Gin Gin State High School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate positive support for high standards of achievement and behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Gin Gin State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through:

- Staff consultation and feedback sessions at staff meetings,
- Student feedback session during Care Group in August 2015
- Distribution to parent community with feedback held during August 2015.

The Plan was endorsed by the Principal and the President of the P&C and will be reviewed as required.

3. Learning and behaviour statement

All areas of Gin Gin State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated ‘School wide Positive Behaviour Support / Positive Behaviour for Learning’ framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school’s learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Gin Gin State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.
Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Respect Self
- Respect Others
- Respect Environment

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

The SWPBS framework uses a three-tiered continuum of evidenced based supports (Tier 1 ‘Universal’, Tier 2 ‘Targeted’, and Tier 3 ‘Intensive’ levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
### SCHOOL EXPECTATIONS

#### RESPECT SELF

<table>
<thead>
<tr>
<th>Whole School Setting</th>
<th>Classroom</th>
<th>Travel</th>
<th>Community</th>
<th>Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abide</strong> by medication procedures</td>
<td><strong>Aspire</strong> to succeed</td>
<td><strong>Follow</strong> Code of Conduct for School Students Travelling on Buses</td>
<td><strong>Engage</strong> in community events</td>
<td><strong>Be</strong> sun safe</td>
</tr>
<tr>
<td><strong>Accept</strong> consequences for personal actions</td>
<td><strong>Be</strong> punctual</td>
<td><strong>Conduct</strong> purple rules</td>
<td><strong>Ensure</strong> your behaviour reflects positively on our school</td>
<td><strong>Enter and Exit</strong> the school using designated thoroughfares</td>
</tr>
<tr>
<td><strong>Adopt</strong> a positive attitude</td>
<td><strong>Come</strong> prepared to work</td>
<td><strong>Line</strong> up appropriately for transport</td>
<td><strong>Leave</strong> your eating area tidy</td>
<td><strong>Leave</strong> your eating area tidy</td>
</tr>
<tr>
<td><strong>Be</strong> honest and trustworthy</td>
<td><strong>Complete</strong> tasks on time</td>
<td><strong>Wait</strong> for buses to stop</td>
<td><strong>Remain</strong> in designated areas</td>
<td><strong>Remain</strong> in designated areas</td>
</tr>
<tr>
<td><strong>Be</strong> polite and use appropriate language</td>
<td><strong>Follow</strong> teacher instructions</td>
<td><strong>Follow</strong> bus driver’s instructions</td>
<td></td>
<td><strong>Remain</strong> in designated areas</td>
</tr>
<tr>
<td><strong>Be</strong> reliable</td>
<td><strong>Follow</strong> Workplace Health &amp; Safety requirements</td>
<td><strong>SIT</strong> properly on a seat</td>
<td></td>
<td><strong>Remain</strong> in designated areas</td>
</tr>
<tr>
<td><strong>Come</strong> prepared for work</td>
<td><strong>Use</strong> Port racks to store bags and equipment</td>
<td><strong>Speak</strong> quietly</td>
<td></td>
<td><strong>Leave</strong> your eating area tidy</td>
</tr>
<tr>
<td><strong>Do your best</strong></td>
<td></td>
<td><strong>Wear</strong> seat belts where available</td>
<td></td>
<td><strong>Enter and Exit</strong> the school using designated thoroughfares</td>
</tr>
<tr>
<td><strong>Follow</strong> Dress Code/wear uniform with pride</td>
<td></td>
<td><strong>Keep</strong> body parts inside the window</td>
<td></td>
<td><strong>Enter and Exit</strong> the school using designated thoroughfares</td>
</tr>
<tr>
<td><strong>Follow</strong> electronic devices policy</td>
<td></td>
<td></td>
<td></td>
<td><strong>Enter and Exit</strong> the school using designated thoroughfares</td>
</tr>
<tr>
<td><strong>keep</strong> your body healthy</td>
<td></td>
<td></td>
<td></td>
<td><strong>Enter and Exit</strong> the school using designated thoroughfares</td>
</tr>
<tr>
<td><strong>Participate</strong> in all activities</td>
<td></td>
<td></td>
<td></td>
<td><strong>Enter and Exit</strong> the school using designated thoroughfares</td>
</tr>
<tr>
<td><strong>Leave</strong> expensive items with the office staff</td>
<td></td>
<td></td>
<td></td>
<td><strong>Enter and Exit</strong> the school using designated thoroughfares</td>
</tr>
<tr>
<td><strong>Sing</strong> the National Anthem with pride</td>
<td></td>
<td></td>
<td></td>
<td><strong>Enter and Exit</strong> the school using designated thoroughfares</td>
</tr>
<tr>
<td><strong>Use</strong> sign out/ movement procedures</td>
<td></td>
<td></td>
<td></td>
<td><strong>Enter and Exit</strong> the school using designated thoroughfares</td>
</tr>
</tbody>
</table>

#### RESPECT OTHERS

<table>
<thead>
<tr>
<th>Whole School Setting</th>
<th>Classroom</th>
<th>Travel</th>
<th>Community</th>
<th>Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acknowledge</strong> time and place</td>
<td><strong>Acknowledge</strong> others’ viewpoints</td>
<td><strong>Acknowledge</strong> and speak politely to all in the vehicle</td>
<td><strong>Greet</strong> community members in a friendly manner</td>
<td><strong>Acknowledge</strong> and respect others’ playground space</td>
</tr>
<tr>
<td><strong>Allow</strong> everyone to do their job</td>
<td><strong>Allow</strong> opportunities for learning</td>
<td><strong>Assist</strong> others with safety needs</td>
<td><strong>Guide</strong> external personnel when in school grounds</td>
<td><strong>Keep</strong> to the left on stair wells/ paths</td>
</tr>
<tr>
<td><strong>Be</strong> considerate of others and their opinions</td>
<td><strong>Be</strong> part of the team</td>
<td><strong>Embark</strong> or disembark in an orderly fashion</td>
<td><strong>Respond</strong> to and take ownership of inappropriate playground behaviour</td>
<td><strong>Line</strong> up and wait your turn at the tuckshop</td>
</tr>
<tr>
<td><strong>Be</strong> tolerant and cooperative of others</td>
<td><strong>Line</strong> up before entering class</td>
<td><strong>Follow</strong> the instructions of the driver/supervisor</td>
<td><strong>Respond</strong> to and take ownership of inappropriate playground behaviour</td>
<td><strong>Respond</strong> to and take ownership of inappropriate playground behaviour</td>
</tr>
<tr>
<td><strong>Follow</strong> instructions</td>
<td><strong>Listen</strong> to others</td>
<td><strong>Follow</strong> designated pathways</td>
<td></td>
<td><strong>Respond</strong> to and take ownership of inappropriate playground behaviour</td>
</tr>
<tr>
<td><strong>Interact</strong> in a safe and positive way</td>
<td><strong>Maintain</strong> personal space</td>
<td><strong>Keep</strong> myself and my belongings in the bus at all times</td>
<td><strong>Share</strong> equipment /space</td>
<td><strong>Respond</strong> to and take ownership of inappropriate playground behaviour</td>
</tr>
<tr>
<td><strong>Respect</strong> other’s property</td>
<td><strong>Voice</strong> your thoughts in an appropriate manner</td>
<td><strong>Remain</strong> seated while the bus is moving</td>
<td></td>
<td><strong>Take</strong> due care when moving</td>
</tr>
<tr>
<td><strong>Respect</strong> personal space</td>
<td></td>
<td><strong>Wait</strong> quietly</td>
<td></td>
<td><strong>Take</strong> due care when moving</td>
</tr>
<tr>
<td><strong>Show</strong> care and concern</td>
<td></td>
<td></td>
<td></td>
<td><strong>Take</strong> due care when moving</td>
</tr>
<tr>
<td><strong>Speak</strong> in a civil and controlled manner</td>
<td></td>
<td></td>
<td></td>
<td><strong>Take</strong> due care when moving</td>
</tr>
</tbody>
</table>
**RESPECT ENVIRONMENT**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate</strong> pride in your environment</td>
<td><strong>Comply</strong> with the rules of specialist areas</td>
<td><strong>Ensure</strong> all forms of transport are left clean and tidy</td>
<td><strong>Abide</strong> by rules and expectations of venues</td>
<td><strong>Keep</strong> your own area clean, free from litter</td>
</tr>
<tr>
<td><strong>Do</strong> the right thing independent of supervision</td>
<td><strong>Maintain</strong> a damage free learning environment</td>
<td><strong>Ensure</strong> shoes/clothes are clean and dry prior to entering transport</td>
<td><strong>Adhere</strong> to the expectations of community groups</td>
<td><strong>Place</strong> all litter in bins</td>
</tr>
<tr>
<td><strong>Move</strong> safely around the school</td>
<td><strong>Maintain</strong> a graffiti free learning environment</td>
<td><strong>Keep</strong> all forms of transport damage free</td>
<td><strong>Preserve</strong> the state of the natural environment</td>
<td><strong>Promote</strong>/foster a clean environment</td>
</tr>
<tr>
<td><strong>Place</strong> rubbish in bins</td>
<td><strong>Place</strong> chairs under desks</td>
<td><strong>Keep</strong> all forms of transport graffiti free</td>
<td><strong>Report</strong> situations needing staff attention</td>
<td><strong>Report</strong> damages of equipment &amp; facilities</td>
</tr>
<tr>
<td><strong>Promote</strong>/foster a clean environment</td>
<td><strong>Remove</strong> rubbish before exiting</td>
<td><strong>Respect</strong> bus property, equipment, shelters and signs</td>
<td><strong>Respect</strong> the welfare of fauna</td>
<td><strong>Respect</strong> the boundaries of gardens</td>
</tr>
<tr>
<td><strong>Walk</strong> on pathways</td>
<td><strong>Return</strong> desks/chairs to original position</td>
<td><strong>Use</strong> equipment and facilities appropriately and with permission</td>
<td><strong>Use</strong> designated areas for sport/activities</td>
<td><strong>Use</strong> designated areas for sport/activities</td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers in identified classes;
- Reinforcement of learning from behaviour lessons at School Assemblies, House Assemblies, Year Level Assemblies, Care Group activities and during active supervision by staff during classroom and non-classroom activities.
Gin Gin State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Induction programs in the Gin Gin State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Dedicated time during school start up in the first two days, for induction of all students regarding Gin Gin State High School Responsible Behaviour Plan for Students.
- Individual support profiles (IBSP, NEP) developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Referral process to a Welfare Committee to access support for students who are identified with needs.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);
- Appropriate Use of Social Media (Appendix 3); and
- Preventing student access to knives (Appendix 6);

Reinforcing expected school behaviour

Staff Acknowledgement
At Gin Gin State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Through quality teaching practices, teachers aim to give four positive feedback comments to every one corrective comment. This reinforcement is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement.

Whole School Incentive Scheme
Students are acknowledges as part of a team (Care Groups) and as individuals through a whole school incentive scheme.
Students are allocated points when they have complied with school rules and expectations (acknowledging positive behaviours). At the end of each term 1 and 3, points are collated as Care groups. Those Care groups that have achieved 90% of the possible points are rewarded with a lunch or similar. At the end of semester, individuals who have achieved 90% of possible points are rewarded with a day out of school to celebrate their achievements.

Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour
All staff have been trained in Essential Skills for Classroom Management (ESCM). In-class behaviours can be addressed through a range of strategies which create the least disruption to other students in the class. Teachers are frequently Profiled (observed) by other teachers to gain feedback on the effectiveness of their ESCM strategies.

2. Targeted behaviour support:
There are a number of students at Gin Gin State High School who are identified through our data as needing some targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner. These students are referred by teachers and staff to a Welfare Committee. The Welfare Committee then aligns the student with the most appropriate support person/service available to the school.

3. Intensive behaviour support:
Gin Gin State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Underlying many of the procedures planned to deal with the students who require intensive support is a flexible and considered range of strategies aimed at both supporting the student whilst individualizing their program.
The student is regularly monitored with the aim of returning to mainstream schooling as soon as possible and when ready. Adjustments are made in order to maximize programs, staff and cater for individual needs.

Students who require intensive behaviour support are provided with individualised behaviour plans and progress is monitored by administration. Support is provided in a multi-faceted approach, taking into account the student’s academic and social needs.

Examples of support and/or intervention strategies at this level include:

- Professional counselling by the Guidance Officer
- Alternate programs organised by SBYHN, Youth Support Coordinator, Vocational Training HOD and School Chaplain
- Mentoring program linking students to external community personnel
- Use of external agencies to provide support (Juvenile Aid Bureau, CYMHS, Child Safety)
- Alternate timetabling
- Individual case management
- Extensive parental communication and involvement
- Development of Individual Curriculum Plans, Negotiated Education Plans and Individual Behaviour Support Plans
- Learning support needs/consultation
- Short and long term suspensions

**Physical Restraints: (Individual Plan)**

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:

- be approved by the principal with a copy provided to the principal’s supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint. Prevention strategies could include:
  - restoring safety in other practicable ways such as removing harmful objects;
  - employing responses such as increased monitoring and support within classrooms and / or referral to appropriately trained staff; and
  - use of movement limiting and / or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

### 5. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

**An emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.
Basic defusing strategies
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: 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.

Physical Intervention and Restraints – Immediate or Emergency Response
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Gin Gin State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
Staff will:
- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student’s parent of the incident detailing:
  o the behaviour that preceded the use of physical restraint
  o the type and duration of restraint used
  o staff members and other witnesses present during the period of the restraint
  o student’s physical condition before and after the period of physical restraint
  o planned future action to prevent further incidents of the behaviour
Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
It is important that all staff understand:
- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.
Physical intervention is not to be used as a response to:
- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless severe; and
- leaving a classroom or the school, unless student safety is clearly threatened.
Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.
Debriefing
Following each instance involving the use of physical intervention:
• debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
• a debriefing meeting with the relevant staff members to be held
• an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping
Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online. Following each instance involving the use of physical intervention, the following records are to be maintained:
• Physical Intervention Incident Report (Appendix 4)
• Debriefing Report (Appendix 5)

6. Consequences for unacceptable behaviour
Gin Gin State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Consequences are clearly aligned to the behaviours being exhibited and are categorised according to the seriousness of the behaviours.

The Gin Gin State High School Behaviour Support Pathway outlines a range of typical behaviours for each category, minor (level 1 & 2) and major (level 3 & 4), along with associated consequences both proactive and reactive, which align to the behaviours. The behaviours listed are indicative of the types of behaviours which constitute that level. They are not an exhaustive list of all behaviours which might occur in a school setting.

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Unacceptable behaviours are recorded on One School and referrals to the appropriate support person are made through this recording process.

Specific policies have been developed to address:
  o The Use of Personal Technology Devices at School (Appendix 1);
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);
  o Appropriate Use of Social Media (Appendix 3).
  o Work together to keep knives out of school (Appendix 6)

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
• Minor problem behaviour is managed by staff members at the time it happens, and may result in a referral to support staff only after repeated occurrences.
• Major problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:
• are minor breeches of the school rules;
• do not seriously harm others or cause you to suspect that the student may be harmed;
• do not violate the rights of others in any other serious way;
• do not require immediate involvement of specialist support staff or Administration.

Minor problem behaviours (level 1 & 2) may result in the following consequences:
• a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
• a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
3. states and explains expected school behaviour if necessary; and
4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm;
- are repeated or part of a pattern of inappropriate behaviours; and
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness.

Major problem behaviours may result in the following consequences:
- **Level Three:** Central Withdrawal, lunch withdrawal, alternate lunchtime activities, loss of privilege, restitution, warning regarding future consequence for repeated offence, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Four:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The Gin Gin State High School Behaviour Support Pathway outlines examples of minor and major problem behaviours and recommended consequences. This document is on the following page.

**Relate problem behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.
# GIN GIN STATE HIGH SCHOOL BEHAVIOUR SUPPORT PATHWAY

<table>
<thead>
<tr>
<th>LEVEL 1 (All Staff Responsibility)</th>
<th>LEVEL 2 (POD/HOD Responsibility)</th>
<th>LEVEL 3 (Administration Responsibility)</th>
<th>LEVEL 4 (Administration Responsibility)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MINOR</strong></td>
<td><strong>REACTIVE</strong></td>
<td><strong>PROACTIVE</strong></td>
<td><strong>MAJOR</strong></td>
</tr>
<tr>
<td><strong>LATE TO CLASS (UNIMPORTANT)</strong></td>
<td>• Truancy (e.g. step class)</td>
<td>• Truancy (repeated)</td>
<td>• Truancy (repeated)</td>
</tr>
<tr>
<td><strong>NON-UNIFORM ITEMS / JEWELLERY</strong></td>
<td>• Repeated wearing of non-uniform/jewellery</td>
<td>• Refusal to wear endorsed uniform</td>
<td>• Possession of banned items (e.g. drugs, weapons)</td>
</tr>
<tr>
<td><strong>LACK OF OR NON-EQUIPMENT FOR LESSONS (e.g. NO DIARY OR SIMILAR)</strong></td>
<td>• Repeated unpreparedness for learning</td>
<td>• Refusal to engage in learning</td>
<td>• Unlawful behaviour causing significant danger to self [e.g. attempted suicide]</td>
</tr>
<tr>
<td><strong>POSSESSION OF BANNED ITEMS (EXAMPLE: CHEWING GUM)</strong></td>
<td>• Possession of banned items (e.g. lighters/matches, offensive literature or pictures)</td>
<td>• Possession of banned items (e.g. dangerous items, alcohol etc.)</td>
<td>• Possession of banned items (e.g. drugs, weapons)</td>
</tr>
<tr>
<td><strong>UNSAFE BEHAVIOUR (POTENTIAL FOR MINOR INJURY)</strong></td>
<td>• Unsafe behaviour (e.g. potential for major injury)</td>
<td>• Unsafe behaviour causing injury to self or others, including self-harm</td>
<td>• Unsafe behaviour causing injury to self or others, including self-harm</td>
</tr>
<tr>
<td><strong>MINOR FRAUD (E.G. DIARY SIGNATURE)</strong></td>
<td>• Repeated minor incidents of fraud</td>
<td>• Fraud (e.g. by-passing barriers/absences/excursions etc.)</td>
<td>• Fraud (e.g. by-passing barriers/absences/excursions etc.)</td>
</tr>
<tr>
<td><strong>UNSAFE BEHAVIOUR (E.G. WAVING OR CONCRETING)</strong></td>
<td>• Unsafe behaviour (e.g. throwing rocks etc.)</td>
<td>• Unsafe behaviour causing injury to others</td>
<td>• Unsafe behaviour causing injury to others</td>
</tr>
<tr>
<td><strong>OFFENSIVE LANGUAGE (E.G. UNINTENTIONAL)</strong></td>
<td>• Repeated offensive language</td>
<td>• Verbal abuse of staff or other students</td>
<td>• Serious bullying</td>
</tr>
<tr>
<td><strong>SPEAKING IN AN UNSEASONAL MANNER</strong></td>
<td>• Use of offensive electronic device to intimidate</td>
<td>• Continued intimidation or bullying</td>
<td>• Cyberbullying</td>
</tr>
<tr>
<td><strong>RUDENESS INTERACTING WITH OTHER STUDENTS</strong></td>
<td>• Inappropriate use of electronic device (e.g. taking photographs, texting in class)</td>
<td>• Cyberbullying, using social media</td>
<td>• Minor sexual harassment</td>
</tr>
<tr>
<td><strong>NAME CALLING / INVAADING PERSONAL SPACE</strong></td>
<td>• Intimidation / minor bullying / pushing etc./</td>
<td>• Social media which may damage image of staff students or school</td>
<td>• Social media which may damage image of staff students or school</td>
</tr>
<tr>
<td><strong>HAVING ELECTRONIC DEVICES TURNED OFF WITHOUT PERMISSION</strong></td>
<td>• Repeated use of electronic devices to intimidate</td>
<td>• Taking pictures / Images of campus without permission</td>
<td>• Taking pictures / Images of campus without permission</td>
</tr>
<tr>
<td><strong>DISRUPTION IN CLASS/CARE GROUP</strong></td>
<td>• Repeated low level disruption requiring teacher intervention</td>
<td>• Persistent ongoing disruption to class</td>
<td>• Physical assault causing injury</td>
</tr>
<tr>
<td><strong>SLOW TO FOLLOW DIRECTION OF STAFF</strong></td>
<td>• Disruption to class requiring teacher intervention</td>
<td>• Behaviour which significantly impedes other student learning</td>
<td>• Physical acts between students deemed to be illegal</td>
</tr>
<tr>
<td><strong>MINOR PHYSICAL INTERACTIONS</strong></td>
<td>• Argument toward reasonable staff direction</td>
<td>• Refusal to follow staff direction</td>
<td>• Major theft (significant value) or continued major theft</td>
</tr>
<tr>
<td><strong>PHYSICAL PUSHERING OR PUSHING/BUMPING OR BUMPING WITH INTENT TO CAUSE HARM</strong></td>
<td>• Physical pushing or bumping/bumping with intent to cause harm</td>
<td>• Refusal to go to time out</td>
<td>• Physical acts between students deemed to be illegal</td>
</tr>
<tr>
<td><strong>MINOR GRAFFITI (ONCE OFF)</strong></td>
<td>• Physical pushing or bumping/bumping with intent to cause harm</td>
<td>• Continued pushing or bumping/bumping with intent to cause harm</td>
<td>• Major theft (significant value) or continued major theft</td>
</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td>• Repeated displays of affection after intervention</td>
<td>• Physical acts between students deemed to be illegal</td>
<td>• Physical acts between students deemed to be illegal</td>
</tr>
<tr>
<td><strong>MINOR DAMAGE TO FLORA</strong></td>
<td>• Possession of information or images which endanger the reputation of others</td>
<td>• Graffiti which is damaging to the reputation of others</td>
<td>• Graffiti which is damaging to the reputation of others</td>
</tr>
<tr>
<td><strong>MINOR DAMAGE TO SCHOOL RESOURCES</strong></td>
<td>• Malicious damage to flora or harming fauna</td>
<td>• Animal cruelty</td>
<td>• Animal cruelty</td>
</tr>
</tbody>
</table>

**STRATEGIES TO SUPPORT CONSEQUENCES**

<table>
<thead>
<tr>
<th>Reactive</th>
<th>Proactive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP DUTY</strong></td>
<td><strong>GROUP DUTY</strong></td>
</tr>
<tr>
<td><strong>DIFFERENTIATED TEACHING</strong></td>
<td><strong>DIFFERENTIATED TEACHING</strong></td>
</tr>
<tr>
<td><strong>COUNSELLING</strong></td>
<td><strong>COUNSELLING</strong></td>
</tr>
<tr>
<td><strong>SELF-EVALUATION &amp; REFLECTION</strong></td>
<td><strong>SELF-EVALUATION &amp; REFLECTION</strong></td>
</tr>
<tr>
<td><strong>WARNING</strong></td>
<td><strong>WARNING</strong></td>
</tr>
<tr>
<td><strong>REPOSITIONING IN CLASS OR PLAYGROUND</strong></td>
<td><strong>REPOSITIONING IN CLASS OR PLAYGROUND</strong></td>
</tr>
<tr>
<td><strong>WORK AGREEMENTS</strong></td>
<td><strong>WORK AGREEMENTS</strong></td>
</tr>
<tr>
<td><strong>TIME OUT</strong></td>
<td><strong>TIME OUT</strong></td>
</tr>
<tr>
<td><strong>DEPORTATION</strong></td>
<td><strong>DEPORTATION</strong></td>
</tr>
<tr>
<td><strong>LITTER DUTY</strong></td>
<td><strong>LITTER DUTY</strong></td>
</tr>
<tr>
<td><strong>CONFISCATION OF ITEMS (ELECTRONIC DEVICES/ JEWELLERY)</strong></td>
<td><strong>CONFISCATION OF ITEMS (ELECTRONIC DEVICES/ JEWELLERY)</strong></td>
</tr>
<tr>
<td><strong>REMOVAL OF NON-UNIFORM ITEMS (CLOTHING/ JEWELLERY/ MAKE UP)</strong></td>
<td><strong>REMOVAL OF NON-UNIFORM ITEMS (CLOTHING/ JEWELLERY/ MAKE UP)</strong></td>
</tr>
</tbody>
</table>

*Proactive strategies requiring referral to specialists or changes to school program require parent contact to be made.*

*Reactive strategies requiring students to be removed from the learning environment must have a re-entry interview with relevant stakeholders, student, parents and a representative from administration.*

GIN GIN STATE HIGH SCHOOL Responsible Behaviour Plan 2016
7. **Network of student support**
Students at Gin Gin State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.
- BYLC
- TQC
- Family Connections

8. **Consideration of individual circumstances**
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Gin Gin State High School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

9. **Related legislation**

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. **Related policies and procedures**

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
• Inclusive Education
• Enrolment in State Primary, Secondary and Special Schools
• Student Dress Code
• Student Protection
• Hostile People on School Premises, Wilful Disturbance and Trespass
• Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
• Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
• Managing Electronic Identities and Identity Management
• Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
• Temporary Removal of Student Property by School Staff

11. Some related resources
• Bullying. No Way!
• School wide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses

Endorsement

__________________________  _____________________________
Principal                        P&C President or
                                         Chair, School Council

Effective Date: 1 January 2016 – 31 December 2016
The use of personal technology devices at school

STATEMENT OF INTENT

In making reasonable rules about what students can and cannot bring to school, schools can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students.

The use of mobile phones and other electronic equipment (including those with Bluetooth functionality) by students at school, if unmonitored, can become disruptive. Mobile phones and electronic devices, particularly those with the capacity to record images/footage can be appropriately incorporated into the learning program. However, except in times of genuine emergency or if the use is a sanctioned part of the educational program, mobile phones and other personal electronic devices (including those with Bluetooth functionality) should be restricted. This includes but is not limited to, games devices (e.g. PSPs, Gameboys) laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile phones, iPods and devices of a similar nature.

When principals become aware that these devices have been used to capture and distribute images of violence, malice, etc. and the images have been uploaded to a website, where possible, appropriate disciplinary action should be undertaken in accordance with the school’s disciplinary policy. Additionally, steps should be taken to seek removal of the material from the website. Where footage or images have been distributed electronically, via Bluetooth Functionality or in hard copy, school principals, once aware and where possible, should seek to stop distribution.

Mobile phones and other electronic equipment are used at their owners’ risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department’s negligence.

Key messages:
- Devices, if unmonitored, can become disruptive
- Devices can be appropriate in a learning program
- Use outside educational programs should be restricted
- Inappropriate uploaded content should be dealt with and removed, and distribution should be stopped
- Schools accept no liability for loss, theft or damage

POLICY AND PROCEDURES

Device definition:
Any device capable of recording and storing still images or video, storing and playing audio (music etc.), making phone calls, sending text messages (including multimedia content), storing and running apps or software, accessing online services (including web browsing)

Examples:
(This is not to be treated as a comprehensive list) Mobile phones including smart phones, tablets (including android and iPad), MP3 players, digital cameras, game consoles, eReaders

Examples of Appropriate Use:
- Researching online
- Educational apps/software
- As a response system
- To record and share/review aspects of the learning process
- To listen to music/audio when working independently
**Appropriate Use – by Context:**

**In Class**
- Devices may be used at the discretion of the teacher for educational purposes only.
- Otherwise, devices must be switched off and out of sight at all times

**At school, outside of class time**
- Devices must be switched off and out of sight at all times

**Other School organised Events**
- Devices may be used at the discretion of the teacher

**Examples of Inappropriate Use:**
- Cyberbullying – menacing, harassing, intimidating or threatening others or inciting this behaviour
- Recording images, video or audio of others without permission
- Recording inappropriate images, video or audio
- Use which distracts students from the learning program
- Use which disrupts the smooth operation of classroom procedures
- Use of any kind without the approval of a teacher

**Liability:**

No liability will be accepted by the school in the event of loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the school’s negligence.

**BREACHES OF THE POLICY**

**Consequences:**
- A breach of this policy will see the item confiscated in the line with Gin Gin State High Schools Responsible Behaviour Plan for students and returned to the student at the end of the day or event. Subsequent breaches of this policy will require parent contact and consultation regarding future use of electronic devices at school.
- Consequences will be issued to the student in line with the Gin Gin State High School Responsible Behaviour Plan for Students and reflect the students use and/or consequences of the use of the item

**POLICY REFERENCES**

Temporary Removal of Student Property by School Staff


Advice for State Schools on Acceptable Use of ICT Facilities and Devices

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

**Confiscation**
Permitted personal technology devices (mobile phones, ipads etc.) 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.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

**Personal technology device etiquette**
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during the school day.

**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 personal 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 Gin Gin State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. 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 student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing 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 personal technology devices 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.
**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. 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 personal technology device 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 this 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 personal technology device 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 Deputy Principal or Principal.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Gin Gin State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating 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.

There is no place for bullying in Gin Gin State High School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Gin Gin State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:
- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Gin Gin State High School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
Many bullying behaviours are peer-maintained through the actions of bystanders. 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 our school would never encourage students to place themselves at risk, our 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 demonstrating it.

The anti-bullying procedures at Gin Gin State High School are an addition to our school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

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, our school wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours 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.

Gin Gin State High School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Gin Gin State High School Social Media Policy

Gin Gin State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Gin Gin State High School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Gin Gin State High School will face disciplinary action for simply having an account on Facebook or other social media site. As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Gin Gin State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Gin Gin State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Gin Gin State High School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Gin Gin State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.
If inappropriate online behaviour impacts on the good order and management of Gin Gin State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Gin Gin State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

**Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying.

Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Gin Gin State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Gin Gin State High School expects its students to engage in positive online behaviours.
# Appendix 4

## Physical Restraint / Intervention Report

<table>
<thead>
<tr>
<th>Initial Report Compiled by</th>
<th>Date and Time Report Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Signed</td>
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### Details of Student

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Teacher</th>
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### Details of Staff involved in Incident

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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### Reason for restraint

- To cease the physical assault of another student or staff member
- To avert an immediate danger to him/herself or to others
- To avoid serious property damage
- Other

### Details of Incident

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initial Location</th>
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<tbody>
<tr>
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</table>

### De-Escalation Strategies Used Prior to Restraint

- Distraction
- Change of face, place, activity
- Offer choices
- Cool down time, place
- Offer to talk
- Reassurance

### Physical Condition of Student Before Restraint

### Physical Condition of Student After Restraint

### Details of Any Injury

- Injury to Student: Yes ☐ No ☐ Incident Report Completed: Yes ☐ No ☐
- Injury to Staff Name: Yes ☐ No ☐ Incident Report completed: Yes ☐ No ☐

### Details of Damage

### Details of Trauma

### Notifying Procedures

- Incident Reported to
- Parent / Carer Contacted
<table>
<thead>
<tr>
<th>Name</th>
<th>Time and Date</th>
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</table>

- Student/s: Post Incident Discussion / Debrief
<table>
<thead>
<tr>
<th>Location</th>
<th>Time and Date</th>
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<td></td>
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Present Details
**Staff: Post Incident Discussion / Debrief**

<table>
<thead>
<tr>
<th>Location</th>
<th>Time and Date</th>
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<tbody>
<tr>
<td>Present</td>
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<tr>
<td>Details</td>
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</table>

**Other Forms Completed**

- [ ] One School
- [ ] Individual Support Plan - Behaviour
- [ ] Individual Plan including Physical Restraint
- [ ] Other:

---

### Follow Up Report – to be completed by Form Recipient

1. **Follow up Call**

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2. **Post Investigation**

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3. **Damage Repair**

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4. **Entered on MYHR / WHS**

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5. **Entered on OneSchool**

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6. **Other Forms completed**

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<tr>
<th>Debrief Report</th>
<th>Physical restraint / Intervention record</th>
<th>Individual Plan including Physical Restraint</th>
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Signed:
Appendix 5

Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
Appendix 6
Working together to keep Gin Gin State High School safe- possession / use of knives at school

We can work together to keep knives out of school. At Gin Gin State High School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have any type of knife at school including:
- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Gin Gin State High School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Gin Gin State High School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.