



# Gladstone State High School

# Code of Conduct 2020-2021

## ***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 purpose of the Student Code of Conduct is to provide clear expectations for students enrolled at Gladstone State High School in relation to their behaviour to ensure a safe, supportive and inclusive work and learning environment is provided. The Student Code of Conduct is central in supporting staff, students, parents/carers and the wider school community in knowing and understanding the school's expectations for student behaviour.

We believe that through explicitly teaching expected behaviours and having clear processes and policies to promote positive student behaviour students are able to focus on learning and achieving their to their personal potential.

## Contact Information

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Contact Person:	Mrs Trudy Lawson

## Endorsement

Principal Name:	Garry Goltz
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	David Orgill
P/C President and-or School Council Chair Signature:	
Date:	

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# Principal's Foreword

## Introduction

Gladstone State High School is a dynamic, progressive and internationally accredited school which meets the needs of 21st century learners. Our school focuses on the development of positive relationships with students and the community, diverse and individual pathways for students, quality responsive teaching, improved learning and innovation.

Gladstone State High School is highly regarded in the Gladstone community. Founded in 1953, the school has a current enrolment of 1570. The school aims to achieve the best educational outcomes for all students and has a healthy balance between traditions and an orientation towards the future. Students are encouraged to 'Reach for the Stars' and are seen to reach their potential because of quality teaching and learning delivered within a supportive and challenging learning environment.

Students pursue personal excellence across a range of curricular and extra-curricular offerings. The school has outstanding achievements across the academic, cultural, citizenship and sporting arenas and provides real and relevant learning, leading to further education and training, work readiness and active citizenship. Gladstone High has a firm, fair and consistent approach to student discipline, founded on the principles of being engaged, being respectful, being safe and being responsible.

The school has a strong emphasis on junior secondary learning and engagement providing a curriculum which is responsive to the needs of each individual student. In the senior school, students can choose from over 43 academic and vocational education and training subjects. The school's greatest strength is in the partnerships forged between the students, the staff, the parents, the other district schools, and the wider community.

These partnerships enable the school to remain at the leading edge of learning and to prepare students for life long learning or earning. These partnerships provide a number of authentic learning experiences, and along with a diverse curriculum, the school is able to successfully cater for each individual student. The school values home-school partnerships and quality communication with parents, and as such provides many opportunities for each parent to make their special contribution to the life of the school.

Every staff member at school believes in, and cares for, every student who chooses to enrol in any course of study offered at the school. Every staff member is proud to be a part of Gladstone State High and willingly works alongside each young person so that they can reach their potential. "We consider it a privilege and special responsibility to be given the opportunity to have a positive influence on the future lives of our young .

**"Our Vision:** Clever, skilled and creative students making healthy choices.

**Our Purpose:** To provide students with the knowledge, skills and confidence to maximise their potential enabling them to make a positive contribution to society.

**Our Values:** We value and build on our strong traditions of excellence, resilience and inclusiveness in a productive learning and teaching environment, where we are respectful, safe, responsible and engaged.

Located in the Central Queensland region, Gladstone State High School is one of the largest High Schools in the region catering to over 1,500 students. Aligned with Positive Behaviour for Learning, students are explicitly taught expected behaviours in accordance with the school's four core values – Safe, Respectful, Responsible and Engaged.

# P&C Statement of Support

## School Captains/Leaders

The school, through the consultation phase of the Student Code of Conduct, engaged the Senior Student Council, Junior Student Council and Peer Mentors to provide feedback and input from the student body on each of the policies and procedures that have been developed to support this document.

On behalf of the student body at Gladstone State High School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Gladstone State High School's P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Student feedback will be sought from the Senior Student Council, Junior Student Council, Peer Mentors and Class Captains throughout 2021 as the school refines the policies.

School Captain Name:

School Captain Signature:

Date:

School Captain Name:

School Captain Signature:

Date:

School Captain Name:

School Captain Signature:

Date:

School Captain Name:

School Captain Signature:

Date:

## Data Overview

Gladstone State High School's use of data identifies areas for future focus. Data sets considered when analysing student behaviours include relevant sections from the School Opinion Survey (Parent, Student and Staff), Gladstone SHS's Headline Indicators (SDA data, Enrolment and Attendance statistics).

Data is collated in OneSchool through staff at the school recording behaviour incidents in the Behaviour Support function. In line with Education Queensland Policies and Procedures and Education Queensland's Principal guidelines – student discipline, staff and students are educated to know and understand what are considered major behaviours and what are minor behaviours and how these are recorded in OneSchool.

Behaviour Incident Category	Minor		Major	
	Low and Medium Risk (Risk Assessment Score Table)		High and Extreme Risk (Risk Assessment Score Table)	
	Definition	Examples	Definition	Examples
Bullying/harassment			<p>Only record incidents of Bullying here.</p> <p>Bullying is an 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.</p> <p>Cyberbullying refers to bullying that is carried out through information and communication technologies</p>	<p>Physical bullying:</p> <ul style="list-style-type: none"> <li>when a person (or group of people) uses physical actions to bully, such as hitting, punching, tripping or pushing.</li> <li>Repeatedly and intentionally damaging someone's belongings is also physical bullying.</li> </ul> <p>Verbal bullying</p> <ul style="list-style-type: none"> <li>Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse</li> </ul> <p>Covert bullying</p> <ul style="list-style-type: none"> <li>Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone</li> </ul> <p>Psychological bullying</p> <ul style="list-style-type: none"> <li>For example, threatening, manipulating or stalking someone</li> </ul>
Defiant/threats/ to adults	This is when a student refuses to comply with teacher instructions or directions, answers back or argues. This category is not to be used for threats to adults, only defiance towards adults (this is recorded as verbal misconduct).	<ul style="list-style-type: none"> <li>Initial non compliance</li> </ul>		
Disruptive	This is when a student causes any interruption by displaying	<ul style="list-style-type: none"> <li>Talking</li> <li>Calling out</li> </ul>	Repeated disruption or a significant disruption to a	<ul style="list-style-type: none"> <li>Sustained loud talking/yelling</li> </ul>

	a behaviour that stops the flow of teaching and learning	<ul style="list-style-type: none"> <li>• Inappropriate/silly noises</li> <li>• Off task</li> <li>• Rocking on chairs</li> <li>• Out of seat</li> </ul>	level where it prevents the teacher from teaching for a prolonged period of time.	<ul style="list-style-type: none"> <li>• Sustained out of seat behaviour</li> <li>• Student does not respond to redirection</li> </ul>
Dress Code	This is when a student persistently breaches the school dress code without a valid explanation	<ul style="list-style-type: none"> <li>• Wearing a hoodie</li> <li>• Wearing a shirt with an inappropriate message</li> <li>• Wearing denim</li> <li>• Defacing school uniform</li> </ul>		
IT Misconduct	This is when a student has a minor breach of the ICT agreement signed on enrolment	<ul style="list-style-type: none"> <li>• using the computer for other purposes than educational e.g. playing games without teacher permission</li> <li>• using the internet to annoy or offend someone</li> <li>• 1<sup>st</sup> offence in relation to personal technology use in the learning environment in the semester.</li> </ul>	This is when a student has a major breach of the ICT agreement signed on enrolment	<ul style="list-style-type: none"> <li>• using the internet to search for or share illegal, dangerous or offensive information</li> <li>• using another person's name as ones own</li> <li>• revealing personal information of self or others e.g. putting phone number on the toilet wall/social media</li> <li>• 2<sup>nd</sup> and subsequent personal technology offence in the learning environment in a semester</li> <li>• Refusing to hand over personal technology device when asked</li> </ul>
Late	This is when a student arrives to the classroom/learning environment after the bell, without a valid explanation. The student is required to present at the office in the morning with an explanation to receive a late note.	<ul style="list-style-type: none"> <li>• Between 5 minutes and 20 minutes late to class/learning environment</li> </ul>		<ul style="list-style-type: none"> <li>• 20 minutes or more refer to truant/skip class</li> </ul>
Lying/Cheating	This is when a student deliberately misleads others or copies others' work or uses aides to assist themselves during learning activities without permission	<ul style="list-style-type: none"> <li>• Use of untruth when dealing with an adult</li> <li>• Failure to follow the rules of a game</li> </ul>	This is when a student fails to adhere to rules for assessment completion. Is deliberately dishonest towards an adult which significantly impacts others.	<ul style="list-style-type: none"> <li>• Significant plagiarism and use of others work in assessment.</li> <li>• Knowingly giving false information to an adult in relation to a significant incident related to school issues.</li> </ul>
Misconduct involving an object	This is when a student is using items in an unsafe or inappropriate way without intent to harm and their actions do not result in injury	<ul style="list-style-type: none"> <li>• throwing a pen across the classroom</li> <li>• throwing a rock</li> </ul>	This is when a student is using items in an unsafe or inappropriate way with intent to harm	<ul style="list-style-type: none"> <li>• using an aerosol can to create a frosty</li> <li>• throwing a rock <b>at a student</b></li> </ul>
Non-compliant with routine	This is when a student doesn't comply with the school-wide expectations of daily routines	<ul style="list-style-type: none"> <li>• Correct eating and playing areas</li> <li>• Lining up with class</li> <li>• Not bringing equipment required</li> </ul>		
Other	<b>Do not use</b>		<b>Do not use</b>	
Other conduct	This is any minor behaviour not otherwise defined that	<ul style="list-style-type: none"> <li>• Running on concrete</li> </ul>	This is any major behaviour not otherwise defined that	<ul style="list-style-type: none"> <li>• Climbing on roof</li> <li>• stealing</li> </ul>



prejudicial to the good order and management of the school	breeches the school rules but does not cause serious harm to others or significantly violates the rights of others	<ul style="list-style-type: none"> <li>• Riding of a skateboard/mini scooter on school grounds</li> <li>• Littering</li> <li>• Petty theft eg taking someone's hats</li> </ul>	puts others or self at risk of harm or significantly violates the rights of others. This can include behaviour that occurs outside of school that has repercussions within the school context	
Physical Misconduct	This is where there is physical contact between students of a minor nature	<ul style="list-style-type: none"> <li>• Rough play</li> <li>• Tackling</li> <li>• Pushing</li> <li>• Pinching</li> <li>• Kissing</li> <li>• hugging</li> </ul>	This is where there is inappropriate physical contact between students or a student and staff member, for instance – aggressive, sexual or annoying	<ul style="list-style-type: none"> <li>• hitting</li> <li>• punching</li> <li>• kicking</li> <li>• pushing</li> <li>• slapping</li> <li>• hair pulling</li> <li>• dacking</li> </ul>
Possess prohibited items	This is when a student possesses a prohibited item, as outlined in the planner.	<ul style="list-style-type: none"> <li>• aerosol cans</li> <li>• Soft drink</li> <li>• White out</li> <li>• Permanent markers</li> </ul>	This is when a student has in their bag or on their person any prohibited item	<ul style="list-style-type: none"> <li>• knives</li> <li>• lighters</li> <li>• slingshots</li> <li>• materials which could be used for weapons</li> <li>• pornographic material</li> </ul>
Prohibited Items			This is when a student uses a prohibited item which could potentially cause serious harm.	<ul style="list-style-type: none"> <li>• knives</li> <li>• lighters</li> <li>• slingshots</li> <li>• materials which could be used as weapons</li> </ul>
Property Misconduct	This is when a student unintentionally damages others property and/or does not result in significant cost to others.	<ul style="list-style-type: none"> <li>• Broken ruler</li> <li>• Accidental damage to mobile phone</li> </ul>	This is when a student intentionally damages their own, others or the schools' property that results in significant cost to others or the school	<ul style="list-style-type: none"> <li>• Vandalism</li> <li>• Wilful property damage</li> </ul>
Refusal to participate in program of instruction	Failure to undertake/complete set tasks and follow teacher direction (to complete the task)	<ul style="list-style-type: none"> <li>• not completing work at their level</li> <li>• not completing set tasks in the assigned time</li> <li>• head on the desk</li> </ul>	This is when a student removes themselves from the learning environment without permission and refuses to return following teacher intervention	<ul style="list-style-type: none"> <li>• Following the instruction to participate in the learning activity the student leaves the learning environment (sit outside)</li> </ul>
Substance misconduct involving illicit substances			This is when a student possesses or uses illegal substances	<ul style="list-style-type: none"> <li>• marijuana</li> <li>• cocaine</li> <li>• other illegal drugs</li> </ul>
Substance misconduct involving tobacco and other legal substances			This is when a student possesses or uses tobacco or other legal substance or offers it to others	<ul style="list-style-type: none"> <li>• Prescription medication</li> <li>• Alcohol</li> <li>• cigarettes</li> </ul>

Third minor referral			This occurs when a student has their third minor behaviour incident recorded on OneSchool for the same behaviour within 5 consecutive school days.	
Threat/s to others			This is when a student says, writes a statement or acts in a manner that makes someone else feel unsafe or worried about their physical, social or emotional safety	<ul style="list-style-type: none"> <li>• Verbal threats</li> <li>• Written threats</li> </ul>
Truant/skip class			Leaving school grounds without permission or actively avoiding going to class.	<ul style="list-style-type: none"> <li>• Hiding in the toilets and not going to class</li> <li>• Being out of class for more than 20 minutes without permission or without being checked in with support staff.</li> </ul>
Verbal Misconduct	This is when a student teases or speaks inappropriately to another student or staff member. This is when it is not bullying or harassment	<ul style="list-style-type: none"> <li>• Derogatory comments</li> <li>• Nasty comments</li> <li>• Inappropriate comments</li> </ul>	<p>This is when a student verbally abuses a staff member, parent or other students. Verbal abuse is verbal aggression directed at a person.</p> <p>This is where threats to teachers are recorded.</p>	<ul style="list-style-type: none"> <li>• Directed profanity</li> <li>• Offensive language</li> <li>• Aggressive language</li> </ul>

Positive Behaviour for Learning requires targeted teaching of expected behaviours aligned with the school's values of being safe, respectful, responsible and engaged which in turn promotes student learning and wellbeing. The Student Learning and Wellbeing Framework at Gladstone State High School will continue through the Inquiry Cycle in 2021 with a completed plan ready for implementation in 2022.

The school's Enrolment, Attendance and SDA data over the past 5 years is outlined below.

#### Enrolment and Attendance

	2015	2016	2017	2018	2019	2020
<b>ENROLMENT #</b>		1571	1509	1497	1548	1579
<b>ATTENDANCE %</b>	90.4	89.9	85.5	88	87.8	

### School Disciplinary Absences (SDA)

Principals use

#### School Disciplinary Absence Data

INCIDENT TYPE	COUNT OF SDA INCIDENTS					
	2015	2016	2017	2018	2019	2020
<b>SHORT</b>	285	355	327	479	369	
<b>LONG</b>	14	22	30	24	26	
<b>EXCLUSION</b>	5	15	11	18	23	
<b>CANCEL</b>	12	21	2	10	16	
<b>CHARGE</b>	0	0	0	0	0	

The School Opinion Survey provides feedback to schools in relation to a number of elements of the school. Relevant sections from the survey have been included on the following pages. An historic view is provided to show trends in responses from students, parents/carers and staff. The number of respondents and the percentage of agreement is identified over the time period included.

School Opinion Survey		#	2015	#	2016	#	2017	#	2018	#	2019	#	2020
<b>Student Responses</b>													
S2036	I like being at my school.	118	92.4	116	83.6	119	71.4	115	85.2	129	82.2		
S2037	I feel safe at my school.	117	93.2	117	84.6	118	80.5	116	89.7	129	86.0		
S2038	My teachers motivate me to learn.	119	90.8	117	79.5	118	76.3	117	89.7	127	85.0		
S2039	My teachers expect me to do my best.	118	97.5	117	93.2	119	90.8	118	93.2	129	97.7		
S2041	Teachers at my school treat students fairly.	117	82.1	117	70.9	120	65.8	117	73.5	128	79.7		
S2042	I can talk to my teachers about my concerns.	118	79.7	115	65.2	118	62.7	114	73.7	127	78.0		
S2043	My school takes students' opinions seriously.	117	80.3	112	63.4	118	61.9	115	73.0	127	74.8		
S2044	Student behaviour is well managed at my school.	118	75.4	117	59.0	119	54.6	117	63.2	128	59.4		
S2045	My school looks for ways to improve.	117	89.7	115	84.3	119	80.7	117	89.7	128	84.4		
S2048	I am getting a good education at my school.	118	95.8	117	90.6	119	87.4	120	90.8	127	97.6		
S2056	I feel accepted by other students at my school.	119	82.4	117	70.9	116	74.1	115	75.7	127	71.7		
S2057	My schoolwork challenges me to think.	119	92.4	115	90.4	118	87.3	119	89.9	129	93.0		
S2063	My teachers care about me.	118	83.1	113	78.8	114	69.3	116	81.0	126	77.8		
S2064	My school encourages me to participate in school activities.	116	92.2	114	83.3	118	79.7	118	87.3	128	90.6		
S2065	My school encourages me to be a good community member.	116	90.5	114	86.8	118	70.3	116	86.2	127	85.8		
S2067	I would recommend my school to others.	117	88.0	111	74.8	116	68.1	115	80.0	127	80.3		
S2068	This is a good school.	116	90.5	113	79.6	114	67.5	118	81.4	127	81.9		
S2036	I like being at my school.	118	92.4	116	83.6	119	71.4	115	85.2	129	82.2		
S2037	I feel safe at my school.	117	93.2	117	84.6	118	80.5	116	89.7	129	86.0		
<b>Parent Responses</b>													
S2001	My child likes being at this school.	82	97.6	87	94.3	105	87.6	95	83.2	91	86.8		

S2002	My child feels safe at this school.	83	96.4	87	89.7	106	90.6	94	83.0	91	92.2		
S2003	My child's learning needs are being met at this school.	83	94.0	87	90.8	106	85.8	94	88.3	91	85.7		
S2005	Teachers at this school expect my child to do his or her best.	83	100	86	97.7	105	95.2	95	92.6	91	95.6		
S2008	Teachers at this school treat students fairly.	80	86.3	84	85.7	103	84.5	92	84.8	87	81.6		
S2009	I can talk to my child's teachers about my concerns.	82	90.2	84	98.8	106	95.3	93	90.3	88	93.2		
S2010	This school works with me to support my child's learning.	78	88.5	82	93.9	102	89.2	90	87.8	88	86.4		
S2011	This school takes parents' opinions seriously.	73	84.9	76	82.1	99	85.9	88	85.2	82	84.1		
S2012	Student behaviour is well managed at this school.	79	86.1	86	80.2	101	78.2	93	72	87	74.4		
S2013	This school looks for ways to improve.	74	95.9	78	94.9	95	90.5	90	85.6	83	88		
S2021	Teachers at this school are interested in my child's wellbeing.	80	95	87	95.4	104	90.4	94	87.2	88	90.9		
S2022	Staff at this school are approachable.	81	93.8	84	96.4	105	94.3	93	93.5	88	94.1		
S2023	Staff at this school are responsive to my enquiries.	80	90	83	94	104	93.3	92	89.1	87	90.8		
S2025	This school keeps me well informed.	83	88	87	88.5	105	87.6	95	83.2	88	89.8		
S2034	I would recommend this school to others.	81	96.3	83	95.2	105	86.7	91	87.9	88	84.1		
S2035	This is a good school.	80	96.3	85	95.3	104	88.5	93	88.2	87	86.2		
<b>Staff Responses</b>													
S2069	I enjoy working at this school.	100	94	124	94.4	134	91.8	120	92.5	137	91.2		
S2070	I feel this school is a safe place in which to work.	100	94	124	87.1	134	88.1	120	92.5	137	89.9		
S2073	Students are treated fairly at this school.	100	95	123	88.6	130	90	112	92	136	91.9		
S2074	Student behaviour is well managed at this school.	100	87	123	81.3	132	70.5	116	69	137	73.7		
S2075	Staff are well supported at this school.	100	78	124	76.6	134	79.1	119	82.4	137	78.8		
S2076	This school takes staff opinions seriously.	98	75.5	119	75.6	126	78.6	116	85.3	133	81.2		
S2077	This school looks for ways to improve.	100	94	123	94.3	133	90.2	119	95	134	95.5		

# Consultation

Gladstone State High School undertook the planning and implementation of the Student Code of Conduct throughout 2020 with the intention to review the Student Code of Conduct and supporting policies and procedures throughout 2021.

The Deputy Principal responsible for the Student Code of Conduct undertook the following process to ensure a quality consultation process was followed.

Phase 1: Review of relevant Education Queensland Policies and Procedures, Acts, Regulations and Human Rights to fully understand the intent of each of the policies.

Phase 2: Drafting of Gladstone State High School Policies.

Phase 3: Consultation phase

- I. With the Senior Executive Team including Principal, Deputy Principals, Deputy Principal – Inclusion, Head of School Senior, Head of School Junior and Business Service Managers. Feedback provided and adjustments to the policy made as required.
- II. With a Human Rights Lawyer to ensure the policy was aligned with the Declaration of Human Rights.
- III. With the Head of Department Executive Team including 11 Heads of Departments (Curriculum), 1 Head of Department – Teaching and Learning, 1 HoSES, 2 Heads of Department – Social Justice. Feedback provided and adjustments to the policies made as required.
- IV. With the wider teaching team with feedback provided through the Heads of Department.
- V. With the Parents and Citizens Association including the Executive positions and parents/carers and wider community members. Feedback provided and adjustments to the policy made as required.
- VI. With the Student Body through the Senior Student Council, Junior Student Council and Peer Mentors. Feedback provided and adjustments to the policy made as required.

Phase 4: Role out phase for full implementation in 2021

- To the Senior Executive Team
- To the HoD Executive Team
- To all members of the Gladstone State High School staff
- To the wider school community

Phase 5: Review

Throughout 2021 each of the policies and procedures written in support of the Student Code of Conduct will be reviewed to ensure consistency in alignment with the relevant Acts, Legislations and Education Queensland Policy.

The wider school community will be regularly informed of the school's expectations in regard to the Student Code of Conduct and supporting policies and procedures by the School Newsletter, Facebook page, Email, Gladstone News articles, School website and other media opportunities as they present throughout 2021. The intention is for transparent, concise and consistent communication with our wider school community in the role out and review phase.

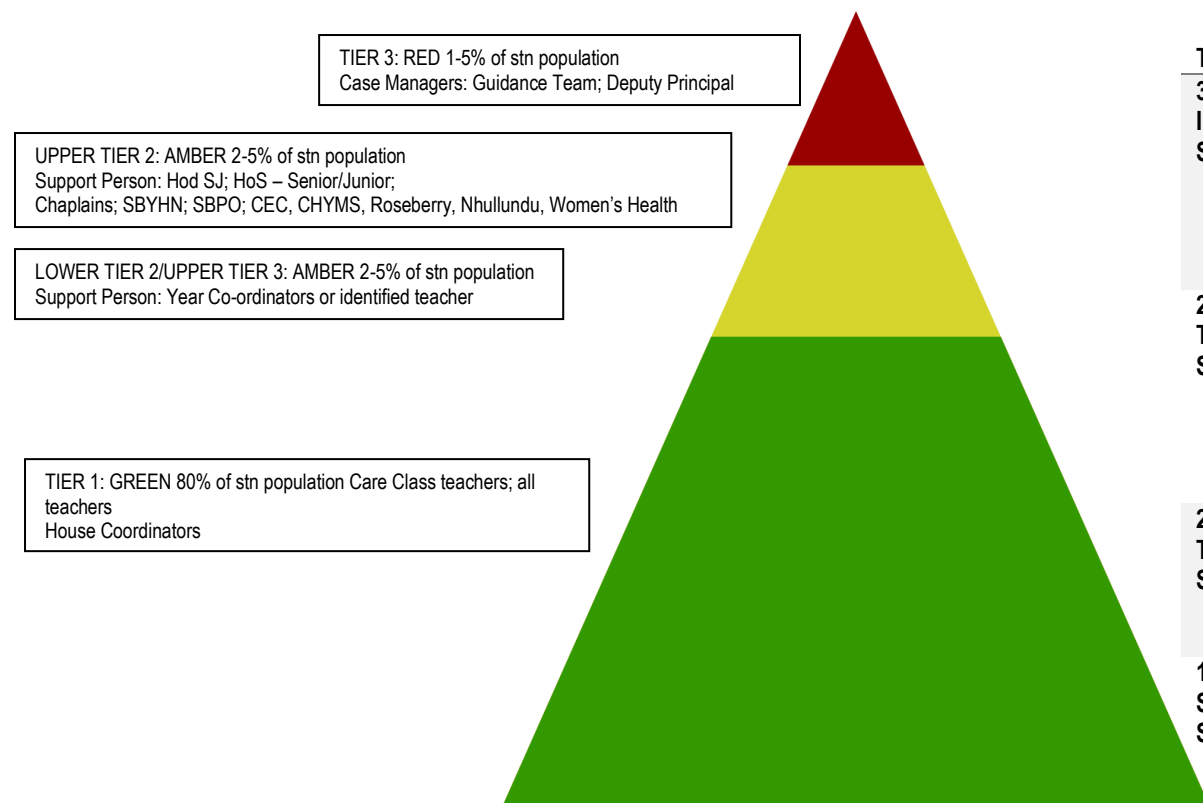
# Learning and Behaviour Statement

Student Learning and Wellbeing at Gladstone High School is underpinned by the Student Learning and Wellbeing Framework and supported through Positive Behaviour for Learning (PBL). Students are expected to be safe, respectful, engaged and responsible. By explicitly teaching these behaviours through the Explicit Instruction pedagogy, students and staff at Gladstone State High School are able to focus on quality teaching and learning.

Schoolwide Expectation	All Settings	Learning environments <small>(in addition to those required across all areas, there are additional expectations in learning environments such as classrooms, online, practical lessons, excursions, etc.)</small>
<b>ENGAGED</b>	<ul style="list-style-type: none"> <li>Attempt all tasks to the best of your ability</li> <li>Request support when necessary</li> <li>Apply feedback provided</li> <li>Be on time at all times including to school events</li> <li>Follow entry and exit procedures</li> <li>Sit in allocated seat/be in designated area</li> <li>Take advantage of the opportunities available to you through the school</li> </ul>	<ul style="list-style-type: none"> <li>Attend all classes</li> <li>Be prepared</li> <li>Be on task</li> <li>Complete all tasks to the best of your ability.</li> </ul>
<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Look, listen and follow instructions "First time, every time"</li> <li>Before you speak – T.H.I.N.K.</li> <li>Acknowledge the right for others to have views, values and beliefs</li> <li>Respect each other's personal space and property</li> <li>Care for self, others and the environment</li> <li>Keep area neat and tidy</li> <li>"We are calm, quiet and courteous"</li> <li>Place rubbish in bins provided</li> <li>Respect people's privacy</li> </ul>	<ul style="list-style-type: none"> <li>Respect people's privacy</li> <li>Personal technology devices "off and away"</li> <li>Raise hand and wait silently to speak</li> <li>"Learn and let others learn"</li> </ul>
<b>RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>"In for 70"</li> <li>Follow the Uniform Policy</li> <li>Set a good example</li> <li>Take responsibility for own actions</li> <li>Right place, Right time</li> <li>Seek assistance when needed</li> <li>Sign in and sign out correctly</li> <li>Use paths and walkways appropriately</li> <li>Move purposefully between classes</li> <li>Keep personal possessions secure</li> </ul>	<ul style="list-style-type: none"> <li>Bring a planner and utilise it – "bring it in, write it in"</li> <li>Bring required equipment</li> <li>Listen to notices</li> <li>Catch up on work if away</li> <li>Carry "out of class" card or planner when out of class with permission</li> <li>Use break times efficiently (go to toilet/have drink before class)</li> <li>Use assigned toilet blocks</li> <li>Arrive to class on time</li> </ul>
<b>SAFE</b>	<ul style="list-style-type: none"> <li>Follow safe practices</li> <li>Wear appropriate PPE</li> <li>Use equipment safely and as directed.</li> <li>Only bring allowed items to school</li> <li>Keep hands, feet and objects to yourself</li> <li>Report hazards or accidents to staff</li> <li>Report unauthorised visitors</li> <li>Report bullying and harassment to staff and/or stymie</li> <li>Cooperate with staff and others in authority to ensure safety</li> <li>Stay "in bounds"</li> <li>Follow safety procedures and instructions</li> <li>Play sports/games in designated areas</li> <li>Play school approved games</li> <li>Be Sunsafe</li> </ul>	<ul style="list-style-type: none"> <li>Enter/exit room in an orderly manner</li> <li>Remain at your desk/work area unless otherwise directed</li> <li>Sit on seats properly</li> <li>Follow our Student Code of Conduct for online learning</li> </ul>

## 4 Tiers of Support

Aligned to PBL, Gladstone State High School identifies students across 4 tiers with regards to Wellbeing, Behaviour and Attendance. The below graphic provides an overview of these supports



TIER	WELFARE	ATTENDANCE	BEHAVIOUR
<b>3 INTENSIVE SUPPORT</b>	GO: Complex Case Management: High risk/intensive intervention – require planned weekly counselling/case management sessions	DP: Enforcement of Attendance process (less than 85%)	DP: Top 10 students for behaviour referrals/ Frequent Major behaviours
<b>2 UPPER TARGETED SUPPORT</b>	Chaplains HoD SJ HoS – Junior and Senior Targeted intervention – weekly check-ins, assessment and monitoring	HoD SJ: 85-90%	HoD SJ: Frequent Minor behaviours
<b>2 LOWER TARGETED SUPPORT</b>	Year Coordinators: ARC Care Class – short sharp check-ins, assessment and monitoring students	Year Co: 90-95%	Year Coordinators: Infrequent Minor behaviours
<b>1 WHOLE SCHOOL SYSTEMS</b>	All students – positive and proactive Daily check in with all students	CC Teacher: 95% or above	CC Teachers: Positive behaviours

## Student Wellbeing

At Gladstone State High School we believe that staff, students and parents/carers' Wellbeing are intrinsically linked and, when optimised, student outcomes are enhanced. The wellbeing of each group is supported both from people and programs within the school and from organisations within the wider community.

### Student Learning and Wellbeing Framework

The Student Learning and Wellbeing Framework (SLaWF) underpins the strategic direction for our school. Policies and Procedures aligned to the SLaWF provide transparency, clarity and focus for our students. Throughout 2021 a full Inquiry Cycle of the school's SLaWF will be undertaken identifying where targeted teaching addressing student mental health and wellbeing will be mapped.

### Student Support Networks

Student Wellbeing is promoted through the Wellbeing Team with targeted programs provided by trained teachers and targeted support staff. Targeted students support is provided by the following Human Resources at this school:

- Four Guidance Officers – two with a senior focus and two with a junior focus
- Two School Chaplains
- A School Based Youth Health Nurse
- A School Based Police Officer
- A Community Education Counselor
- Two Heads of Department - Social Justice
- Head of Department - Senior Schooling
- Head of Department – Junior Secondary
- Six Year Co-ordinators
- A Youth Support Worker

Role descriptions for the above roles will be uploaded to the school's website early in 2021.

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, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact the school office.

### Student Support Programs

Students who face mental health and wellbeing challenges may be invited to participate in the following school-based programs:

- RAGE
- Managing the Bull
- Drumbeat
- Rock and Water
- Dynamics
- Shine
- Strength
- Chillax
- RAP – Resourceful Adolescent Program
- Men of Honour
- Head Strong 2.0
- VITAL
- Girls with a Purpose

Each of these programs provides education and support for students who require targeted intervention to improve their behaviour choices and wellbeing.

### Curriculum and Pedagogy

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.

Staff, through the implementation of the P-12 CARF and the Australian Curriculum, deliver age appropriate learning opportunities to students addressing targeted topics. Once the review of the SLaWF is complete, a comprehensive curriculum plan will be provided for parents/carers and the wider community.

### Policy and Expectations

Non-mandated policies that will be available for parents and the wider community throughout 2021 include:

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure



- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education (including Differentiation)
- 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
- Critical Incident Management
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Whole School Approach to Discipline

Gladstone State High School's Positive Behaviour for Learning (PBL) approach to managing student discipline is the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Gladstone State High School we believe discipline is more than applying a consequence for a behaviour that does not align with being safe, respectful, responsible and engaged. Discipline is a word that reflects our belief that correcting undesired behaviours is a process - it is a multi-faceted approach to teach students how to act safely, respectfully, responsibly and to be engaged, while providing an opportunity to teach/re-teach and restore relationships between all parties involved. We believe 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, for providing supportive instruction about how to meet these expectations.

The development of Gladstone State High School's Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to meet with the Deputy Principal for PBL or the PBL Coach at the school.

## Consideration of Individual Circumstances

When managing student learning and behaviour it is critical to take into consideration the individual student's circumstances. Teachers undertake the 'Know Your Class' process prior to the 'Curriculum Clarity' process to ensure that their preparation of learning material is appropriate to the students in their class. Through this process student learning is promoted as engagement in learning is optimised which in turn reduces undesirable behaviours at school.

Each student's individual circumstances considered when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence include, but are not limited to the following:

- behaviour history
- disability- learning and physical
- mental health and wellbeing

- religious considerations
- cultural considerations
- home environment
- care arrangements

By considering the individual circumstances of each child, equity is promoted - where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

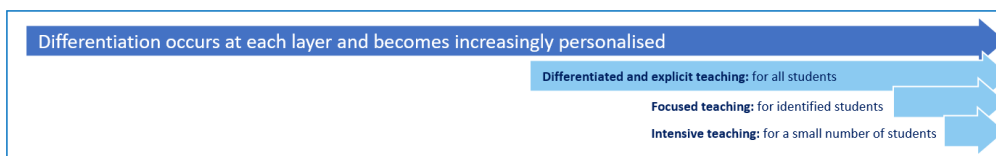
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Year Level Deputy Principal to discuss the matter.

## Differentiated and Explicit Teaching

Differentiated and explicit teaching and learning for all students provides adjustments that will not impact the integrity of the unit. These include:

- assessment and reporting data to determine:
  - starting points for teaching the unit
  - the groups and individuals who will require additional support
- key lessons in the teaching and learning sequence that focus on particular content descriptions (understanding and/or skills) and cognitive demands
- the literacy and language demands
- conditions of the summative assessment task including any adjustments for individual students
- effective pedagogical practices that respond to the specific learning needs of groups and individual students
- the behaviours leading to learning that enable specific students to participate
- opportunities to teach metacognition for students to support their own learning
- formative assessments that monitor student progress and provide feedback on student learning
- monitoring tools, such as the *P-10 Literacy continuum* and *Early Start* that track progress and inform the differentiation
- alternative resources that support specific pedagogies
- additional support, which may be ongoing
  - focused teaching for identified students
  - intensive teaching for a small number of identified students
- opportunities for collaboration with support staff.

Within the context of the units being delivered in each learning area and/or subject some students may require focused and/or intensive teaching for short periods of time; those students who are not yet meeting or are exceeding the year or band of years achievement standards may require this for a more prolonged period of time.



## Focused Teaching

Teachers at Gladstone State High Schools provide focused teaching for students who continue to demonstrate that they are not meeting year-level achievement standards or behaviour expectations. Some students require additional

support to meet year-level expectations in a particular strand, mode, or part of a learning area/subject. For some students, focused teaching addresses more significant support needs, and provides curriculum at a lower or higher year level. Some students require additional support to meet behaviour expectations.

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

Support staff, in disability and behaviour, and Support Teachers (Literacy and Numeracy) and EAL/D teachers work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the class program. Teachers monitor student progress and behaviour and identify those students who:

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

Gifted and talented students may require enrichment and extension to develop in-depth knowledge and understanding; and teachers may introduce some elements of the curriculum from a higher year level. Students who are learning English as a second or additional language or dialect (EAL/D) while at the same time learning the curriculum through Standard Australian English, need specific teaching approaches to build a language foundation for successful classroom learning. Teachers identify these students' English Language proficiency using the *Bandscales State Schools (Queensland) for EAL/D Learners*, and provide focused teaching to meet the particular language learning needs of students within the classroom context. Also see *English as an additional language or dialect (EAL/D) learners*.

## Intensive Teaching

Intensive intervention is only required for a small number of students, approximately 5% of the student population. The type of intervention varies from student to student and may have an attendance, academic or behavioural focus. When a differentiation and focussed teaching have not proven successful for a student, intensive intervention could be considered as the next support option. If you believe a student requires intensive support you can refer them to the inclusion or welfare teams for review. Each of these groups meet fortnightly. Welfare meet each week and alternate between Senior and Junior cohorts.

School based processes are in place for staff to refer identified students through to the appropriate team – Inclusion, Welfare or Behaviour.

## Legislative Delegations

### Legislation

All Policies and Procedures at Gladstone State High School are underpinned by the following Acts and 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](#)

The Deputy Principals at Gladstone State High School provide support to the Principal when managing Student Discipline.

# Disciplinary Consequences

Disciplinary consequences are determined once an investigation has been undertaken and the facts established. Each student will have the right of response to allegations made from another person.

Behaviours are categorised as either 'Major' or 'Minor'. Page 7-10 provides a breakdown of examples of major and minor behaviours.

Through explicitly teaching the desired behaviours, students can actively engage and achieve to their social, emotional and academic potential. The below table is provided as a guide for behaviours with recognition or consequences.

TIER 1: SELF-DIRECTED PBL UNIVERSAL LEVEL		
BE ENGAGED BE RESPECTFUL BE RESPONSIBLE BE SAFE	POSSIBLE RECOGNITION Positive feedback – verbal or written Productive relationship Positive Behaviour Card signed Telephone call home Email home Positive postcard Certificates Public recognition Report card – effort & behaviour Astra Award Achieving to the best of your ability	
TIER 2: MINOR MISBEHAVIOURS – Teacher Managed		
<ul style="list-style-type: none"> <li>Late to class</li> <li>Absent from class without permission</li> <li>Banned items</li> <li>Incorrect use of planner</li> <li>Disrupting class</li> <li>Leaving class without permission</li> <li>Disruptive behaviour</li> <li>Low-level inappropriate language</li> <li>Littering</li> <li>Failure to submit work</li> <li>Insufficient effort or work</li> <li>Minor safety breaches</li> <li>Poor choices during breaks</li> <li>Eating in class</li> <li>IT misuse</li> <li>Teasing, bullying and/or harassment</li> <li>Interfering with the teacher's right to teach and students' right to learn</li> <li>Gross disruption in class</li> <li>Repeated refusal to follow teacher's instructions</li> </ul>	POSSIBLE CONSEQUENCES Reinforce/Re-teach expectations Restorative Conference Verbal redirection Repositioning in class Warning or give choice Detention/make up time Parental contact Removal of banned item Litter Duty Withdrawal from activity (unsafe behaviour) Removal of IT access Letter of apology Community Service Participation in Development Program Completing an assignment on behaviour Contract Removal from class (safety breaches) <ul style="list-style-type: none"> <li>Referral to Curriculum HOD</li> <li>Buddy Class Referral: withdrawal followed by negotiated process to return to class</li> </ul>	ONESCHOOL ENTRY REQUIREMENTS: Parental Contact and Behaviour Incident Record to be entered on <i>OneSchool</i>  In Class Behaviour Description of behaviour and consequence. <ul style="list-style-type: none"> <li>Referral to Curriculum HOD</li> <li>Relevant HOD-SJ</li> <li>Year Level Deputy Principal</li> <li>(Case Manager – if relevant)</li> </ul> Out of Class Behaviour: Description of behaviour and consequence. <ul style="list-style-type: none"> <li>Year Level Co-ordinator</li> <li>Relevant HOD-SJ</li> <li>Year Level Deputy Principal</li> <li>(Case Manager – if relevant)</li> </ul>

TIER 2: MAJOR MISBEHAVIOURS – Head of Department Managed (Curriculum or Social Justice)		
<ul style="list-style-type: none"> <li>• Repeated minor offences</li> <li>• Refusal to follow reasonable directions from staff</li> <li>• Failure to complete detention</li> <li>• Gross disruption in class</li> <li>• Continual lack of effort, either in class or on home tasks</li> <li>• Failure to hand assignments on time</li> <li>• Damaging equipment, other's property or school property</li> <li>• Showing continual pattern of lateness to class or absences without permission</li> </ul>	<p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> <li>Restorative Contract/Conference</li> <li>Letter of apology</li> <li>Detention/make up time</li> <li>After school detention</li> <li>Support Staff Contact</li> <li>Buddy Class Referral: withdrawal followed by negotiated process to return to class</li> <li>Monitoring card</li> <li>Parental contact/meeting</li> <li>Letter of apology</li> <li>Community Service</li> <li>Participation in Development Program</li> <li>Completing an assignment on behaviour</li> <li>Contract</li> <li>Removal from class (safety breaches)</li> <li>Referral to Deputy Principal</li> </ul> <ul style="list-style-type: none"> <li>Parental Contact and Behaviour Incident Record to be entered on <i>OneSchool</i></li> </ul>	<p>ONESCHOOL ENTRY REQUIREMENTS</p> <p>In Class Behaviour: Description of behaviour and consequence. Upload any witness statements or evidence from incident.</p> <ul style="list-style-type: none"> <li>• Referral to relevant HOD-SJ</li> <li>• Referral to relevant Year Level Deputy Principal</li> <li>• <i>(Case Manager – if relevant)</i></li> </ul> <p>Out of Class Behaviour: Description of behaviour and consequence. Upload any witness statements or evidence from incident.</p> <ul style="list-style-type: none"> <li>• Referral to relevant HOD-SJ</li> <li>• Referral to relevant Year Level Deputy Principal</li> <li>• <i>(Case Manager – if relevant)</i></li> </ul>

TIER 3: MAJOR MISBEHAVIOURS – Deputy Principal Managed		
<ul style="list-style-type: none"> <li>• Repeated Level 2 behaviours</li> <li>• Requires monitoring in three or more subjects for effort and/or behaviour</li> <li>• Not signing in or out of school</li> <li>• Suspicion of smoking</li> <li>• Continual or serious bullying and harassment</li> <li>• Dangerous behaviour</li> <li>• Banned items with a safety concern</li> <li>• Serious offences against staff and/or students</li> <li>• Graffiti or vandalism</li> <li>• Possession or viewing of offensive material</li> <li>• Significant IT misconduct, including recording, storing, forwarding, posting to the internet or public forum inappropriate material</li> </ul>	<p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> <li>Restorative Conference/Contract</li> <li>Letter of apology</li> <li>Detention/make up time</li> <li>Support Plan</li> <li>Support Staff Contact</li> <li>Buddy Class Referral: withdrawal followed by negotiated process to return to class</li> <li>Withdrawal from playground</li> <li>Monitoring card</li> <li>Letter of apology</li> <li>Community Service</li> <li>Participation in Development Program</li> <li>Completing an assignment on behaviour</li> <li>Contract</li> <li>Removal from class (safety breaches)</li> <li>Parental contact/meeting</li> </ul>	<p>In Class Behaviour: Description of behaviour and consequence. Upload any witness statements or evidence from incident.</p> <p>Out of Class Behaviour: Description of behaviour and consequence. Upload any witness statements or evidence from incident.</p> <p>For SDA: Upload Checklists</p>

	Parental Contact and Behaviour Incident Record to be entered on OneSchool	
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TIER 4: MAJOR MISBEHAVIOURS – Deputy Principal and Principal Managed		
<ul style="list-style-type: none"> <li>• Repeated Tier 3 behaviours</li> <li>• Gross moral offences and/or disrespect</li> <li>• Bullying (including cyberbullying) that threatens the health and/or safety of students and/or students</li> <li>• High-level dangerous behaviour</li> <li>• Smoking or possession of smoking implements</li> <li>• Possession of alcohol</li> <li>• Supply, consumption or distribution of alcohol and/or illicit substances</li> <li>• Failure to engagement in learning program</li> <li>• Serious theft, vandalism and/or graffiti</li> <li>• Immediate or serious threats to safety or use of weapons</li> <li>• Bringing the school into disrepute</li> <li>• Provocative or aggressive swearing or abuse</li> <li>• Possession of illicit substances and/or implements</li> </ul> <p><i>Conducte that adversely affects, or is likely to affect the good order and management of the school.</i></p> <p><i>Conduct that adversely affects, or is likely to affect other students enrolled at the school.</i></p> <p><i>Conduct that adversely affects jor is likely to affect school staff.</i></p>	<p><b>POSSIBLE CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>Classroom withdrawal with negotiation process to return to class</li> <li>Restorative Conference/Contract</li> <li>Discipline Improvement Plan</li> <li>Personalised Learning Plan</li> <li>Support Provision</li> <li>Short suspension (1-10 days)</li> <li>Long suspension (11-20 days)</li> <li>Enrolment cancellation</li> <li>Application for exclusion</li> </ul> <p>Parental Contact and Behaviour Incident Record to be entered on OneSchool</p>	<p>In Class Behaviour: Description of behaviour and consequence. Upload any witness statements or evidence from incident.</p> <p>Out of Class Behaviour: Description of behaviour and consequence. Upload any witness statements or evidence from incident.</p> <p>For SDA: Upload Checklists</p>

Behaviours and consequences listed are not an exhaustive list – they are provided as a guide.

# School Policies

The below information is a brief synopsis of the schools expectations in relation to the identified policies. To access the parent/carer and community versions of these policies please visit the school's website.

## 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 staff, students and visitors.

Students must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that:

- is prohibited according to the school's Student Code of Conduct
- is illegal (including but not limited to: drugs such as cannabis, ecstasy, or amphetamines or drug paraphernalia)
- is illegal for minors (including but not limited to tobacco; alcohol; prescription drugs)
- puts the safety or wellbeing of others at risk (including but not limited to knife, firearm, handcuffs, or replica firearms including 'gel blasters')
- does not preserve a caring, safe, supportive or productive learning environment (including but not limited to baton, nunchaku, or club)
- does not maintain and foster mutual respect (included but not limited to printed materials with offensive language or extremist propaganda)
- is considered unhealthy according to the Smart Choices guidelines (including but not limited to soft drinks, energy drinks, fast food items, slushies)
- does not support a healthy environment for all students (including but not limited to aerosol cans, permanent markers, spray paint, liquid paper)

Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Temporary removal of student property

Property may be temporarily removed from a student if the Principal or state school staff are reasonably satisfied the removal is necessary to:

- ensure compliance with the Student Code of Conduct
- 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.

## Return of temporarily removed student property

- 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.
- Ensure temporarily removed student property held by the school is made available for collection by the student or parent within a reasonable time period.
- If the student is a child, the Principal or school staff member may choose to make the temporarily removed 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 students or staff, and/or
  - for the good order and management, administration and control of the school.
- Where the student is independent or mature age, it may be appropriate to return the temporarily removed property directly to them.
- Ensure temporarily removed student property made available for collection is in the same condition as when the property was removed. This **does not apply** to perishable items (eg food items). Non-permitted food items will be refrigerated and if the item 'spoils' it will not be replaced.

The below is a guide to temporary removal of student property with suggestion duration and future actions:



Group	Description	Person Responsible to manage	Suggested duration and future action if required
Mobile phone/device	Using mobile phone during class time without permission.	Year Coordinator	Student logs the phone in at the Front Office until the end of the same school day. Issued with a 20 minute detention with the Year Co-ordinator.
Mobile phone/device	Student has created media (filmed or photographed) or is in possession of media (photographs/footage) of other students (including but not limited to engaging in inappropriate behaviours – fighting, participating in illegal activities) in school uniform	Deputy Principal for the year level	Student logs the phone in at the Front Office and completes a written statement outlining their involvement in creating the media or how they came into possession of the media. Depending on the nature of the media the SBPO or Police Officer may be consulted to determine if the content may be required for a Police investigation – the Police may seize the device pending this investigation.  The student may be required to provide a copy of the media to the investigating Deputy Principal as evidence to support witness statements from the incident.
Physical item: illegal items - drugs	Including but not limited to: drugs such as cannabis, ecstasy, or amphetamines or drug paraphernalia	Deputy Principal for the year level	The Deputy Principal will hold the illegal items until they can be handed over to the SBPO or Police Officer. The items should be placed in an envelope and clearly labelled with the student name and the date the items were located.  NOTE: staff should avoid touching these items as Police may choose to check them for finger prints.
Physical item: illegal for minors to be in possession of	Including but not limited to tobacco; alcohol; prescription drugs	Deputy Principal for the year level	Hold the items until a parent/guardian is able to collect. Place in a sealed envelope with the student name, date of collection and hand in to the Year Level Deputy Principal who will store the item in a secure location.
Items that puts the safety or wellbeing of others at risk	Including but not limited to knife, firearm, handcuffs, or replica firearms including 'gel blasters'	Deputy Principal for the year level	Hold the item/s until the SBPO or a Police Officer provides guidance. This will be dependent on the use of the item at school. If the Police give clearance for the items to be returned a parent must collect them after 3.30pm from the school office.  If the item has been used in a criminal act avoid making direct contact with the item as the Police may choose to check them for fingerprints.
Illegal items: does not preserve a caring, safe, supportive or productive learning environment	Including but not limited to baton, nunchaku, or club	Deputy Principal for the year level	Hold the item/s until the SBPO or a Police Officer provides guidance. This will be dependent on the use of the item at school. If the Police give clearance for the items to be returned a parent must collect them after 3.30pm from the school office.  If the item has been used in a criminal act avoid making direct contact with the item as the Police may choose to check them for fingerprints.
Items that do not maintain and foster mutual respect	Including but not limited to printed materials with offensive language or extremist propaganda	Year Co-ordinator/ Classroom teacher	Student logs the item/s into the Year Co-ordinator's staffroom. Where the item is an item of essential clothing, a Front Office owned school uniform will be loaned to the student. The essential clothing item/s will be available for the student to collect upon return of the loaned item/s. All other items may be collected after the 3pm bell.
Items that are suspected to be stolen property		Deputy Principal for the year level	The Deputy Principal may hold these items until the rightful owner can be determined.  The SBPO or a Police Officer may be consulted and the matter referred to the Police if it is established that the items were stolen and charges may be laid.
Jewellery	Items contrary to the Student Dress Code	Front Office staff	The student is to log the items at the Front Office. Items are to be placed into an envelope and sealed with the contents written on the front. The student is to record their name, care class and date on the front of the envelope. Items may be collected after the 3pm bell.
Items of clothing	Jumpers with hoods attached (Hoodies)	Year Co-ordinator/	The student is to log the items at the Year Co-ordinator's staffroom. Items are clearly labelled with student name,

	Balaclavas or other face shields Beanies	Classroom teacher	care class and date. Items may be collected after the 3pm bell.
Food contrary to the Smart Choices guidelines	Including but not limited to Slushes, large packets of chips, energy drinks, fast food (for example KFC, Hungry Jacks, McDonalds, Dominos), Chewing Gum	All staff	The student must be given the option of placing the item/s in the bin or storing them in the FRONT OFFICE. Items stored in the FRONT OFFICE may be collected after the 3pm bell.

## Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Gladstone State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of gaining skills towards digital literacy and digital citizenship. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Mobile phones must be turned to aeroplane mode or turned off during class lessons/learning time (including if students are out of the classroom to go to the bathroom or on an errand for the teacher). These items must be placed out of site. The phone must not interrupt the lesson or learning of other students during this time. Ear buds, including pods must also be removed and placed in a safe location (e.g. pencil case, school bag).

Should a teacher determine that the use of mobile phones during class time would enhance learning, approval from the HoD of the curriculum area must be obtained prior to use. The teacher will then be responsible for displaying the technology approval poster on the classroom door to advise that classroom visitors that approval has been obtained for students to use mobile phones or other devices for educational purposes.

### Responsibilities

The responsibilities for students using mobile phones or other devices (including wearable technology) at school or during school activities, are outlined below.

The below table indicates what is <b>acceptable</b> for students at Gladstone State High School for different technological devices:		L a p t o p	M o b i l e  P h o n e	D e v i c e	S m a r t W a t c h
use devices (not including mobile phones) at school for:	assigned class work and assignments set by teachers when permission has been obtained from the Head of Department	Y		Y	N
	accessing online references such as dictionaries, encyclopaedias, etc.	Y	Y	Y	N
	communicating or collaborating with other students, teachers, parents or experts in relation to school work	Y	N	Y	N
	conducting general research for school activities and projects	Y	Y	Y	

authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school	Y	Y	Y	N
researching and learning through the department's eLearning environment	Y	Y	Y	N
developing appropriate literacy, communication and information skills	Y	Y	Y	Y
be courteous, considerate and respectful of others when using a mobile device	Y	Y	Y	Y
switch off and place the mobile device out of sight during classes unless the device is being used in a teacher directed activity to enhance learning	Y	Y	Y	Y
seek the Head of Social Justice's approval where they wish to use a mobile device under special circumstances and notify the classroom teacher of this permission prior to entering the classroom	Y	Y	Y	Y

NOTE: Students may be asked to remove wearable technology during assessments.

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in class without the permission of their teacher
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in accordance with the requirements of the Gladstone State High School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - 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.

Students who choose to use mobile phones and other devices inappropriately in the first instance will be managed by the classroom teacher, HoD IT, HoD Curriculum or HoD Social Justice. Your privileges to access these may be removed until you demonstrate responsible, respectful and safe use of these devices.

## Preventing and responding to bullying

### What is Bullying and Harassment?

**Bullying** is a systemic and repeated abuse of power. In general bullying may be defined as:

- Dominating or hurting someone
- Unfair action by the perpetrator(s) and an imbalance of power
- A lack of adequate defence by the target and feelings of oppression and humiliation.

(Working together: A toolkit for effective school based action against bullying)

The national definition of bullying for Australian schools definition:

Bullying is an 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

(<https://behaviour.education.qld.gov.au/supporting-student-behaviour/bullying-and-cyberbullying>)

Bullying can happen 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).

**Harassment** is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

**Discrimination** occurs when people are treated less favourably than others because of their:

- |  |   |
|--|---|
| • identity, race, culture or ethnic origin | • sexual orientation                    |
| • religion                                 | • marital, parenting or economic status |
| • physical characteristics                 | • age                                   |
| • gender                                   | • ability or disability.                |

### Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

### How is bullying and harassment reported at Gladstone SHS?

There are two methods available to the school community to report harm:

- Stymie – an anonymous online platform available 24 hours a day (note, reports will not be read between 5pm and 7am, 5pm Friday afternoon and 7am Monday morning)

- *Bullying and Harassment Report* form – available from the Year Coordinator staffroom, the PBC and the student counter in Administration.

### **What does effective action look like at Gladstone SHS?**

Students who experience bullying:

- Will be heard
- Know how to report bullying and get help
- Are confident in the school's ability to deal with the bullying
- Are helped to feel safe again
- Are helped to rebuild confidence and resilience
- Know how they can get support from others

Students who bully

- Are held to account for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs
- Are taught to behave in ways that do not cause harm in the future because they have developed their social and emotional skills and knowledge about the effects of their behaviour
- Are supported to learn how they can take steps to repair the harm they have caused

The school community

- Is aware of the activates and strategies the school uses to prevent and respond to bullying
  - Is engaged in developing and reviewing the actions taken by the school to address bullying
  - Celebrates the success of the school's approach to bullying and promoting safety
  - Understands the role they play and the actions they can take in preventing and responding to bullying
- School leaders, teachers and other school staff
- develop whole school policies that meet the expectations of their school community and school sector
  - promote a positive school culture where bullying is not tolerated and cannot flourish
  - continually develop school practice based on knowledge and evidence of what works
  - know how to respond to reports of bullying
  - regularly review their actions to address bullying
  - use teaching and learning opportunities to address bullying
  - ensure supports are in place to prevent and respond to bullying
  - have addressed environmental issues and promoted safe play and learning areas and are constantly vigilant in their supervision of students
  - participate in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
  - gather useful information about the effectiveness of the actions to address bullying, and these data are used for monitoring and evaluation
  - work in partnership with parents/carers, other schools and community partners to promote safe communities.
- Parents/carers report they
- know the school does not tolerate bullying
  - are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
  - have confidence the school will take any complaint about bullying seriously, investigate/resolve as necessary and will deal with the bullying in a way that protects their child
  - are aware of ways in which they can support the school's action against bullying
  - know how they can support their child if affected by bullying.



## The process of managing reports

### What is Stymie?



**stymie**

“Stymie is an anonymous online harm reporting tool that schools are proactively using to support their students to say something without fear. The team from Stymie® work with school communities both nationally and internationally, to connect students with their empathy and conscience so that they can, in an empowered and courageous way, enhance or change the culture of care in their school.

Stymie has been built to support existing student well-being/pastoral care frameworks in schools and was built in consideration of the Australian Student Wellbeing Framework and the recommendations from the Australian Covert Bullying Prevalence Study.”

Through Stymie members of the school community can anonymously report:

- Bullying
- Cyber Bullying
- Discrimination
- Family and Domestic Violence
- Physical Fight
- Illegal Activity
- Self Harm
- Suicidal Thoughts
- Sexual activity/Sexual Abuse

## Managing reports from Stymie and from the Bullying and Harassment form:

The recommended turnaround from when a report is made is outlined below:

Report Type	Immediate	Within 24 hours
Bullying		✓
Cyber Bullying		✓
Discrimination		✓
Family and Domestic Violence	✓	
Physical Fight	✓	
Illegal Activity	Drugs Alcohol Other	Theft – immediate if the theft has occurred on that day Vandalism Break and Enter – immediate if it is occurring now Other
Self Harm	✓	
Suicidal Thoughts	✓	
Sexual Abuse/Abuse	✓	









Stymie notifications received after 3pm on a school day where immediate action is required, contact with the parent is required where it will be determined if the parent is able and willing to act protectively. The Student Protection Guidelines will then inform further actions as required.

Reports made regarding students outside of Gladstone SHS will be referred to the Principal of the student's school by the ES person.

#### Stymie Notification Hours of Operation

Stymie Reports will be forwarded to the relevant person between the hours of 6am and 5pm Monday to Friday of each school day. Stymie notifications will be suspended from 5pm on the last school day of the term and will be reactivated at 6am on the first day of the new school term.

### Flowchart for action and referral from Stymie Reports

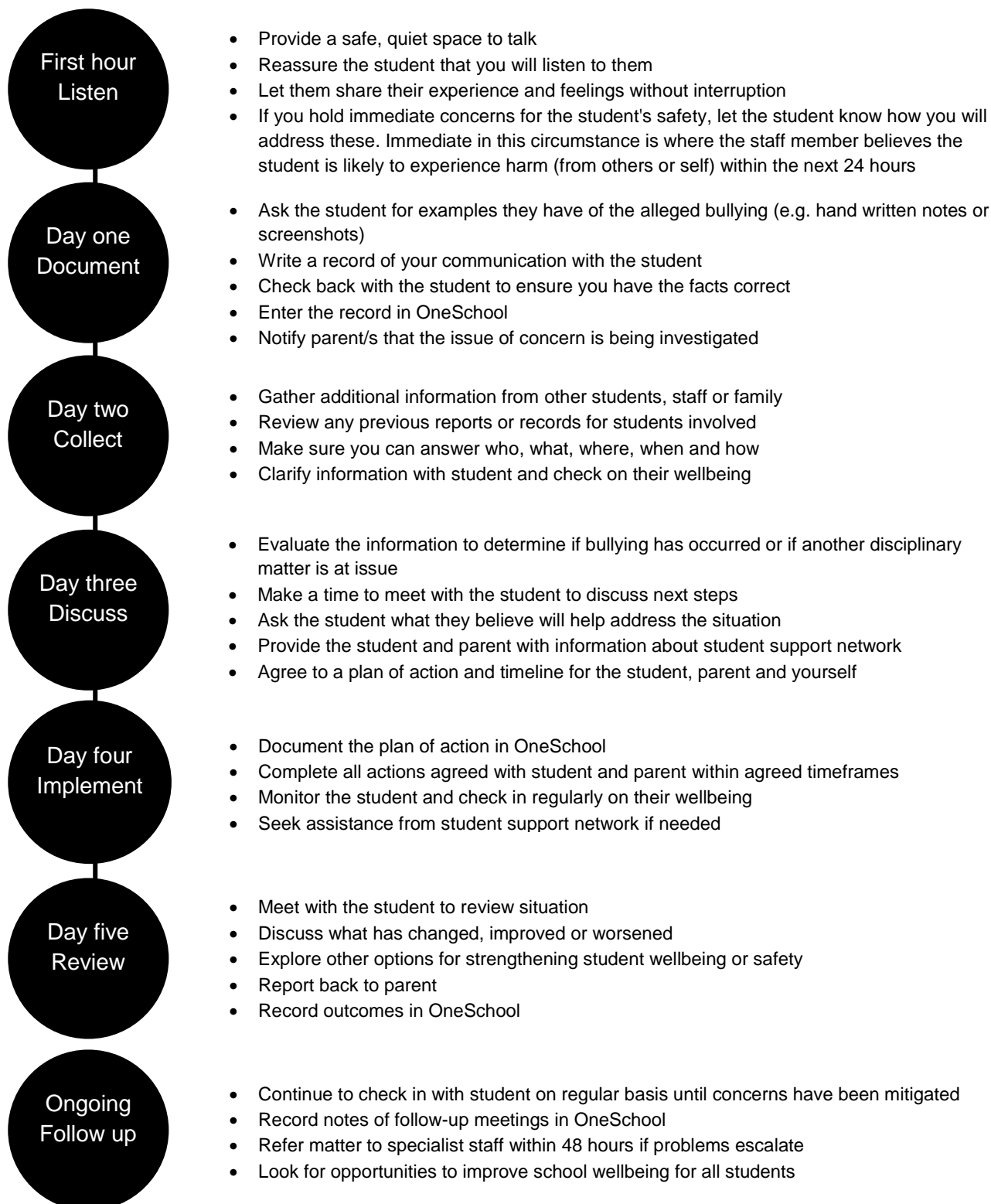
	<p>Notifications about school community members experiencing harm</p>
	<p>The school community member enters details at the Stymie website (Notifications can be made by students, parents, carers, EQ employees or anyone in the community) <a href="http://www.stymie.com.au">www.stymie.com.au</a></p>
	<p><b>Account Holder</b> PAC: Guidance officer Katrina Dalton Delegation: DP – Welfare Trudy Lawson</p>
	<p><b>Stymie Notification Recipients</b> All notifications are received by PAC, ES personnel, SBPO and DP – Wellbeing Year level Co-ordinators and Year level DP's receive notifications relevant to their year level only Attachments are only received by PAC, SBPO and DP – Wellbeing</p>
	<p><b>Actioning Notifications</b> Year Level Co-ordinators are responsible to action reports of bullying, cyber bullying and discrimination HoD SJ are responsible to action impending fights, theft, vandalism and B&amp;E DP's are responsible for actioning F&amp;DV and Fights that have occurred, notification of drugs, alcohol and weapons, and sexual assault, assault ES are responsible to action reports of self-harm and suicidal ideation</p>
	<p><b>Possible responses by the YLC</b> Meet with student or student's relevant to anonymous Stymie Notifications and if further intervention needed refer on if required Refer to DP Refer to Principal Refer to Welfare Committee Refer to SBYHN, GO, SBPO, CEC, Inclusion Team All communication must be documented on one school</p>

## Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### Key contacts for students and parents to report bullying:

Classroom teacher  
Care Class teacher or Year Level Coordinator  
Heads of Social Justice  
Welfare team  
Year Level Deputy Principal





## Appropriate use of social media

This policy provides an overview of Gladstone State High School's management of appropriate use of social media. *When managing inappropriate online behaviours or reputation management incidents, the primary concern must be the safety and wellbeing of those involved.*

**This policy is applicable for students while in school uniform or representing the school on approved school activities.**

### Appropriate use of social media

- Students of Gladstone State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:
  - Ensure that personal information, such as name/nickname, address, phone number, school name and location or anyone else's personal information, is not shared (including images, photos or other identification factors).
  - Think about what is posted online, and how it could be interpreted – avoid posting content that would be inappropriate to display in a crowded room, or in front of influential people. Once content is posted online, control is lost.
  - Avoid provoking or engaging with another user who is displaying inappropriate or abusive behaviour. Rather than responding, address cyberbullying concerns using the online reporting tools, and seek support from an adult.
- If inappropriate online behaviour directly and negatively impacts on the good order and management of Gladstone State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.
- Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.
- Gladstone State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

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

### What is inappropriate use of social media?

Inappropriate use of social media includes:

- Cyberbullying
- Sexting and child exploitation material, child pornography and child abuse material
- Staff reputation management issues
- Other forms of inappropriate online behaviour.

### How is inappropriate use of social media reported at Gladstone SHS?

There are two methods available to the school community to report inappropriate use of social media:

- Stymie – an anonymous online platform available 24 hours a day. NOTE: Stymie Reports will be forwarded to the relevant person between the hours of 6am and 5pm Monday to Friday of each school day. Stymie notifications will be suspended from 5pm on the last school day of the term and will be reactivated at 6am on the first day of the new school term.
- *Bullying and Harassment Report* form – available from the Year Coordinator staffroom, the PBC and the student counter in Administration.



# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

### Explicit images

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

### Help

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

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

**YES** OR **NO**

#### 1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

#### 2. Collect evidence

Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

#### 3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies procedure](#). Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

**YES**

**NO**

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies procedure](#).

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

#### 4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

#### 5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

#### 6. Student welfare

Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

#### 7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



# Restrictive Practices

Gladstone State High School staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.

## What are restrictive practices?

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include:

- a) seclusion
- b) physical restraint
- c) containment
- d) mechanical restraint
- e) chemical restraint, and
- f) clinical holding.

## Definitions:

**Seclusion:** The solitary confinement of a student in a room or area from which their exit is prevented by a barrier or another person. Seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if physically possible.

**SECLUSION IS TO BE USED ONLY AS AN EMERGENCY RESPONSE.**

**Physical restraint:** The use of physical force to prevent, restrict or subdue movement of a student's body or part of their body.

**Containment:** Planned restrictive practice that involves a single student in a room or area for the purpose of engaging in learning. The room is secured by a fob or similar system (or other mechanism) and the student's free exit is impeded. The student is always accompanied in the room, by at least one adult and the student is not left alone in that room or area.

**Mechanical restraint:** The restraint of a student by the application of a device to the student's body, or a limb of the student to restrict the student's movement.

Examples of mechanical restraints would include:

- a) special clothing or devices designed to prevent injury to a person
- b) soft wrist cuffs/ mittens, to prevent injuries that occur by hand biting
- c) helmets to prevent hair pulling, head banging or slapping, eye gouging or ear picking.

**Chemical restraint:** The use of medication to control or subdue a student's behaviour.

**Clinical holding:** Planned restrictive practice that occurs when staff employ, when necessary, pre-arranged strategies and methods (of physical restraint) that are necessary and in the best interests of the student, based upon an assessed need and agreed in advance in order to provide essential healthcare or personal care. Clinical holding is prescribed by the appropriately qualified health professional.

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

## Training

Where it is identified that a restrictive practice may be required, staff will undergo a formal training program in The Management of Actual or Potential Aggression (MAPA) ® and in the physical restraint technique identified in the individual student's Support Plan (ISSP). The training will be delivered with reference to particular behaviours, the known risk, and be appropriate for responding to the risk presented by individual students or the behaviour risk profile of the school.

In such circumstances the principal must arrange training on:

- a) the implementation of this procedure
- b) the legal obligations of staff (i.e. the duty of care)
- c) evidence based positive and proactive behaviour support strategies
- d) circumstances where the use of restrictive practices may be required to discharge a staff member's duty of care
- e) strategies that assist in preventing and de-escalating behaviour
- f) strategies to manage individual students' behaviour in accordance with any plans related to that student
- g) strategies that assist in preventing behaviour that may require the use of restrictive practices



- h) the risks associated with the use of restrictive practices, including seclusion and physical restraint techniques
- i) reporting and oversight procedures following any use of restrictive practices.

### **Individual Student Safety Plan**

If a state school is proposing the use of planned physical restraint, mechanical restraint or containment in respect of a particular student, the school must develop an Individual Student Safety Plan. An Individual Student Safety Plan must be read in conjunction with any behaviour support strategies included in a student's Individual Behaviour Support Plan. The existence of the planned measures should not prevent state school staff from considering the specific facts of each case to ensure that their use of restrictive practices is proportionate and appropriate.

### **After a seclusion or physical restraint has been used**

After using seclusion or physical restraint:

- a) the state school staff member(s) involved in the incident will immediately (e.g. within an hour) notify the principal of the incident
- b) the state school staff member(s) involved in the incident must record the incident in OneSchool as soon as practicable (e.g. within 24 hours). The report must include:
  - i. the name of the student(s) and staff member(s) involved
  - ii. date, time and location of the incident
  - iii. names of witnesses (staff and other students)
  - iv. details of the incident
  - v. any action taken to de-escalate the situation
  - vi. why the restrictive practice was used
  - vii. the nature of the restrictive practice used
  - viii. the duration of the restrictive practice
  - ix. any injuries
  - x. immediate post incident actions, such as first aid or contact with emergency services, and
  - xi. details of any post-incident support provided or organised
- c) the principal will, as soon as practicable (e.g. within the same school day), notify the parents of the student who was the subject of the restrictive practice of the incident
- d) in the case of seclusion or unplanned physical restraint, the principal or deputy principal should conduct a Focused Review
- e) the staff and principal of the school need to consider the preventative and de-escalation strategies that might reduce the likelihood of a similar incident occurring again with the student (this may include reviewing, amending or developing the student's Individual Behaviour Support Plan and Individual Student Safety Plan – refer to Guidelines and Standards for Focused Review)
- f) the principal may consider further training to assist staff working closely with the student
- g) the principal has a duty to consider offering appropriate supports to the following persons:
  - i. the student who has been restrained and their parents (this may include inviting parents to participate in decisions involving the student's ongoing support and planning), and
  - ii. other students and staff members who were involved in or witnessed the incident (this may include a debriefing in relation to the incident and/or counselling support).

### **Reporting and oversight**

If, at any time, a principal is of the reasonable belief that a restrictive practice used by a state school staff member was not appropriate in the circumstances or otherwise not compliant with this procedure, the principal must, as soon as practicable (e.g. within 24 hours), provide details of the incident to the principal's supervisor or delegate.

In addition, principals will ensure data is appropriately recorded in OneSchool for review by the principal's supervisor or delegate that outlines:

- a) the number of instances where physical restraint and seclusion were used at the school
- b) the nature of instances where physical restraint and seclusion were used
- c) any plans for the use of mechanical restraint, containment or clinical holding on students
- d) instances where the use of any restrictive practices was not appropriate and measures taken in response to the inappropriate use of restrictive practices
- e) measures taken by the school to prevent the need for the use of restrictive practices, and
- f) details of the training provided to school staff on the use of restrictive practices.

On the basis of the information provided by the principal of each school about the use of restrictive practices, the principal's supervisor or delegate will consider appropriate action. Actions that the principal's supervisor or delegate might consider include:



- a) providing regional support and advice on the use of restrictive practices to the principal of the relevant school
- b) supporting the principal to provide training to staff members in evidence based positive and proactive behaviour support, de-escalation strategies and, if necessary, the use of restrictive practices, and
- c) requiring the principal to amend/remove a plan for the use of restrictive practices because the plan constricts staff members' assessment of the individual facts and circumstances of each case.

**Focused Review**

If a restrictive practice has been used on a student, a member of the school's leadership team should conduct a Focused Review of the incident as soon as practicable (e.g. within five school days).

The objective of a Focused Review is not to assign or apportion blame. It aims to:

- a) consider the safety and wellbeing of everyone
- b) consider the use of a restrictive practice
- c) determine whether the use was appropriate in the circumstances, and
- d) develop other strategies to potentially respond better to the student's behaviour in the future.

As part of the Focused Review, the member of the school's leadership team should consult:

- a) the staff member(s) involved in the incident
- b) the student who was the subject of the restraint (if possible), and
- c) any other relevant persons (i.e. witnesses, parents of other students involved).

The school leadership team member must maintain a written record of a Focused Review and any actions taken as a result. Actions that a principal might take after a Focused Review might include:

- a) amending the Individual Student Safety Plan of the student who was the subject of the restrictive practice
- b) arranging training for staff members in positive behaviour support, de-escalation strategies and if necessary the use of restrictive practices.

**Managing student behaviour**

All students have a fundamental right to a safe and trusted physical and emotional environment that is free from harm. Employees must actively seek to prevent harm to students and support those students who have been harmed.

Known risk	Unknown risk
In consultation with key stakeholders an appropriate plan (see list of plans below) specific to the individual student's needs will be created and shared with staff. This will be recorded as a PLP on OneSchool.	In the event of a student who has not been identified: EG students involved in physical fight, suicide attempt, self-harm, where there is risk to the safety and wellbeing of self and others.
Training is arranged and provided to the identified support staff including teachers, teacher aides and other staff. The training should include: <ul style="list-style-type: none"> <li>• MAPA Training</li> <li>• Training relevant to the identified strategies</li> </ul>	Staff member present if untrained in MAPA to call the Emergency phone (0484 617 441) requesting support. Preservation of life and limiting harm should be the driving factor in this situation.
All staff of the school are made aware of the individual student and their plan – specifically in relation to actions required in the event of an incident	All situations should be managed from least to most restrictive intervention (that is from verbal direction through to high-level holding).
In the event that a student's plan needs to be enacted trained staff may be contacted depending on the severity of the situation and may be required to attend. Staff present should minimise the risk to other students, themselves and the student experiencing the incident.	Staff member/s present trained in MAPA should manage the situation as per the training principles. Assistance should be sought from a Senior Executive Team member by calling the Emergency phone. If required, the SBPO should be contacted and requested to attend.
Follow the instructions in the plan.	Physical Fight, potential threat of harm to self or others by physical fight – <ol style="list-style-type: none"> <li>1. Maintain the safety of yourself and others in the immediate area. Instruct students to move away from the area. If in a classroom, students are to exit the classroom and go to the closest staffroom with a staff member present.</li> <li>2. Remember the 3 P's: Position, Posture and Proximity (MAPA)</li> </ol>



	<ol style="list-style-type: none"> <li>3. Provide clear instruction to students 'Stop and move away',</li> <li>4. Seek assistance from other staff members – repeat verbal instruction to 'Stop and move away',</li> <li>5. Student peer group may assist in separating the individuals involved if they have failed to follow instruction to 'stop and move away',</li> <li>6. Physical restraint should follow the low, medium then high levels and may be required as a last resort. Safety to yourself and the students involved should guide the option chosen:</li> </ol> <p>An example of low intervention:</p> <ul style="list-style-type: none"> <li>• Verbal Direction to act in a safe manner, to move away from the situation</li> <li>• Using student bag to limit student movement by taking hold of the bag to reducing ability of student to move forward towards the other student to continue the physical interaction.</li> </ul> <p>An example of medium intervention:</p> <ul style="list-style-type: none"> <li>• Securing student arms by taking hold of them, preferably below the elbow (minimising potential of soft tissue damage) to minimise movement and contact with the other student.</li> </ul> <p>An example of high intervention:</p> <ul style="list-style-type: none"> <li>• Two staff members holding student to prevent all movement by placing one on either side of student.</li> </ul>
	<p>Self-Harm - Critical</p> <ol style="list-style-type: none"> <li>1. Maintain the safety of yourself and others in the immediate area. Instruct students to move away from the area. If in a classroom, students to exit the room and go to the closest staffroom with a staff member present.</li> <li>2. Remember the 3 P's: Position, Posture and Proximity (MAPA)</li> <li>3. DRSABCDE should be applied.</li> <li>4. DANGER: To self and the student. Removal of items or objects that could cause further harm.</li> <li>5. RESPONSE: Determine the level of consciousness of the student.</li> <li>6. SEND FOR HELP: send student to call Emergency Phone and First Aid – Senior Exec member and First Aid officer to attend. Ambulance may need to be called if injury requires further medical treatment.</li> <li>7. AIRWAY, BREATHING, CPR (if required), DEFIB and EARLY CARE.</li> </ol>
	<p>Suicide Attempt/Suicide Completion Refer to the Critical Incident Response Plan</p>

**When do events or situations become restrictive?**

<b>Event</b>	<b>Not restrictive</b>	<b>Restrictive</b>
<b>Detention</b> – given by classroom teacher.	Teacher is in classroom with student, door is open and there are no obstructions impeding student exiting room (ie door is not locked/barred, teacher is not standing in doorway)	Student is left in room by themselves. Door is closed, locked or barred – student is not physically able to exit, or, Teacher is restricting the exit by placing themselves in the doorway.
<b>PBC Referral</b> – based on Student presenting with inappropriate behaviours in the classroom with failure to rectify these through the PBC question process.	Teacher is in PBC with student/s, door is open (unless a situation exists that requires for the door to remain closed – eg lockdown situation) and there are no obstructions impeding student/s exiting room.	Student is left in room by themselves. Door is closed, locked or barred – student is not physically able to exit. Teacher is restricting the exit by placing themselves in the doorway.



<b>Allocation of Playground areas</b> – providing safe spaces and places for students during lunch times	Student is provided access to the following facilities and support personnel: Toilets, Canteen, Library, Oval, D Block (support team), A Block (Administration team), O Block (for SWAN students)	Student does not have equal access to facilities and support staff – library, canteen, toilets, ovals, D, O and A Blocks.
<b>Bus Duty</b> – managing student's exiting the school grounds	If the teacher stands at the gate and manages students exiting the school grounds	A student is not permitted to get on the bus
<b>Student going to the bathroom</b>	Student is permitted to go to the bathroom. Planner is signed. Student to complete all required classwork prior to going to lunch.	Student is not permitted to go to the bathroom.
<b>Student going to get a drink</b>	Students are educated at the commencement of the school year and are informed of expectations to bring water bottles to class. For Science Laboratories, student are able to access water bottles from their bags when required.	Students are not permitted to bring water bottles into the classroom.
<b>Late arrival to class</b>	Classroom door closed, teacher does not allow in immediately but when finished giving instructions	Student is left outside the classroom for (more than 10 minutes)
<b>Student removed from the classroom</b>	Student requested to wait outside the room for a discreet conversation with the teacher	Student is left outside the classroom for more an extended period of time (more than 10 minutes)
Non-class member wishes to enter room to cause harm.	Student approaches class to engage in a physical altercation with a student in the room, the teacher closes/locks the door.	If after the threat of harm has ceased, the room remains locked preventing the exit of students inside.
Moving students along in the playground	Asking students to move away from an area due to poor behaviour choices	Limiting student's acces to specific areas such as the canteen, support staff, resource centre, toilets.

**Staff will follow the below protocol when a restrictive practice has been used:**

**Step 1:** Inform the Principal immediately. The Principal (or delegate) will make contact with the parent and ARD to inform them that a restrictive practice has occurred.

**Step 2:** Record all relevant information on OneSchool including:

- i. the name of the student(s) and staff member(s) involved
- ii. date, time and location of the incident
- iii. names of witnesses (staff and other students)
- iv. details of the incident
- v. any action taken to de-escalate the situation
- vi. why the restrictive practice was used
- vii. the nature of the restrictive practice used
- viii. the duration of the restrictive practice
- ix. any injuries
- x. immediate post incident actions, such as first aid or contact with emergency services, and
- xi. details of any post-incident support provided or organised

**Step 3:** Principal or Deputy Principal to conduct a Focused Review and record on OneSchool.



# Critical Incidents

In the event of a critical incident the school will respond as detailed below:

The health, safety and wellbeing of staff and students is to be considered in all actions outlined below.

## What to do in the event of an emergency during class time

EVACUATION	LOCKDOWN
Alarm sound: cyclone alert	Alarm sound: reversing truck
<p>The teacher discovering a situation that requires an evacuation should:</p> <ol style="list-style-type: none"> <li>1. Send two students to notify the adjoining classrooms and explain what is happening, these classes should then evacuate the area.</li> <li>2. Send two students to notify administration, these two students should then meet their class at the evacuation assembly area.</li> </ol> <p>Procedure:</p> <ul style="list-style-type: none"> <li>• The teacher will stop the class and explain what is happening.</li> <li>• The teacher will give clear instructions of the safest way to evacuate the area. The class is to remain together and move to the evacuation area.</li> <li>• All school bags and belongings are to remain at the classroom.</li> <li>• The teacher will lock the classroom after checking that everyone has been evacuated for the room/s.</li> <li>• If the staff members present are aware of any community members in the immediate vicinity, escort them to the evacuation area.</li> <li>• In the assembly area, the class teacher will escort students to their house area and ensure they line up with their care teacher in alphabetical order. If you are a care teacher move quickly to collect your care class roll from your House Coordinator, mark the roll and return it to your House Coordinator; if you are not a care class teacher check in with your staffroom Block Coordinator (e.g. HoD) on your arrival at the assembly area.</li> <li>• Any teaching staff not on classes need to go to the Evacuation Area and report to the Staffroom Block Coordinator. Once checked in please assist supply teachers on Care classes and any other staff member who may need assistance.</li> <li>• Teachers will supervise their care class and other students until students are dismissed.</li> </ul>	<p>The teacher who identifies a situation that requires a lockdown should:</p> <p>Contact the emergency phone number and notify administration of the situation.</p> <p>Procedure:</p> <ul style="list-style-type: none"> <li>• Remain indoors, close and lock all windows and doors, draw all curtains</li> <li>• Turn off all electrical appliances (lights, fans, computers, cooking appliances)</li> <li>• Move away from all doors and windows, stay within the room</li> <li>• All teachers and students are to be seated on the floor, under desks</li> <li>• Any staff in staffrooms are to secure their staffrooms</li> <li>• Everyone is to remain inside and wait for further instructions from Administration. An announcement will be made over the school's PA system when normal activities can resume.</li> </ul>

## What to do in the event of an emergency outside class time

EVACUATION	LOCKDOWN
Alarm sound: cyclone alert	Alarm sound: reversing truck





<p>All staff gather and move students to the oval to assemble in the designated evacuation area.</p> <p>Students are to line up in alphabetical order in their care class in their designated house area.</p>	<p>All staff and students go to the CLOSEST room and follow normal procedures.</p> <ul style="list-style-type: none"> <li>• Remain indoors, close and lock all windows and doors, draw all curtains</li> <li>• Turn off all electrical appliances (lights, fans, computers, cooking appliances)</li> <li>• Move away from all doors and windows, stay within the room</li> <li>• All teachers and students are to be seated on the floor, under desks</li> <li>• Any staff in staffrooms are to secure their staffrooms</li> <li>• Everyone is to remain inside and wait for further instructions from Administration. An announcement will be made over the school's PA system when normal activities can resume.</li> </ul>
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**When a student's behaviour necessitates an emergency response:**

<b>In a classroom</b>	<b>During break time</b>
<p>For unexpected critical incidents during class time, staff should use basic defusing techniques:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. If appropriate approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.</li> <li>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.</li> <li>5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.</li> </ol> <p><b>If the behaviour of the student does not de-escalate and there is a threat of harm to self or others, the teacher should remove the rest of the students from</b></p>	<p>For an unexpected critical incident during break time staff should use the following:</p> <p>Physical Fight, potential threat of harm to self or others by physical fight –</p> <ol style="list-style-type: none"> <li>7. Maintain the safety of yourself and others in the immediate area. Instruct students to move away from the area. If in a classroom, students are to exit the classroom and go to the closest staffroom with a staff member present.</li> <li>8. Remember the 3 P's: Position, Posture and Proximity (MAPA)</li> <li>9. Provide clear instruction to students 'Stop and move away',</li> <li>10. Seek assistance from other staff members – repeat verbal instruction to 'Stop and move away',</li> <li>11. Student peer group may assist in separating the individuals involved if they have failed to follow instruction to 'stop and move away',</li> <li>12. Physical restraint should follow the low, medium then high levels and may be required as a last resort. Safety to yourself and the students involved should guide the option chosen:</li> </ol> <p>An example of low intervention:</p> <ul style="list-style-type: none"> <li>• Verbal Direction to act in a safe manner, to move away from the situation</li> <li>• Using student bag to limit student movement by taking hold of the bag to reducing ability of student to move forward towards the other student to continue the physical interaction.</li> </ul> <p>An example of medium intervention:</p> <ul style="list-style-type: none"> <li>• Securing student arms by taking hold of them, preferably below the elbow (minimising potential of soft tissue damage) to minimise movement and contact with the other student.</li> </ul> <p>An example of high intervention:</p>



<p><b>the classroom sending them to an appropriate location where they can be supervised by another staff member. The teacher should call the emergency phone and request administration support.</b></p>	<p>Two staff members holding student to prevent all movement by placing one on either side of student.</p> <p>Self-Harm - Critical</p> <ol style="list-style-type: none"> <li>1. Maintain the safety of yourself and others in the immediate area. Instruct students to move away from the area. If in a classroom, students to exit the room and go to the closest staffroom with a staff member present.</li> <li>2. Remember the 3 P's: Position, Posture and Proximity (MAPA)</li> <li>3. DRSABCDE should be applied.</li> <li>4. DANGER: To self and the student. Removal of items or objects that could cause further harm.</li> <li>5. RESPONSE: Determine the level of consciousness of the student.</li> <li>6. SEND FOR HELP: send student to call Emergency Phone and First Aid – Senior Exec member and First Aid officer to attend. Ambulance may need to be called if injury requires further medical treatment.</li> </ol> <p>AIRWAY, BREATHING, CPR (if required), DEFIB and EARLY CARE.</p>
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## Related Procedures and Guidelines

Non-mandated policies that are able to be viewed by accessing the school's website include:

- Restrictive practices
- Student dress code
- Temporary removal of student property by school staff
- Using mobile devices
- Use of ICT systems

Non-mandated policies that will be available for parents and the wider community throughout 2021 include:

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education (including Differentiation)
- Police and Child Safety Officer interviews and searches with students
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student protection
- Supporting students' mental health and wellbeing
- Critical Incident Management

The consultation process for each of these will be advertised and parents/carers and wider community members will be invited to provide feedback.



## Conclusion

The intention of the Student Code of Conduct is to provide clear guidelines for staff, students and parents/carers in relation to expected behavior of students. Internal processes for managing student behavior can be discussed with the Deputy Principal overseeing the development of each of the policies. If you would like further information or clarification please contact the school and arrange an appointment.

Gladstone State High School would like to thank the Parent's and Citizen's Association, students, parents and wider community representatives who provided feedback throughout the consultation phase. Throughout 2021 this Student Code of Conduct along with the school's detailed policies and procedures will be reviewed to ensure each aligns with the Acts, Legislations and Education Queensland Policies and Procedures. We welcome your continued support and feedback through this process.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://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](#).

