



Glenala State High School - Student Code of Conduct

2025-2026

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.

Queensland Department of Education

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Purpose

This document is to provide clarity for students, staff and the community regarding Glenala State High School's expectations, policies, processes and systems for addressing and supporting student behaviour.

Glenala State High School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents/guardians and visitors. The Glenala State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Learning Statement

All areas of Glenala State High School are learning and teaching environments. We consider setting expectations present an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our goal is to develop students who are happy, confident, resilient, persistent, self-managed individuals as well as socially responsible citizens. We believe self-discipline is achievable when school staff, students and parents are involved in accepting joint responsibility and expecting that students be accountable for their behaviour.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. The shared expectations for student behaviour are clear and consistent to everyone, assisting Glenala State High School to create and maintain a positive and productive learning and teaching environment, where all stakeholders understand their role in the educational process.

Student Support Network

Glenala State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical well-being of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Glenala State High School to seek assistance or advice. If the staff member is not able to assist personally, they will provide guidance and help ensure the student is connected to the appropriate representative in Student Services.

Student Support	
Connect, Believe and Achieve and GROWTH Teachers	<ul style="list-style-type: none"> • Know students through having conversations, sharing stories and contacting home • Form positive relationships with students and their families to establish a team approach to student improvement • Monitor student attendance through sharing and celebrating attendance • Make contact with students and their families to support with uniform • Nurture a sense of belonging to the Connect class and sporting house
Classroom Teachers	<ul style="list-style-type: none"> • Set and communicate high standards for student performance • Plan, prepare and deliver quality and effective teaching and learning • Monitor student performance and provide appropriate differentiation to allow students to improve • Provide for the physical, social, cultural and emotional well-being and safety of students in their classes
Year Level Coordinator	<ul style="list-style-type: none"> • Liaise between students, teachers and the Student Services team to ensure that students are well-supported and can access support when required • Recognise student success on Year Level assemblies.
Heads of Department – <i>Curriculum</i>	<ul style="list-style-type: none"> • Lead faculty staff to set and communicate high standards for student performance • Monitor student performance at a faculty level to ensure appropriate differentiation is implemented to allow all students to succeed and improve • Form partnerships with students, parents and teaching staff to establish a team approach to student improvement
Head of Department – <i>Junior Secondary</i>	<ul style="list-style-type: none"> • Coordinate the transition to secondary school for students moving from Year 6 to Year 7 • Lead the implementation of positive behaviour and restorative practices across the school.
Head of Department/DP – <i>Senior Schooling</i>	<ul style="list-style-type: none"> • Oversee course and subject selections for students in Years 11 & 12. • Track academic progress and monitor student progress towards the <i>Queensland Certificate of Education (QCE)</i> • Coordinate Vocational Education and Training, including school-based Apprenticeships and Traineeships, TAFE and external courses
Head of Department – <i>Student Services</i>	<ul style="list-style-type: none"> • Lead Student Wellbeing Faculty Staff to support students and families individual needs to attend school and engage in learning • Develop whole school wellbeing curriculum to meet the social and emotional needs of students.
Guidance Officer	<ul style="list-style-type: none"> • Provide one-on-one student support as required • Assist students with specific difficulties, acting as a mediator or providing information on other life skills • Liaise with parents, teachers or other external health providers as needed to support individual needs
Psychologist	<ul style="list-style-type: none"> • Provide student support through a referral to psychology services. • Contribute expertise to promoting student wellbeing and mental health
Community Education Counsellor	<ul style="list-style-type: none"> • Provide cultural support to Aboriginal and Torres Strait Islander students. • Liaise with families and community to support individual student needs
Community Liason Officer	<ul style="list-style-type: none"> • Liaise with students, families and the community to support students as part of the Student Wellbeing Team.
Student Wellbeing Officer	<ul style="list-style-type: none"> • Support individual student needs as part of Student Wellbeing Team.
Student and Community Engagement Officer	<ul style="list-style-type: none"> • Implement a range of programs to meet the social and emotional needs of groups of students.
Youth Support Coordinator	<ul style="list-style-type: none"> • Support individuals and groups of students as part of the Student Wellbeing Team. • Liaise with community services to support families.

Whole School Approach to Positive Behaviour For Learning

Glenala State High School's whole of school approach to Positive Behaviour for Learning will provide an environment where all students and staff can learn and teach in a safe and supportive environment where everyone demonstrates our whole school values; **Respect, Responsibility, Commitment to Learning, Pride and Perseverance.**

The Glenala Way whole school behaviour approach will provide a differentiated approach to behaviour through

- **Collaborative Proactive Solutions (CPS)**
- **Restorative Practices (RP)**
- **Complex Case Management**

The Glenala Way whole school behaviour approach will

- Create a shared set of values, beliefs and a relational school culture (The Glenala Way)
- Provide students and staff with a common language embedded in the Glenala values of Respect and Responsibility, Commitment to Learning, Perseverance and Pride
- Provide staff and students with clear processes to follow in regards to managing and documenting behaviour
- Permeate all areas of the school by all members of staff (assemblies, year level parade, the playground, classroom etc)
- Explicitly teach school-wide (across a number of settings) expectations and values
- Acknowledge and reward students who demonstrate / exceed the school expectations
- Allow students to feel safe and supported

Expectations:-

All members of the community (students, staff and parents/carers) are expected to:

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:

- Demonstrate 'The Glenala Way' values of Respect and Responsibility, Commitment to learning, Perseverance and Pride
- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with and follow directions from all Glenala State High School staff

Parents are expected to:

- Show an active interest in their child's schooling and progress
- Co-operate with school staff to achieve the best outcome for their child
- Support staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Model 'The Glenala Way' values of Respect and Responsibility, Commitment to learning, Perseverance and Pride

Glenala State High School staff will:

- Model 'The Glenala Way' values of Respect and Responsibility, Commitment to learning, Perseverance and Pride in all areas of the school and community
- Explicitly teach and promote 'The Glenala Way' values during Believe and Achieve lessons, assemblies, their own classrooms, the playground and in all areas of the school and community
- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents
- Communicate high expectations for individual achievement and behaviour

- Ensure consistency and fairness in implementing the Glenala State High School Student Code of Conduct
- Support Glenala State High School staff to ensure compliance with the Student Code of Conduct and facilitate professional development to improve the skills of staff to promote responsible behaviour

Common Language

At Glenala State High School we will use 'The Glenala Way' values to develop our common language around behaviour.

Positive Behaviour for Learning provides the structures of 'The Glenala Way' whole school values and expectations, behaviour policies, referral systems, interventions and rewards. Behaviour data reviews will inform the 'Focus of the Fortnight' and direct the explicit teaching of PBL expectations.

Acknowledgements

Implementing an Acknowledgements and Rewards System is a cornerstone of Positive Behaviour for Learning and are issued throughout the year when students demonstrate or exceed the expectations of:

- 'The Glenala Way' Values
- Attendance
- Effort
- Academic Achievement

Consideration of Individual Circumstances

Staff at Glenala State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying interventions.

In considering the individual circumstances of each student, we recognise that the way we teach, support and respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain interventions may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know the outcome of an incident, but we are unable to disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

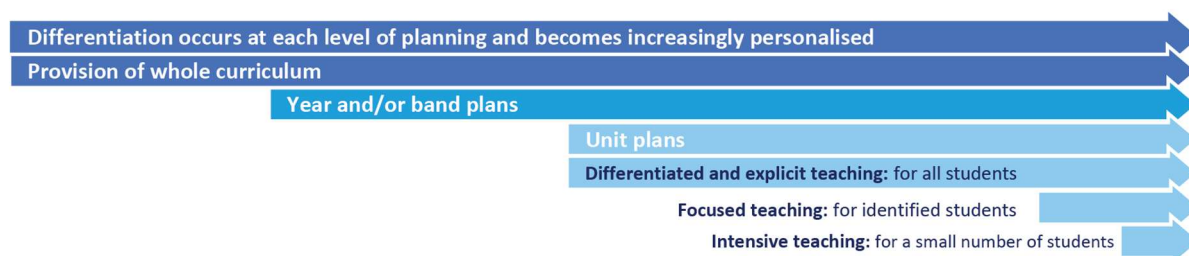
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please contact the school to discuss the matter.

Differentiated and Explicit Teaching

Glenala State High School has high expectations of all students to uphold the school's values and provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Glenala State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning, and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to Glenala State High School's tiered approach with Tier 1 focusing on differentiated and explicit teaching for all students, Tier 2 focussing on teaching for identified students and Tier 3 focusing on intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses positive behaviour and restorative practices as a basis for developing student behaviour standards. The class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Glenala State High School to provide focused teaching. Focused teaching is aligned to The Glenala Way Values, and student progress is monitored by the classroom teacher/s to identify those who:

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

Glenala State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in a range of evidence-informed programs to address specific skill development for some students:

For more information about these programs, please speak with the Head of Department, Junior Secondary.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Intervention

The disciplinary intervention model used at Glenala State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to a buddy class to give them time to reflect. A restorative conversation with the classroom teacher is then conducted to allow the student to return to learning during the next lesson with their original teacher.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and intervention to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school intervention to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in / Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Services for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Students are expected to choose behaviours that are inline with the 'Glenala Way Values' that are explicitly set out in the Values Matrix and are explicitly taught to students through Believe and Achieve lessons. Behaviours that are not acceptable at Glenala State High School and may result in disciplinary consequences including School Disciplinary Absences or Exclusion are as follows.

Behaviour Categories

Behaviour Category	Definition
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Defiance	Student refuses to follow directions given by school staff.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.
Physical Aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.
Property Misuse Causing Risk To Others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Property Damage	Student participates in an activity that results in destruction, damage or disfigurement of property.

Behaviour Category	Definition
Refusal To Participate in the Educational Program Of Instruction	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.
Technology Violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.
Use/ Possession of Combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.
Falsifying Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Substance Misconduct Involving Illegal Substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.
Substance Misconduct Involving Tobacco and Other Legal Substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.
Use/Possession of Weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Glenala State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Glenala State High School will be invited to attend a re-entry meeting before their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is an expectation that the student's parent or caregiver attend a re-entry meeting with their child upon their return from suspension. The re-entry meeting provides support for the student to assist in their successful re-engagement in the school following suspension.

Arrangements

The scheduled re-entry meeting will be communicated via telephone and in writing, within the suspension letter. Re-entry meetings occur with the student, parent or caregiver, the Principal or their delegate. The meetings may also have present support team personnel who will support the students re-entry to school.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors or Community Liaison Officer, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Glenala State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school Principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Glenala State High School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives, throwing stars, brass knuckles, chains)
- glass items (e.g. glass water bottles)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- alcohol & drugs (including tobacco and vapes)
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- paint or permanent markers etc.

Glenala State High School is a 'drug-free' school. The school focuses on prevention through education, information and providing a safe and healthy school environment. The smoking of cigarettes, E-cigarettes and vapes is not permitted at any time on government property and it is also illegal for persons under the age of eighteen to be in the possession of these items. Students involved in drug related incidents will be given support and intervention. Where behaviour is deemed to have breached criminal legislation or poses a threat to school security, student or staff safety, parents/carers will be notified and external bodies such as the Queensland Police Service may be called.

Responsibilities

State school staff at Glenala State High School

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- require consent from the student or parent to search a student's property, staff may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property.
- are, in emergency circumstances, able to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Glenala State High School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is illegal
 - is prohibited according to the Glenala State High School Student Code of Conduct
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Glenala State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is illegal
 - is prohibited according to the Glenala State High School Code of Conduct
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of Mobile Phones and Other Devices

Important to note

- For the purpose of this document, *mobile phones and wearable devices* include mobile phones, smartwatches, handheld devices and other emerging technologies such as earbuds/pods which have the ability to connect to telecommunication networks or the internet.
- This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school's Bring Your Own Device (BYOD) policy.

Overview

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.

'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Student use of mobile phones and wearable devices at school

All state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. Emerging technologies such as ear pods/buds are also not permitted as they are connected to phones.

This policy also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school Principal.

Students participating activities, such as off-site Vocational Education and Training, work placements or programs in the Trade Skills Centre must follow the expectations of the organisation in charge regarding the use of mobile devices.

Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of the school day, and
- be contacted about their own child or person under their care.

Storage of mobile phones

Glenala State High School is not responsible for the storage of students' mobile phones or other devices. The safe keeping of these personal devices is the responsibility of the student.

Exemptions

Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose.

Individual circumstances

Consideration of individual circumstances must be given to students who require temporary or ongoing exemptions to the school's local implementation approach, including where:

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure)
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties, approved in writing by the Principal
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment, by the Principal, for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or
- students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Principals (or their delegates) will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, principals (or their delegates) may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.

Where an exemption is not approved and the student or their parent expresses dissatisfaction with the decision, information about how to make a customer complaint and how a complaint will be managed should be made available in accordance with the Department of Education's **Customer complaints management procedure**.

School specific exemptions (at principal discretion)

It is acknowledged that the use of mobile phones and wearable devices can support the school's teaching and learning programs by providing valuable learning experiences for students, as well as supporting day-to-day school operations:

- teachers, in line with their school's local implementation approach, may give permission for students to use their mobile phone or wearable device in the classroom, with the Principal's permission, for a specific and agreed educational purpose
- Principals may determine to allow the use of mobile phones and wearable devices to make school payments, including for tuckshop, uniform shop and office payments, and/or
- Principals may determine to allow students access and use of mobile phones and wearable devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the School excursions procedure).

Supporting responsible use of mobile phones and other devices

Glenala State High School students are explicitly taught the expected behaviours of the Glenala Way in relation to mobile phones and other devices through GROWTH lessons and is documented as part of the school's Positive Behaviour for Learning. If a student is seen using a mobile phone or other device in an inappropriate way, they will be:

- asked by a staff member to take their device to the Administration building
- advised that their device will be kept inside the office until 3pm when they can collect their device
- advised that their parent/ carer will be contacted in regards to the misuse of their device

Mobile phones and wearable devices that have been temporarily removed from the student must be stored and retained in accordance with the department's Temporary removal of student property by school staff procedure.

Legislation

- Education (General Provisions) Act 2006 (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- Human Rights Act Qld (2019)

Preventing and responding to bullying

Glenala State High School staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community.

Parents who are positively engaged with their child's education support improved student self-esteem, attendance and behaviour at school.

Enhancing the well-being of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (eg, through sharing of digital records)
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

These conflicts, however, are still considered serious and need to be addressed and resolved with staff assistance to prevent further escalation of the issues.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school withdrawal, withdrawal from social events or celebrations or suspension or exclusion from school.

The following flowchart explains the actions Glenala State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the

professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Glenala State High School- Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Class teacher, Connect teacher or Year Level Coordinator

Deputy Principal of relevant Year Level



Cyberbullying

At Glenala State High School, cyberbullying is treated with the same level of seriousness as in-person bullying. The major difference with cyberbullying, however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Students enrolled at Glenala State High School may face in-school disciplinary action if they engage in cyberbullying that directly affects the good order and management of the school or jeopardises the safety of other students enrolled at the school. Examples of this behaviour may include:

- taking photographs or video recordings of other students who are wearing the school uniform
- directing threats to other students about actions to occur on the school grounds or during school time
- creating or engaging with content that is a defamation of school staff or the school reputation

Information regarding cyberbullying is to be passed on to Glenala State High School staff in a timely manner to enable the school to appropriately action or provide advice on the issue.

In the first instance, students who wish to make a report about cyberbullying should approach their Year Level Coordinator during a lunch-break, before or after school. Parents or carers may also wish to contact their student's Year Level Coordinator by telephone or email if they wish to report cyberbullying matters that are consistent with the descriptions above.

Parents and students who have concerns about cyberbullying incidents that occur externally to the school or during school holidays should immediately seek assistance through the the Queensland Police Service or [Office of the e-Safety Commissioner](#). The Principal and state school staff do not have the ability to commence disciplinary action if a cyberbullying incident occurs externally to the school.

Disciplinary action for cyberbullying may include detention or removing of privileges, or more serious consequences such as suspension or exclusion from school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays, that adversely affects, or is likely to adversely affect, the good order and management of the school. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other schools.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the [Office of the e-Safety Commissioner](#) and/or the Queensland Police Service. State school staff who engage in inappropriate online behaviour towards students, parents or other staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the relevant year level Deputy Principal.

Glenala State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

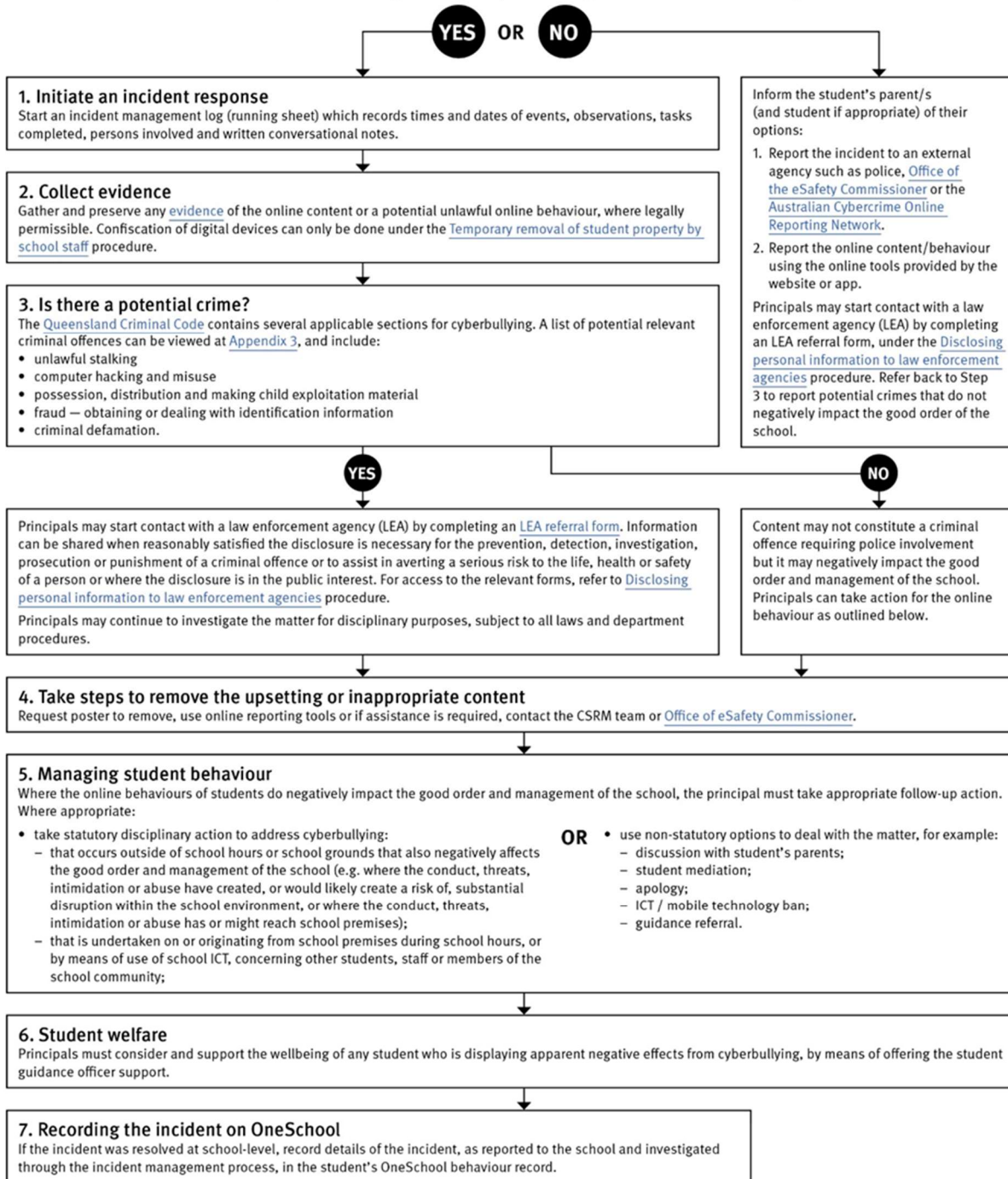
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

Glenala State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Student Intervention and Support Services

Glenala State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Glenala State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.

- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Sexting is the sending of provocative or sexual photos, messages or videos by mobile phone or posted online. A naked or sexually explicit picture or video of a person under the age of 18 years is by legal definition child exploitation material and the making, transmission and possession of such images can result in serious criminal charges.

Acts of physical aggression or fighting

Acts of physical aggression or fighting in any form will not be tolerated at Glenala State High School. This includes pushing, punching, kicking, spitting or use of an object to cause harm to another person. Behaviours that encourage the use of physical aggression or fighting will not be tolerated, such as:

- running towards a conflict
- preventing staff from accessing the area of the incident
- cheering
- filming

School disciplinary measures may be used to reinforce the seriousness with which the community takes all incidents of physical aggression and fighting or acts of encouragement. These measures may include internal school withdrawal, withdrawal from social events or celebrations or intervention such as suspension or exclusion from school.

Restrictive Practices

School staff at Glenala State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

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

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations