



*Gladstone South State
School*

Student Code of Conduct

2025 - 2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

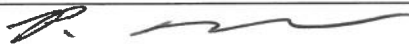
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Endorsement

Principal Name: Patrina Dendrinis

Principal Signature:



Date:

5/6/25

P/C President and-or School
Council Chair Name:

Tina Neville

P/C President and-or School
Council Chair Signature:



Date:

5/6/25

<i>Contact information</i>	2
<i>Endorsement</i>	2
<i>Purpose</i>	4
<i>Principal's Foreword</i>	4
<i>P & C Statement of Support</i>	5
<i>Endorsement of Leaders</i>	5
<i>Consultation</i>	6
<i>Data</i>	7
<i>Student Disciplinary Absent</i>	8
<i>Whole School Approach to Discipline</i>	8
<i>Learning Behaviour Statement</i>	12
<i>Disciplinary Consequences</i>	14
<i>Minor and Major Behaviours</i>	15
<i>Tiered Support</i>	18
<i>School Policies</i>	23
<i>Restrictive Practices</i>	28
<i>Critical Incidents</i>	29
<i>Parent Code of Conduct</i>	31
<i>Conclusion</i>	32

Purpose

Gladstone South State School is committed to providing a safe, respectful, and responsible learning environment for all students, staff, parents, and visitors.

The Student Code of Conduct outlines expected student behaviour, supports for developing social skills, and the disciplinary responses to inappropriate behaviour, ensuring all students can engage positively in our school community.

Its purpose is to maintain high standards of behaviour across the school, supporting effective teaching, student success, and a safe, supportive workplace for staff.

Principal's Foreword

Our school consists of a diverse range of students from different backgrounds and experiences. We consider our school to be a school of heart, we simply want our children to succeed within their own individual realm and accept student differences.

At Gladstone South State School, the key purpose of the Code of Conduct is to facilitate high standards of behaviour from all in the school community. The learning and teaching in our school is centred on how our students will do Our Best Always.

Our school caters for the emotional development of students through differentiated learning in the classroom, sport at lunch, individual and small group social skilling,

Our Code of Conduct is a guiding document on how we are going to steer the students towards individual success.



P&C Statement of Support

As President of the Gladstone South State School P&C Committee, I am proud to support and endorse the new Student Code of Conduct. The inclusive and transparent consultation process, led by Mrs Patrina Dendrinis and her team, ensured parents had multiple opportunities to provide input and feedback.

We encourage all parents to review the Student Code of Conduct and discuss its expectations with their children, including any support they may need.

Any parents who wish to discuss the Gladstone South State School Student Code of Conduct and the important role families play in supporting student behaviour are welcome to contact me or join the Gladstone South State School P&C Association. With your support, we can work together with school staff to ensure all students feel safe, supported, and able to meet their individual social and learning needs.

Endorsement Student Leaders

On behalf of the student body at Gladstone South SS, the Student Leaders endorse the Student Code of Conduct from 2025 to 2028. The student leaders represent the student body by providing feedback on draft materials and by putting forward the views of young people on a range of issues affecting their lives. The student leaders meet once a week and table any student information or concerns on behalf of the South students.

Consultation

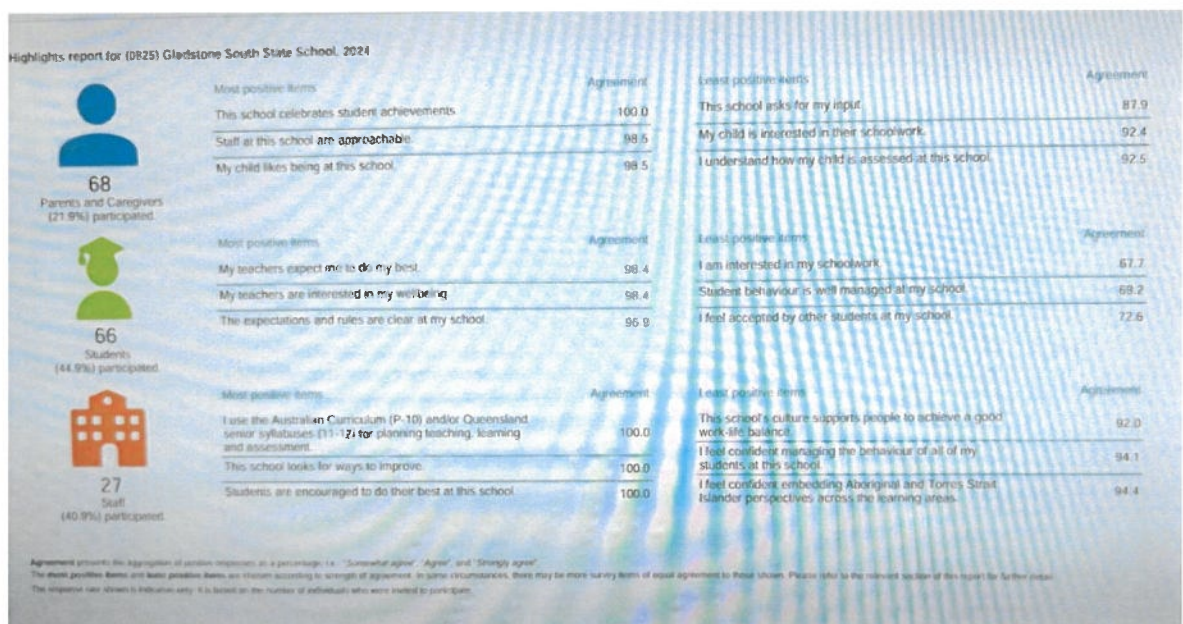
Gladstone South SS used a variety of consultative opportunities in school wide forums to develop the Student Code of Conduct. This included Admin, P and C feedback, Student Leaders and teaching staff. This has catered for the diverse nature of our community.

Review Statement

Gladstone South State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. An extensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting Cycle.

This section is aimed to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff in relation to school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection of responses designed to obtain the views of parents/caregivers. Students and school staff from each school on what they do well and how they can improve.



Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA, short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SDAs by type



At Gladstone South State School, our whole-school approach to discipline is grounded in the belief that all children can learn and thrive when provided with a safe, supportive, and respectful environment. We adopt a developmental and inclusive philosophy that recognises students as individuals with diverse backgrounds, experiences, and needs. Our staff are committed to fostering positive relationships, high expectations, and consistent support to help every student reach their full potential.

Aligned with the Australian Professional Standards for Teachers – Standard 4, our teachers play a critical role in creating and maintaining safe and engaging learning environments. They actively promote student participation, manage classroom activities effectively, respond to challenging behaviours with consistency and care, and ensure all students are safe. Teachers also model and explicitly teach the safe, responsible, and ethical use of ICT.

Positive, collaborative relationships with parents and carers are a cornerstone of our approach. We encourage ongoing communication and work closely with families to ensure students feel connected, supported, and understood. Through the P&C, parent-teacher meetings, and informal conversations, we foster a strong sense of shared responsibility for student wellbeing and behaviour.

When responding to inappropriate behaviour, we consider each student's individual circumstances. This includes their behaviour history, disability, mental health and wellbeing, cultural background, home environment, and care arrangements. We use One-School to document Personalised Learning Plans and Support Provisions, ensuring a consistent and informed approach that aligns with the student's specific needs.

By combining high expectations with empathy, evidence-based strategies, and strong partnerships with families, we create an environment where all students at Gladstone South State School can feel safe, supported, and ready to learn.

At South State School, students are expected to:

- attend every school day, on time, ready to learn and participate actively in the school's education program*
- take responsibility for their own behaviour and learning*
- demonstrate respect for themselves, other members of the school community and the school environment/property*
- show tolerance towards other students and staff*
- behave in a manner that respects the rights of others, including the right to learn*
- cooperate with staff and comply with requests or directions from Department of Education (DoE) staff including, but not limited to, the principal, deputy principals, business manager, teachers, teacher aides, cleaners and grounds staff.*
- wear South State School's uniform*
- abide by school rules as outlined in the schoolwide expectations*
- Staff support students to achieve a high standard of personal, social and ethical behaviours determined by the Australian Curriculum.*

Social, personal and ethical development

Student personal, social, emotional and ethical understandings and skills are developmental. This means students often develop their understandings and skills at different times. The Australian Curriculum establishes benchmarks which are articulated in the General Capabilities.

The Australian Curriculum Personal and Social Capabilities

Self-awareness	Self-management	Social awareness	Social management
<ul style="list-style-type: none">• recognise emotions• recognise personal qualities and achievements• understand themselves as a learner• develop reflective practice	<ul style="list-style-type: none">• express emotions appropriately• develop self-discipline and set goals• work independently and show initiative• become confident resilient and adaptable	<ul style="list-style-type: none">• appreciate diverse perspectives• contribute to civil society• understand relationships• communicate effectively	<ul style="list-style-type: none">• work collaboratively• make decisions• negotiate and resolve conflict• develop leadership skills

The Australian Curriculum Ethical Understanding

<ul style="list-style-type: none">• recognise ethical concepts• explore ethical concepts in context	<ul style="list-style-type: none">• reason and make ethical decisions• consider consequences• reflect on ethical action	<ul style="list-style-type: none">• examine values• explore rights and responsibilities• consider points of view
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Consideration of Individual Circumstances

At Gladstone South State School, staff are committed to supporting the wellbeing and success of every student by considering their individual circumstances when addressing behavioural concerns or applying disciplinary consequences. This approach ensures that responses to behaviour are fair, equitable, and developmentally appropriate.

When determining the most suitable support or consequence, staff may consider factors such as a student's behaviour history, disability, mental health and wellbeing, learning needs, cultural background, home environment, and care arrangements. This ensures that disciplinary decisions are informed, consistent with the student's context, and aimed at improving long-term outcomes.

Information recorded in One-School, including Personalised Learning Plans, Support Provisions, and relevant wellbeing records, is used to guide these decisions and tailor support to meet the individual needs of students.

Staff also uphold strict confidentiality obligations. Personal information about a student's circumstances or any disciplinary action taken will only be shared with the student's parent or legal guardian, unless required by law. We appreciate the community's understanding that these matters cannot be discussed with other students, parents, or members of the public, to protect each student's right to privacy and dignity.

Differentiated and Explicit Teaching

At Gladstone South State School, differentiated and explicit teaching is central to both our academic and behaviour support approaches. Our discipline model aligns with the principles outlined in the Assessment and Moderation Hub's Differentiated Teaching and Learning framework, recognising that all students learn in different ways and may require varying levels of support to meet behavioural and academic expectations.

Differentiation involves tailoring teaching, curriculum, and assessment to address students' readiness, interests, and learning profiles. In the context of behaviour, this means recognising individual needs and making reasonable adjustments to support students in engaging positively and successfully in the school environment.

Our approach is structured around three levels of support:

1. Differentiated and Explicit Teaching (Universal Support):

All students receive high-quality, evidence-based instruction and behaviour support. Expectations are explicitly taught, modelled, and reinforced in every classroom. Teachers use proactive strategies and classroom routines to support positive behaviour and prevent issues before they arise.

2. Focused Teaching (Targeted Support):

Students identified as needing additional support receive small group instruction or targeted interventions. This may include social skills programs, behaviour check-ins, or adjustments to the learning environment. These supports are documented in OneSchool through Personalised Learning Plans and Individual Behaviour Support Plans where appropriate.

3. Intensive Teaching (Individualised Support):

For a small number of students with complex needs, intensive and personalised support is provided. This may involve collaboration with specialist staff, external agencies, and families to implement Individual Learning Plans (ILPs) and complex case management. Teaching strategies and behavioural expectations are modified to align with the student's capabilities and circumstances.

By embedding differentiation into our behaviour support framework, Gladstone South State School ensures all students are provided with equitable opportunities to succeed, both socially and academically, in a safe and inclusive environment.

Focused Teaching

At Gladstone South State School, focused teaching is provided to students who require additional support to meet behavioural expectations. This level of support is targeted, explicit, and delivered in small groups or one-on-one settings, allowing students to revisit key behavioural concepts and develop the skills necessary for success in the classroom and playground.

Focused teaching involves structured and purposeful lessons that reinforce the school's behaviour expectations, such as respect, responsibility, and safety. Students are given multiple opportunities to practise appropriate behaviours in a supportive environment, with clear feedback and encouragement from staff.

Key strategies used in focused teaching include:

- Social skills programs (e.g., how to work cooperatively, manage emotions, or resolve conflicts)

- *Behavioural check-ins and check-outs with staff members*
- *Role-playing and modelling expected behaviours*
- *Visual supports, prompts, and reminders*
- *Goal setting and self-monitoring tools*

These sessions are closely monitored and documented in One-School, with progress reviewed regularly. Where necessary, adjustments are made in collaboration with classroom teachers, parents, and support staff to ensure consistency and continuity across settings.

Focused teaching helps bridge the gap between universal expectations and individual student needs, providing a structured pathway toward improved behaviour and active engagement in learning.

Intensive Teaching

At Gladstone South State School, intensive teaching is provided to a small number of students who exhibit complex and challenging behaviours that significantly impact their learning or the learning of others. This level of support involves frequent, highly structured, and explicit instruction delivered individually or in very small groups to help students master fundamental behavioural concepts, skills, and strategies.

Intensive teaching goes beyond classroom-based interventions and often includes:

- *Individualised Behaviour Support Plans (IBSPs) based on functional behaviour assessments*
- *One-on-one instruction focused on emotional regulation, problem-solving, and social skills*
- *Increased supervision and structured routines to support consistent behaviour*
- *Daily monitoring and data collection to assess progress and refine strategies*
- *Close collaboration with parents or carers to ensure consistency between school and home*
- *Engagement with external specialists and agencies, such as behaviour support teams, psychologists, or allied health professionals, where required*

All interventions and adjustments are documented in One-School, including Personalised Learning and Support Provisions. Plans are regularly reviewed and updated to reflect student progress and changing needs.

This intensive, wraparound approach ensures that students receive the tailored support they need to build positive behaviour patterns, stay engaged in learning, and participate meaningfully in the school community.

At Gladstone South State School, we believe every student can learn and succeed when their wellbeing is nurtured within a safe, supportive, and inclusive environment. Learning and wellbeing are deeply connected students thrive academically when their emotional and social needs are met, and their sense of wellbeing strengthens through positive learning experiences. Our approach is guided by the Student Learning and Wellbeing Framework and the Social Skills Framework and is further supported by whole-school programs such as The Resilience Project and Zones of Regulation.

We explicitly teach the Personal and Social Capabilities self-awareness, self-management, social awareness, and social management, through the Australian Curriculum, ensuring wellbeing is embedded across all learning areas. Programs like The Resilience Project help students build gratitude, empathy, mindfulness, and emotional literacy, while the Zones of Regulation supports students in understanding and managing their emotions, leading to improved self-regulation and decision-making.














Our beliefs about student learning and behaviour are grounded in the understanding that behaviour is learned and can be taught. Teachers at Gladstone South State School actively teach, and model expected behaviours, providing regular opportunities for students to practise and apply these behaviours in a range of settings.

Our three clear, positively stated school expectations form the foundation of our behaviour framework:

1. **Be Safe**
2. **Be Respectful**
3. **Be Responsible**

These expectations are explicitly taught through classroom lessons, whole-school assemblies, daily routines, and positive behaviour reinforcement. Visual displays, ongoing feedback, and recognition systems reinforce our shared values and help students develop the skills needed to make positive choices.

By integrating evidence-based wellbeing programs and clear behaviour expectations, Gladstone South State School provides a consistent, supportive environment where every student is empowered to develop resilience, build strong relationships, and reach their full potential.

The Resilience Project	The Zones of Regulation								
	<p>The ZONES of Regulation®</p> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>BLUE ZONE Sad Sick Tired Bored Moving Slowly</td><td>GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn</td><td>YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control</td><td>RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control</td></tr></table>					BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control
									
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Values

At Gladstone South State School, we clearly communicate the behaviours we expect students to demonstrate as part of our proactive approach to student wellbeing and behaviour. Clearly articulating behavioural expectations supports all students by preventing problem behaviours and providing a consistent framework for responding when expectations are not met.

Students at Gladstone South State School are expected to:

- Attend school every day, on time, and ready to learn and participate
- Take responsibility for their own behaviour and learning
- Show respect for themselves, others, and the school environment/property
- Demonstrate tolerance and kindness towards peers and staff
- Respect the rights of others, including their right to learn
- Follow directions from staff promptly and cooperatively
- Complete home reading requirements and wear the school uniform with pride
- Follow all school rules as outlined in the Schoolwide Expectations

Our **Schoolwide Expectations Matrix** outlines specific behaviours aligned to our three core school values:

1. **Be Safe**
2. **Be Respectful**
3. **Be Responsible**

These expectations apply across all school settings, classrooms, playgrounds, transitions, excursions and are explicitly taught, modelled, and reinforced regularly by staff.

Each classroom also develops its own set of class rules that reflect and support the schoolwide expectations. These rules:

- Are limited to 3–6 positively stated expectations
- Are co-constructed with students to build understanding and ownership
- Are clearly defined and consistently applied
- Are displayed prominently in the classroom
- Are used as tools to explicitly teach the social and emotional skills needed for success

This consistent schoolwide and classroom-based approach helps students understand what is expected of them, why it matters, and how they can succeed both behaviourally and academically in a safe and respectful learning environment.

BE SAFE

What we expect from you	What you can expect from us
You support the school's safety procedures, including visitor protocols and emergency responses.	We will maintain a safe and secure environment for all students, staff and families.
You communicate any medical, emotional, or safety concerns about your child in a timely manner.	We will respond appropriately and sensitively to all safety and wellbeing concerns raised by parents.
You follow school expectations about appropriate conduct while on school grounds, including safe driving and parking.	We will ensure all students are supervised and supported in line with duty-of-care responsibilities.
You reinforce safety messages and practices at home, such as responsible online behaviour.	We will provide safety education and promote safe behaviours through the curriculum and school routines.

Be Respectful

What we expect from you	What you can expect from us
You treat all members of the school community with courtesy, kindness and respect.	We will treat students and families with respect and dignity at all times.
You speak calmly and respectfully with staff, students and other parents, even in times of disagreement.	We will engage in respectful and open communication with families, listening to concerns and working together to resolve issues.
You support and model respectful behaviour for your child, both in person and online.	We will consistently reinforce respectful behaviour expectations and respond promptly to any incidents of disrespect or bullying.
You acknowledge and value the professional role of staff in supporting your child's education.	We will recognise and respect the important role of parents and carers as partners in their child's learning journey.

RESPONSIBLE

What we expect from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child's learning by engaging in school events, communicating regularly with staff, and encouraging positive routines.	We will keep you informed about your child's learning progress and support you in helping them achieve their best.

At Gladstone South State School, our approach to behaviour consequences has been developed in consultation with staff, students, and the broader school community. Our system aims to ensure fairness, consistency, and alignment with the principles of natural justice. We recognise that each behaviour incident is unique and must be considered in its full context—there are no automatic consequences for specific behaviours, nor do we apply a ‘three-strikes’ rule.

Our behaviour management process is grounded in the belief that consequences should be logical, constructive, and support the student in learning more appropriate ways to meet their needs. The primary purpose of consequences at our school is to help students understand the impact of their behaviour, take responsibility, and make more positive choices in the future.

Key features of our system include:

- Logical Consequences: Responses to behaviour are connected to the nature of the incident and are designed to be relevant, fair, and educational. For example, a student who damages property may be involved in repairing or restoring it.*
- Teaching Focus: Consequences are used as learning opportunities, helping students to build the skills needed to behave appropriately in similar situations in the future.*
- Data-Informed Decision Making: Behavioural incidents are recorded in One-School and reviewed regularly to assess patterns, inform support strategies, and evaluate the effectiveness of responses.*
- Consistency Across Staff: All staff are trained in the agreed school-wide approach to behaviour, and apply consequences consistently and professionally, supported by ongoing collaboration and professional learning.*
- Agreed Procedures for Detention and Time-Out: When necessary, students may be placed in time-out or detention settings in line with the Student Discipline Procedure. These measures are used thoughtfully and with clear communication to the student and parent/carer.*
- Re-entry Following Suspension: Where a suspension occurs, re-entry planning is a structured process involving the student, their family, and relevant school staff. A re-entry meeting focuses on restoring relationships, reviewing expectations, and putting in place supports to help the student return successfully to the learning environment.*

By applying a consistent, fair, and individualised approach to behaviour consequences, Gladstone South State School supports every student in learning from their experiences and continuing their educational journey with confidence and respect.

Minor & Major Behaviour Definitions

	Minor		Major	
Behaviour	Definition	Examples	Definition	Examples
Substance misconduct involving tobacco and other legal substances	This is when a student uses or possesses a legal product without school knowledge.	Non-prescription medication.	Any alcoholic or tobacco products brought into the school grounds. Attending school seemingly under the influence of alcohol or drug. Misuse of prescribed / non-prescribed medication or when a student possesses or uses illegal substances.	Any alcoholic or tobacco products brought into the school grounds to distribute or consume. Attending school seemingly under the influence of alcohol or drug. Misuse of prescribed / non-prescribed medication.
Substance misconduct involving illicit substance.				Possession, distribution or use of illicit drugs, utensils, drug paraphernalia or chemicals.
Possess prohibited items	This is when a student has in their bag or on their person any prohibited item.	Mobile phone / iPod Camera Toys	This is when a student has in their bag or on their person any prohibited item.	Knives threatening Aerosol sprays-Matches / Lighters Slingshots Materials which could be used as a weapon Pornographic material
Verbal Misconduct	This is when a student teases or speaks inappropriately about themselves or to another student or staff member. This is when it is not bullying or harassment.	Directed Derogatory comments. Nasty comments. Inappropriate comments. Personal putdowns. Offensive language (within context)	This is when a student verbal abuse is verbal aggression directed at a person that is intended to be demeaning and / or provoking. Disrespectful messages include multiple negative comments related to religion, race, gender, ethnicity, appearance, disability or other personal matters.	Aggressive language Negative comments directed at an individual to demean and /or provoke continuously.
Physical Misconduct	This is where there is physical contact between students of a minor nature.	Rough play Tackling Pushing Pinching Poking	This is where there is inappropriate physical contact of self, between students or a student or staff member for instance aggressive, sexual or repeatedly annoying	Intentionally Hitting, Pinching, Punching, Kicking, Biting, Pushing, Slapping, Hair pulling, Tripping Cuddling (sexual) Kissing (sexual) Head banging, self-harm, picking at body or injuries
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.	Swinging a bag around. Playing with rulers. Taking bags / kicking bags. Intentional wastage of materials.	This is when a student is using items in an unsafe or inappropriate way with threats to or intent to harm. Or without intent to harm but has resulted in harm	Hitting with or throwing an item at someone. Pulling a chair out from someone Walking around with a large stick, threats to hit with a large stick
Property Misconduct	<i>This is when a student intentionally damages their own, others or school property that results in minimal cost to others or the school.</i>	<i>Breaking resources. Writing on furniture Scratching into furniture.</i>	<i>This is when a student intentionally damages their own, others or school property that results in significant cost to others or the school.</i>	<i>Vandalism Wilful property damage. Theft/Stealing Turning over furniture Scratching into furniture</i>

IT misconduct	This is when a student has a minor breach if the ICT agreement signed on enrolment.	Using the computer or ipad for purposes other than educational e.g., playing games without teacher permission. Using the internet to annoy or offend someone.	This is when a student has a major breach of the ICT agreement signed on enrolment.	Using another students log in details to access computer or iPad. Using the internet to search for or share illegal, dangerous, or offensive information. Using another person's name as one's own. Revealing personal information about self or others.
Bullying/harassment	Low level inappropriate comments and/or unwanted verbal or emotional advances	Encouraging/supporting wrong behaviour in other people Name calling	Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying that is carried out through information and communication technologies.	Direct physical threats or assaults Social exclusion of one by another or a group. Constant Verbal insults or spreading rumors Sending of threatening or demeaning messages by SMS, email, internet, Non-verbal signals
Defiant/threat to adults	This is when a student refuses to comply with teacher's instructions or directions, answers back or argues. This category is not to be used for threats to adults, only defiance towards adults.	Initial non compliance Does not follow instructions when redirected. Back chatting. Rolling eyes when asked to do something. Responding 'you can't make me,' 'that's not fair' after being given a reasonable direction.	This is when a student refuses to comply with teacher's instructions or directions, answers back or argues. This category is not to be used for threats to adults, only defiance towards adults.	Repeatedly refusing to follow reasonable adult direction. Persistently yelling at an adult. Repeatedly back chatting.
Refusal to participate in program of instruction	Student refuses to participate in the curriculum content.	Student refuses to complete set tasks. Leaves Classroom	This is when a student removes themselves from the school without permission and refuses to return following teacher intervention.	Student leaves school grounds without teacher permission.

Disruptive	This is when a student causes any interruption by displaying a behaviour that stops the flow of teaching and learning.	Inappropriate, non-related comments Talking to friends Touching other people or their property Repeated noise – tapping pencils Throwing objects without intent – i.e. wads of paper Playing with objects Calling out Leaving chair without permission Tapping on the classroom window/door Arriving at class unprepared – incorrect/no materials, unprepared to work Inappropriate/silly noises. Off task.	This is when a student causes major and ongoing interruption despite teacher redirection that stops the flow of teaching and learning.	Repeated or sustained inappropriate behaviour eg. loud talking, yelling or screaming, making repeated noises using materials, rough play or physical contact, continually out of seat, severely interfering with the learning process. Multiple students disrupting in unison to prevent teaching and learning, or unsafe conduct in non-teaching settings.
Non-compliant with routine	This is when a student doesn't comply with the school-wide expectations of daily routines.	Continual failure to follow standard school routines such as walking in line, waiting for instruction before leaving class, not logging off the computer when finished. (despite use of ESCMs and proactive, preventative measures)	Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time	After giving support/intervention/ESC: Student persistently refuses to follow staff instruction or comply with reasonable requests
Lying/cheating	This is when a student deliberately misleads others. This is when a student copies others work or uses aids to assist themselves during learning activities without permission.	To prevent personal consequences, to appear exciting or to gain attention.	This is when a student deliberately misleads others resulting in negative consequences for another person.	Lying to cause harm or when the student has been told that it will cause another harm.
Late	This is when a student arrives to the learning environment after the 2nd bell, including breaks without a valid explanation.	Deliberate failure to return to class after an acceptable amount of time.		Deliberate failure to return to class after an acceptable amount of time.(within context)
Other conduct prejudicial to the good order and management of the school	This is any minor behaviour not otherwise defined that breaches the school rules but does not cause serious harm to others or significantly violates the rights of others.	Running on the concrete Possession and or use of mobile phones and other banned personal devices Jumping down stairs or on the outside rail without injury.	This is any major behaviour not otherwise defined that puts self or others a 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.	Climbing on high places Stealin Theft. Jumping downstairs or climbing on the outside rail resulting in injury. Misbehaviour on school bus, physical conduct or putting other's safety at risk.



Tier One: All students receive universal interventions

At Gladstone South State School, Tier One behaviour interventions are a shared responsibility across the entire school community. Positive behaviour begins at home, and we recognise the important role parents and carers play—alongside school staff—in explicitly teaching and modelling safe practices, respectful behaviour, and pro-social skills.

Both families and staff work together to guide students in developing strong social and emotional foundations. These efforts are supported through the explicit teaching of the Australian Curriculum's Personal and Social Capabilities and the Ethical Understanding continuum, which help students build self-awareness, self-management, empathy, respectful relationships, and responsible decision-making.

By aligning home and school expectations, we ensure a consistent and supportive approach that promotes a safe, inclusive, and respectful learning environment for all students

Tier One Interventions

Tier One consists of evidence-based practices implemented schoolwide to support all students. These proactive strategies lay the foundation for a positive learning environment and include:

- Creating and maintaining a safe, supportive, and inclusive school environment*
- Fostering positive relationships among students, staff, and families*
- Establishing and explicitly teaching agreed-upon behaviour expectations and pro-social skills across classroom and non-classroom settings*
- Providing frequent positive reinforcement, acknowledgement, and feedback for students who demonstrate expected behaviours*
- Applying a consistent and predictable continuum of consequences for behaviour infractions*
- Implementing effective classroom management and high-quality instruction*
- Using behaviour and learning data to guide decision-making and identify students who may require additional support*

These Tier One practices ensure that expectations are clear, positive behaviours are reinforced, and students are supported to succeed both socially and academically.



Tier Two: Some students receive targeted interventions

At the second tier, targeted interventions are provided to support small groups of students who are at risk of developing more serious behavioural challenges. These students may not respond to universal Tier One supports alone. Tier Two interventions are designed to be easy to access, quick to implement, and often based on a basic level of Functional Behaviour Assessment (FBA).

At Gladstone South State School, a range of Tier Two strategies are available to address diverse student needs. These include:

- **Check-In/Check-Out (CICO)**

This structured daily support system involves the student checking in with a designated staff member at the start of the day to receive encouragement, pre-corrections, and a daily progress report form. Teachers provide feedback throughout the day, and the student checks out in the afternoon to review their progress. The form is then sent home for parental review and returned the next day. Positive reinforcement and incentives may be included to encourage ongoing participation and success.

- **School-Based Mentors**

Students are paired with a staff member or older student who acts as a mentor. Regular check-ins and conversations help build trust, strengthen personal relationships, and increase the student's connection to the school environment.

- **Wellbeing Clubs**

These clubs offer students the chance to participate in enjoyable, interest-based activities while building friendships and practising social skills in a supportive and inclusive setting.

- **Home-School Behaviour Plans**

These collaborative plans are developed jointly by teachers and parents to create consistent behaviour expectations and strategies across both home and school. They support clear communication and a united approach to student behaviour.

- **Take a Break**

This strategy allows students to step away from a situation to regulate their emotions and reset their behaviour. Teachers guide students in returning to class with appropriate replacement behaviours after a short, calm break.

- **Targeted Social Skills Groups**

Small group sessions provide explicit instruction in specific social or behavioural skills such as conflict resolution, emotional regulation, or positive peer interaction.

These targeted interventions aim to address emerging concerns early and prevent the escalation of behaviours, while helping students build the skills they need to engage successfully with their learning and the school community.



Tier Three: A small number of students receive intensive interventions

For a small number of students with chronic and/or severe behaviour challenges, Tier Three provides highly individualised and intensive support. These students require more targeted interventions beyond Tier One and Tier Two strategies. At this level, an individualised support team is formed around the student, and a comprehensive Functional Behaviour Assessment (FBA) is conducted to understand the underlying causes of the behaviour.

The behaviour support team typically includes the student's parent or carer, classroom teacher, Inclusion teacher, the Deputy Principal of Inclusion, and other relevant specialist staff. This team works collaboratively to design and implement an Individualised Behaviour Support Plan (IBSP).

Core Features of an Intensive Behaviour Support Plan (IBSP):

Comprehensive Behaviour Investigation

The support team conducts a detailed investigation using direct observation and indirect methods to identify the triggers, reinforcers, skill deficits, and contributing factors (e.g. medical, health, environmental, personal history) associated with the behaviour.

Development of the IBSP

Based on the findings of the FBA, the team promptly designs an Individualised Behaviour Support Plan that outlines the following components:

Prevention Strategies

Interventions that aim to reduce or eliminate known triggers for problem behaviours.

Antecedent Supports

Strategies that increase the likelihood of positive behaviour by adjusting the environment and routines before problem behaviours occur.

Replacement Behaviours

High-priority alternative behaviours are selected to replace the problematic behaviour. These are identified using the Personal and Social Capability continuum and/or Ethical Understanding continuum from the Australian Curriculum. Functionally equivalent replacement behaviours—such as communication, social interaction, academic or adaptive skills—are prioritised.

Explicit Teaching Plan

A clear teaching sequence is developed to support the acquisition and generalisation of the replacement behaviours across school settings.

Reinforcement Schedule

An individualised reinforcement plan includes a reinforcement inventory tailored to the student's preferences. The frequency of reinforcement is increased beyond Tier One levels, with a plan to gradually reduce reinforcement over time. Tier Two strategies are often embedded in Tier Three support.

Response Strategies for Problem Behaviour

Clear actions are outlined for staff to follow based on the intensity, function, and nature of the behaviour. This may include strategies such as taking a break, corrective feedback, non-exclusionary or exclusionary time-out, privilege removal, or restorative practices.

Through this comprehensive, team-based approach, Gladstone South State School ensures that students receiving Tier Three support have a structured, consistent, and evidence-based plan in place to promote positive behaviour, develop essential skills, and support their ongoing participation and success in school.

School Disciplinary Absence (SDA)

A School Disciplinary Absence (SDA) is a formal action taken by the Principal of a Queensland state school when a student's behaviour requires a serious consequence. An SDA is an enforced period during which the student is not allowed to attend school. There are four types of SDA:

- **Short Suspension** – 1 to 10 school days
- **Long Suspension** – 11 to 20 school days
- **Charge-Related Suspension** – for behaviour linked to a criminal charge
- **Exclusion** – removal from the school for up to one year or permanently

At **South State School**, the decision to use an SDA is made with great care and is only considered when other strategies have been unsuccessful, or if the behaviour poses a risk to the safety or wellbeing of others in the school community.

Students returning from suspension may be invited to a re-entry meeting on the day they are due back at school. This meeting is a welcoming opportunity, not a disciplinary review. The suspension itself has already addressed the behaviour.

The purpose of the re-entry meeting is to:

- Support a positive return to school
- Strengthen communication between home and school
- Ensure the student feels valued and supported

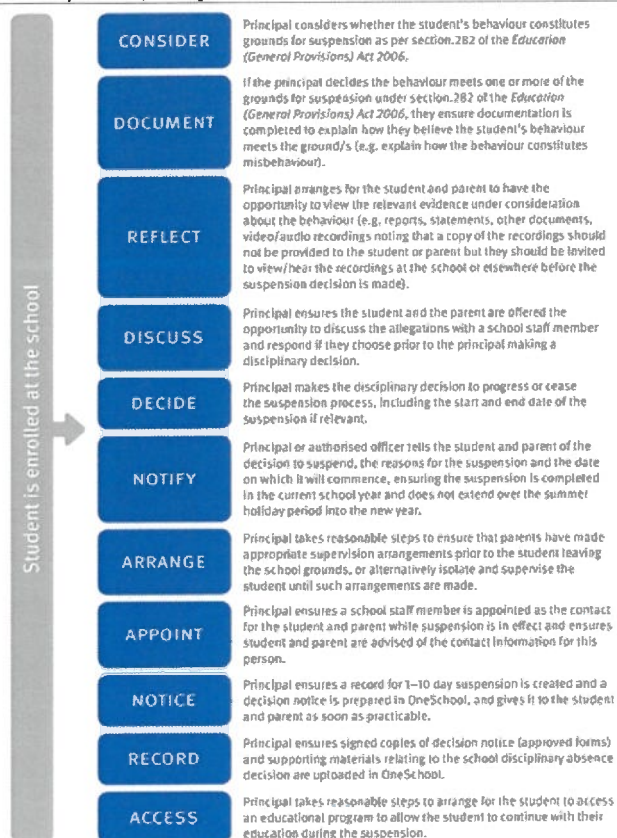
Attendance at the re-entry meeting is optional, but it is encouraged as a way to help the student re-engage confidently with their learning.

Suspensions (1-10 or 11-20 days)

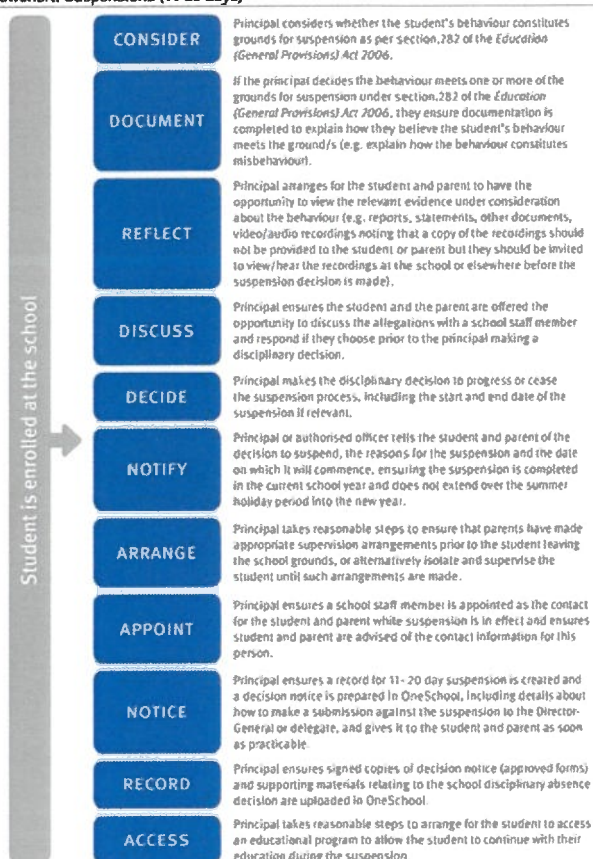
- Principals are the only staff members under the Education (General Provisions) Act 2006 (Qld) with the power to decide about the use of suspension for an enrolled student.
- In contemplating the use of suspension as a disciplinary consequence, consider whether the student's behaviour constitutes one or more of the following grounds from section.282 of the Education (General Provisions) Act 2006 (Qld):
 - disobedience
 - misbehaviour
 - conduct that adversely affects, or is likely to adversely affect, other students (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
 - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school (may be ground for suspension even if the conduct does not happen on school premises or during school hours)
 - the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff
 - the student is charged with a serious offence (refer to Flowchart: Suspension (charge-related))
 - the student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to attend the school while the charge is pending (refer to Flowchart: Suspension (charge-related))

- provide the student and parent written notice of the suspension on the approved form
- may authorise a Deputy Principal, Head of School or Head of Campus to tell a student and parent of the Principal's decision to suspend

Flowchart: Suspensions (1-10 days)



Flowchart: Suspensions (11-20 days)



At Gladstone South State School, we are committed to maintaining a consistent, supportive, and safe learning environment for all students. To ensure clarity and consistency across the school, we have developed a set of school-wide discipline policies that guide staff, students, and families in their roles and responsibilities. These policies have been designed in line with departmental requirements and are implemented by all staff.

The following school discipline policies are mandated and form part of our Student Code of Conduct:

1. Temporary Removal of Student Property

At Gladstone South State School, the temporary removal of student property may be necessary to uphold a caring, safe, and supportive learning environment and to promote mutual respect among students, staff, and visitors. This action aligns with the Department of Education's Temporary Removal of Student Property by School Staff procedure. In certain circumstances, state school staff may remove property from a student without their consent or the consent of their parent or carer when the item is deemed inappropriate, unsafe, or disruptive to the learning environment.

Inappropriate Items

Items considered inappropriate to bring to school include, but are not limited to:

- Weapons or dangerous objects (e.g. knives, sharp tools)
- Illegal substances, alcohol, or tobacco
- Pornographic or offensive material
- Mobile phones, smartwatches, or other digital devices (if used contrary to the school's electronic device policy)
- Chewing gum or energy drinks
- Items used to cause disruption (e.g. laser pointers, loudspeakers)

Authority to Remove Property

Staff may remove these items to:

- Ensure student safety
- Minimise disruption to teaching and learning
- Prevent potential harm or rule violations

Limitations on Searches

While staff are authorised to remove property, they are not permitted to:

- Search a student's bag or person without consent
- Access personal content from digital devices (e.g. messages, photos) without explicit consent or police involvement

Examples of Property that May Be Temporarily Removed

- Mobile phones and smartwatches
- School bags (when containing inappropriate items)
- Jewellery that poses a safety risk (e.g. sharp or heavy items during sport)
- Non-approved toys or distractions
- Prohibited items such as knives or vapes

Duration of Removal

The length of time property is held will depend on the item and the context of its removal. Examples include:

- Mobile phones may be returned at the end of the school day
- Prohibited items may be held until collected by a parent/carers or referred to police
- Items posing ongoing safety risks may be retained until an appropriate resolution is reached

Police Involvement

If an item is illegal or presents a serious safety concern, it may be confiscated and handed over to Queensland Police. For further detail, please refer to the Department of Education's Temporary Removal of Student Property by School Staff procedure, available on the department's website or through the school administration office.

2. Use of Mobile Phones and Other Devices by Students

At Gladstone South State School, we recognise the importance of digital technology in today's world, but also the need to manage its use to maintain a safe, respectful, and focused learning environment. This policy has been developed in consultation with the school community to ensure clear expectations around the appropriate use of personal electronic devices by students.

Devices Covered by This Policy

This policy applies to the following student-owned devices:

- Mobile phones
- Tablet, slate, or laptop computers
- Wearable technology (e.g. smartwatches, fitness trackers) and sensing devices

School Expectations for Device Use

To support student wellbeing and minimise distractions:

- **Mobile phones** must be **switched off and kept out of sight** during school hours, including class time, assemblies, and transitions, unless explicit permission is given by a staff member.
- **Smartwatches** may be worn but **must not be used** to send messages, make calls, or access apps during school hours.
- **Personal laptops or tablets** may only be used at school if formally approved through the BYO device process, with clear learning intentions.
- Devices may be stored securely in **designated classroom areas or with the teacher** at the beginning of the day and collected at the end of the school day.
- **No devices are to be used during break times** (e.g., recess and lunch) unless supervised for learning purposes.

Technology-Free Zones and Times

To promote face-to-face social interaction and reduce reliance on screens:

- All classrooms and playgrounds are designated **technology-free zones** during instructional and break times unless explicitly directed by a staff member.
- Technology use is permitted **only before school (on arrival) and after school (on departure)** under staff supervision if required.

Consequences for Inappropriate Use

Students who do not comply with the expectations may face the following consequences:

- Temporary removal of the device in accordance with the Temporary Removal of Student Property policy
- Contact with parents/carers to collect the device if misuse is ongoing or serious
- Loss of privilege to bring devices to school
- Behaviour recorded in One-School and follow-up support provided if needed

Acceptable Use of ICT

All students and parents are required to agree to and sign the school's **ICT Acceptable Use Agreement**, which outlines expectations for using school ICT facilities and personal devices responsibly. This agreement aligns with the Department of Education's Use of ICT Systems Procedure and Advice for State Schools on Acceptable Use of ICT Facilities and Devices.

We encourage families to support this policy by discussing appropriate device use with their children and reinforcing school expectations at home. The aim is to foster safe, respectful, and responsible digital citizens.

3. Preventing and Responding to Bullying

Gladstone South State School has a zero-tolerance approach to bullying. We are committed to creating a safe, respectful, and inclusive learning environment where every student feels valued and supported. Bullying in any form—physical, verbal, social, or cyber—is not tolerated. Our approach to preventing and responding to bullying is whole-school, evidence-based, and focused on both early intervention and sustained support.

Promoting Social and Emotional Competence

We explicitly teach social and emotional skills through the Australian Curriculum: Personal and Social Capabilities, The Resilience Project, and Zones of Regulation. These programs help students build skills in self-awareness, self-management, empathy, relationship-building, and responsible decision-making. These capabilities are embedded in classroom teaching and reinforced through schoolwide expectations.

Whole-School Program and Evidence Base

Gladstone South State School implements a whole-school anti-bullying approach informed by evidence-based practices. Our selected programs are drawn from the Be You Programs Directory and guided by the STEPS decision-making tool. Programs such as The Resilience Project and Zones of Regulation have demonstrated effectiveness in promoting resilience, positive peer relationships, and emotional regulation—key protective factors against bullying.

Staff Training and Professional Development

All staff engage in ongoing professional development to:

- Recognise signs of bullying, including covert and online forms
- Respond appropriately and consistently to incidents
- Use restorative practices to repair relationships and build safer environments

Annual training also includes updates on Department of Education protocols and relevant legislation.

Reporting Procedures

We encourage students to report bullying immediately—whether they experience it or witness it.

Students can report bullying in the following ways:

- Verbally to a teacher, staff member, or trusted adult
- Via a written note or reflection journal
- Through a parent who contacts the school
- During scheduled wellbeing check-ins

A flowchart outlining steps for **students, staff, and parents** is available in the appendix of this document and displayed in all classrooms and common areas.

Police and Child Protection Reporting Thresholds

Incidents involving threats, repeated harassment, assault, or the distribution of explicit material are reported to the Queensland Police or Child Safety Services in line with mandatory reporting guidelines.

Consequences for Bullying Behaviour

Students found to have engaged in bullying may face a range of disciplinary consequences, depending on the nature and severity of the behaviour. These may include:

- Restorative conferences
- Detention or loss of privileges
- Behaviour monitoring and support plans
- Suspension or exclusion (in severe or repeated cases)

All consequences are applied with consideration of individual circumstances and in accordance with the Student Discipline Procedure.

Support for Students Affected by Bullying

Students who are targeted by bullying are provided with:

- Immediate emotional support from the Wellness Hub team
- Ongoing wellbeing check-ins
- Peer support through structured social skills programs
- Referral to external services if needed (e.g. counsellors, Child and Youth Mental Health Services)

Contact with Families – Single Point of Contact

To ensure accountability and consistent communication, all bullying matters are managed by a designated **Student Wellbeing Leader** or Deputy Principal. This staff member serves as the single point of contact for students and parents and will:

- Acknowledge reports within 24 hours
- Provide progress updates within five school days
- Finalise the investigation and communicate outcomes within 10 school days (where possible)

Complaints Management Process

If concerns about bullying are not resolved to the satisfaction of the student or parent, the school's complaints management process can be followed. This process includes:

- 1. Raising the issue with the school contact person*
- 2. Escalating to the Principal if unresolved*
- 3. Lodging a formal complaint via the Department of Education's Customer Complaints Management Framework*

Details are available on the Department's website or by contacting the school office.

Gladstone South State School remains dedicated to fostering a positive school culture, where bullying is addressed promptly, and all students feel safe, connected, and supported.

4. Appropriate Use of Social Media

At Gladstone South State School, we recognise the growing use of social media as a tool for communication, learning, and social connection. While social media platforms can support learning and help students stay connected, their misuse can cause serious harm to individuals and the school community.

Students must understand that they are responsible for the content they create, share, and comment on across all online platforms, including social media. Inappropriate online behaviour—whether during school hours or outside of school—can still impact the safety, wellbeing, and reputation of others, and may result in disciplinary action if it affects the school community.

Expected Student Behaviour on Social Media

Students are expected to:

- Treat others with respect and kindness in all online interactions*
- Never use social media to harass, bully, threaten, or embarrass others*
- Refrain from sharing images, recordings, or personal information of others without consent*
- Avoid posting or sharing content that is offensive, inappropriate, or harmful*
- Respect copyright and privacy laws*
- Use digital tools in accordance with the school's ICT Acceptable Use Agreement and the Department of Education's Use of ICT Systems Procedure*

These expectations are explicitly taught through cybersafety lessons, wellbeing programs (such as The Resilience Project), and school-wide discussions during classroom learning and whole-school events.

Consequences for Inappropriate Use

Misuse of social media may result in:

- Temporary removal of access to school digital devices and platforms*
- Meetings with parents/carers*
- Behaviour incidents recorded in OneSchool*
- Counselling or participation in digital citizenship programs*
- Suspension in serious cases (e.g., cyberbullying, threats, distribution of offensive material)*
- Referral to police or external authorities where applicable*

Cybersafety and Reputation Management

Students are also taught:

- *The importance of maintaining a positive digital reputation*
- *How online posts can have long-term consequences*
- *How to stay safe online (e.g., protecting personal information, recognising scams or dangerous content)*
- *How to report concerning behaviour or content to trusted adults and authorities*

Incident Management

When a social media-related incident occurs, the following steps are taken:

1. **Report** – *Students or parents notify a teacher, wellbeing staff member, or Deputy Principal*
2. **Review** – *The incident is assessed to determine severity and impact*
3. **Respond** – *Appropriate disciplinary and support actions are implemented*
4. **Communicate** – *Parents are informed, and a plan is developed to support all affected students*
5. **Follow-Up** – *Ongoing monitoring and support are provided*

A flowchart detailing this process is available in the appendix of this Student Code of Conduct and displayed in the school's main office and student wellbeing spaces.

By promoting responsible and respectful use of social media, Gladstone South State School aims to protect students from harm, support their digital wellbeing, and foster a positive online culture within and beyond the school gates.

Use of Restrictive Practices

At Gladstone South State School, our highest priority is the safety and wellbeing of all students, staff, and members of the school community. In extremely rare and exceptional circumstances where there is an immediate risk of physical harm to a student or others, and where all other strategies have been attempted or considered staff may need to use a restrictive practice to manage the risk.

Restrictive practices are **always a last resort**, used only when no other option is available to prevent imminent harm. They are **never used as a form of punishment or disciplinary consequence**.

All use of restrictive practices at our school aligns with the Department of Education's Restrictive Practices Procedure, which is designed to uphold the human rights, dignity, health, and safety of every individual. This procedure is built on six key principles:

1. **Respect for the human rights** of students
2. **Safeguarding** students, staff, and others from harm
3. **Transparency and accountability** in decision-making and action
4. **Clear communication and consultation** with parents and carers
5. **Commitment to achieving positive outcomes** for students
6. **Reducing and eliminating** the need for restrictive practices over time

Planned Use of Restrictive Practices

In very rare cases, restrictive practices may be planned in advance as part of a student's individual support plan. These strategies are developed through a behaviour risk assessment or clinical health need in consultation with parents/carers and specialist staff. Planned practices may include:

- **Physical restraint** (only when essential to prevent imminent harm)
- **Clinical holding** (for students with a diagnosed medical condition, under medical advice)
- **Mechanical restraint** (only under strict clinical guidance and for health/safety purposes)

Planned restrictive practices will only be implemented when there is a foreseeable risk, and all actions are documented in the student's Individual Behaviour Support Plan (IBSP) and/or Health Plan.

Emergency Use of Seclusion

Seclusion is not used as a planned response at Gladstone South State School. However, in a crisis or emergency situation where a student's actions pose an immediate and unforeseeable threat of serious harm to themselves or others, short-term seclusion may be used as a protective measure. If seclusion is required:

- It will be used only for the **shortest time possible**
- The student will be **monitored continuously by a staff member**
- The space used will be **safe and free of foreseeable risks**
- The seclusion will end as soon as the risk has been managed

Review and Reporting

After any use of a restrictive practice:

- A **focused review** is conducted to reflect on the incident, evaluate the response, and explore alternative strategies for future risk management
- **All incidents are recorded and reported** in accordance with departmental procedures
- Parents/carers are informed as part of the school's transparent and collaborative approach

Examples at Gladstone South State School

Restrictive practices may be used in the following rare situations:

- A student physically attacking another student or staff member and not responding to verbal or visual redirection
- A student engaging in serious self-harming behaviour that cannot be stopped using standard de-escalation strategies
- A medical emergency where a student's physical behaviour places themselves or others at serious risk (e.g. biting, head banging, object throwing)

At all times, our focus remains on prevention, early intervention, and positive behaviour support. Restrictive practices are not a routine part of school life and are only considered when every other option has been exhausted. Our commitment is to the safety, dignity, and long-term wellbeing of every student in our care.

Critical Incidents

Responding to Critical Incidents

At Gladstone South State School, the safety and wellbeing of students, staff, and visitors is our highest priority. It is essential that all staff respond to critical incidents with a calm, consistent, and informed approach to minimise harm and ensure the safety of everyone involved.

*A **critical incident** is defined as an event that is sudden, urgent, and often unexpected, requiring immediate action. This may include incidents such as:*

- Serious injury or medical emergency
- Fire, flood, or natural disaster
- Dangerous or violent behaviour
- Intruder or threat on school grounds
- Road or transport accidents involving students or staff
- Incidents in the broader community that impact the school

Staff Responsibilities in a Critical Incident

All staff are trained in the school's emergency response procedures and are expected to:

- Remain calm and follow the school's Emergency Management Plan
- Notify the school administration or emergency response coordinator immediately
- Follow lockdown, lockout, evacuation or shelter-in-place procedures as directed

- *Provide reassurance and clear instructions to students*
- *Administer first aid where qualified and safe to do so*
- *Record observations and details of the incident for reporting purposes*
- *Cooperate with emergency services and school leadership throughout the incident and response*

Student Expectations in a Critical Incident

Students are regularly informed and practised in emergency drills so they know how to:

- *Follow instructions from staff promptly*
- *Move quickly and calmly to designated safe zones or assembly points*
- *Stay with their class or group at all times*
- *Avoid using mobile phones or social media unless directed*
- *Alert a staff member if they are injured or aware of someone in danger*

Post-Incident Support and Review

After a critical incident:

- *Parents/carers will be informed as soon as practicable*
- *Counselling and wellbeing support will be made available for affected students and staff*
- *A debrief and review of the incident will be conducted to assess the effectiveness of the response and identify areas for improvement*
- *The incident will be recorded and reported according to departmental procedures*

By ensuring all staff and students are familiar with and prepared to respond to critical incidents, Gladstone South State School maintains a strong and proactive approach to safety and emergency management.

We welcome parents into our South Community which consists of a range of diversity. Working together with the school community, school staff supporting the learning and wellbeing of every student and providing a safe work environment is vital.

Parents and other visitors to our school support safety by ensuring their communications and conduct at the school and school activities is respectful.

ELEMENTS OF ENGAGEMENT	It is expected that parents and visitors to our school will:	Parents and visitors to the school demonstrate this by:
COMMUNICATION	<ol style="list-style-type: none"> 1. be polite to others 2. act as positive role models 3. recognises and respect personal differences 4. use the school's communication process to address concerns 	<ol style="list-style-type: none"> 1. using polite spoken and written language 2. speaking and behaving respectfully at all times 3. being compassionate when interacting with others 4. informing staff if the behaviour of others is negatively impacting them or their family 5. respecting staff time by accepting they will respond to appropriate communication when they are able and according to the new parent communication legislation 6. requesting a meeting to discuss any concerns about their child's education – allowing staff time to prepare and appreciating their time may be limited
COLLABORATION	<ol style="list-style-type: none"> 1. parents ensure their child attends school ready to learn 2. support the Student Code of Conduct 	<ol style="list-style-type: none"> 1. taking responsibility for their child arriving and departing school safely on time every day 2. engaging and following up with internal and external supports to be ready to learn 3. reading and encouraging their child to understand and follow the Student Code of Conduct
SCHOOL CULTURE	<ol style="list-style-type: none"> 1. recognise every student is important to us 2. contribute to a positive school culture 3. work together with staff to resolve issues or concerns 4. respect people's privacy 	<ol style="list-style-type: none"> 1. valuing each child's education 2. responsively participating in educational programs, supports and events 3. acknowledging staff are responsible for supporting the whole school community 4. speaking positively about the school and its staff 5. not making negative comments or gossiping about other school community members, including students -in person, in writing or on social media 6. understanding at times, compromises may be necessary 7. considering the privacy of all school community members at all times and understanding that the school cannot share confidential information

Conclusion

In conclusion, the Gladstone South State School Student Code of Conduct plays a vital role in promoting a positive whole-school culture, where high behavioural expectations support a safe, inclusive, and productive learning environment. It forms part of our broader approach to student wellbeing, ensuring every child receives the support they need to succeed socially, emotionally, and academically.

We value open communication and collaboration with families. If parents or carers have concerns or wish to make a complaint, they are encouraged to follow the Department of Education's Customer Complaints Management Framework, Policy and Procedure, which outlines clear steps for raising and resolving issues respectfully and effectively. More information is available on the Department's website or through the school office.