

Gin Gin State High School

Student Code of Conduct

2020-2023



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

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Endorsement

Principal Name:	Paul Stehbens
Principal Signature:	Page 16
Date:	20-03-2019
P/C President and-or School Council Chair Name:	Susan Bengston
P/C President and-or School Council Chair Signature:	Page 16
Date:	20-03-2019

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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 June 2020.
- Update with staff consultation and feedback in July 2020
- Distribution to Gin Gin State High School Parents and Citizens Association in July 2020

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

Performance measure			
Percentage of parents/caregivers who agree# that:	2017	2018	2019
my child feels safe at this school* (S2002)	96%	95%	94%
my child's learning needs are being met at this school* (S2003)	91%	93%	86%
my child is making good progress at this school* (S2004)	95%	94%	92%
teachers at this school treat students fairly* (S2008)	88%	81%	90%
this school works with me to support my child's learning* (S2010)	90%	88%	85%
student behaviour is well managed at this school* (S2012)	82%	86%	85%
this school looks for ways to improve* (S2013)	89%	95%	90%
this school is well maintained* (S2014)	98%	97%	96%
my child is getting a good education at this school (S2016)	97%	95%	90%
this school has a strong sense of community (S2032)	94%	97%	89%
this is a good school (S2035)	93%	98%	92%

Student Opinion Survey

Performance measure			
Percentage of students who agree# that:	2017	2018	2019
I feel safe at my school* (S2037)	83%	85%	84%
my teachers motivate me to learn* (S2038)	78%	84%	86%
my teachers expect me to do my best* (S2039)	93%	97%	98%
teachers at my school treat students fairly* (S2041)	69%	68%	80%
my teachers care about me (S2063)	71%	70%	76%
student behaviour is well managed at my school* (S2044)	55%	68%	74%
my school looks for ways to improve* (S2045)	89%	83%	93%
my school is well maintained* (S2046)	87%	91%	93%
I am getting a good education at my school (S2048)	86%	91%	90%
my school encourages me to be a good community member (S2065)	81%	87%	86%
this is a good school (S2068)	75%	80%	78%

Staff Opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
I feel this school is a safe place in which to work (S2070)	100%	98%	98%
students are encouraged to do their best at this school (S2072)	100%	98%	98%
students are treated fairly at this school (S2073)	100%	96%	100%
student behaviour is well managed at this school* (S2074) (2016 – 73%)	100%	98%	100%
Staff are well supported at this school (S2075) (2016 – 77%)	98%	93%	98%
this school looks for ways to improve* (S2077)	100%	96%	100%
this school is well maintained* (S2078)	100%	100%	100%
students with a disability are well supported at my school (S3201)	100%	98%	98%
My school has an inclusive culture where diversity is valued and respected (S3202)	96%	100%	100%
I feel that staff morale is positive at my school (S3222) (2016 – 60%)	94%	92%	96%
My work has a direct positive impact on the community (S3228)	98%	98%	96%
this is a good school (S2108)	96%	98%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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	2017	2018	2019
Short Suspensions – 1 to 10 days	108	73	86
Long Suspensions – 11 to 20 days	2	1	0
Charge related Suspensions	0	0	0
Exclusions	1	1	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 are implementing 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 | • Guidance Officer |
| • Teachers | • Senior Guidance Officer |
| • Support Staff | • School Chaplain |
| • Head of Department | • Engagement Officer |
| • Administration Staff | • School Based Youth Health Nurse |
| • Engagement Officer | • 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

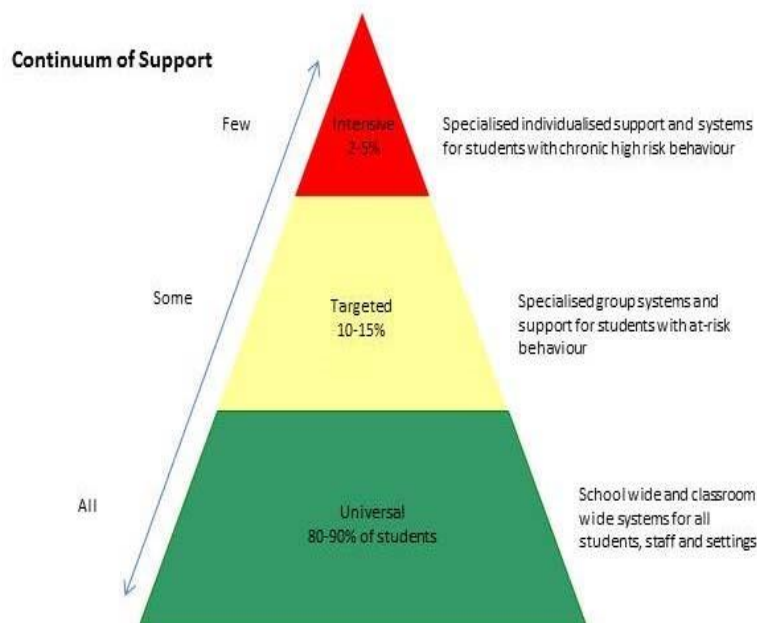
Examples of support and/or intervention strategies at this level include:

- 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.



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 2020-2023

- 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		MAJOR	
		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.		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)	<input type="checkbox"/> Truancy (eg. skip class)	<input type="checkbox"/> Truancy (repeated)		
	Non-uniform items / jewellery	<input type="checkbox"/> Repeated wearing of non-uniform items/jewellery	<input type="checkbox"/> Refusal to wear endorsed uniform		
	Lack of or No equipment for lessons (eg. No diary or similar)	<input type="checkbox"/> Repeated unpreparedness for learning	<input type="checkbox"/> Refusal to engage in learning		
	Failure to complete class work	<input type="checkbox"/> Cheating/Plagiarism (refer to HOD)	<input type="checkbox"/> Planned/premeditated actions which affect the integrity of assessment items or results.		
	Possession of banned items (eg. chewing gum)	<input type="checkbox"/> Possession of banned items (eg. lighters/matches, offensive literature or pictures)	<input type="checkbox"/> Possession of banned items (eg. dangerous items alcohol etc.)	<input type="checkbox"/> Possession of banned Items (eg. drugs, weapons)	
	Unsafe behaviour (potential for minor injury)	<input type="checkbox"/> Unsafe behaviour (eg. potential for major injury)	<input type="checkbox"/> Unsafe behaviour causing injury to self or others, including self-harm	<input type="checkbox"/> Unsafe behaviour causing significant danger to self (eg. attempted suicide)	
	Minor fraud (eg. diary signature)	<input type="checkbox"/> Repeated minor incidents of fraud	<input type="checkbox"/> Fraud (eg. signing letter/notes of absence/excursions etc)	<input type="checkbox"/>	
RESPECT OTHERS	Unsafe behaviour (eg. running on concrete)	<input type="checkbox"/> Unsafe behaviour (eg. throwing rocks etc.)	<input type="checkbox"/> Unsafe behaviour causing injury to others		
	Distribution of banned items (eg. chewing gum)	<input type="checkbox"/> Distribution of banned items (eg. lighters/matches, offensive literature)	<input type="checkbox"/> Distribution of banned items (eg. dangerous items alcohol etc.)	<input type="checkbox"/> Distribution of banned Items (eg. drugs, weapons)	
	<ul style="list-style-type: none">Offensive language (eg. unintentional)Speaking in an uncivil mannerRude interactions with other students	<input type="checkbox"/> Repeated offensive language	<ul style="list-style-type: none">Verbal abuse of staff or other studentsOffensive language used when addressing staffOffensive non-verbal gestures toward staff		
	<ul style="list-style-type: none">Name Calling / Invading personal spaceHaving electronic devices turned on without permission	<ul style="list-style-type: none">Intimidation / minor bullying / pushing etc./Use of electronic devices to intimidateInappropriate use of electronic device (eg. taking photographs, texting in class)	<ul style="list-style-type: none">Continued intimidation or bullyingCyberbullying using social mediaMinor sexual harassmentSocial media which may damage image of staff students or schoolTaking pictures/images of someone without permission4th offense electronic device infringement	<ul style="list-style-type: none">Serious bullyingCyberbullyingOngoing or repeated sexual harassmentSending of images or information which endangers safety of others.Possession of information or images which endanger others	
	<input type="checkbox"/> Disruption in class/care group	<ul style="list-style-type: none">Repeated low level disruption requiring teacher interventionDisruption to class requiring teacher intervention	<ul style="list-style-type: none">Persistent ongoing disruption to class ie. 3 or more referrals to a POD leaderBehaviour which significantly impedes other student learning that requires referral to Admin		
	<input type="checkbox"/> Slow to follow direction of staff	<input type="checkbox"/> Argumentative toward reasonable staff direction	<ul style="list-style-type: none">Refusal to follow staff directionRefusal to go to time out		
	<ul style="list-style-type: none">Minor physical interactionsPhysical pushing to gain access (eg. pushing in at tuckshop etc.)	<ul style="list-style-type: none">Physical pushing or bumping /barging with intent to cause harmRepeated inappropriate physical interactions including displays of affection (eg. kissing)	<ul style="list-style-type: none">Continued pushing or bumping/barging with intent to cause harm.Punching or fighting with intent to cause harmRepeated displays of affection after intervention	<ul style="list-style-type: none">Physical assault causing injuryPhysical acts between students deemed to be illegal	
	<input type="checkbox"/> Minor damage to others property	<input type="checkbox"/> Minor theft (food/stationery)	<input type="checkbox"/> Major theft (eg. money/electronic devices etc.) <i>Parents may choose to report to police</i>	<input type="checkbox"/> Major theft (significant value) or continued major theft	
RESPECT ENVIRONMENT	<input type="checkbox"/> Minor graffiti (one off)	<input type="checkbox"/> Repeated graffiti non-damaging	Graffiti requiring input from staff to rectify Public graffiti demeaning others	<input type="checkbox"/> Graffiti which is damaging to the reputation of others	
	<input type="checkbox"/> Littering	<input type="checkbox"/> Repeated littering or major littering	Intentional damage to vehicles on school ground	<input type="checkbox"/>	
	Minor damage to flora	<input type="checkbox"/> Persistent or repeated damage to flora	Malicious damage to flora or harming fauna	<input type="checkbox"/> Animal cruelty	
	<input type="checkbox"/> Minor damage to school resources	<input type="checkbox"/> Deliberate damage to class equipment or resources	Damaging of equipment causing significant cost Intentional vandalism causing damage	<input type="checkbox"/> 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 2020 – 31 December 2023

SCHOOL POLICIES

Specific policies have been developed to address:

- The Use of Mobile Phones and Other Devices by Students
- Preventing and Responding to Bullying
- Appropriate Use of Social Media
- Knife Policy
- Restrictive Practices
- Critical Incidents

The Use of Mobile Phones and Other Devices by Students

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 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 should be restricted. This includes but is not limited to, games devices, laptop computers, cameras, mobile phones 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, tablets (including android and iPad), digital cameras, game consoles, smart devices eg smart watches.

Examples of Appropriate Use:

- Researching online
- Educational apps/software
- As a response system
- To record and share/review aspects of the learning process

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
- Devices are permitted to be used for educational purposes only, **under the supervision** of a staff member, in the school Resource Centre.

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/device confiscated in the line with Gin Gin State High School Student Code of Conduct and returned to the student at the end of the day or event.
- If a phone is confiscated twice for inappropriate use, detention must be completed AND a parent must come into the school to collect the device.
- If a phone is confiscated three times or more – it must be handed into the office each morning and collected at the end of the day for the duration of the term. Alternatively, students can choose to leave phones at home.
- Four or more infringements would be classified as a level three major behaviour.
If a student is placed in CWD for any time – phone must be handed into the office for that time.

POLICY REFERENCES

Temporary Removal of Student Property by School Staff

<http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

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

[http://ppr.det.qld.gov.au/corp/ict/management/Pages/Information-Communication-and-Technology\(ICT\).aspx#useofICT](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Information-Communication-and-Technology(ICT).aspx#useofICT)

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, smart devices, laptop computers, cameras, 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 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.

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.

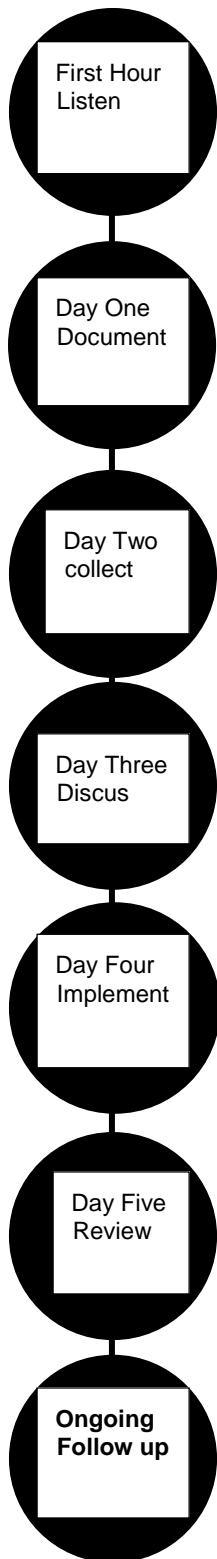
Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, encouraged to approach any staff member with whom they feel comfortable sharing their concerns, but in particular 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
<ol style="list-style-type: none"> Ignore the behaviour If it persists, Walk away If they follow you, 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. Inform your Care Group Coach If it continues after several reports to your Care Group Coach Inform your POD leader 	<ol style="list-style-type: none"> Educate students what bullying is and is not Promote the school's anti-bullying process 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. Refer ALL reports made in contacts to the guidance officer If the behaviours towards a student are ongoing Inform your POD leader 	<ol style="list-style-type: none"> Educate students what bullying is and is not Promote the school's anti-bullying process Advise/encourage student to inform Care Group Coach Contact the Care Group Coach to see if student has initiated a report If the behaviours towards a student are ongoing Contact student's POD leader



- 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
- 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
- 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
- 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
- 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
- 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
- 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](#).

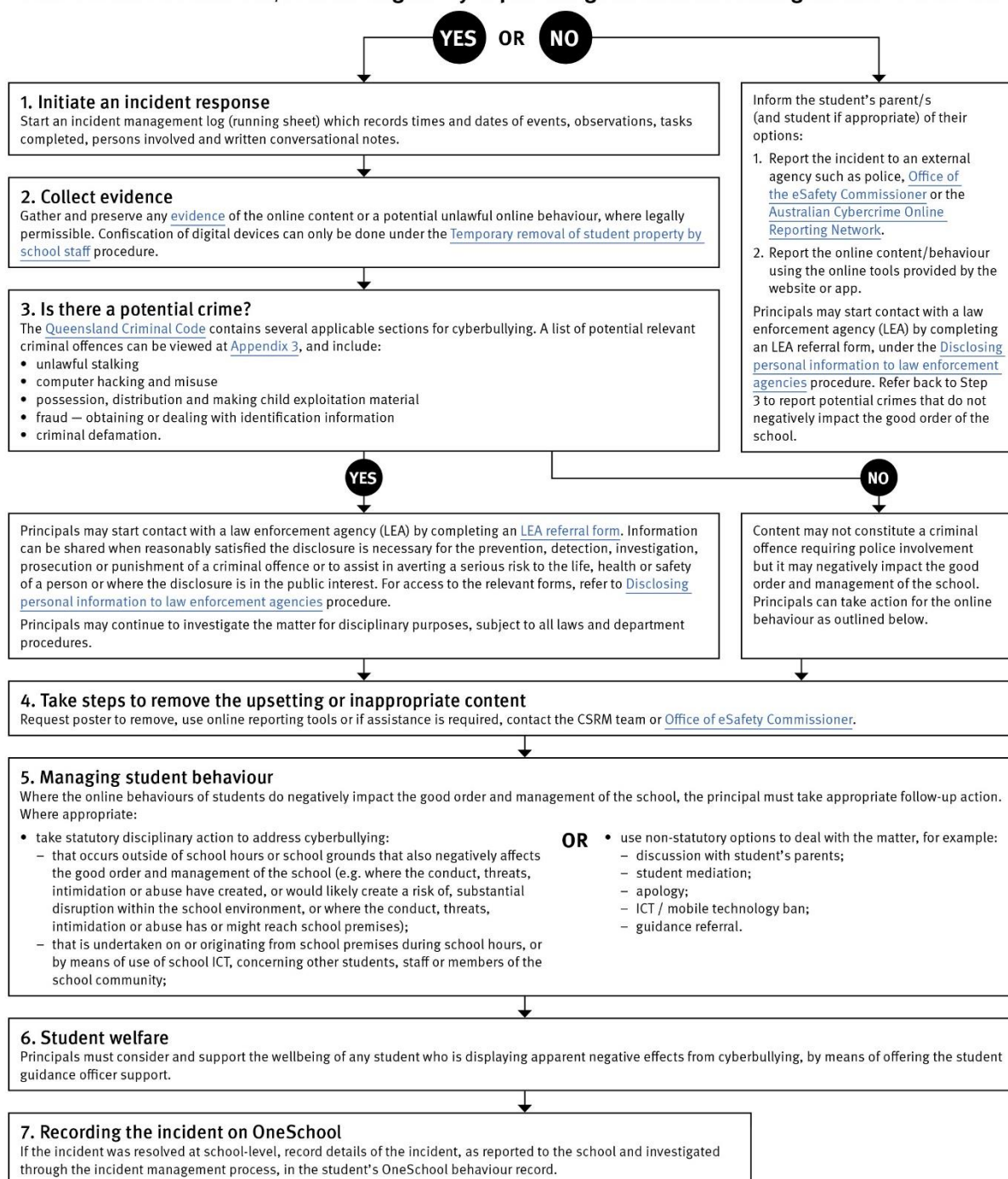
Explicit images

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?**



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/qsav/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