The Gap State High School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour for 2017-2020

1. Purpose

At The Gap State High School our core business is learning. Our school has a clear focus on "educating the whole person within a supportive local school community." We believe that the Responsible Behaviour Plan is a tool to support learning and academic success by helping to facilitate positive learning environments and to create a whole school climate characterised by responsible and caring behaviour.

The purpose of the Responsible Behaviour Plan is to outline school wide expectations of students, to support staff in making student management decisions and provide a focus for all members of the school community to build relationships and develop rapport with its members.

We believe that Responsible Behaviour is developed through interpersonal relationships, setting clear expectations and developing leadership capabilities in students and staff. Behaviour management is a shared responsibility between students, parents/caregivers and the school.

2. Consultation and data review

The consultation of the school community was conducted throughout 2016. A Responsible Behaviour Plan Review Committee was established and led by staff members.

The process included
- An analysis of current and previous OneSchool data
- Qualitative data collection from teaching staff and student representatives
- Staff surveys
- Consultation with the school's Parents & Citizens Association
- Parent Forums

Data from these sources was collected and reviewed and recommendations were made for the plan. The plan was endorsed by the Principal, the President of the P&C and the Executive Director in 2017 and will be reviewed in 2020.

3. Learning and behaviour statement

At The Gap State High School we believe that:
- All behaviour is the result of the choices we make
- These choices can either be responsible or irresponsible
- All actions have consequences
- Positive behaviour is supported, recognised and celebrated
- Behaviour is managed by developing relationships and rapport with students
Learning Statement

At The Gap State High School we believe that all students can learn and that our pedagogy is founded on sound, innovative and research based practice. The school environment provides a safe, healthy, secure space with a focus on learning, achievement, success and leadership. Excellent pedagogy is delivered through the use of 'The Art and Science of Teaching', the 'Dimensions of Learning Framework' and the 'Essential Skills for Classroom Management'.

Behaviour Statement

At The Gap State High School we believe that the school Code of Conduct guides student behaviour. Programs and strategies are developed and implemented in order to explicitly teach our students these values.

We value:
- COURTESY to all members of the school and wider community
- COMMITMENT to learning
- CO-OPERATION with others and school policies
- COURAGE to do what is right and expected
- CONSIDERATION for others, property and for community expectations

These values underpin the development of COMMON SENSE and CHARACTER in our students.

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

The Gap State High School encourages its community to recognize positive behaviours and respond collaboratively to unacceptable behaviour. The Gap State High School operates on a three tiered system of Universal Behaviour Support, Targeted Behaviour Support and Intensive Behaviour Support. We believe that by creating relevant curriculum, building positive rapport and developing relationships with our students that the need for behaviour support is minimised. Appendix 1 also outlines a number of proactive student management strategies that enable teachers to build relationships. These proactive strategies are the priority of our student management system.

Universal Behaviour Support

Universal behaviour support strategies are identified in as Severity 1 Behaviours and Strategies and in the table in Appendix 3. Severity 1 Behaviour typically identifies as first instance disruptions in and out of the classroom. Strategies such as re-direction, microskills, detentions and parent contact are used to respond to these. Responses may include the use of the school policy relating to the temporary removal of student property by school staff as seen in Appendix 4. Whether in the classroom or the wider school community, teachers on duty are requested to deal with matters as they see fit.

Targeted behaviour support

Targeted behaviour support strategies are identified in the appendix as Severity 2 Behaviours and Strategies and in the table in Appendix 3. They typically require a teacher or staff member to refer student behaviour to a higher level. In classroom environments a student is referred to a HOD through OneSchool. In the playground the students are referred to a YLC through OneSchool. A referral cannot be made unless parent contact has been made and the
incident recorded in the OneSchool system. At this Severity, students can also be referred to student support services such as the Guidance Officer, Chaplains, School Nurse or School Based Youth Workers.

**Intensive behaviour support**

Intensive Behaviour Support strategies are identified by Severity 3 in Appendix 3. Typically these are unresolved behaviour incidents from the previous or a serious incident. Students at this level are referred to Administration and consequences established from this level. Other programs can be accessed or be considered necessary such as Short Term Intervention Program (STIP), Learning Adapted to Students' Educational Requirements (LASER); Girls Going Great (GGG) may also be utilized at this Severity Level.

While students are on camp, trips or on other school activities off campus, all students are expected to follow school rules and expectations. Failure to do so may result in follow-up consequences or students returning home early at their family's expense.

The school believes that 90% of behaviours can be resolved with universal behaviour support strategies. It also believes that with the use of positive student management strategies, as listed in Appendix 1, the number of negative behaviour instances can be reduced by delivering quality teaching and learning experiences to students.

**5. Consequences for inappropriate or unacceptable behaviour**

The values that underpin this Responsible Behaviour Plan are shown in Appendix 2. Linked with each of these are the behaviours listed in the OneSchool database that flaunt these values. The behaviours listed, while directly relating to a particular value, can be linked to other values. Staff are expected, in their student management discussions, to identify the value/s that the student has chosen to flaunt as well as the consequences identified by the level of severity.

Appendix 1 is a tool that is designed to aid staff to make decisions regarding student behaviour and appropriate consequences. Consequences may include those listed but are not limited to these. At The Gap State High School staff are encouraged to develop their own behaviour management techniques in line with the referral process. Staff are encouraged to use, but are not limited to:

<table>
<thead>
<tr>
<th>Proactive Strategies</th>
<th>Behaviour Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Setting routines and expectations</td>
<td>• Micro skills (Essential Skills)</td>
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<tr>
<td>• Explicitly teaching core values</td>
<td>• Reflection sheets</td>
</tr>
<tr>
<td>• Class reward systems</td>
<td>• Detentions</td>
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<tr>
<td>• Participating in extra-curricular</td>
<td>• Parent contact</td>
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<tr>
<td>activities (students and staff)</td>
<td>• Negotiations</td>
</tr>
<tr>
<td>• Building rapport with parents and</td>
<td>• Apologies</td>
</tr>
<tr>
<td>students</td>
<td>• Buddy class system</td>
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<tr>
<td>• Subject Department awards</td>
<td>• Mediation</td>
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<tr>
<td>• Positive messages and parent</td>
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<tr>
<td>phone calls</td>
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</tbody>
</table>
The following table outlines the classification of behaviours that may have specific consequences of student disciplinary absences, confiscation or items and proposal to exclude.

<table>
<thead>
<tr>
<th>Targeted Behaviour</th>
<th>Consequences that may be applied.</th>
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<tbody>
<tr>
<td>Disobedience: Mobile Phones, personal electronic devices etc. Other inappropriate items.</td>
<td>Confiscated item (1 day), Repeated incidents — longer confiscation, parent collection of device, banning of technology use/network access, focused behaviour monitoring.</td>
</tr>
<tr>
<td>Misconduct – minor</td>
<td>Time out, Detention, counselling, retribution/community service, negotiated detentions</td>
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<tr>
<td></td>
<td>Suspension (1-10 days)</td>
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<tr>
<td>Major</td>
<td>Suspension (1-20 days) Discipline Improvement Plan, proposal to exclude.</td>
</tr>
<tr>
<td>Disobedience - minor</td>
<td>Time out, Detention, attendance cards, counselling, graduated return, community service</td>
</tr>
<tr>
<td></td>
<td>Suspension (1-10 days)</td>
</tr>
<tr>
<td>Major (dangerous or repetitive behaviours)</td>
<td>Suspension (1-20 days), intensive support programs, cancellation of enrolment, proposal to exclude.</td>
</tr>
<tr>
<td>Misconduct —Possession or association* with illicit substances, drug devices, drugs. Dangerous threats and/or items brought to school eg. Knives, explosives, replicas.</td>
<td>Suspension with proposal to exclude, Report incident to the police.</td>
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<tr>
<td></td>
<td>*association means; supplying, enabling, promoting etc.</td>
</tr>
<tr>
<td>Misconduct Computers/network/social media infringements</td>
<td>Suspension of network access rights, negotiated detentions, School suspension, possible police involvement, severe incidents proposal to exclude from school.</td>
</tr>
<tr>
<td>Misconduct/disobedience All forms of bullying</td>
<td>Mediation, assertiveness counselling, Isolation/restrictions from other students, technology ban, parent mediation, suspension, proposal to exclude, referral to support/professional services, community service, alternative pathways and programs</td>
</tr>
</tbody>
</table>

Misconduct applies to all situations when students are on school grounds, participating in a school activity, in full or partial school uniform, travelling to and from school or are identified as a student of The Gap SHS.

**Definition of Consequences**

The below table defines the limits of these school wide consequences.

<p>| Time out                                      | A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. |
|                                              | During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes. |</p>
<table>
<thead>
<tr>
<th>Detention</th>
<th>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. Detention can be 20 minutes during school lunch or 30 minutes after school or in other cases be negotiated with parents for longer periods or at different times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of The Gap State High School has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em>.</td>
</tr>
<tr>
<td>School Disciplinary Absences (SDA)</td>
<td><strong>Suspension</strong> A principal may suspend a student from school under the following circumstances: ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.</td>
</tr>
</tbody>
</table>
| | **Behaviour Improvement Condition** A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  

A *Discipline Improvement Plan* requires the student to undertake a behaviour contract arranged by the school’s principal. The contract must be: ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Discipline Improvement Plan. |
| Cancellation of enrolment | The enrolment of a post compulsory school age student (completion of year 10 or 16 years old) may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |
6. Emergency situation or critical incident responses

An emergency or critical incident is one that is urgent, sudden and usually unexpected. It requires immediate action and jeopardises the safety of the student or others around them.

The Gap State High School response to an emergency or critical incident is as follows:

1. Send for help. Nearest responsible student or staff member to move to nearest staffroom and phone administration.
2. Try and defuse the situation as calmly as possible.
3. Clear the area of other students and wait for teacher/Administration support.
4. Follow up and debrief. Ensure that incidents are recorded in relevant database systems and involved students and staff are debriefed and provided with feedback.

Physical intervention or restraint may be used if a student is physically assaulting another person or is posing an immediate danger to themselves or others. Physical intervention/restraint must be considered appropriate and proportionate.

7. Network of student support

Students of The Gap State High School are supported by numerous groups in regard to their behaviour. The groups listed below provide one on one support and also have the ability to develop specific programs for students as behaviour support needs are recognised. These groups are:

Parents
Teachers
Teacher Aides
Heads of Department
Year Level Coordinators
Administration Staff
Guidance Officer
Advisory Visiting Teachers
Positive Learning Centre Staff
Senior Guidance Officer
School Chaplain
School Based Youth Health Nurse
Student Leaders
Youth Support Coordinator

8. Consideration of individual circumstances

The Gap State High School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related procedures

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

School Policies

Assessment Policy
www.thegapshs.eq.edu.au/forms/Assessment_Policy.pdf
Attendance Policy
www.thegapshs.eq.edu.au/forms/Attendance_Policy.pdf
Bullying and Harassment
www.thegapshs.eq.edu.au/forms/Bullying_and_Harassment_Policy.pdf
ICT Acceptable Use Policy
www.thegapshs.eq.edu.au/forms/ICT_Acceptable_Use_Policy.pdf
Uniform Policy
www.thegapshs.eq.edu.au/forms/uniform_Policy.pdf

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Take a Stand Together
- Bullying No Way (www.bullyingnoway.com.au)
- Mind Matters (www.curriculum.edu.au/mindmatters)

12. Endorsement

Darren McGregor  
Acting Principal

Selina Utting  
School Council Chair

Date Effective 2017 to 2020

Appendix 1: Executive Summary and Continuum – The Gap State High School Responsible Behaviour Plan
Appendix 2 – Visual Representation of School Values
Appendix 3 – Table 1 – Description of Behaviours at Severity Levels
Appendix 4 – Temporary Removal of Student Property by School Staff
Appendix 5 – Bullying and Harassment Policy
Appendix 1

Our ideal is a safe, non-threatening school environment that supports individuals to live by our core values.

Consideration
- Respect the rights of others to have different perspectives
- Demonstrate kindness, prudence and forgiveness in your school journey
- Be aware of and thankful for the good things that happen; take time to express thanks (gratitude)
- Forgive those who have done wrong; accept the shortcomings of others, give people a second chance, do not be vengeful (forgiveness)
- Work well as a member of a group or team; be loyal to the group; do one’s share (teamwork)
- Be aware of the motives and feelings of other people and oneself; know what to do to fit into different social situations; know what makes other people tick (social intelligence)

Courage
- Accept challenges and show persistence
- Speak up for what is right even if there is opposition, act on convictions even if unpopular (bravery)
- Speak the truth but more broadly present oneself in a genuine way and act in a sincere way; be without pretence; take responsibility for one’s feelings and actions (honesty)
- Approach life with excitement and energy; do not do things halfway or half-heartedly (excitement)

Cooperation
- Work together towards a shared goal; incorporating the viewpoints of others (perseverance)
- Value close relations with others; in particular those in which sharing and caring are reciprocated (love)
- Treat all people the same according to notions of fairness and justice; give everyone a fair chance (fairness)
- Encourage a group in which one is a member to get things done; and at the same time maintain good relations within the group (leadership)
- Let one’s accomplishments speak for themselves; do not regard oneself as more special than one is (humility)
- Regulate what one feels and does; be disciplined, control one’s emotions (self-regulation)

Commitment
- Unwavering dedication to seeing a task through to its successful conclusion (perseverance)
- Think of novel and productive ways to conceptualize and do things (creativity)
- Take an interest in ongoing experience for its own sake, find subjects and topics fascinating, explore and discover (curiosity)
- Thinking things through and examining them from all sides (judgement)
- Master new skills, topics, and bodies of knowledge, whether on one’s own or formally (love of learning)
- Find what one starts; persist in a course of action in spite of obstacles (perseverance)

Courtesy
- Show respect for the people and learning environment so that everyone feels valued (social intelligence)
- Appreciate and be grateful for all opportunities (gratitude)
- Conduct yourself with modesty and fairness at all times (humility)
- Do favours and good deeds for others; help them; take care of them (kindness)
- Be careful about one’s choices; do not take undue risks; do not say or doing things that might later be regretted (prudence)
- Bringing smiles to other people (humour and playfulness)
Relationship Management at The Gap State High School

The philosophy that underpins Our School's understanding of 'educating the whole person within a supportive local school community' is evident in our purpose, mission and values.

Our purpose is to inspire and educate young people in our care, to develop their unique potential and use their knowledge and abilities to create a better future for all.

Our mission is to provide a dynamic, co-educational environment founded on sound, innovative and research based teaching practice.

Our values are consideration, courage, cooperation, commitment and courtesy.

Our challenge is for our staff and students to live productive, fulfilling lives where they thrive and flourish in their life pursuits.
Appendix 3

When our values are met with resistance, challenges, or are dislocated, it is necessary for us to make steps towards reparation. We believe in transformational relationships that offer growth to individuals and opportunities for development of our character strengths.

The School will balance transparency and confidentiality in its formal responses to harmful actions or events. The School employs several approaches to respond to harm. These responses have in common that they:

- deal with each situation in its context;
- seek a constructive and positive resolution within that context;
- involve those affected, as far as possible, in reaching resolution.

1 Resisting Our Values
Teacher led reparation for minor incidents

Students:
- Carry a growth mindset
- Offer apologies, seek forgiveness
- Reflect
- Attend detentions, mindfully

Teachers:
- Carry a growth mindset
- Remind students of Our Values and their strengths
- Use micro-skills
- Communicate with student’s family
- Show compassion/empathy and kindness
- Offer forgiveness

2 Challenging Our Values
Teacher, HoD and YLC led reparation for repeated incidents

Students:
- Carry a growth mindset
- Offer apologies, seek forgiveness
- Reflect
- Attend outside school hours detentions, mindfully

Teachers, HoDs and YLCs:
- Carry a growth mindset
- Remind students of Our Values and their strengths
- Show compassion/empathy and kindness
- Offer forgiveness
- Communicate with student’s family
- Refer students for support to HoD, YLC and G0

3 Dislocating Our Values
HoD, YLC & Administration led reparation for serious misconduct, bullying, harassment, repeated incidents

Students:
- Carry a growth mindset
- Offer apologies, seek forgiveness
- Reflect
- Attend Administration detentions and/or suspensions; mindfully
- Seek alternative education pathways

HoD, YLCs and Administration:
- Carry a growth mindset
- Remind students of Our Values and their strengths
- Show compassion/empathy and kindness
- Offer forgiveness
- Communicate with student’s family
- Offer reparation meetings
- Invite other Services to assist the student (Admin only)
- Assign suspensions (Admin only)
- Cancel enrolment (Admin only)
Appendix 4

Temporary Removal of Student Property by School Staff

Version Number
2.0

Implementation Date
9/07/2012

Scope
All state schools

Purpose
Outlines the procedure for state school principals and staff to follow when temporarily removing property from students.

Overview

This procedure outlines the conditions under which a principal or staff member of a state school has the power to temporarily remove property from a student and outlines the procedures to follow when property is temporarily removed.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

Responsibilities

Principals:

• ensure staff are aware of their powers and responsibilities to temporarily remove property from students
• ensure parents and students are:
  ○ informed of the powers and responsibilities of staff to temporarily remove property from students
  ○ aware of the expectations in relation to property students may bring to school.
• include within their Responsible Behaviour Plan for Students (http://education.qld.gov.au/studentservices/behaviour/bm-plans.html);
  ○ examples of property that may be temporarily removed
  ○ examples of the amount of time certain property may be temporarily removed.

Staff members (including principals):

• follow appropriate processes regarding:
  ○ confiscation of property
○ return of confiscated property
○ circumstances where confiscated property need not be made available for collection
○ deciding a reasonable time to make property available for collection.

**Students:**

○ ensure they do not bring property onto school grounds that:
  ○ is illegal
  ○ puts at risk the safety or wellbeing of other students or staff
  ○ does not preserve a caring, safe, supportive or productive learning environment
  ○ does not maintain and foster mutual respect
  ○ is prohibited according to the school’s Responsible Behaviour Plan for Students.
○ collect their property when advised by staff.

**Parents:**

○ ensure children do not bring property onto schools grounds that:
  ○ is illegal to possess
  ○ puts at risk the safety or wellbeing of other students or staff
  ○ does not preserve a caring, safe, supportive or productive learning environment
  ○ does not maintain and foster mutual respect
  ○ is prohibited according to the school’s Responsible Behaviour Plan for Students.
○ collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.

**Process**

**Confiscation of property**

○ Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
  ○ preserve the caring, safe, supportive and productive learning environment of the school
  ○ maintain and foster mutual respect among staff and students at the school
  ○ encourage all students to take responsibility for their own behaviour and the consequences of their actions
  ○ provide for the effective administration of matters about the students of the school
  ○ ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.

**Return of confiscated property**

○ Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
  ○ its condition, nature or value, and/or
  ○ to ensure the safety of the student or staff, and/or
  ○ for the good order and management, administration and control of the school.
○ Where the child is an independent student it may not be appropriate to make the property available for collection by the student’s parents and the property should be returned to the student.
○ Ensure property made available for collection is in the same condition as when the property was removed.

**Circumstances where confiscated property need not be made available for collection**

○ If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
- notify police (http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx) about the removal of the property, and
- if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so, or
- If the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld) (http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowsResA00.pdf), the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student’s parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

**Deciding a reasonable time to make property available for collection**

- Consider, in deciding a reasonable time for making property available for collection:
  - the condition, nature or value of the property
  - the circumstances in which the property was removed
    - the safety of the students from whom the property was removed, other students or staff members
  - good management, administration and control of the school.

**Definitions**

**Staff member**
A state school staff member employed by the chief executive at the school. This includes, but is not limited to:

- principals
- deputy principals
- teaching staff
- non-teaching staff.

This does not include:

- chaplains
- school-based police officers
- school-based youth health nurses
- volunteers
- youth support coordinators
The Gap State High School
Bullying and Harassment Policy

Rationale
The Gap State High School is a place where all members of our school community should be able to enjoy a safe and supportive environment, free from fear or harassment.

Bullying or harassing behaviour is contradictory to our values of:
- Consideration
- Courage
- Cooperation
- Commitment
- Courtesy
- Plus Common Sense and Character

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. While the long term effects of childhood bullying are inconclusive, studies show that students who are bullied may experience stress, lowered academic achievement, truancy, anger, poor self-esteem, sleeplessness or depression which can continue or emerge in later life. Students who are the bullies or perpetrators may continue this behaviour into adulthood and not have learnt the skills of cooperation and appropriate conflict resolution.

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.

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 differences, whether they be based on gender, age, race, ethnicity or ability.
- To provide guidelines and procedures for dealing with bullying when it occurs.

What is Bullying?
Bullying / harassment refer to any behaviour which acts against the fundamental rights of another to feel safe and to be treated with respect. Bullying behaviours may be physical, verbal, visual or social in nature and may be conducted by an individual or a group and may be directed against any individual in a less powerful position and unable to defend themselves in a given situation. It is the severity as well as the frequency of the behaviour that is of a concern.

Bullying and harassment behaviours which may occur at schools include:
- **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.
- **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
The Gap State High School
Bullying and Harassment Policy

sexuality; name calling; using offensive language; making offensive comments or phone calls; putting others down; spreading rumours; offensive notes or graffiti.

- **Exterior**: 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 belonging, 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 injection of 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 videogling or photographing of another; offensive, insulting or hurtful messages posted in the public domain including on the internet and social networking sites.

- **Cyberbullying** often does not occur at school. Students are taught about Cybersafety, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately

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.

**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 in Form classes, and at year level and school assemblies.
- Developing and modelling a positive recognition of difference and diversity in others.
- Developing and enhancing interpersonal skills through the school’s unique GOALS programme.
- Conducting professional development for teachers in recognising, preventing and managing bullying or harassing behaviours.
- Developing peer support programmes.
- Auditing the ‘safe’ and ‘unsafe’ parts of the school grounds and individuals whom other students regard as ‘bullies’.

**Strategies to manage bullying or harassment**
All members of the school community (staff, students and parents) 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 members of the community. Anyone who is bullied or witnesses bullying, should report the incident/s to a member of the school staff.
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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 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 / guardians
Parents 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:
1. Take an active interest in your child's social life and friends and acquaintances.
2. 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.
3. Model appropriate ways of being assertive and managing conflict.
4. 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.
5. Communicate to your son/daughter that if necessary you can become involved. If a problem persists parents should report concerns to the school or to the relevant Form Teacher, Year Level Coordinator, Student Support Services (Guidance Officer, Chaplain or School Nurse) or a member of the Administration.
6. Ensure your son/daughter that the school has a response strategy and the situation needs to be reported.
7. Assure your son/daughter that there is nothing wrong with him/her.
8. Do NOT encourage your son/daughter to respond physically or with verbal abuse.
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9. Keep a written record if the bullying persists; including details such as who, what, where and when.

Appendix 1 – 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, its 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/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. You can see the school's Sexual Harassment Referral Officer or contact the Administration directly.