

Gabbinbar State School Student Code of Conduct 2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Gabbinbar State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Gabbinbar State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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Endorsement

Principal Name: Jouwana Habash

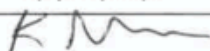
Principal Signature:



Date: 5th November 2020

P/C President : Karen Newman

P/C President Signature:



Date: 5th November 2020

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Principal's Foreword

Introduction

Gabbinbar State School is committed to providing quality learning opportunities that enable all students to achieve within a safe, supportive and disciplined learning environment.

At Gabbinbar State School, we expect that students will demonstrate the key qualities and attributes of our *School Values*:

- **Achieving Your Best**
- **Being Responsible and Respectful**
- **Caring and Confident**

Our school fosters a warm, caring and supportive environment where students can be happy and where optimal learning can take place.

A supportive school environment is created by positive and high quality interpersonal relationships within and outside of the school. Our approach to developing responsible behaviour is focussed on relationships and takes place in a caring and supportive environment where all members feel safe and welcome. We believe that self-discipline is necessary for students' welfare and happiness and their ability to function effectively in society.

We believe the philosophy and practices of **Restorative Justice** have much to offer in the development of well-rounded, socially and emotionally competent students who are accountable for their behaviour and understand that there is nothing they do (or don't do) which doesn't impact on others in some way.

Restorative Justice requires a paradigm shift in thinking for those who believe punishment is the only means of effectively dealing with unacceptable and inappropriate behaviour. The beliefs of Restorative Justice align with our school vision by fostering a sense of belonging and emotional growth. Put simply, Restorative Justice is a philosophy that has, as its guiding principles:

- Misconduct is a fundamental violation of people's rights and interpersonal relationships.
- Violations create accountability, obligations and liabilities.
- Restorative Justice seeks to heal and '*put right the wrongs*'.

Restorative Justice is a participatory and democratic justice that focuses on the incident and surrounding circumstances rather than solely on the offender's behaviour. It's an approach to unacceptable and inappropriate behaviour and conflict that sees the behaviours as a violation of people and / or property. When such matters are dealt with in a restorative framework, it involves:

- The bringing together of those responsible and accountable (offender/s).
- The most affected by wrongdoing (victim/s).

Individually and collectively, people address the harm on those most affected, investigate ways to make amends and repair the relationship to make things right.

When students understand that restorative processes will be fair and non-punitive, they begin to take ownership and responsibility of their own behaviour. Self-discipline is a learned process and is achieved through implementing a wide range of supportive strategies. The school cannot work alone in creating a self-disciplined environment and the involvement of parents is therefore of paramount importance. Parents have a joint responsibility to encourage students to be accountable for their behaviour which will ultimately contribute to the broader community in a positive manner.

P&C Statement of Support

As president of the Gabbinbar P&C, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Ms Jouwana Habash and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Gabbinbar State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Gabbinbar State School Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Gabbinbar State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Gabbinbar State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact me or to join the Gabbinbar State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Consultation

Gabbinbar State School has developed this plan in collaboration with our school community and through a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents. This consultation occurred on:

- Whole of staff meeting 27th October 2020
- P&C Meeting 4th November 2020

Our school values have been agreed upon and endorsed by all staff and our school P&C. The Plan was endorsed by the Principal and the President of the P&C at the P&C Meeting held on Wednesday 4th November 2020 and will be reviewed in 2021.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	92%	84%	97%
• this is a good school (S2035)	80%	90%	87%
• their child likes being at this school* (S2001)	87%	100%	100%
• their child feels safe at this school* (S2002)	87%	94%	95%
• their child's learning needs are being met at this school* (S2003)	87%	87%	90%
• their child is making good progress at this school* (S2004)	90%	87%	92%
• teachers at this school expect their child to do his or her best* (S2005)	93%	90%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	87%	89%
• teachers at this school motivate their child to learn* (S2007)	82%	87%	89%
• teachers at this school treat students fairly* (S2008)	79%	83%	89%
• they can talk to their child's teachers about their concerns* (S2009)	85%	94%	92%
• this school works with them to support their child's learning* (S2010)	76%	77%	90%
• this school takes parents' opinions seriously* (S2011)	67%	72%	86%
• student behaviour is well managed at this school* (S2012)	70%	81%	72%
• this school looks for ways to improve* (S2013)	83%	79%	89%
• this school is well maintained* (S2014)	85%	87%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	98%	95%	99%
• they like being at their school* (S2036)	91%	95%	95%
• they feel safe at their school* (S2037)	94%	90%	95%
• their teachers motivate them to learn* (S2038)	98%	95%	94%
• their teachers expect them to do their best* (S2039)	97%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	94%
• teachers treat students fairly at their school* (S2041)	93%	88%	94%
• they can talk to their teachers about their concerns* (S2042)	91%	89%	91%
• their school takes students' opinions seriously* (S2043)	88%	87%	91%
• student behaviour is well managed at their school* (S2044)	88%	86%	88%
• their school looks for ways to improve* (S2045)	95%	93%	97%
• their school is well maintained* (S2046)	97%	93%	94%
• their school gives them opportunities to do interesting things* (S2047)	95%	90%	94%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	92%	94%	100%
• they feel that their school is a safe place in which to work (S2070)	95%	90%	97%
• they receive useful feedback about their work at their school (S2071)	86%	65%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	94%	100%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	89%	87%	97%
• student behaviour is well managed at their school (S2074)	83%	84%	84%
• staff are well supported at their school (S2075)	67%	65%	73%
• their school takes staff opinions seriously (S2076)	71%	74%	72%
• their school looks for ways to improve (S2077)	84%	80%	88%
• their school is well maintained (S2078)	95%	97%	97%
• their school gives them opportunities to do interesting things (S2079)	76%	77%	85%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Gabbinbar State School Disciplinary Absences			
Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	11	25	9
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Learning and Behaviour Statement

At Gabbinbar State School multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

	Prevention Description
Tier 1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
Tier 2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> there is a clear connection between the skills taught in the interventions and the school-wide expectations. interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
Tier 3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> PREVENT problem behaviour TEACH the student an acceptable replacement behaviour REINFORCE the student's use of the replacement behaviour MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Student Wellbeing and Support Network

At Gabbinbar State School, explicit teaching of positive behaviour is actively embedded within classroom curriculum programs. A developmentally appropriate program is implemented with a strong focus on building and maintaining positive relationships, anti-bullying, anti-harassment and child protection.

Programs delivered are:

- Daniel Morcombe curriculum units
- HPE curriculum
- Social Emotional Learning – “Circle Time”
- Year 6- Bella and Adam

Development of specific policies to address:

- The Use of Personal Technology Devices at School
- Procedures for Preventing and Responding to Incidents of Bullying

Students at Gabbinbar State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Principal
- Deputy Principal
- Head of Special Education Services
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Office

Support is also available through the following government and community agencies:

- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

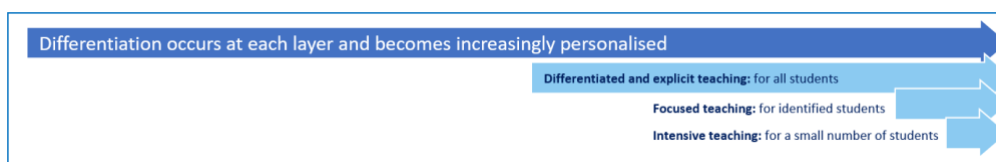
Whole School Approach to Discipline

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.

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

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

Differentiated and Explicit Teaching



At Gabbinbar State School we expect and promote that individuals are responsible **for what they do and say** and encourage students to make appropriate *choices* about their behaviour. Central to our whole school approach is the use of an agreed set of **School Values, Behaviours and Expectations** that are embedded in teaching and learning practices across the school. They form the basis for all teachers to adapt in meeting the developmental needs of our entire student population. We strongly believe that although our students present with a range of individual differences, it is essential to have a shared code of behaviour at school.

School Value	Behaviours
Achieve Your Best	<ul style="list-style-type: none"> • Make a Start • Stay on Task • Show best effort
Being Respectful and Responsible	<ul style="list-style-type: none"> • Listen to others • Be ready • Act safely
Caring and Confident	<ul style="list-style-type: none"> • Have a go and encourage others • Speak appropriately • Care for property

All members of the school community are expected to:

Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

STUDENTS

RESPONSIBILITIES:

- To endeavour to achieve their learning potential.
- To respect the rights of others to learn.
- To co-operate with teachers and other students.
- To treat others with courtesy and respect regardless of race, culture, gender, religion, age or ability.
- To keep buildings, classrooms and grounds clean and tidy.
- To act in a safe, responsible way.
- To help establish and observe fair and reasonable classroom rules.
- To report threats to personal safety.
- To care for their own property and to respect the property of others.
- To participate willingly in school activities, and to take advantage of opportunities.
- To behave and dress in a manner that brings credit to themselves and to the school.

RIGHTS:

- To receive quality education in a safe and supportive environment.
- To have their learning needs understood and supported.
- To form worthwhile learning partnerships.
- To have their learning facilitated by caring, committed professionals.
- To have their creative potential promoted.
- To be treated with courtesy and respect by all.
- To have views and opinions considered.
- To be afforded equal opportunity to participate in learning regardless of race, culture, gender, religion, age or ability.
- To expect personal property to be secure.
- To have equal access to school resources.

STAFF

RESPONSIBILITIES:

- To value each child and to promote self-esteem through understanding their learning needs.
- To facilitate learning by being fully prepared and by providing quality programs.
- To treat others with courtesy and respect regardless of race, culture, gender, religion, age or ability.
- To provide a stimulating, challenging and supportive learning environment.
- To promote, model and reinforce safe behaviour and assertive, positive interactions.
- Collaboratively negotiate positive classroom rules with students.
- To promote positive interactions with members of the school community, students and parents.
- To contribute actively to school decision making.
- To encourage student participation in all school activities.
- To utilise available resources in an effective and appropriate manner.

RIGHTS:

- To work in a safe and supportive environment.
- To be treated with courtesy and respect by all.
- To have the cooperation and support of the whole school community.
- To be informed about students' special needs.
- To participate in collaborative decision making.
- To provide quality education in a supportive environment.
- To expect children to be prepared for school activities in terms of resources, punctuality and attitude.
- To access appropriate resources to effectively implement the curriculum.
- To engage in appropriate professional development opportunities.

PARENTS/CAREGIVERS

RESPONSIBILITIES:

- To value each child and to endeavour to promote their self-esteem.
- To treat others with courtesy and respect regardless of race, culture, gender, religion, age or ability.
- To make an effort to be involved in their children's learning wherever and whenever possible.
- To support the behaviour management practices of the school.
- To encourage and extend learning in the home environment.
- To work in partnership with the school to support positive behaviours.
- To keep the school informed of relevant information regarding health, well-being and behaviour of their children.
- To ensure their children are adequately prepared for participating in all school activities.
- To meet obligations in respect to absence, late and bus notes.

RIGHTS:

- To be treated with courtesy and respect by all.
- To expect quality education in a supportive and safe environment.
- To be involved in collaborative decision making.
- To receive an honest assessment of their children's learning and behaviour on a regular basis.
- To have their children provided with equal educational opportunities.
- To be involved in student's learning.
- To receive communication from school about educational or behavioural concerns.

The School Administration Team is expected to:

- Play a strong leadership role in implementing and communicating the *Code and Responsible Behaviour Plan for Students* in the school community.
- Ensure consistency and fairness in implementing the school's *Responsible Behaviour Plan for Students*.
- Communicate high expectations for individual achievement, attendance and behaviour.
- Review and monitor the effectiveness of school practices and their impact on student learning.
- Support staff in ensuring compliance with the *Code and Responsible Behaviour Plan for Students* and facilitate professional development to improve the skills of staff to promote responsible behaviour.

Schoolwide Behavioural Expectations

	All Areas	Classrooms/Buildings	Playgrounds	Transitions	Toilets
Achieve Your Best	<ul style="list-style-type: none"> * Bring a positive attitude & willingness to learn. * Follow Instructions. * Whole Body Listening- ears are listening, eyes are looking, feet are down and still, hands are down and still. 	<ul style="list-style-type: none"> * Be at school > 93% of the time. * Have your equipment or know where it is. * Look at teacher & listen to all instructions & demonstrations. * Stay on topic. * Follow Bookwork Expectations. 			<ul style="list-style-type: none"> * Go before school and at breaks.
Be Respectful & Responsible	<ul style="list-style-type: none"> * Hands, feet, objects & mouth to yourself unless requested to do so by staff. * Be in the right place at the right time. * Take turns. * Use equipment appropriately. * Return all equipment to appropriate place. * Respect personal space of others. 	<ul style="list-style-type: none"> * Ask permission to leave the classroom. * Complete all jobs or work - personal or class. * Raise your hand and wait to be acknowledged. 	<ul style="list-style-type: none"> * Be in the right place at the right time. * Walk on concrete. * Hats to be worn while in the sun. * Shoes to be worn at all times. 	<ul style="list-style-type: none"> * Walk quietly & orderly (in two straight lines). 	<ul style="list-style-type: none"> * One person, one toilet. * Toilets are only for toileting. * Wash hands with soap and water.
Caring & Confident	<ul style="list-style-type: none"> * Care for the environment. * Clean up after yourself. * Encourage others. * Leave valuable personal items at home. 		<ul style="list-style-type: none"> * Play fairly- take turns, invite others to join in & follow agreed rules. 		<ul style="list-style-type: none"> * Flush toilets.

To continually promote responsible, positive behaviours and maintain a supportive school environment, a variety of strategies are fundamental to student and school success.

Strategy: Engaging Curriculum and Effective Teaching Strategies

Classroom teachers have a duty of care to monitor and promote school and class expectations of all students. An engaging curriculum, inclusive practices and effective school-wide pedagogy are the starting points of our behaviour support strategies. Teachers strive to develop and maintain a wide range of proactive strategies and skills based on authoritative behaviour management theories.

Strategy: Social Skill Development

At Gabbinbar State School, explicit teaching of positive behaviour is actively embedded within classroom curriculum programs. A developmentally appropriate program is implemented with a strong focus on building and maintaining positive relationships, anti-bullying, anti-harassment and child protection.

Programs delivered are:

- Daniel Morcombe curriculum units
- HPE curriculum
- Circle Time
- Year 6- Bella and Adam

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).

Strategy: Acknowledgement of Positive Behaviours

At Gabbinbar State School we support and encourage a wide range of strategies to recognise and promote the positive behaviours of students. We use and encourage strategies that will meet the needs of individuals, small groups, whole classes, and the whole school to celebrate their achievements. These can include:

- Verbal / Nonverbal praise and encouragement
- Assigning class responsibilities and goal-setting
- Individual class reward systems
- Public displays of student work and achievements
- Phone calls to parents and recognition through newsletter
- Student of the Week (*Class*)
- Gabbinbar Gotcha Awards (*Individual student recognition*)
- “Behaviour Awards” held twice a year before the school community
 - Music Program Awards (*Annually*)
 - Mayoral Achievement Award (*Annually*)
 - Bonnell Award (*Annually*)

Strategy: Active Student Involvement

Active student participation is encouraged and demonstrated through a progressive Student Council, Student Leadership Team, Committee Structures and Student Celebrations that promote the individual and collective success of our students.

Strategy: Leadership Development

Each year our senior students attend a leadership camp during the first semester of school where skills in leadership, team-building and positive relationships are actively promoted and taught. All Year 6 students have the opportunity to nominate for various leadership positions including School Captain, School Vice-Captain, Sports Leader and Music Leader through a process of self-nomination, staff short-listing, speeches and student voting.

Strategy: Supportive Classroom Practice

A range of classroom practices could include the use of **Restorative Justice**, a whole school approach to working with students to resolve problems and address behavioural concerns.

Restorative classrooms are characterised by high levels of support as well as clear expectations that align to our School Values. Discussions in these classrooms answer the following questions:

- What happened?
- What was the thinking behind the behaviour?
- Who has been affected and in what way?

Conversations focus on fair process, responsibility and accountability, and the repair of relationships that may have been damaged. The focus is on the incident and those affected, not the punishment of the offender.

Strategy: Extra Curricula Activities

A range of activities are offered throughout the school to enhance and enrich the learning process for students. Some of these include:

- Instrumental Music & Choirs
- Dance, Drama and Art
- Gardening
- Interschool Sporting Teams

Strategy: Gabbinbar Behaviour Awards

The Behaviour Awards recognise student's commitment to abiding by our school expectations and behavioural improvement which leads towards responsible self-management; the aim of our Responsible Behaviour Plan. Student nominations are based on a defined set of behaviour criteria which are assessed by students, classroom teachers, specialist staff, teacher aides and the administration team.

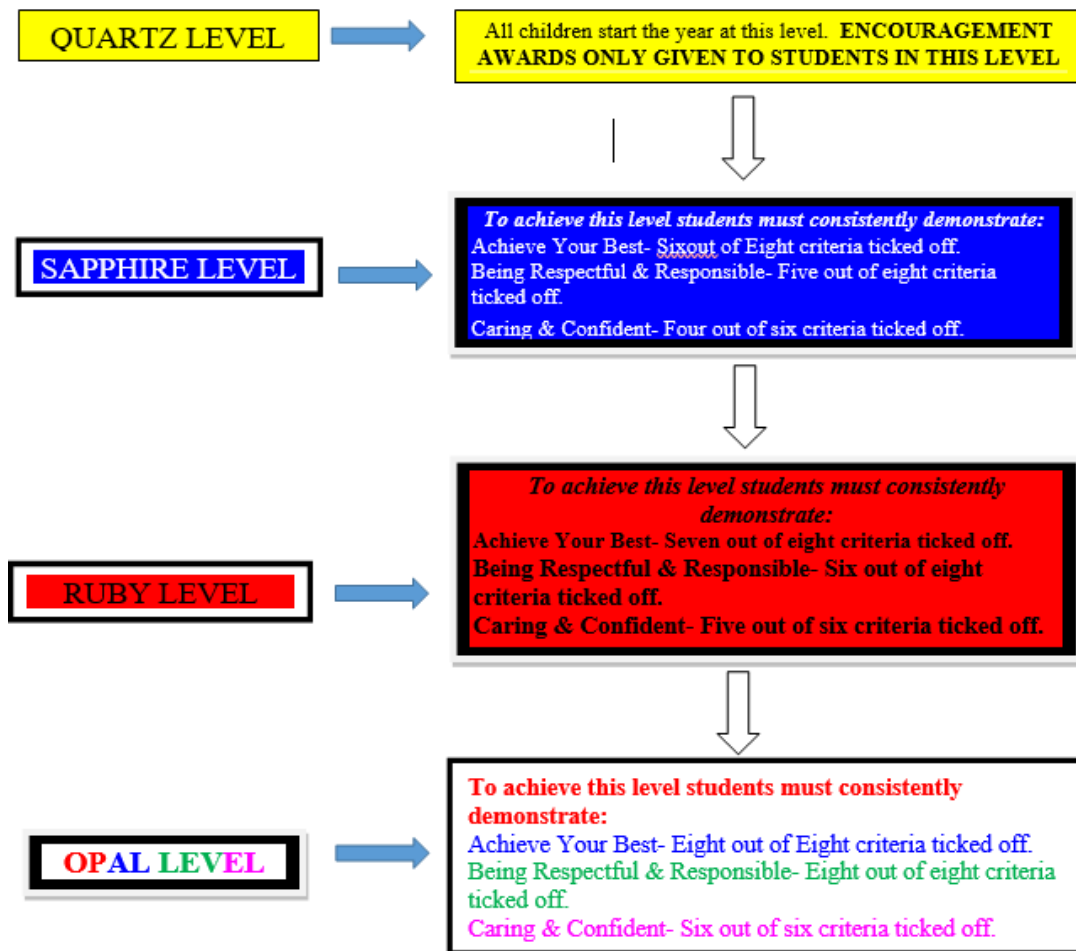
School Value	Behaviours	Behaviour Criteria
Achieve Your Best	<ul style="list-style-type: none">• Make a start• Stay on task• Show Best Effort	<ul style="list-style-type: none">• Attends school >93% of the time• Follows School Bookwork Expectations• Attempts all set tasks• Completes tasks to best of ability• Manages time effectively• Engages in class activities• Being in the right place at the right time• Contributes to class discussions
Being Respectful and Responsible	<ul style="list-style-type: none">• Listen to others• Be Ready• Act safely	<ul style="list-style-type: none">• Listens to and follows instructions/directions• Follows class & school expectations• Shows respect for self and others• Makes appropriate choices without supervision• Accepts responsibility for own behaviour• Uses playground/classroom equipment safely• Moves safely through the school• Has appropriate equipment for tasks or knows where to get it
Caring and Confident	<ul style="list-style-type: none">• Have a go and encourage others• Speak appropriately• Care for property	<ul style="list-style-type: none">• Interacts appropriately & uses manners• Resolves conflict without aggression• Respects belongings of self and others• Demonstrates awareness of rights and feelings of others• Acknowledges & respects personal space of self and others• Usually encourages & helps others

At the completion of each term, class teachers, in consultation with students, class teacher & other staff, submit a checklist based on the above criteria. Students will be recognised at a special parade late in **Term 2** and **Term 4** by being awarded a coloured wrist band according to our behaviour levels. These are: **Sapphire**, **Ruby** and **Opal**.

The process undertaken to acknowledge students will be age appropriate and reflect student needs. The process could be:

1. Criteria Folders handed out to teachers.
2. Students complete self-reflection checklist. Teachers to discuss these with students as needed.
3. Class Teachers in collaboration with specialist staff fill out behaviour checklist for each student based on observations, records in OneSchool, attendance data.
4. Teacher aides have input into student behaviour.
5. Administration then review all student checklists and data sets to recommend a behaviour level.
6. Parents are notified of award ceremony dates and times.

School Wide Positive Behaviour Recognition – Behaviour Awards



Please Note: To achieve each award level students must meet criteria for all three Values. Eg. If a student has the below record:

Achieve Your Best – 6 ticked off

Being Respectful & Responsible- 5 ticked off

Caring & Confident- 6 ticked off

This child is at Sapphire Level as they haven't achieved the requisite number of criteria in Respectful and Responsible to gain Ruby award

Focused Teaching

Targeted behaviour support occurs around a specific setting, issue, student or group of students. The development and implementation of targeted support is team based and develops strategies that prevent or minimize the occurrence. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole school behaviour approach and procedures.

Strategy: Buddy Classroom

At the commencement of the school year, each class is allocated a 'Buddy' class to help maintain an environment where teachers can teach without the hindrance of minor and/or persistent behavioural indiscretions of classroom expectations. Students may be directed by a teacher to attend their 'Buddy' class with an expectation to work quietly for a brief period of time. After the student has completed the task required they will be directed to return to their regular classroom. A Buddy Class referral sheet is completed. (Appendix 3)

A record of a student's 'Buddy' classroom attendance will be maintained and reported to parents if deemed necessary.

Strategy: Time Out Reflection Room

The Time Out Room (TORR) is used if a student acts inappropriately (moderate or persistent indiscretion) in the classroom, playground, travelling to and from school or representing the school on activities such as excursions or sporting activities. TORR is not a punishment, rather an opportunity for students to reflect on their actions and develop strategies to assist them to improve their behaviour/s and repair relationships that may have been damaged. Conditions of TORR include:

- A referral slip must accompany the student. (Appendix 3)
- TORR is conducted by a staff member trained in Restorative Justice.
- Takes place for no longer than 20 minutes duration.
- A TORR Reflection sheet is completed. (Appendix 4a, 4b)
- Parental notification of their child's referral to TORR takes place.

Strategy: Using Data Sets

The administration team along with teachers will review behaviour Data to accurately identify students who require support and see if there are any patterns of behaviour. Teachers may use this data to refer students to the SSS committee so that a discussion can occur regarding supports that can be given to the student or teacher. A team problem solving approach is used here. This group may recommend adjustments to classroom or playground processes to support the student.

Intensive Teaching

Students identified as needing Intensive Behaviour Support are those students who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviour/s. The student's IBMP (Individual Behaviour Management Plan) has been reviewed regularly and further support is now deemed appropriate. Any demonstrated behaviour indiscretion considered as being 'major and severe' in nature, may result in the student being suspended or recommended for exclusion in line with Education Queensland Policy: *Safe, Supportive and Disciplined School Environment*.

Strategy: Student Support Services

Administration staff assists in the coordination of a Case Management approach involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teacher/s, the student, parents/carers and relevant school support personnel such as the Guidance Officer, Child Safety Officer. As a team, the group is focussed on identifying significant factors associated with the occurrence of specific behaviours. Inter-agency groups are used to coordinate services to meet the needs of the student identified with persistent or challenging behaviours. Agencies may include: Child and Youth Mental Health, Department of Communities and Queensland Police Service.

Strategy: District Behaviour Support Team and GO-IBS

Education Queensland offers a range of specialist personnel who may be required to support the educational and behavioural needs of a student. Where a student presents severe and challenging behaviours it may be deemed by the case management team that they require the additional specialised behaviour intervention programs and services of either:

1. Toowoomba District Behaviour Support Team
2. Senior Guidance Officer – Intensive Behaviour Support

The support services provided may include:

- specialist Individual Behaviour Management Programs
- specific whole-class and individual programs
- professional support and advice for staff and parents
- functional Behavioural Assessment

Strategy: Positive Learning Centre

The Positive Learning Centre (PLC) located in the Toowoomba Region is one provision in an array of regional services that aims to provide an alternative program for students who at a given point in time require intervention beyond the capacity of the mainstream classroom. A student requiring intensive behaviour support may be referred to the Positive Learning Centre if the Principal, in consultation with the parents/carers and specialist behaviour staff (i.e. GO-IBS or District Behaviour Support Team) believe that curriculum delivered in a different setting would be beneficial to the student. The aim of the PLC is to reintegrate the student into the school setting.

5. Consequences for unacceptable behaviour

Gabbinbar State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Buddy Class referral sheet or TORR referral sheet (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Student behaviour that does not comply with the school's standards and expectations is not acceptable. Gabbinbar's *Responsible Behaviour Plan for Students* sets out the range of responses and consequences for student behaviour that is not consistent with school standards and expectations. At enrolment all parents sign to say they agree with these values, expectations and processes.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Gabbinbar State School, 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 responses or critical incidents

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. Direct the child to a designated "safe" area. Give the child appropriate consequences and ensure you document child's behaviours in One School so that staff can track his or her behaviour over time.

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.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then contacts school Administration for support whilst ensuring the safety of other students and staff before recording the incident on OneSchool.

Major problem behaviours may result in the following consequences:

Level One: Time in office, removal from playground, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence

AND/OR

Level Two: Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school

Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

A Consistent Approach

A consistent approach to student behaviour should occur across the school and should be applied so that they:

- provide the opportunity for all students to learn.
- ensure the safety of all staff and students; and
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In 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. Ultimately the Principal has the right and discretion to determine actions and consequences as seen fit to best deal with the circumstances of each individual case.

A comprehensive, but not exhaustive set of procedures can be referred to by staff, students and parents/carers that determine various inappropriate and/or unacceptable behaviours, subsequent possible consequence and personnel involved. Whilst the table below outlines a basic continuum or progression for all students, it should be remembered the nature of the unacceptable behaviour will ultimately determine the severity of the possible consequence.

Legislative Delegations

Legislation

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

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

Disciplinary Consequences

The disciplinary consequences model used at Gabbinbar State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Whole-School Behaviour Support		
Behaviour	Personnel Involved	Possible Consequences
Minor indiscretions could include: <ul style="list-style-type: none"> • Ignoring instructions • Constant talking • Not completing set tasks • Unsafe play • Littering 	Classroom Teacher Specialist Teacher Teacher Aide Ancillary Staff	<ul style="list-style-type: none"> • Planned ignoring of behaviour • Expectation reminder • Give clear directions • Reinforce positive behaviours • Nonverbal cues • Removal within classroom space • 'Chill Out ' chair (Playground)
Targeted Behaviour Support		
Behaviour	Personnel Involved	Possible Consequences
Moderate and Persistent indiscretions could include: <ul style="list-style-type: none"> • Interruptions to teaching • Refusing instructions • Verbal abuse • Physical aggression • Lateness to classes • Out of bounds • Damage of property 	Classroom Teacher Specialist Teacher Teacher Aide TORR Duty Teacher Administration	<ul style="list-style-type: none"> • Buddy Classroom • Detention at break time • Parent contact • TORR (Time Out Reflection Room) • TORR Process (if persistent) • Monitoring processes • Check-in / Check-out strategy • Warning of Suspension • Possible Suspension
Intensive Behaviour Support		
Behaviour	Personnel Involved	Possible Consequences
Major indiscretions could include: <ul style="list-style-type: none"> • Persistent Bullying (including cyber bullying) • Verbal aggression • Physical assault • Stealing / Theft • Destruction of property • Truancy • Intimidation of staff 	Classroom Teacher Specialist Teacher Teacher Aide Administration Student Support Services Committee Specialist BM Personnel	<ul style="list-style-type: none"> • Parent/Carer Interview • Referral to Student Support Services Committee • Functional Behaviour Assessment • Suspension (1-5 days) • Monitoring / Individual Behaviour Management Plan • Referral to Regional Behaviour Team
Behaviour	Personnel Involved	Possible Consequences
Indiscretions that are determined Severe in nature, resulting in an immediate response include: <ul style="list-style-type: none"> • Drug related matters • Weapons related matters • Violent Assault • Sexual Harassment • Wilful Vandalism 	Related Staff Principal Specialist BM Personnel Related External Agencies	<ul style="list-style-type: none"> • Parent/Carer Interview • Individual Behaviour Management Plan • PLC placement considered • Suspension (6-20 days) • Charge related suspension • Suspension pending Exclusion • Exclusion

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 Gabbinbar State School, the use of any SDA is considered a very 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. A review will be conducted by the Director-General or their delegate, 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 Gabbinbar 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. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff 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. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

Gabbinbar 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

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- 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 Gabbinbar 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)
- 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).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. 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 Gabbinbar State School:

- do not require the student's consent to search school property such as lockers, 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 dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required 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;
- there may, however, be emergency circumstances 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);
- consent from the student or parent is required 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 Gabbinbar 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 Gabbinbar 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 Gabbinbar 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 Gabbinbar 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, Gabbinbar 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.

Mobile phones are not to be used by students on the school grounds.

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 Gabbinbar State School to:

- use mobile 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 mobile device
- switch off and place the mobile phone out of sight during classes, before and after school, and during lunch breaks
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Gabbinbar 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 unless expressly permitted by school staff.

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 Gabbinbar 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, which could include restricting network access
 - 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.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Preventing and responding to bullying

Gabbinbar State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.



- 1. Leadership**
Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
- 2. Inclusion**
All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- 3. Student voice**
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe. Each class will conduct 'Circle Time' on a daily bases.
- 4. Partnerships**
Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
- 5. Support**
School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and

digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Gabbinbar State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Gabbinbar State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

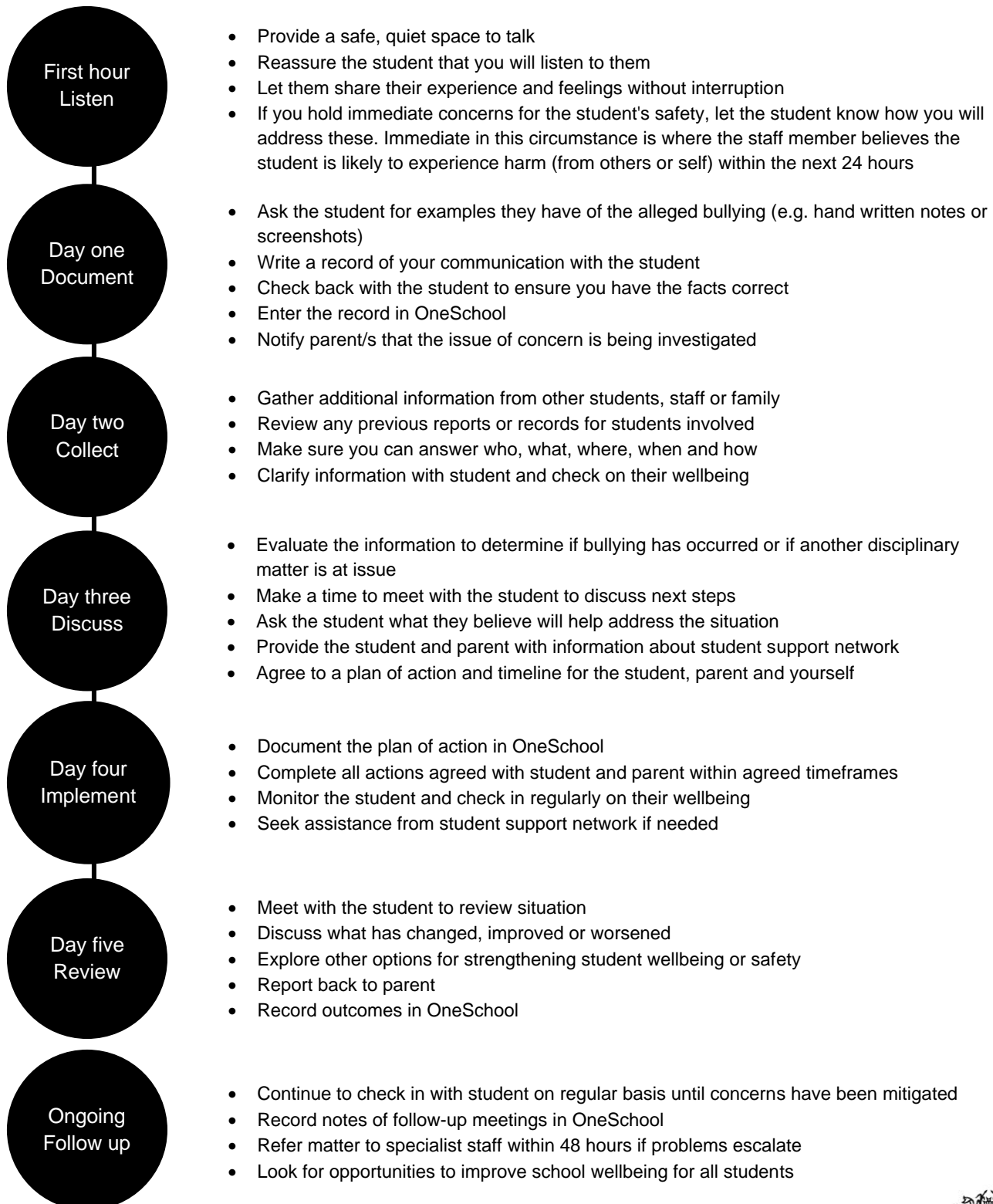
The following flowchart explains the actions Gabbinbar State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Gabbinbar State School 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.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
Deputy Principal 46315222



Cyberbullying

Cyberbullying is treated at Gabbinbar 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 the regular class teacher. The Deputy Principal, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Gabbinbar 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 The Deputy Principal or Principal.

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

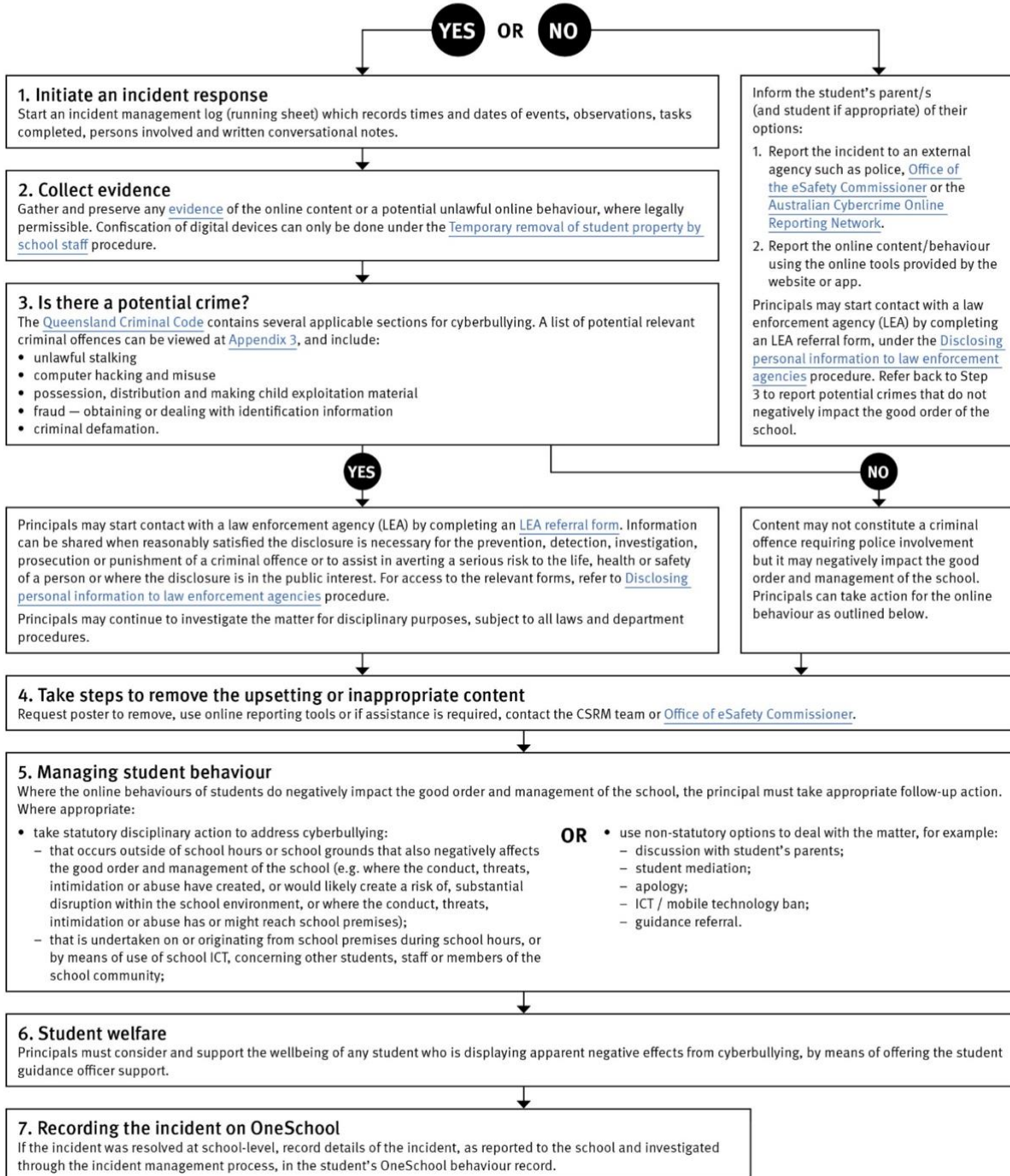
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Gabbinbar State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Gabbinbar State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Gabbinbar State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Gabbinbar State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Gabbinbar State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Gabbinbar State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature :- _____

Parent's signature :- _____

School representative signature :- _____

Date

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

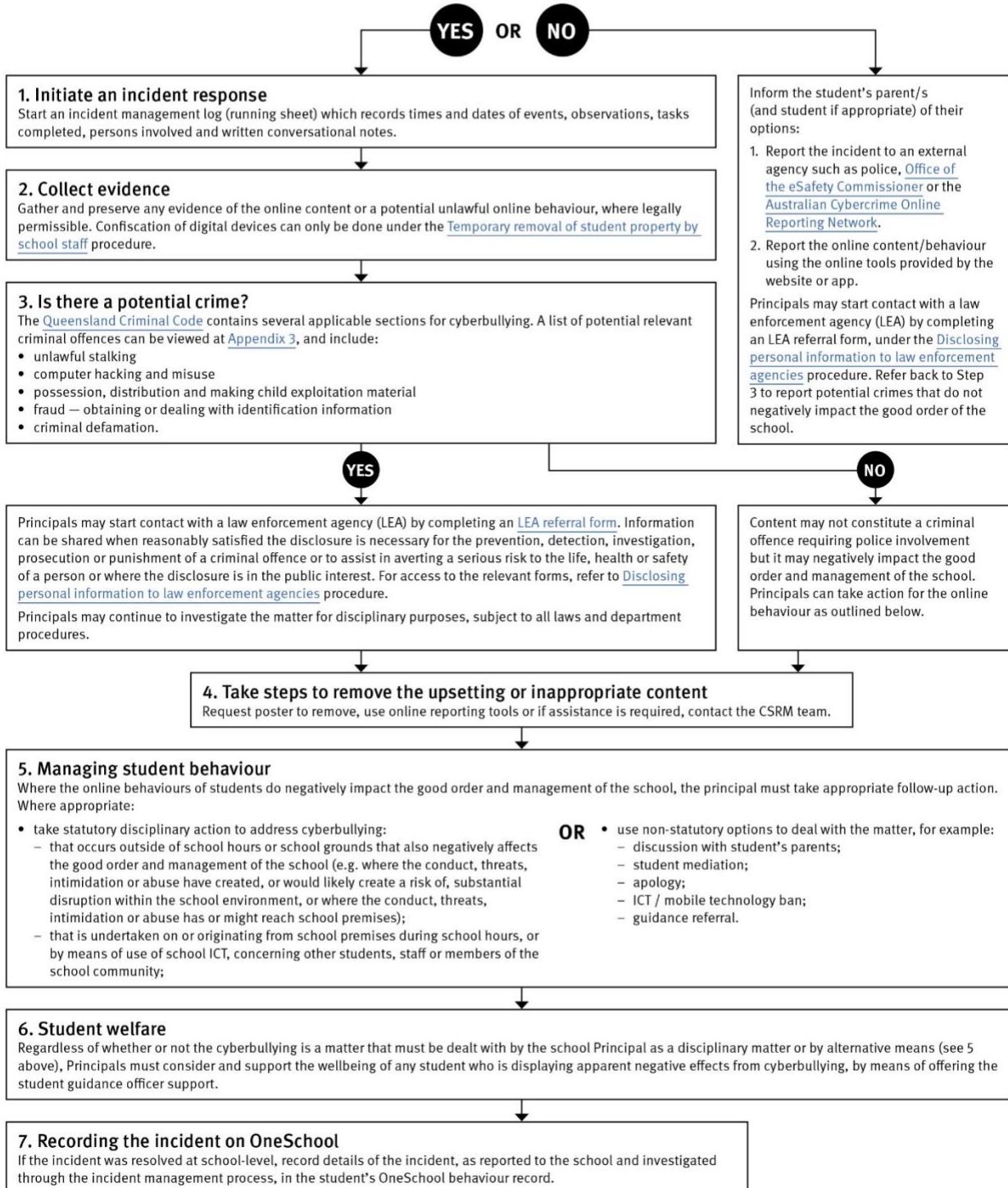
Explicit images

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

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 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Appropriate use of social media

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.

Restrictive Practices

School staff at Gabbinbar 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.

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

- 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](#)



**Buddy Classroom
Referral Form**

Student Name:.....

Referring Teacher:.....

Date of Incident:.....

Location: (Please Circle)

Classroom / Playground / Other.....

The student is being sent to their Buddy Classroom for displaying inappropriate behaviour/s that do not meet School Expectation/s, namely:

Achieving your best Being Respectful &

Make a start

Responsible:

Stay on Task

Listen to others

Show best effort

Be ready

Act safely

Caring & Confidence:

Have a go and encourage others

Speak appropriately

Care for property

Comments:.....

.....

.....

Actions requested (Student always returns to class after successful completion):

'Cool-off' (20 minute max)

Complete set work (10 – 20 minutes)

Complete set work (20 – 30 minutes)

Restorative Justice 'chat'

Other.....

...

.....

Buddy Referral Form to be returned to Class Teacher. Class Teacher is to enter Buddy Referral details into OneSchool within 48 hours of incident.



Appendix 2

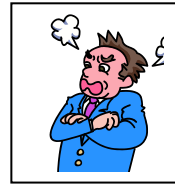
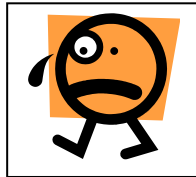
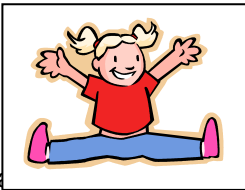
Timeout Reflection Sheet P-3

How you feel right now about what you did?

HAPPY

SAD

ANGRY



Draw

Who else was involved:-

Who was hurt by what you did? How would they feel?

How do you feel now?

What can you do to make things right?



How can you make sure this doesn't happen again?

- | | | |
|---|---|---|
| <input type="checkbox"/> Make a start | <input type="checkbox"/> Listen to others | <input type="checkbox"/> Have a go and encourage others |
| <input type="checkbox"/> Stay on task | <input type="checkbox"/> Be ready | <input type="checkbox"/> Speak appropriately |
| <input type="checkbox"/> Show best effort | <input type="checkbox"/> Act safely | <input type="checkbox"/> Care for property |

Student Signature: _____ Date: _____

Staff Signature: _____

Appendix 3

GABBINBAR STATE SCHOOL TIMEOUT REFLECTION SHEET – Year 4-6



1. What really happened?

2. What were you thinking at the time?

3. Who do you think has been affected (hurt) by what you did? In what way?

4. Who else was involved in this incident?



5. How can you make sure this doesn't happen again?

- | | | |
|---|---|---|
| <input type="checkbox"/> Make a start | <input type="checkbox"/> Listen to others | <input type="checkbox"/> Have a go and encourage others |
| <input type="checkbox"/> Stay on task | <input type="checkbox"/> Be ready | <input type="checkbox"/> Speak appropriately |
| <input type="checkbox"/> Show best effort | <input type="checkbox"/> Act safely | <input type="checkbox"/> Care for property |

6. I will

Student Signature: _____

Date: _____

Staff Signature: _____

Conclusion

Gabbinbar 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](#).