GCSS
Responsible Behaviour Plan
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SCHOOL CONTEXT

Gympie Central State School is in the North Coast Region, located high on Palatine Hill in the heart of Gympie, easy walking distance from the main business centre. The buildings are traditional in design, though the classrooms have been opened up to allow for flexible teaching spaces.

During the school’s history, many new buildings and facilities have been added to the original school buildings and we now boast some of the best facilities in the surrounding area.

Our staff are creative, innovative and passionate people who genuinely love what they do and care deeply about the children in their charge. The curriculum presented is well thought out and planned to ensure student engagement, growth and development. Teachers vary students’ experiences through the use of multiple strategies that include, but are not limited to theory, practical, I.C.T, sport and excursions.

Gympie Central is also a school where we like to encourage students to explore their creative side, teaching an appreciation of art and music through structured lessons, live performances and excursions to exhibitions both locally and in Brisbane. We also operate a Strings program (available from year 3 to 6) and a Woodwind, Brass and percussion program (in year 4 -6). Senior school choir Finishing second local Eisteddfod and a silver place at the choral fest.

Extension Programs – Developed and implemented in our Gifted and Talented programs and policies including;
- A Mathematics Extension Program has been implemented from Years 2 -7 via our Learning Support Teachers in 1 – 40 mins session per week
- Literacy extension years 5-7 Readers Cup, Voices on the Coast (a writing workshop)
- Mathematics extension group years 5-7 for Problem Solving competition
- School robotics program in conjunction with teachers at Gympie State High School

School Beliefs
- Every child needs support
  - Learning Support
  - BM strategies
  - Guidance Officer
  - School Chaplain
- School has good proactive strategies
  - Co-operative learning techniques being taught by specialist staff
  - Social Emotional Learning program incorporating PBS and the ‘You Can Do It’

- Communication with parents
  - School contacts parents with incidents or issues student have at school
  - Parents contact school/staff with concerns or issues out of school
- respect of all religious and cultural beliefs
  - Consideration of different perspectives in curriculum offerings

The behaviour expectations outlined below are based on virtues of the You Can Do It program

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn without disruption</td>
<td>To learn without disruption</td>
<td>To learn without disruption</td>
</tr>
<tr>
<td>To play and learn in a safe caring learning environment</td>
<td>To play and learn in a safe caring learning environment</td>
<td>To play and learn in a safe caring learning environment</td>
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<tr>
<td>To have access to an education in order to reach his/her full potential</td>
<td>To have access to an education in order to reach his/her full potential</td>
<td>To have access to an education in order to reach his/her full potential</td>
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<td>To grow and be accepted as an individual</td>
<td>To grow and be accepted as an individual</td>
<td>To grow and be accepted as an individual</td>
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<td>To express himself/herself in an appropriate manner</td>
<td>To express himself/herself in an appropriate manner</td>
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<table>
<thead>
<tr>
<th>PARENTS</th>
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<tbody>
<tr>
<td>To be informed of classroom learning and management and to be given the opportunity to assist</td>
<td>To be informed of classroom learning and management and to be given the opportunity to assist</td>
<td>To be informed of classroom learning and management and to be given the opportunity to assist</td>
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<tr>
<td>To feel welcome and involved within the school</td>
<td>To feel welcome and involved within the school</td>
<td>To feel welcome and involved within the school</td>
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<tr>
<td>To be respected by others in the school community</td>
<td>To be respected by others in the school community</td>
<td>To be respected by others in the school community</td>
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<tr>
<td>To be respected for individual differences</td>
<td>To be respected for individual differences</td>
<td>To be respected for individual differences</td>
</tr>
<tr>
<td>To feel free to ask questions about their child’s educational progress</td>
<td>To feel free to ask questions about their child’s educational progress</td>
<td>To feel free to ask questions about their child’s educational progress</td>
</tr>
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<table>
<thead>
<tr>
<th>STAFF</th>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be treated with respect and courtesy</td>
<td>To be treated with respect and courtesy</td>
<td>To be treated with respect and courtesy</td>
</tr>
<tr>
<td>To work in a non-threatening environment</td>
<td>To work in a non-threatening environment</td>
<td>To work in a non-threatening environment</td>
</tr>
<tr>
<td>To ensure they comply with departmental policies and guidelines</td>
<td>To ensure they comply with departmental policies and guidelines</td>
<td>To ensure they comply with departmental policies and guidelines</td>
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<tr>
<td>To access appropriate professional development</td>
<td>To access appropriate professional development</td>
<td>To access appropriate professional development</td>
</tr>
<tr>
<td>To be respected for individual differences</td>
<td>To be respected for individual differences</td>
<td>To be respected for individual differences</td>
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</table>

- To provide or assist;
  - appropriate role model, by showing respect for children
  - a supportive school environment conducive to learning
  - display a duty of care and accountable for their own actions
  - reflections on their own teaching practices
  - respect for differences of others
Based on Education Queensland’s *The Code of School Behaviour*

1. **Purpose**

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

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

2. **Consultation and data review**

Gympie Central SS developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through School Review and community meetings held during May 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2014-2015 also informed the development process.

The Plan was endorsed by the Principal, Anita Kruger (the President of the P&C) and Janelle Reid (Assistant Regional Director) in (November) 2015, and will be reviewed in 2018 as required in legislation.

3. **Learning and behaviour statement**

All areas of Gympie Central 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.

Our Responsible Behaviour Plan outlines our system for encouraging positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Gympie Central SS to create and maintain a positive and productive learning and teaching environment, where students are engaged and make a valuable contribution to the school community.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be respectful
- Be a learner
- Be safe

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

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

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Gympie Central SS 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

Gympie Central State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A positive whole school culture
- Quality learning and teaching practices
- A balanced, relevant and engaging curriculum
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Gympie Central SS Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom & non-classroom settings.
- A review process where feedback is welcomed from all stakeholders.
- Proactive teaching about appropriate behaviour.
- Clear values training via ‘You Can Do It’.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
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<tr>
<td>Be honest</td>
</tr>
<tr>
<td>Be an active listener</td>
</tr>
<tr>
<td>Use positive language</td>
</tr>
<tr>
<td>Take pride in your school</td>
</tr>
<tr>
<td>Use polite language including manners - please and thank you</td>
</tr>
<tr>
<td>Following directions</td>
</tr>
<tr>
<td>Look after belongings and those of others</td>
</tr>
<tr>
<td>Care for our school</td>
</tr>
<tr>
<td>Help others to learn</td>
</tr>
<tr>
<td>Cooperate with school staff and students</td>
</tr>
<tr>
<td>When entering another room, knock and wait quietly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BE A LEARNER</th>
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<tbody>
<tr>
<td>Be an active participant</td>
</tr>
<tr>
<td>Give full effort</td>
</tr>
<tr>
<td>Be a team player</td>
</tr>
<tr>
<td>Take responsibility for your own learning</td>
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<tr>
<td>Be in the right place at the right time</td>
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<tr>
<td>Follow directions</td>
</tr>
<tr>
<td>Cooperate with school staff and other students</td>
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<tr>
<td>Be prepared for activities</td>
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<tr>
<td>Think before acting</td>
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<tr>
<td>Being accountable for decision</td>
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<table>
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<tr>
<th>BE SAFE</th>
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<tbody>
<tr>
<td>Report any problems</td>
</tr>
<tr>
<td>Ask permission to leave</td>
</tr>
<tr>
<td>Make safe choices</td>
</tr>
<tr>
<td>Keep hands and feet to yourselves</td>
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<tr>
<td>Follow directions</td>
</tr>
<tr>
<td>Cooperate with others</td>
</tr>
<tr>
<td>Wear uniform</td>
</tr>
<tr>
<td>Advise office staff of relevant medical needs</td>
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<table>
<thead>
<tr>
<th>REPORT ANY PROBLEMS</th>
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</thead>
<tbody>
<tr>
<td>Enter &amp; exit rooms calmly</td>
</tr>
<tr>
<td>Maintain personal space</td>
</tr>
<tr>
<td>Walk</td>
</tr>
<tr>
<td>Use equipment responsibly</td>
</tr>
<tr>
<td>Sit correctly on chairs</td>
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</tbody>
</table>

| PLAYFAIRLY – TAKE TURNS | |
|------------------------| |
| Play fairly – take turns, invite others to join in and follow rules | |
| Care for environment | |
| Wear hats, be sun smart | |
| Use equipment responsibly | |
| Place rubbish in bins | |
| Sit down while eating | |

| WALK QUIETLY AND ORDERLY | |
|--------------------------| |
| Walk quietly and orderly so that others are not disturbed | |
| Stay in calm lines | |
| Keep doorways and steps clear | |
| Stay to the left on stairs or walkways | |

| WASH HANDS WITH SOAP | |
|----------------------| |
| Wash hands with soap | |
| Walk | |

| WAIT YOUR TURN | |
|----------------| |
| Wait your turn | |
| Keep your belongings nearby | |
| Have your bus pass ready | |
| Walk bikes/ scooters to gate | |

| BE SUN SMART | |
|--------------| |
| Be sun smart | |
| Stay with adult supervisor | |
| Remain seated in bus | |
| Wear seat belt | |
| Follow instructions | |
| Wear appropriate clothing | |
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Development of specific policies to address:

- The Use of Personal Technology Devices* at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
- Working Together to Keep Schools Safe fact - bringing knifes to schools (Appendix 3)

The Proactive Approach we have adopted aims to produce academic achievement and Social-Emotional-Behavioural well-being in all of our students. This is accomplished through promoting and teaching the ‘You Can Do It’ program which is comprised of the following; ‘Getting Along’, ‘Organisation’, ‘Persistence’, ‘Confidence’ and ‘Emotional Resilience’. Positive School Wide Behaviour Support is a series of school developed focus lessons and incidental learning opportunities, which provide an avenue to teach the expected behaviours in and around our school.

Students are reminded that “They can not often change their circumstances, but they do have a choice as to how they view them.”

We provide support in three levels, ensuring that all students have opportunities to develop their social-emotional-behavioural well-being, and experience academic achievement.

**Three Level School Approach - universal, targeted, intensive.**

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**Positive Behaviours Teaching Program**

**Key PBS Teaching Program** – Target behaviours from PBS Matrix (and supporting lesson plans)

- A term overview will be produced by the PBS Team in accordance with school based data and other antedotol observations.

**Encouraging and Maintaining Positive Behaviours**

Classroom rules and expectations:

- reflect the values of the school community
- visually embody the key messages and a common language
- recognise and focus on positive behaviours
- are fair and framed in a positive way
- are developed collaboratively with the class and continually revisited
- are modelled by staff
- are implemented in a consistent, fair and just manner
Strategies for Promoting Appropriate Behaviour:

<table>
<thead>
<tr>
<th>General/Classroom/ Individual</th>
<th>Group &amp; class awards</th>
<th>Tokens</th>
</tr>
</thead>
</table>
| • Student of the week – average of two certificates per week for each class recognising academic success, behaviour, effort or attitude  
• stickers  
• free time  
• verbal recognition  
• in-class certificates/prizes (of teacher’s choice)  
• special treats or rewards e.g. pizza party for rewarding specific achievements | • for large groups of students e.g. group of students playing well in playground; whole class for outstanding effort, work or attitude; a sporting team that demonstrates excellent sportsmanship; an instrumental music group; excursion/out-of-school activity group  
• newsletter and parade recognition and/or concrete reward such as icy pole, stickers, etc.  
• clean classroom award given once per fortnight – certificate on parade | • School Wide - all settings  
• ‘target behaviour’ (marry with Teaching Program)  
• Tokens distributed to all staff and Tally boards in ALL classrooms update student tokens. Visual.  
• Class reward menu based on FUNCTIONS of behaviour.  
**INDIVIDUAL POSITIVE BEHAVIOUR RECORDED every 10 Tokens in ONESCHOOL.** |

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members may include the Essential Skills for Classroom Management to remind the student of expected school behaviour and to encourage them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to reflect upon their skills of confidence, persistence, getting along, organisation or resilience to evaluate their behaviour against school expectations, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support

(Systems of Early Intervention for Students at Risk)

At times students exhibit patterns of inappropriate behaviour and require a higher level of support. If this occurs, the student is assigned a case manager (usually the classroom teacher) and an Individual Behaviour Support Plan (IBSP) is written and may incorporate the following elements:

Individual Behaviour Support Plan

• Behaviours of concern are identified  
• Behavioural Goals are set  
• Student strengths are acknowledged  
• Curriculum Adjustments  
• Class Support  
• Playground Support  
• Transitions Support  
• Reinforcements for desired behaviour  
• Student Support Network  
• Individual Monitoring  
• Case Monitoring / Evaluation  
• Reactive Strategies are established  
• In-class  
• Playground  
• Carer Communication  
• Interagency Support is investigated  
• Other Relevant Information is gathered

The Process is undertaken by stakeholders and monitored by the case manager to work towards identified Behavioural Goals. This level of support is provided on a needs basis and is overseen by the School Behaviour Team. The Behaviour Support Teacher is instrumental in assisting with the development of the Plan and the provision of expertise throughout the process.

The traffic lights system is used in the classroom and follows this plan:

• Children begin on green each day  
• Teacher gives verbal cues to prompt the appropriate behaviours  
• Inappropriate behaviour is moved to yellow  
• Continue in either direction
Each year a small number of students at Gympie Central SS are identified through our data as needing a little bit extra in the way of 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.

**Intensive behaviour support**

*Systems of Treatment for Students with Significant Behavioural Challenges*

Students exhibiting significant behavioural challenges are provided with higher levels of support from a wider range of agencies and personnel. The classroom teacher assumes the role of Case Manager, however a support team approach is adopted.

This proactive process is coordinated through the development and regular review of an Individual Behaviour Support Plan (Intensive). Clearly aligned with The Code of School Behaviour as well as relevant legislation and policy, the IBSP (Intensive) may include:

- Student Profile – including only factual, social and behavioural information that has led to the development of the IBSP.
- Identified Dates (e.g. commencement, review.)
- Critical Medical / External Agency Information
- Data (quantitative and qualitative sets which provide an observable measure of problem behaviour) - Strengths
  - Dislikes
  - Target Behaviours
  - Behaviour Analysis
  - Behaviour Function Hypothesis
  - Behaviour Goals
- Preventative and Teaching Interventions to reduce identified behaviour
  - Parental support from school
  - Strategies for parents to enact
  - Specific in class and out of class teaching strategies
  - Professional development for staff
- Consequence-based interventions to reduce the likelihood of the continuance of the problem behaviour (e.g. a consequence flow chart)
- Student Support Network (all personnel who provide support to the student)
- Safety / Emergency Procedures (Risk Assessment and Crisis Intervention Plan)
- Evaluation
  - Who is involved in the evaluation?
  - What information is to be collected?
  - Which instruments will be used to measure the success of the IBSP

Support provided at this level is geared to meet the student’s specific needs and in doing so aims to assist the student in reaching agreed goals.

The social-emotional, behavioural and academic development of the student is our objective and the IBSP is the avenue through which support is provided.

Gympie Central SS 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. These include:

- Individual Behaviour Support Plan – see appendix 10
- Risk assessment and crisis plan
- Intervention plan
- Functional Behaviour Analysis
- Specialist Support – AVT Behaviour
  - Guidance Officer
- Multi Agency Forum
- Referral to outside agencies
### 5. Consequences for unacceptable behaviour

#### Managing Problem Behaviour

<table>
<thead>
<tr>
<th>STAGE ONE MINOR: LOW LEVEL BEHAVIOUR</th>
<th>STAGE TWO MINOR: MEDIUM LEVEL BEHAVIOUR</th>
<th>MAJOR: HIGH LEVEL BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor acts of misconduct, which interfere with teaching and learning.</td>
<td>Intermediate acts of misconduct which may include repeated acts of minor misconduct and/or misbehaviours against people or property, which do not seriously endanger others’ health, safety or well-being.</td>
<td>Major acts of misconduct which may include repeated acts of medium misconduct, high level disruption to teaching/learning and/or serious threats to health, safety or property.</td>
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</tbody>
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<thead>
<tr>
<th><strong>STAFF MANAGED</strong></th>
<th><strong>STAFF MANAGED</strong></th>
<th><strong>OFFICE MANAGED</strong></th>
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<tr>
<td>✓</td>
<td>✓ STAFF MANAGED</td>
<td>✓ OFFICE MANAGED</td>
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<tr>
<td>✓</td>
<td>✓ PARENT NOTIFIED</td>
<td>✓ PARENT NOTIFIED</td>
</tr>
<tr>
<td>✓</td>
<td>✓ REPORT in ONESCHOOL</td>
<td>✓ BY ORIGINAL WITNESSING STAFF</td>
</tr>
</tbody>
</table>

#### POSSIBLE CONSEQUENCES

**1ST AND 2ND OFFENCE/S**
Staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following:
- Rule reminder or warning
- Body language (non-verbal) encourager
- Quiet talk 1:1
- Logical and natural consequences (tidy up, make up time etc)
- Give direct instructions
- Selective attending/tactical ignoring
- Descriptive encouraging
- Sit and think (2-5 min max)
- Redirect to learning
- Supportive conversation
- Move seat in class

#### POSSIBLE CONSEQUENCES

Staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following:
- Sit and think/time out (nominated area)
- Logical and Natural Consequences
- Buddy Class (30 min max)
- Community Service (reflects behaviour/expectation)
- Restore relationship (apology, fix-up)
- Loss of own time
- Restorative Chat
- Written/Visual plan to get back on track
- Contact parent/s
- Detention room – First break
* Students sent home with letter as to why and when their child has been sent to the detention room. Parents are expected to sign and return to their classroom teacher.

#### POSSIBLE CONSEQUENCES

Office staff will apply behaviour management strategies appropriate for the situation (that show consideration of the likely function of behaviour) including, but not limited to the following:
- Previous strategies
- Admin Detention
- Restorative Conference/Chat with restitution plan
- Parent contact/conference
- IBSP/behaviour contract or External Behaviour Support
- Supervised Play
- Suspension
- Loss of privileges eg. Leader Badge or activity involvement
- Community Service (reflects behaviour/expectation, fix, repair, financial etc.)

<table>
<thead>
<tr>
<th>BEHAVIOUR RESOLVED?</th>
<th>BEHAVIOUR RESOLVED?</th>
<th>BEHAVIOUR RESOLVED?</th>
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<tr>
<td>NO</td>
<td>NO</td>
<td>NO</td>
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<td>✓</td>
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<td>✓</td>
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<tr>
<td><strong>3RD OFFENCE IN ONE WEEK BECOMES ‘STAGE 2 MINOR’</strong></td>
<td><strong>CASE CONFERENCE</strong></td>
<td><strong>PRAISE &amp; REWARD APPROPRIATE BEHAVIOUR</strong></td>
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<tr>
<td><strong>PRAISE &amp; REWARD APPROPRIATE BEHAVIOUR</strong></td>
<td><strong>SUSPENSION</strong></td>
<td><strong>EXPULSION</strong></td>
</tr>
<tr>
<td><strong>OFFICE REFERRAL</strong></td>
<td><strong>PRAISE &amp; REWARD APPROPRIATE BEHAVIOUR</strong></td>
<td><strong>PRAISE &amp; REWARD APPROPRIATE BEHAVIOUR</strong></td>
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Template Version Control: 24 January 2014
### Defining Behaviour Incident Categories

<table>
<thead>
<tr>
<th>Current OneSchool Categories</th>
<th>Sub Categories</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Bullying/ harassment</td>
<td>Bullying</td>
<td><strong>Major:</strong> Repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.</td>
</tr>
</tbody>
</table>
|                             | Harassment/ victimisation | **Minor:** Low level disrespect of others through name calling, threats, use of digital device/s social exclusion, intimidation etc.  
**Major:** Ongoing or major disrespect shown to others by way of verbal, gestural, written or digital messages which include threats, intimidation or social exclusion.  
Negative messages relating to race, religion, gender, age, origin, appearance or disability which cause harm or embarrassment. Deliberately and knowingly spreading rumours/lies about others that are hurtful or harmful. |
| Lying/ Cheating             | Cheating       | **Minor:** Copies the work of another student during regular class time.  
**Major:** Copies or plagiarises the work of others for an assessment piece. Copies the work of another student or inappropriately uses a digital device during an examination or test. |
|                             | Lying          | **Major:** Deliberately and consciously implicating a student in a behaviour incident when they were not involved. Deliberately and consciously telling an untruth/s in order to minimise the involvement of a fellow student in a behaviour incident. Deliberately misleading by giving incorrect information relating to a behaviour incident. |
| Disruptive                  | Disruption     | **Minor:** Low intensity, inappropriate behaviour that disrupts learning and/or teaching.  
**Major:** Repeated or sustained inappropriate behaviour e.g. loud talking, yelling or screaming, making repeated noises using materials, rough play or physical contact, continually out of seat, severely interfering with the learning process. |
| Dress Code                  | Dress Code Infringement | **Minor:** Wearing clothes or accessories that are near to, but not within the school’s dress code e.g. shoes, jewellery, hair, uniform.  
**Major:** Clothing or accessories that do not approximate or obviously violate the school’s dress code. Repeated minor dress code infringements. |
| IT misconduct               | ICT infringement | **Minor:** Non-serious, but inappropriate use of a digital device.  
**Major:** Serious, inappropriate use of a digital device/s as detailed in the school’s Responsible Behaviour Plan including illegal use of devices, use of a digital device to cheat during an examination, using someone else’s log on details, inappropriate use of social media, accessing inappropriate websites etc. |
| Verbal Misconduct           | Language Infringement | **Minor:** Low intensity use of inappropriate or offensive language – low level swearing or name calling which causes offense.  
**Major:** High intensity use of inappropriate language including swearing, use of offensive or discriminatory language and name calling. Use of inappropriate language directed at a teacher or other responsible adult. |
| Late                        |                | **Minor:** Arrives at school after the scheduled commencement time without a reasonable excuse.  
**Major:** Pattern of repeated late arrivals, after problem solving strategies have been implemented. |
| Misconduct involving an object |                | **Minor:** Throwing stones into a garden or at a target, running around with a stick during a game. Using objects to disrupt other’s learning e.g. flicking pen lids at others or across a classroom, throwing paper balls, making of and propelling chewed paper pieces, using rubber bands inappropriately etc.  
**Major:** Possesses a weapon or other object which could cause harm or physical injury to another person. Uses a weapon or other object e.g. rock, stick, play or sporting equipment etc. to threaten or cause harm or physical injury to another person. |
<p>| Possess prohibited items    |                | <strong>Major:</strong> |
| Prohibited items            |                | |
| Non-Compliant with Routine  | Non-compliance | <strong>Minor:</strong> Low level failure to respond to reasonable instructions given by an adult. |</p>
<table>
<thead>
<tr>
<th>Refusal to participate in a program of instruction</th>
<th><strong>Major:</strong> Actively or continually refusing to follow reasonable instructions from adults – ongoing failure to engage with the curriculum, disrespectful behaviour towards adults.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td><strong>Minor:</strong> Any minor problem behaviour not listed as a category. <strong>Major:</strong> Any minor problem behaviour not listed as a category.</td>
</tr>
<tr>
<td>Physical misconduct</td>
<td><strong>Minor:</strong> Inappropriate physical contact/touching which does not result in physical injury. <strong>Major:</strong> Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons – hitting, kicking, punching, scratching, wrestling, hair-pulling, spitting, pushing a person into the path of, or at another person, which may cause injury.</td>
</tr>
<tr>
<td>Property misconduct</td>
<td><strong>Minor:</strong> Inappropriate use of equipment or treatment of property which doesn’t result in damage. Use of someone else’s property without their permission. <strong>Major:</strong> Participation in an activity which results in damage to or destruction of property.</td>
</tr>
<tr>
<td>Stealing</td>
<td><strong>Major:</strong> Takes and/or passes on the property of others without permission. Possesses the property of others knowing it to be stolen.</td>
</tr>
<tr>
<td>Truant/Skip Class</td>
<td><strong>Minor:</strong> Inappropriate use of equipment or treatment of property which doesn’t result in damage. <strong>Major:</strong> Leaves or misses class or a school activity without permission but remains on school grounds or within expected boundaries.</td>
</tr>
<tr>
<td>Truant</td>
<td><strong>Major:</strong> Failure to attend school, without permission or a reasonable excuse, for scheduled classes or other school activity. Leaves the school grounds or expected boundaries of a school activity without permission or a reasonable excuse.</td>
</tr>
<tr>
<td>Out-of-bounds</td>
<td><strong>Minor:</strong> Found in a area of the school grounds that is deemed to be out of bounds. <strong>Major:</strong> Leaves the school grounds without permission. Repeatedly plays in or frequents areas deemed to be out of bounds.</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td><strong>Minor:</strong> Uses or possesses alcohol, tobacco or another legal substance e.g. petrol, paint, lighter fluid, aerosol spray etc. Supplies such legal substances to others.</td>
</tr>
<tr>
<td>Substance misconduct involving illegal substances</td>
<td><strong>Major:</strong> Uses or possesses illegal drugs, substances or imitations. Supplies illegal drugs, substances or imitations to others.</td>
</tr>
<tr>
<td>Defiant/threat/s to adults</td>
<td><strong>Major:</strong> Threatens harm to an adult either directly or indirectly.</td>
</tr>
<tr>
<td>Threat/s to others</td>
<td><strong>Major:</strong> Threatens harm to another student either directly or indirectly.</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of school</td>
<td><strong>Major:</strong> Involvement in an out of school hours, behaviour incident for which an in-school consequence is applied.</td>
</tr>
</tbody>
</table>

**Ensuring consistent responses to problem behaviour**

At Gympie Central SS staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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).

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).

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).

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).

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Gympie Central SS has a duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation due to the underlying function of the behaviour.
Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 5)
- Health and Safety incident record
- debriefing report (for student and staff) (Appendix 6)
- Physical Restraint and Removal Report (Appendix 11)

7. Network of student support
Students at Gympie Central SS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Administration Staff
- Support Staff
- Ready Readers
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Juvenile Aid Bureau
- Department of Communities (Child Safety Services)
- Police
- Local Council

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

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

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

10. Related policies

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

11. Some related resources

- Bullying. No Way!
- You Can Do It!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

Endorsement

Principal
Geoff Pelling

P&C President
Anita Kruger

Effective Date: 1 January 2016 – 31 December 2018
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, MP3 players or any other smart device to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

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 handed into the school office.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Gympie Central SS. 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.

\(^{*}\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

are in breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

**Text and Social Media communication**

The sending of text and social media 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 messages, 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 the 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.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyber bullying)

Purpose
1. Gympie Central SS 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.

2. There is no place for bullying in Gympie Central SS. Research indicates that both those being 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.

3. Bullying behaviours that will not be tolerated at Gympie Central SS 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.

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

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

Rationale
6. Research indicates that many problem behaviours are peer-maintained. 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 response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Gympie Central SS are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

Prevention
8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
• All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
• All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Gympie Central SS takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

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

Appropriate use of social media

Gympie Central State 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.

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

No student of Gympie Central State 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) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Gympie Central State School’s grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Gympie Central State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Gympie Central State 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 Gympie Central State 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 Gympie Central State 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.

Gympie Central State 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.

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

REFERRAL FOR SERVICE

Gympie Alliance Cluster

REQUIRED: - SIMS Student Information Form must be attached 
Special Needs Committee Referral Form for Class Teachers

Behaviour Management
Fax (07) 54898800

Speech Language Pathology
Referral completed

Guidance and Counselling
Fax (07) 54829072

Parent: I have read the information below and I give permission for the Guidance Officer to work with my child. I understand that this may involve counselling &/or intellectual assessment
SIGNATURE:.............................

Advisory Visiting Teachers
(AVT)

Autistic Spectrum Disorder
Fax (07) 41224575

Physical Impairment

Hearing Impairment
Fax (07) 54829072

NOTE: Additional support staff who provide a service to teaching staff in our cluster are AVT Prep, AVT Intellectual Impairment, AVT Speech Language Impairment and AVT Transition (Senior Schooling). Please speak to your Guidance Officer if you feel yourself, your students or parents might benefit from a service from any of these.

Surname: ..........................................  Given Name: ...............................  School …………………
Teacher: ..........................................  Year Level: ..................  Case Manager ……………….
EAP Profile Completed:   Yes / No  EAP 01 generated:  Yes / No

Major Concerns:

What actions have been taken so far within the school: eg classroom strategies, learning support, special needs committee recommendations, level of students essential skills and any other relevant data.

What were the outcomes of these actions:

Parent/Guardian Permission:
My child's class teacher has discussed the reason for this referral.  Yes  No
I also agree to guidance assessment information and reports to be released to school and medical personnel and to other external health care professionals if required. Yes  No

Please indicate other personnel the student has seen :-

Education- SLP __ STLD __ AVT __ BMT__ GO __ Physiotherapist __ OT__
Other Agencies- DChS __ CYMHS __ Paediatrician __ Psychologist __ Optometrist __
Ophthalmologist__Physiotherapist __ OT __ Psychiatrist __ Audiologist __ Others……………………

All signatures required

Teacher: .................................  Principal: ..............................  Parent: ................................................

Chair Special Needs Committee: .............................................................  Date: ..../..../......

Specialist Use Only  EAP.01 attached

ACTION:  

DATE RECEIVED: ....../...... DATE OPENED: ....../...... DATE COMPLETED: ....../......
Appendix 5

Leading questions for a ONESCHOOL entry

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
</tbody>
</table>
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

**Questions for staff**

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

**Questions for student**

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
Buddy Classrooms are stated on classroom traffic lights:

- *negotiate* with nominated teacher what students will need to bring/do.
- teachers need fill out an IBMP if they are sending an individual student more than three times per week.

Student continues Level 1 behaviours

- Teacher to notify (at lunch, by phone or note) teacher of Buddy Classroom that student is to be expected and how long they need the student to remain at the Buddy Classroom (max 30mins). *Student must be given opportunity to return to usual class/routine at no less than 10 minute intervals (as per “Safe Supportive Disciplined School Environment”)*
- Remind student of how to enter Buddy Classroom (knock and wait quietly). Send with another student if desired.
- Teacher sends student with an activity or work and equipment
  - Pencils, ruler etc.
  - Current work, unfinished work folder, dictionary, work sheet.

(All teachers will have a designated area where they can be supervised for student to work)

- Notify Admin and complete Oneschool Entry

At end of session or time with Buddy Class, negotiate re-entry

- Teacher of student (or Admin member if support required) meets with student for discussion before student re-enters classroom
- Discussion (restate rules and expectations, consequences)
Appendix 8

The 3W’s are simply a re-direction strategy to allow a student time to reflect on current behaviour, desired behaviour and make appropriate behaviour choices.

They are based on 3 simple questions: What are you doing? What are you supposed to be doing? Would you do that now?

When student is demonstrating inappropriate behaviour choices, question student using the following steps:

**Step 1**
State student’s name
Pause and allow for take-up time
Ask “What are you doing?”
Student should state actual behaviour they were exhibiting e.g. “swinging on my chair”. If they do not name their behaviour or name a different behaviour, ask question again. If they cannot answer the question, name their behaviour “I saw you swinging on your chair” or “You were swinging on your chair”

**Step 2**
Ask student “What are you supposed to be doing?”
Student is to state desired behaviour. If unable or unwilling to name desired behaviour, state it for them e.g. “You are supposed to be sitting with all four legs of your chair on the floor and listening”

**Step 3**
Ask for compliance e.g. “Are you able to do that now?” or “Would you do that now thanks”. If student refuses to comply with desired behaviour then refer to Level 2 on Behaviour Flowchart.

Appendix 9

Microskills is a classroom profiling system developed by Mark Davidson. It operates on the premise that the only behaviour a teacher has control over is their own. The microskills listed below are teacher strategies adapted from Glasser (1990), Richmond (1995), Rogers (1995).

<table>
<thead>
<tr>
<th>Microskill/Strategy</th>
<th>Purpose/Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish expectations</td>
<td>Clearly articulate and demonstrate desired behaviour and boundaries of pro-social behaviour</td>
</tr>
<tr>
<td>Give instructions</td>
<td>Give clear directions about what to do</td>
</tr>
<tr>
<td>Verbal and Non-verbal Directions</td>
<td>Redirect student behaviour using positive non-confrontational methods</td>
</tr>
<tr>
<td>Waiting and Scanning</td>
<td>Wait 5 – 10 seconds after giving an instruction, giving students time to process the direction</td>
</tr>
<tr>
<td>Cueing with acknowledgement</td>
<td>Acknowledge students’ on-task behaviour with the intention of prompting another to follow suit</td>
</tr>
<tr>
<td>Body Language Encouraging</td>
<td>Intentionally use your body language to encourage students to remain on task</td>
</tr>
<tr>
<td>Descriptive Encouraging</td>
<td>Encourage students to become more aware of their competence by commenting on their positive behaviour choices</td>
</tr>
<tr>
<td>Selective Attending</td>
<td>Intentionally give minimal attention to off-task behaviour</td>
</tr>
<tr>
<td>Give choices</td>
<td>Respectfully confront the student who is disrupting others with the available choices and their natural consequences</td>
</tr>
<tr>
<td>Follow through</td>
<td>Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment</td>
</tr>
<tr>
<td>Defusing</td>
<td>Provide an opportunity for people who have participated in or witnessed a potentially traumatic classroom or playground event to talk it through</td>
</tr>
</tbody>
</table>
GYMPIE CENTRAL STATE SCHOOL

LOCKDOWN PROCEDURES

These procedures are to be followed in the case of an emergency, or dangerous situation that requires students to be secured in a safe refuge rather than be evacuated as in the case of fire. Such situations could include cyclonic storm, siege, a dangerous animal loose in the area or intruders in the school grounds. Display this procedure in a clearly visible location (e.g., next to Fire Drill procedures) within your room.

1. The first person aware of the emergency is to immediately inform the office and/or the Principal.

2. The Lockdown alarm will be sounded a CONTINUOUS ringing bell. In the event that the alarm is not able to be sounded, all staff will be contacted by phone or messenger/administration staff. At least one member of the administration team is to remain at the office and phone the Police on 000 immediately and remain in administration to respond to any calls from classrooms etc.

3. On being notified of the lockdown, staff inside classrooms and all other buildings must:
   (a) Close and lock all doors and windows in the room,
   (b) Pull shut curtains and blinds,
   (c) Turn off all lights, and
   (d) Instruct students to lie down out of sight and remain quiet and motionless until further notice.

4. Any person outside is to immediately move to their classroom and stay down out of sight, remaining quiet and motionless until further notice. Children inside shall remain where they are.

5. Children involved in outdoor activities are to proceed to the safest secure place under the direction of the Teacher. Children are to stay down out of sight, remaining quiet and motionless until further notice.

6. Children in the sick bay or admin area will be advised by the staff in administration on where to go and what to do.

7. Should the emergency occur during a lunch break students and staff are to proceed immediately to their closest lockable room. If your classroom is locked, proceed directly to the nearest unlocked classroom. Staff on playground duty should encourage swift, calm and quiet movement of students. Students must follow directions given only by staff members.

8. No one is to leave their secure location until notified by office staff. The office staff will visit all areas to advise the lockdown is over. A message will also come over the intercom and the bell will be turned off.

9. When the school has been deemed safe, students and staff will be notified only by office staff. Need to account for all students and staff and then normal activity may then resume. Staff should closely monitor their class to identify any children who may show signs of distress from the experience, and contact the office accordingly.
# Physical Restraint / Intervention Report

<table>
<thead>
<tr>
<th>Initial Report Compiled by</th>
<th>Date and Time Report Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Signed</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Details of Student / s

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
</table>

## Details of Staff involved in Incident

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
</table>

## Reason for restraint

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

## Details of Incident

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

### Initial Staff involved

### Behaviours preceding restraint

### Restraint Location

### Type and Duration of Restraint

### Student Removed to

## De-Escalation Strategies Used Prior to Restraint

<table>
<thead>
<tr>
<th>Distraction</th>
<th>Change of face, place, activity</th>
<th>Offer choices</th>
<th>Cool down time, place</th>
<th>Offer to talk</th>
<th>Reassurance</th>
</tr>
</thead>
</table>

## Physical Condition of Student Before Restraint

## Physical Condition of Student After Restraint

## Details of Any Injury

### Injury to Student

<table>
<thead>
<tr>
<th>Yes ☐ No</th>
<th>Incident Report Completed</th>
<th>Yes ☐ No</th>
</tr>
</thead>
</table>

### Details of Injury

### Injury to Staff

<table>
<thead>
<tr>
<th>Yes ☐ No</th>
<th>Incident Report completed</th>
<th>Yes ☐ No</th>
</tr>
</thead>
</table>

### Name:

### Details of Injury

## Details of Damage

## Details of Trauma

## Notifying Procedures

### Incident Reported to

### Parent / Carer Contacted

<table>
<thead>
<tr>
<th>Name</th>
<th>Time and Date</th>
</tr>
</thead>
</table>

### Student/s: Post Incident Discussion / Debrief

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

### Staff: Post Incident Discussion / Debrief

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

### Other Forms Completed

<table>
<thead>
<tr>
<th>One School</th>
<th>Individual Support Plan - Behaviour</th>
<th>Individual Plan including Physical Restraint</th>
<th>Other:</th>
</tr>
</thead>
</table>

### Follow Up Report – to be completed by Principal/ Admin Delegate

1. **Follow up Call**
   - Made by:  
   - Made to:  

2. **Post Investigation**
   - Necessary:  
     - Completed by:  
     - Recorded in:  

3. **Damage Repair**
   - Necessary:  
     - Organised by:  

4. **Entered on MYHR / WHS**
   - Necessary:  
     - Completed by:  

5. ** Entered on OneSchool**
   - Necessary:  
     - Completed by:  
     - As Contact:  
     - Completed by:  
     - On Student Profile of:  
     - As single student incident:  
     - Completed by:  
     - On Student Profile of:  
     - As multiple student incident:  
     - Completed by:  
     - On Student Profile of:  

6. ** Other Forms completed**
   - Debrief Report:  
   - Physical restraint / Intervention record:  
   - Individual Plan including Physical Restraint:  

Signed:  

---

**Template Version Control:** 24 January 2014
Appendix 12

Behavior Incident Report

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Staff Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Witnesses:

- Incident Type (select one only)
  - Minor
  - Major
- Period (select one only)
  - Before School
  - First Session
- Location Category (select one only)
  - Bottom Junior Playground
  - Classroom

- Subject (select one only)
  - Art
  - English
  - Hospitality
  - HPE
  - ICT
  - Library
  - LOTE
  - Mathematics
  - Music
  - P.E
  - Science
  - SOSE
  - Technology
- Restricted To (select one only)
  - Principal Only
  - Guidance Office
  - Principal & Guidance Officer
  - DP and higher
  - HOD/HOC or higher
  - BSM or higher
  - Behaviour Support or higher
  - All Staff

Categories (select first incident only; record any other relevant categories in chronological order in Incident Detail section)

- Bullying/Harassment
- Defiant/threat/s to adults
- Disruptive
- Dress code
- IT misconduct
- Late
- Lying/Cheating
- Misconduct involving object
- Non compliant with routine
- Other conduct prejudicial to the good order and management of school
- Physical misconduct
- Possess prohibited items
- Prohibited items
- Property misconduct
- Refusal to participate in program of instruction
- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Threat/s to others
- Truant/skip class
- Verbal misconduct
- Other

Strategies

- Natural Consequence
- Referred to Admin
- Restorative Justice
- Time Out – Note Home
- Detention
- Detention – 2 days
- Detention – 3 days
- Removal from Playground
- Exited to Office/Principal
- Buddy Class
- In-school suspension
- Disable Login
- Behaviour Plan
- Apology – written
- Formal Warning
- Contact with parents
- Behaviour Monitoring Card
- Individual Behaviour Support Plan
- Referred to Student Services
- Alternate Education Program
- Obtain Peer Attention
- Obtain Adult Attention
- Obtain Tangible Object
- Obtain Activity or Event
- Obtain Sensory Stimulation
- Escape/Avoid Activity or Event
- Escape/Avoid Instructional Task
- Escape/Avoid Adult Attention
- Escape/Avoid Peer Attention
- Escape/Avoid Sensory Stimulation
- Don’t Know

Motivation (select one only)

- Obtain Peer Attention
- Obtain Adult Attention
- Obtain Tangible Object
- Obtain Activity or Event
- Obtain Sensory Stimulation
- Escape/Avoid Activity or Event
- Escape/Avoid Instructional Task
- Escape/Avoid Adult Attention
- Escape/Avoid Peer Attention
- Escape/Avoid Sensory Stimulation
- Don’t Know

Record of Contact

<table>
<thead>
<tr>
<th>Type:</th>
<th>Date</th>
<th>Details:</th>
</tr>
</thead>
</table>

Incident Details (In chronological order record Antecedent, Behaviour, Consequence; Include any other details regarding setting event, observed behaviour; action taken to de-escalate the behaviour)

Entered on OneSchool: ☐ Yes ☐ No