



Glenala State High School – Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

*Queensland Department of Education
State Schools Strategy 2020-2024*

Contact Information

Postal address:	PO Box 2013 INALA HEIGHTS QLD 4077
Phone:	07 3877 4222
Email:	the.principal@glenalashs.eq.edu.au
School website address:	www.glenalashs.eq.edu.au
Contact Person:	Michelle Campbell (Principal)

Endorsement

Principal Name:	Michelle Campbell
-----------------	-------------------

Principal Signature:	
----------------------	--

Date:	20-10-2020
-------	------------

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

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

Date:	20-10-2020
-------	------------

Contents

Purpose	4
Principal's Forward	5
P&C Statement of Support	6
School Captains / Leaders Endorsement	6
Learning and Behaviour Statement	7
Whole School Approach to Discipline	8
PBL Expectations	9
Consideration of Individual Circumstances	10
Differentiated and Explicit Teaching	10
Focussed Teaching	12
Intensive Teaching	12
Legislative Delegations	13
Legislation	13
Delegations	13
Disciplinary Consequences	15
Major and Minor Behaviours	18
School Policies	31
Temporary removal of student property	31
Use of mobile phones and other devices by students	33
Preventing and responding to bullying	35
Appropriate use of social media	42
Restrictive Practices	44
Critical Incidents	45

Purpose

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.

Glenala State High School offers students the opportunity to excel academically, culturally, in service to others and on the sporting fields. We take pride in our physical environment with beautiful grounds and modern, well maintained and equipped classrooms. Our school is growing with a current enrolment of 900 students in 2020 with 130 staff.

In 2019 the school conducted a quadrennial school review to set direction for the next four years. Three main priority areas were identified and time frames, strategies and targets set. These three areas are:

- Achievement – at and beyond society expectations with an emphasis on high yielding teaching and learning strategies, an unrelenting focus on continual improvement and a strong belief that every student can learn and achieve.
- Community - we value and seek to further strengthen our partnerships with our families, local and broader community. We believe we are the best choice for secondary education for our local families.
- Engagement – learning is key to a positive future and we are determined to engage our students and community in our motto 'Believe and Achieve'.

The school community is keen to enact these priorities to ensure further positive outcomes for Glenala State High School students.

Other areas that make GSHS a great choice for your son or daughter's high school education include:

- Dedicated staff who are committed to knowing each student and assisting them with their academic progress to ensure a positive pathway post school.
- Opportunities for students - debating, sports, the Arts, leadership and service to the school and community.
- Active and supportive community partnerships such as Minter Ellison Law firm, Heavy Vehicle Association of Queensland, Oxley Police Academy and the Smith Family
- Support for students – an extensive student services team and student centred structures ensuring individual attention.
- Excellent facilities and pleasant, well maintained grounds conducive to learning.

P&C Statement of Support

As president of the Glenala State High School P&C Committee, we are proud to support the new Student Code of Conduct. We encourage all parents to familiarise themselves with the Glenala State High School Student Code of Conduct, and to take time to talk with their children about expectations and discuss any support they may need.

Any parents who wish to discuss the Glenala State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or join the Glenala Stat High School P&C Association. It is with your support that we can work collaboratively with School staff to ensure all students are safe, and appropriately supported to meet their individual social and learning needs.

School Captains / Leaders Endorsement

School Captain Name: Christina Fa'Atuai

School Captain Signature:

Date:

School Captain Name: Jemarah Carr-Smith

School Captain Signature:

Date:

School Captain Name: Maya Simonis

School Captain Signature:

Date:

School Captain Name: Julius Time

School Captain Signature:

Date:

All areas of Glenala State High School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our processes and systems for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Glenala State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. These behaviour expectations extend to the wider community, of which our students are an important part. Upholding Glenala values in the public eye is the key to maintaining our positive reputation and community confidence in our school.

Our school community established the following values. We:

- **Commit to Learning**
- **Are Responsible and Respectful**
- **Cultivate Pride In Self and Others**
- **Persevere To Be Our Best**

These values underpin how we teach and promote our high standards of responsible behaviour. They have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education's School Behaviour processes for facilitating standards of positive behaviour and responding to unacceptable behaviour.

Whole School Approach to Discipline

Glenala State High School uses the philosophies that underpin Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Glenala State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal or Year Level Administrator.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Glenala Way Values that are in place for students. Our school community established the following values. We:

- Commit to Learning
- Are Responsible and Respectful
- Cultivate Pride in our Self and Others
- Persevere to be out Best

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:

- 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
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority.

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.

Glenala State High School staff will:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents
- Promote the skills of responsible self-management
- Communicate high expectations for individual achievement and behaviour
- Ensure consistency and fairness in implementing the Glenala State High School Student Code of Conduct.
- Review and monitor the effectiveness of the School's practices and their impact on student learning
- 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.

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 a disciplinary consequence.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not 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, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

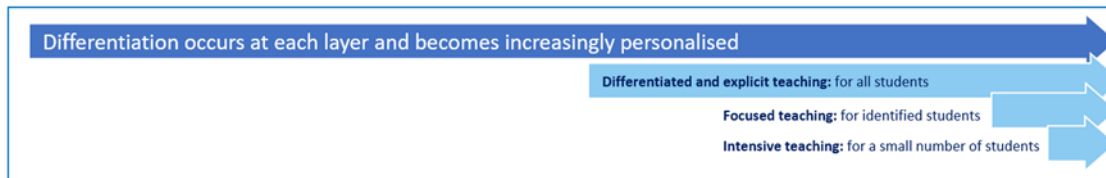
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Deputy Principal to discuss the matter.

Differentiated and Explicit Teaching

Glenala State High School is a disciplined school environment that 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 that is used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and focuses on the explicit teaching for all students. Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is located in the student organiser and used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Table 1- Glenala Way

WHOLE SCHOOL MATRIX

	WHOLE SCHOOL	CLASSROOM	CANTEEN	PLAYGROUND WALKWAY & STAIRS	ASSEMBLIES YEAR ASSEMBLIES	OFFICE STUDENT CENTRE STAFF ROOMS	PUBLIC AND COMMUNITY
GLOBAL EXPECTATIONS	<p>COMMITMENT TO LEARNING</p> <p>I attend school every day I notify the school if I am going to be absent I am prepared for learning (bag, pen, books, Student Organiser, special equipment) I know and follow the four Glenala Way values I ask for assistance when unsure I reflect on my learning and achievements in order to make plans for improvement</p>	<p>I am ready for learning and lined up outside my classroom by the second bell I participate fully in all class activities I complete homework I submit assessment on time I check with my teacher if I have missed work I remain on task by being focused on my learning I hand in drafts of my assessment</p>		<p>I know designated school boundaries I head towards my classroom when the first bell rings</p>	<p>I pay attention to information given in assemblies</p>	<p>I keep away from students who are on detention at break times I follow the procedures posted at each staffroom</p>	<p>I learn what is expected from me about any off campus activity I follow instructions when I am in the community I demonstrate Glenala Values in the community as a way of upholding the school's positive reputation</p>
	<p>RESPECT AND RESPONSIBILITY</p> <p>I follow instructions promptly I use appropriate language in an appropriate tone I listen quietly to others without interrupting I keep my hands and feet to myself I look after all property I acknowledge when I have made a mistake I switch my mobile phone off when I am on school grounds I show tolerance to people from all cultures I discourage inappropriate behaviour I show respect to any visitors to the school</p>	<p>I treat others how I would like to be treated I co-operate with others during group work I show respect to all staff I only use facilities (toilets, drinks, canteen) during break time</p>	<p>I greet others appropriately I use polite language I wait my turn in line I buy and leave I speak quietly I am prepared to buy</p>	<p>I only play physical games on designated ovals and courts I remove my headphones when I am speaking to a member of staff in the playground I play sensibly I use a quiet voice between classes and when walking past classrooms I keep walls and floors free from graffiti and rubbish</p>	<p>I listen respectfully to the speaker on assembly without any disruptions</p>	<p>I line up and wait quietly for my turn when in the office or Student Centre. I use polite language</p>	<p>I arrive on time for bus travel or excursions with correct uniform and equipment I demonstrate pro-social behaviours while in the community I respect the property of others in the community I am considerate to members of the community I show respect and courtesy to members of the community I follow community rules of safety and respect</p>
	<p>PRIDE</p> <p>I represent the school by wearing the correct uniform I help others I demonstrate positive school spirit I show appreciation for other people's help or kindness</p>	<p>I take pride in my learning and the quality of work I produce</p>		<p>I clean up after I have eaten using the bins provided</p>	<p>I acknowledge the achievements of others I encourage others positively</p>	<p>I model appropriate behaviour</p>	<p>I model Glenala Values in the community I am a role model for other students in the community I wear my complete uniform when travelling to or from school I speak positively about the school when interacting with others</p>
	<p>PERSEVERANCE</p> <p>I try my best at all times I accept correction calmly I solve problems or conflict peacefully I never give up even when things are hard I persevere to achieve my best</p>	<p>I attempt all work without giving up</p>	<p>I wait patiently until it is my turn</p>		<p>I remain an active listener during assembly</p>	<p>I am patient when waiting my turn</p>	<p>I know ways to report inappropriate behaviour to relevant people in the community I avoid confrontations in the community and inform school of any issues that may arise</p>

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behavioural 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 PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused 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 the following evidence-informed programs to address specific skill development for some students.

Please contact the School for more information on these programs.

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, 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 case manager (Student Services Team Member) at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Glenala State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as Deputy Principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary consequences 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 during all lessons, in particular GROWTH and Connect Classes which have a pastoral care focus. 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 may continue to display low-level problem behaviour. In all classrooms, students may be referred to the 'reflection desk' to reflect their behaviour and to make a plan for improvement. 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 TIME THE STUDENT OUT of their class and refer the student to the Student Centre. This triggers a detention the following day and an opportunity for a reconnection meeting with the teacher. This process encourages the student to reflect on their own behaviour and discuss and plan with teacher support, the modified behaviours that align with teacher and school expectations.

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.

As previously stated, the differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences 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 disciplinary responses to low-level or minor problem behaviour. This may include:

- 10 Essential Skills for Classroom Management
- 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 4 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
- Class wide incentives
- Reminders of Glenala Way Stamps 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 (reflection desk, Time Out)
- Detention (break time)

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 card / contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing (classroom profiling)
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team works 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 and 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.

The following table and diagrams provide a summary of how minor and major behaviours are defined and managed at Glenala State High School.

Major & Minor Incident Type – Staff Responsibility			
Behaviour Category (Choose ONE only)	Minor – Classroom Teacher	Minor – HOD/ Year Co	Major – HOD/ Year Level Administrator
Bullying/ Harassment			Admin - Repeated and ongoing behaviours (not one off behaviour) Verbal, Physical, Emotional and Sexual harassment
Defiant/ Threats to adults	Minor defiance. Disrespectful tone etc	HOD/Year Co - Continued and documented examples of defiance towards an adult	Admin - Implied or direct threat to an adult.
Disruptive	Disrupting the learning environment. Continued disruption despite teacher intervention using available strategies. Follow “Disruptive Behaviour” flow chart (pg 27).	HOD – continued and ongoing disruption of the learning environment within a specific subject	Admin - Major classroom disruption. Setting of a fire alarm or extinguisher.
Dress Code	*No referral, but to be logged on ID Attend at start of each class	Year Co – Continued and documented examples of uniform infringement	Admin – Canvas shoes, high-top shoes, denim, facial piercing
IT Misconduct	Playing banned games, damage to equipment		Admin - Accessing inappropriate sites and/or uploading inappropriate content. Denigration of student/staff using electronic devices or media (forwarding a photo without prior permission of person in image). Bringing the school into disrepute (eg. using the internet including social media sites to make derogatory comments which denigrate

			students, staff or the school, using or defacing the school logo. Cyber bullying/harassment.
Late	Persistent lateness to class despite teacher intervention and strategies employed.	Year Co – Ongoing, frequent and documented lateness to school.	Admin - Repeated lateness to class despite intervention of Year Co.
Lying/ Cheating	Minor cheating/ plagiarism Refusal to give correct name	HOD – work in consultation with teacher around minor cheating/ plagiarism	Admin - Cheating in major exams such as NAPLAN/ QCS
Misconduct involving object	Throwing items eg. pen, paper, eraser.		Admin - Using an object inappropriately with the intent to cause harm or damage to either people or property.
Non-compliant with routine	Low intensity failure to respond to an adult request despite teacher intervention. Entering out of bounds, not following safety procedures etc	HOD – Repeated and documented non-compliance with classroom teacher instructions/ routines – including continued breach of safety procedures	Admin – Repeated and documented non-compliance from a HOD once HOD intervention has been applied
Other conduct prejudicial to the good order and management of the school			Admin – an action within or outside the school grounds that causes disruption to/ undermines the normal routines and management of the school
Physical misconduct	Inappropriate physical contact. Consensual inappropriate sexual contact.		Admin – Serious physical aggression (eg. pushing and shoving with the intent to harm). Spitting Physical abuse.

			Offensive sexual contact. Throwing item with intent to harm.
Possess prohibited items	Deodorant spray. IPOD/ MP3 Player. Mobile Phone.		Admin – Use of a mobile phone, weapons, dangerous or threatening items
Prohibited items	*Staff are to use “Possess Prohibited Items” category only*		
Property misconduct	Misconduct in toilets (litter of toilet paper etc) Minor graffiti (pen scribbled on desk/ wall) Incorrect use of equipment/ facilities including air-conditioning or other electronic switches	HOD – Destruction of and wilful damage to classroom equipment or school property within classroom (desks, chairs, windows etc)	Admin – Major graffiti or vandalism Destruction of property Wilful damage of property Stealing
Refusal to participate in program of instruction	Failure to submit homework or assessment, Not completing set tasks, Refusing to work after teacher has implemented a range of strategies and consultation with HOD over a period of time	HOD – Repeated and documented (by teacher) refusal to participate in set work, assessment or homework	Admin – Continued refusal to participate in instructions and cooperate with HOD intervention
Substance misconduct involving illicit substance			Admin – Possession of alcohol, possession of illicit substances, suspicion of use of alcohol/ illicit substances, selling of alcohol/ illicit substances, drug paraphernalia
Substance misconduct involving tobacco			Admin – Possession of tobacco and other legal substances, suspicion of

and other legal substances			use and the selling of said items
Third minor referral			Admin – 3 previously documented behaviours that fall under the same behaviour category within a fortnight *Edit third OS to be a MAJOR – action accordingly
Threat/s to others	Low level threats that are perceived as minor/ non-serious (apply behaviour management techniques to de-escalate situation – refer to Year Level Admin).		Admin - Threats to staff, students or other members of the public that are deemed of a serious nature where harm or aggression are evident/ implied.
Truant/ Skip class	Student is late to class (to be recorded as “mark as late for class – unexplained”)	Year Co – student is purposefully extremely late to class or does not attend	Admin – Repeated and previously documented truancy
Verbal misconduct	Disrespectful tone, inappropriate language, swearing that is not directed at anyone in particular – teacher to employ a range of behaviour management techniques before recording as an incident	HOD – continued use of inappropriate or offensive language after teacher documentation	Admin – Racial vilification, continued use of offensive language after HOD documentation and intervention, aggressive language
Other	*To consult Admin before documenting any OS as “Other”*		

Behaviour Management Process for Major Behaviours

Classroom Teacher/ Year

Classroom Teacher Managed:

- Teacher to immediately OneSchool incident as a MAJOR
 - **FYI:** HOD/ Year Level Admin
- If on playground duty, teacher may need to contact Admin immediately for assistance

*See Minor/ Major list in Staff Handbook

Head of Department

Curriculum HOD Managed:

- Cheating/ Plagiarism
- Damage to classroom property
- Safety to others in the classroom

Curriculum HOD possible actions:

- Detention
- Contact with parents
- Mediation with student and teacher
- Subject/ HOD negotiated consequence

*Intervention to be recorded as an **"Action"** on the One School behaviour incident*

- **FYI:** Classroom Teacher/ Year Level Admin

Year Level Admin

Year Level Administration Managed:

- Possession of a mobile phone
- Swearing at a teacher/ threats to adults
- Threats to harm others or self
- Physical misconduct
- Racial vilification/ Bullying/ Harassment (previous pattern of minors)
- Possession of cigarettes/ alcohol/ illicit substances
- Stealing/ serious destruction of property
- Continued disruption when removed from the classroom to alternate learning environment (see Time Out Process)
- Safety to others in classroom
- Refusal to follow HOD instruction
- Third minor referral of the same behaviour category within a fortnight
- Pattern of documented truancy
- Wearing canvas/ high top shoes, denim, facial piercings

Year Level Administration possible actions:

- Detention
- Mediation between student(s)/ teacher
- Contact home/ Parent meeting
- Suspension

*Intervention to be recorded as an **"Action"** on the One School behaviour incident*

- **FYI:** Classroom Teacher/ HOD/ Year Co

Behaviour Management Process for Minor Behaviours

Classroom Teacher

Classroom Teacher Managed:

- Refusal to participate
- Late to class
- Disruption
- Low level safety breaches
- Prohibited items
- Low level physical misconduct
- Misconduct involving object
- Non-compliant with routine
- Lying/ cheating
- Dress code (recording of)
- Verbal misconduct

Classroom Teacher to utilise a variety of the following before recording of incident:

- 8 Classroom Practices
- Detention
- Agreed classroom appropriate consequence
- Responsible Thinking Questions (on the spot)
- Move to Reflection Desk

Behaviours continue once the variety of strategies have been implemented over a period of time:

- Record as a MINOR on One School
- **FYI:** HOD/Year Level Admin
- **ACTION** (teacher): Apply appropriate consequence such as detention, reconnect with student, outline expectations for future behaviour or Time Out
- Contact home – record in behaviour incident on One School

Management of out-of-classroom behaviours:

- Defiance
- Misconduct involving object
- Non-compliance
- Physical Misconduct (minor)
- Prohibited items
- Property misconduct
- Verbal misconduct

Strategies to manage of out-of -classroom behaviours:

- Verbal warning
- Separate students
- Sit student down for 5 minutes

If behaviour continues:

- Record as a MINOR on One School
- **FYI:** Year co/Year Level Admin
- **ACTION:** Year Co/ Year Level Admin

Head of Department

Curriculum HOD Managed:

- *Persistent and ongoing* MINOR behaviours (including safety breaches) which have been recorded on One School and have *evidence of Classroom Teacher problem-solving*
- Inappropriate use of computers/ websites
- Cheating/ Plagiarism
- Identified students as “students of concern” (3 or more minors within a fortnight in their subject area)

Curriculum HOD possible actions:

- Intervention meeting/ mediation
- Contact with home (recorded on One School)
- Faculty monitoring card
- HOD detentions

Intervention to be recorded as an “Action” on the One School behaviour incident

If behaviour continues:

- Record on One School
- **FYI:** Classroom Teacher
- **ACTION:** Year Level Admin

Year Coordinator

Year Coordinator to manage a pattern of:

- Uniform infringements
- Late to school
- Not attending lunch time detention

Management of this pattern of behaviours:

- Detention
- Contact home
- Parent meeting

If behaviour continues:

- Record as a MINOR on One School
- **FYI:** TL Teacher/Year Level Admin
- **ACTION:** Year Level Admin

Year Level Admin

Year Level Administration Managed:

- Persistent and ongoing disruptive behaviour across a variety of curriculum areas

Year Level Administration possible actions:

- Contact parents
- Behaviour monitoring card
- Meeting with parents/ teachers
- Student Services referral

Intervention to be recorded as an “Action” on the One School behaviour incident

- **FYI:** Classroom Teacher/HOD/Year Co

Year Level Administration management of out-of-classroom behaviours:

- Persistent and ongoing behaviours that occur over a period of time outside of class

Year Level Administration possible actions:

- Mediation with student(s)/ teachers
- Negotiation of playground arrangements
- Detention
- Contact home

Intervention to be recorded as an “Action” on the One School behaviour incident

- **FYI:** PGD Teacher /Year Co



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 an exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 are invited to attend a re-entry meeting on the day of 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 not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements The invitation to attend the re-entry meeting will be communicated via telephone and in writing (identified on the suspension paperwork). Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be focused on making the student and their family feel welcomed back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

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, may also offer important advice to ensure a successful outcome to the re-entry meeting.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR	
UNACCEPTABLE BEHAVIOUR	CONSEQUENCES
Absentee Process	<ul style="list-style-type: none"> ▶ Absent letter/email sent home listing absences and giving parent opportunity to give valid reasons for absence ▶ Phone call to follow up letter ▶ Request parent interview ▶ Determine and implement support strategies ▶ Ongoing evaluation of success of intervention strategies ▶ If absenteeism continues a home visit is organised ▶ Form 4 issued ▶ Interview outlining legal process is conducted ▶ Form 5 issued ▶ For post-compulsory students, continued unexplained absences may result in Cancellation of Enrolment ▶ Documentation of absenteeism will appear on reports
Lateness to School	<ul style="list-style-type: none"> ▶ Administration will follow-up each day with students who are late to school without a valid reason. Parents / Guardians will be advised ▶ Students are expected to make up the time that they are late through a break time detention ▶ For post-compulsory students, continued lateness may result in Cancellation of Enrolment
Truancy (individual classes and/or whole day)	<ul style="list-style-type: none"> ▶ 1st offence: Spoken to by Year Coordinator/Year level Administrator and detention given. Parents / Guardians will be advised ▶ Continued truancy will be treated as wilful disobedience and may result in a suspension ▶ For post-compulsory students, continued truancy may result in Cancellation of Enrolment
Non-completion of Classwork, Homework and/or Assessment ▶ Not done ▶ Non-submission	<ul style="list-style-type: none"> ▶ Student may be required to complete during break (time of day to be decided by teacher) ▶ Parents may be contacted for support ▶ Further action determined by Head of Department and/or Deputy Principal ▶ See Glenala State High School Assessment Policy, Homework Policy Senior School Policy and Senior Student's Contract ▶ Post compulsory enrolment may be cancelled
Water Bombing Using water bombs or other vessels.	<ul style="list-style-type: none"> ▶ Student is referred to the Administration ▶ Possible consequence includes detention or community service. If part of a deliberate assault, suspension may be appropriate.

<p>Litter</p> <p>Dropped by an individual student</p>	<ul style="list-style-type: none"> ▶ Student requested to pick up litter ▶ Student may be referred to a member of Administration upon refusal of request
<p>Refusal to Give True Name</p>	<ul style="list-style-type: none"> ▶ Such an offence will be treated most seriously by members of the Administration ▶ Counselling to explain why names must be provided ▶ Community service or detention given
<p>Smoking</p> <p>and /or possession of tobacco products</p>	<p>DoE HAS A TOTAL BAN ON SMOKING IN ALL EDUCATIONAL FACILITIES</p> <ul style="list-style-type: none"> ▶ Sent to office to be interviewed by Administration ▶ Parents notified and generally a suspension given ▶ Referral to School Health Nurse to engage with anti-smoking program
<p>Illicit Drugs</p> <p>Dangerous Substances</p> <p>Dangerous Implements</p> <p>Possession of illegal substances, possession of implements associated with drug use</p> <p>Use or suspected use of illegal / dangerous substances</p> <p>Dealing in illegal/dangerous substances</p>	<p>HARM MINIMISATION IS THE FOCUS OF THIS PROCESS</p> <p>If a student is suspected of being in possession of an illegal substance or implement, or a student is suspected of being under the influence of an illegal substance while at school – immediately sent to the Administration</p> <p>Where there is conclusive evidence of the student being in possession of an illegal substance or drug-related implements, or under the influence of, suspension or recommendation for exclusion from school may result.</p> <p>Where there is conclusive evidence of a student bringing an illegal substance to school for the purpose of selling the same substance, recommendation for exclusion may result.</p>
<p>Graffiti and Vandalism</p>	<ul style="list-style-type: none"> ▶ Parents/Guardians will be notified ▶ Counselling may be necessary ▶ Repair of damage in own time and at own / parent's / guardian's expense and / or community service for a period of time ▶ Possible suspension ▶ Serious vandalism or repeated vandalism may result in cancellation of enrolment, suspension or recommendation for exclusion from school ▶ Police may be contacted

<p>Stealing or Interfering with the property of others</p> <p>No investigation of stealing or interference of property will occur for items, which are not essential to the learning process e.g. Mobile phones</p>	<ul style="list-style-type: none"> ▶ Parents/guardians may be notified ▶ Counselling may be provided ▶ Student may be required to restore property, where possible ▶ Student to undertake school community service for a period to be determined ▶ Student may face suspension, cancellation of enrolment or recommendation for exclusion. ▶ Police may be contacted
<p>Outside of school grounds during school hours</p>	<ul style="list-style-type: none"> ▶ Parents/Guardians will be informed ▶ Consequences issued ▶ Persistent offenders may be treated in manner similar to truants ▶ Post compulsory students may have enrolment cancelled
<p>Verbal Misconduct of Staff and/or Students</p>	<ul style="list-style-type: none"> ▶ Investigation will take place ▶ Counselling provided ▶ Parents/Guardians notified ▶ Student may face suspension, cancellation of enrolment or recommendation for exclusion.
<p>Sexual Harassment Verbal and/or Physical</p>	<p>FOR ALL STUDENTS, THE PROVISIONS OF DET SEXUAL HARASSMENT POLICY WILL APPLY</p> <p>(in line with the Anti-Discrimination Act 1991)</p> <ul style="list-style-type: none"> ▶ Parents/Guardians will be notified ▶ Referral to the School's Sexual Harassment Referral Officer (SHRO) or Guidance Officer ▶ Counselling by the School Guidance Officer and other school support staff ▶ Possible suspension, recommendation for exclusion from school may occur
<p>Classroom Disruptive Behaviour</p>	<ul style="list-style-type: none"> ▶ Classroom teacher may provide detention ▶ Persistent disruption to the learning of others will result in referral "Timed Out" - referred to another teacher in another room. ▶ Possible suspension ▶ Post compulsory students may have enrolment cancelled
<p>Offensive or Inappropriate Items at School</p>	<ul style="list-style-type: none"> ▶ Confiscation of item ▶ Parents/Guardians will be notified ▶ Referral to Guidance Officer ▶ Possible suspension or exclusion

<p>Physical or Verbal</p> <p>Assault, Harassment, Fighting,</p> <p>Violence, Bullying</p>	<p>THE PROVISIONS OF THE ANTI-DISCRIMINATION ACT (1991) APPLY</p> <p>THE GLENALA STATE HIGH SCHOOL BULLYING POLICY APPLIES:</p> <ul style="list-style-type: none"> ▶ Counselling and/or mediation ▶ Parents/guardian will be notified ▶ Offending student will be referred to Year Coordinator, Welfare Team or member of Administration ▶ Suspension or recommendation for exclusion may result ▶ Glenala State High School will not tolerate physical violence.
<p>Having a Dangerous Item Which Could be Used as a Weapon at School</p>	<ul style="list-style-type: none"> ▶ Confiscation of item ▶ Parents/Guardians will be contacted ▶ Counselling or community service may result ▶ Suspension or recommendation for exclusion may result ▶ Police may be contacted
<p>Misuse of the School</p> <p>Internet and ICTs</p>	<ul style="list-style-type: none"> ▶ Parents/Guardians may be notified ▶ Withdrawal of Internet access ▶ Possible suspension or exclusion for serious or repeat offences
<p>Cyber Bullying / Harassment</p> <p>(Please see school's policies on bullying, including cyber bullying in upcoming pages)</p>	<p>On school Internet</p> <ul style="list-style-type: none"> ▶ Investigation carried out ▶ Counselling or mediation ▶ Suspension or exclusion may result ▶ Police may be contacted <p>On internet outside of school</p> <ul style="list-style-type: none"> ▶ If brought to attention of school - police may be notified ▶ Possible mediation
<p>Placing Inappropriate or Abusive Material About Staff or School in a Public Domain including the Internet</p>	<ul style="list-style-type: none"> ▶ Students will be instructed to remove the material from public view or the internet ▶ Parent/Caregivers will be notified ▶ Students internet access may be temporarily suspended ▶ Students may be suspended or suspended with a recommendation for exclusion
<p>Contacting Media Outlets Without the Authorisation of the Principal</p>	<p>Students who contact or supply information to media outlets and this results in harm to students/staff or negative publicity for the school, may be suspended or suspended with a recommendation for exclusion.</p>

Inappropriate Use of Mobile Phones or Other Electronic Devices

(Please see upcoming pages for the school policies for appropriate use of electronic devices and mobile phones)

Students must have their mobile phones turned off at all times on school grounds.

Permission must be sought before any recording or photographing takes place

Students who misuse mobile phones will be sent immediately to a member of the Administration:

First Offence – Warning, parent notified and phone confiscated for the day

Second Offence – Student may be suspended

Students who misuse electronic devices in the classroom, such as an iPod will be sent to a rostered HOD who will confiscate the device. Parent will be phoned. Students may collect the electronic device from the office at 3:00pm on the same day.

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

The most up to date copies of the policies listed below can be found on our website <https://glenalashs.eq.edu.au>

- Glenala State High School Uniform Policy
- Glenala State High School Attendance Policy
- Glenala State High School Assessment Policy
- Glenala State High School Homework Policy

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)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol

- 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).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

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;
- 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;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary 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);
- consent from the student or parent is required 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 prohibited according to the Glenala State High School Student Code of Conduct
 - is illegal
 - 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 prohibited according to the Glenala State High School Code of Conduct
 - is illegal
 - 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 that it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Glenala State High School has determined that Personal Electronic Devices/associated equipment are brought to school at the owner's risk and are NOT to be used by students while on school grounds.

Personal Electronic Devices are NOT to be used for any purpose and if brought to school by students must remain out of sight and turned off at all times (while on school grounds). If students require urgent access to a phone, they should use a School phone (Main Administration and Student Services).

The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

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

- use a mobile phone or other devices whilst on school grounds
- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language

- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets; students must not take photographs or images of teachers, ancillary staff, other students or visitors to the School without their consent and knowledge.
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Glenala State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our 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 lead to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Glenala State High School has a number of **Student Leadership** teams, with diverse representatives from multiple year levels meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership meeting are the core elements of the Australian Student Wellbeing Framework:



- 1. Leadership**
Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.
- 2. Inclusion**
All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
- 3. Student voice**
Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
- 4. Partnerships**
Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership teams is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Glenala State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 (for example, 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:

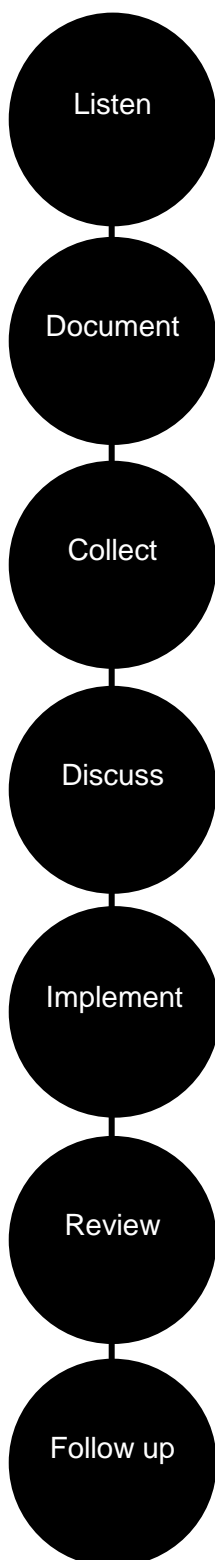
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Glenala State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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.



- Provide a safe, quiet space to talk
 - Reassure the student that you will listen to them
 - Let them share their experience and feelings without interruption
 - If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
 - Write a record of your communication with the student
 - Check back with the student to ensure you have the facts correct
 - Enter the record in OneSchool
 - Notify parent/s that the issue of concern is being investigated
- Gather additional information from other students, staff or family
 - Review any previous reports or records for students involved
 - Make sure you can answer who, what, where, when and how
 - Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
 - Make a time to meet with the student to discuss next steps
 - Ask the student what they believe will help address the situation
 - Engage the student as part of the solution
 - Provide the student and parent with information about student support network
 - Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action in OneSchool
 - Complete all actions agreed with student and parent within agreed timeframes
 - Monitor student and check in regularly on their wellbeing
 - Seek assistance from student support network if needed
- Meet with the student to review situation
 - Discuss what has changed, improved or worsened
 - Explore other options for strengthening student wellbeing or safety
 - Report back to parent
 - Record outcomes in OneSchool
- Continue to check in with student on regular basis until concerns have been mitigated
 - Record notes of follow-up meetings in OneSchool
 - Refer matter to specialist staff within 48 hours if problems escalate
 - Look for opportunities to improve school wellbeing for all students

Key Contacts for Students and parents to report bullying: (07) 3877 4222

	Year Co-ordinator	Year Level Administrator
Year 7	Virginia Thomas	Brian Shoesmith
Year 8	Bronwyn Hickey	Andrew Keogh
Year 9	Cassandra Evile	Keith Netscher
Year 10	Amon Rodgers	Todd Horsley
Year 11	Lisa Benedetti	David Newman
Year 12	Andrew Keogh	Margaret Jacobs

Cyberbullying

Cyberbullying is treated at Glenala State High School 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach a staff member or make a report by contacting the relevant Year Co-ordinator or Year Level Administrator.

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. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Glenala State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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 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 Administration.

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](#).

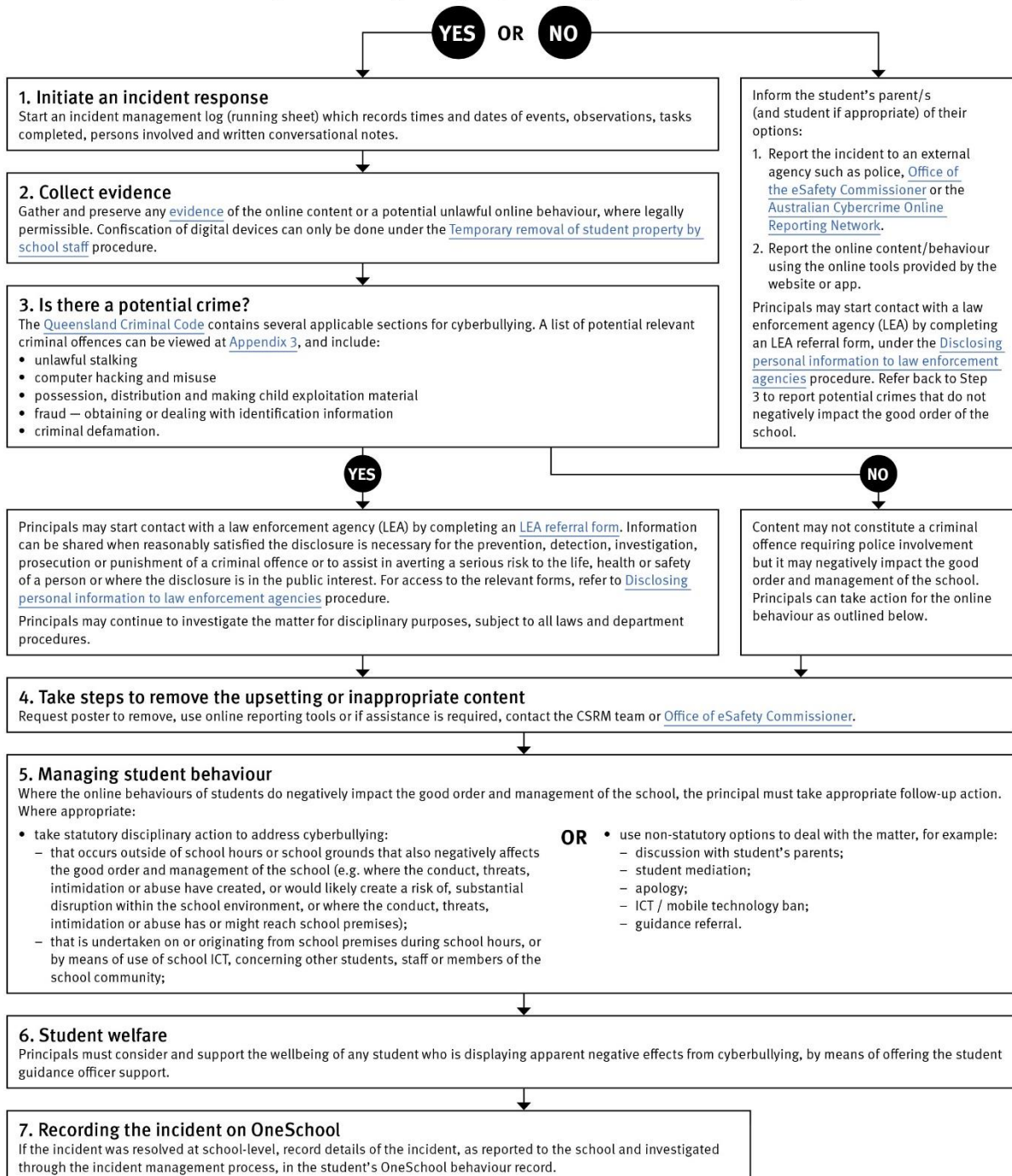
Explicit images

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 Cybersafety 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.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist Principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

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.

Glenala State High School – Anti-Bullying Agreement

The Anti-Bullying process provides a clear outline of the way our community at Glenala State High School works together to establish a safe, supportive and disciplined school environment. This is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Glenala State High School – Anti-Bullying Agreement

We agree to work together to improve the quality of relationships in our community at Glenala State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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 (for example, 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.

We believe that no one deserves to be mistreated and that everyone regardless of race, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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 issues, 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 (Cth) 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.

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.

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