Gin Gin State High School
Student Code of Conduct
2024-2027

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education

Contact Information

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Endorsement

Principal Name:	Paul Stehbens
Principal Signature:	Page 16
Date:	
P/C President and-or School Council Chair Name:	Michaela Blake
P/C President and-or School Council Chair Signature:	Page 16
Date:	

Contents

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 Student Code of Conduct 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

Gin Gin State High School developed this Code of Conduct in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through
- Staff consultation and feedback sessions at staff and PBL meetings
- Consultation with students, parents and significant Community stakeholders in August 2024.
- Update with staff consultation and feedback in August 2024
- Distribution to Gin Gin State High School Parents and Citizens Association in October 2024

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

3. Data Overview

Review Statement

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.

There are four different confidential surveys for
- parents
- students
- staff
- principals.

School Opinion Survey

Parent Opinion Survey

Parent/Caregiver school report, 2023

(2131) Gin Gin State High School

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Your school	Agreement	Last year 2022	Your school type Secondary	Your region NCR	Qld state schools
Fairness / Clarity of rules													
The expectations and rules are clear at this school.	70	1.4	7.1	4.3	15.7	42.9	28.6		87.1	-2.2	-2.5	-5.3	-5.0
Teachers at this school treat students fairly.	69	5.8	7.2	21.7	26.1	18.8	20.3		65.2	-14.4	-17.3	-22.5	-22.3
Student behaviour is well managed at this school.	70	5.7	10.0	18.6	22.9	25.7	17.1		65.7	-14.7	-6.9	-13.9	-13.9
Safety													
My child feels safe at this school.	70	4.3	2.9	8.6	20.0	42.9	21.4		84.3	-2.9	0.8	-3.9	-3.8
Teachers at this school are interested in my child's wellbeing.	70	5.7	10.0	5.7	31.4	24.3	22.9		78.6	-9.7	-7.7	-12.1	-12.1
Partnerships													
This school works with me to support my child's learning.	67	3.0	7.5	9.0	25.4	40.3	14.9		80.6	-5.0	-4.8	-8.1	-8.0
I can talk to my child's teachers about my concerns.	67	1.5	4.5	3.0	26.9	50.7	13.4		91.0	-3.6	1.5	-1.8	-1.6
This school keeps me well informed.	70	7.1	11.4	11.4	31.4	22.9	15.7		70.0	-11.7	-14.1	-15.9	-16.4
Staff at this school are responsive to my enquiries.	68	2.9	1.5	5.9	29.4	41.2	19.1		89.7	-4.5	2.3	-1.5	-1.0
Staff at this school are approachable.	68	2.9	4.4	5.9	29.4	38.2	19.1		86.8	-5.5	-3.6	-6.5	-6.1
This school asks for my input.	64	6.3	28.1	9.4	31.3	15.6	9.4		56.3	-14.0	-16.5	-21.1	-22.0
This school takes parents' opinions seriously.	58	6.9	15.5	17.2	20.7	31.0	8.6		60.3	-20.6	-16.0	-21.4	-20.9

Agreement presents the aggregation of positive responses as a percentage; i.e.: "*Somewhat agree*", "*Agree*", and "*Strongly agree*".
A **green reference result** means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.
NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.

Student Opinion Survey

Student school report by demographic, 2023

(2131) Gin Gin State High School

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	Male (7)	Female (13)	Yes (3)	No (13)	Year 8 (3)	Year 11 (17)	n	Agreement
Fairness / Clarity of rules								
The expectations and rules are clear at my school.	66.7	100.0	DW	DW	DW	DW	19	89.5
Teachers at my school treat students fairly.	57.1	46.2	0.0	61.5	66.7	47.1	20	50.0
Student behaviour is well managed at my school.	57.1	53.8	0.0	61.5	33.3	58.8	20	55.0
Safety								
I feel safe at my school.	57.1	75.0	0.0	83.3	DW	DW	19	68.4
I feel safe undertaking online activities using my school's internet.	71.4	84.6	66.7	84.6	100.0	76.5	20	80.0
My teachers are interested in my wellbeing.	42.9	53.8	0.0	53.8	66.7	47.1	20	50.0
Partnerships								
My school encourages me to participate in school activities.	71.4	61.5	33.3	69.2	100.0	58.8	20	65.0
My school takes students' opinions seriously.	57.1	46.2	33.3	53.8	100.0	41.2	20	50.0
I can get help with my school work at home.	42.9	58.3	66.7	50.0	DW	DW	19	52.6

Column group headers: **Gender** (Male, Female), **Aboriginal and Torres Strait Islander origin** (Yes, No), **Student year level** (Year 8, Year 11), **Your school** (n, Agreement)

Agreement presents the aggregation of positive responses as a percentage; i.e.: "*Somewhat agree*", "*Agree*", and "*Strongly agree*".
NA means there is no data; **DW** means the data is withheld to protect the confidentiality of respondents.
The number displayed in the column headings is the highest number of responses received for this demographic group.
Your school results include respondents who did not answer demographic items.

Staff Opinion survey

Staff school report by demographic (all staff items), 2023

(2131) Gin Gin State High School

Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	Gender		Aboriginal and Torres Strait Islander origin		Staff position		Your school	
	Male (14)	Female (24)	Yes (1)	No (38)	Teaching (26)	Non-Teaching (13)	n	Agreement
Fairness / Clarity of rules								
The expectations and rules are clear at this school.	100.0	95.7	DW	DW	96.2	100.0	38	97.4
Students are treated fairly at this school.	100.0	87.0	DW	DW	100.0	75.0	38	92.1
Student behaviour is well managed at this school.	100.0	91.3	DW	DW	100.0	81.8	37	94.6
Students with a disability are well supported at this school.	100.0	95.7	DW	DW	96.2	100.0	38	97.4
Safety								
I am aware of health, safety and wellbeing procedures at this school.	100.0	91.7	DW	DW	96.2	92.3	39	94.9
There is adequate focus on workplace safety at my workplace.	100.0	100.0	DW	DW	100.0	100.0	39	100.0
I feel this school is a safe place in which to work.	100.0	95.8	DW	DW	100.0	92.3	39	97.4
Partnerships								
This school takes staff opinions seriously.	100.0	83.3	DW	DW	100.0	69.2	39	89.7
This school encourages parents/carers to be active partners in educating their child.	100.0	95.7	DW	DW	100.0	90.9	37	97.3
School culture								
This school fosters respectful relationships among all students.	100.0	100.0	DW	DW	100.0	100.0	37	100.0
This school looks for ways to improve.	100.0	95.7	NA	DW	100.0	91.7	38	97.4
I enjoy working at this school.	100.0	100.0	DW	DW	100.0	100.0	39	100.0
This school promotes gender equality.	100.0	95.7	DW	DW	100.0	91.7	38	97.4
If I raised a concern, I feel confident that it would be taken seriously.	100.0	87.5	DW	DW	100.0	76.9	39	92.3
This is a good school.	100.0	95.8	DW	DW	100.0	92.3	39	97.4

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.

GIN GIN STATE HIGH SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	**2022**	**2023**	**2024**
Short Suspensions – 1 to 10 days	105	78	43
Long Suspensions – 11 to 20 days	3	0	1
Charge related Suspensions	0	0	0
Exclusions	0	0	0

4. 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 have implemented the research validated "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 Student Code of Conduct 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 Student Code of Conduct.

5. 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
• Engagement Officer
• Guidance Officer
• Senior Guidance Officer
• School Chaplain
• Community Education Counsellor
• School Based Youth Health Nurse
• Youth Support Coordinator.

External support is also available through the following government and community agencies:
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council
• Neighbourhood Centre.
• BYLC
• TQC
• Family Connections
• Disability Services Queensland

6. Consideration of Individual Circumstances

To ensure alignment with the Student Code of Conduct 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.

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.

7. Student Wellbeing

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 Student Code of Conduct 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 Student Code of Conduct.
- 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.

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.
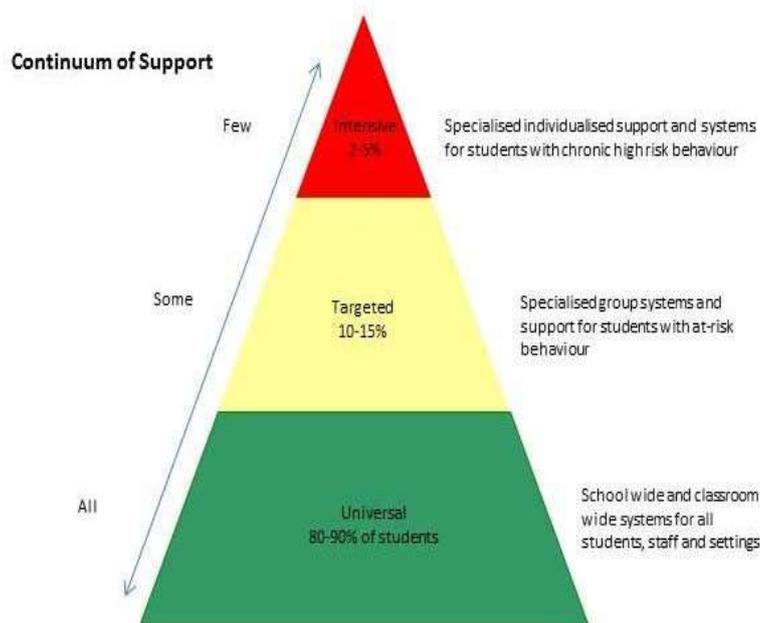
Student Support Network

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, Engagement Officer 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 (1-10 days) and long (11-20 days) term suspensions

8. Whole School Approach to Discipline - Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour -

The PBL 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.

Continuum of Support

Few — Intensive 2-5% — Specialised individualised support and systems for students with chronic high risk behaviour

Some — Targeted 10-15% — Specialised group systems and support for students with at-risk behaviour

All — Universal 80-90% of students — School wide and classroom wide systems for all students, staff and settings

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 School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOL EXPECTATIONS

RESPECT SELF

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

RESPECT OTHERS

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

RESPECT ENVIRONMENT

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

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.

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 acknowledged as part of a team (Care Groups) and as individuals through a whole school Incentive scheme:
1. Students are allocated points when they have complied with school rules and expectations (acknowledging positive behaviours). At the end of 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. Differentiated and Explicit Teaching:
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. Focussed Teaching:
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 Teaching:
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 effectiveness, and cater for individual needs.

9. 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 consistent consequences. Staff at Gin Gin State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

The Gin Gin State High School Student Code of Conduct outlines a range of typical behaviours for each category, minor (level 1 & 2) and major (level 3 & 4). 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.

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 Student Code of Conduct practices will be maintained at all times.
This will ensure that:
- Our Student Code of Conduct 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 One School 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.

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:
➢ The Use of Personal Technology Devices at School
➢ Procedures for Preventing and Responding to Incidents of Bullying
➢ Appropriate Use of Social Media
➢ Working together to keep knives out of school
➢ Restrictive practices
➢ Critical Incidents

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:

Gin Gin State High School Student Code of Conduct 2024-2027

- 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, may expect to be recommended for exclusion from school following an immediate period of suspension.

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; then
- 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.

The Gin Gin State High School Student Code of Conduct outlines examples of minor and major problem behaviours and possible consequences. This document is on the following page.

GIN GIN STATE HIGH SCHOOL STUDENT CODE OF CONDUCT

	MINOR Minor breaches of school rules, do not seriously harm others, do not violate rights in any serious way, are not part of a pattern of problem behaviours, do not require support of specialist personnel or administration.		MAJOR Significantly violate the rights of others, put others or self at risk of harm or injury, require the involvement of specialist staff, administration or external agencies	
	LEVEL 1 (All Staff Responsibility) **(Single/Low impact on others)**	**LEVEL 2 (POD/HOD Responsibility)** **(Repeated/Impacting others)**	**LEVEL 3 (Administration Responsibility)** **(Persistent/Repeated/Malicious/Dangerous)**	**LEVEL 4 (Administration Responsibility) (Very Serious/Illegal/Police Involvement)**
RESPECT SELF	Late for class (tardiness)	Truancy (eg. skip class)	Truancy (repeated)	
	Non-uniform items / jewellery	Repeated wearing of non-uniform items/jewellery	Refusal to wear endorsed uniform	
	Lack of or No equipment for lessons (eg. No diary or similar)	Repeated unpreparedness for learning	Refusal to engage in learning	
	Failure to complete class work	Cheating/Plagiarism (refer to HOD)	Planned/premeditated actions which affect the integrity of assessment items or results.	
	Possession of banned items (eg. chewing gum)	Possession of banned items (eg. lighters/matches, offensive literature or pictures)	Possession of banned items (eg. dangerous items alcohol, vapes etc.)	Possession of banned Items (eg. drugs, weapons)
	Unsafe behaviour (potential for minor injury)	Unsafe behaviour (eg. potential for major injury)	Unsafe behaviour causing injury to self or others, including self-harm	Unsafe behaviour causing significant danger to self (eg. attempted suicide)
	Minor fraud (eg. diary signature)	Repeated minor incidents of fraud	Fraud (eg. signing letter/notes of absence/excursions etc)	
RESPECT OTHERS	Unsafe behaviour (eg. running on concrete)	Unsafe behaviour (eg. throwing rocks etc.)	Unsafe behaviour causing injury to others	
	Distribution of banned items (eg. chewing gum)	Distribution of banned items (eg., offensive literature)	Distribution of banned items (eg. dangerous items alcohol, vapes etc.)	Distribution of banned Items (eg. drugs, weapons)
	Offensive language (eg. unintentional) Speaking in an uncivil manner Rude interactions with other students (e.g Swearing at another student)	Repeated offensive language (eg. Swearing at another student/using racial slurs) Offensive language used when addressing staff (frustration/venting)	Verbal abuse of staff Repeated use of racial slurs directed towards another student/group of students Offensive non-verbal gestures toward staff	
	Name Calling / Invading personal space In possession of unsecured electronic device	Bullying Intimidation Repeated inappropriate interactions with others	Continued intimidation or bullying, (Including racial discrimination) Minor sexual harassment Social media which harms the reputation of staff students or school Taking pictures/images of someone without permission 3rd offense electronic device infringement	Serious bullying, Cyberbullying Ongoing or repeated sexual harassment Sending of images or information which endangers safety of others. Possession of information or images which endanger others
	Disruption in class/care group	Repeated low level disruption requiring teacher intervention Disruption to class requiring teacher intervention	Persistent ongoing disruption to class ie. 3 or more referrals to a POD leader Behaviour which significantly impedes other students learning	
	Slow to follow direction of staff	Argumentative toward reasonable staff direction	Refusal to follow staff direction / Refusal to go to time out	
	Minor physical interactions Physical pushing to gain access (eg. pushing in at tuckshop etc.)	Physical pushing or barging with intent to cause harm Repeated inappropriate physical interactions including displays of affection (eg. Kissing, holding hands, touching)	Continued pushing or bumping/barging with intent to cause harm. Punching or fighting with intent to cause harm Repeated displays of affection after intervention	Physical assault causing injury Physical acts between students deemed to be illegal
	Minor damage to others property	Minor theft (food/stationery)	Major theft (eg. money/electronic devices etc.) *Parents may choose to report to police*	Major theft (significant value) or continued major theft
RESPECT ENVIRONMENT	Minor graffiti (one off)	Repeated graffiti non-damaging	Graffiti requiring input from staff to rectify Public graffiti demeaning others	Graffiti which is damaging to the reputation of others
	Littering	Repeated littering or major littering	Intentional damage to vehicles on school ground	
	Minor damage to flora	Persistent or repeated damage to flora	Malicious damage to flora or harming fauna	Animal cruelty
	Minor damage to school resources	Deliberate damage to class equipment or resources	Damaging of equipment causing significant cost Intentional vandalism causing damage	Break and enter causing damage

+ *Proactive strategies that may require referral to specialists or changes to school program require parent contact to be made*

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

10. Related Legislation

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

11. 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

12. Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.
- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

13. Resources

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [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](#)

Endorsement
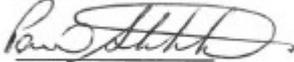
Principal

P&C President or
Chair, School Council

Effective Date: 1 September 2024 – 31 December 2027

Specific policies have been developed to address:
• Student Personal Electronic Device Policy
• Preventing and Responding to Bullying
• Appropriate Use of Social Media
• Knife Policy
• Restrictive Practices
• Critical Incidents

Student Personal Electronic Device Policy

Version 1.0 Effective January 2024

RATIONALE

This policy has been developed to align with the Queensland State School directive that students must keep their mobile phones switched off and 'away for the day' during school hours.

The 'away for the day' directive will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

• Providing optimal learning and teaching environments
• Encouraging increased face-to-face social interactions between students
• Promoting the health and wellbeing of students through increased social interaction and physical activity
• Reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

SCOPE

Personal Electronic Devices include, but are not limited to, mobile hand-held devices, mobile telephones, smart watches, headphones, ear buds and music players. In this policy, they are collectively referred to as 'mobile phones'.

SCHOOL RESPONSIBILITIES

During enrolment interviews staff will discuss and clarify the electronic device policy with parents/carers and students. Students will be regularly be reminded of their responsibilities around complying with this policy on year level parades and it will be explicitly discussed with parents/carers and students should there be any ongoing issues of non-compliance.

At the beginning of the year or upon commencement at Gin Gin SHS a student will be assigned a personal mobile phone pouch with an ID Number, similar to being assigned a textbook. While the mobile phone pouch is considered school property, it is each student's responsibility to bring their pouch with them to school every day.

STUDENT RESPONSIBILITIES

- Students may own and use a mobile phone outside school hours while parents/carers monitor its responsible use
- Students are encouraged to leave mobile phones at home
- Mobile phones are not to be used on school site throughout the day and must be secured in pouches between the hours of 8am and 3pm.
- Students who bring a phone to school may use them on the journey to and from school and are encouraged to use them responsibly
- Students who bring a phone to school must switch it off and secure it in a mobile phone pouch as described in the process below
- The pouch will remain with the student throughout the day and it is a requirement that it is placed on their desk at the beginning of every lesson
- Students should respect the electronic device policy and refrain from attempting to tamper with or bypass the pouches
- Students are encouraged to report any violations of the phone-free policy they observe to school staff or designated authorities
- Use of electronic devices on excursions, camps and extended trips will be specified for the particular activity.
- Students create a focused and productive learning environment by fulfilling these responsibilities while promoting greater engagement, social interaction, and academic achievement.

PARENT RESPONSIBILITIES

This policy only covers mobile phone use to, from and during school time.

- Parents/carers accept responsibility for supervision and development of responsible use of mobile phones by their children
- Parents/carers should support the policy by sending messages to mobile phones outside the mobile phone free period.   For non-urgent issues, parents/carers can send their child an email to the school email account
- Parents/carers contact the school administration office on 4133 2111 if they need to communicate an urgent message to their child during the school day. Student services staff will then notify the student
- Parents/carers can expect to be contacted should their child require serious medical attention

NOTE: The school communicates via text message to parents/carers should there be an emergency requiring evacuation or lock down.

STAFF RESPONSIBILITIES

All staff at Gin Gin State High School:

- Model the appropriate use of mobile phones at school
- Use mobile phones to fulfil duties e.g., notify emergency services, report safety issues to administration, manage class rolls, notify student services
- Consistently and fairly help to enforce the implementation and use of mobile phone pouches and the departmental 'away for the day' directive on electronic devices
- Employ class routines to assist students to comply with the electronic device policy
- Ensure pouches are visible on student desks at the beginning and throughout every classroom lesson. Variations to this process will be required for practical lessons in workshops, kitchens or on the oval
- Promote and reinforce positive behaviour related to the electronic device policy.
- Abide by the Code of Conduct with regard to social media and mobile phone use.

DAY PROCESS

As students enter the school, they will:
1) Turn their phone off
2) Unlock their empty pouch using an Unlocking station
3) Place their electronic equipment, phone, ear buds and smart watches inside the pouch and securely close it
4) Each student will maintain possession of their pouch for the duration of the school day
5) Late students will complete this process at Student Services as they sign in.

As students exit the school at the end of the school day, they will:
1) Unlock their pouch using an Unlocking station
2) Remove their phone / ear buds / smart watches from their pouch
3) Securely close their empty pouch and place it in their bag for the next day.

Students leaving school for an approved reason i.e., planned appointment, will:
1) Present to student services with approved leave pass
2) Admin Office staff will unlock their pouch
3) Remove their phone / ear buds / smart watches from their pouch
4) Securely close their empty pouch and place it in their bag for the next day
5) If a student returns to school after appointment, Student services staff will assist in the unlocking, storing of phone / ear buds/ smart watch and relocking of the pouch.

Should a student forget their pouch, they will:
1) Present to the office when they arrive at school
2) Swap their mobile phone for a loan pouch. Loan pouch will contain slip stating mobile phone handed in
3) Present to the office at end of day the to swap the loan pouch for their mobile phone.

Repeated forgetfulness will incur additional consequences in line with Student Code of Conduct.

INDIVIDUAL EXEMPTIONS

Exemptions to any part of this policy may apply for some students in some circumstances. Individual students with documented and verified needs will work with the relevant Deputy Principal or the Guidance Officer to consider the specific needs of the individual student, develop and enact a plan.
Students with exemptions will have the following;
- Phone Pouch Exemption Pass
- Flagged on Oneschool under student profile.

SECURITY

Gin Gin State High School cannot take responsibility for the loss, damage or theft of any electronic device that is brought to school.

CONSEQUENCES FOR MISUSE

- Students who misuse devices according to this policy will be subject to the Student Code of Conduct
- Staff have the right to confiscate as delegated by the Principal or instruct a student to hand in the device to Admin Office
- Refusal by students to co-operate will result in a referral to Administration and may result in suspension
- Using their phone during school hours – refer to Flowchart 1
- Physical damage to the pouch in an attempt to circumvent its intended purpose - refer to Flowchart 2
- Parents or caregivers are normally required to collect the device from the office unless there are extenuating circumstances which, are determined by the Deputy Principal
- Serious or repeated misuse will be treated as wilful or persistent disobedience and could lead to suspension from school
- All personal technology devices must be connected to the iDET Wi-Fi network and used at all times within the law. Breaches of the law will be referred to the police.

COMPLAINTS

If a student, parent or carer has a complaint under this policy, they should first contact a deputy principal to discuss. If the issue cannot be resolved, please refer to the department's guide for students/ parents/ carers about making a complaint;

REVIEW

The principal or delegated staff will review this policy annually.

Flowchart 1 – Using Electronic Devices during School hours
1st Warning - Recorded on ID Attend

| Student has phone out. | → | Student to submit phone to Front Office and return with slip | → | Recess Detention to process policy Returned to student at the end of the day at Front Office |
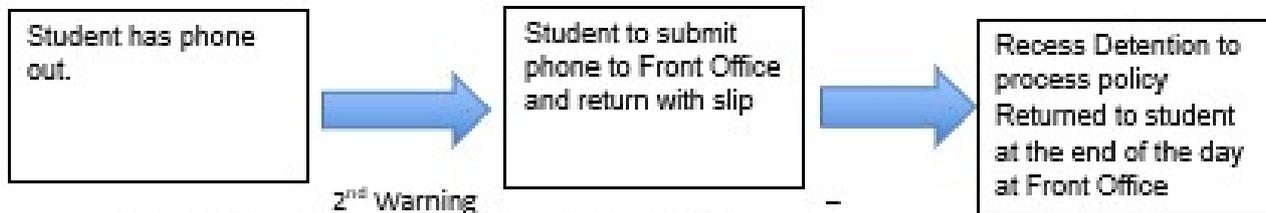
2nd Warning
Recorded on ID Attend– Parents Notified to Collect

| Student has phone out. | → | Student to submit phone to Front Office and return with slip | → | Recess Detention to process policy |
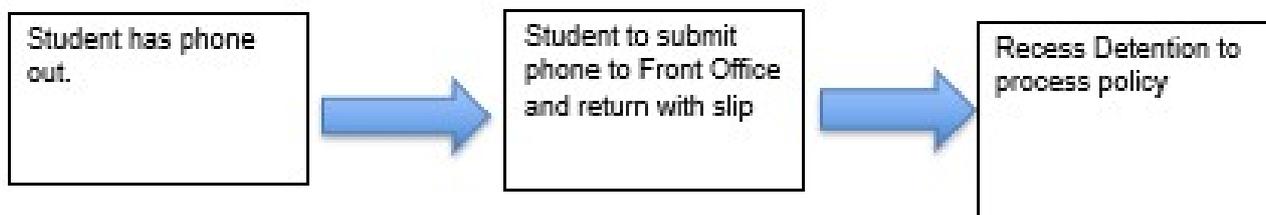
3rd Warning – Recorded on ID Attend– Parents called to collect

| Student has phone out. | → | Student to submit phone to Front Office and return with slip | → | Phone suspension for term. Phone submitted to front office each day |
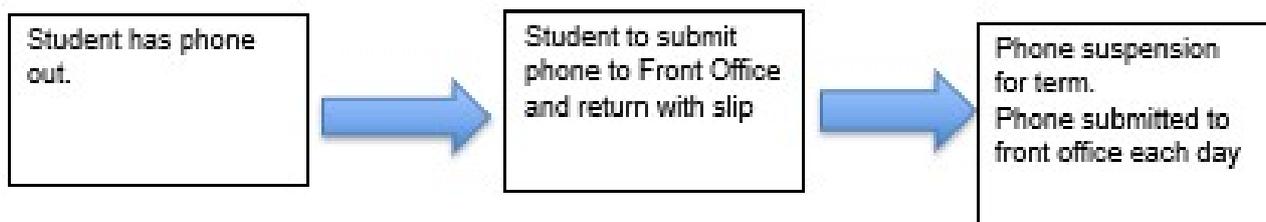
● After a student hands the phone to the Front Office they will return to class with an 'Items Handed In' slip. This will be used to notify the teacher that the phone has been submitted.

● Upon 3rd warning a **phone suspension** of a term will be issued. The student's phone is to be submitted to the front office each day during this time.

● Once phone suspension has been completed the warnings system will begin again.

● **A school suspension (Level 3 Behaviour)** can be issued for continued disobedience as a result of repeated infringements of the school Student Code of Conduct

Flowchart 2 :Damaging Mobile Phone Pouch

Student has damaged or tried to access pouch inappropriately	Student required to present to administration. Phone and pouch handed in.	Student returns to class with loan pouch. Phone and pouch remain at administration.
Staff completes; OneSchool entry – refer Deputy Principal (DP)	Phone and pouch confiscated for day. Loan pouch issued. Stored at administration. Parent contacted by	Meeting between parent/carer(s), student and DP. Electronic device policy review. Replacement pouch

- Replacement pouches are costed at $15 each
- When a replacement pouch is required the Deputy Principal will notify the admin cashier
- Admin staff will assign a new pouch and cashier will invoice full fee

Damage to school property is considered serious and could lead to suspension as outlined in the Student Code of Conduct.

Preventing and Responding to 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.

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 Principal, Mr Paul Stehbens.

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 integral part of our Student Code of Conduct 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.

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, encouraged to approach any staff member with whom they feel comfortable sharing their concerns, but in particular their Care Group Coach. All staff at Gin Gin State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

 The following flowcharts explain the actions Gin Gin State High School teachers, students and parents will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The most important aspect of the School's anti-bullying procedure is to notify a teacher, specifically the Care Group Coach. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

GIN GIN STATE HIGH SCHOOL ANTIBULLYING FLOWCHART

STUDENTS	CARE GROUP COACHES	PARENTS
1. Ignore the behaviour If it persists, **2. Walk away** If they follow you, **3. Say "Stop it. I don't like it."** This tells them it's not a joke. It's not funny and you've had enough. If they continue, you'll report them. **4. Inform your Care Group Coach** If it continues after several reports to your Care Group Coach **5. Inform your POD leader**	**1. Educate students what bullying is and is not** **2. Promote the school's anti-bullying process** **3. Log student reports in One school - contacts** Use the 5 w's: who, what, where, when and witnesses eg. Bully called me a bitch near the tuckshop at first break yesterday. Bystander heard him do it. **4. Refer ALL reports made in contacts to the guidance officer** If the behaviours towards a student are ongoing **5. Inform your POD leader**	**1. Educate students what bullying is and is not** **2. Promote the school's anti-bullying process** **3. Advise/encourage student to inform Care Group Coach** **4. Contact the Care Group Coach to see if student has initiated a report** If the behaviours towards a student are ongoing **5. Contact student's POD leader**

First Hour Listen
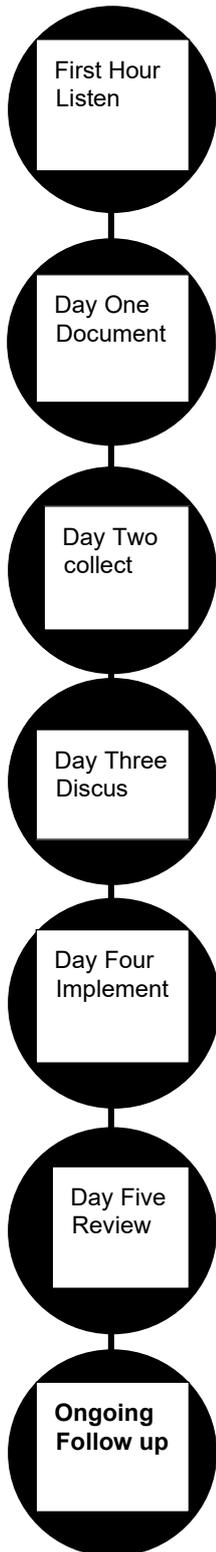
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where 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. 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

Day Two collect

- 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 Discus

- 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

Gin Gin State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
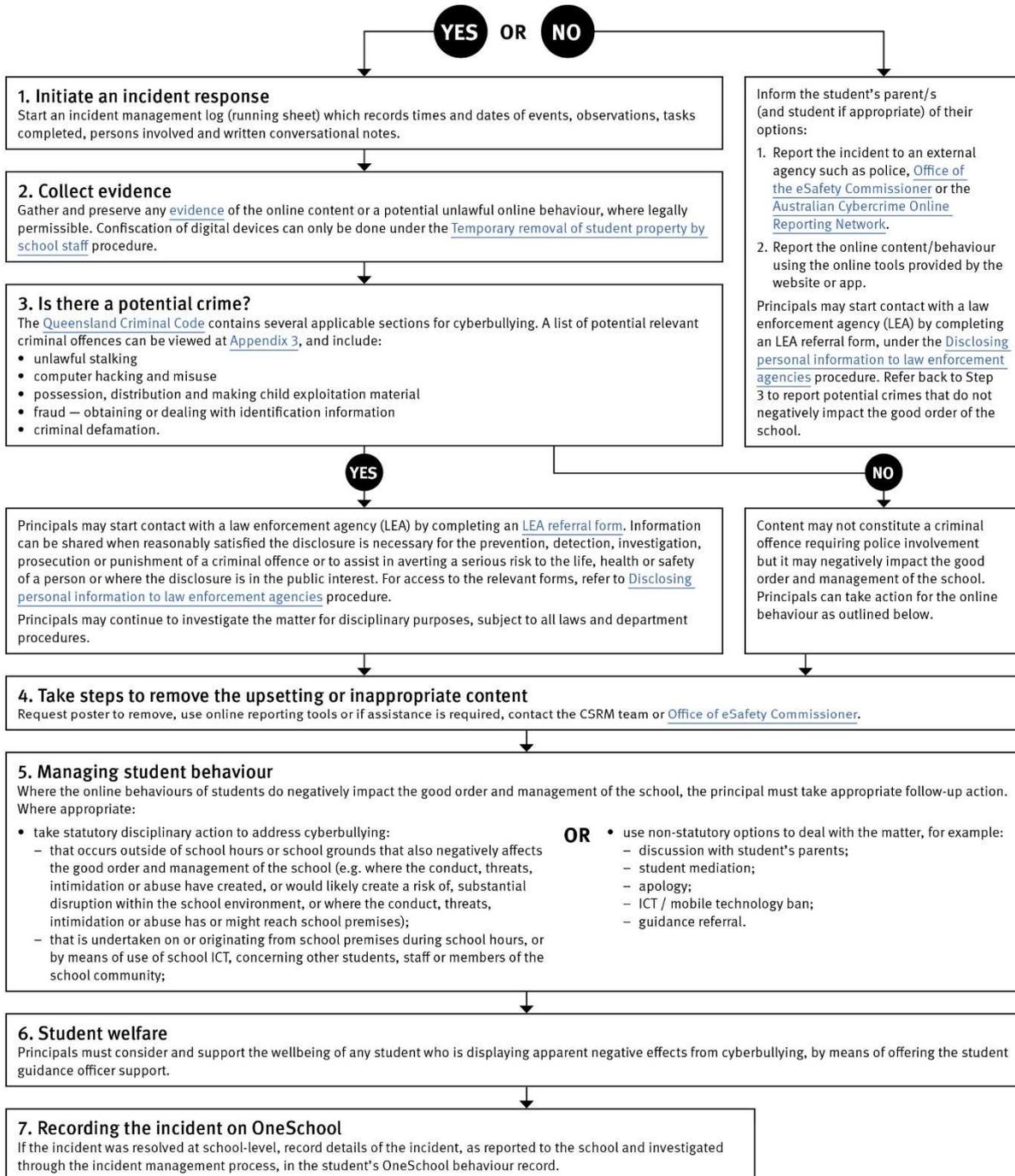
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Gin Gin State High School Appropriate Use of Social Media

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.

Knife Policy

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.
  Referenced at

http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/working_together_toolkit.pdf

RESTRICTIVE PRACTICES

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

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

Restrictive practices procedure.

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

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

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

CRITICAL INCIDENTS

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

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

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

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

1.   Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2.   Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3.   Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4.   Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5.   Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations