



Sandgate District State High School

Student Code of Conduct 2024-2026

Equity and Excellence: realising the potential of every student

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

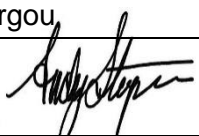
Queensland Department of Education

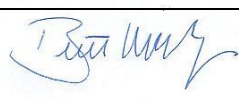


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Principal Signature:	
Date:	19 February 2024

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P&C President and School Council Chair Signature:	
Date:	21 February 2024

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Purpose

Sandgate District State High School is committed to providing education responsive to the needs of all learners in the school community. It is the school community's aim to create the best possible environment for effective teaching and learning by: all school community members accepting ownership of their behaviour, their responsibilities and respecting the rights of others; prompting the development of self-disciplined behaviour in all community members; and, promoting a harmonious school environment where conflict and stress are minimised for all.

The focus at our school is for students to embody the personal attributes of Perseverance, Respect, Innovation, Dedication and Excellence in order to create 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 Student Code of Conduct is the means by which we ensure that this supportive school environment is established and maintained. The Code 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 District State High School has been providing a comprehensive co-educational secondary education for young people in the North Eastern Bayside suburbs of Brisbane since 1959.

Our Mission is **Expanding Horizons** and our Motto is **Industria Floremus** (which translates as with Industry we Flourish). Our mantra is **Success through Effort**. We pride ourselves on working hard in partnership with our community to provide a broad experience of secondary education for all of our students.

Sandgate District State High School operates using five main values that form the acronym PRIDE, reflecting a comprehensive and inspiring set of principles that guide the behaviour and aspirations of our school community.

Perseverance

Respect

Innovation

Dedication

Excellence

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. A conscious effort by the school to **Expand Horizons** means students contributing to "their" community may be anywhere in the World!

Sandgate District State High 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 District State High School Student Code of Conduct together. 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.

P&C Statement of Support

As president of the Sandgate District State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by the school leadership has ensured that all parents have had opportunities to contribute and provide feedback. This has been an important aspect in the development of the Sandgate District State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

The development of the school's values, vision and mission has been an ongoing consultation process through the P&C, School Council, Student Forums and numerous surveys to gauge feedback and consultation, from Term 4 of 2021 and we are excited about where the final outcome and eagerly await the implementation and continuous improvement of culture and expectations for our young people and community.

We encourage all parents to familiarise themselves with the Sandgate District State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying. Our support as parents and carers of this policy and the school are instrumental in setting the standards we wish for our community and our own children, not only during their learning in school, but through out their interactions with each other and others outside of the school grounds, online and in their future careers.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Sandgate District State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the section on preventing and responding to bullying commencing, within this document, provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Sandgate District State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the Sandgate District State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Whole School Approach to Discipline

At Sandgate District State High School, we believe discipline is an opportunity for learning. 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.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Sandgate District State High School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school, whether this is in learning environments, during breaks or in all aspects of their life. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

The School Wide Expectations Matrix outlines our agreed behavioural expectations attached to our school values of: Perseverance, Respect, Innovation, Dedication and Excellence. Together, these values form the acronym “PRIDE” reflecting a comprehensive and inspiring set of principals that guide our behaviour and aspirations of our school community.

Values

A school's values are the fundamental principles and beliefs that guide its behaviour and decision-making. They represent the school's ethical and moral compass and at Sandgate District State High School our values are reflected in all aspects of school life and beyond.

Perseverance: The commitment to continue striving towards goals, even in the face of challenges and obstacles. It involves resilience, persistence, and the determination to overcome difficulties while pursuing academic and personal aspirations.

Respect: The act of showing consideration and appreciation for oneself, others, and the surrounding environment. Respect involves acknowledging the value and dignity of every individual, embracing diversity, and fostering a culture of kindness and understanding.

Innovation: The pursuit of creative and original thinking in learning, problem-solving, and project development. Innovation encompasses the encouragement of new ideas, experimentation, and the willingness to take intellectual risks to advance knowledge and practice in various fields.

Dedication: A deep commitment to a task or purpose, characterised by hard work, passion, and a strong sense of responsibility. Dedication is about consistently putting effort into achieving goals and maintaining a high standard of performance in academic and extracurricular activities.

Excellence: The continual pursuit of the highest standards in academic achievements, personal development, and community contributions. Excellence is about striving to be the best in every endeavour, enhancing personal capabilities, and contributing positively to the broader community.



Values in Action at Sandgate District State High School

	Perseverance	Respect	Innovation	Dedication	Excellence
In Life	<ul style="list-style-type: none"> Demonstrate a growth mindset by challenging yourself to overcome personal barriers Continue to pursue hobbies and interests Learn new skills, despite obstacles or failures Maintain resilience and determination in personal goals and life challenges Learn from setbacks Seek feedback to improve personal development 	<ul style="list-style-type: none"> Demonstrate politeness by using manners Respect public spaces and rules Be kind online and in person Demonstrate empathy and understanding towards others Respect differences Cultivate self-respect Advocate for fairness and equality in all interactions Use respectful language 	<ul style="list-style-type: none"> Experiment safely with new hobbies or activities Explore new ways of doing things Embrace change Keep an open mind Apply creativity to everyday situations Seek to apply innovative solutions to everyday problems Utilise technology responsibly to foster creativity Regularly participate in brainstorming sessions to solve community issues 	<ul style="list-style-type: none"> Stay committed to personal hobbies, community service or other extracurricular activities Apply yourself to all areas Pursue personal goals with commitment and passion Be dedicated to all pursuits Volunteer for community service Set short and long-term personal goals and review progress regularly 	<ul style="list-style-type: none"> Seek opportunities for growth and improvement in various activities Strive to achieve your personal best Pursue excellence in personal health and wellbeing Contribute positively to the community Wear the correct uniform with pride Seek roles that challenge and expand your capabilities
In Learning Environments	<ul style="list-style-type: none"> Embrace and learn from critical feedback Continue to work on challenging tasks Persistently tackle and complete challenging tasks Actively participate throughout the lesson Ask for help and support Practice resilience Celebrate small achievements to maintain motivation 	<ul style="list-style-type: none"> Listen to teachers and classmates Value diverse opinions Take care of school property by keeping a clean environment Understand others point of view Actively listen Show confidence and belief in self Follow instructions the first time Use inclusive, non-discriminatory and non-offensive language Respect for different learning styles and paces 	<ul style="list-style-type: none"> Engage in safe creative problem-solving Seek opportunities to learn new skills Contribute ideas in discussions Collaborate with classmates Creative thinking leading to 'outside of the box' ideas Break down complex problems and come up with fresh safe solutions Apply digital tools to enhance learning 	<ul style="list-style-type: none"> Demonstrate grit and determination Consistently put effort into homework and class work Participate actively in class Strive for personal bests Remain dedicated and participate in offsite school activities e.g. Camps and Excursions Dedicate time to self-care, ensuring a healthy mind and body Submitting complete draft and assessment tasks on time with a high level of academic integrity Be prepared for class Maintain consistent performance and seek ways to improve 	<ul style="list-style-type: none"> Use SMART goals to improve academic outcomes Seek to learn and improve Contribute to create a positive learning environment Revise for assignments and exams Ask questions to help you succeed Advocate for your own learning needs Strive for leadership roles in academic and extracurricular clubs, exemplifying excellence in all endeavours Engage in advanced study opportunities or extension programs when available
During Breaks	<ul style="list-style-type: none"> Persist in physical activities or games Encourage others to keep trying Find new activities or clubs to try Step outside of your comfort zone Support others to try Encourage others to join friendship groups Persist in developing new friendships even when initially challenging 	<ul style="list-style-type: none"> Respect others' time by moving promptly to classes when the bell sounds Treat peers with kindness Be considerate of others' feelings Use good manners while moving through the school Connect with peers and celebrate who they are Respect others and property Ensure accessibility of all play areas to accommodate diverse needs Promote peaceful conflict resolution among peers 	<ul style="list-style-type: none"> Invent new safe games and lead peer engagement activities and clubs Interact safely and positively with one another Be open to new experiences and meeting new people Create inclusive opportunities to involve all of your peers Develop and use new methods for environmental sustainability at school 	<ul style="list-style-type: none"> Commit to fair play and teamwork Put effort into safe group activities Be a committed team member – motivating others to succeed Attend scheduled meetings Be proactive in reporting concerns to staff Lead by example in maintaining a clean school environment 	<ul style="list-style-type: none"> Demonstrate leadership Display great sportsmanship Encourage others to excel by maintaining a clean school Encourage the use of appropriate language Make a positive contribution to community Support and mentor younger students Participate in and organise peer tutoring sessions Become a SDSHS role model

Consideration of Individual Circumstances

Staff at Sandgate District State High School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to 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 punishment 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.

Student Wellbeing

Sandgate District State High 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 or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. 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](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Sandgate District State High School, we provide age-appropriate drug, alcohol and relationships education that reinforces public health and safety messages.

Student Support Network

Sandgate District State High School is proud to have a comprehensive Student Support Network 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 District State High 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 Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal responsible for your child's year level on the school's phone number.

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.
Head of Department Student Culture	<ul style="list-style-type: none"> • Connect 7 to 12 • Student leadership • Positive school culture • Excelsior and Primary partnerships • Student Organiser and Connect referrals
Head of Department Senior Schooling	<ul style="list-style-type: none"> • Monitors student attendance data, arranges intervention for students in Years 10 to 12. • Lunchtime student behaviours Year 11 and 12
Head of Department Student Performance	<ul style="list-style-type: none"> • Monitoring of all school data and student tracking – Year 7 to 12 • Academic mentoring for students who fail subjects • First Nations engagement for students and initiatives • Lunchtime behaviour referrals for Year 9 and 10
Head of Department Student Engagement	<ul style="list-style-type: none"> • Tracking of behaviour data • Student behaviour and engagement – top tier students • Functional behaviour assessments and IBSP's • Lunchtime behaviour referrals for Year 7 and 8 • Engagement Centre
Head of Department Student Enhancement (HOSES)	<ul style="list-style-type: none"> • Support and/or coordinate case management for students who require extensive or substantial adjustments • Support classroom teachers and other school staff to access departmental or other external specialist services, professional development, and supports as needed • Students with disabilities • Learning support • Student medications
Psychologist	<ul style="list-style-type: none"> • Referrals from school Executive Team and Guidance Officers • Provides services such as counselling, assessment and intervention, focusing on students' mental health and wellbeing

School Chaplain	<ul style="list-style-type: none"> • Provides individual and, at times, group support to students to assist their engagement with education and training • Assists students with specific difficulties, acting as a mediator or providing information on other life skills • Provides spiritual guidance to students where requested
School-based Youth Health Nurse	<ul style="list-style-type: none"> • Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs.
School-based Police Officer	<ul style="list-style-type: none"> • Establish positive relationships between police and the secondary school community to contribute to a safe and supportive learning environment. • Addressing identified needs within the school community • Helping teachers develop and present curriculum material to meet police and school community needs • Undertaking initial response and investigation of offences within the perimeters of the school.
Year Level Coordinator	<ul style="list-style-type: none"> • Responsible for student welfare at each year level • Provides continuity of contact for students and their families through the six years of schooling • Ensures students feel safe and comfortable and want to come to school • Nurtures a sense of belonging to the home group, year level and school. • Tracking of student truancy and engagement
Social Worker	<ul style="list-style-type: none"> • Provides individual and, at times, group support to students to assist their engagement with education and training • Support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing
Community Education Counsellor (Regional)	<ul style="list-style-type: none"> • Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.

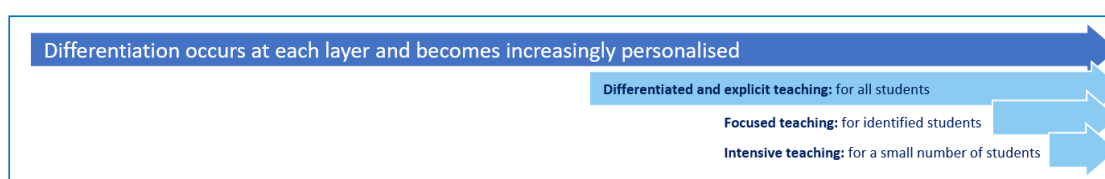
It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the relevant Deputy Principal responsible for your student's year level.

Differentiated and Explicit Teaching

Sandgate District State High 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 District State High 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. 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.

Focused Teaching

Some students 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 District State High School to provide focused teaching. Focused teaching is aligned to the school Values 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.

Sandgate District State High School has a vast range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Student Behaviour Strategy Plan
- Managing the Bull
- RESPECT
- Strength
- Rock and Water
- Blue Edge
- The Real Me
- Unmuted
- Rhythm to recovery
- RAGE
- Elevate
- Mindful Mates
- Peer Skills
- Drum Beat
- Love Bites
- Boxercise
- Functional Behaviour Analysis.

For more information about these programs, please speak with the Deputy Principal of the student's year level.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be a small number 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 will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as;

- Guidance Officers
- Psychologist
- School Based Youth Health Nurse
- Youth Support Coordinator
- Regional Behaviour Support Team members
- School Transition Pathways Officer
- School Based Police Officer
- Case Managers
- School Chaplain
- Support Profiler

School Representation Policy

In order to maximise achievement of students, minimum benchmarks have been set for students to participate in extra or co-curricular activities or to undertake school representation. These benchmarks relate to adhering to the school dress code, engagement, school attendance and an expected standard of behaviour. Breaches of these standards are evidenced by Administration detentions, absence reports, reports from OneSchool and behaviour grading and comments from Report Cards.

It is important to maintain high expectations for students in relation to curriculum engagement, personal presentation, attendance and behaviour in demonstrating our values of PRIDE.

This policy is designed to:

- Reinforce positive expectations required of all students
- Ensure students are attending school and engaging in their learning
- Ensure students are provided with every opportunity to engage positively in their learning to be given the opportunity to participate in optional activities

School Representation includes any activity where the student represents the school. Examples include, but are not limited to representative sport, debating, forums, inter-school sport (travelling out), competitions, eisteddfods and performances.

Extra or Co-curricular activities include any activity which is additional to the core curriculum being delivered. Examples include: special events in or out of timetabled lessons, additional courses, some camps, work experience, school musicals and specialised excursions which do not relate to the direct delivery of curriculum programs. For senior students this includes the formal and semi-formal.

Curriculum activities such as subject excursions which relate to assessment, or whole school camps where the focus is leadership and transition to high school are not impacted by this policy.

Students who are suspended will not represent the school for the length of a term (10 weeks) from the date of the incident.

Cases with exceptional circumstances will be considered on an individual basis by the Executive Team as appropriate.

Criteria for non-representation list include:

Parents/carers of students who fall into the following categories will be notified in writing of their student's ineligibility to participate in extra-curricular activities or school representation:

- Any student awarded a Needs Attention or Unsatisfactory in behaviour across two or more subjects, in any reporting period
- Student who has been suspended from school (within 10 week or one term period)
- Ongoing and persistent breaches of the Student Code of Conduct
- Persistent non-attendance for Administrations Detentions
- Students who fail to complete outstanding assessment
- Students who fall under 85% attendance (Classified as chronic absenteeism)
- Students who have unexplained absences
- Students who are persistently late to school (greater than once per week for a term)
- Students who have records of persistent uniform breaches and continually challenge the school's uniform policy

Disciplinary Consequences

The disciplinary consequences model used at Sandgate District State High 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 commence Buddy Class process.

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 others, and no other alternative discipline strategy is considered sufficient to deal with the 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.

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

Minor problem behaviour is handled by staff members at the time it happens;

Major problem behaviour is referred directly to the Head of Department and may be escalated to involve the school administration team.

Minor behaviours are those that:

- Are minor breaches of the school rules;
- Do not seriously harm others or cause suspicion 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 problem behaviours;
- Do not require involvement of specialist support staff or school Administration team.

Major behaviours are those that:

- Significantly violate the rights of others;
- Put others / self at risk of harm;
- Require the involvement of the school Administration team.

Major behaviours result in an immediate referral to HOD and may result in escalation to the relevant Deputy Principal or Principal because of their seriousness. The referral process will be followed for all major behaviour issues. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then completes the OneSchool referral and sends the student to the appropriate person according to the referral process.

Differentiated - Tier 1

The class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour including rewards
- Class wide incentives including reward points
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences
- Representation Policy
- Detention

Focussed – Tier 2

The class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Student Support Profile (Student Behaviour Strategy Plan)
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Behaviour Monitoring Card process
- Targeted skills teaching in small group
- Administration Detention/ loss of privileges
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Respectful Relationships Agreement
- Representation Policy
- Engagement Centre

Intensive – Tier 3

The school Administration team works in consultation with the Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

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

The following table outlines some examples of major and minor problem behaviours:

	One School Category	Description (from OneSchool)	Sample Behaviours	
			Minor	Major
1	Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> Swearing in front of staff member Swearing at another student Offensive language Obscene language 	<ul style="list-style-type: none"> Obscene language directed towards staff Obscene language directed toward students Repeated offensive language Discriminatory language
2	Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.		<ul style="list-style-type: none"> Cheating in examinations, tests and quizzes / fabrication of results / misrepresentation / plagiarism including collusion, acquiring or commissioning work, self-plagiarism, copying, paraphrasing without acknowledgement, using someone else's assessment Having possession of a mobile phone or other electronic device in exam conditions
3	Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		<ul style="list-style-type: none"> Delivering or disseminating false information of possible explosive materials being on campus Causing a false alarm on campus
4	Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	<ul style="list-style-type: none"> Minor intimidation of staff or students Minor harassment/bullying/cyberbullying Inappropriate or derogatory comments Filming or recording of another student 	<ul style="list-style-type: none"> Repeated intimidation towards staff or students Major repeated harassment/bullying /cyberbullying Repeated discrimination Posting on social media of sharing self or others content, images or video Direct verbal, written or online abuse or defamation of students or staff
5	Defiance	Student refuses to follow directions given by school staff.	<ul style="list-style-type: none"> Refusing reasonable instruction from staff Leaving school grounds at break time without permission Refusal to comply with school policies and /or procedures 	<ul style="list-style-type: none"> Repeated and/or blatant noncompliance Gross insolence Repeated incidents of leaving school grounds without permission Repeated refusal to comply with school policies and / or procedures Inciting others to defy instructions from staff and/or school expectations
6	Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	<ul style="list-style-type: none"> Speaking in a disrespectful manner to staff or students Failure to demonstrate courtesy and consideration for others in interpersonal interactions Engaging in behaviours that create a hostile or unsafe environment for staff and students Lying to staff 	<ul style="list-style-type: none"> Repeated incidents of speaking in a disrespectful manner to staff or students Repeated refusal to comply with school policies and/or procedures Repeated disrespect to staff Inappropriate and repetitive conduct while travelling to and from school Bringing the school, staff or other students into disrepute in the school community Repeated instances of disrespect or pattern of disruptive behaviour that indicates a lack of regard for the values and expectations of SDSHS Repeated lying to staff

7	Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> • Universal disruptive behaviours • Late to class • Persistent classroom disruption • Persistent incidences of not bringing materials to class 	<ul style="list-style-type: none"> • Major classroom disruption • Repeated refusal to respect the learning of others • Repeated lateness to class/school with no reason • Repeated disruption and lack of engagement with a program of instruction following HOD intervention
8	Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	<ul style="list-style-type: none"> • Not wearing uniform correctly • Wearing of non-uniform clothing • Wearing of visible makeup • Wearing of incorrect jewellery, piercings etc 	<ul style="list-style-type: none"> • Repeatedly not wearing uniform correctly • Repeatedly wearing of non-uniform clothing • Repeated wearing of visible makeup • Repeated breaches of Student Dress Code
9	Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	<ul style="list-style-type: none"> • Misuse of return to class slips • Students signing 'out of class log' in their student organiser 	<ul style="list-style-type: none"> • Student's self-signing themselves out of school • Lying on a student incident statement • Signing on behalf of parent / guardian • Forgery of signatures on school documents and notes from home
10	Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> • Rough physical play • Verbal or Physical altercations escalating to pushing, shoving or swearing, whether accidental or intentional • Instigating or provoking fights with peers, whether through verbal taunts, insults or other forms of antagonistic behaviour • Retaliatory actions in response to perceived insults or conflicts with peers, perpetuating a cycle of aggression and escalating tensions within the school community 	<ul style="list-style-type: none"> • Major repeated intimidation • Serious physical aggression / fighting • Major intimidation • Repeated minor physical contact • Any attempts to cause harm • Any physical / sexual assault • Involvement in group fights or gang-related violence which pose a significant threat to the safety and wellbeing of students and staff • Collaboration with others in planning, organising or carrying out fights • Demonstrating lack of respect for the school principals of conflict and resolutions and a safe environment within the school community
11	Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> • Disrespectful behaviour towards the same person/group • Engaging in unwanted or unwelcome behaviour towards peers, staff or other members of the school community • Making derogatory remarks, jokes or comments based on a persons race, ethnicity, gender, sexual orientation, religion, disability or other personal characteristic, creating a hostile and offensive environment 	<ul style="list-style-type: none"> • Major repeated harassment / bullying / cyberbullying • Major repeated 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 or students • Sending harassing messages either directly or anonymously with the intent to intimidate, embarrass, or distress the recipient • Repeatedly spreading rumours, gossip, or false information with others with the aim of damaging their reputation, or relationships in the school community • Repeatedly teasing, mocking, or ridiculing someone for their appearance, personal interests, or any other personal attributes, causing emotional psychological harm
12	Other – charge-related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.		<ul style="list-style-type: none"> • Charged with a serious offence • Posing an unacceptable risk to the other students or staff • Posing an unacceptable risk to the community

13	Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> • Intimidation of other students • Engaging in physical altercations with others that result in minor injuries or harm, such as pushing, slapping, shoving or grabbing • Reacting aggressively to perceived provocations or conflicts, resulting in brief scuffles or minor physical exchanges with peers • Involvement in sporadic or isolated incidents of physical aggression, which do not pose a significant threat to the safety or wellbeing of individuals or the school community as a whole • Acting out impulsively during moments of frustration, anger or emotional distress, resulting in minor physical confrontation with peers 	<ul style="list-style-type: none"> • Physical misconduct with potential to cause harm, including physical assault of staff / students or any violent assault • Physical misconduct with potential to cause harm to self • Inappropriate intimacy or sexual acts (including but not limited to dacking, sack whacking) • Inciting others to acts of violence and/or preventing others absconding from violence • Engaging in physical altercations with peers or members of the community that result in significant injuries, harm, or the need for medical attention • Initiating or participating in fights that pose a severe threat to the safety and wellbeing of individuals involved in the broader school community • Intentionally causing serious harm or injury to others through acts of physical violence, including but not limited to punching, kicking, choking, pushing, pulling, pinching or using excessive force during confrontations
14	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> • Indirect damage • Inappropriate use of property • Accidental damaging of school property through negligence or carelessness, such as breaking windows, doors, or equipment while engaging in routine activities • Graffiti or vandalism of school property, including writing on walls, desks, lockers or other surfaces with markers, pens, or carving tools • Misuse of school equipment or facilities resulting in minor damage, such as improper handling of computers, lab equipment, or sports gear leading to wear and tear 	<ul style="list-style-type: none"> • Major / wilful damage of property • Intentional or reckless destruction of school property, including but not limited to buildings, facilities, equipment and resources • Involvement in activities such as fire-setting, tampering with fire alarms or any action that poses a significant risk of property damage or personal harm • Vandalism of school property, including graffiti, unauthorised painting or altering signage • Participation in group activities or events where property damage occurs, regardless of direct involvement • Deliberate destruction of property, resulting in significant financial loss
15	Property misuses causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> • Graffiti / vandalism on self, own or on others property • Incorrect use of equipment • Creating obstacles or hazards in walkways, stairwells, or other high traffic areas through placement of personal belongings, sports equipment, or other items, increasing the risk of slips, trips or falls • Disregarding school policies or regulations regarding the use of recreational equipment, such as skateboards, bicycles, or scooters, in areas where their use may endanger the safety of pedestrians or disrupt normal school activities • Ignoring safety protocols or warnings posted in school buildings or on school grounds, such as climbing on rooftops, balconies, or other restricted areas where falls or accidents are likely to occur 	<ul style="list-style-type: none"> • Use of object that causes harm • Tampering with safety equipment • Vandalism causing harm to others • Deliberate damage to property, including arson • Intentionally creating hazards or obstacles in school buildings or common areas that present a serious risk of injury or harm to others, such as blocking stairwells, exits, or access to emergency equipment • Reckless use or misuse of hazardous materials, chemicals, or equipment, resulting in spills, leaks, or accidents that endanger the health and safety of individuals within the school community • Ignoring safety protocols or warnings when using school facilities, equipment, or resources, resulting in accidents, injuries, or damage to property and posing a risk to the overall safety of the school environment

16	Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	<ul style="list-style-type: none"> • Requiring repeated requests to follow instruction to engage with learning • Low level refusal to participate in educational program • Absence from a single class lesson due to truancy • Incomplete classwork / homework • Persistent incidences of not bringing materials to class • Non submit of draft/homework 	<ul style="list-style-type: none"> • Repeatedly leaving school grounds without permission • Repeated refusal to comply with school policies and / or procedures • Repeated truancy • Failure to submit assessment (in line with Assessment Policy)
17	Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		<ul style="list-style-type: none"> • Possession or use of illicit substances and all associated equipment. • In the company of those in possession or using illicit substances and all associated equipment • Possession / selling / distributing illicit drugs or other medications and substances • Presenting under the influence of illicit drugs
18	Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		<ul style="list-style-type: none"> • Possession of other substances but not limited to vapes, e-cigarettes or other legal substances • Consumption / possession of alcohol or tobacco related products • Presenting under the influence alcohol or use of alcohol / tobacco and all associated equipment
19	Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> • Gaming • Off task behaviours • Hot spotting • Sending large group emails • Violation of PTD policy • Persistent misuse of electronic devices 	<ul style="list-style-type: none"> • Possession of inappropriate digital material • Use of electronic devices for harassment / filming or photographing without permission / infringe privacy • Harassment, bullying or abuse of teachers or students on a website or via social media • Unauthorised access of computer systems including hacking, password stealing and loading unauthorised software • Repeated misuse of mobile phone during school hours • Using social media platforms, online forums, or other digital spaces to bully, harass or cyberbully peers, exploiting technology to amplify the impact of harmful behaviour and reach a wider audience • Collaborating with others in acts of harassment, such as sharing derogatory content, or encouraging others to participate in harmful behaviour toward a targeted individual or group • Impersonating or creation of accounts using school branding and/or personal details including but not limited to images, names and/or social media handles

20	Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.		<ul style="list-style-type: none"> Stealing from the school Stealing from the tuckshop Stealing from local businesses and the wider community including but not limited to public transport and local businesses Unauthorised entry into or tampering with locked areas, offices, storage rooms, or any space where valuables are kept, with the intent to steal Theft of personal property belonging to fellow students, faculty staff or visitors on the school premises
21	Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> Absent from class without permission Failing to adhere to the attendance policy Signing into class and then leaving for part of the lesson to roam the school grounds 	<ul style="list-style-type: none"> Repeatedly absent from class without permission Repeatedly failing to adhere to the attendance policy Skipping classes habitually, either in part or full, regardless of the reason or excuse provided Chronic lateness or leaving class early without permission
22	Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).	<ul style="list-style-type: none"> Absent from class and off the school grounds without permission Leaving the school grounds, without authorisation 	<ul style="list-style-type: none"> Repeatedly absent from school grounds without authorisation Repeatedly leaving the school grounds, without authorisation
23	Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	<ul style="list-style-type: none"> Possession of aerosol cans Unauthorised possession, storage or use of combustible materials 	<ul style="list-style-type: none"> Repeated possession of aerosol cans Unauthorised repeated possession, storage or use of combustible materials Collaboration with others in the possession, distribution, or misuse of combustible materials
24	Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<ul style="list-style-type: none"> Making false statements about being in the possession of a weapon 	<ul style="list-style-type: none"> Bringing banned items to school (high risk) Bringing an item that can be considered a weapon (includes replica items) Collaboration with others in the possession, distribution, or misuse of weapons

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 District State High 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 SDA.

Re-entry following suspension

Students who are suspended from Sandgate District State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The aim of the re-entry meeting is for stakeholders to work together to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Sandgate District State High 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 (QPS).

The following items are explicitly prohibited at Sandgate District State High 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 and alcohol)
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- Personal Technology Devices as detailed in the Personal Technology Devices Policy.

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

Parents of students at Sandgate District State High School

- Ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Sandgate District State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- Collect temporarily removed 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 District State High 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 District State High School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

- Collect 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

Sandgate District State High School is committed to reducing the distraction of Personal Technology Devices (PTD's) to provide optimal learning environments for all students.

The Personal Technology Devices (PTDs) Policy refers to all mobile phones, wearable devices, such as earphones, smart watches, Meta glasses, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet. This excludes BYOx and school issued laptop computers. Use of BYOx or school issued laptops are subject to the conditions set out in the relevant Laptop Charter.

Personal Technology Devices are not permitted to be used by students at Sandgate District State High School.

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 to bypass the safety and security measures in place through the ICT agreement signed upon enrolment.

Implementation

The consultation of this policy was undertaken in 2022 and engaged students across all year levels, staff and parents/carers.

The policy includes:

1. Defining the time students must have their phones off and out of sight between 8:30am to 2:55 pm
2. Changes to the consequences for each breach of the policy
3. Mandatory reporting of each infringement to parents/carers so they are aware of the incident, the consequence and at what level the student is at
4. The school has also implemented a no phone use policy for students across all curriculum areas to eliminate any confusion for staff, students and relief teachers
5. Explicit expectations for students who use wireless headphones. These may only be used in classrooms with teacher instruction and must only be connected to a student's laptop.
6. Students are not permitted to use mobile phones or wearable devices to make payments at the tuckshop.

All Queensland State School Students (except those with approved exemptions) are to keep Personal Technology Devices switched off and away for the day and/or disable notifications on wearable devices during school hours.

Preventing and responding to bullying

Sandgate District State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment created is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising achievement and attendance
- Promoting equality and diversity and
- Ensuring the safety and well-being of all members of the school community.

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 also considered serious and need to be addressed and resolved. At Sandgate District State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst the school would never encourage students to place themselves at risk, anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for doing it.

The anti-bullying procedures at Sandgate District State High School are taught through Connect classes, Year Level Assemblies and whole School Assemblies. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of acknowledgement for doing so. Lessons addressing bullying and how to prevent and respond to it are scheduled school-wide through the students Connect lessons.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Universal Behaviour Support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students are aware of the school rules and have been taught the expected behaviour attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Process for reporting incidents

A specific process is in place for handling all incidents. The outlined steps provide a structured and fair approach to handling incidents with care. The involved students are required to complete an incident report and witness statement.

The incident report should include:

- Names of persons involved
- Location and detailed information of the *repeated, ongoing and deliberate* incidents
- Names of any witnesses
- Chronological order of events
- Any Background information on the facts
- Any other important information that could aid in the investigation.

After completing the incident report and witness statement, the documents are submitted to the appropriate Year Level Coordinator for investigation. The Year Level Coordinator will likely review the information provided and conduct further inquiries if necessary. All students involved in the incident will have the opportunity to make a statement. This suggests a fair and inclusive investigative process, allowing all parties to present their perspective.

This procedure indicates a commitment to thorough investigation and fairness in handling incidents within the school. It ensures that incidents are documented, witnesses are identified, and appropriate steps are taken to investigate and resolve the matter.

Cyberbullying

Cyberbullying often does not occur at school. Students are explicitly taught cyber-safety for example how to conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Block the responsible account
- Not to respond to messages but to keep them to report to parents and/or teachers
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Sandgate District State High School will then investigate and respond to any incident of cyber-bullying, which may include recommendation to report to QPS.

Cyberbullying is treated at Sandgate District State High 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 during the evening, weekends or holidays.

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 District State High 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.

Sandgate District State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its antibullying process, to make any necessary adjustments and to identify specific bullying behaviours that may need to be revised and revisited in the instructional process.

Sandgate District State High School – Respectful Relationships Agreement

The Respectful Relationships Agreement provides a clear outline of the way our community at Sandgate District State High School works together to establish a safe, supportive and disciplined school environment. This agreement is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

The Respectful Relationships Agreement sets out parameters for respectful interactions which are negotiated between identified students at Sandgate District State High School. It is signed by each student, parents/carers and the person responsible for drafting the agreement.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and other antisocial behaviour, and improve the quality of the schooling experience for everyone.

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 attached to images online.

What if I encounter problem content?

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

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

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](#).

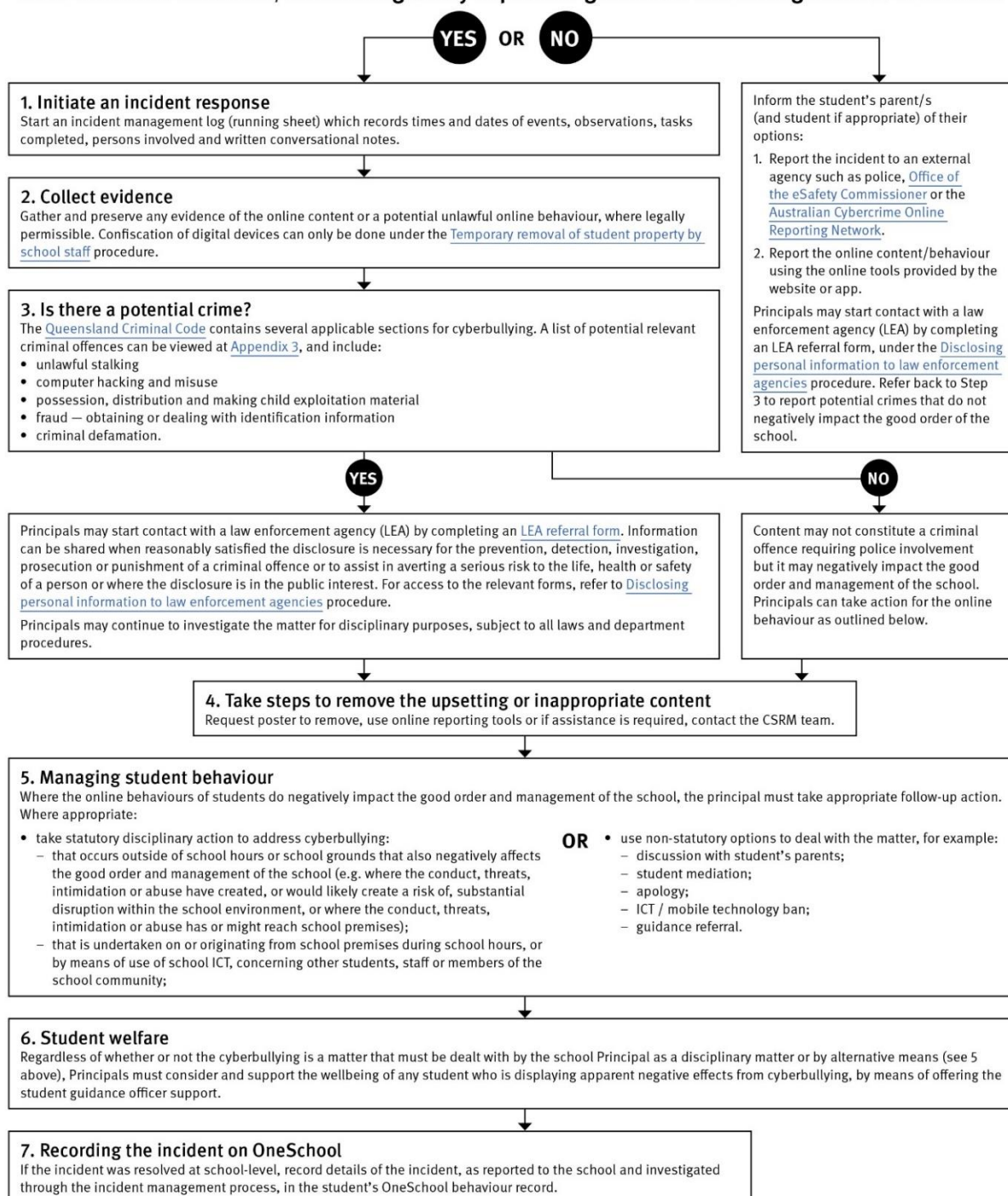
Explicit images

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](#).

Help

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

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



Restrictive Practices

School staff at Sandgate District State High 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 try and 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
- Representation Policy
- Using mobile devices

Conclusion

Sandgate District State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting your child's education.

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

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

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

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

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


3. External review: contact a review authority

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

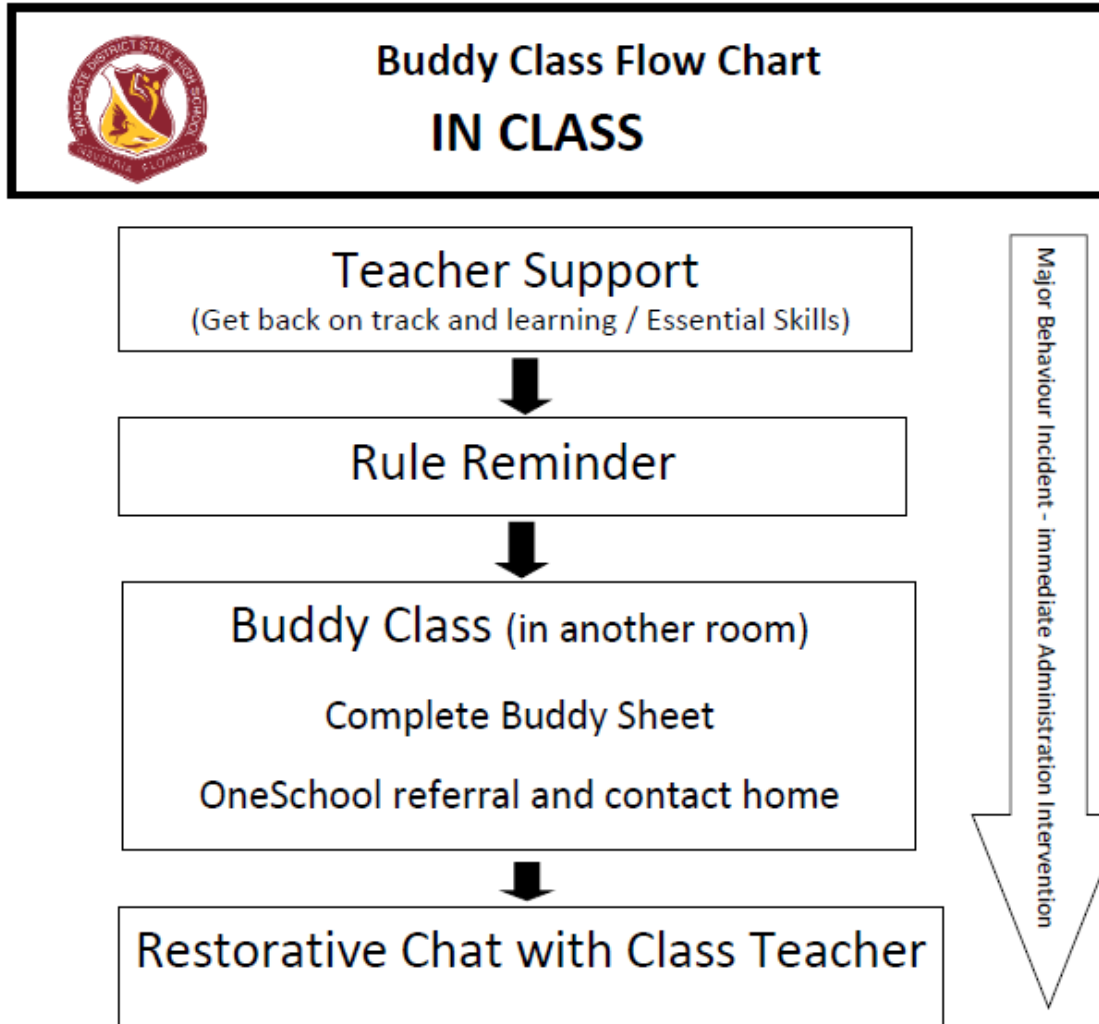
Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

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

Appendix 1: Sandgate Way Student Expectations

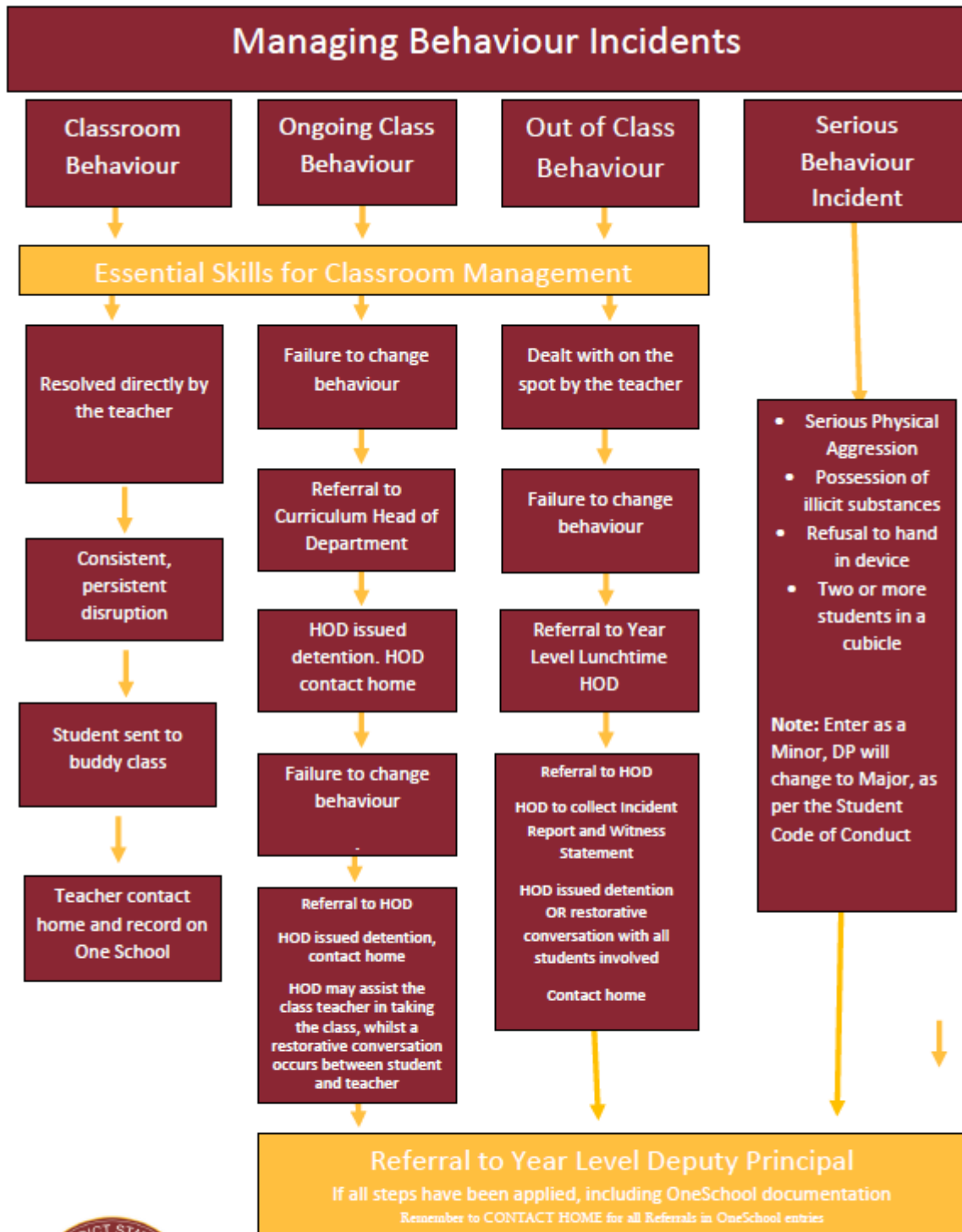
 SANDGATE WAY Students		VISION To cultivate a community of lifelong learners and leaders, committed to excellence, personal growth, and positively impacting our evolving world.				
		Perseverance	Respect	Innovation	Dedication	Excellence
All School Activities	I follow instructions of all school staff.		✓		✓	✓
	I treat others with courtesy and respect.	✓	✓		✓	✓
	I maintain a clean school environment.	✓	✓		✓	✓
	I wear the correct uniform with PRIDE.		✓		✓	✓
	I have all Personal Technology Devices off and away.		✓		✓	✓
	I arrive to classes on time.		✓		✓	✓
Learning Spaces	I make safe choices for myself and others.	✓	✓		✓	✓
	I bring the correct equipment to every class.		✓		✓	✓
	I participate throughout the lesson and try my best.	✓	✓		✓	✓
	I am responsible for my own learning.	✓	✓		✓	✓
	I respect the rights of others to learn without interruption.	✓	✓		✓	✓
	I set goals and targets for every class.	✓	✓	✓	✓	✓
Transition Times	I have my organiser signed by staff when leaving the room.	✓	✓		✓	✓
	I wait until I am dismissed, before leaving class.	✓	✓		✓	✓
	I go to class as soon as the bell rings.		✓		✓	✓
	I line up in the designated locations.	✓	✓		✓	✓
	I make safe and productive choices.	✓	✓	✓	✓	✓
During Breaks	I am patient and tolerant of others.	✓	✓	✓	✓	✓
	I attend my assigned classes as per my timetable.	✓	✓		✓	✓
	I stay in the set boundaries.	✓	✓			✓
	I use appropriate language.		✓			✓
Off Campus	I create inclusive opportunities to involve all my peers.		✓	✓	✓	✓
	I report any damage or problems to a staff member.		✓		✓	✓
	I maintain a clean and safe environment.		✓		✓	✓
	I interact positively with members of the community.	✓	✓		✓	✓
	I show kindness online and in person.		✓		✓	✓
Off Campus	I seek solutions to everyday problems.	✓		✓	✓	✓
	I abide by road and transport rules.		✓		✓	✓
	I represent the school with PRIDE.	✓	✓	✓	✓	✓

Appendix 2: Buddy Class Process



TEACHER MANAGED (MINOR)	HOD MANAGED (MINOR)
Teacher Administered Follow -up e.g. parent contact One School Entry; Behaviour Incident Assistance from faculty HOD	HOD Referral and contact home HOD issued detention OR Extended buddy class HOD may assist the class teacher in taking the class, whilst a restorative conversation occurs between student and teacher
Restorative Conversation Steps	
<ol style="list-style-type: none"> 1. Start with welfare 2. State the problem - What happened? 3. What were you thinking at the time? (Clarify the situation and get agreement) 4. What have you thought about since? (Reaffirm your commitment to the student) 5. Who do you think has been affected by what you did? 6. In what way? (Explain how this affects you and the class) 7. What do you need to do to make things right? (Get agreement to move forward) 	

Appendix 3: Managing Behaviour Incidents



Appendix 4: Truancy Process



TRUANCY MANAGEMENT PROCESS



Appendix 5: Conduct Management Process

	Behaviour Incident Finalised By:	Examples of Behaviour Support Strategies Available
Attendance Wellbeing	Attendance and Student Wellbeing Referral to YLC by teacher	<ul style="list-style-type: none"> Attendance issues – refer to Attendance Policy. Wellbeing – assist students and parents to access Student Support Team, HODS or Executive team as required to support positive outcomes for student including recording contact in OneSchool and referral to appropriate staff members.
Minor Misbehaviour	Minor Misbehaviour Teacher	Differentiated – Tier 1 support strategies plus: Development of support plan by classroom teacher including a minimum of: <ul style="list-style-type: none"> Enact at least 3 strategies over a number of lessons Record incident on OneSchool including description of support strategies implemented. Contact parents and record contact on OneSchool.
Repeated Misbehaviour	Repeated Minor Misbehaviour Referral to Curriculum HOD by teacher.	Differentiated – Tier 1 and Focussed - Tier 2 support strategies plus: <ul style="list-style-type: none"> Assist student and teacher to select and implement additional Tier 1 strategies which support positive behaviour outcomes including facilitating discussions about the expectations with students, parents and teacher if necessary. Assist teacher to record additional strategies and expectations in OneSchool. Add follow up and/or record of contact as appropriate via Manage Incidents in OneSchool if not finalised
	Repeated Misbehaviour <ul style="list-style-type: none"> Referral to Lunchtime Behaviour HODs by teacher (playground). Referral to Curriculum HOD by teacher (classroom/curriculum) 	Differentiated – Tier 1 and Focussed - Tier 2 support strategies plus: <ul style="list-style-type: none"> Gather student statements, (scan and upload to OneSchool). Contact parents of all involved students and record on OneSchool. Complete incident follow-up on OneSchool and then refer to DP via Manage Incidents if not finalised
Repeated or serious Misbehaviour	Repeated or Serious Misbehaviour Referral to Deputy Principal by HOD or YLC	Differentiated – Tier 1, Focussed - Tier 2 and Intensive - Tier 3 support strategies plus: <ul style="list-style-type: none"> Coordinate development of plan to support student behaviour including student Support Network, Tier 1, 2 and 3 strategies. Communicate with parents, students, teacher, other stakeholders ensuring all contact is recorded in OneSchool. Assign Case Manager if appropriate and complete referrals as necessary, liaise with outside agencies to provide support for student. Refer to Principal if issue is not finalised.
	Referral to Principal by DP	As for Deputy Principal plus: Differentiated – Tier 1, Focussed - Tier 2 and Intensive - Tier 3 support strategies plus: <ul style="list-style-type: none"> Liaise with all stakeholders, review all information and consult relevant legislation. May include a decision by the Principal to suspend or propose exclusion.

