



Sandgate State School

Student Code of Conduct 2021-2024

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
State Schools Strategy 2019-2023

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Endorsement

Principal Name: Angela Bell

Principal Signature:



Date: 01.03.2021

P/C President Name: Kane Jacobson

P/C President Signature:



Date: 01.03.2021

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Purpose

Sandgate State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where 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 tradition of providing high quality education to students from across the Bramble Bay area. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Sandgate State School has three core expectations:

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

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

Sandgate State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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

Consultation

The consultation process used to inform the development of the 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 November 2020. 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 all members of the P and C Association. Staff considered all feedback provided and incorporated suggested changes into the Draft Student Code of Conduct. The P and C feedback was incorporated into our document in order to complete our consultation phase in 2021 through staff and P and C meetings in February.

The final draft was endorsed by staff and parents at the end of February 2021.

Review Statement

The Sandgate State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full 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 a School-wide Expectations Teaching Matrix (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.

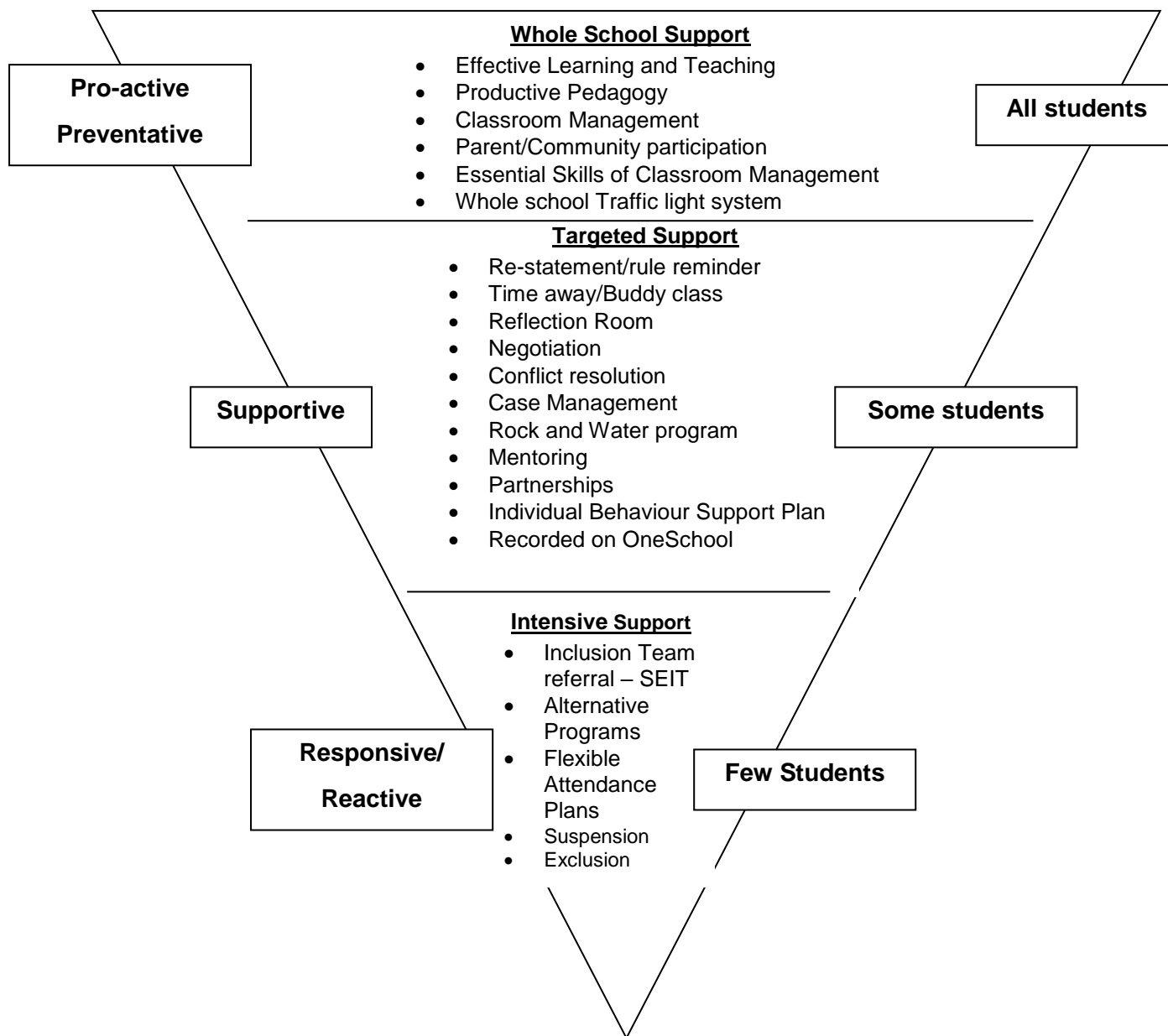
We also utilise the 5 Learning Keys: Persistence; Confidence; Resilience; Organisation; Getting Along which are explicitly taught and modelled throughout our school.

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 behavioural 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 can submit a referral for Guidance Support via our Support Enrichment Intervention Team (SEIT).

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](#).

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.

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 our Inclusion Leader 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 counselling with students on 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 as needed as part of the counselling process.
Speech Therapist	<ul style="list-style-type: none">• provides support to students, staff and parents in the areas of speech and language development.
Community Project Officer	<ul style="list-style-type: none">• provides educational and social/ emotional support to Aboriginal and/or Torres Strait Islander students and communities.
School Adopt-A-Cop	<ul style="list-style-type: none">• provides a school, communication and home connection for students who are experiencing engagement issues
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 – open to all students from 8:10am○ Pantry Project – Lunch box supplies and sandwiches 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.○ Group programs – Running over a series of weeks with small groups of students○ Attending school camps, sports days, and other extra-curricular activities or events.○ Engaging with local community organisations such as churches and local businesses to form links with the school.○ Classroom support – Visiting classrooms, supporting and building relationships with students.○ '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-

	<p>going support requires parent permission and a referral through SEIT.</p> <ul style="list-style-type: none"> • Quality Time Mentoring – time out of the classroom to play a game and chat
Inclusion Leader	<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. • Chairs the SEIT forums • Data analysis and assessment support • Collaborates with Classroom teachers to develop individualised student plans • Supports profiling of classroom behaviours and needs.

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 Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers, Positive Learning Centre Staff and Senior Guidance Officers. For more information about these services and their roles, please speak with our Inclusion Leader.

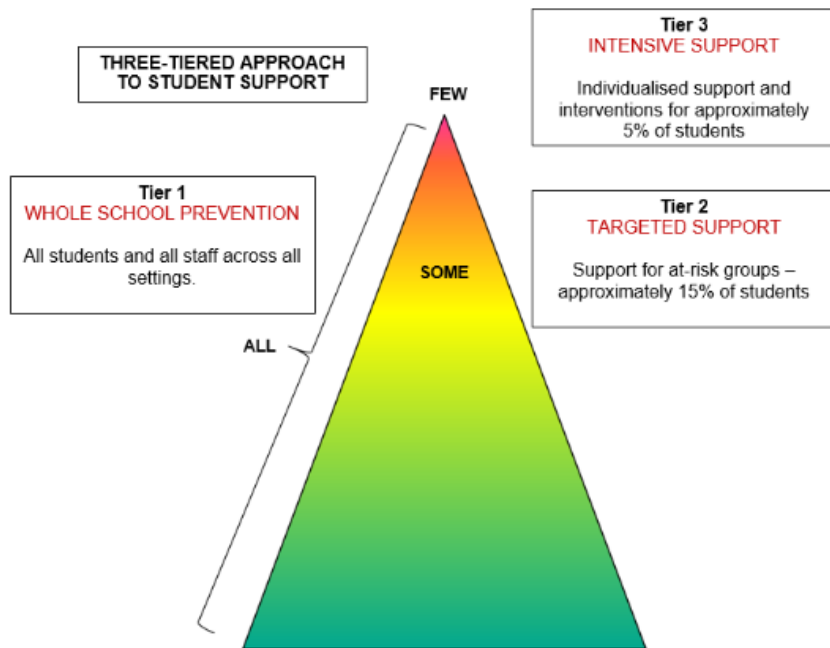
Whole School Approach to Discipline

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 School-wide Expectations Teaching Matrix (Attachment 1) outlines our agreed rules and specific behavioural expectations in all school settings.

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.



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.

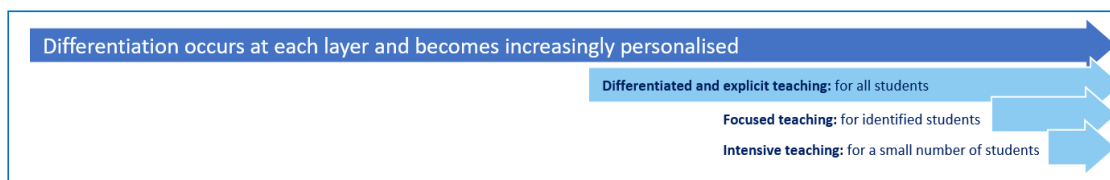


Differentiated and Explicit Teaching

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.

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):

- Stickers, certificates, class/school responsibilities/ student monitors
- Administration visit
- Weekly awards at parade
- Student of the Month/Principal's award each term.
- Happy Tickets – rewards include games, stationery, small gifts

In managing behaviour, effective relationships are promoted in our school through positive measures. All students in following the rules need the use of positive encouragement as an integral part of building self-esteem and self-confidence. The teacher's voice is a dominant working tool and it is important for them to think about when, how and what is being said to students. Teachers have a responsibility to their students to act as positive role models by being assertive and non- aggressive, fair and consistent, responsive rather than reactive. Teachers can also use non-verbal cues to redirect students in making appropriate choices.

Implementation of strategies based on Glasser's Model of Questioning, independent problem-solving strategies and role play opportunities in class, assist in building positive behaviour in students. All personnel are responsible for displaying respect for the rights of others in our school setting. We are all responsible for the policies, guidelines, rules and procedures which dictate appropriate standards, and will ensure our school remains a safe and happy place of learning.

You Can Do It resource

Staff at Sandgate State School, within their planning and teaching, utilise the 'You Can Do It' resource to supporting social and emotional learning and to assist in proactive strategies for low-level behaviours. To support explicit teaching of [personal and social capabilities](#), we utilise the 5 Learning Keys: Persistence; Confidence; Resilience; Organisation; Getting Along.

Classroom Management

The 3 basic school expectations of Be Respectful, Be Safe and Responsible, Be a Learner 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.

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 the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s 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.

Students who require intensive teaching may receive support through: Support, Enrichment and Intervention Team referral, Brisbane North Behaviour Services Intervention Team support, lunchtime supervised activities as part of their Individual Behaviour Support Plan and case conferencing. Interventions provided are dependent on the level of behaviour support required.

Support Enrichment Intervention Team

The Support Enrichment Intervention Team (SEIT), led by the Inclusion Leader, supports students by working with students to develop supportive adjustment, co-ordinates, inclusion support within classrooms. The Team consists of Principal, Deputy Principal, Head of Curriculum, Inclusion Leader, Guidance officer and Speech and Language Pathologist. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

SEIT has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process.

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.

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 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [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, 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.

For further detail, refer to Attachment 2: Minor and Major Behaviours.

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.

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 (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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.

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 Personal Electronic Devices

Mobile phones and personal electronic devices (including Smart watches) are generally not required as a learning tool. 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 and complete a phone contract.

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.

ICT Facilities and Devices

At all times students, while using information and communications technology (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.

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 bullying.

High 5 can be used in the classroom, in the playground and for perceived bullying incidents.

The flowchart below 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.



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.

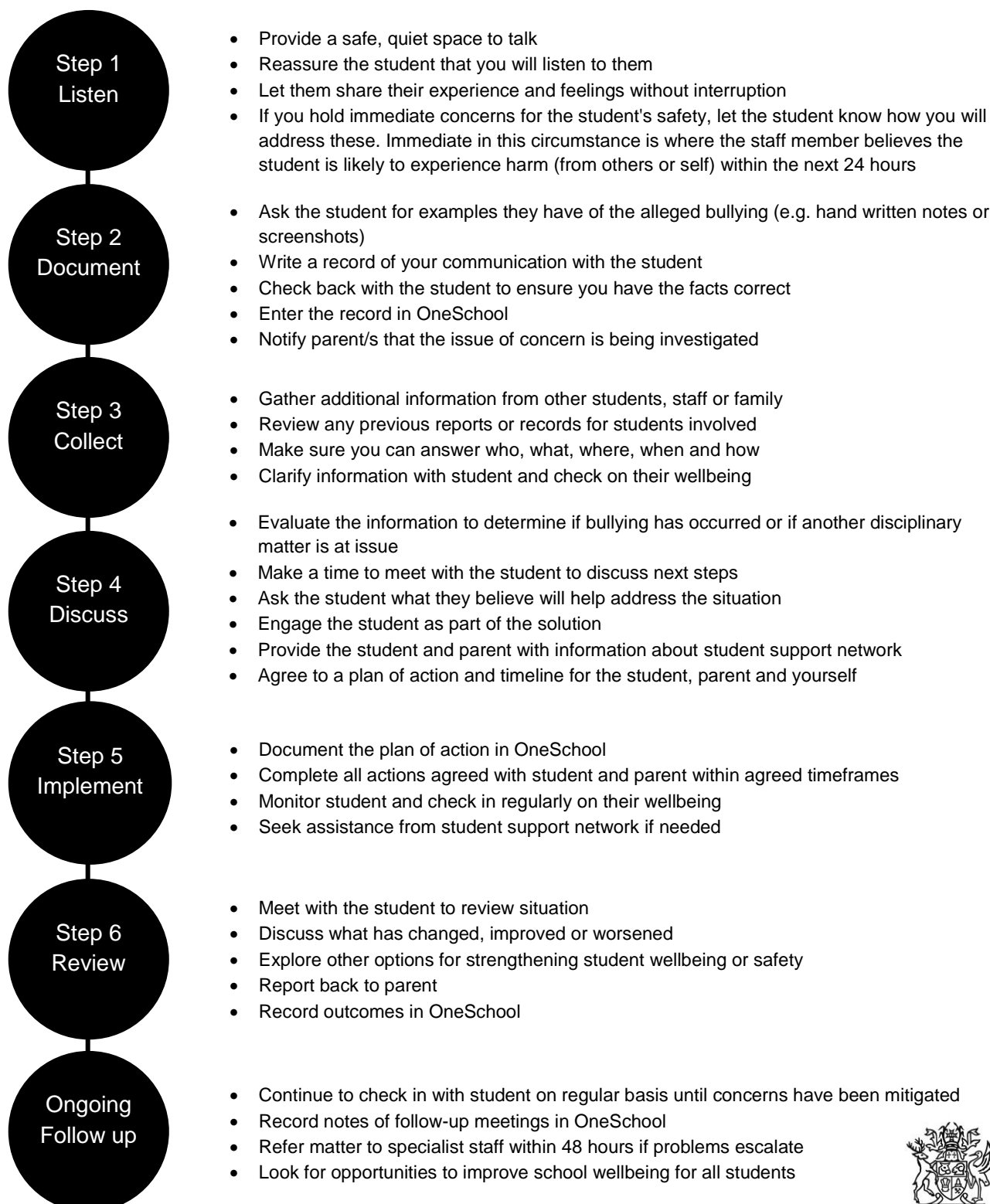
Sandgate State School – Bullying response flowchart for teachers

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 the student and their family.

Key contacts for students and parents to report bullying:

Initial Report – Class teacher

Ongoing concerns – Inclusion Leader/ Deputy Principal/ Principal



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.

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

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](#).

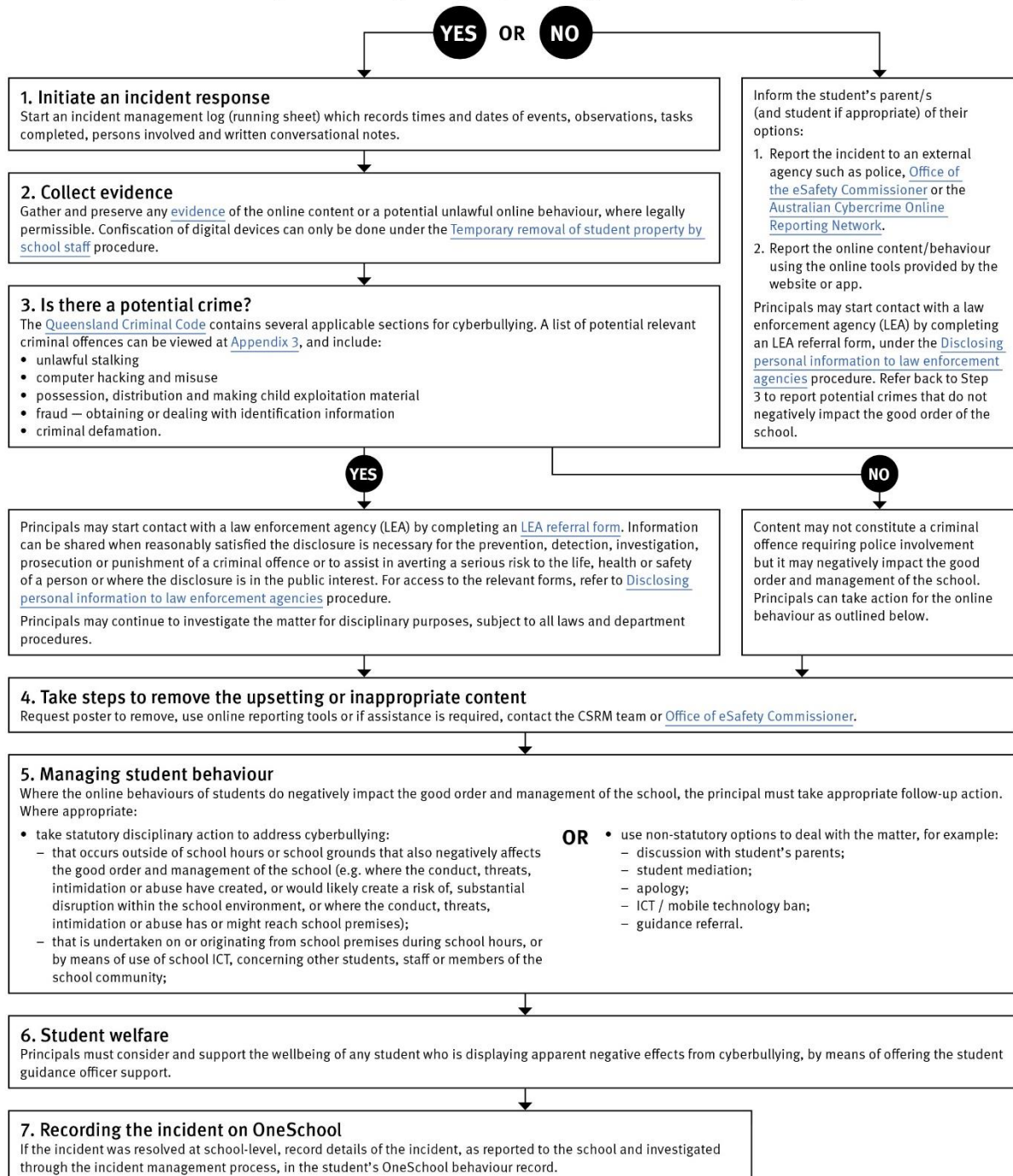
Explicit images

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](#)
- [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](#)
- [You Can Do It](#)

Attachments

Attachment 1: School wide Expectations Teaching Matrix

Attachment 2: Minor and Major Behaviours

Attachment 1: School Wide Expectations Teaching Matrix

	BE RESPECTFUL	BE A LEARNER	BE SAFE AND RESPONSIBLE
ALL AREAS	<ul style="list-style-type: none"> Follow adult instructions Treat others the way you wish to be treated Speak respectfully to others and use manners Give personal space Respect all property Care for the environment Clean up after yourself Choose an appropriate noise level 	<ul style="list-style-type: none"> Give you best effort Be a problem solver Be an active listener Ask for help when needed Be punctual Use technology appropriately Participate in activities Wait your turn 	<ul style="list-style-type: none"> Accept responsibility for actions Follow instructions straight away Keep hands, feet and objects to yourself Be on time Move safely at all times Wear full school uniform Leave valuables at home
OUTSIDE CLASSROOMS <ul style="list-style-type: none"> Playgrounds Walkways Stairs Covered Areas Library Pool 	<ul style="list-style-type: none"> Play by the rules Include others Wait patiently, take turns Share and return equipment Move quickly and quietly when walking around school 	<ul style="list-style-type: none"> Play by the rules Display a good sporting attitude Wait your turn Be a problem solver Get along with others 	<ul style="list-style-type: none"> Follow adult instructions Keep hands, feet and objects to yourself Be Sunsafe Use all equipment correctly in correct places Play school approved games Use High Five strategies Move safely at all times Report incidents to adult on duty Use covered walkways in wet weather WALK
CLASSROOMS	<ul style="list-style-type: none"> Follow adult instructions Respect others Be an active listener Speak respectfully to others and use manners Raise your hand to speak Care for the environment 	<ul style="list-style-type: none"> Respect others' right to learn Be punctual, organised and ready for learning Actively participate in classroom tasks Give your best effort Ask for help when needed Be persistent Use technology appropriately Be a confident learner 	<ul style="list-style-type: none"> Follow adult instructions Make sure your teacher knows where you are at all times Move safely at all times Ask permission to leave classroom Use getting along behaviour Use traffic lights Be prepared and organised Take an active role in classroom activities Care for equipment appropriately

EATING AREAS AND TUCKSHOP	<ul style="list-style-type: none"> • Sit when eating • Eat your own food, no sharing • Wait quietly until dismissed 	<ul style="list-style-type: none"> • Make healthy choices 	<ul style="list-style-type: none"> • Be in the right place at the right time • Keep eating areas clean • Put all rubbish in bins • Wash hands • Stop Look and Listen for adult directions • Talking in a normal voice • Order lunch before school
TOILETS	<ul style="list-style-type: none"> • Respect others privacy • Care for the environment • Wash hands • Leave promptly after using facilities 	<ul style="list-style-type: none"> • Use toilets before and after school and at breaks 	<ul style="list-style-type: none"> • Use toilet at break times • Respect others' privacy • Wash hands • Take 2 buddies during class time
BEFORE AND AFTER SCHOOL <ul style="list-style-type: none"> • Bike Rack • YMCA 	<ul style="list-style-type: none"> • Be respectful to all people • Leave grounds promptly after school • Walk bikes/scooters to bike rack on arrival • Walk bikes/scooters to gate when leaving 	<ul style="list-style-type: none"> • Be punctual, organised and ready for learning 	<ul style="list-style-type: none"> • Travel to and from school safely • Follow the road safety rules • Lock up bike/scooter • No playing on playgrounds before or after school • Follow bike safety rules • Report to the office if not collected after school • Leave grounds promptly after school • Follow adult instructions
HALL	<ul style="list-style-type: none"> • Be an active listener • Follow adult and/or student leader instructions • Hold applause until instructed 	<ul style="list-style-type: none"> • Respect others • Be an active listener 	<ul style="list-style-type: none"> • Enter safely and respectfully • Keep all areas clean and tidy • Follow adult and/or student leader instructions • Use a quiet voice

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Attachment 2: Minor and Major Behaviours

Category of Behaviour	MINOR		MAJOR
	TEACHER MANAGED	DEPUTY PRINCIPAL / HEAD OF CURRICULUM / INCLUSION LEADER MANAGED	PRINCIPAL MANAGED
Definition	<ul style="list-style-type: none"> • Low level behaviours • Minor breaches of school rules • Do not seriously harm others or cause you to suspect that the student may be harmed • Do not violate the rights of others in any other serious way • Are not part of a pattern of inappropriate behaviours 	<ul style="list-style-type: none"> • Persistent low level behaviours • Persistent breaches of school rules • May require involvement of specialist/ support staff 	<ul style="list-style-type: none"> • Continued pattern of unresolved minor problem behaviours • Significantly violates the rights of others • Puts others / self at risk of harm • Requires the involvement of specialist/ support staff/ Administration (Deputy Principal or Principal)
Disruption; defiance; threat/s; refusal to participate a program of instruction	<ul style="list-style-type: none"> • Classroom disruption and disobedience • Incomplete classwork • Failure to bring learning materials to class • Failure to follow instruction 	<ul style="list-style-type: none"> • Persistent classroom disruption and disobedience • Persistent incomplete classwork • Persistent incidences of not bringing materials to class • Persistent and/or repeated failure to follow instruction 	<ul style="list-style-type: none"> • Major classroom disruption and disobedience • Consistent pattern of refusing to respect the learning of others (e.g. major disruption) • Continued refusal to participate or follow reasonable requests
Non-compliant with routine; dress code; truancy; lying/cheating	<ul style="list-style-type: none"> • Lateness to class • Unexplained absences • Breaches of Student Dress Code • Breaches of Sun Safety Policy • Not wearing shoes outside • Ignoring adult directions • Failing to attend Responsible Thinking Room (RTR) • Being out of bounds • Not being in the right place at the right time • Running on concrete or around buildings, stairwells • Playing in toilets during break times • Lying/dishonesty 	<ul style="list-style-type: none"> • Persistent lateness to class • Persistent unexplained absences • Refusing to follow the Traffic Light System • Repeated breaches of Student Dress Code • Persistent disobedience of adult directions • Leaving class without permission • Repeatedly being out of bounds • Refusal to comply with school policies and/or procedures 	<ul style="list-style-type: none"> • Persistent and/or repeated truancy • Persistent breaches of Student Dress Code • Leaving school grounds without permission • Continual refusal to comply with school policies and/or procedures
Physical or verbal misconduct	<ul style="list-style-type: none"> • Inappropriate language • Minor inappropriate physical contact with students without potential to cause harm • Unsafe behaviours • Running on concrete or around buildings 	<ul style="list-style-type: none"> • Continued use of inappropriate language • Rough physical play 	<ul style="list-style-type: none"> • Obscene and/or abusive language • Physical misconduct with potential to cause harm, including physical assault of staff / students or any violent assault • Discriminatory language / behaviour • Inappropriate sexualised behaviours

Bullying/ harassment; threats	<ul style="list-style-type: none"> Isolated or infrequent low level inappropriate behaviours with potential to cause harm 	<ul style="list-style-type: none"> Repeated low level inappropriate behaviours with potential to cause harm Minor harassment / bullying / cyber bullying Minor intimidation of staff or students 	<ul style="list-style-type: none"> Major harassment / bullying / cyber bullying Major intimidation of staff or students Intentional use of racial and/or discriminatory language against staff and/or student Direct verbal, written or online abuse or defamation of staff Sexual harassment/misconduct
Misconduct involving an object, IT or property	<ul style="list-style-type: none"> Not walking bike/scooter on school grounds Throwing objects Inappropriate use of school resources Misuse of equipment (low-risk) Interfering with the property of other students or staff Non-compliance with mobile phone policy Low level destruction of classroom resources, property or school environment Littering Graffiti on self, own or others property 	<ul style="list-style-type: none"> Persistent inappropriate use of school resources Repeated non-compliance with mobile phone policy Misuse of the internet / social networks including uploading of unauthorised digital content on the internet Persistent misuse of equipment (low-risk) including tampering with classroom and/or school safety equipment Persistent interfering with the property of other students or staff 	<ul style="list-style-type: none"> Use of electronic device for harassment / filming or photographing without permission / infringe privacy / breach school systems Possession of inappropriate adult content Abuse of teachers on a website or via social media Misuse of equipment (high-risk) including safety equipment Theft / stealing Vandalism/graffiti Deliberate damage or destruction of school property Unauthorised access of computer systems including hacking, password stealing and loading unauthorised software
Possessing prohibited items	<ul style="list-style-type: none"> Bringing banned items to school (low risk) 	<ul style="list-style-type: none"> Persistently bringing banned items to school (low risk) 	<ul style="list-style-type: none"> Bringing of banned items to school (high risk) Bringing of any item that can be considered a weapon (includes replica items)
Substance misconduct (tobacco or other legal substance; illicit substance)			<ul style="list-style-type: none"> Possessing / selling / distributing illicit drugs or other medications or substances Possession of implements for the use of illicit drugs Smoking / possession of tobacco-related products Consumption / possession of alcohol Presenting under the influence of drugs or alcohol
Other conduct prejudicial to the good order and management of the school			<ul style="list-style-type: none"> Inappropriate conduct while travelling to or from school Continual refusal to comply with school policies and/or procedures Bringing the school, staff or other students into disrepute in the school or community, including serious or continued inappropriate use of personal technology devices or social networking sites Disadvantaging the wellbeing of self and others including unsafe behaviours Charged with a serious offence (s282 of the EGPA)

Possible Consequences	MINOR		MAJOR
	TEACHER MANAGED	DEPUTY PRINCIPAL / HEAD OF CURRICULUM / INCLUSION LEADER MANAGED	PRINCIPAL MANAGED
	<ul style="list-style-type: none"> • Use of Traffic Light System • Reminder of school and classroom expectations • Pre-correction (e.g. "Remember, walk quietly to your seat") • Non-verbal and visual cues (e.g. posters, hand gestures) • Proximity control; revised seating plans • Classwide incentives • Redirection (e.g. questioning to redirect – "What question are you working on? Would you like some assistance with Q5?") • Restorative conversations with students • In-class separation or timeout under supervision (take a break) • Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?") • Cueing with parallel acknowledgement (e.g. It's great to see the students in the middle row with their books open and working on the first question." • Removal from classroom for one-on-one resolution • Apology and/or restitution • Buddy class/withdrawal arrangements • Student contract/agreement • Referral to Support Enrichment Intervention Team (SEIT) • Assign student to accompany teacher on playground duty • Responsible Thinking Room (RTR) • Playground Red Seat • Parent contact 	<ul style="list-style-type: none"> • Ongoing monitoring • Individual student behaviour support strategies (e.g. Student behaviour plan) • Targeted skills teaching in small group • Check in Check Out strategy • Restorative conference as required between co-ordinator, aggrieved party and student • Peer mediation • Referral to Support Enrichment Intervention Team (SEIT) • Counselling and guidance support • Restitution • Withdrawal from classes to complete learning in an alternative classroom • Ongoing buddy class/withdrawal arrangements • Withdrawal and/or supervision during break times; playground plans • Community service • Removal from network access • Parent contact • Stakeholder meeting with parents and/or external agencies 	<ul style="list-style-type: none"> • Student interview • Student contract/agreement • Parent contact or interview • Functional Behaviour Assessment • Complex case management and review • Individual Behaviour Support Plan • Referral to Support Enrichment Intervention Team (SEIT) • Referral for assessment and specialist support • Referral to outside agency • Referral to alternative education program • Restorative conference • Student/parent interview on return from suspension; return from suspension Improvement Plan • Behaviour monitoring • Withdrawal and/or supervision during break times • Withdrawal from classes to complete learning in an alternative classroom • Withdrawal from school representation in extracurricular activities • Police notification (if illegal behaviour) • Stakeholder meeting with parents and external agencies including regional specialists • School disciplinary absence