



Sandgate District State High School

Student Code of Conduct 2021-2023

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 April 2022
P&C President and School Council Chair Name:	Brett Wendorf
P&C President and School Council Chair Signature:	
Date:	19 April 2023

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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 respect, work readiness and being your best 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 with three main values to form a consistent framework for students, staff and families to build outstanding futures for our students.

Be Respectful of yourself, others and the community

Be Work Ready every lesson, every day

Be Your Best at all times

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.

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.

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 on page 28 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

Sandgate District State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- Analyse and improve student behaviour and learning outcomes
- Ensure that only evidence-based practices are used correctly by teachers to support students
- Continually support staff members to maintain consistent school and classroom improvement practices.

At Sandgate District State High School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Sandgate District State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Deputy Principal or Principal to discuss the model of behaviour support and discipline used at this school.

All areas of Sandgate District State High School are learning and teaching environments. We believe that the management of student conduct provides opportunities for valuable social learning as well as a means of maximising the success of academic education programs. Our school wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our Student Code of Conduct, shared expectations for student behaviour are clear to everyone. This assists in creating and maintaining a positive and productive learning and teaching environment at Sandgate District State High School.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students:

- **Be Respectful** of yourself, others and the community
- **Be Work Ready** every lesson, every day
- **Be Your Best** at all times

The school uses a reward system to regularly reward students who meet and often exceed the school's PBL expectations. Students accumulate merit points for using positive expectations in the classroom and they can also accumulate house points by participating in school house events. These rewards are then used to engage students in various year level activities organised by Year Level Coordinators each term. Merit points are tailored to engage students in school culture and allow them to be a part of the Sandgate District State High School community. These merit points also correspond to house points for students.

The following page has examples of what these PBL expectations look like for students across the school and in a variety of school settings. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Sandgate District State High School.

Buddy Class Rationale

- All members of the school community must demonstrate the value "Be Respectful" by demonstrating respect for others.
- Each individual has the right to learn in a non-disruptive environment and each teacher has the right to teach in such an environment.
- Each individual has the right to an education and the responsibility to ensure their behaviours do not impinge upon the rights of others to learn.

Purpose of system

- Ensure a positive learning environment is provided for student learning and manages in- class disruptive behaviours.
- Provide students with the opportunity to reflect on their responsibilities in the learning environment.
- Maintain a positive learning environment for student by providing a safe alternative space for students who persistently disrupt.

PBL Expectations at Sandgate District SHS

Expectations	All School Activities	Learning Spaces	School Grounds and Amenities	Transitions	Off-Campus
Be Work Ready	<ul style="list-style-type: none"> Follow dress code Follow instructions of all school staff Take responsibility for your own belongings Hand work and forms in within the required timeframe 	<ul style="list-style-type: none"> Have lesson appropriate equipment Follow procedures of subject Follow workplace health and safety regulations 	<ul style="list-style-type: none"> Follow regulations of specific areas Use toilets during breaks Be sun-safe 	<ul style="list-style-type: none"> Respond to bell immediately Be punctual Be ready for class Line up in the appropriate locations 	<ul style="list-style-type: none"> Follow dress code Have all necessary equipment Follow sun-safe practices Follow instructions of all school staff
Be Respectful	<ul style="list-style-type: none"> Respect others' right to learn Respect others' space Be tolerant of difference Use polite and positive language (good manners) Follow directions of all staff Treat property with care Use technology appropriately Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Respect the opinions of others Share learning space and resources Use facilities and equipment with care and for its intended purpose Demonstrate school spirit Leave classroom in tidy condition Remain in the learning place unless otherwise directed 	<ul style="list-style-type: none"> Respect the privacy of others Respect the environment Respect all school facilities Stay in designated areas Be hygienic 	<ul style="list-style-type: none"> Move quietly during transitions Be punctual Follow instructions of all school staff immediately Keep left on pathways and stairs Be patient and tolerant of others Respect others' space 	<ul style="list-style-type: none"> Respect the property of others Interact politely with members of the community Speak quietly and respectfully Abide by road and transport rules Participate fairly
Be Your Best	<ul style="list-style-type: none"> Manage own behaviour Participate and try your best Be honest Be resilient Be tolerant of difference Make safe choices 	<ul style="list-style-type: none"> Take responsibility for your learning Participate in and contribute to class activities Be an active part of a supportive learning environment Seek assistance early 	<ul style="list-style-type: none"> Maintain a clean and safe environment Report any damage or problems to nearest staff member 	<ul style="list-style-type: none"> Be punctual Go directly to class Act responsibly during transitions Offer assistance if necessary 	<ul style="list-style-type: none"> Follow directions Stay with the group Participate safely Represent the school positively Keep any usernames or passwords private

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"> • Lead role for implementation of PBL and 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 • Internal withdrawal room
Head of Department Student Enhancement	<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
Youth Support Coordinator	<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.

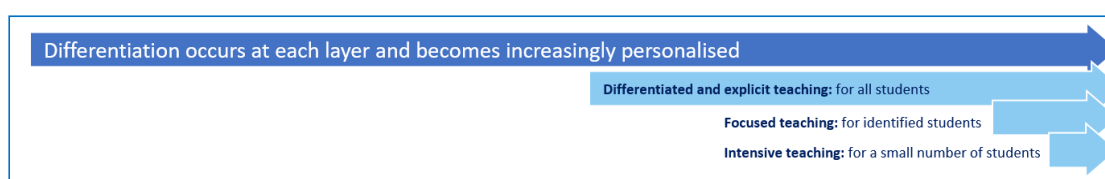
It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers 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. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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 PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focussed teaching
- Require intensive teaching.

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:

- Metropolitan Region Behaviour Support Services
- Rock and Water
- Top Blokes
- Peer Skills
- Managing the Bull
- PARTY
- The Real Me
- Blue Edge
- Drum Beat
- RESPECT
- Popcorn Party
- 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

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 Be Respectful, Be Work Ready and Be Your Best.

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:

- Functional Behaviour Assessment
- 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

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 based individual 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)	Example 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"> Repeated obscene and./or abusive/aggressive language directed towards staff or 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"> Incomplete classwork / homework Failure to submit assessment (in line with Assessment Policy) Persistent incidences of not bringing materials to class 	<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 Repeated failure to submit assessment (in line with Assessment Policy)
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"> Inappropriate or derogatory comments Intimidation Filming or recording of another student Minor harassment/bullying/cyberbullying Minor intimidation of staff or students 	<ul style="list-style-type: none"> Repeated intimidation or derogatory language of staff or students Major repeated harassment/bullying /cyberbullying Racial or sexual 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 staff instruction Class truancy / leaving class without permission / truancy of class detentions Leaving school grounds at break time without permission Refusal to comply with school polies and /or procedures 	<ul style="list-style-type: none"> Repeated truancy 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

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 	<ul style="list-style-type: none"> • Repeated incidents of speaking in a disrespectful manner to staff or students • Repeated disrespect 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 	<ul style="list-style-type: none"> • Major classroom disruption • Persistent refusal to respect the learning of others • Repeated lateness to class
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 	<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
10	Fighting	Student is involved in mutual participation in an incident involving physical violence.	<ul style="list-style-type: none"> • Rough physical play 	<ul style="list-style-type: none"> • Major repeated intimidation • Serious physical aggression / fighting • Major intimidation Serious physical aggression/fighting • Repeated minor physical contact • Any attempts to cause harm • Any physical / sexual assault
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 	<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

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"> • Inappropriate and repetitive conduct while travelling to or from school • Repeated refusal to comply with school policies and / or procedures • Bringing the school, staff or other students into disrepute in the school 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 	<ul style="list-style-type: none"> • Physical misconduct with potential to cause harm, including physical assault of staff / students or any violent assault • Inappropriate intimacy or sexual acts (including dacking)
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 	<ul style="list-style-type: none"> • Major / willful damage of property • Stealing / theft
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 	<ul style="list-style-type: none"> • Use of object that causes harm • Tampering with safety equipment • Vandalism / graffiti • Deliberate damage to school property, including arson
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"> • Persistent and / or repeated truancy • Repeatedly leaving school grounds without permission • Having possession of a mobile phone or other electronic device in exam conditions • Repeated refusal to comply with school policies and / or procedures
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.

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 / selling / distributing illicit drugs or other medications and substances • Use of vapes or e-cigarettes • Consumption / possession of alcohol or tobacco related products • Presenting under the influence of illicit drugs or 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 use of electronic devices • Unauthorised access of computer systems including hacking, password stealing and loading unauthorized software 	<ul style="list-style-type: none"> • Possession of inappropriate digital material • Use of electronic devices for harassment / filming or photographing without permission / infringe privacy • Abuse of teachers or students on a website or via social media • Repeated misuse of mobile phone during school hours
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/theft from the tuckshop • Stealing/theft from local businesses surrounding the school grounds
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 	<ul style="list-style-type: none"> • Repeatedly absent from class 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 class without permission • 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 	<ul style="list-style-type: none"> • Repeated possession of aerosol cans
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"> • Bringing banned items to school (high risk) • Brining an item that can be considered a weapon (includes replica items)

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

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

In this policy, Personal Technology Devices (PTDs) refers to all mobile phones, wearable devices, such as earphones, and other devices which are able to connect to the internet or other telecommunications network, with the exclusion of 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.

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

The main changes to the policy include:

1. Defining the time students must have their phones off and out of sight between 8:30am and 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 and staff will be regularly updated of the Personal Device Policy to ensure consistency of application.

Changes to consequence levels:

It is important to understand that suspensions are considered serious consequences and only the school Principal has the delegation to apply such a consequence. A Deputy Principal has the Principal's authority to communicate the suspension with the student, parent/carer but is not the decision maker. A suspension related to a mobile phone breach is not about the phone, and only about the repeated breach of a school policy. Please take the time to understand the changes between the old and new policy.

New Policy: (effective 4 October 2022)

In all offences, the student will surrender their device to the office to be collected after 2:55pm AND one parent/carer will be emailed after each offence, informing of the process and what number offence their student is currently on.

- First offence – Surrendering device is the consequence
- Second offence – Admin Detention x 1
- Third offence – Admin Detentions x 2
- Forth offence – Possible Suspension from school x 3 Days
- Fifth offence – Possible Suspension from school x 3 Days and student to lose privilege of bringing a phone to school for a duration of time set by the Principal.
- Subsequent offences – categorised as a major behaviour incident as the student who has breached the policy five time has now brought a banned item into the school. Consequences will vary based on the student's behaviour record and will result in a more serious consequence in in line with the school's Student Code of Conduct.

The new policy has allowed for additional steps to allow students to learn the expected behaviour prior to a suspension (school disciplinary absence). The new policy will also enable parents/carers to assist in the process as they will be contacted by email for each offence and the current consequence and possible future consequences will be articulated.

Other information relevant to this policy:

- The student's offence count will reset on the 1 January each year
- Students who fail to attend Admin Detentions with sufficient notice to their Year Level Deputy Principal will have the detentions doubled, as per Administration Detention Policy. Once the number of Administration Detentions reaches an unacceptable level, the student may be faced with a suspension for Repeated non-compliance, as listed in our Student Code of Conduct.
- A student who refuses a staff member's instruction to surrender their device to the office will incur an additional incident referral to Year Level Deputy Principal which will result in a suspension – disobedience and failure to comply with staff instruction
- A student who misleads / lies to a staff member to avoid following the school policy to surrender their device to the office will incur an additional incident referral to Year Level Deputy Principal which will result in a suspension – misbehaviour and failure to comply with staff instruction
- Students who require the use of a phone may for documented medical reasons are able to negotiate special arrangements with the Year Level Deputy Principal. This process is already in place at Sandgate District State High School. Special circumstances will be negotiated on a case-by-case arrangement. For example: Type 1 Diabetic required to monitor glucose level.

In circumstances where a PTD is required for student use outside of school hours and outside of school grounds, students must check their device in at the office for safekeeping upon arrival at school for collection after school. This process also allows students to ensure that their PTD is kept safe throughout the course of the day.

PTDs may not be used at break times or before or after school. Students who need to contact parents or guardians must see a Deputy Principal or present themselves to the student counter in order to contact home.

In circumstances where students are required to have their own PTD for particular subjects or vocational courses, the school will provide information about the procedures for using these items during the subject or course.

Students with a PTD that is visible or audible, both in the classroom or playground, will be directed to immediately hand the device in at the office. Students will be able to collect the

item at the end of the school day. A consequence will be issued. Repeated failure to comply with the requirements of the Personal Technology Devices Policy, is listed as a major misbehaviour and as such more serious consequences, including suspension are applicable.

Refusal by a student to follow an instruction to hand in their PTD will constitute blatant non-compliance which is a major misbehaviour attracting serious consequences, including suspension.

USB storage devices are permitted as they are not able to connect to the internet or telecommunications network without another device. The content of any USB device must comply with the conditions of the school ICT Access agreement, particularly with respect to games, inappropriate images/sounds and music files unrelated to class work.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Sandgate District State High School. Students using PTDs to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting, or pranks etc) to disseminate to others (including distribution via telecommunication devices or the internet or social media) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (eg in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A person who uses a PTD to record private conversations, ordinary school activities or violent, illegal matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by PTDs on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial or sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Use of a PTD during school time or when on school grounds for the purpose of engaging in misbehaviour will attract additional consequences. Below are some examples of behaviour that would attract additional consequences:

- Recording events or conversations, either in or out of class, with or without consent
- Disseminating material by uploading, forwarding, sharing or otherwise giving access to other students or members of the public
- Knowingly being the subject of a recording
- Taking a PTD into an examination

Breach of this policy may be subject to disciplinary action (including suspension and proposal for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the QPS.

Assumption of cheating

PTDs may not be taken into or used by students at exams or during class assessment. Staff will assume students in possession of such devices during exams or assessments are cheating.

Disciplinary action will be taken against any student who is caught using a PTD to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a PTD in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

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 an addition to the already research-validated Positive Behaviour for Learning support processes. 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.

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. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Dean of Students, Malcolm Smith.

Sandgate District State High School uses behavioural data for decision-making. This data is entered in to 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.

We agree to work together to improve the quality of relationships in our community at Sandgate District State High School. 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.

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.

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.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

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](#).

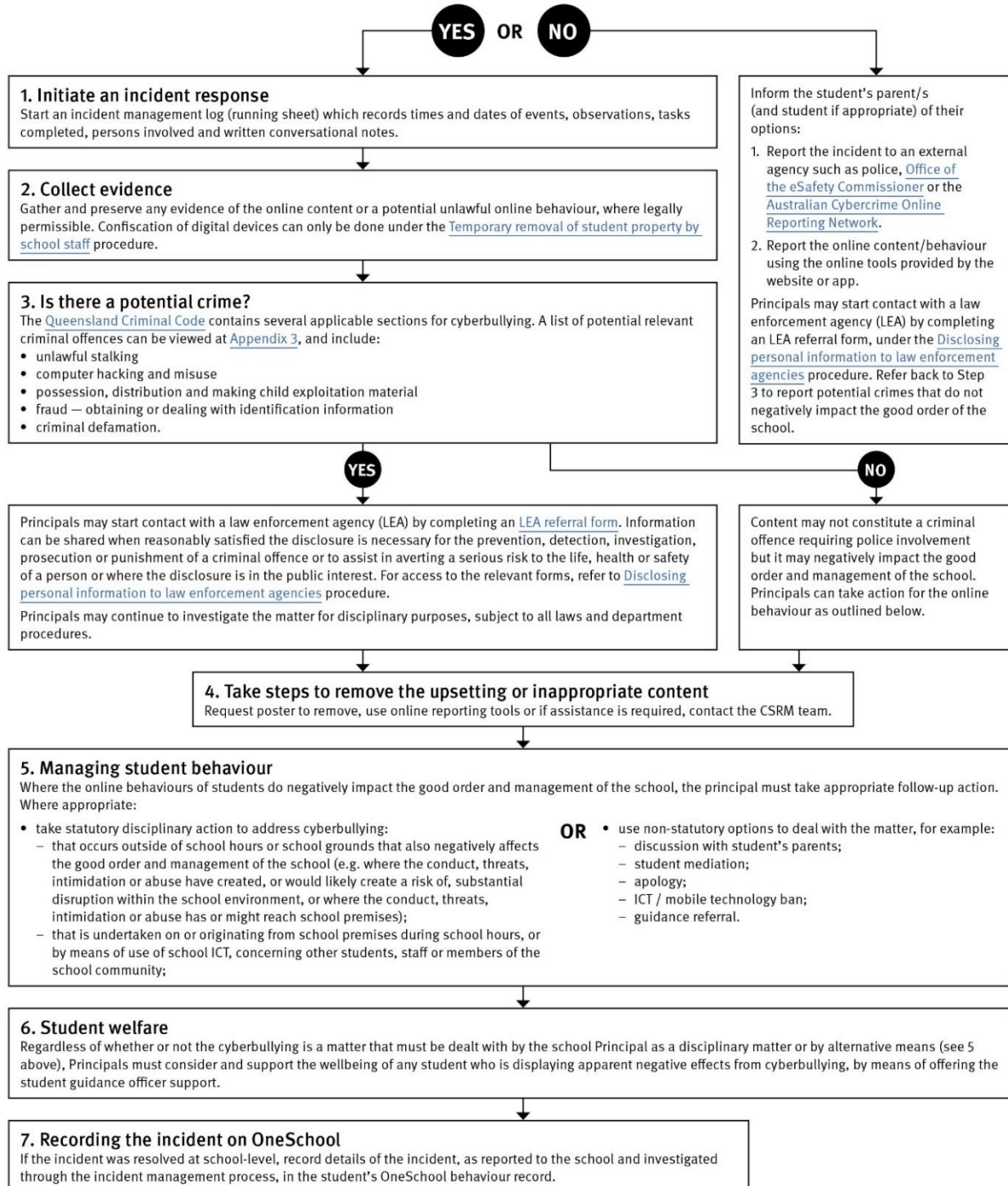
Explicit images

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](#)