



Gatton State School

Be Safe Be Respectful Be Responsible

Student Code of Conduct 2021 - 2024

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
State Schools Strategy 2019-2023

Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

It is the aim of our school community to establish a supportive school environment to allow effective teaching and learning to take place, ensuring students achieve their maximum potential in all areas of their development - academic, cultural, sporting, social and emotional.

A supportive school environment is one in which the rights of all members of the school community are respected and where the values of the community are upheld and encouraged. It is one in which everyone knows that they will have the opportunity to achieve their goals in a safe, nurturing environment conducive to learning.



A supportive school environment will be successful when a partnership exists between home and school with parents, teachers and students working together with a common understanding of the Code of School Behaviour and Gatton State School's Responsible Behaviour Plan for Students.

It is therefore the responsibility of our whole school community to promote responsible behaviour ensuring the rights and responsibilities of all are upheld.

Contact Information

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Endorsement

Principal Name:	Warren MERCHANT
Principal Signature:	
Date:	26 February 2021
P/C President:	Amanda WHITING
P/C President Signature:	
Date:	26 February 2021

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Principal's Foreword

Gatton State School strives to be regarded as a high performing school community built on high expectations for learning and behaviour underpinned by our school values:

Be safe,

Be Respectful, and

Be Responsible.

At Gatton State School, we strive for academic excellence. But, we also understand that behaviour is learnt and can therefore be taught. This document outlines the behaviours expected of our students and how the school can assist students to learn and display those behaviours.

This document provides a clear explanation of what we expect from our students and how we will support every student to meet those expectations. The P&C committee has been kept informed about the development of the document. The document will be further revised through consultation with staff after the school review which will be held early in term 1, 2021.

P&C Statement of Support

The Gatton State School Parents and Citizen's Association supports this *Student Code of Conduct 2021-2024*. As a representative group, we endorse the principles of *Be Safe, Be Respectful, Be Responsible*.

As an association, we agree to work with all staff, students and families of the broader Gatton State School community, particularly in relation to the school's *Positive Behaviour for Learning (PBL)* strategy.

We collectively endorse this *Student Code of Conduct 2021-2024*.

School Captains – Student Council Statement

Gatton State School Student Council support the school's principles of *Be Safe, Be Respectful, Be Responsible*.

On behalf of Gatton State School students, we agree to enact the school's *Positive Behaviour for Learning (PBL)* strategy.

We collectively endorse this *Student Code of Conduct 2021-2024*.



Ann-Marie Zillmann

Deputy Principal

Chair – Gatton State School Student council

On behalf of Student Councillors 2021

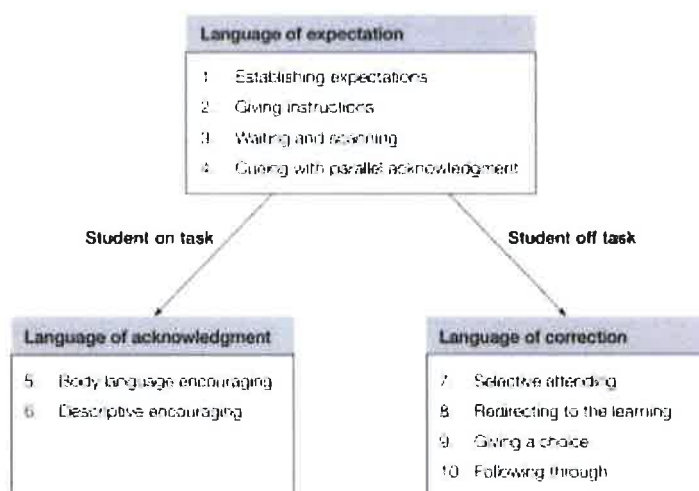
Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Gatton State School, we believe discipline is not about punishment but about students making choices as to their behaviour. For each behaviour choice, there is a consequence and behavioural incidents are seen as opportunities to re-teach appropriate behaviours. Our belief is that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear and for providing supportive instruction about how to meet these expectations. This is based on the following 10 Essential Skills for Classroom Management (ESCMs).



Essential Skills for Classroom Management (ESCM) is the minimum foundational set of behaviour management skills expected of all teaching staff at Gatton State School. ESCM provide staff with the basis on which to acknowledge and correct student behaviours in our classrooms.

The expectations of PBL can be used in any environment, including the home setting, to assist students to make appropriate behaviour choices

Consideration of Individual Circumstances

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

- promoting a teaching/learning 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 least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, cultural background, impairments, socioeconomic situation, family care arrangements and their emotional state
- recognising the rights of all students to
 - express their opinions and version of events in an appropriate manner and at the appropriate time;
 - to work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation, or
 - receive adjustments appropriate to their learning and/ or impairment needs
- Support of students with additional learning needs through the Head of Special Education Services (HOSES)

Through case management and in considering individual circumstances of students, the school recognises

To ensure alignment within the *Code of Conduct for Students* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

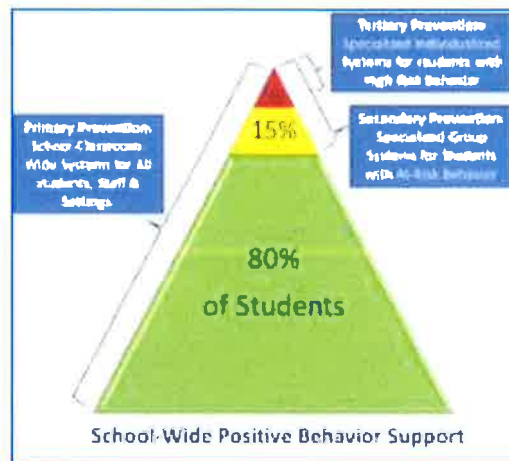
Differentiated and Explicit Teaching and Universal Behaviour Supports

Gatton State School provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours through common language, providing practical opportunities for students to practise these behaviours and targeted correction and feedback.

Teachers at Gatton State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiated learning are made in response to student data, day to day monitoring, information provided to staff via One School applications and trauma informed practice.

There are three layers to academic and pedagogical differentiation. Like-wise, PBL uses three tiers of behaviour intervention support. Both models (shown below) used progressively more personalised supports for students. Both models are used at Gatton State School to ensure all students have equal access to learning, practising learned skills and showing successful learning and behavioural outcomes.





Differentiated and Explicit Teaching/Tier 1 Universal Supports include the school-wide behaviour supports provided to all students at Gatton State School. These supports are often preventative in nature, providing students with frequent and varied opportunities to learn, practice and show the behaviours, routines and skills expected at our school

Examples include:

- PBL Behaviour Matrix
- Weekly PBL Lessons and focus behaviours

Focused teaching and Targeted Behaviour Supports

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. Focused teaching involves revisiting key behavioural concepts or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Students are provided with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Student progress is monitored by the classroom teacher to identify those who no longer require support, require ongoing focused teaching or more intensive teaching.

Support staff and specialist teachers work collaboratively with class teachers to provide focused teaching. Furthermore, Gatton State School invests in and partners with a variety external support agencies to deliver evidence based programs to students. Examples of programs and focused teaching supports include:

- Regional Behaviour Support Team
- Functional Behaviour Assessments
- Check in Check out and Tracker systems
- Playground and transition plans

Intensive Teaching and Behaviour Supports

In any effective, well-functioning school, there will still be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Gatton State School is committed to educating all students, including those with the highest behavioural support needs. We recognise students with highly complex and challenging behaviour may need comprehensive systems of support with input from a variety of stakeholders. Intensive support involves frequent and explicit instruction, with individuals or small groups to develop mastery of basic behavioural concepts, skills and knowledge.

Students who display complex and challenging behaviour may be provided with individualised function-based behaviour assessment and support plans and multi-agency collaboration. This approach will seek to address the acute impact of barriers to learning and participation faced by students and their families who are negotiating a number of complex personal issues. Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. Decisions about the type of intensive support provided to each student is based on student data, consultation with families and where appropriate, information from outside agencies.

Intensive Support may include:

- Risk Management Plans
- Behaviour Support Plans
- Individualised Student Timetables
- Stakeholder Meetings
- Referrals to external support agencies

Legislative Delegations

Legislation

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [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 \(Cwth\)](#)

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 school principal can however, delegate the role of investigating incidents and informing parents and students of the outcome of investigations, including student suspensions, cancellations and exclusions.

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

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

Gatton State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that disciplinary consequences are predictable. Gatton State School seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

When responding to behaviour incidents, the staff member determines if the problem behaviour is major or minor. This is based on a school specific, detailed list of what constitutes minor and major behaviour. Repeated minor behaviour despite adult intervention and opportunity for correction can be recorded as a major behaviour.

Disciplinary consequences follow the same differentiated approach used in the proactive teaching and support of student behaviour expectations. Gatton State School staff have access to a variety of possible consequences for unacceptable behaviour depending on their intensity, duration, latency and frequency.

It should be noted that a specific behaviour will not automatically result in a particular disciplinary consequence, for example smoking on school grounds will result in exclusion. Doing so would go against the principles of natural justice that all principals are required to adhere to in their decision-making. Every situation will therefore be attended to on a case-by-case basis and given due consideration.

Differentiated

Class teachers provides in-class or in-school disciplinary responses to low level or minor problem behaviour. Possible consequences may include:

- Pre-correction e.g. "Show me how to walk quietly back to your seat"
- Non-verbal cues such as hand gestures
- Visual cues such as posters
- Ratio of 5:1 positive to negative feedback
- Whole class practice of routines
- Friendly or formal reminders
- Providing errand or responsibility for a task
- Reminder of behaviour process (next steps)
- Proximity control
- Tactical ignoring of low level safe behaviour
- Seating arrangements or relocation of seating
- "Gotchas" for positive behaviour
- Redirection
- Low voice and tone for close individual talk
- Take up time for processing instruction
- Clear, concise instruction
- Chunking instructions into smaller tasks
- Providing choice or task or task order
- Model appropriate language, problem solving and thinking strategies
- Demonstrate appropriate behaviour
- Lunchtime reflection

Focused

The class teacher is supported by other school-based staff to address in-class problem behaviour. This may include the following:

- Playground plans
- Transition plans
- Check in/Check out system
- Behaviour tracker
- Self-monitoring plan
- Teacher coaching and debriefing
- Lunchtime reflections
- 1:1 teacher student time
- Functional Behaviour Assessment
- Counselling, guidance support
- Regular contact/meetings with parents and/or external agencies

Intensive

The school leadership and inclusion teams work to address persistent and/or ongoing serious problem behaviour. Possible consequences may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. The Director-General or their delegate will conduct a review, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Gatton State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school, strategize to set the student up for future success and strengthen home-school communication. It is not mandatory for the student or their parents to attend a re-entry meeting though it may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student and family. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers, caps)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- Chewing gum, permanent marker, correction fluid, energy drinks.
- Items used to inhibit learning or distract the teaching and learning process (eg. Mobile phones in class).
- Items that negatively impact on the good order of the school (eg. portable speakers)

* No knives of any type are allowed at school, including butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel or metal ruler. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any

medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

State school staff at Gatton State School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a prohibited, dangerous or illegal item in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- may have occasion due to emergency where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Gatton State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Gatton State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Gatton State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Gatton State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.
-

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Gatton State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.



It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

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

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

- use electronic devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
 - be courteous, considerate and respectful of others when using a electronic device
 - switch off and place the mobile device out of sight during classes
 - be courteous, considerate and respectful of others when using a mobile phone before and after school, and during lunch breaks
 - seek teacher's approval where they wish to use a mobile device (including phones) under special circumstances based on strict curriculum needs.

It is **unacceptable** for students at Gatton State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment .

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:



- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Bullying response flowchart for teachers

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

Every student and adult attending Gatton State School has the right to enjoy his/her learning or teaching and leisure time free from bullying or harassment.

DEFINITION OF BULLYING

Bullying is when individuals or groups, persistently over a period of time, behave in ways which cause another person to feel hurt, physically or non-physically.

WHAT IS BULLYING?

Bullying behaviours may include:-

Physical

- Hitting
- Kicking
- Shouldering
- Punching
- Pushing and shoving
- Spitting
- Throwing Objects
- Pinching

Non-Physical

- Name calling
- Racial insults
- Threatening
- Put-downs
- Intimidating
- Teasing
- Using offensive language
- Ridiculing
- Making someone give money, food or other property against their will

Harassment

- Intimidating
- Instilling fear
- Extorting
- Threatening
- Ostracising
- Spreading rumours
- Ordering other students around when you do not have the authority to do so
- Hiding, damaging, moving and/or destroying the property belonging to someone else
 - Behaving in a manner which caused another student to fear for their safety

Social Alienation

- Being ignored and left out
- Manipulating friendships
- Silent treatment
- Gossiping
- Embarrassing someone publicly
- Humiliating someone
- Excluding from the social group
- Social rejection

Sexual Harassment May Include:

- Teasing, name calling, making rude gestures
- Telling smutty jokes, making suggestive comments
- Displaying offensive pictures, posters or graffiti
- Patting, pinching or touching another person
- Pestering someone to go out or persistently asking for sexual favours
- Sending offensive messages
- Ridiculing or wolf whistling at or making sexual comments about a person or a group of people
- Spreading rumours about someone's sex life
- Making belittling or ridiculing comments based on sex role stereotypes.

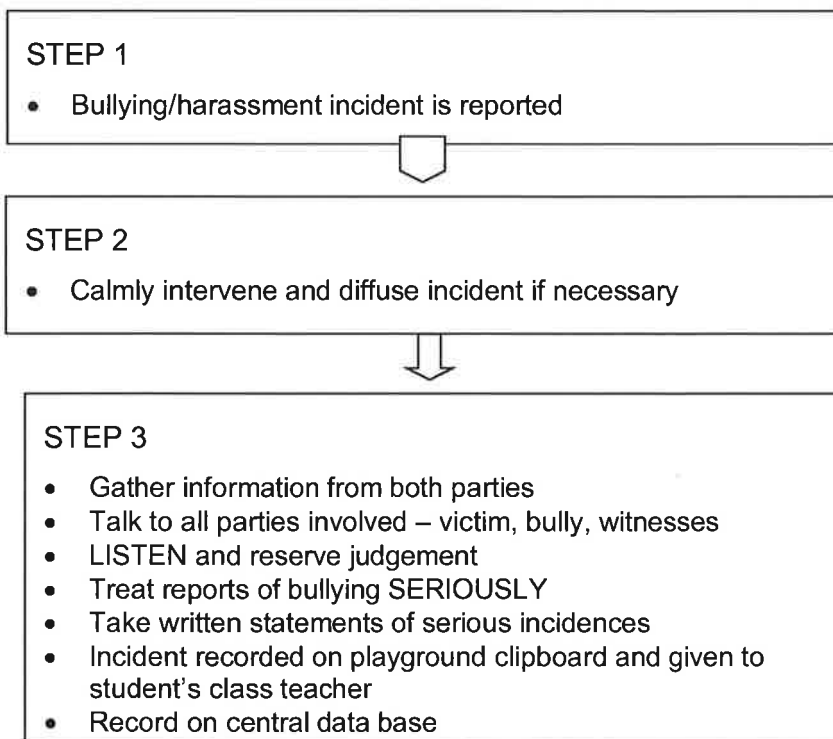
WHAT ARE WE DOING TO PREVENT BULLYING?

Research on bullying is well documented and the results of this indicate that bullying can be very serious for both the bully and the bullied student. At Gatton State School, we use the curriculum to work on aspects of bullying wherever possible. Professional development in the area of Behaviour Management - bullying and harassment is available for teachers.

Proactive Strategies/Programs:

- **Individual Programs** – Self esteem, dealing with bullying and harassment
- **Social Skills Programs** – Various social skills programs are available for teachers to use
- **Human Relationships Program** – Bullying is discussed in the Human Relationships Program at school, as well as teachers covering bullying within the class whenever a situation arises.
- **Bullying Awareness/Anti-Bullying Programs** – Bullying Programs are available for teachers to use on a regular basis or when the need arises

WHAT WILL WE DO WHEN BULLYING IS REPORTED?





STEP 4

- Act on information and decide on appropriate intervention/response/consequence (see following page for examples of intervention strategies)
- Implement the intervention/response/consequence
- Inform Principal/Deputy Principal of repeated/serious cases
- Communicate to relevant staff and personnel
- Contact parents in serious/repeated cases



STEP 5

- Monitoring of known bullies
- Monitor intervention
- Follow-up with all students involved
- If intervention is successful, problem is solved
- If intervention is not successful, try another intervention
- Document process

DEALING WITH BULLYING/HARASSMENT

What you can do if you are being bullied or harassed?

- Try not to show that you are upset. Bullies feel great if they have upset you.
- Try to be assertive - look and sound confident.
- Walk quickly and confidently even if you don't feel that way inside - appearing confident is helpful.
- If students have been calling you names or teasing etc., reassure yourself that you are O.K. and that those students are the ones with the problems.
- Report it - remember that the bullying will continue if those responsible think that they can get away with the behaviour.
- Talk to a friend/friends about it.
- Avoid risk situations where possible, or stay close to adults or friends.
- Consider whether you have been bullying yourself, eg., have you been name calling, annoying, threatening, showing off etc?

If you have change what you are doing.

- If bullying continues after reporting it, report it again.
- Consider talking to the Guidance Officer, Behaviour Management Teacher, Deputy Principal or Principal.
- If you think that you are different in anyway, be proud of it - individuality and diversity, within the rules, are important.

Responsive Strategies

- Monitoring of students who bully
- Parent/s contacted
- Interview with Principal/Deputy Principal
- "No Blame Approach" interview with people involved
- Conflict Resolution interview with all parties involved
- Referral to Guidance Officer and/or Behaviour Support Teacher

- Referral to outside agencies for support
- Consequences – time out, in-school withdrawal, suspension
- Support for victim

PARENT'S RESPONSE TO BULLYING AND HARASSMENT

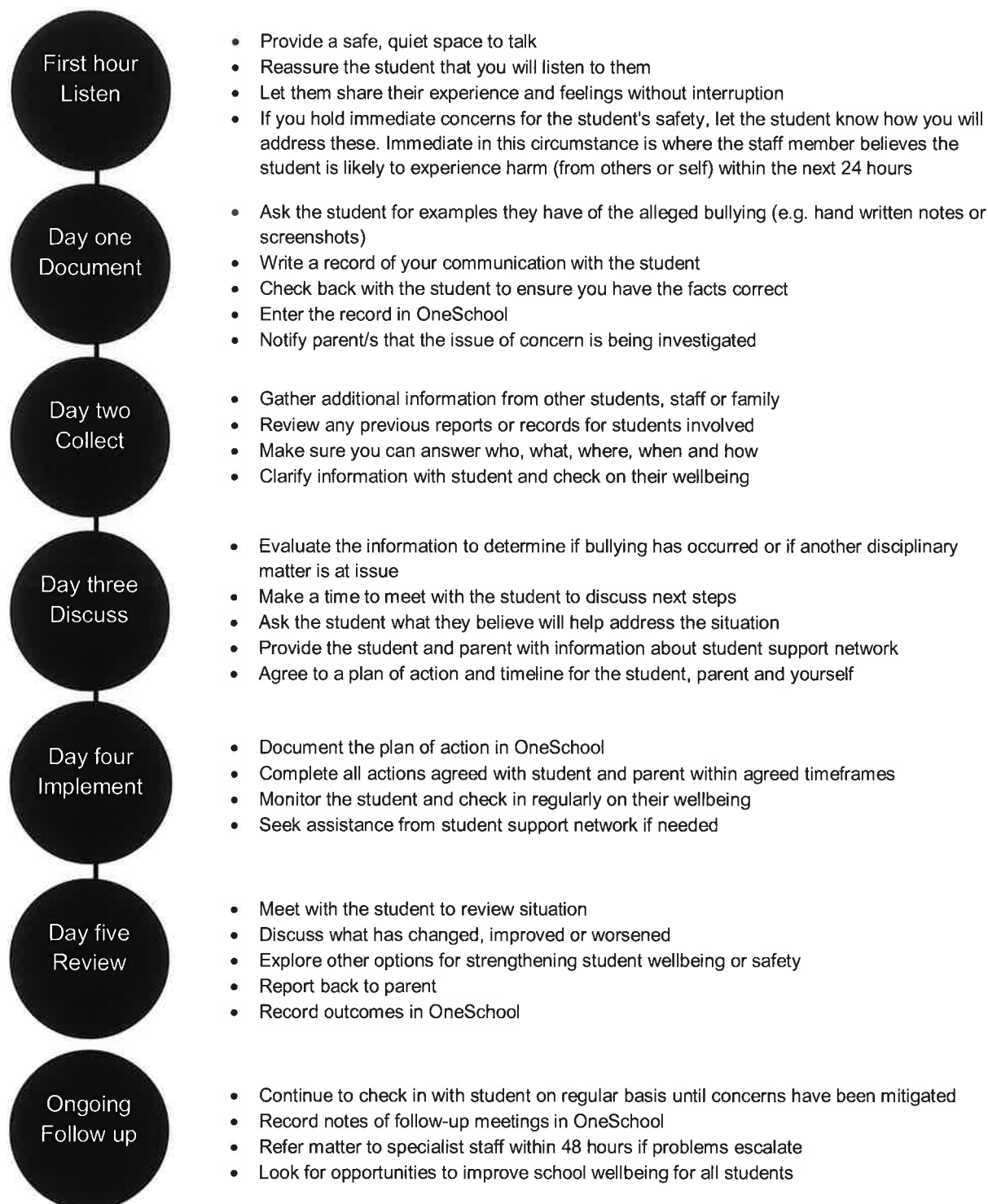
The following points are for you to consider if you know or suspect your child is being bullied.

- Be aware of the signs of bullying or distress in your child. These could include saying they are sick (headaches/stomach aches), unwillingness to come to school, belongings going missing, bruises, damaged clothing or belongings, request for extra pocket money.
- Take an interest in your child's friends and social life.
- Listen to and take your child seriously.
- Be guided by your child's feelings. Involve them in making decisions about what you are going to do.
- Contact the school to make an appointment.
- Work collaboratively with school to resolve issue – we encourage you not to take matters into your own hands and don't talk directly to the other students involved.
- Approach matter calmly - avoid overreacting.
- **Early contact with the school is essential**
- Give the school adequate time to investigate the matter.
- Offer and teach your child a variety of positive or proactive strategies.
- Monitor their progress and communicate with the school about any further concerns. If things don't improve, continue to seek support/help from school or other support networks.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 - Class teacher
Deputy Principal



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach their form class teacher, support staff member or make a report through Styme.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Gatton State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. This section of the Student Code of Conduct should clearly detail what behaviour is expected of students, how this will be reinforced and possible consequences for failing to meet these standards.

It is also advisable for schools to consider including information about [cybersafety and reputation management](#) in this section of the Student Code of Conduct, including a flowchart about how incidents are managed.

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to



menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

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

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

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 procedures](#).

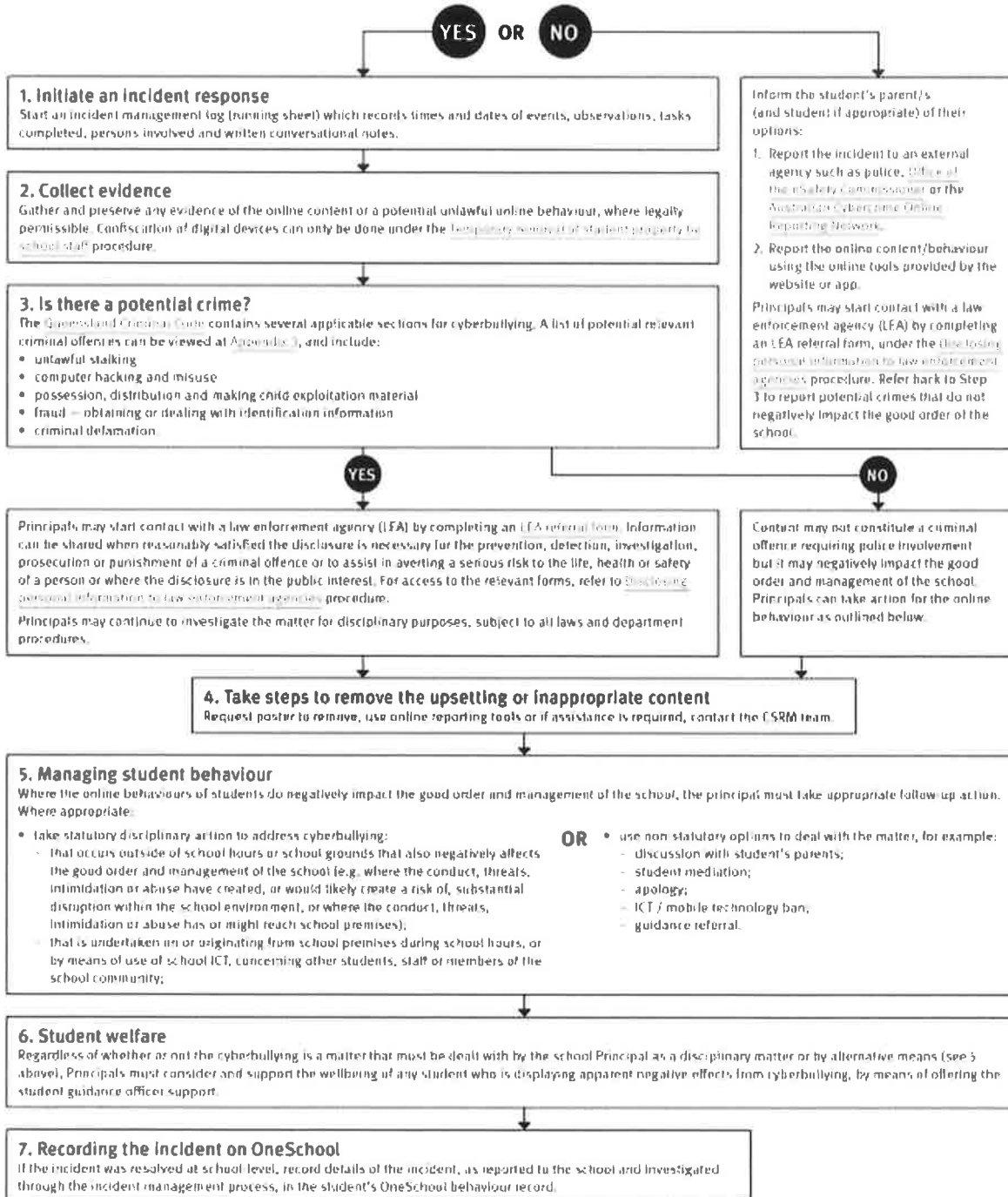
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident Management guidelines](#).

Help

Refer to the [Online Incident Management guidelines](#) for more details, or if assistance is required, contact the [Cybersafety and Reputation Management \(CSRM\) team](#) on 30 34 5015 or [Cybersafety Impact on Management enq@qld.edu.au](#).

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



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

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](#)

Conclusion

Gatton State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

