



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

The Gap State High School prides itself on having high expectations which uphold a culture of excellence in learning. The Gap State High School is committed to providing a safe, respectful and responsible learning environment for all students, staff, parents and visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing so they may flourish.

The Gap State High School Student Code of Conduct is designed to facilitate high standards of behaviour from all members of the school community, ensuring learning and teaching in our school is prioritised, where all learners flourish.

The Gap State High School Student Code of Conduct outlines the approach, through a positive psychology lens, to develop character and self-discipline of students. A positive approach to discipline provides students with a range of supports to become *learners who flourish*.

Many equate discipline with punishment, but the Latin origin of the word is 'to provide instruction or knowledge'. We use discipline to teach our students societal values and attitudes, positive and effective relationships to build them up and aide in personal growth. Through the use of strength-based discipline techniques we remind students of what they can do and how to utilise the strengths they possess to address problems or concerns.

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Endorsement




Principal Name:	Anne McLauchlan
Principal Signature:	
Date:	14 February 2022
P/C President Name:	Leigh Passfield
School Council Chair:	Tim Wark
P/C President Signature:	
School Council Chair Signature:	
Date:	17 March 2022

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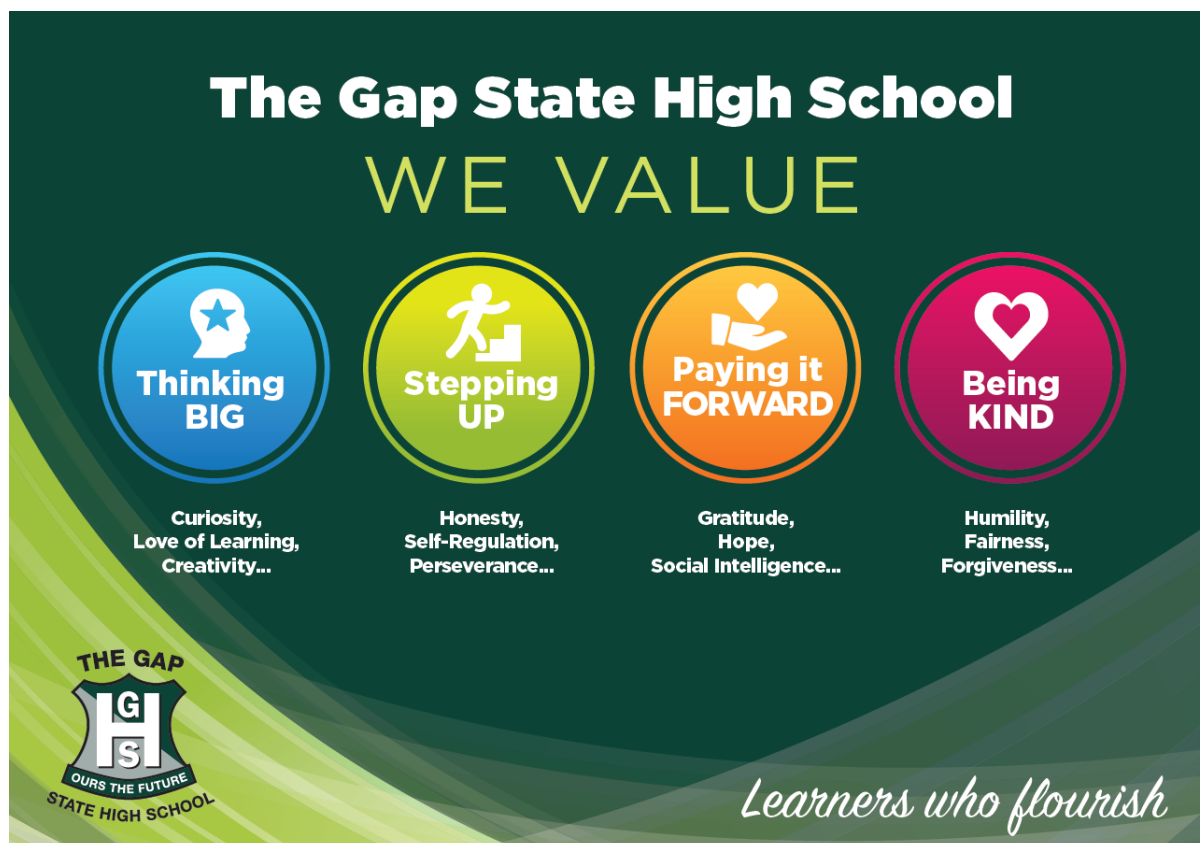
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Principal's Foreword

Introduction

We believe in: *Learners who Flourish*



The Gap State High School Educational Goals (*Appendix One*), belief and value statements have been used in the development of this Student Code of Conduct with the aim of helping shape and develop all of our students to be confident, self-regulated and kind young people.

School staff take an educative approach to discipline, and believe that behaviour can be taught and learned, that mistakes are opportunities to learn. *The Student Code of Conduct* outlines contextualised school support strategies, behavioural expectations, pedagogy and wellbeing strategies, the roles of different parties and the school's local policies on use of personal technology devices including mobile phones, smart watches and other technology (including those which give notifications), removal of student property and the approach to preventing and addressing incidents of bullying. Expected behaviours are taught by all staff. Finally, it details the consequences that may apply when a student breaches the expected standards of behaviour, including the use of suspension or exclusion.

We thank the students, teachers, parents and other members of the community for their work in bringing the Student Code of Conduct together. Your interest and views shared through the process of developing this document have been valuable. It provides a clear explanation of what is expected from students and how we will support them to meet those expectations.

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.

Student Pulse

Student Pulse data in the table below is drawn from a continuous student self-efficacy assessment designed to monitor and adjust teaching and learning to maximise student efficacy.

Self-efficacy in this context refers to the successful completion of school work and growth in learning. There are four factors of importance to consider:

1. Self-regulated Learning
2. Academic Achievement
3. Enlisting Social Resources
4. Self Regulatory Efficacy (self-control)

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Self Regulated Learning	64.78%	74.75%	69.51%	70.21%	68.83%	67.33%	69.91%	64.04%	64.02%	65.63%	62.74%	70.58%
Academic Achievement	59.48%	70.64%	65.86%	67.30%	66.20%	63.82%	66.20%	62.03%	60.87%	62.62%	59.96%	67.73%
Enlisting Social Resources	50.19%	66.53%	64.03%	62.90%	61.71%	60.51%	63.94%	59.29%	57.67%	59.30%	56.59%	63.35%
Self Regulatory Efficacy	55.84%	60.29%	55.52%	57.13%	52.33%	51.31%	56.33%	49.68%	48.05%	52.20%	47.71%	59.13%
STUDENT SELF EFFICACY	57.57%	68.05%	63.73%	64.39%	62.27%	60.74%	64.10%	58.76%	57.65%	59.94%	56.75%	65.20%

Behaviour Action Summary

Principals use a range of actions to support students 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.

The following table shows the count for follow up, support and intervention, incidents for students recommended for school disciplinary absence of Short, Long Suspensions and Exclusions reported at The Gap State High School.

THE GAP STATE HIGH SCHOOL BEHAVIOUR ACTION SUMMARY					
Type	2017	2018	2019	2020	2021
Follow up	104	100	170	201	259
Support & Intervention	53	37	71	42	46
Short Suspensions – 1 to 10 days	68	79	122	74	104
Long Suspensions – 11 to 20 days	0	6	8	1	4
Exclusions	1	2	2	1	0

Record Keeping OneSchool and Parent access in QParents

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

OneSchool supports teachers, administrators and students in:

- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services. Staff use oneschool to record contact with parents, behaviour incidents and recording support measures and behaviour consequences and cancellation of enrolment.

Parents/Caregivers can access student information through QParents. QParents is a secure, online portal that is free for all Queensland state schools to use, and provides parents with quick, easy access to their student information including:

- student and attendance details
- report cards and assessment planners
- timetables and upcoming events
- invoices and payment history.

A written request to the principal is required to access records, including reports or timetables.

Please follow the guidelines below as to whom can:

- review the types of [documents held in schools \(DOC, 270KB\)](#) to see what is kept, and who can apply for access
- read about [access to records held in schools](#)—this procedure helps principals process information access requests from the public.

Principals will respond to your request within 10 school days of receiving it.

Charges may apply if you request access to records that do not contain your personal information (or of the person on whose behalf you have made the request).

Consultation

Consultation had occurred throughout the development of the Student Code of Conduct with Student Leadership, Staff, Student representatives, Parents & Citizens Association and School Council.

Learning and Behaviour Statement

The Gap State High School, Student Code of Conduct is founded on a Positive Psychology in Education model, where Character strengths firmly underpin *what we value* from students, staff, and our wider community. we believe in 'Learners who Flourish':

- Thinking Big - **Curiosity, Love of Learning, Creativity...**
- Stepping Up – **Honesty, Self-Regulation, Perseverance...**
- Paying it Forward - **Gratitude, Hope, Social Intelligence....**
- Being Kind – **Humility, Fairness, Forgiveness....**

All areas of The Gap State High School are learning environments. We consider student discipline to be an opportunity for valuable social learning as well as a means of maximising success of academic programs/learning. Our school learning and wellbeing framework, including the approach to managing student discipline, is founded on what we value and the principles of Positive Psychology and Character.

The field of Applied Positive Psychology; a scientific field that studies the flourishing and optimal functioning of individuals, groups and institutions.

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Expectations for student behaviour enables the school to maintain and create a positive and productive teaching and learning environment, where The Gap State High School community members have clear and consistent expectations and understanding of their role in the educational process.

Student Wellbeing and Support Network

Wellbeing Framework

What is wellbeing?

A state in which individuals flourish by realising their own potential and are empowered and supported to meet the future with hope, confidence, resilience and agency whilst making positive and meaningful contributions to their community.

What is our wellbeing vision?

At The Gap State High School we believe in *learners who flourish* who every day, have the opportunity to feel a sense of belonging and are able to engage in learning that sparks their engagement, joy and passions and character strengths.



Table 1: Explanation of key descriptors in the TGSHS Wellbeing Framework

<p>Connect Social & emotional wellbeing</p>	<p>Student Support Mental, social & emotional wellbeing</p>
<p>The Year 7-12 Connect Program aims to develop and build student wellbeing, resilience, emotional literacy, hope and positive relationships. It is underpinned by the three GEM principles:</p> <ul style="list-style-type: none"> • <i>Gratitude</i> is paying attention to what we have and being thankful for the little things in life and acknowledging what went well • <i>Empathy</i> is the ability to understand another person's thoughts and feelings from their perspective and is closely linked to kindness • <i>Mindfulness</i> is about being in the present moment to reach a state of clarity and calmness <p>Research shows development of these personal and social competencies leads to improved academic results, learning culture, attendance and reduced disciplinary actions</p>	<p>The following staff, structures and processes offer a 'wrap-around' approach to supporting student wellbeing</p> <ul style="list-style-type: none"> • Teaching staff: Connect Teachers, Heads of Year, Heads of Department, Deputy Principals • Non-teaching staff: Guidance Officers, Senior & Junior Inclusion Coordinators, Case Managers, Teacher Aides, School Nurse, Administrative staff, Chaplain, International Student Coordinator • <i>SWIM</i> (Student Wellbeing Intervention Meetings) • <i>Stymie</i> - anonymous harm reporting tool • Engagement Plans • Strong, enduring relationships established between school and home
<p>Applied Positive Psychology Personal & social wellbeing</p>	<p>Professional Learning - Wellbeing Intellectual & academic wellbeing</p>
<p>Applied Positive Psychology is a school-based Year 7-12 program that provides students with a range of opportunities to develop their personal, social, and leadership capabilities alongside cultivating their subjective wellbeing through a lens of positive psychology.</p> <ul style="list-style-type: none"> • This Program draws largely from the science of positive psychology, from the Australian Curriculum - Social Emotional Capability and is underpinned by <i>PERMAH</i> (Seligman, 2011) • P is Positive emotions (and character strengths), E is Engagement, R is Relationships, M is Meaning (and Purpose), A is Accomplishment, H is Health (this can be further sub-divided into nutrition, sleep, physical activity and exercise) 	<p>Continued commitment to professional learning in wellbeing in the TGSHS community:</p> <ul style="list-style-type: none"> • Staff as learners: <ol style="list-style-type: none"> 1) <i>Discovering Positive Education</i> whole school training sessions 2) Extensive staff training in High Performance Teams (HPT) – data-driven approach to building student efficacy 3) Positive Education: Institutional member of Positive Education Schools Association (PESA) • Parents as learners take a keen interest in their child's education at TGSHS <p>To be a professional learner is to invest in the lifelong journey as an adult thus becoming a good role model</p>
<p>Leadership Social, emotional & community wellbeing</p>	<p>Co-Curricular & Extracurricular Physical & mental wellbeing</p>
<p>The core principles of leadership: leading self (hedonic) and leading others (eudaimonic) are developed by all students, staff and parents. Everyone in our community can be a leader:</p> <ul style="list-style-type: none"> • Formal: the Student Leadership Team: Senior and Junior School Captains & Prefects – year level service learning, hosting assemblies, mentoring and leading the new House structure • Informal: all students participating in school camps to develop personal wellbeing and resilience (leading self) • Executive Leadership Team, Senior Leadership Team • Heads of Year – leading year levels (staff & students) • Parents: School Council, Parents and Citizen's Association (P&C) and various sub-committees • Community connections: Rotary, Lions Club, RSL, Peer Power 	<p>Structured opportunities for students to develop their physical wellbeing through participation in the following:</p> <ul style="list-style-type: none"> • School sport • Health/Physical Education classes • Interhouse and extracurricular activities • Breaktime clubs and activities • Year level competitions • Utilisation of brain breaks during class • Mindfulness (physical) activities during Connect • Instrumental and choral music • Art extension activities <p>There is a strong positive connection between physical and mental wellbeing- the act of moving is good for our brain.</p>

Underpinning The Gap State High School Wellbeing Framework is the identification and exploration of character strengths. Character strengths are “ways of thinking, feeling and behaviour that come naturally and easily to a person and that enable high functioning and performance” (Linley & Harrington, 2006).

Through the Applied Positive Psychology and Connect Programs our students will identify, embrace and develop their unique strengths to become resilient and persevere in challenging times. They will learn how to foster a growth mindset to achieve their learning and life goals by stepping outside their comfort zone whilst learning the importance of having a positive outlook and a zest for life. It will also provide an opportunity to strengthen relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

Student Wellbeing Intervention Meeting (SWIM)

Every staff member is required to refer student through the SWIM process if they have concerns about a student’s social, emotional, cognitive or physical wellbeing. SWIM team works collaboratively with the Student Support Services team to develop student support plans, implement student support within the school context and develop sustainable relationships with care givers and services connected to student welfare. The role of the SWIM team is to receive referrals, discuss student need and identify support requirements. Support case managers are assigned and recommendations for student support are implemented through this process.

To maximise student success, parent partnership and active participation is strongly encouraged. Our Student Wellbeing Intervention Meeting (SWIM) team members and HOYs are responsible for working with families by helping them to effectively manage a range of learning and wellbeing issues. Specifically, they will assist with:

- Social and emotional concerns
- Mental health (including anxiety, depression and stress)
- Relationships (including family dynamics)
- Grief and loss (including transitions and major adjustments)
- Learning difficulties
- Behaviour concerns
- Study skills
- Career development (including subject selection and career counselling) and Alternative Learning Pathways
- Referrals to external support agencies

These extensive services are outlined in more detail in our Student Services and Support Programs which can be found on our website and in **Appendix Four**.

Teachers & Connect Teachers – Teachers are the key people whose aim is to create positive relationships with students and support their learning and wellbeing. CONNECT teachers are curriculum teachers who have the students for an additional period where they deliver content on the concepts of Gratitude, Empathy or Mindfulness and to enact the Heads of Year (HOY) level activities and initiatives.

HOYS – Heads of Year Heads of Year (HOYs) are key figures in the wellbeing of students in their allocated Year level. HOYs will continue to work with and support their allocated Year for at least two years. Eg, Yr 7 and 8, Yr 9 and 10, Yr 11 and 12.

Working in partnership with the Year level Deputy Principals, HOYs play an important role in maintaining the school’s high expectation culture – promoting school pride and belonging, developing student’s personal responsibility, motivating academic engagement, facilitating school and community participation, enhancing positive relationships and supporting every student, every day to achieve success at school.

HOYs know their cohort and ensure they are connected to their peers and feel a sense of belonging at school. They support students, year level teachers, connect teachers and parents/caregivers to maintain student wellbeing.

HODS - Heads of Department (HODs) are key to supporting students in their learning and aspects of behaviour in class and curriculum expectations.

Behavioural Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At The Gap State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and in the wider community. Communicating expectations is a form of universal behaviour support – a strategy directed towards all students and designed to prevent problem behaviour. It provides a framework for responding for unacceptable behaviour.

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

<ul style="list-style-type: none"> • Parents 	<ul style="list-style-type: none"> • Administration Staff
<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Guidance Officers
<ul style="list-style-type: none"> • Heads of Department (HOD) 	<ul style="list-style-type: none"> • School Based Youth Health Nurse
<ul style="list-style-type: none"> • Heads of Year (HOY) 	<ul style="list-style-type: none"> • Support Staff (inc teacher aides)
<ul style="list-style-type: none"> • Chaplain 	<ul style="list-style-type: none"> • Transition Pathways Officer
<ul style="list-style-type: none"> • Targeted programs – REACH, RAISE, SHOUT 	<ul style="list-style-type: none"> • GP in schools

Support is also available through Metropolitan Region, government and community agencies such as:

- Departmental Programs (such as Learning Adapted to Students' Educational Requirements (LASER), Girls Going Great (GGG), Short Term Intervention Program (STIP)
- Regional Community Education Counsellor (RCEC)
- Metropolitan Region Emergent Funding for Behaviour Support
- External Agencies eg. Act for Kids
- Disability Services QLD
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police Service

The Gap State High School communicates our Student Code of Conduct support to students through:

- The Gap State High School key values of Thinking Big, Stepping Up, Paying It Forward and Being Kind through the development of Self-Regulation and Character.
- Positive Psychology lessons within Applied Positive Psychology (APP). Students will explore Character strengths (*Appendix Two*) and foster a growth mindset to achieve their learning and life goals by stepping outside their comfort zone. Learning the importance of having a positive outlook and a zest for life. Its aim is to provide opportunities to strengthen relationships, build positive emotions enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.
- Connect Program where The Gap State High School wellbeing program is explicitly exploring Character strengths, Gratitude, Empathy and Mindfulness (GEM) to identify, embrace and develop their unique strengths to become resilient and persevere in challenging times.
- Explicit and detailed emphasis during the process of enrolment for all new students
- Lessons which explicitly teach classroom routines and expectations, based on Positive Psychology and character are conducted throughout the year by classroom teachers, Connect and through year level assemblies.

Learning and Wellbeing Framework

The Gap State High School is committed to helping students live a rich, meaningful life so that they may flourish. We know that a student's Learning and Wellbeing are inextricably linked — students learn best when their wellbeing is optimised. When a student develops a strong sense of wellbeing, they will experience greater success in learning and demonstrate more effective personal and social functioning.

In line with Education Queensland's [Student Learning and Wellbeing Framework](#) The Gap State High School supports student wellbeing by providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. The Learning and Wellbeing Framework is used as a guide in the development of school-wide positive learning culture that enhances student mental health and social and emotional wellbeing.

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at The Gap State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; as part of a broader sexuality and relationships education program; and ensure First Aid skills training is provided to students.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

The Gap State High School implements drug intervention measures and advises of referral services for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

The Gap State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

The Gap State High School requires parent/caregiver consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents/caregivers need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner upon enrolment and regularly updated.

The Gap State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

The Gap State High School implements early intervention measures, through identification at Student Wellbeing and Intervention Meeting (SWIM) for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Students are also able to self-refer or complete friend referrals, either anonymously through STYMIE (further details on page 35) or in person to an adult eg. teacher, HOD, HOY or Guidance Officer.

Suicide prevention

The Gap State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, The Gap State High School staff follow suicide prevention, as per the schools emergency and critical response plan advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/caregivers are advised
- all actions are documented and reported.

Critical Incidents

Where a critical incident has occurred, whether on school or off site that affects students and staff at The Gap State High School. We will immediately enact the School Emergency and Critical Response (further details on page 43).

Multi-Tiered Systems of Support

The Gap State High School uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. It is a differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. School staff match increasingly intensive interventions to the identified needs of individual students.

Whole School Support			
Tier	Behaviour		Learning
1	Signature Practices: Whole School Approach		
	<p>All students (100%) in the school receive support for their academic and wellbeing development. Focus is on the whole-school implementation of both the Australian Curriculum and Applied Positive Psychology.</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 		
	<p>This involves:</p> <p>Essential Skills of Classroom Management (ESCM) Essential Skills for classroom Management</p> <ol style="list-style-type: none"> Establish expectations Giving instructions Waiting and scanning Cueing with parallel acknowledgement Body language encouraging Descriptive encouraging Selective attending Redirecting to the learning Giving a choice Following through <p>Behaviour Strategies 4:1 Ratio of positive feedback to negative interactions Positive parental contact Consequences for inappropriate behaviour Buddy Classes OneSchool record keeping Attendance tracking</p>	<p><i>We believe in 'Learners who Flourish'</i> <i>Live our Values - through Character Positive Psychology:</i> <i>Pedagogy - APDP – Annual Performance Development Plan,</i> <i>Systematic Curriculum Delivery,</i> <i>Coaching and Profiling</i> <i>Applied Positive Psychology Explicitly taught -and Connect</i> <i>Positive Postcards</i></p>	<p>This involves:</p> <p>Learning Environments The creation of positive learning spaces Safety and security Arrangement of desks and Seating plans Posters and learning tools Displaying student work Clear explicit instruction Positive Postcards</p> <p>Learning Behaviours Senior Schooling Learning and Engagement Agreement Homework and Assessment Policy Draft and Monitoring Dates Authentic assessment Cognitive Verbs Differentiation</p>

Tier	Behaviour		Learning
2	Wellbeing practices		
	<p>Targeted instruction and supports for some students, 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. Tier 2 supports build on the concepts 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 Applied Positive Psychology expectations.</p> <p>Interventions</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>Referral to: HODs, Deputy Principals, Guidance Officers, School Health Nurse, Inclusion Hub Student Wellbeing and Intervention Meeting (SWIM) – at risk students and case management Intervention Programs – school based (REACH SHOUT) and regional (GGG, LASER) Suspensions 1-10 days and intervention programs</p>	<p><i>Engagement Plans</i> <i>Individual Behaviour Support Plans</i> <i>Personalised Learning Plans</i> <i>Attendance Support Plans</i> <i>Flexible Timetable</i> <i>Monitoring Cards</i></p>	<p>Differentiated teaching groups – eg. Intervention Program ASDAN Personalised Learning Plans</p>

Tier	Behaviour		Learning
3	Targeted and Strategic Support		
	<p>Individualised services for a small number of students 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. In most cases the problem behaviours of these students may not immediately be regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.</p> <p>A Buddy Class is an optional process by which teachers can provide a disruption free learning environment for all students. Students who choose to disrupt teaching and learning in the classroom after given opportunities to rectify their behaviour may be directed to Buddy Class. Each time there is a referral the classroom teacher must record the incident on ONESchool and refer to HOD for follow up.</p> <p>Intensive Behaviour Support: The Gap State High School is committed to support all learners to flourish, including those who present as 'at risk of significant underachievement', and those students who present with complex and challenging behaviours. A co-ordinated approach of more intense case management and communication takes place.</p> <p>Student Wellbeing and Intervention Meeting (SWIM) meet on a tri-weekly basis to:</p> <ul style="list-style-type: none"> • Identify any student who may be at risk • Assign the appropriate Case Manager in the SWIM team • Develop appropriate behaviour support strategies. This could be to arrange a Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success or a more rigorous intensive support plan with all stakeholders. • Devise Individual Behaviour Support Plans in consultation with the student and the caregiver, the purpose of which is to support and assist the student to reintegrate and achieve positive learning outcomes both educationally and socially. • Inform staff of behaviour support strategies to ensure continuity and consistency • Engage relevant support agencies (both internal and external) • Provide ongoing monitoring and evaluation of student behaviours • Make regular contact with caregivers by the case manager to ensure the promotion of positive behaviours. 		
	<p>Serious or persistent breaches of the Student Code of Conduct that requires intervention by the DP or HOY</p> <p>Referral to external agencies</p> <p>Suspensions 10-20 days</p> <p>Exclusions</p>		<p style="text-align: right;">Cancellation of support ICP process</p> <p style="text-align: center;">Inclusion faculty support and flexible learning arrangements</p>

Consideration of Individual Circumstances

Staff at The Gap State High School take into account students' individual circumstances. These include 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 equality, 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, school leaders and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are 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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This also applies to behavioural incidents, such as bullying, involving your child. School staff take all matters very seriously and will address them appropriately. We expect that parents/caregivers 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 deputy principal or principal to discuss the matter.

The Gap State High School is proud to have comprehensive supports for the social, emotional and physical wellbeing of students. In addition to the assistance provided by classroom teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Refer to Appendix Four: The Gap State High School Support Services

Students can approach any trusted school staff member at The Gap State High School to seek assistance or advice. If staff are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the SWIM team.

Parents/caregivers who would like more information about the student support roles and responsibilities are invited to contact the Heads of Year or Deputy Principals on the school phone number.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Children's Youth Mental Health Services (CYMHS), Autism Hub, Inclusion Team, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principals or Guidance Officers.

Whole School Approach to Discipline

The Gap State High School's approach to whole school strength-based discipline through a Positive Psychology lens, focusses on the the development of student self-regulation, combining teacher-centred with more student-centred techniques that support students with social, emotional, moral and behavioural competencies needed to manage their own behaviour (Bear, 2005).

Development of self-regulation and self-discipline is one of the primary aims in Positive Psychology and Social and Emotional Learning and The Gap State High School's Pedagogical Framework.

The key features of the Positive Psychology approach to discipline are:

- Developing character strengths and virtues associated with self-regulation to inhibit inappropriate behaviour and exhibiting pro-social behaviour under their own volition (eg. social intelligence, citizenship, fairness, authenticity and kindness students) (Peterson & Seligman, 2004)
- Emphasis on meeting three basic human needs: the need for competency, the need for belongingness, and the need for autonomy (this includes self-determination and intrinsic motivation) (Ryan, Deci, Grolnick, & LaGuardia, 2006)
- Emphasis on developing behaviours, thoughts, and emotions that reflect character strengths associated with self-regulation (students decide on pro-social behaviour through the use of cognitive processes and emotional mechanisms) (Bear, 2010)
- Greater emphasis on techniques for development of self-regulation and meeting student needs (positive techniques for developing, strengthening, or increasing desired thoughts, emotions, and behaviours and for preventing those that are not desired)

At The Gap State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

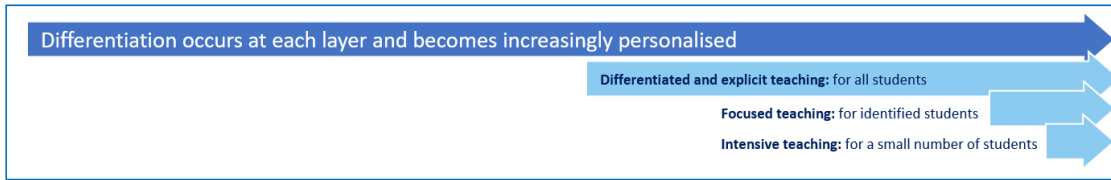
Any students or parents/caregivers who have questions or would like to discuss the Student Code of Conduct or Positive Psychology are encouraged to speak with the Connect teacher, HOY, Deputy Principals or make an appointment to meet with the Principal.

Differentiated and Explicit Teaching

The Gap State High School 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 The Gap State High 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. Please find more detailed information via the following [link](#).

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 Gap State High School supports the wise and strategic differentiated approach used in proactive teaching to support 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, support 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. Some 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 Faculty HOD, HOY, Guidance Officer or school administration team immediately for determination of a disciplinary consequence.

It is important to note that the goal of discipline is to teach students how to act in accordance to the school expectations.

For a small number of students, 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 general principles that Principals will take into consideration when applying a disciplinary consequence are:

- assessment of student's behaviour and level of risk
- student's individual circumstances eg. behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- consider:
 - procedural fairness in all decision making
 - the grounds for suspending or excluding a student apply to all students
 - the conduct of the student may include an omission to perform an act by the student
 - the conduct of the student may be a grounds for suspension or exclusion, even if the conduct does not happen on school premises or during school hours
 - an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
- apply a school disciplinary absence such as suspension, exclusion or cancellation of enrolment only as a strategy of last resort.

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 uses the Essential Skills of Classroom Management (ESCM) to provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- 4:1 ratio of positive to negative interactions
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Procedural routine
- 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)
- Detention

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
- Detention
- Engagement Plan with HOY
- Monitoring Card
- Behavioural contract- through a Discipline Improvement Plan
- Counselling and guidance support
- Self-monitoring plan
- Check in/Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Wellbeing and Intervention Meeting (SWIM) for team based problem solving
- Stakeholding meeting with parents/caregivers and external agencies.

Detention Protocols

- can be applied during school hours (morning tea and lunch break), out-of-school hours (before or after school) or on non-school days (Saturday morning)
- during school hour detentions may be issued by the principal, deputy principal and school teaching staff – including HODs and HOYs. No notification needs to occur to parents to advise.
- out-of-school detention maximum length is 1 hour and may be issued by the principal, deputy principal and HODs/ HOYs
- non-school day detention maximum length is 3 hours and may only be issued by the deputy principal in consultation with the principal
- students will be provided with food breaks and toilet breaks
- out-of-school and non-school day detention – a **risk assessment** will be completed and **risk management plan** developed. Parents/Caregivers will be notified at least 24 hours in advance and have given consent. Parents/Caregivers consulted about suitable times for detention to be completed within parameters set by the school. Parents/Caregivers will be informed of location and duration of the detention and their responsibility to arrange travel/supervision to and from the detention
- if an out-of-school hours detention is considered an appropriate disciplinary consequence, the principal, deputy principal and HODs/ HOYs will notify the parents/caregivers to negotiate, within parameters, the day, time and duration of the detention and the responsibilities of the student, parent/caregiver and school in relation to detention supervision arrangements.
- if a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension
- all detentions will be recorded

Intensive

School leadership work in consultation with Student Wellbeing and Intervention Meeting (SWIM) 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/caregivers and external agencies including regional specialists.
- Temporary removal of student property (e.g. mobile phone).
- Discipline Improvement Plan - written agreement, created by students, parents/caregivers, staff that sets out the expectations for behaviour for a fixed period, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour.
- Short suspension (up to 10 school days).
- Long suspension (up to 20 school days).
- Charge-related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities).
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate [principal] about their exclusion from school).
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently).
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

- 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).
- Cancellation of enrolment - The principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program provided by the school.

At The Gap State High 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 continuous/disruptive or so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents/Caregivers 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 The Gap State High School will 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/caregiver 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 parental/carer partnerships, home-school communication and support.

It is encouraged that parents/caregivers to attend a re-entry meeting with their child. 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, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting should support engagement and wellbeing with a focus on academic success to maximise educational outcomes. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/caregiver 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. These meetings may be attended by HOY, Guidance Officer and Deputy Principal.

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 supports, provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Balance of probabilities

The balance of probabilities test requires the decision maker to weigh up all the material gathered and decide, on balance whether the evidence supports the allegation and can 'more likely than not' be capable of being substantiated.

School Policies

The Gap State High School has tailored policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment so all support our beliefs and values. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at The Gap State High 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, vape pens)
- 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 but not limited too 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** 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 The Gap State High 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/caregiver or calling the police;
- consent from the student or parent/caregiver 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 parent/caregiver (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent/caregiver 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 student's parents/caregivers and the police should be called to make such a determination.

Parents/Caregivers of students at The Gap State High 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 Gap State High 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 The Gap State High 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 Gap State High 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 personal technology devices including mobile phones, mobile phone cameras and personal electronic devices

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, infringe upon the privacy of others, impact on students' ability to communicate and interact with their peers and teachers, encourages anti-social behaviours and be used to access internet content not consistent with the values and beliefs of The Gap State High School.

Personal technology devices includes mobile phones and other personal electronic devices, including smart watches. Personal technology devices and the use of these learning tools are managed through the schools *ICT Acceptable Use Policy* and behaviours linked to this detailed below in The Gap State High School's Code of Conduct.

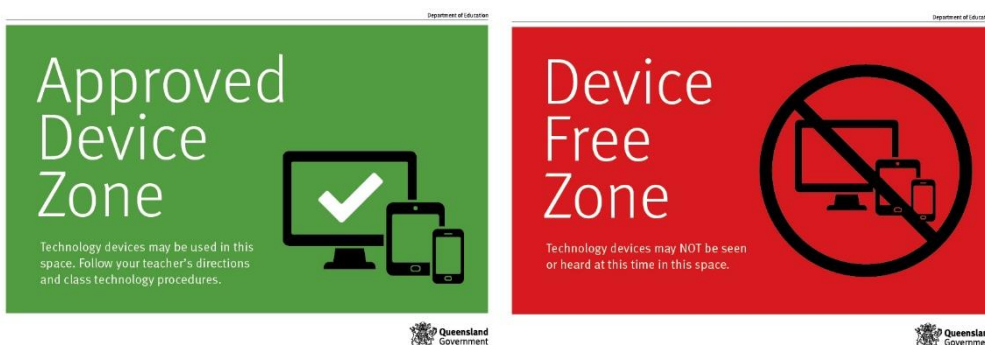
The Gap State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy within the Connect program at the beginning of the year and in Digital Technologies. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents/caregivers, school staff and students.

Students must at all times live our values of Thinking Big, Stepping Up, Paying It Forward and Being Kind whenever they are using personal electronic technology devices.

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. Students, parents/caregivers and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.

Summary

Students are permitted to bring mobile phones to school, however, they are not to be used or seen during the school day without prior approval. All communications between students and parent/carers must go through the school office. Students using mobile phones will face consequences in accordance with the school's Student Code of Conduct. Mobile phone cameras, portable music and other personal electronic devices are not to be used at school. This policy applies to students while they are on the grounds of The Gap State High School and while off site participating in school activities such as camps and excursions.



Responsibilities

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

It is **unacceptable** for students at The Gap State High School to:

- send and receive personal messages/communication during school hours (including contact from parents/carers) between the times of 8:40 am and 3:00 pm (Monday), 2:30 pm (other days)
- wear earphones or ear buds and/or listen to music without teacher direction between the times of 8:40 am and 3:00 pm (Monday), 2:30 pm (other days)
- use a mobile phone or other devices (including smart watches) in an unlawful manner
- use a mobile phone to hotspot to other devices
- 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
- 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
- take or use mobile devices (including phones, watches, headphones/earbuds) in exams or assessments, including in-class assessments or scheduled exam blocks

Teachers will give a prompt at the start of each lesson as a cue for students to make sure their mobile phones and headphones/ear buds are turned off and put away for the lesson. Students will be reminded of the consequences if phones are visible in the lesson – they will be directed to the office to hand their phone in for the rest of the day.

With explicit teacher permission it is **acceptable** for students at The Gap State High School to:

- switch off and place the mobile device and/or headphones out of sight during classes, and during break time
- use the device in a HOD-approved, teacher-directed activity to enhance learning; teachers will give *a specific prompt at the start of the lesson if it is acceptable to use a mobile phone for an activity*, e.g. heart rate monitoring in HPE; headphones to listen to a video on Stile
- use a mobile device ONLY IF it is something that cannot be done with a CYOD, BYOD or school provided device e.g. iPad
- use a mobile device for approved and documented medical purposes eg. monitoring blood glucose levels
- use headphones or earbuds for self-regulation under the specific guidelines of a PLP
- seek teacher's approval to use a mobile device under special circumstances not already listed

Should this occur this usage consideration must be given to our values in its usage.

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 Gap State High School Student Code of Conduct. In addition students and their parents/carers 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.

Personal Technology Devices Policy

Students may be given in-class permission to use smartphones as cameras for relevant educational purposes. E.g., taking photos of teacher notes, taking photos of objects for in-school investigations and reports. On occasion, specific devices may be deemed appropriate for educational use in the school environment and their use would be strictly supervised. Prior permission is required in these instances.

Mobile phones brought to school must be switched off and securely stored with the student during school hours eg 8:40am to 3:00pm Mondays and 8:40am to 2:30pm Tuesday-Friday. The school accepts no responsibility for loss/damage of valuable items and will not invest time in investigating the loss or theft of such items. Like all valuables brought to school, the onus is on the student/parent/caregiver to ensure that they are kept secure. The Gap State High School recommends taking out insurance (eg. portable contents/effects) to cover theft and accidental damage.

Where a student needs to call their parent/caregiver during the day, the call must be made from a school office with permission from a staff member. When a student chooses to use their phone to contact parents/carers between 8:30am and the end of the school day, this will be considered a breach of this policy.

Expectations with regard to this policy will be clearly articulated to students. Should a student be found with a visible or audible mobile phone or other personal electronic device between 8:40am and the end of the school day the consequences are:

1. First occasion: student will be directed to surrender the device to the office and may collect at the end of the school day. Teachers will have a values conversation with the student about the breach. Parent/caregiver will be notified by email by the teacher.
2. Second occasion: student will be directed to surrender the device to the office and may collect at the end of the school day. Parent/caregiver will be notified by SMS by office staff, alerting that a third offence will result in further consequences.
3. Third occasion: student will be directed to surrender the device to the office and will **complete an after school detention**. Parent/caregiver are required to collect the device and meet with the Deputy Principal upon collection.
4. Fourth occasion: a **suspension of at least 2 days** for persistent failure to comply with school policies and procedures. Parents/Carergiver will be contacted initially by the office and then a Deputy Principal.

NOTE:

- Each offence after the fourth will be considered persistent and ongoing breaches, resulting in more serious consequences, including extended suspensions, in accordance with The Gap State High School's Student Code of Conduct.
- Offences are cumulative across the year.

To maintain a record of infringements against this policy office staff will log these incidents in ID Attend, and refer to the appropriate Deputy Principal on the third offence. Consequences will be applied in a timely manner for offences.

A student who refuses to hand a device to the office when directed will face consequences for disobedience and failure to comply with staff instructions. This may include suspension. Staff record this in OneSchool and refer to the appropriate HOD and Deputy Principal.

Parents/Caregivers may collect confiscated items in person at any time during school office hours.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students/parents/caregivers will be advised to contact Queensland Police Service (QPS) directly.

Students who require the use of a personal assistive technology device may negotiate a special circumstances arrangement with the Deputy Principal or Principal, if its use is inconsistent with this policy. Special circumstances will be negotiated on a case by case basis.

Students requiring assistive technology that utilises personal devices will be given permission by a Deputy Principal or Principal and staff will be notified. The student will also be issued with a card indicating this. Such situations may include the use of an app on a mobile phone to monitor blood glucose levels.

Photographs and Filming

The Gap State High School does not permit unauthorised photographs/videos/recordings to be taken. Unauthorised means no formal permission has been granted for a photograph/video/recording to be taken as part of the school program.

Where a student takes an unauthorised or unsolicited photograph/video/recording the school will apply consequences in line with the school's Student Code of Conduct. The severity of the consequence will depend on the nature of the photograph/ video/recording and how it has been used/distributed. The motivation/s of the photographer, videographer or recorder will also be taken into account.

Headphones and Earbuds

Headphones and earbuds are not required in classrooms unless the curriculum requires that students listen individually to subject specific content located on computers. Where students are required (and directed by a teacher) to listen to content using a headphone they must use their own. Students are not permitted to wear or have visible headphones or earbuds at school or when representing the school in their uniform. Students are discouraged from using headphones and earbuds when travelling to school as students can lose situational awareness and may place themselves and others in dangerous situations. Consequences for the use of headphones and earbuds will follow the process of the Personal Technology Devices Policy.

Preventing and responding to bullying

The Gap State High 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/Caregivers 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 our community.

The Gap State High School has a **Student Leadership Team**, with representatives from the Junior and Senior years meeting regularly with HOYs to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Team are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders play 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.

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 Team is contributing to the implementation of strategies that enhance wellbeing, promote safety and align to what we value – Thinking Big, Stepping Up, Paying it Forward and Being Kind. 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 The Gap State High 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

Bullying or harassing behaviour is contradictory to our values of Thinking Big, Stepping Up, Paying it Forward and Being Kind in order to flourish.

Bullying or harassing behaviour can affect more than those centrally involved in the incident and can damage the atmosphere of a class and school and prevent students from experiencing success in their learning.

The Gap State High School community, like any other, is a diverse one which includes students, teachers, parents/caregivers, administration, cleaning/grounds staff, volunteers and other visitors. Bullying and harassment of any member of The Gap State High School community will not be tolerated.

What is 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.

NB. **Verbal:** Inappropriate verbal conduct that is offensive, insulting or hurtful. eg, Threatening any form of physical bullying; any comment of an offensive nature that refers to ability, race, religion, gender or sexuality; name calling; using offensive language; making offensive comments or phone calls; putting others down; spreading rumours; offensive notes or graffiti.

Physical: Inappropriate, threatening or offensive conduct, eg. hitting; punching; kicking; pushing; tripping; spitting; throwing objects; sexual abuse; interfering with, hiding, damaging or destroying other people's property or work; stalking.

Extortion: Using or threatening force, or implying the use of force, in demanding something from another against the person's will, eg. Intimidating other students to do tasks; demanding money, food, personal belongings, school work or equipment; forcing others to steal money or items etc.

Exclusion: Deliberate isolation of a student from his or her peer group. eg. cruel intentions by one of the group members; being left out on purpose; refusing to work alongside another; rejection on the basis of personal characteristic, i.e. appearance, achievement, disability, gender, or any form of harassment which is racist, ethnic or religious in its origins.

Gesturing: Making gestures which intimidate, harass or embarrass others. Inappropriate actions which invade another's person space or personal comfort. eg. Shaking a fist in a person's face (intimidation); rude gestures; continuous staring; intimidating glares; mimicking; stalking.

Digital/Electronic: Using digital media or electronic means to intimidate, harass or embarrass another. eg. Inappropriate text messaging or emailing that is offensive, insulting or hurtful; unsolicited videoing or photographing of another; offensive, insulting or hurtful messages posted in the public domain including on the internet and social networking sites.

Cyberbullying Does occur at school but more often occurs at home. Students are taught about cybersafety, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- o Not to respond to messages but keep them to report to parents/caregivers and/or teachers immediately
- o Report any instances they see as a bystander of cyberbullying to parents/caregivers and/or teachers immediately
- o Parents directly report to police and school

Our school will then investigate and respond to any incident of cyberbullying

Sexual Harassment: Any behaviour that constitutes sex based harassment will be regarded as sexual harassment.

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.

Whilst not bullying, these conflicts need to be considered, addressed and resolved. At The Gap State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Refer to Appendix 5 The Gap State High School - Bullying response flowchart for teachers

Aims of the Bullying and Harassment Policy

- To raise awareness in the school and wider community regarding bullying and harassing behaviour and its negative impact on not only individuals but also the atmosphere of a class and the climate of the school.
- To promote the development of skills to minimise the incidence and impacts of bullying and harassment.
- To encourage everyone to believe they can make a difference.
- To develop a whole school commitment to tolerance of difference, whether be based on gender, age, race, ethnicity or ability.
- To provide guidelines and procedures for dealing with bullying when it occurs.

Strategies to prevent bullying or harassment

The Gap State High School takes a proactive approach to preventing bullying and harassment by:

- Awareness raising and discussion of bullying and Gratitude, Empathy and Mindfulness (GEM) principles built into the curriculum in Connect Classes, and at year level and school assemblies.
- Teaching and Learning programs; prevention and support and enabling positive student behaviour.
- Developing and modelling a positive recognition of difference and diversity in others.
- Developing and enhancing interpersonal skills through the school's unique APP program.
- Conducting professional development for teachers in recognising, preventing and managing bullying or harassing behaviours.
- Developing peer support program.
- Auditing the 'safe' and 'unsafe' parts of the school grounds and individuals whom other students regard as bullies.
- [Method of shared concern](#) (Bullying No Way) used with groups of students who are suspected of bullying someone; series of interviews and discussions with parties involved.

Strategies to manage bullying or harassment

All members of the school community (staff, students and parents/caregivers) have an obligation to report cases of bullying or harassment. Advising the school about bullying or harassment is not 'dobbing' or 'telling tales'. Reporting abuse is the responsibility of all staff members of the community. Anyone who is bullied or witnesses bullying, should report the incident/s to a member of the school staff. Should students, parents/caregivers or community members wish to report bullying or concerns of student wellbeing and remain anonymous another avenue is to report through STYMIE.

All reports will be acted upon. The seriousness of the incident and the perceived impact of the bullying will guide the type of response.

When required we may utilise a support group approach; mediation; and restorative/repairative practices.

All reports will be acted upon. The seriousness of the incident and the perceived impact of the bullying will guide the type of response.

Type 1 Response

This response addresses thoughtless actions, such as name-calling. Such behaviour is often considered harmless teasing but can have long term effects on both the bully and the person targeted. An educational response is used to focus on the impact of the behaviour, the feelings and perceptions of both parties and alternative, acceptable behaviour. Recording of the incident in student files is optional.

Type 2 Response

This response is appropriate to types of bullying behaviour including incidents of name calling, taking or hiding property, intimidation, spitting and isolating individuals.

With student-related incidents, a teacher and/or member of administration will interview the students involved. The seriousness of the incident will be emphasised and the awareness of the impact of bullying made obvious in order that the bullying ceases.

Logical consequences will follow from the incident. For example, the bully may be asked to make amends in some way by a written or verbal apology or restoring belongings. Other consequences may include detention, counselling and/or a behaviour management contract. Where appropriate both the bully and person targeted will be supported in developing alternative strategies.

A written report of the incident will be made by a staff member and placed on students' files.

Type 3 Response

This response is directed at more vicious behaviour including physical assault, repeated physical and verbal harassment or offences of the types outlined in *Type 2 Response* but judged to have a more serious impact on either the individual or the good order of the school.

In student-related cases, parents/caregivers of the students involved in bullying incidents will be contacted.

Bullying of this nature may lead to the suspension or exclusion of the offending student. Other strategies that may be used include conflict resolution and mediation involving both the students and families. A written report of the incident will be made by a staff member and placed on students' files.

Both in Type 2 and Type 3 the Principal or Education Queensland nominee will determine the most appropriate responses involving other members of the school community.

Notes for parents/ caregivers

Parents/caregivers should note that their son/daughter may be a bully or a victim or a bystander and at times can be in any role. As such it is important to:

- Take an active interest in your child's social life and friends and acquaintances.
- Watch for signs of distress in your child. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.
- Model appropriate ways of being assertive and managing conflict.
- Advise your son/daughter to report bullying. If possible allow them to report and deal with the problem themselves. He/she can gain much confidence through taking the initiative and dealing with the problem with only limited parent involvement.

- Communicate to your son/ daughter that if necessary you can become involved. If a problem persists parents/caregivers should report concerns to the school or to the relevant Form Teacher, HOY, Student Support Services (Guidance Officer, Chaplain or School Nurse) or a member of administration.
- Assure your son/daughter that the school has a response strategy and the situation needs to be reported.
- Assure your son/daughter that there is nothing wrong with him/her.
- Do NOT encourage your son/daughter to respond physically or with verbal abuse.
- Keep a written record if the bullying persists; including details such as who, what, where and when.

Cyberbullying

The Gap State High School treats cyberbullying 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 out-of-school, during the evening or weekends.

In the first instance, students or parents/caregivers who wish to make a report about cyberbullying may approach key staff members including the Connect teacher or HOY, or make an anonymous referral through STYMIE (anonymous on-line reporting tool).

Stymie promotes student wellbeing

STYMIE enable students to make anonymous notifications about themselves or their peers. Once the notification is made, the connected school receives the information via email, and responds according to their wellbeing framework. Stymie does not see or keep copies of notifications.

Stymie helps combat the bystander effect by enabling students to report incidents of bullying and harm, safely and anonymously.

The relevant year level deputy principal may also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents/caregivers 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/caregivers 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 The Gap State High 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, staff 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, staff, other community members or students from other school sites.

Parents/caregivers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/caregivers 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 relevant year level deputy principals.

- The [bystander effect](#) occurs when the presence of others discourages an individual from intervening in an emergency situation.
- Social influence affects how bystanders behave, and students are less likely to stand up to bullying behaviours in public when the number of onlookers is high.

- This bystander effect is also caused by a diffusion of responsibility—the belief that someone else will help.

Taking into account that our kids are very socially invested, many of them don't feel as though they can speak up and often, they just don't know how.

Rather than trying to work against this peer pressure, our solution recognises the nuanced nature of their social currency, by providing security and anonymity to the bystanding community.

Refer to Appendix 6 The Gap State High School - Cyberbullying response flowchart for school staff

Refer to Appendix 7 The Gap State High School - Cyberbullying Intervention Program

Student Intervention and Support Services

The Gap State High 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 Wellbeing and Intervention Meeting earlier in this document on page 18. 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 The Gap State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy and completion of Cyberbullying Intervention program. 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, failing to meet expectations aligned to student privilege policy (withdrawal from school representation, attendance at social events or celebrations) or more severe punishments such as suspension or exclusion from school.

Sexual Harassment

The Anti-Discrimination Act (1991) Queensland makes sexual harassment unlawful and requires the Department of Education to take reasonable steps to ensure that schools and workplaces are free of sexual harassment. The Department of Education's policy for dealing with sexual harassment states that all students need to understand the nature of sexual harassment, it causes and effects. Procedures have been established in the school whereby legitimate complaints can be dealt with. Everyone has the right to be treated as a worthwhile individual; everyone has the right to an education free from sexual harassment.

Sexual harassment is any unwelcome sexual attention that is offensive, humiliating or intimidating. Sexual harassment can be:

- teasing, calling names or making rude signs;
- telling smutty jokes or making suggestive comments; displaying offensive picture, posters or graffiti; staring or ogling;
- following someone home from school; patting, pinching or touching another person;
- pestering someone to go out or persistently asking for sexual favours; sending offensive messages in writing, by telephone or electronically;
- ridiculing, leering or wolf whistling at, or making sexual comments about, a person or group of people; spreading rumours about someone's sex life;
- making belittling or ridiculing comments based on sex-role stereotypes.

Sexual harassment may occur between students; between staff and students - harassment of a student by a staff member or of a staff member by a student; or between all staff members.

If you believe that you are being sexually harassed, your options are to:

- tell the person who is harassing you that you don't like it and that you want it to stop; talk it over with your parents/caregiver/colleagues;

- discuss what you should do with your school's Guidance Officer or Admin talk to someone you feel comfortable with;
- report it to your Principal;
- make a complaint to the Queensland Anti-Discrimination Commission .

If someone's behaviour makes you feel offended or humiliated; intimidated or frightened; or uncomfortable in the class or playground, then you have the right to object or make a complaint. Contact Administration directly.

Appendix 6 – Cyberbullying response flowchart (page 57) explains the actions The Gap State High School staff 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.

The Gap State High School – Anti-Bullying Contract

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

Refer to Appendix 8 The Gap State High School – Anti-Bullying Contract

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 distress to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community and peers 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/caregivers can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the legal 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.
- Where previously, concerns or issues with friends may have been discussed 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.
- Parents/caregivers have a role in supervising and regulating online activities at home and the impact on the reputation and privacy of others.

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

Parental/carer 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/caregivers 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/caregivers are not. If you are tagging or naming students, consider that other parents/caregivers 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.

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/caregivers](#) 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.

Restrictive Practices

Staff at The Gap State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On rare 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 a situation 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 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/caregivers
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 Gap State High School Emergency and Critical Incident Response 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 where safe to do so, 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.

Related Procedures and Guidelines

These are related procedures or guidelines which The Gap State High School staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning.

- [Cancellation of enrolment](#)
- [Cybersafety – Online incident management guidelines for school leaders](#)
- [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](#)
- [Use of mobile devices](#)
- [The Gap State High School Uniform Policy](#)

Appendices

Appendix One: Educational Goals and Values

We believe in: *Learners who Flourish*

We Value

Thinking Big – Thinking (curiosity, love of learning, creativity.....)

Stepping Up – Courage & Action (honesty, self-regulation, perseverance.....)

Paying it Forward – Meaning & Patience (gratitude, hope, social intelligence.....)

Being Kind – Compassion (humility, fairness, forgiveness.....)

Educational Goals

Learners

To create a flourishing environment where thinking minds discover possibilities, push boundaries and take charge of their learning.

Our Learner Educational imperatives are to:

- **Foster** a passion for discovery, creativity, perseverance, risk taking, resilience and leadership towards supporting an innovative and entrepreneurial mindset.
- **Embrace** critical thinkers who optimise problem solving capacity towards next level discovery.
- **Support** and celebrate inclusive, diverse and individual learning styles.
- **Create** meaningful moments of connection and belonging whilst embracing the changing nature of learning environments.
- **Value** the dispositions of empathy, optimism, resilience, grit and compassion.
- **Instil** a growth mindset characterised by self-efficacy, student agency and autonomous learning principles.
- **Contemporise** wellbeing science and positive psychology practices to ensure an environment that optimises each learner's fulfilment of their academic potential.

We value:

- *Self-regulated and empowered learners with a growth mindset, capable of resilience and grit focusing on growth.*
- *Critical and creative thinkers who promote innovative practices.*
- *Learners who amplify the power of character strengths and wellbeing to create a flourishing environment.*
- *Learners who collaborate within a constructive thinking environment.*

Appendix One: Educational Goals and Values (cont.)

Staff

To build a dynamic culture of collective efficacy to enable transformational practice and inspire a ripple effect of impact on all learners.

Community

To forge relationships that enrich and create limitless opportunities for The Gap community to create a sense of belonging.

Corporate

To cultivate an agile environment conducive to igniting the aspirations of learners for an ever changing world.

Aspirational Goals

- *Pursuit of intellectual potential resulting from solid foundations and activating innovation and creativity potential from within*
- *Each learner being at the centre of our community*
- *Having the courage to embrace vulnerability towards growth and reward for effort*

Appendix Two: Character Strengths

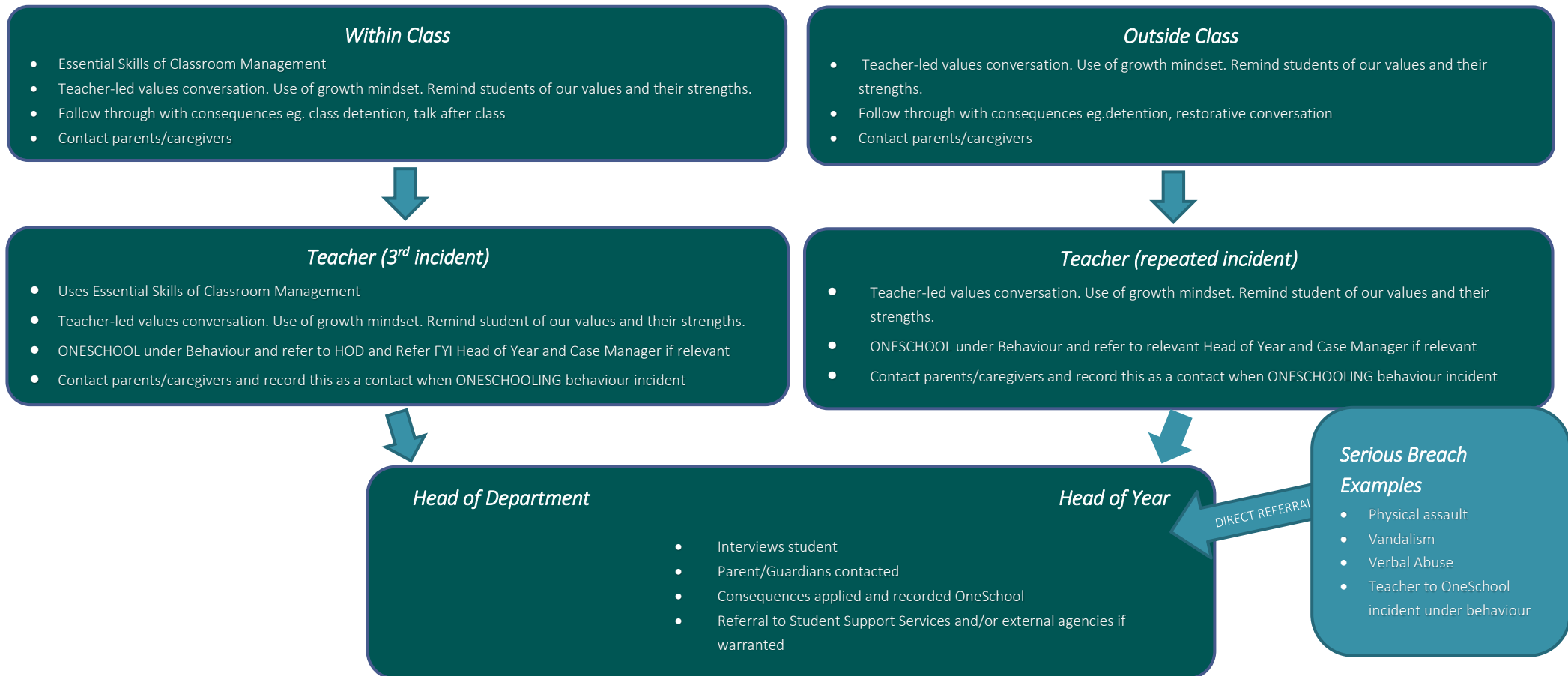
Character Strengths are the positive parts of your personality that impact how you think, feel and behave. Scientists have identified **24 character strengths** that you have the capacity to express.

At The Gap State High School we are currently have a sharp focus on 12 strengths aligned to what we value.

Value	Character Strength	Description
Thinking Big	Curiosity	Interest; exploration; openness to experience
	Love of learning	Increasing knowledge for its own sake
	Creativity	Finding new ways to do things; originality
Stepping Up	Honesty	Being genuine and open; authenticity
	Self-regulation	Self-control, managing impulses and emotions, disciplined
	Perseverance	Finishing what one starts; not getting sidetracked
Paying It Forward	Gratitude	Expressing thanks; feeling blessed
	Hope	Optimistic thinking and focusing on good things to come
	Social intelligence	Awareness of one's own feelings; sensing what other people feel; being at ease with others
Being Kind	Humility	Modesty; letting ones accomplishments speak for themselves
	Fairness	Treating people equally
	Forgiveness	Mercy; accepting others shortcomings; giving people a second chance

Appendix Three: The Gap State High School Referral Process

We believe in transformational relationships that offer growth to individuals and opportunities for development of character.



Appendix Four: The Gap State High School Support Services

	Guidance Officers	Student Support Services Hub	Head of Year	School-based Youth Health Nurse	Chaplain	Transition Pathways Officer
Focus	Wellbeing of students- social and emotional, educational and vocational Support and guidance through a counselling assessment and referral process	Educational, behavioural, social and emotional support of identified students with disabilities	Year Level pastoral care, academic and behaviour support	General Health & Wellbeing (including Mental Health)	Educational support of disengaged students and their families	Resource opportunities and support students who wish to engage in work/or further training
Role	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process provides individual and, at times, group support to students to assist their engagement with education and training support students to overcome barriers to education such as: <ul style="list-style-type: none"> attendance at school drug and alcohol support needs QCE/learning support suspension/exclusion/referral for behaviour support relationships/social skills conflict with family/peers/teachers social/emotional/physical wellbeing 	To develop individualised curriculum plans and personalised learning plans	<ul style="list-style-type: none"> monitors attendance, behaviour and academic data to identify areas of additional need responsible for student wellbeing at each year level provides contact for students and their families through the six years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the Connect class, year level and school lead role for implementation of Positive Psychology leadership of SWIM to promote an inclusive, positive school culture 	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs. 	<ul style="list-style-type: none"> works with students and staff to provide social and/or emotional support; spiritual support and general wellbeing enhancing links between the school and community-based youth organisations/networks to support students enhancing general school activities and extra-curricular programs e.g. camps, sports days, lunchtime activities 	<ul style="list-style-type: none"> works with students who wish to engage in work/or further training create and promote industry related opportunities for students
Target Group	All students, parents and staff	All students identified with a disability in years 7-12	All students in years 7-12	Secondary students, families and school staff (7-12)	Students who are not attending school or who are academically at risk	Primarily Senior School Students (10-12)

Can they work with parents?	Yes	Yes	Yes. Parent meetings and phone calls are welcomed	Yes, if the student is seeing the Nurse	Yes	Yes, parent enquiries and meetings are welcomed
Can they help with curriculum programs & support teaching & learning?	Yes – GOS are fully qualified teachers with postgraduate qualifications in psycho-educational assessment + counselling	Yes	Yes, in a holistic way. HOYs have an overall snapshot of a student's progress, both academically and behaviourally	Yes, in collaboration with The Gap State High Schools teaching staff at the students request	No	Career pathways, work experience, school based traineeships & apprenticeships and other career opportunities
How does referral occur?	School staff, parent/carer or self-referral	Through the Guidance Officers	Students, parents or class teachers may refer a student to a HOY	Via email to school Nurse our self-referral	Guidance officer, HOYs or Deputy Principals	Staff, student or parent referral or via SET Plan process
Other relevant information	This is a confidential service provided to students and their families			The school nurse is a Queensland Health employee		ILO connects directly with industry, training/learning organisations & DET

Appendix Five: The Gap State High School - Bullying response flowchart for teachers

Key contacts for students and parents/caregivers to report bullying:

Year 7 to Year 12 – CONNECT teacher / Head of Year

Deputy Principals

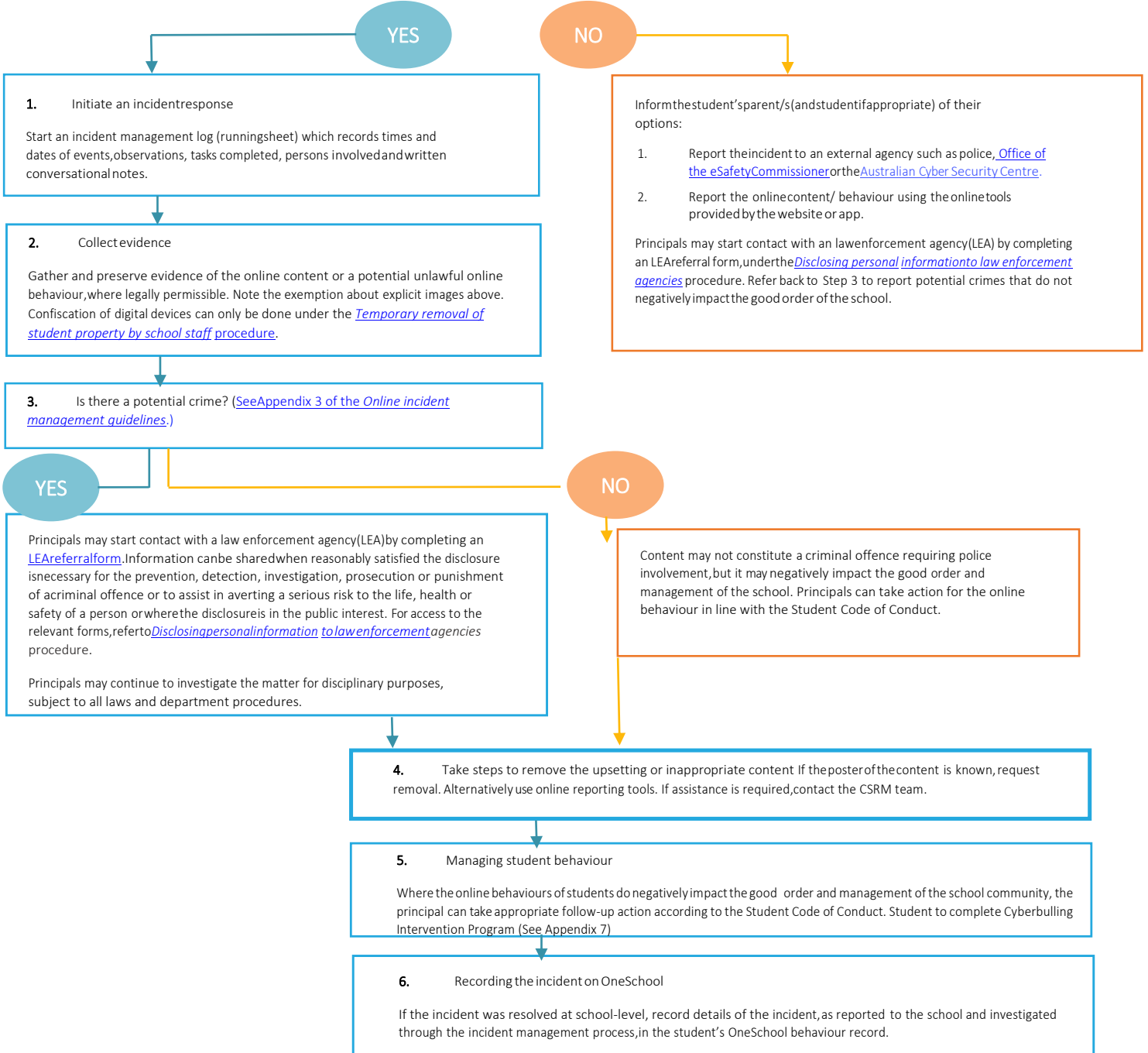


Appendix Six: The Gap State High School - Cyberbullying response flowchart for The Gap State High School

How to manage online incidents

<p>Student protection</p> <p>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 under the Student protection procedure.</p>	<p>Explicit images</p> <p>If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into One School records). Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online incident management guidelines.</p>	<p>Help</p> <p>Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management team (CSRM) on 3034 5035, email Cybersafety.ReputationManagement@qed.qld.gov.au or search 'Cybersafety' through Services Catalogue Online.</p>
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Does the online behaviour/incident negatively impact the good order and management of the school?





Cyberbullying Intervention

The Gap State High School

We believe in *Learners who Flourish*

We are:

A high performing, co-educational, Independent Public School that values diversity and supports full inclusion.

We trust that:

Every student, every day, has the opportunity to feel a sense of belonging in our community (teamwork, loyalty, fairness, leadership) and is able to engage in learning that sparks their engagement and curiosity, joy and passions.

We do this by:

Educating the whole person in a supportive local community

We Value

- Thinking Big (thinking) curiosity, love of learning, creativity
- Stepping Up (courage & action) honesty, self-regulation, perseverance
- Paying it Forward (meaning & patience) gratitude, hope, social intelligence
- Being Kind (compassion) humility, fairness, forgiveness

Our goal for all learners

To create a flourishing environment where thinking minds discover possibilities, push boundaries and take charge of their learning.

Our Learner Educational imperatives are to:

- Foster a passion for discovery, creativity, perseverance, risk taking, resilience and leadership towards supporting an innovative and entrepreneurial mindset
- Embrace critical thinkers who optimise problem solving capacity towards next level discovery
- Support and celebrate inclusive, diverse and individual learning styles
- Create meaningful moments of connection and belonging whilst embracing the changing nature of learning environments
- Value the dispositions of empathy, optimism, resilience, grit and compassion
- Instil a growth mindset characterised by self-efficacy, student agency and autonomous learning principles
- Contemporise wellbeing science and positive psychology practices to ensure an environment which optimises each learner's fulfilment of their academic potential.

We value:

- Self-regulated and empowered learners with a growth mindset, capable of resilience and grit focusing on growth.
- Critical and creative thinkers who promote innovative practices.
- Learners who amplify the power of character strengths and wellbeing to create a flourishing environment
- Learners who collaborate within a constructive thinking environment

Sign or initial once you have read and completed each page: _____

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/caregivers 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/caregivers 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/caregiver 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/caregivers 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/carers 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/caregivers 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).

Sign or initial once you have read and completed each page: _____

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/caregivers are not. If you are tagging or naming students, consider that other parents/caregivers 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.

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/caregivers](#) 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.

Sign or initial once you have read and completed each page: _____

Cyberbullying

Cyberbullying is the use of technology to bully a person with the intent to hurt or intimidate them. One in five young people have been bullied online.

Some examples of cyberbullying include:

- hurtful or abusive messages
- creating fake accounts in someone's name to trick or humiliate people
- spreading nasty rumours or lies about someone
- sharing photos of someone to make fun of them or humiliate them

"Remember that bullying behaviour is way more a reflection of that person who is being mean, than it is a reflection of you"

Is cyber-bullying illegal?

Serious instances of cyberbullying and 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).

Where students are involved in the taking, distributing or possessing of inappropriate photographs, these online behaviours may constitute offences against the Queensland Criminal Code. School staff may report incidents of this nature to the police in accordance with departmental procedures.

Your Online Identity

Everything that you share, like, comment and post online contributes to your digital identity. Your audience can be bigger than you realise.

When you are online never give away your home address, phone number, email address and passwords or any other personal information.

If you don't know and trust someone in the real world, delete or block them online. Don't be fooled by fake profiles or mutual friend suggestions.

Make positive choices. Stay in control of your online world. If you make poor choices while on social media or online games there may be social or legal consequences.

When you are online never give away your home address, phone number, email address and passwords. You should treat strangers the same way online as you would in the real world.

What does cyberbullying look like?

Cyberbullying behaviour might include:

- *abusive texts and emails*
- *hurtful messages, images or videos*
- *imitating others online*
- *excluding others online*
- *humiliating others online*
- *spreading nasty online gossip and chat*
- *creating fake accounts to trick someone or humiliate them*

Sign or initial once you have read and completed each page: _____

How common is it?

In the 12 months to June 2017:

- 1 in 5 Australian young people reported being socially excluded, threatened or abused online
- 55% sought help from their parents, 28% from their friends; 38% blocked the offending social media account; 12% reported it to the website or platform
- 1 in 5 Australian young people (15% of kids, 24% of teens) admitted behaving in a negative way to a peer online — such as calling them names, deliberately excluding them, or spreading lies or rumours. Of these, more than 90% had had a negative online experience themselves.

Children may not always tell adults about cyberbullying through fear they may overreact and make the situation worse.

Watch for these signs:

- *being upset after using the internet or their mobile phone*
- *changes in personality, becoming more withdrawn, anxious, sad or angry*
- *appearing more lonely or distressed*
- *unexpected changes in friendship groups*
- *a decline in their school work*
- *changes in their sleep patterns*
- *avoidance of school or clubs*
- *a decline in their physical health*
- *becoming secretive about their online activities and mobile phone use*

I've been called a bully

If you've been called a bully, it might be because something you've done has hurt someone else's feelings.

When you're online, it can be more difficult to realise what you're doing is upsetting someone, until it already has. If someone has called you out for your behaviour, even if you thought you were just making a joke, it is probably a good idea to stop and ask yourself why they might have said that.

While you might have meant a comment in a certain way, another person may see it differently. But there are some things you can do to turn the situation around, if someone has called you a bully.

What to do

1. Say you're sorry

Say you're sorry for making them feel upset, and show you really mean it. Remember, saying "sorry but..." is not a real apology. It's best not to make people feel bad for feeling upset.

2. If they are upset because you posted a photo — delete it

If they are upset because of a photo or video you uploaded of them, and they ask you to delete it, listen to their request and take it down. If other people have shared it, ask them to take it down too. In future, make sure you get consent from a person before posting something about them, or with them in it.

Sign or initial once you have read and completed each page: _____

3. Try to put yourself in their shoes

If you are having trouble understanding why they are upset, put yourself in their shoes and think about what made them feel that way. You might have made fun of something they are insecure about or said something insensitively. Whatever it is, understanding why will help you avoid a similar situation in the future. It might also be useful to read about the difference between bullying and banter.

4. Be mindful of the wider context

Try being more proactively mindful and aware of people's different backgrounds. Some things you think are OK to say, coming from your background, might not be OK for others.

5. Don't be a bystander

If you see someone else taking a joke too far and making someone upset, don't be a bystander. Stepping up and asking the person being targeted if they're OK, can go a long way.

6. Get support

It can be confronting and upsetting to be called a bully, especially if you didn't mean to hurt someone. Reach out to a trusted adult or talk to a counsellor if you are worried or upset.

Go to <https://youtu.be/OXo8N9qJtk> and watch the video. Once you are done, fill in the list of the top 10 forms of cyberbullying below

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Sign or initial once you have read and completed each page: _____

Watch the video: 'Dolly's Dream' and answer the questions below

<https://youtu.be/7UPYE8grP7o>

1. *What is happening in the video?*

2. *Who is the bully?* _____

3. *Who is the victim?* _____

4. *How do you think the victim is feeling throughout the video?*

Character strengths

The twin pillars of character strengths and mindfulness are important components of wellbeing at The Gap SHS.

Dr Martin Seligman and Dr Christopher Peterson identified 24 character strengths that we all possess. However, some come more naturally to us and are identified as our top strengths. A top character strength is defined as a positive quality or talent that is energising, we choose to use and we perform well at (Waters, 2017).

Character strengths exist within each of us, they can be developed and provide the framework for a strengths-based approach when building relationships.

It will help you understand:

- What are you good at
- What strengths can you draw on in situations
- What strengths can you develop to display your "best self"

Go to this weblink, create a free account with your school email address, and take the survey

<https://www.viacharacter.org/survey/account/register#youth>

Sign or initial once you have read and completed each page: _____

WYA Youth

24 Character Strengths



APPRECIATION OF BEAUTY & EXCELLENCE

- Feels awe and wonder in nature
- Admires skills of others
- Inspired by the goodness of others



BRAVERY

- Shows valor
- Accepts challenges
- Faces difficulties
- Speaks up for what's right



CREATIVITY

- Clever
- A Problem-solver



CURIOSITY

- Interested
- Open to new ideas



FAIRNESS

- Cares about what's right
- Treats others fairly
- Tries not to be biased against certain groups



FORGIVENESS

- Gives others a second chance
- Accepts others' faults
- Doesn't hold grudges



GRATITUDE

- Thankful
- Shows appreciation
- Feels blessed



HONESTY

- Tells the truth
- Keeps promises
- Trustworthy



HOPE

- Optimistic
- Expects the best
- Excited about the future



HUMILITY

- Modest
- Puts attention on others
- Doesn't brag about accomplishments



HUMOR

- Playful
- Enjoys bringing smiles/laughter to others
- Sees the funny side of things



JUDGMENT

- A critical thinker
- Fact-based and logical
- Open minded



KINDNESS

- Caring
- Generous
- Compassionate
- Nice



LEADERSHIP

- Encourages others
- Organizes groups
- Sets a good example



LOVE

- Warm and genuine
- Prioritizes relationships
- A good listener



LOVE OF LEARNING

- Excited to learn new things
- Masters new skills



PRESERVERANCE

- Hardworking
- Overcomes obstacles
- Finishes what is started



PERSPECTIVE

- Wise
- Gives good advice
- Sees the big picture



PRUDENCE

- Careful
- Plans ahead
- Thinks about consequences before acting



SELF-REGULATION

- Self-controlled
- Disciplined
- Manages feelings and actions



SENSE OF MEANING

- Searches for meaning
- Feels a sense of purpose
- Feels interconnected with life



SOCIAL INTELLIGENCE

- Understands others
- Aware of own feelings and thoughts
- Shows empathy



TEAMWORK

- Loyal
- A team player
- Shows responsibility to groups



ZEST

- Active
- Energetic
- Enthusiastic

Sign or initial once you have read and completed each page: _____

List your top 5 character strengths below (from the survey), and a short description from the list above

1. _____
2. _____
3. _____
4. _____
5. _____

Pick one of your character strengths that you would like to focus on, and answer the questions below

1. Why did you pick this strength to focus on?

2. How can you work on improving this strength?

Sign or initial once you have read and completed each page: _____

Bullying

Bullying or harassing behaviour is contradictory to our values of Thinking Big, Stepping Up, Paying it Forward and Being Kind in order to flourish.

Bullying or harassing behaviour can affect more than those centrally involved in the incident and can damage the atmosphere of a class and school and prevent students from experiencing success in their learning.

The Gap State High School community, like any other, is a diverse one which includes students, teachers, parents/caregivers, administration, cleaning/grounds staff, volunteers and other visitors. Bullying and harassment of any member of The Gap State High School community will not be tolerated.

What is 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.

NB. **Verbal:** Inappropriate verbal conduct that is offensive, insulting or hurtful. eg, Threatening any form of physical bullying; any comment of an offensive nature that refers to ability, race, religion, gender or sexuality; name calling; using offensive language; making offensive comments or phone calls; putting others down; spreading rumours; offensive notes or graffiti.

Physical: Inappropriate, threatening or offensive conduct, eg. hitting; punching; kicking; pushing; tripping; spitting; throwing objects; sexual abuse; interfering with, hiding, damaging or destroying other people's property or work; stalking.

Extortion: Using or threatening force, or implying the use of force, in demanding something from another against the person's will, eg. Intimidating other students to do tasks; demanding money, food, personal belongings, school work or equipment; forcing others to steal money or items etc.

Exclusion: Deliberate isolation of a student from his or her peer group. eg. cruel intentions by one of the group members; being left out on purpose; refusing to work alongside another; rejection on the basis of personal characteristic, i.e. appearance, achievement, disability, gender, or any form of harassment which is racist, ethnic or religious in its origins.

Gesturing: Making gestures which intimidate, harass or embarrass others. Inappropriate actions which invade another's person space or personal comfort. eg. Shaking a fist in a person's face (intimidation); rude gestures; continuous staring; intimidating glares; mimicking; stalking.

Digital/Electronic: Using digital media or electronic means to intimidate, harass or embarrass another. eg. Inappropriate text messaging or emailing that is offensive, insulting or hurtful; unsolicited videoing or photographing of another; offensive, insulting or hurtful messages posted in the public domain including on the internet and social networking sites.

Cyberbullying Does occur at school but more often occurs at home. Students are taught about cybersafety, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- o Not to respond to messages but keep them to report to parents/caregivers and/or teachers immediately
- o Report any instances they see as a bystander of cyberbullying to parents/caregivers and/or teachers immediately
- o Parents directly report to police and school

Our school will then investigate and respond to any incident of cyberbullying

Sexual Harassment: Any behaviour that constitutes sex based harassment will be regarded as sexual harassment.

Sign or initial once you have read and completed each page: _____

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.

Whilst not bullying, these conflicts need to be considered, addressed and resolved. At The Gap State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Refer to Appendix 5 The Gap State High School - Bullying response flowchart for teachers

Aims of the Bullying and Harassment Policy

- To raise awareness in the school and wider community regarding bullying and harassing behaviour and its negative impact on not only individuals but also the atmosphere of a class and the climate of the school.
- To promote the development of skills to minimise the incidence and impacts of bullying and harassment.
- To encourage everyone to believe they can make a difference.
- To develop a whole school commitment to tolerance of difference, whether be based on gender, age, race, ethnicity or ability.
- To provide guidelines and procedures for dealing with bullying when it occurs.

Strategies to prevent bullying or harassment

The Gap State High School takes a proactive approach to preventing bullying and harassment by:

- Awareness raising and discussion of bullying and Gratitude, Empathy and Mindfulness (GEM) principles built into the curriculum in Connect Classes, and at year level and school assemblies.
- Teaching and Learning programs; prevention and support and enabling positive student behaviour.
- Developing and modelling a positive recognition of difference and diversity in others.
- Developing and enhancing interpersonal skills through the school's unique APP program.
- Conducting professional development for teachers in recognising, preventing and managing bullying or harassing behaviours.
- Developing peer support program.
- Auditing the 'safe' and 'unsafe' parts of the school grounds and individuals whom other students regard as bullies.
- [Method of shared concern](#) (Bullying No Way) used with groups of students who are suspected of bullying someone; series of interviews and discussions with parties involved.

Strategies to manage bullying or harassment

All members of the school community (staff, students and parents/caregivers) have an obligation to report cases of bullying or harassment. Advising the school about bullying or harassment is not 'dobbing' or 'telling tales'. Reporting abuse is the responsibility of all staff members of the community. Anyone who is bullied or witnesses bullying, should report the incident/s to a member of the school staff. Should students, parents/caregivers or community members wish to report bullying or concerns of student wellbeing and remain anonymous another avenue is to report through STYMIE.

All reports will be acted upon. The seriousness of the incident and the perceived impact of the bullying will guide the type of response.

When required we may utilise a support group approach; mediation; and restorative/repairative practices.

All reports will be acted upon. The seriousness of the incident and the perceived impact of the bullying will guide the type of response.

Sign or initial once you have read and completed each page: _____

Type 1 Response

This response addresses thoughtless actions, such as name-calling. Such behaviour is often considered harmless teasing but can have long term effects on both the bully and the person targeted. An educational response is used to focus on the impact of the behaviour, the feelings and perceptions of both parties and alternative, acceptable behaviour. Recording of the incident in student files is optional.

Type 2 Response

This response is appropriate to types of bullying behaviour including incidents of name calling, taking or hiding property, intimidation, spitting and isolating individuals.

With student-related incidents, a teacher and/or member of administration will interview the students involved. The seriousness of the incident will be emphasised and the awareness of the impact of bullying made obvious in order that the bullying ceases.

Logical consequences will follow from the incident. For example, the bully may be asked to make amends in some way by a written or verbal apology or restoring belongings. Other consequences may include detention, counselling and/or a behaviour management contract. Where appropriate both the bully and person targeted will be supported in developing alternative strategies.

A written report of the incident will be made by a staff member and placed on students' files.

Type 3 Response

This response is directed at more vicious behaviour including physical assault, repeated physical and verbal harassment or offences of the types outlined in *Type 2 Response* but judged to have a more serious impact on either the individual or the good order of the school.

In student-related cases, parents/caregivers of the students involved in bullying incidents will be contacted.

Bullying of this nature may lead to the suspension or exclusion of the offending student. Other strategies that may be used include conflict resolution and mediation involving both the students and families. A written report of the incident will be made by a staff member and placed on students' files.

Both in Type 2 and Type 3 the Principal or Education Queensland nominee will determine the most appropriate responses involving other members of the school community.

Name: _____

Connect Class: _____

Date: _____

By signing below I confirm that I have read this booklet and completed the activities, and understand the significance and consequences of cyberbullying at The Gap State High School.

Sign: _____

Sign or initial once you have read and completed each page: _____

Appendix Eight: Anti-Bullying Contract



The Gap State High School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at The Gap State High 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/caregiver, teacher, or school administrator when bullying does occur.

Student's signature:

Parent/caregivers signature:

School representative signature:

Date:

THE GAP STATE HIGH SCHOOL

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Learners who flourish

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion – Complaints and Appeals

The Gap State High 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/caregivers 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 paren/caregiver, 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.

Please see our [Putting Things Right Policy](#) for detailed procedures.

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/caregivers 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](#).