Energy down activity

4

Extra Support

I need more support

I can talk to another adult who will help me return to learning / class

I can use this time to dial down my emotions

I can walk and talk with an adult

I can get extra time to process

5

Further Support

I can talk to the Principal or Deputy Principal

I can get extra help to make better choices

I can create a plan for next time





SANDGATE STATE SCHOOL



Be a Learner Be Respectful Be Safe and Responsible
Playground and Lunch Behaviour Support

1

Expectations and Teacher Support

I am safe, respectful and responsible

Adults on duty keep me safe

If I need help, I can find an adult wearing a high-vis duty bag.

I can use the High Five

2

Rule Reminder

Adults remind me how to play and interact with my friends safely



3

Back on Track

I can choose to get back on track

The adult on duty will support me

4

Extra Support

I can reset and play following the school expectations

I could play in another area or play a different game

I can access the library for some quiet time

5

Further Support

I can talk to an adult in the office

I can reflect and make a plan for better choices

This will help me play safely with my friends

I may be asked to sit on the red spot by an adult for a short period of time to reflect