Responsible Behaviour Plan for Students

Gympie South State School

Gympie South State School is situated in a rural township, two hours from Brisbane and not far from the Sunshine Coast.

A band eight Primary school, it serves new housing developments and public housing estates on the Southside of Gympie as well as drawing on the rural and semi-rural areas of Gympie. South's school community is diverse in make-up. This diversity underpins a strong focus on the individual, a personalisation of student learning, the elimination of barriers and the provision of opportunities to enable personal and team growth. South has a strongly embedded culture of parent/community involvement in its school life with many partnerships existing which enhance 'South' as a community hub.

Total enrolments for the commencement of 2015 was 478 students from Prep to Year 6.

Our school staff are experienced, committed and stable with a balanced gender mix. Our diversity creates challenges for us, but this has been the catalyst for establishing the culture of support for the individual, elimination of barriers to success and personalisation of learning.

We believe strongly in and promote partnerships with parents in their children’s education. Parents are involved in the classrooms, P&C (Canteen, Markets and other fundraisers) and on various groups.

It is important for the success of all our students at Gympie South State School that we take all reasonable steps to communicate our plan to all relevant stakeholders – staff, students and their families. A copy of our RBPS is available via our Gympie South website at http://www.gympiesouthss.eq.edu.au and upon request from our Administration. Noting at all times to provide support for our diverse families and their circumstances. At the beginning of each school year, our plan is summarised via the school newsletter, to reiterate the behavioural expectations to support our learners’ learning and our teachers’ teaching.

1. Purpose

Gympie South State School is committed to providing a safe, supportive and disciplined learning environment where:

- All members of our school community feel safe, are valued and respected;
- Social and academic learning outcomes are maximised for all through quality practices in the area of curriculum, social and emotional learning (SEL), interpersonal relationships and school organisation; and
- Our school practises positive and preventative actions designed to facilitate high standards of behaviour and positive participation within our school and wider community.

2. Consultation and data review
Gympie South State School developed this plan in collaboration with our school community.

Since the middle of the 2015 school year, fortnightly Student Support have allowed a detailed review and analysis of school data to take place, as well as current intervention procedures and processes. Data analysis focussed on attendance, absenteeism, School Disciplinary Absences and One School behaviour incidents from 2014-2015. Surveys were distributed to our students in mid-2015, to seek input from those valuable stakeholders.

The plan was endorsed by the Principal, Doug Wilson and the President of the P & C, Gary Smith in November, 2015 will be reviewed in 2018 as required in legislation.

Gympie South State School will proactively review and refine our Responsible Behaviour Plan at the end of each school year, or as required. With our whole school staff, this process will ensure our procedures are relevant and are providing the disciplined environment required to support optimum learning.

3. Learning and behaviour statement

Our Responsible Behaviour Plan for students aims to assist and teach all students, self-management and socially responsible behaviour in a safe, supportive school environment.

At Gympie South State School, we are committed to:

- Teachers developing in their students, their physical, cognitive and social and emotional abilities;
- Teachers working with their students to manage their behaviour and support intervention;
- The school working together in assisting all students towards self-management of their behaviour;
- Open and honest communication with all stakeholders in supporting students;
- A whole school approach which is consistent and is owned by the school community;
- Positive educational experiences assist students to make appropriate choices and become self-managing;
- “You Can Do It!” program plays a crucial role in the SEL development of each student; and
- Central to the behaviour of all school community members is the 5 Foundations of the “You Can Do It!” Program – Confidence, Persistence, Organisation, Getting Along and Resilience. These Foundations or “Keys for Success at South” form the underlying structure to teach our rules and promote our high standards of responsible behaviour.

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

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

- Universal behaviour support
  
  The first step in facilitating standards of positive behaviour is communicating these standards to all students, parents and staff.
At Gympie South State School, we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school and in life. Communicating behavioural expectations is a form of universal behaviour support, designed to promote and practice appropriate behaviours, prevent problem behaviours and respond to unacceptable behaviours.

Our behavioural expectations have been aligned with the 5 Foundations of the “You Can Do It!” Program – Confidence, Persistence, Organisation, Getting Along and Resilience.

**CONFIDENCE**
- I can take risks.
- I can be an independent learner.
- I can do it!
- I can accept myself and my decisions.

**PERSISTENCE**
- I can work tough.
- I can do it – and continue.
- I can give an effort and do well.

**ORGANISATION**
- I can set goals.
- I can take care of my belongings and respect others.
- I can listen carefully.
- I can plan my time.

**GETTING ALONG**
- I can be tolerant of others.
- I can play by the rules.
- I can be socially responsible.
- I can think first, then act.

**RESILIENCE**
- I can bounce back.

Be a problem solver, inside and outside and a ‘critical mass’ built through our school community via a number of strategies including:

- Weekly SEL lessons facilitated by classroom teachers;
- Reinforcement and behaviour specific feedback to students embedded throughout the school;
- Reinforcement and acknowledgement of learning from SEL lessons on School Assemblies and School-wide awards;
- Celebration of student “success” stories and consistent reference to our expectations in our school newsletter;
- School and classroom signage communicating our core behaviours;
- SEL curriculum (based on “Program Achieve”);
- Integration of SELs in academic learning and reporting;
- Annual focus on an over-arching “positive framework” e.g Dare to Care in 2015; and
Support for students in the playground to develop SEL competence.

To complement the above strategies, Gympie South State School integrates the following proactive and preventative processes to support student behaviour:

- Student Support Committee shares fortnightly, data gathered, students currently monitored and/or requiring review, whole school behaviour focus and oversees the implementation of the SEL program.
- Student Support referrals are forwarded to the Social Justice Committee (STL&N) to identify learning problems (if applicable);
- Comprehensive induction programs and support materials outlining our Responsible Behaviour Plan for new staff, parents and students.
- Individual Behaviour Support Plans and Support Profiles developed for students with high behavioural needs, enabling all staff to make the necessary adjustments inside and outside the classroom to support these identified students. Co-developed by the classroom teacher, case manager and external support (if required).
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
  - Working Together to Keep South Safe (Appendix 10)

Reinforcing Expected School Behaviour
At Gympie South State School, communication that is clear, consistent and behaviour specific, is the most effective tool that provides feedback to students to engage appropriately within the school environment. This communication is vital to promote positive and supportive interactions between students and staff. All staff at Gympie South State School have been trained to give consistent, behaviour specific feedback in student-friendly language to acknowledge our targeted behaviours, based on the Essential Skills in Classroom Management.

Gympie South’s “Gotchas”
Staff members hand out “Gotchas” each day to students who demonstrate positive behaviours, inside and outside the classroom. This positive reinforcement occurs daily when they identify a student following the rules and demonstrating our “keys” to success. Classroom “Gotchas” are collected in each classroom, each week.

Each week, the Prep-Year 6 Classroom “Gotchas” are collected and four lucky winners from this group are drawn and their appropriate behaviour identified and recognised by the school community on Assembly. Each winner receives a $2 voucher that can be redeemed at the tuckshop. These students and their behaviours are publicly acknowledged each week in our newsletter, enabling our whole school community to share in the celebration, along with a positive record placed on One School.

“Unlocking the Door to Success” Awards
Classroom teachers acknowledge each week students who display appropriate behaviours relating to our “5 Keys to Success at South” – Confidence, Persistence, Organisation, Getting Along and Resilience. The award identifies the “key” as well as a behaviour specific description of what the student was doing. These awards are distributed and officially acknowledged at our School Assembly each week, as well as our school newsletter. This success is also recorded as a Positive Behaviour on One School.
Positive Postcards
Classroom teachers can also acknowledge students and their families privately, by posting home a Positive Postcard. These postcards allows the classroom teacher to identify key criteria that the student has met, as well as write a personal message about their success. These are sent out as identified by the classroom teacher. This success is also recorded as a Positive Behaviour on One School.

Investing in our Parents
Each term the school actively communicates practical “tips” to assist parents of students with social-emotional, behavioural and achievement challenges, in order to support and strengthen their social and emotional competence. These tips are shared within our school newsletter and school Facebook page.

Responding to Unacceptable Behaviour
*Students come to school to learn, and our teachers to teach. This is our #1 priority at Gympie South State School.*

Redirecting Low-Level and Infrequent Behaviour Problems
If redirecting low-level and infrequent behaviour problems the following corrective action occurs:

- Positive Verbal Redirection – The staff member reminds the student of what they should be doing, the “blocker” that their behaviour is producing and the “key” to access to ensure successful learning.
- Reflective thinking, incorporating our “blockers” that affect learning, safety or the positive learning environment, encourages the student to reflect, re-evaluate and modify their behaviour.

- **Targeted behaviour support**

At Gympie South State School, our objective is to assist all students towards self-management of their behaviour. During the year, not all students will be able to maintain this level of self-management and targeted behaviour support will need to be implemented. These behaviours are not severe, but if left unsupported and not dealt with immediately, will place their academic and social competencies at risk.

Support Stage Procedures
Our Student Support Program (Appendix 3) addresses targeted behaviour support via the use of Support Stages. All students are placed on a Support Stage between “0” and “4”.

Students on a Support Stage 0 exhibit behaviours that are self-managing. All children entering Gympie South State School are placed on a Support Stage 0 on enrolment. At the beginning of each new school year, the “slate is wiped clean” to allow all children returning to the new school year to have a new chance to be successful with their behaviour.

A student on Support Stage 1 requires assistance from their classroom teacher (1 support person) to manage their behaviour and make necessary adjustments to their program. Characteristics of Support Stage 1 behaviour are minor classroom and/or playground concerns (Appendix 4). Consistent “Chill Out” referrals from the playground will result in the student being placed on a Support
Stage 1 by the classroom teacher and necessary adjustments made to their play
time to ensure their success.

Students on Support Stage 2, require assistance from their classroom teacher
and Administration – case manager (2 support personnel) due to the severity of
their behaviour/s. Individual Behaviour Support Plans or IBSP (Appendix 5), daily
“check-ins”, monitoring cards and weekly behaviour reviews/targeted social
skilling sessions are integral to this support stage and are conducted by the
child’s case manager (if required).

Students on a Support Stage 3, require assistance from their classroom teacher,
Administration - case manager and an external support person, following a
suspension. IBMPs, daily “check-ins”, monitoring cards, twice weekly behaviour
reviews (supported by the case manager for the student) and case conferences
with parents, provide the support for this stage where high level inappropriate
behaviour occurs. SDAs (School Disciplinary Absences) or suspensions are to
be used after consideration has been given to all other responses.

Students on a Support Stage 4, see the school based program not meeting the
student’s needs and a recommendation for suspension, pending exclusion is put
forward to District Office.

Support Stage Referrals (Appendix 6) to the Student Support Committee
(consisting of DP (Chair), Junior and Middle School Representative, “Chill Out
staff and classroom/specialist teachers referring students) for Support Stage 1
intervention are completed after the classroom teacher has contacted the
parents, identified the specific behaviours “blocking” their child’s success at
school and following a monitoring period, no change in behaviour has occurred.
The referral with supporting evidence is then placed on the agenda for the next
Student Support Meeting and the student’s case examined.

Support Stage 2 - 4 referrals are completed by the Administration, due to the
level of severity and a case manager assigned to each individual case.

Support Stages are increased if the strategies employed at that level are not
assisting the student develop skills in self-management. Strategies applicable for
each student are reviewed and refined to assist students develop their self-
management skills, if they change Support Stages.

Students on Support Stages remain on each Support Stage for specified times
and reviewed each fortnight via the Student Support Committee. The decision to
change a student’s stage of support is determined by the administration, in
consultation with the student’s classroom teacher and the Student Support
Committee, with evidence provided by One School.

Parents/Caregivers are advised of any Support Stage referrals or changes to
their child’s Support Stage to ensure home and school work together to promote
positive school behaviour/s.

Students who are able to consistently demonstrate self-management behaviours
are recognised at the end of the semester with a certificate of achievement –
acknowledging their self-managing behaviour.

Chill Out Room
Students may be sent to the Chill Out Room by a staff member, as a
consequence for inappropriate behaviour in the playground.
Incidents in the playground which are of a minor nature will be managed by the officer on duty. (Appendix 7)

Chill Out Procedures:
- The designated Chill Out Room is the withdrawal room located at the bottom of B block.
- Two selected staff are rostered to be on duty in the Chill Out Room during playtimes at first and second break. This provides consistent support and appropriate referrals to the Administration if students are continuing to have limited success in this setting.
- Students sent to the Chill Out Room are to sit quietly in the room and complete the relevant behaviour plan, utilising the principles of Restorative Justice and our Keys for Success.
- Students and the reasons why they have been sent to the Chill Out Room will be recorded by the Officer on duty in the relevant register and on One School. The classroom teacher will also be notified by the return of a yellow slip identifying the behaviour/s that the student was referred for.
- Staff members sending students to the Chill Out Room are to send a couple of children with the ‘identified student’ to ensure they make it to the room. These children would then report back to the staff member on duty that the ‘identified student’ made it to the room. Any students sent to the Chill Out Room and do not turn up, are referred to the Administration for non-compliance.

Detentions
- A consequence for students who make or continue to make inappropriate choices will be a detention. Students in detention will spend the break, excluding eating time (1st or 2nd) in the Chill Out Room.
- The Administration based on the available data, will make the decision to administer a detention as a consequence.

Non-Compliance
Non-compliance is treated very seriously at Gympie South State School. All children are expected to follow direction given by staff.

Steps for managing Non-Compliance.
- If a student deliberately refuses a request/direction, the Staff member will remind them that they have refused to follow a directive and this is non-compliance.
- Should a child continue to be non-compliant then this will be managed within the procedures outlined in this Responsible Behaviour Plan.

Zero Tolerance
Our school community is committed to providing a safe environment for all stakeholders. As a result we have adopted a commitment to Zero Tolerance to:-
- Deliberately physically harming another student;
- Physical action against an adult (including rude/intimidating gestures); and
- Verbal, obscene abuse to an adult.

The consequence for these behaviours will be SUSPENSION as determined by a member of the Administration.

Participation in School Activities
Students who are on a Support Stage are immediately identified as “at-risk” of participation in any activity within the school or outside the school grounds.
Students who are on, or above Support Stage 3, will have their current behaviour status reviewed by the Administration, in light of upcoming events – both in and out of school. These events will be identified during Student Support Meetings and specific children noted. If a student is unable to meet the relevant behaviour/safety criteria to access a program, the parents will be informed by the Student Support Committee.

The Administration and Student Support Committee will approve the participation of students who are on a Support Stage 2, for all excursions/programs, to ensure the safety of the individual student and all other students involved.

**Student Records**

All teachers are required to maintain records on student’s behaviour. Parents/Caregivers are to be advised and involved in assisting children with their behaviour. If children are considered to be at risk, or have been involved in a serious breach of behaviour, then teachers are to discuss them with Administration and the parent/s.

All Staff record incidents involving either appropriate or inappropriate behaviour on One School. This will ensure the incident is placed on the child’s record. Staff will need to refer any serious incident onto a member of Administration.

The Student Support Committee meets fortnightly to review ‘at risk’ students, discuss recent referrals and use the data from One School to make decisions about the management of individual students or concerning behaviours.

**Intensive behaviour support**

Gympie South State School is committed to educating all students, including those with high behavioural support needs. Our school recognises that these students require a broad support system that provides for these challenging and complex behaviours.

The Intervention Team consisting of the Principal, Deputy, HOSE, Student Support Committee Representative and AVT - Behaviour, works with staff members to:

- develop flexible/alternative support plans and practices;
- monitor the effectiveness of support plans and practices via data collection;
- provides professional development to support identified behaviour support and intervention needs;
- review plans and practices as required and feedback to relevant stakeholders;
- liaise with the Student Support Committee and external behaviour support personnel to ensure depth, consistency and continuity; and
- use physical intervention, if required, to ensure the care, welfare, safety and security of those in your care and themselves.

Following a Support Stage 2b referral compiled from the data sourced from One School, an Intervention Team member (Deputy Principal) contacts parents and any relevant staff members to form a support team and commence and formalise the support process. External support agencies and AVT – Behaviour are an integral component of the support team liaising with the student, family and school to ensure all support avenues are accessed and implemented. Student Support referrals are forwarded to the Social Justice Committee to complete the
necessary referral to employ the services of Behaviour Management and/or Guidance (if applicable).

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding regarding how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure the safety of the student/s and staff.

An emergency situation or critical incident is defined is one of a serious nature that impacts significantly on the welfare of staff and/or students e.g. an irate parent is yelling and cursing while walking into the school grounds. All classrooms are locked down to ensure the safety of staff and students while the irate parent is dealt with.

A severe behaviour problem is defined as a total loss of control which usually involves physical aggression where the individual is no longer able to control themselves and verbal aggression turns into physical assault. The person may assault staff, other people, or even attempt to harm themselves e.g. student may begin “acting out” and throwing furniture at staff and students. The classroom is evacuated to ensure the safety of staff and students, while the student is monitored for their own safety.

Emergency situations/critical incidents and/or severe behaviour problems are to be immediately reported to the Administration via phone (Ext 440). The Intervention Team is then assembled at the Administration and the situation assessed and team roles and responsibilities assigned while heading to the critical situation and area.

Four Levels of Crisis Development
Based on “Non-violent Crisis Intervention” Training Course

Anxiety Level
Behaviours
- First behaviour level.
- Identified as a noticeable increase or change in behaviour which is manifested by a non-directed expenditure of energy.
- “Something different” about the person is evident.

Strategy - Supportive Staff Response
- Empathic and active listening.
- Avoid being judgemental and dismissing as a “constant complainer”.
- Routine interaction that occurs daily to “nip behaviour in the bud”.

Defensive Level
Behaviours
- Second behaviour level.
- Beginning stages of loss of rationally.
- Verbal and non-verbal behaviours that indicate the person is beginning to lose control.
- Highly volatile state with challenging behaviours questioning your authority.
- No longer responds to the rational context of the conversation, but tone of voice, body posture.

Strategy – Directive Approach
- Calm, professional approach is required.
• Set clear, simple, enforceable and reasonable limits.
• Use a non-threatening manner that sets a positive consequence from their compliance.
• Ensure the person realises that the consequences of their behaviour is up to them.

**Acting-Out Person Behaviours**

- Third behaviour level.
- Total loss of control which usually involves physical aggression,
- No longer able to control themselves and verbal aggression turns into physical assault – harm staff, other people or themselves. **Need to ensure duty of care.**

**Strategy – Non-violent Crisis Intervention**

- Used as a last resort to diffuse the situation and not as a form of punishment.
- Physical intervention is only used to prevent injury of student, staff, by-standers e.g. 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 Non-violent Crisis Intervention techniques.
- Intervention techniques must be reasonable, be in proportion with the incident, use minimal force to achieve the desired result and take in account age, stature, disability, understanding and gender.

**NB – Each instance involving the use of physical intervention must be formally documented. The following records must be maintained and forwarded to the Principal.**

- Physical Restraint Report (Appendix 8)
- Debriefing Report (Appendix 9)

**Non-violent Crisis Intervention Training** which incorporates restraint positions, transport techniques and team strategies is provided to staff at Gympie South State School who feel competent and confident enough to be able to respond appropriately in the “Acting Out” stage.

At Gympie South State School, the Principal, Deputy-Principal and HOSE and all SEP staff have undertaken Non-violent Crisis Intervention Training in 2009, with revision since then.

**Tension-Reduction Behaviours**

- Fourth and final behaviour level.
- Often forgotten, but extremely important.
- Physical and emotional “come down” from the peak of energy displayed.
- Emotionally withdrawn, remorseful and apologetic.
- Regaining rationality.

**Strategy – Therapeutic Rapport**

- Best time to attempt to talk, and many times the person is actively seeking communication.
- If restrained, reassure that they are ok and no harm will occur.
- Allow time to fully calm down before relocating to another area.
- Prompt for deep breathing to relax and determine rationality.
- Inform the person of the sequence of events – where and why of necessary relocation.
- Form a verbal contract that if they remain calm there will be no need to restrain, and therefore “make their own choices”.

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Template Version Control: 24 January 2014
6. Consequences for unacceptable behaviour

Gympie South State School’s objective is to assist all students towards self-management of their behaviour. To promote this behaviour, our school explicitly teaches and reinforces the “5 Keys to Success at South” (You Can Do It! Program) on a weekly basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. One School is used to record all minor and major behaviour problems, as well as those that are commendable. The recording of three behaviours within our fortnightly Student Support Meeting Cycle constitutes an initial discussion regarding behaviour with the parent and a Support Stage 1 referral to the Student Support Committee if the behaviours continue.

Appendix 3 and Appendix 4 outline:

1) Each Support Stage, the Support Personnel directly involved, document the strategies to assist with behaviour development, basic characteristics and possible logical consequences of these behaviours (Appendix 3). This document is used to educate new staff, parents and students on our approach to student support – both appropriate and inappropriate – and ensures a consistent response and consequence to any behaviour. These Support Stages are regularly reviewed with staff at meetings, our school community via the newsletter and during SEL lessons for students, to ensure that all parties share an equal understanding and partnership with our plan; and

2) Each Support Stage, with the 3 Blockers - Behaviours inhibiting Learning Opportunities, Safety and the Positive, Social Environment (Appendix 4) and the specific inappropriate behaviours identified to clarify, articulate and ensure consistency of Support Stage Referrals (Appendix 6) to the Student Support Committee for deliberation. The tracking, recording and review of Support Stages was previously outlined in Targeted Behaviour Support – Support Stage Procedures, along with clear procedures for Chill Out referrals and Detentions.

SDAs (School Disciplinary Absences) will only be considered after all other responses, listed previously, have been considered and circumstances of the situation examined.

7. Network of student support

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

- Peers
- Parents
- Teachers
- Teacher Aides
- HOSE
- Administration Staff
- Janitor/Groundsman
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
A team approach to behaviour support includes the involvement of members of the wider community and personnel from other agencies.

### Agencies available in Gympie/Sunshine Coast

<table>
<thead>
<tr>
<th>Agencies</th>
<th>Services Provided</th>
<th>Address</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gympie Child and Youth Mental Health (CYMHS)</td>
<td>• Mental health assessments for children and adolescents (up to 18 yrs) whose mental disorders are severe and complex, or are at risk of becoming so, and whose needs cannot be met by other services. (obtain appropriate consent before making referral on behalf of a child or adolescent)</td>
<td>20 Alfred Street Gympie Q 4570</td>
<td>Ph: 5789 8777</td>
</tr>
<tr>
<td>Early Years Family Hub</td>
<td>• Parent and child information and counselling.</td>
<td>2 O’Connell Street Gympie Q 4570</td>
<td>Ph: 5282 9012 0418 870 102</td>
</tr>
<tr>
<td>MYCP</td>
<td>• Education Qld program developed to support children from 2-6 and their parents with behaviour difficulties.</td>
<td>Monkland State School Brisbane Road Gympie Q 4570</td>
<td>Ph: 5482 2509 0408 701 039</td>
</tr>
<tr>
<td>Choice Support (Gympie)</td>
<td>Volunteer Program for Mental Health. • Offers friendship, information and support for people with a mental illness.</td>
<td>41 Nash Street Gympie</td>
<td>Ph: 5482 1805</td>
</tr>
<tr>
<td>Family and Child Connect</td>
<td>• Connecting families to the right services at the right time – behaviour, budgeting, domestic violence, parenting, health care, housing.</td>
<td>33 Dalton Drive Maroochydore Q 4570</td>
<td>Ph: 13 32 64</td>
</tr>
<tr>
<td>Uniting Care Community</td>
<td>• Parent and child interaction therapy.</td>
<td>10 Channon Street Gympie Q 4570</td>
<td>Ph: 5480 3400</td>
</tr>
<tr>
<td>Department of Communities, Child Safety and Disability</td>
<td>• Child safety concerns and reporting.</td>
<td>26 Duke Street Gympie</td>
<td>Ph: 54894 000</td>
</tr>
<tr>
<td>Gympie Allied Health</td>
<td>Team of social workers and psychologists providing (free) • Counselling for periods up to 6 months. • Information sessions to assist with stress, depression, anxiety, trauma and anger. (must be referred by a doctor)</td>
<td>37 Nash Street Gympie</td>
<td>Ph: 5370 6470</td>
</tr>
<tr>
<td>Gympie Community Health Centre</td>
<td>• Therapy • Self-help • Anger/stress management • Family work • Parenting and behaviour management groups (person must be agreeable to the referral)</td>
<td>20 Alfred Street Gympie</td>
<td>Ph: 5489 8690</td>
</tr>
<tr>
<td>Community Action Youth Service</td>
<td>• Resource centre for youth • Life skills/self esteem • Counselling • Goal setting • Help with Centrelink and income support • Assistance with education, training &amp; employment • Drug and alcohol support • Sexuality • Emergency relief (Centrelink referral) • Budgeting</td>
<td>24 Lawrence Street Gympie Q 4570</td>
<td>Ph: 5482 6188</td>
</tr>
<tr>
<td>Life Supports Counselling</td>
<td>• Family or individual counselling • Parenting Education &amp; Specialist Parenting Interventions • Play Therapy for children • Anger management • Protective behaviours training</td>
<td>14 Ocean Street Maroochydore Q 4558</td>
<td>Ph: 1300 735 030</td>
</tr>
</tbody>
</table>
8. Consideration of individual circumstances

Gympie South State School provides an environment that maximises the educational opportunities and outcomes for all students through:

- Quality practices in the areas of curriculum, SEL, interpersonal relationships and school organisation;
- Environment which is responsive to the diverse needs of students;
- Fair and just practices that align with our Responsible Behaviour Plan for Students and establishes fair, equitable and non-violent consequences for infringements of the code;
- Recognising and taking into account students’ age, gender, disability, cultural background, socio-economic situation and emotional state;
- Recognising the rights of all students;
- Consideration of each behaviour situation to ensure correct application of corrective, targeted or intervention strategies;
- Consideration and use of suspension and exclusion procedures only when all other procedures have been exhausted; and
- Integrating the principles of restorative justice “to right the wrongs” and allow the student to reflect on their behaviour and apply their own consequence in consultation with the affected party.

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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

11. Some related resources
- You Can Do It! Education and Early Childhood Program
- YCDI – Social and Emotional Learning Curricula – Program Achieve (Primary)
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together
• Safe Schools Hub

Endorsement

Doug Wilson  
Principal

Gary Smith  
P&C President

Date effective: from 4th November, 2015 to 4th November, 2018.