



Gayndah State School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

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

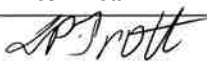
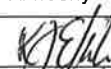
The Gayndah State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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:	Leah Trott
Principal Signature:	
Date:	25 October, 2025
P/C President and-or School Council Chair Name:	Kimberly Kirk
P/C President and-or School Council Chair Signature:	
Date:	19/11/2025

Contents

Learning and Behaviour Statement	Page 4
Whole School Approach to Discipline	Page 5
Behaviour Expectations Matrix	Page 6
Explicit Teaching	Page 7
Positive Recognition	Page 7
Response to Behaviour	Page 7
Considerations of Individual Circumstances	Page 7
Differentiated Teaching and Learning	Page 8
Focussed Teaching	Page 9
Intensive Teaching	Page 9
Legislative Delegations	Page 10
Disciplinary Consequences	Page 10
Differentiated	Page 11
Focussed	Page 11
Intensive	Page 12
Minor/Major Behaviours	Page 13
Reflection	Page 17
Monitoring and Behaviour Tracker Cards	Page 17
School Disciplinary Absences	Page 18
Re-entry following suspension	Page 18
Arrangements	Page 18
Reasonable Adjustments	Page 19
School Policies	Page 20
Temporary Removal of Student Property	Page 20
Use of mobile phones and other devices	Page 22
Preventing and Responding to Bullying	Page 24
Cyberbullying	Page 26
Student Support Services	Page 28
Appropriate Use of Social Media	Page 29
Restrictive Practices	Page 31
Critical Incidents	Page 32
Conclusion	Page 33

Learning and Behaviour Statement

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

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

- Courtesy
- Cooperation
- Common Sense

Our school values have been agreed upon and endorsed by all staff and our school P&C. These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Gayndah State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Core Beliefs about behaviour: within our school;

all individuals are expected to treat all others with respect, consideration, care and fairness; all individuals in the school are expected to display good citizenship and acknowledge responsibility for their behaviour;

adults are expected to help develop an ethos in our school which aligns with the Core Beliefs about behaviour and the Key Values we promote.

Each of us;

Make choices about how we act and treat each other.

Are responsible for our behaviour and the choices we make.

Should accept the consequences of our actions and understand the importance of making amends.

Can choose to change our behaviour

Whole School Approach to Discipline

All areas of Gayndah State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Gayndah State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- Courtesy
- Cooperation
- Common Sense

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

School Wide Expectation Matrix

These school rules are reflected in our School Wide Expectation Matrix regarding specific behaviours across various locations of the school that we would expect our learners to display. This Matrix is displayed in all classrooms and the three underpinning rules are a part of daily practices in each and every part of the school environment. In this way, Gayndah State School can create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Gayndah State School - Expectations matrix



Courtesy	Cooperation	Commonsense
- I attend and engage in all classes - I use manners and appropriate language - I consider the impact of my actions and words on others - I interact politely, respecting others' personal space and property	- I take responsibility for my own actions and make appropriate choices - I follow all staff instructions and procedures - I manage and take responsibility for my learning - I am a role model for others - I resolve conflicts using problem solving strategies, and without physical or verbal aggression - I wear school uniform as per the uniform policy - I seek opportunities to contribute positively in support of our school and community	- I demonstrate safe and suitable behaviour - I ensure I am in the right place at the right time - I look out for the safety others - I treat all property with care - I use equipment for its intended purpose - I learn from the consequences of my actions

	Learning Spaces	Play Areas	Excursions	Eating Areas	Transitioning	Toilets	Online
cooperation	- I arrive on time - I am ready to learn - I have all of my school equipment - I take an active role in classroom activities - I complete set tasks, to the best of my ability, in the allocated time - I catch up on missed work - I follow instructions straight away - I wear my school uniform - I wait my turn	- I show that I am part of a team - I encourage peers to walk away from conflict - I solve problems on playground issues with the staff member on duty	- I am an active participant in any special activities - I complete set tasks, to the best of my ability, in the time allocated - I will listen actively and contribute positively - I will follow instructions from the supervising teachers/adults	- I sit quietly and eat with my peers - I follow directions given by staff	- I pack up equipment and move to class quickly, so that I am on time for learning - I respond to the bell promptly - I leave school grounds promptly at end of day	I go to the toilet during breaks when possible	- I use technology to enhance my learning - I check school emails regularly - I access class learning platforms regularly - I stay on topic specific websites
courtesy	- My actions allow teachers to teach and my fellow students to learn - I am inclusive of all class members and their ideas - I ask for help appropriately - I use whole body listening - I respect others' right to learn - I raise my hand to speak when required in the classroom	- I play by the rules - I follow set area guidelines	- I represent myself and Gayndah State School with pride - I promote the school's positive reputation in the community - I thank organisers / officials who provide special events	- I remain seated and talk quietly until dismissed - I place waste in the correct bin - I talk quietly amongst my friends	- I follow entry and exit procedures - I walk quietly, considering others, so they are not disturbed - I follow protocols for Parade arrival and departure - I explain to teachers respectfully when I am late to class - I knock to enter another classroom	- I respect others' privacy - I will be the only person in a cubicle - I leave toilets clean and tidy	- I follow the school online Code of Conduct - I promote respectful language when communicating online
commonsense	- I keep my work area tidy - I keep walkways clear - I only enter when a staff member is present and I am invited to do so - I use equipment appropriately - I keep hands, feet and objects to yourself	- I am sun safe, and I wear a broad brimmed hat - I play in my allocated areas - I report injuries, unsafe areas, and unsafe behaviours to the on-duty teacher as soon as they happen - I wear shoes and socks in the playground area. (sand pit I'm allowed to remove them) - I care for the environment	- I wear the appropriate school uniform / approved clothing for the activity - I follow the special rules for the event - I stay with the group - I follow the expectations / rules and policies of the community organisation / venue	- I walk safely - I sit when eating - I keep our eating areas clean and tidy - I only eat my own food, and drink from my own drink container or a bubbler - I take all lunch items back to my bag after each break	- I move in a timely, safe and responsible manner around the school - I return to class promptly, straight there and straight back - I keep to the left on paths and stairs and use handrails appropriately - I keep passageways clear - I walk bikes and scooters within the school grounds	- I use the toilet appropriately and leave promptly - I always wash my hands after using the toilet - I use paper towel and soap appropriately	- I keep my personal details secure - I hand my phone to the office as soon as I arrive at school - I only share content that is helpful to others learning and wellbeing - I report anything that makes me feel unsafe or uncomfortable - I report inappropriate behaviours/ interactions

Explicit Teaching

We explicitly teach these expectations through weekly lessons delivered by the classroom teacher. They are all explicitly taught at the start of the year, and then retaught through data driven decision making that is responsive to current concerns or trends. These are identified through our active 3G Social Skilling program at staff meetings. The expectation focus for the week is also reinforced by our leaders at our parade, and communicated to our community through the fortnightly newsletter.

Positive Recognition

We recognise and reinforce positive behaviour through multiple approaches, and through different frequencies.

Free & Frequent	Throughout the year
*High rates of positive verbal and non-verbal feedback *Individual points linked to class reward system and end of term Mega Draws. *Class rewards systems	*Positive phone calls / postcards home to parents *3Cs Certificates presented at Parade *Visits to the Principal to celebrate great learning and behaviour *Class parties * Fun Friday (afternoon rewards)

Response to Behaviour

Gayndah State School uses a three tiered approach to facilitate standards of positive behaviour and to respond to unacceptable behaviour, by providing universal, targeted and intensive supports.

Universal: in a supportive and well-disciplined school approximately 80-90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

Targeted: In a supportive and well-disciplined school approximately 10-15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Intensive: In a supported and well-disciplined school approximately 2-5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some

students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

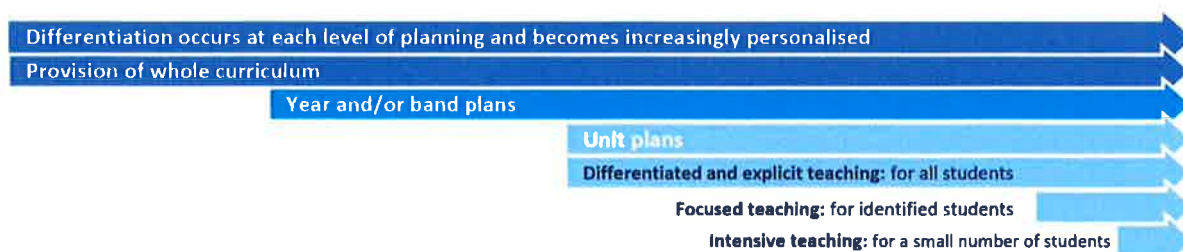
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Gayndah State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Gayndah State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Expectations Matrix, illustrated previously, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Gayndah State School to provide focused teaching.

Focused teaching is aligned to the Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Disciplinary Consequences

Students have the right to come to school to learn and be treated with respect. At Gayndah State School, we recognise that, at times, some students require some form of intervention to assist them with managing their behaviour. The disciplinary consequences model used at Gayndah 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 focussed 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 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.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behaviour Tracker Card
- Reflection
- Counselling and guidance support
- Referral to our Student Wellbeing Officer
- Access to the school Supported Play at lunch time or Chappy Chill out time.

- Teacher coaching and debriefing
- Referral to Student Support Committee for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership and support team work in consultation to address persistent or ongoing serious problem behaviour. This may include:

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

Minor/Major Behaviour Matrix

Below you will find our Minor and Major Behaviour Matrix which lists various behaviours that may occur within a school setting. We use this matrix as a guide to determine if the behaviour is a Minor or Major. Each behaviour incident is analysed and reviewed independently and the context and environment within each situation is taken into consideration each time.

Gayndah State School Major/Minor Behaviours

Behaviour Category	Definition	Minor Example Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option	Major Example Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff	Non-Example
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	- Swearing one or two words in presence of others (not directed at someone) - Yelling back at a staff member, 'this sucks' - Calling other students demeaning names (e.g. loser, dumb, stupid) - Students talking loudly and shouting	- Continual swearing – a string of words or consistent swearing - Verbal threat and threatening the safety of others - Continued name calling, malicious & continuous intent to cause emotional harm - Directing abusive and offensive language at another person e.g. swearing - Racist or sexualised comments 'I am going to kill you' verbal or written	- Saying 'I won't be your friend' - Saying 'I am going to tell my mum on you' - A student using a swear word after stubbing their toe - Telling a student to stop being stupid
Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	- Cheating on a test - Copying work done by someone else in order to gain academic advantage	Destroying another student's assessment task	- Using another student's work to 'catch up' after being absent - Looking at a peer's work for assistance
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	No minor examples of bomb threat	ALL Bomb Threats and False alarms are to be dealt with by Administration	
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	Students are bystanders without reporting	- Bullying – Repeated targeting of others (physical/verbal/written) - Repeated or serious verbal, physical, cyber, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons - Targeting physical behaviours towards one student - Active bystander who encourages	- One off fighting with another individual - One off name calling i.e. "you are stupid"
Defiance	Student refuses to follow directions given by school staff.	- Comment made by student to adult, 'You cannot tell me what to do' - Not following instructions or usual simple routines they should be following.	- Repeated refusal to follow instructions without responding to classroom management procedures - Consistently and intentionally not attempting or completing a set task despite interventions.	- Student begins to comply before reaching office referral - Comment made by student, 'I cannot do this. This is stupid.'

Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	- Mimicking - Promiscuous behaviours/Inappropriate dances	- Sexual harassment – verbal comments and/or physical actions - Being rude to adults in school or public place	- Comment made by student, 'I cannot do this. This is stupid.' - Not responding to a visitor for fear of stranger danger
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	- Calling out without raising hand after redirection which is affecting three or more people - Repeated noise or talking which is affecting three or more people - Repeated movement around the room	Constantly walking around or out of place, yelling out or interrupting learning without responding to classroom management procedures	- Excited calling out an answer - Isolated incidence of calling out or talking - Getting up in the middle of lesson to sharpen a pencil without disrupting others - Student with disability accessing movement breaks (or stimming behaviours)
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.	- Wearing items of clothing not connected to school colours on regular occurrences - Repeatedly wearing jewellery, nail polish after given a verbal warning - Coloured hair and temporary tattoos	Wearing visually inappropriate or offensive clothing	- Out of uniform, accompanied by a note or message from parent - Makeup worn as a part of costume or prop. - Having to wear unsafe clothing (singlet or thongs) which was beyond control of the student - Students wearing same coloured items just not with a logo
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.		Forging Parent/Caregivers signatures	
Fighting	Student is involved in mutual participation in an incident involving physical violence.	- Intentionally tackling or jumping on another person in the course of a game - Play fighting - Rough or unsafe play	- Intentionally assaulting (punching, kicking, grabbing) another student - Continuous rough play	Accidentally landing on or being pushed into someone during the course of a game
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	Making comments about students, may be opportunistic - One-Off isolated incident - Making a comment to cause a reaction	- All forms of repeated harassment - Sexual harassment - Racial harassment	Someone looking at another student
Other - charge related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.	Principal discretion		

Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	- Intentionally tackling or jumping on another person in the course of a game - Physical incident that does not cause injury - Rough play	- Intentionally punching another student in the head - Intentionally and maliciously spitting on another person - Physical incident with intent that causes injury	- Accidentally landing on or being pushed into someone during the course of a game - Friendly punch in the arm
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	- Snapping or breaking equipment, either their own or others - Using scissors to cut their own clothes - Misuse of toilets - Drawing on furniture, equipment and school property	- Graffiti (intentional drawings or words on school property) - Intentionally and deliberately damaging school property	Throwing or kicking own school bag
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	- Tipping over chairs in the classroom - Slamming a door out of frustration	- Uses an object to threaten, cause harm or physical injury - Handles classroom items and furniture in a destructive way - Throwing objects at windows and wall	- Accidentally bumping a chair over - Hitting someone with a ball accidentally
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	- Repeated refusal to participate in classroom lessons without responding to classroom management procedures - Walking or running away from a teacher who has given a reasonable direction - Refusing to participate in instruction	Persistent refusal to respond to staff instructions or engage with supports provided to assist with participation	- Begins to comply before reaching office referral - Following directions after given a warning - Not following a teacher's instruction with a plausible warning (e.g. not hearing or not understanding due to language barrier, unable to complete task) - Bring something for show and tell with parent and teacher permission
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		Found with or affected by illegal drugs	Having or using asthma puffer
Substance misconduct involving tobacco and	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.		- Found with or affected by alcohol - Found with or using cigarettes, tobacco or vapes	- Carrying non prescription medication such as Panadol but in the process of forwarding to the office - Child carrying an anaphylaxis pen with permission

other legal substances				- Finding items on school grounds and taking to a teacher - Bringing an empty cigarette packet in for an assignment
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	- Using and hiding a mobile phone or other personal electronic device during school time - Typing an inappropriate word into the search engine	- Talking about the school or staff on social media in a negative or inappropriate manner - Accessing inappropriate web content	- Student accessing iPad for learning. - Accidental redirection from a web-link. - Isolated search engine which shows inappropriate content - Printing picture of human body for a project - Opening an email attachment to find it is offensive but alerting a teacher immediately
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Borrowing items without permission and not returning promptly	Intentionally taking an item from the classroom or a student's bag	Using someone else's sharpener without asking
Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).	- Being late to class (beyond 5 minutes) with a unreasonable explanation - Leaving classroom without permission (not part of the student plan)	Failing to respond to a request to return to class	- Racing to the toilet in an emergency (e.g. not feeling well) - Taking the 'scenic' route when returning to class - Student leaves without permission to access support and returns within the set time
Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).		Leaving school grounds without permission	Running to collect a ball with permission
Use/ possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).		Intentionally bringing such substances/objects to school	Finding substances/objects and handing to the teacher
Use/ possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	Student makes or brings weapon like objects (eg – toy gun)	Bringing a pocket knife, gun or other object to scare or harm student	- Finding weapons and handing to teacher - Having a plastic knife in lunch box to cut an apple

Reflection / Supported Play

At Gayndah State School, some students may receive a Reflection due to their behaviour or attend Supported Play. Reflection time is held during playtime where students will have a restorative conversation with a delegated staff member, as well as completing a worksheet to reflect on the incident and to determine what alternative choices they can make in the future. Supported Play is where the student is monitored in the library and they play quiet games, read or sit quietly.

Monitoring and Behaviour Tracker Cards

At Gayndah State School, some students may be supported with their behaviour through a Behaviour Tracker Card. This is implemented as a means to track student behaviour across the week, across the day, across the sessions, and across the different locations within the school. The student Behaviour Tracker is provided to students so that they can have a Check-In and Check-Out system, highlighting and reviewing their behaviour. The Behaviour Tracker Card also provides a communication opportunity between the school and home in regards to the summary of the student's day. Supporting student behaviour and engagement is everyone's business and having a working partnership with the family helps to support this success. The card also provides the opportunity for parents/care givers to reinforce positive behaviour with rewards/incentives at home.

Gayndah State School

Student Tracking Card	Day: 1 2 3 4 5				
The aim of this card is to track the student's behaviour in order to eliminate/correct any behaviours that may prevent learning. Behaviour goals may be adjusted.					
Name:	Date:				
Tracking Criteria	Session 1	1 st Break	Session 2	2 nd Break	Session 3
Allows all children to <u>learn</u> .					
Follows directions					
Is <u>safe</u> with hands and feet					
Teacher Initial					
Principal Initial					
Rating Scale					
All of the time	Most of the time		Struggling		
😊	😐		😞		
Teacher/Parent Comments:					

School Disciplinary Absence

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 Gayndah 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 the wellbeing of members 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 Gayndah 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 homeschool communication.

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, usually 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-entry process will be determined in response to individual student needs. In many cases, the re-entry meeting is held at school and is attended by the student and a parent/carer. The re-entry process is offered as a support for the student to assist in their successful re-engagement in school following suspension. Possible structure:

- Welcome back to our school
- Check in on student wellbeing
- Discuss any recent changes to school's routines or staffing
- Confirm student's understanding of expectations in the Student Code of Conduct
- Discuss and organise details of any restorative processes as required
- Offer information about supports available
- Set a date for follow-up
- Thank student and parent/s for attending
- Facilitate student's re-entry to the classroom in the most appropriate manner.

Reasonable adjustments

In planning the re-entry meeting, 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, chaplain or special education staff, who may also offer important advice to ensure a successful outcome to the re-entry meeting may attend.

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school Principals and school staff when temporarily removing student property. Please see [Temporary removal of student property by school staff procedure](#) for more information.

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 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 and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives)
- 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:

- 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 Gayndah State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - o is prohibited according to the Gayndah State School Student Code of Conduct
 - o is illegal
 - o puts the safety or wellbeing of others at risk
 - o does not preserve a caring, safe, supportive or productive learning environment
 - o 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 school staff that the property is available for collection.

Students of Gayndah State School

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

Mobile phones and smart watches

Gayndah State School understands that some parents may wish for their child to have access to a mobile phone or smart watch for safety purposes as they travel to and from school.

All students (except for those with recorded exemptions) are to keep their mobile phones switched off and 'away for the day' and/or disable notifications on wearable devices during school hours;

Students can seek formal exemption from this policy for those who require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons.

Students who travel to school with a mobile phone must immediately switch their mobile phone off and proceed to the office when they arrive at school to check in their mobile phone in for the day. Mobile phones must not be kept in school bags, desks or on their person. In the afternoon when the student has been released for the day, the student must immediately proceed to the office to collect their mobile phone. Students may switch their phone on once they leave the school grounds, or in the event that they need to contact their parent for safety purposes. Whilst in the school grounds, and before or after check in or pick up of their mobile phone, students must at all times have their phone switched off (unless as set out above). Outside of the school grounds, students must follow the direction of staff members regarding their mobile phones.

For smart watches, once at school, any function of a smart watch other than telling time must be switched off. Students must not be connected to any 4G network or messaging Apps whilst on the school grounds.

If students misuse devices at school, parents will be contacted to reinforce the school and department's expectations regarding devices with their child. Please see [Advice for state schools on acceptable use of ICT facilities and devices](#).

Other school-specific exemptions may arise, such as:

- o teacher discretion to permit use for specific and agreed educational purposes; and
- o use during sport, camps and excursions at specified and supervised times.

School Laptops, Computers and iPads

We are fortunate enough to have a wide fleet of ICT devices to support student learning through the use of computers, laptops and iPads. Students who access these devices, must use their own login and password, and ensure they are using the device appropriately. Our Technical Officer and the Department of Education keep our students safe by ensuring students can not access certain sites that are not deemed suitable by creating statewide blocks on certain websites, as well as site specific blocks on web content.

All websites and emails are tracked, and any inappropriate words are immediately alerted to the leadership team. Student who use the ICT equipment inappropriately will be provided with corresponding consequences as per our Minor/Major matrix above.

Responsibilities

The responsibilities for students when using devices are as follows.

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

- use devices for
 - o assigned class work and assignments set by teachers
 - o developing appropriate literacy, communication and information skills
 - o authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - o conducting general research for school activities and projects
 - o communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - o accessing online references such as dictionaries, encyclopaedias, etc.
 - o 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 device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Gayndah 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 assessments
- take into or use mobile devices 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 Gayndah 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:
 - o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - o 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
 - o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - o teachers will exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Bullying

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 Gayndah 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 Gayndah 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

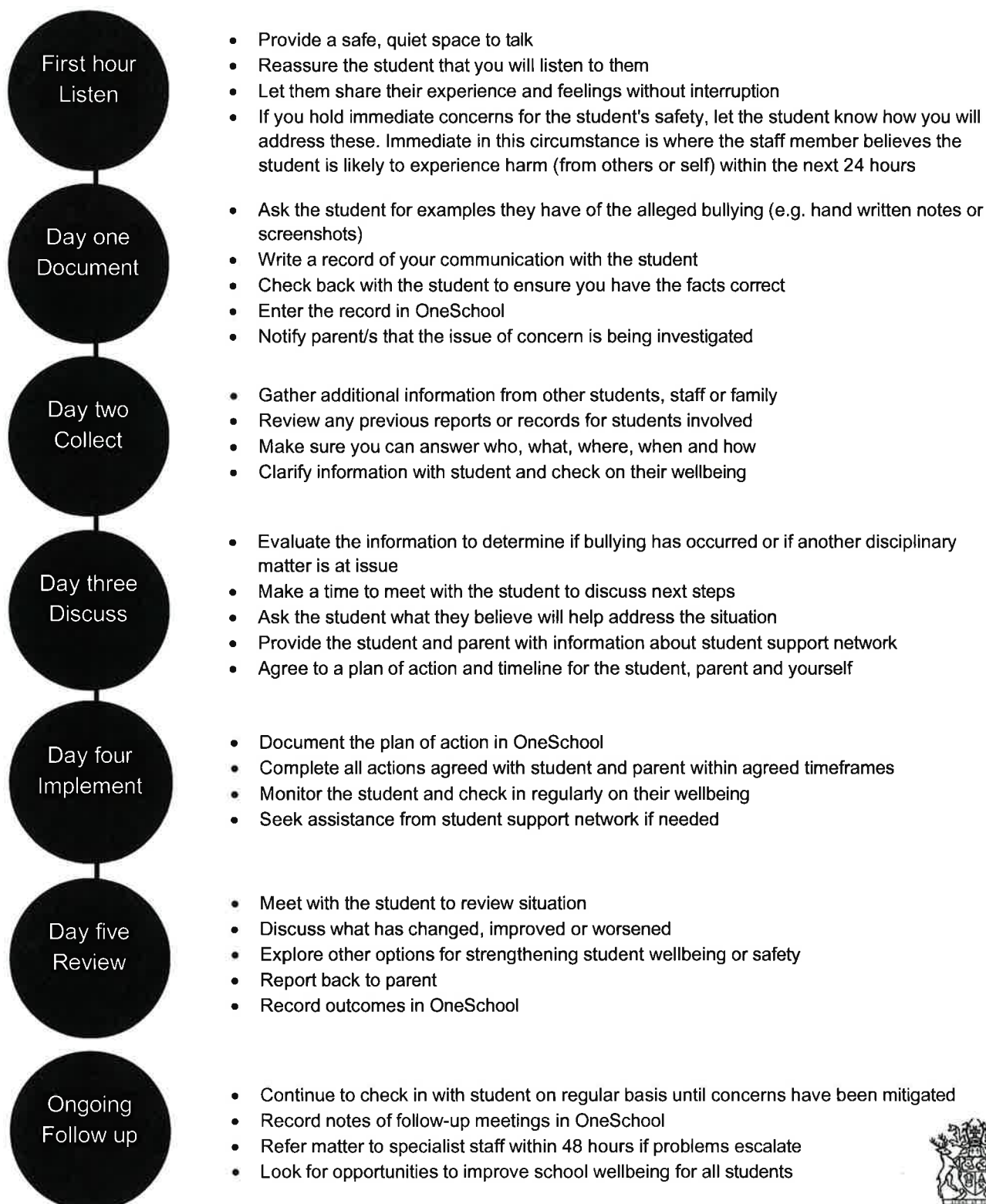
depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

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 in first instance, then Leadership Team if ongoing



Cyberbullying

Cyberbullying is treated at Gayndah 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 or a member of the leadership team.

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 Gayndah State School may face in-school disciplinary action, such as Reflection 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 Principal.

Department of Education



Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents' and other members of our diverse community into schools across Queensland. Working together with their school community, school staff support the learning and wellbeing of every student, and are entitled to a safe work environment. Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	- be polite to others - act as positive role models - recognise and respect personal differences - use the school's communication process to address concerns	- using polite spoken and written language - speaking and behaving respectfully at all times - being compassionate when interacting with others - informing staff if the behaviour of others is negatively impacting them or their family - respecting staff time by accepting they will respond to appropriate communication when they are able - requesting a meeting to discuss any concerns about their child's education – allowing staff time to prepare and appreciating their time may be limited
Collaboration 	(parents) ensure their child attends school ready to learn - support the Student Code of Conduct	- taking responsibility for their child arriving and departing school safely on time every day - reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	- recognise every student is important to us - contribute to a positive school culture - work together with staff to resolve issues or concerns - respect people's privacy	- valuing each child's education - acknowledging staff are responsible for supporting the whole school community - speaking positively about the school and its staff - not making negative comments or gossiping about other school community members, including students – in person, in writing or on social media - understanding, at times, compromises may be necessary - considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information

The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child. The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

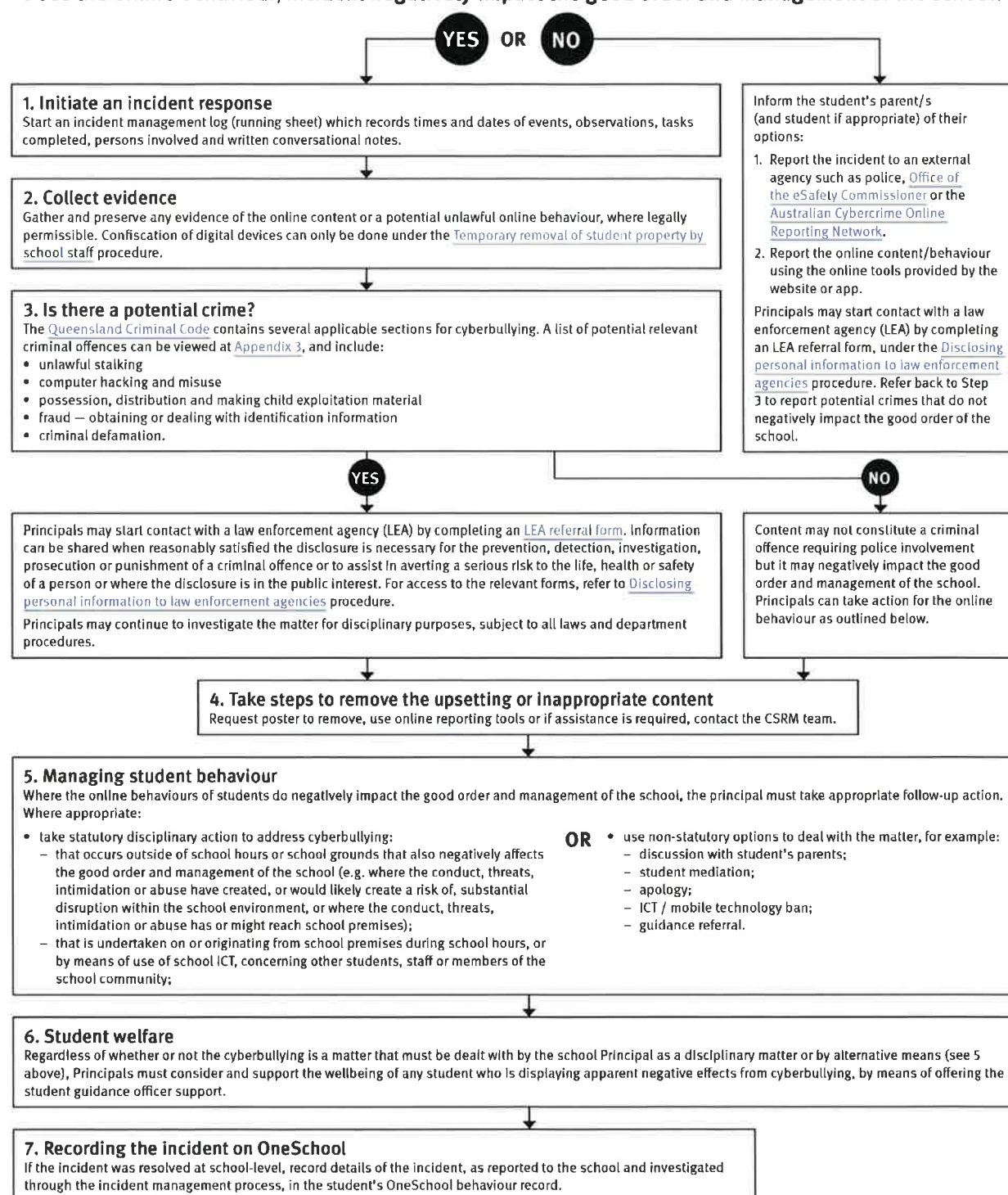
Explicit images

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

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?



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 Support Services

Gayndah 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. 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 Gayndah 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from 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* (Cwth) 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 Gayndah State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Conclusion

Gayndah 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](#)