

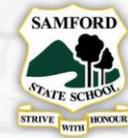


Student Code of Conduct 2026-2029

Samford State School



Samford State School
INDEPENDENT PUBLIC SCHOOL



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Endorsement

Principal Name:	Nicole Goodwin
Principal Signature:	
Date:	16.2.2026
P/C President and-or School Council Chair Name:	Ailsa McAuley
Date:	16.2.2026

Every student succeeding

Every student empowered—supported by a high-quality, inclusive education system. Our shared vision drives school planning, so every child starts strong, achieves their full potential, and belongs. By embracing diversity, harnessing innovation, nurturing wellbeing, and partnering with communities, we ensure students feel safe, engaged, and future ready.

Queensland Department of Education State Schools Improvement Strategy 2025 - 2028



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Purpose

Supporting our school's Student Code of Conduct

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

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

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

Supporting our school's Parent and Community Code of Conduct

Parents and visitors help keep everyone safe by communicating and behaving appropriately at school and during school events.

In support of this, we have adopted a *Parent and Community Code of Conduct* so that all visitors to our school can understand what is expected of them.

The *Parent and Community Code of Conduct* sits alongside our *Student Code of Conduct* and the *Code of Conduct for the Queensland Public Service* which applies to all staff.

A copy of the new Code can be found at <https://education.qld.gov.au/parents-and-carers/community-engagement/parent-and-community-code-of-conduct>

Principals Foreword

Samford State School is nestled in a beautiful location adjacent to Brisbane Forest Park. The Samford Valley is known as the 'Home of the Powerful Owl' and you will see strong links to this through our school mascot, Strive.

We have a long and proud tradition of providing a high-quality education in a community with a strong sense of belonging.

Our Student Code of Conduct provides clear guidelines for families on the high expectations we have for all students. At Samford State School we emphasise Respect for SLOPE (Self, Learning, Others, Property and the Environment) through a Positive Behaviour for Learning approach. This approach allows us to us to explicitly teach our expectations while rewarding and celebrating success.

At Samford State School, we believe strong positive relationships between all members of our community are the foundations to supporting all students and enhancing a safe, respectful and inclusive school as together we '*Strive with Honour*'.

Nicole Goodwin



P&C Statement of support

As a School Council and P&C, we continue to work closely with the school leadership team to continue our focus on ensuring that Samford State School creates a positive and supportive environment in order to all students to achieve their individual 'year's worth of growth'. Our Student Code of Conduct adopts a whole school approach to ensuring positive behaviour for learning at Samford whilst taking into consideration of individualised circumstances.

As a school community, we strongly believe that through a focus on our positive school culture and creating an inclusive school community with parents and carers actively involved in the learning outcomes of our students we will ensure the maximum learning outcome for our students. This Student Code of Conduct and the whole school approach adopted further supplements and supports our passion for developing a strong set of shared values for our students and school community that will support our students to become curious lifelong learners who strive to achieve their personal best.

From the School Council Chair

As a School Council, we continue to work closely with the school leadership team to continue our focus on ensuring that Samford State School creates a positive and supportive environment in order to all students to achieve their individual 'year's worth of growth'. Our Student Code of Conduct adopts a whole school approach to ensuring positive behaviour for learning at Samford whilst taking into consideration of individualised circumstances.

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Consultation

The consultation process used to inform the development of the Samford State School Student Code of Conduct occurred in Semester 2 of 2025. This document is reviewed annually.

The school consulted and developed this plan with:

- PBL and Wellbeing PLC Team,
- Teachers at staff meetings, Twilight Professional Development sessions and feedback via the staff newsletter and online surveys.
- Parents, P&C meetings and feedback via the school newsletter (IBP) and online surveys.

Review Statement

The Samford State School Student Code of Conduct will undergo annual minor updates to



reflect changing circumstances, data and staff. We do acknowledge that there needs to be an ongoing consultation process and more time for a rich dialogue around the key concepts of this document. A detailed review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

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

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.



School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2022	2023	2024
Short suspension	12	12	18
Long suspension	0	0	0
Exclusion	0	0	0
Total	12	12	18

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.

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 our 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 a staff member to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.



<p>2</p>	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none">• there is a clear connection between the skills taught in the interventions and the school-wide expectations.• interventions require little time of classroom teachers and are easy to sustain• variations within each intervention are limited• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none">• PREVENT problem behaviour• TEACH the student an acceptable replacement behaviour• REINFORCE the student's use of the replacement behaviour• MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wrap around plan that includes personnel from outside agencies and rigorous problem-solving procedures.</p>



If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.

Consideration of Individual Circumstances

Staff at Samford State 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 practice 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 staff and school leadership team 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 a Deputy Principal or Principal to discuss the matter.

Student Wellbeing

Samford State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are closely 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 K–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 Samford State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

Policy and expectations

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

Specialised health needs

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

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

Medications

Samford State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

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

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

Mental health

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

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Samford State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained



- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Student Support Network

Samford State 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 and their caregivers can approach any trusted school staff member at Samford State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help to 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 school to speak to the relevant staff member.

Role	What they do
Deputy Principals	<ul style="list-style-type: none">• Lead and coordinate the Student Support Network to promote an inclusive, positive school culture.• Monitor attendance, behaviour and academic data to identify areas of additional need.• Lead the implementation of school values and behaviour management plan.
Guidance Officer	<ul style="list-style-type: none">• Lead whole school social and emotional learning.• Offer counselling on an individual or group basis.• Assist students with specific difficulties and build the capacity of others to support.• Liaise with parents, teachers, or other external health providers as needed as part of the support planning process.
Enrichment Team <i>Consisting of teachers and teacher aides who work closely with classroom teachers</i>	<ul style="list-style-type: none">• Deliver targeted teaching to groups in response to identified academic, emotional, behavioural or social needs.• Provide additional support as needed for individual or groups for specialist lessons, playtimes, extra-curricular activities and during transition periods.• Manage medical or personal needs for identified students and with appropriate training.
School Chaplain	<ul style="list-style-type: none">• Support the spiritual, social and emotional wellbeing of students• Deliver lunchtime programs in response to student needs and interests• Provide individual support to students who are experiencing a range of challenges



Youth Workers	<ul style="list-style-type: none">• Partner with students, families/carers and school staff to provide a strengths-based approach to support wellbeing and engagement at school.• Can help to recognise and support the changing needs of a students' social, emotional, academic, wellbeing or engagement and intervene early through advice and guidance.
First Aid Room Team	<ul style="list-style-type: none">• Provide minor first aid and gentle soothing for the bumps and scratches that occasionally happen.• Communicate with parents and caregivers• Administer prescribed medications for students with specialized health care needs on a routine or temporary• Basis.
Speech and Language Pathologist	<ul style="list-style-type: none">• Provide services for students, upon referral with speech- language communication needs who are experiencing barriers to learning.• Work with student, family and school teams to build appropriate skills in communication, language and literacy.• Develop programs to be delivered by school staff for individual or group therapy.
School Nurse	<ul style="list-style-type: none">• Work with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs.• Provide assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor of 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 one of our school Deputy Principals.

Whole School Approach to Discipline

Samford State School uses principles of 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.



Research shows that implementing PBL with integrity can result in:

1. **Maximisation of academic engagement:** Proactive management through teaching appropriate behaviour and positive acknowledgement of expected behaviours reduces the number of disruptions during instruction time and establishes positive and inclusive learning environments.
2. **Improved school culture:** Through explicitly taught behaviour, support and encouragement, both in the playground and in the classroom, relationships throughout the school community benefit. This creates a more positive school culture.
3. **Inclusive school communities:** School and classroom climates that are inclusive, safe and predictable can lower anxiety levels, resulting in fewer negative behavioural responses from students.

At Samford State School, our staff take responsibility for making their expectations clear, for providing supportive instructions about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Samford State 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.

Kindness

Parents, Carers and Community Members will	Samford School Staff will
Make an appointment to speak with staff members to discuss any matters relating to your child.	Respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
Be respectful in your conversations at home about school staff students and community members.	Ensure positive behaviours are role modelled for all students.

Curiosity

Parents, Carers and Community Members will	Samford School Staff will
Respect the obligation of staff to maintain student and family privacy.	Maintain confidentiality about information relating to your child and family.
Ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	Create a safe, supportive and inclusive environment.
Stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	Welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Respect



Parents, Carers and Community Members will	Samford School Staff will
Support your child to meet the learning and behavioural expectations at school.	Be clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
Recognise people are different and will be non-judgmental, fair and equitable to others in the school community.	Respect the rights and individual considerations aiming to achieve quality outcomes for all parties.
Share information with us in a timely manner so we are better able to take appropriate action promptly.	Work with every family to quickly address and act on information.

Citizenship

Parents, Carers and Community Members will	Samford School Staff will
Share relevant information about your child's learning, social and behavioural needs with school staff.	Share relevant information with you about your child's learning, social and behavioural progress at school.
Take a positive, solution-focused approach to resolving complaints.	Nominate a contact person for you to work with to resolve a school-related concern.
Respect school, student and staff privacy in your online communications.	Act quickly to address social media issues that affect staff, students or families.
Be an active partner in your child's learning and the broader school community.	Provide a range of opportunities for parents/carers and community members to participate and contribute to our students' learning environment.

Growth Mindset

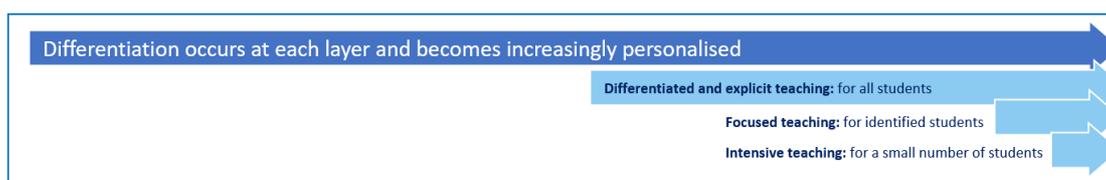
Parents, Carers and Community Members will	Samford School Staff will
Support your child to participate in all school activities.	Work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
Help your child to see the strengths and benefits in diversity and difference in their classmates.	Promote every child's individuality and build a cohesive, inclusive classroom and school culture.
Notice when others need help and ask if there is anything you do to assist.	Plan, implement, support and monitor behavior to ensure quality outcomes for all students.

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

Teachers at Samford State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour.

These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused 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

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Samford State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Intensive Teaching

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



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

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

Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)



- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at Samford State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. There can be **no mandatory consequences** for student misbehaviour. This is a principle of natural justice to ensure that every situation is considered on its unique circumstances prior to any disciplinary decision being made.

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 focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

Differentiated

All staff provide 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")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s



- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- 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
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

Focused

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)
- Targeted skills teaching in small group
- Individual Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in / Check out strategy
- Teacher coaching and debriefing
- Stakeholder meeting with parents and external agencies

Intensive

School leadership teamwork in consultation with Targeted Teaching Team 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 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.

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

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

School Policies

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

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

Student dress code

By Departmental Regulation, the wearing of the school uniform is compulsory. All uniform items can be obtained through the Uniform Shop or placed online through Qkr! All money raised from the Uniform Shop is passed directly to the P&C. The P&C uses these funds for improvements to your children's educational needs. The wearing of jewelry is not recommended, however sleeper earrings or studs in pierced ears, religious and medical medallions are acceptable.

Item	Detail
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Formal	Stripe Dress OR Stripe formal shirt, bottle green skorts or shorts. NOTE: <i>The formal uniform is not available for Prep students</i>
Summer	Green and gold school polo shirt, bottle green skorts or shorts.
Sports	A house-coloured polo shirt, bottle green skorts or shorts. Black bike pants may replace the skorts or shorts for athletics carnivals, cross country events and interschool sports.
Winter	A bottle green polar fleece zip jacket or microfibre green and gold zip jacket may be worn with polar fleece track pants or microfibre track pants. Bottle green tights and a bottle green vest may be worn with the formal or summer uniform. Bottle green scarf, beanie and gloves may also be worn.
Swimming Lessons	Any colour swimsuit or swim shorts may be worn with a sun-safe, bright coloured 'rashie' shirt. Bikinis are NOT permitted. A swimming cap is essential.
Hats	A broad brimmed hat in bottle green with school logo printed on front OR a bottle green bucket hat, with school logo printed on the front, which is reversible with house colour inside.
Socks	Bottle green ankle socks
Shoes	All black leather school or black sports shoes. <i>Girls may wear 'Mary Jane' style school shoes in Prep, Grade 1 and Grade 2 ONLY</i>
Performance	Samford State School performance polo shirt with school shorts or skort.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote a 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 delegate determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)



- alcohol
- aerosol deodorants or cans (including spray paint)
- vaping devices
- 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).
- Digital devices or programs that may cause harm- such as computer viruses, electronic materials that are inappropriate, offensive or defamatory.

*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.

** 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

Samford State School staff:

- do not require the student's consent to search school property such as ipads, 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 Samford State 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 Samford State 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 Samford State School

Do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Samford State 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 such as mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Samford State School has determined that personal devices (with the exception of BYOD iPads), such as mobile phones and digital cameras are not to be brought to school. In instances where a student needs to bring a mobile device to school for their safety and wellbeing, the device is to be handed in to the school office on arrival at school and picked up when exiting the school. Phones can be turned on/accessed once students have left the school grounds or under the supervision of staff. Personal devices are also prohibited during camp and off-site excursions. This aligns with the departmental policy of 'away for the day'.



Wearable devices, such as smartwatches, must have notifications disabled to ensure that phone calls, messages, and other notifications cannot be accessed during school hours. Students are not permitted to use their devices to make calls or send messages throughout the school day. Students are not permitted to take any devices on school camps, including mobile phones, smart watches, and tablet devices.



Students and their parents may apply for an exemption from this requirement based on certain criteria. Students with pre-existing school approval to use a mobile device on an ongoing basis to support certain medical, disability and/or wellbeing needs will not need to reapply under this procedure.

Samford State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. Students are expected to demonstrate safe, lawful, and ethical behaviour when using the school's ICT network. Students and parents must acknowledge and sign the Samford State School 'ICT Agreement' yearly. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Responsibilities

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

Samford State School provided students with access to a range of digital technologies as part of the school's curriculum offerings. This includes the BYOD iPad program. The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Samford State School to:

- use mobile phones or other devices for contacting their parent/ carer at the end of the school day, after collecting from the office, whilst still in the school office.
- Use the office phone with teacher permission, during the school day, to contact a family member.
- Connect to a mobile device for medical reasons such as to monitor their blood glucose levels.

In accordance with Samford State School's Mobile Device Responsible Use Policy, it is **unacceptable** for students at Samford State School to:

- Use a mobile phone or other devices in an unlawful manner.
- Make phone calls using digital devices or smart watches or text messages through the school day.
- Send messages/airdrop without Teacher permission.
- Record students or teachers voice without permission.
- Capture images of students or teachers without permission.
- Download, distribute or publish offensive messages or pictures.
- Use obscene, inflammatory, racist, discriminatory or derogatory language whilst using their device.
- Use language and/or threats of violence that may amount to bullying and/or harassment or even stalking.



- Insult, harass or attack others or use obscene or abusive language
- Deliberately waste printing and internet resources
- Damage computers, printers or network equipment.
- Commit plagiarism or violate copyright laws.
- Ignore teacher directions for the use of social media, online email and internet chat.
- Send chain letters or spam email (junk mail).
- Knowingly download viruses or any other programs capable of breaching the department's network security.
- Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.

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

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

Preventing and responding to bullying

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

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



Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Samford State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Samford State School - Bullying response flowchart for teachers

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

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

- Ask the student for examples they have of the alleged bullying (e.g.



Day two
collect

- hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students



Cyberbullying

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

In the first instance, students or parents who wish to report cyberbullying that they are aware of, should approach the regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. These are dependent on the event at hand. 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 Samford State School may face in-school disciplinary action, such as 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 when using a Samford State School device. For example, on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Cybersafety

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

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

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

Student Intervention and Support Services



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

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

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

Appropriate use of social media

This guide offers some information about how to use social media in relation to comments or posts about the school community.

The internet, mobile phones and social media provide 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. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

These strategies can help keep the use of social media positive and constructive:

- What you post online is a direct reflection of who you are. People form lasting opinions of you based on your posts 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, keep it general and avoid posting anything that could identify individuals.
- Think about the content you are about to post. It 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.



It is not appropriate to comment or post about schools, staff, or students

If you have a compliment, complaint or enquiry about an issue at school, 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.

If you have raised an issue with a school refrain from discussing those details on social media (particularly the names of anyone involved). We respect the privacy of all our community members.

Keep comments calm and polite, If you encounter negative or derogatory content online which involves the school 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. Other parents may not want their child's name attached to images online.

What if I encounter problem content?

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

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

Restrictive Practices

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



In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency enables appropriate action to be taken to ensure that both students and staff are kept safe.



A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations, is to bring the behaviour of the student under rapid and safe control. It is not a time to punish or discipline the student; it is a crisis management period only.

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: With an appropriate adult, at an appropriate time, 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 options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, willful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enroll – Risk to safety or wellbeing



- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Samford State 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 their 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](#).
2. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
3. **Internal review:** [contact the local Regional Office](#)
4. 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.
5. **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 are available at [www.ombudsman.qld.gov.au](#).

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

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



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