

## GOONDIWINDI STATE HIGH SCHOOL

### Responsible Behaviour Plan for Students based on *The Code of School Behaviour*



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning

#### 1. Purpose

At Goondiwindi State High School, we aim to maintain, enhance and continue to develop a supportive school environment for all members of the school community. Our Responsible Behaviour Plan is based on Education Queensland's *Code of School Behaviour*, and on the shared beliefs and values of our school community *Learning, Respect, Achievement*.

#### 2. Consultation and data review

Goondiwindi State High School developed this plan in collaboration with our school community. It was initially reviewed in March and November 2009 and subsequently updated in June 2015. A review of school and systemic data / documents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C, and Executive Director (Schools) in August 2015, and will be reviewed by 2018 as required by legislation.

#### 3. Learning and behaviour statement

*Goondiwindi State High School is a caring educational community committed to all students achieving their potential in a respectful learning environment.*

- We believe that every member of our school community has the right to feel safe and be respected in a caring and supportive environment.
- We promote self-discipline and excellence within our school community.
- We deliver a curriculum that caters for the diversity of student abilities, interests and needs with particular focus on academic, sporting, cultural and citizenship development.
- We recognise that effective learning can only occur in an orderly, disciplined environment where diligence, efficiency and consistency are practised and encouraged.
- We develop and adhere to specific policies that address:
  - The use of personal technology devices at school (Appendix 1)
  - Safe and Supportive Environment. (Appendix 2).

#### Our values are reflected in what we do...

*Goondiwindi State High School has implemented school wide 'Conditions Of Learning' which are explicitly taught by all staff on a daily basis across the school. A range of programs which support our school values are offered to students throughout the year-*

**Leadership Camps** – All year 7,9 and year 11 students participate in annual leadership camps. The focus of these camps is team building, positive relationships, conflict resolution and becoming a leader.

**CARE Program** – All students at Goondiwindi SHS participate in the CARE program. This weekly timeslot in Senior School (Years 11-12) and fortnightly in the Junior School (Year 7-10) allows students to explore relationships, substance abuse, leadership and building positive relationships.



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**Building a Safe and Supportive Environment** - At Goondiwindi State High School we are committed to putting an end to acts of bullying, teasing or harassment. Students will be supported and encouraged to take an active part in the various resolution processes. By being empowered to act independently or collaboratively with adults, all students can feel safe and supported. The main goal is to foster partnerships that empower students, increase their levels of responsibility and prepare them for life.

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

At Goondiwindi State High School, we address the behaviour support needs of all students within a whole school context. This includes:

- **Universal behaviour support**
- **Targeted behaviour support**
- **Intensive behaviour support**

#### Universal behaviour support

Goondiwindi State High School actively promotes our whole school values, *Respect, Learning and Achievement*, and our school wide Conditions Of Learning. Both staff and community members come together to provide a whole school approach to promoting and responding to student behaviour. This group meets twice a Term to share ideas, review data and promote best practice across the school. Whole school behaviour support procedures and processes at Goondiwindi State High School apply to all students and staff across all settings. Strategies include:

- Explicit teaching of our school values
- Explicit teaching and regular review of our Conditions of learning
- engaging curriculum and effective teaching as per the whole school Learning Structure
- enacting the schools pedagogical framework
- to develop, teach and assess an engaging curriculum

At Goondiwindi State High School, a systematic, detailed and developmentally appropriate program is implemented. This includes a strong focus on:

- positive relationships
- anti-bullying
- harassment
- violence
- child protection
- mental health

Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Goondiwindi State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through free and frequent rewards, mid term rewards and long term rewards. Students' positive behaviour and attendance may be acknowledged through-

- praise
- encouragement
- tangible rewards
- privileges- moving to Gold and Silver levels
- appointment to school leadership positions ([see appendix](#))

#### Targeted behaviour support

Students who have been identified through data analysis by the Behaviour Support team may be supported in the following ways:

**Behaviour Monitoring Cards** – Students who are demonstrating challenging behaviours are placed on a Behaviour Monitoring Card. These cards are monitored by the Year Level Coordinator, Heads of Department and Deputy Principals and are completed in consultation with the relevant parent / caregiver.



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**Teacher Support** – Principal, Deputy Principals, Behaviour Support Teacher, Heads of Departments and Mentor Teachers all participate in negotiated classroom interventions to provide classroom teachers with skills strategies and methods for dealing with students demonstrating challenging behaviours across all year levels and curriculum areas.

**Teaching and Learning** – Goondiwindi State High School has trained teachers in *Essential Skills of Classroom Management and Functional Behaviour Assessments*. These courses are based upon the philosophy and belief that quality teaching practices and a range of management strategies will minimise challenging behaviours in the classroom.

**Whole School Rewards System**- Goondiwindi State High School has developed a whole school reward system that rewards students for positive behaviour. (see appendix)

### Intensive behaviour support

Students identified as needing intensive behaviour support are those who have had targeted support, however data shows are still at risk of significant educational underachievement due to their inappropriate behaviours. The Behaviour Support team in consultation with classroom teachers will develop Individual Behaviour Support plans for identified students.

The Individual Behaviour Support Plans may include:

- utilisation of the school SWAG team
- modified timetable or attendance
- teacher aide support through cluster behaviour funding
- recommendation to parents to access external agencies such as Child and Youth Mental Health Service or their general practitioner
- alternative learning programs, offered through Gateway to Training
- anger management programs through Toowoomba Youth Pathways initiative
- individual behaviour goals connected to individual rewards
- a range of management strategies including DRO's, DRL's
- targeted teacher support
- regular student observation and
- data collection
- crisis management plan

### 5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

#### Basic defusing strategies

##### *Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

##### *Maintain calmness, respect and detachment*

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).



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### *Approach the student in a non-threatening manner*

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

### *Follow through*

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

### *Debrief*

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

### **Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Goondiwindi State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented.

The following records must be maintained:

- Health and Safety incident record
- One School incident report, including details of parental / guardian contact.

## 6. Consequences for unacceptable behaviour

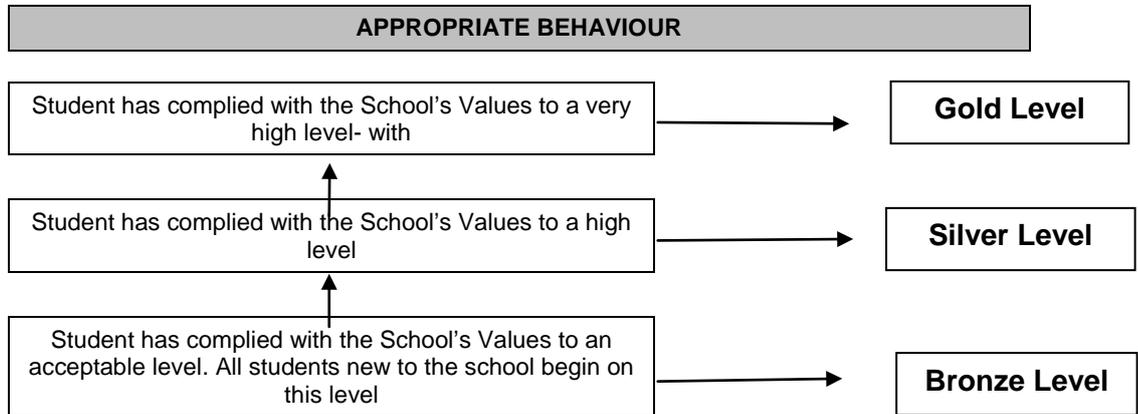
Goondiwindi State High School operates a six level behaviour code system where all students begin on level 3 (bronze). Students complying with the School's Values to a high or very high standard may progress to levels two (silver) or one (gold). Inappropriate behaviour may result in a student moving through levels four to six.

Explanations of the behaviours levels along with procedures for dealing with inappropriate behaviours; definitions for, and consequences of inappropriate behaviours are outlined in the following pages:



### The Code of School Behaviour

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APPROPRIATE BEHAVIOUR	
GOLD LEVEL	
<b>Promotion to this level</b> recognises a student who:	<b>Entitlements:</b> You may
<ul style="list-style-type: none"> <li>▪ Consistently upholds the School Values to a very high level- positive oneschool referrals</li> <li>▪ Significant involvement in classroom, cultural, sporting and/or social activities as recorded in oneschool</li> <li>▪ Achieves to their capacity as a person and a learner- as reflected in effort and behaviour results with majority 'outstanding' on their most recent report card with nothing below a 'very good'</li> <li>▪ Adheres to the school dress code                             <ul style="list-style-type: none"> <li>▪ Maintains 90% attendance rate</li> <li>▪ 1-2 oneschool behaviour incident referrals per Term</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Receive a letter of recognition that is sent to your parents/guardian</li> <li>▪ Represent the school at official functions</li> <li>▪ Be appointed to a school leadership position (eg School Captain, School Director, House Captain, Year Level Captain)</li> <li>▪ Participates in rewards trips and activities</li> <li>▪ Postcards home</li> <li>▪ Likes and privilege menu</li> <li>▪ Participate in a Gold Level assembly</li> <li>▪ Receive a Gold Level Citizenship award at awards night</li> </ul>
SILVER LEVEL	
<b>Promotion to this level</b> recognises a student who:	<b>Entitlements:</b> You may
<ul style="list-style-type: none"> <li>▪ Consistently upholds the School Values to a very high level- positive oneschool referrals</li> <li>▪ Significant involvement in classroom, cultural, sporting and/or social activities as recorded in oneschool</li> <li>▪ Achieves to their capacity as a person and a learner- as reflected in effort and behaviour results with majority 'very good' and nothing below a satisfactory on their most recent report card</li> <li>▪ Adheres to the school dress code                             <ul style="list-style-type: none"> <li>▪ Maintains 85% attendance rate</li> </ul> </li> <li>▪ 3 or less oneschool behaviour incident referrals per Term</li> </ul>	<ul style="list-style-type: none"> <li>▪ Receive a letter of recognition that is sent to your parents/guardian</li> <li>▪ Represent the school at official functions</li> <li>▪ Be appointed to a school leadership position (eg School Captain, School Director, House Captain, Year Level Captain)</li> <li>▪ Participates in rewards trips and activities</li> <li>▪ Postcards home</li> <li>▪ Likes and privilege menu</li> <li>▪ Participate in a Silver Level assembly</li> <li>▪ Receive a Silver Level Citizenship award at awards night</li> </ul>
BRONZE LEVEL	
<b>At this level</b> a student is recognised for:	<b>Entitlements:</b> You may
<ul style="list-style-type: none"> <li>▪ Cooperating with the School Values</li> <li>▪ Wearing the correct school uniform</li> <li>▪ Achieves to their capacity as a person and a learner- as reflected in effort and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in academic, cultural, social and sporting events</li> </ul>



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<p>results with majority satisfactory on their most recent report card</p> <ul style="list-style-type: none"> <li>Maintains 85% attendance rate</li> </ul> <p>Note <b>Students who have not previously attended Goondiwindi State High School are assigned this level when they arrive.</b></p>	
<b>LEVEL 4</b>	
<p><b>At this level a student has committed regular breaches of the School Values and Conditions of Learning. Students may be moved to Level 4 when:</b></p> <ul style="list-style-type: none"> <li>They receive 3 or more oneschool referrals in a fortnight</li> <li>Their Week 4-6 Effort and Behaviour conversations indicate repeated unsatisfactory behaviour</li> <li>They are involved in a major incident</li> </ul>	<p><b>Consequences:</b> The Year Co-ordinator will contact parents and may:</p> <ul style="list-style-type: none"> <li>Issue detentions</li> <li>Withdraw a student from class for one or more periods</li> <li>3 D's on a Level 4 monitoring card means student is moved to Level 5</li> <li>Issue behaviour monitoring cards</li> <li>Refer student to the SWAG team</li> <li>Withdraw the privilege of participating/representing in school sporting, cultural and social events</li> </ul>
<b>LEVEL 5</b>	
<p><b>At this level a student has committed a serious breach or has persistently committed regular breaches of the School Values and conditions of learning. Students may be moved to Level 5 when:</b></p> <ul style="list-style-type: none"> <li>They are previously on level 4 and receive 3 or more oneschool referrals during a fortnight</li> <li>Their Week 4-6 Effort and Behaviour conversations indicate repeated unsatisfactory behaviour</li> <li>They are involved in a major incident</li> <li>They have been internally suspended</li> <li>Their behaviour has failed to improve despite being placed on a monitoring card</li> <li>All other Level 4 interventions have been exhausted and behaviour has failed to improve</li> </ul>	<p><b>Consequences:</b> The Head of Department will contact parents and may:</p> <ul style="list-style-type: none"> <li>Request confidential reports on a student</li> <li>Refer a student for after-school detention</li> <li>Issue behaviour level monitoring cards</li> <li>Request a parental interview</li> <li>Refer a student for counselling</li> <li>Withdraw a student from class/es for a period of time</li> <li>Withdraw the privilege of participating/representing in school sporting, cultural and social events</li> <li>2 D's on a level 5 card means an internal suspension</li> </ul>
<b>LEVEL 6</b>	
<p><b>At this level Student has committed a major breach of the School Values. A student may have:</b></p> <ul style="list-style-type: none"> <li>Been involved in dangerous behaviour</li> <li>Displayed gross misbehaviour</li> <li>Refused or is not willing to change their behaviour</li> <li>Verbally abusive language towards staff members of the school community</li> <li>Resorted to physical violence to resolve conflict situations</li> <li>Been found smoking</li> <li>Involved with prohibited substances/items at school</li> <li>Technology/Internet Breach</li> </ul>	<p><b>Consequences:</b> The Administration will request an interview with parents and may:</p> <ul style="list-style-type: none"> <li>Withdraw individual students from all classes for a period of time</li> <li>Arrange counselling from the Guidance Officer or other suitable personnel</li> <li>Remove all privileges – school, sporting, cultural and social events</li> <li>Suspend a student from school (ie. 1-5 days or 6-20 days)</li> <li>Recommend cancellation of enrolment or exclusion</li> </ul>





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In determining student Behaviour Levels, information considered includes: Industry/behaviour grades on Report Cards; Incidents on the Behaviour Management Database; and Participation and leadership in curricular and extra-curricular activities. A guide in determining Levels:

### Level 4:

Majority of 'needs attention' industry/behaviour on most recent report card; recent negative behaviour incidents.

### Level 5:

More than two 'unacceptable' for industry/behaviour on most recent report card; recent negative behaviour incidents.

Students remain on a Behaviour Level for 1-2 weeks before their level is reconsidered. Students on Level 4 must complete an application to participate in all extra-curricula activities.

## 7. Network of student support

At Goondiwindi State High School, a range of personnel may become involved in supporting students with behavioural needs, including:

- Year Level Coordinators
- Behaviour Support Teacher
- Guidance Officer
- School-based Youth Health Nurse
- Youth Support Coordinator
- Deputy Principals
- External agencies, eg Care Goondiwindi, Gateway to Training, Child & Youth Mental Health, Department of Child Safety, and Disability Services Queensland

## 8. Consideration of individual circumstances

At Goondiwindi State High School, any response to inappropriate behaviour will consider the particular situation and context, the individual circumstances and actions of the student and the needs/rights of the school community members.

Parents/caregivers will be kept informed of serious or repetitive behaviour so that communication links between the home and school are maintained, and a unified, collaborative strategy is put in place.

## 9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## 10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

## 11. Some related resources

- National Safe Schools Framework
- Bullying. No Way!
- MindMatters
- School Wide Positive Behaviour Support

### **Endorsement**

\_\_\_\_\_  
Principal

\_\_\_\_\_  
P&C President or  
Chair, School Council

\_\_\_\_\_  
Regional Executive Director or  
Executive Director (Schools)

Date effective: from **June 2015 to 31 December 2018**



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**Queensland  
Government**

## APPENDIX 1

### GOONDIWINDI STATE HIGH SCHOOL

#### ACCEPTABLE TECHNOLOGICAL USE POLICY

##### Definitions:

'Devices' include all mobile and non-mobile information and communication technology appliances including, but not limited to, mobile phones, smart phones, computers, laptops, cameras, digital video cameras, MP3/4 players, iPods (and variations), storage devices (e.g. USB sticks, memory sticks, portable hard drives) and all associated software including Bluetooth functionality.

'School devices' include all IT facilities including, but not limited to, IT network, cameras, smart boards, internet, computers, laptops (including take home), printers, computer cables, monitors, mice, keyboards.

### Personal Devices

Bringing personal devices to school is discouraged by the school because of the potential for theft or general disruption associated with them. However, students are permitted to have devices at school. The school cannot, and will not, accept responsibility for personal devices that are stolen, damaged etc. If in the unfortunate circumstance this does occur we advise you to go to the police.

##### Appropriate Use:

1. All students must display courtesy, consideration and respect for others whenever they are using devices.
2. Students must ensure all devices are switched off and out of sight during class time, where these devices are not being used in a teacher directed activity to enhance learning.
3. Students are permitted to use these devices before or after school, or during recess and lunch breaks.

##### Inappropriate Use:

1. The use of devices in any manner or place that is disruptive to the normal routine of the school is not tolerated.
2. Devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by school staff.
3. Students must not use devices to view or record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks, etc).
4. Students must not use devices to view or record images anywhere people can reasonably expect to be afforded privacy (e.g. in change rooms and toilets).
5. Students must not record events in class unless express consent is provided by the class teacher.
6. Students must not send messages via devices that contain obscene language and/or threats of violence that may amount to bullying, harassment and/or stalking. Students receiving such messages at school should ensure they keep the message as evidence and bring the matter to the attention of the Year Level Coordinators, welfare staff or school administration.
7. Students who wish to use these devices in special circumstances must negotiate with relevant staff.

**Disciplinary action:** The school will not tolerate inappropriate use of devices. Student who use devices that contravene this policy will be dealt with on a case by case basis with the following guidelines:

Minor incident: Devices are to be confiscated by the school. These devices are held at the administration office and students will be given a receipt for the device. In the first and second instance the student is able to collect the item at the end of the school day. In the third instance, the parent is required to collect the item from the school, where the device is not required for further investigation.

Major incident: Any invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth) of such material will result in disciplinary action determined on a case by case basis, which may include contravention of the [Invasion of Privacy Act 1971 \(Old\)](#). Any sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence which may amount to bullying, harassment and/or stalking, will be subject to disciplinary action determined on a case by case basis and potential police investigation. Parents will be notified of any serious offences and subsequent consequences.

## School Devices

### Appropriate Use:

1. All access to school devices is for educational purposes only.
2. School devices in the iCentre can be used at lunch time for assignment and class work only.
3. Printing must be collected from the library at the end of your lesson or during breaks.
4. All Network/Internet access passwords must remain confidential.

### Inappropriate Use:

1. Students will not reveal network/internet access passwords: their own or anyone else's. Students are responsible for every activity conducted through the use of their username and password.
2. Students will not access or install anything illegal, dangerous or offensive, nor store any non-school related information on school devices.
3. If students accidentally come across something that is illegal, dangerous or offensive, they will clear any offensive pictures or information from the screen by minimising the screen immediately, and immediately and quietly inform the classroom teacher.
4. Students will not use school devices to annoy or offend anyone.
5. Food or drinks are not to be brought into computer rooms.
6. Students must not interfere with system settings. Any school devices must not be removed or tampered with at any time.

### Disciplinary Action:

All school devices are monitored by ICT management daily. Any attempt to access illegal, dangerous or offensive information will be logged and appropriate action taken.

Minor incident: Warning from classroom teacher and/or detention from classroom teacher.

Major incident: Referral to MIS administrator, loss of email/internet access, loss of IT network access, long term loss of IT Network access, and/or referral to School Administration. Parents will be notified of any serious offences and subsequent consequences.

## **APPENDIX 2**

### **GOONDIWINDI STATE HIGH SCHOOL**

#### **SAFE AND SUPPORTIVE ENVIRONMENT POLICY - BULLYING**

### Statement of Purpose:

Goondiwindi State High School does not tolerate bullying in any form. Bullying, harassment, discrimination and violence are abuses of power that jeopardise the rights and wellbeing of others.

These behaviours are seen at school, in the workplace, in the community, at home and in the media. They can affect anyone - students, staff and parents/carers. Everyone must help to make a positive difference.

Goondiwindi State High School is working to make the school environment safer, more supportive and respectful for all young people and adults - places where everyone is free from bullying, harassment, discrimination and violence.

### Definition:

Bullying is:

- any persistent behaviour (i.e. physical, emotional, electronic) which harms other people who do not have the skills or resources to counter this behaviour.
- persistent repeated behaviour (i.e. physical, emotional, electronic) by an individual or group of individuals that causes distress, hurt or undue pressure.
- the misuse of power, position or privilege. It is done to intimidate, coerce, create fear, control, embarrass, exclude, or cause pain or discomfort including through physical, emotional and electronic means.

Bullying is not:

- one-off incidents of name calling, exclusion, physical harm, etc.
- the same thing as a disagreement between two people.

Bullying can take a number of different forms. Forms and examples may include, but are not limited to:

Physical	Verbal	Covert	Cyber
Pushing, spitting, hitting, kicking, punching, tripping, pinching Use of weapons ie stones, sticks, knives etc Making threatening and obscene gestures Use of extortion aggression i.e. stand over tactics Taking or damaging the possessions of someone else Forcing others to hand over something that belongs to someone else Making someone do something he/she does not want to	Name calling, insults, teasing, taunting, intimidating, homophobic or racist remarks, abuse, threatening verbally Making fun of someone because of their differences i.e. physical, cultural etc	Lying and spreading rumours Negative facial or physical gestures, menacing or contemptuous looks Playing nasty jokes to embarrass and/or humiliate Mimicking unkindly Encouraging others to socially exclude someone Damaging someone's social reputation or social acceptance	Using technology devices to: - Gossip - Name call - Tease - Defame - Threatening - Humiliate - Exclude - 'get back at' - Harass

### Rationale:

1. Students have been targets or perpetrators of bullying at GSHS.
2. Staff and students need to be aware of strategies to identify and respond to incidents of bullying
3. To be proactive in addressing this issue at GSHS
4. To meet Departmental requirements

### Aims:

1. To implement and maintain an effective whole school system to deal with bullying and online risks
2. To increase self esteem and to build self-efficacy
3. To enhance learning readiness and the learning environment
4. To empower students to be proactive in problem solving associated with bullying
5. To heighten awareness at a whole school level

### Policy in Action

#### Student Program:

- All students will be made aware that bullying is unacceptable behaviour and that there are procedures (see Appendices A-F) in place for dealing with this problem [student diary / preventative programs / parades / homebase]
- All students will adhere to school rules about bullying.
- All students will be made aware of the Acceptable Use Policy.
- All students will participate in surveys on the occurrences of and opinions about bullying as necessary from time to time.

#### Staff Program:

- Staff should be active in identifying and eliminating bullying behaviour while on playground supervision, on the verandas, in the classroom, at sporting venues.
- Teachers will report suspected targets and perpetrators of bullying to Year Level Co-ordinators for early intervention and monitoring.



- Teachers will support and participate, where possible, in welfare programs designed to assist in creating a safe and protective environment.
- Staff will be in-serviced on the Responsible Behaviour Plan and become aware of different strategies for combating inappropriate behaviour including bullying.

#### *Parent Program:*

- Parents will be made aware that bullying is unacceptable behaviour and that there are procedures (see Appendices A-F) in place for dealing with this problem [newsletters / sms messages / website information]
- Ensure parents be aware of the Acceptable Use Policy.

#### **Procedures:**

*For Students:* See Appendix A

*For Parents:* See Appendix B

*For Staff:* See Appendices C and D

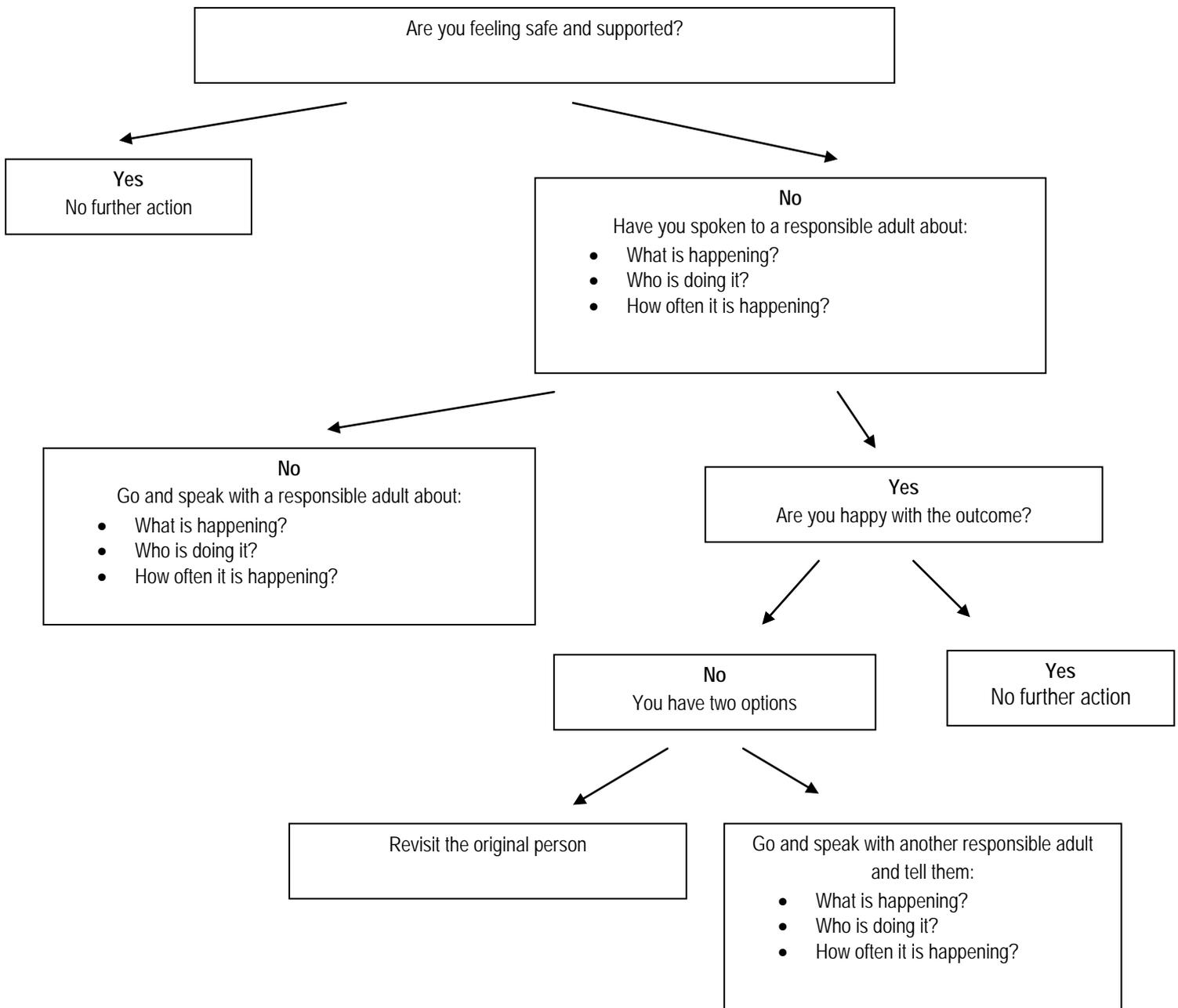
*For Administration:* See Appendix E

*For Reporting purposes:* See Appendix F

Should the procedures outlined above not satisfactorily resolve the matter, please contact the School Principal.

## Appendix A

### Procedure for Student



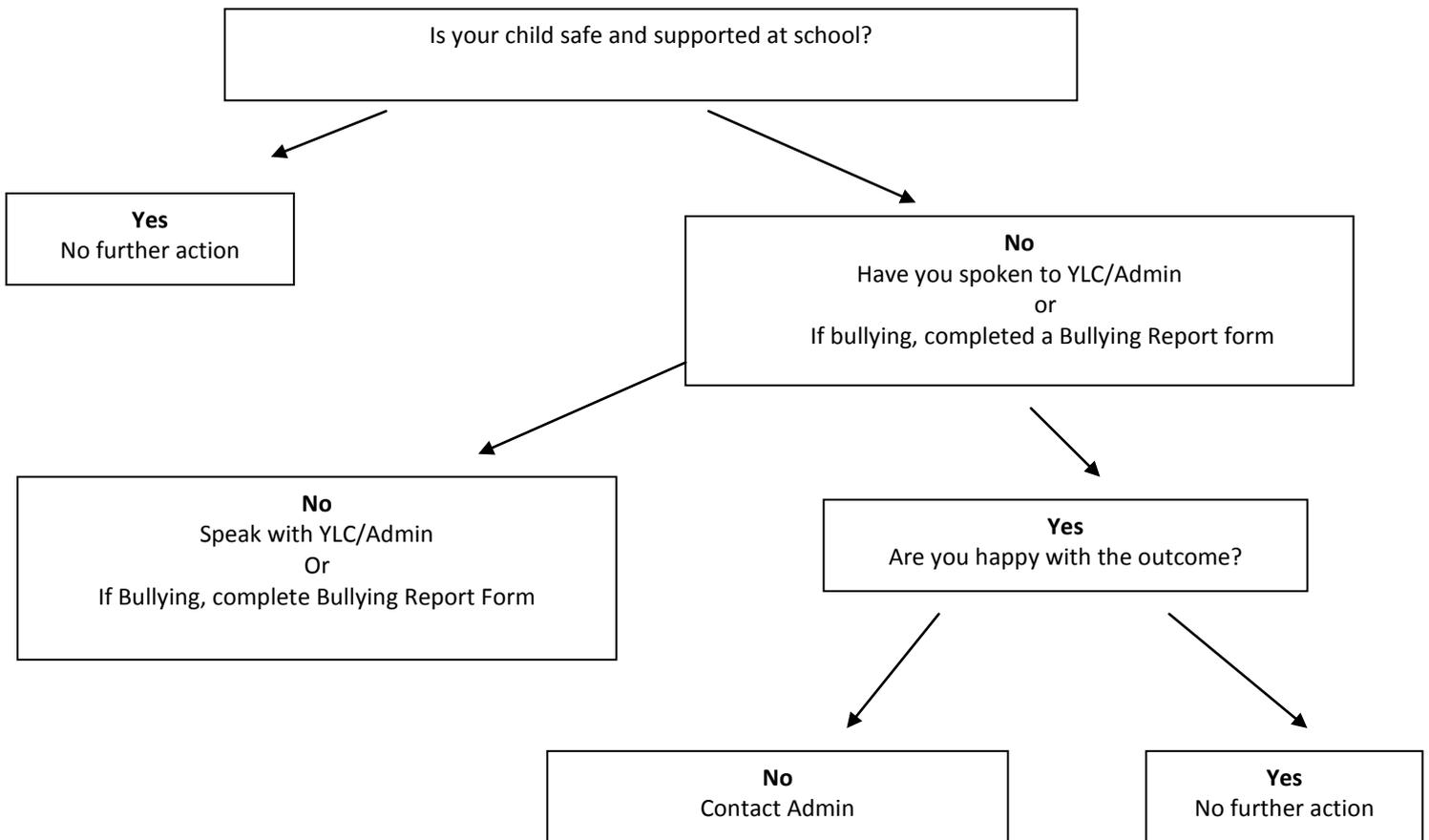
#### Notes:

- GSHS cannot change what they do not know about
- A responsible adult may include:
 

<ul style="list-style-type: none"> <li>➤ Parent / Adult family member</li> <li>➤ Doctor</li> <li>➤ Teacher</li> <li>➤ Year Level Co-ordinator</li> <li>➤ Principal</li> <li>➤ Deputy Principal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Guidance Officer</li> <li>➤ School Nurse</li> <li>➤ Youth Support Co-ordinator</li> <li>➤ Chaplain</li> <li>➤ Local Police Detectives</li> </ul>
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## Appendix B

### Procedure for Parent



#### Notes for Parents

GSHS cannot change what they do not know about

**Symptoms** for a child who may be a victim of bullying:

- Change in behaviour
- Change in eating & sleeping habits
- Social withdrawal
- Decline in school grades
- Unexplained bruises or scratches
- Damaged or lost belongings

#### Who to contact:

##### Year Level Co-ordinator

##### Welfare Team

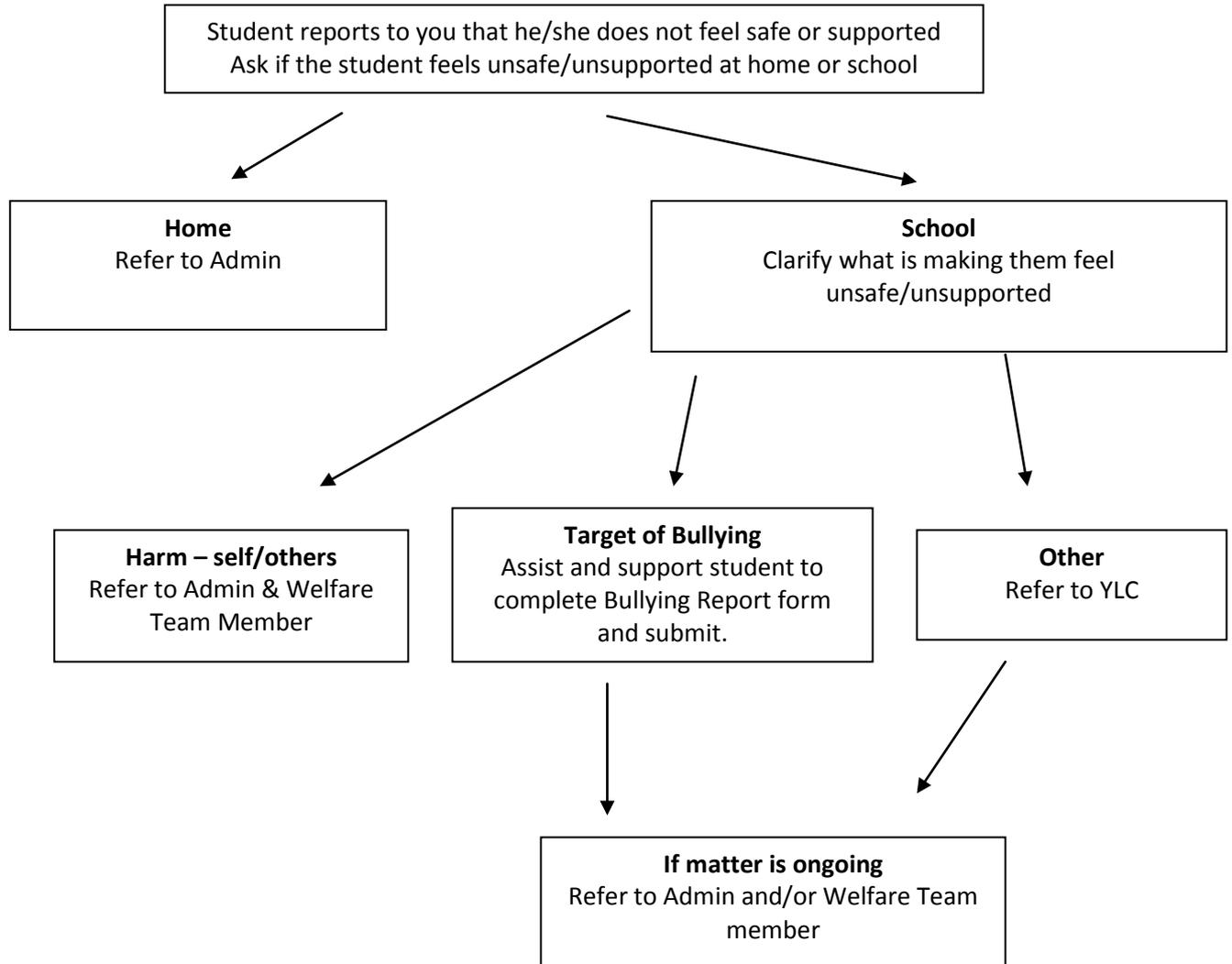
- Guidance Officer
- School Nurse
- Youth Support Coordinator
- Chaplain

##### Admin

- Principal
- Deputy Principal
- Guidance Officer

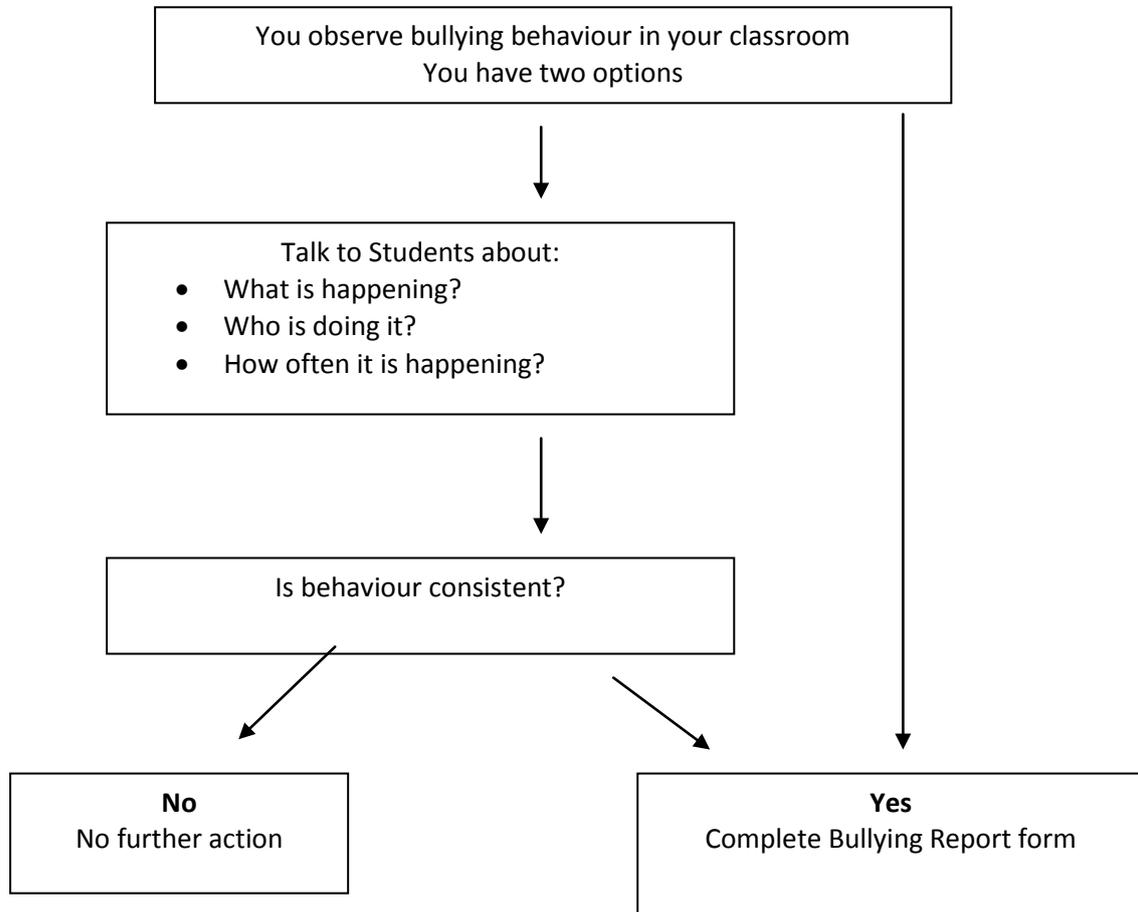
## Procedure for Staff

(one on one student consultation)



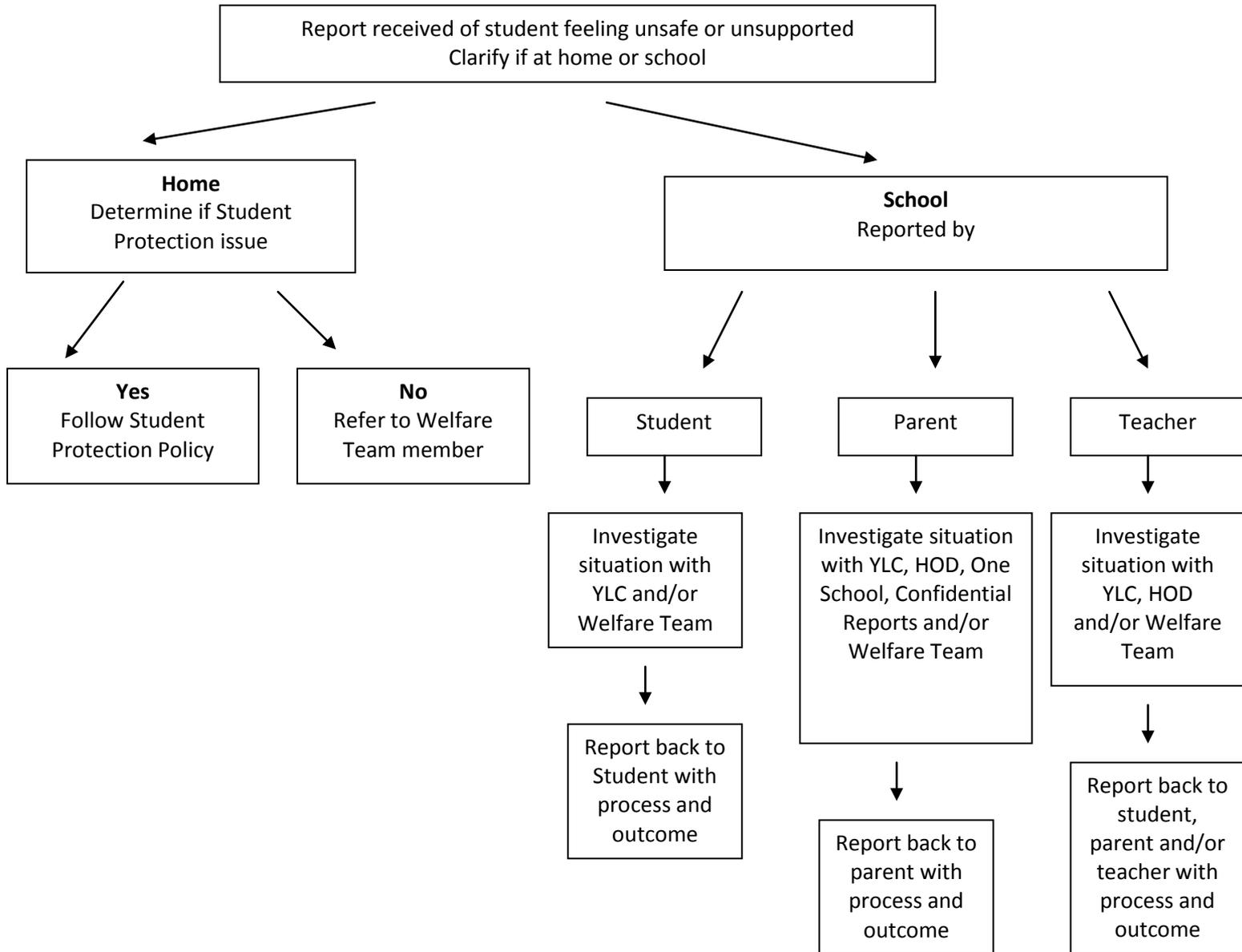
## Appendix D

### Procedure for Parent



## Appendix E

### Procedure for Administration Team



**Notes:**

Ensure process to deal with situation and final outcome is reported back to the relevant persons

## Appendix F

### Bullying Reporting Procedure

