Glenore Grove State 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

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Endorsement

Principal Name:	Renee Heathwood-Brunskill
Principal Signature:	
Date:	30-07-2020

P/C President:	Michelle Norman
P/C President Signature:	
Date:	30-07-2020

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Glenore Grove State School is a Positive Behaviour for Learning School and is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Glenore Grove State 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.

The goal of Positive Behaviour Support is to enhance the capacity of schools to educate all students, especially students with challenging social behaviours, by establishing an effective continuum of PBS systems and practices.

The continuum is characterised by:

a)   An emphasis on prevention
b)   An increasing intensity of intervention for increasing intensities of problem behaviour
c)   A provision of basic proactive programming (primary prevention) for all students by all staff in all settings.

With Positive Behaviour for Learning:

➢   Expectations for student behaviour are defined by a school-based team with all staff input.
➢   Effective behavioural support is implemented consistently by staff and administration.
➢   Appropriate student behaviour is **taught.**
➢   Positive behaviours are publicly acknowledged.
➢   Problem behaviours have clear consequences.
➢   Student behaviour is monitored, and staff receive regular feedback.
➢   Effective behavioural support strategies are implemented at the **school-wide, specific setting, classroom, and individual** student level.
➢   Effective behavioural support strategies are designed to meet the needs of **all students.**

Glenore Grove State School has a long and proud tradition of providing high quality education to students in the Lockyer Valley. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Glenore Grove State School has three behaviour expectations:
- **Bee Respectful,**
- **Bee Responsible**
- **Bee Safe.**

These are underpinned by 5 Key concepts:

#1 Treat others as you would like them to treat you
#2 Be Brave – Participate in progress
#3 Pursue your personal best no matter who you work with
#4 Have reasons for the things you say and do
#5 It takes great strength to be sensible

These expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Glenore Grove State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this GGSS Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

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P&C Statement of Support

As president of the GGSS P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Renee Heathwood-Brunskill and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the GGSS Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the GGSS Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of GGSS knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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

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Consultation

Glenore Grove State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during August 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2011-2014 also informed the development process.

The PBL team meet twice and term and review behaviour data and use this to write our Annual Action Plan, which then informs this Plan

Glenore Grove State School uses data to inform decision making. Behaviour Data is discussed at staff meetings and informs teacher's planning and practice. The below table identifies Glenore Grove State School's data collection tools.

Data Collection Tool	Purpose	Who	Data Use
Bees	✓ Acknowledge positive behaviours made during class, break times or specialist/support lessons. ✓ Bee stamps to be given to students within the classroom ✓ Bees cards will be distributed by staff in specialist lessons and playground activities	• Teachers • Teacher aides • Support teachers • Specialist teachers • Admin	• Bees collated – Awards on Parade for 100 – 1500 Bees • Students can use bees in exchange for a reward on their class rewards menu
Whole Class Bees Chart	✓ Acknowledge positive behaviours made by whole class ✓ Reward class for working together to display whole school expectations e.g. (everyone demonstrating active listening on the carpet)	• Teachers • Support teachers • Specialist teachers • Admin	• Once 15 bees have been coloured on the whole class sheet, the whole class participate in the classroom reward negotiated between classroom teacher and students
OneSchool	✓ Recording of unacceptable behaviour made during class, break times and specialist/support lessons ✓ Major incidents MUST be recorded on OneSchool or a pattern of 3 minor behaviours ✓ Positive behaviours (student of the month (Buzzy), Behaviour award-specific to weekly focus, Academic award, bookwork – all one per class)	• Teachers • Teacher aides • Support teachers • Specialist teachers • Admin	• Discuss with class teacher • Contact parent (if behaviour warrants) • TIME AWAY' or MAJOR incidents MUST then be recorded on OneSchool • Monthly discussion at PBL meetings – informs behaviour lessons • Refer to admin • Contact parents • Guidance/Student Services Officer/ referral (if behaviour warrants)

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Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Glenore Grove State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

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Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.

All areas of Glenore Grove State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Glenore Grove State 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.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour: At Glenore Grove State School our core business is learning. To succeed we follow these expectations.
- Be safe
- Be responsible
- Be respectful.

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

Consideration of Individual Circumstances

Staff at GGSS 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 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 principal to discuss the matter.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Glenore Grove State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students and is inclusive
- establishing procedures for applying fair, equitable and nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs
- At all times, and in all matters, the principal remains the decision-maker and the officer-in-charge. The principal may, at any time, exercise their authority to ensure the good order and management of the school. As such, the principal may, at their discretion, add or delete step in the behaviour management process and/or move directly or immediately to any consequence they deem necessary and appropriate to address any behaviours, incident or matter.

(SWELL) Student Wellbeing for Engaging Literate Learners

GGSS SWELL Framework is how we ensure the wellbeing of all member of the school community. We recognise that wellbeing is connected to learning. At GGSS we nurture students so they become resilient lifelong learners who can become successful in their life pursuits. This Framework is based on the department's SLWF. Education QLD SLWF and incorporates other aspects we cover. Teachers regularly teach these aspects to ensure the wellbeing of our students. We also engage in a Social -Emotional Survey through ACER.

Brain Build – Student: Learning & Wellbeing Framework is a school developed curriculum that incorporates our PBL, SEL, Brain development and mental health literacy lessons to support students in engaging successfully with learning.

Zones of Regulation is a program geared toward helping students gain skills in consciously regulating their emotions. The learning activities are designed to help students recognise when they're in different states called "zones". In the activities students learn how to use strategies or tools to stay in a zone or move from one to the other. Students explore calming techniques, cognitive strategies and sensory supports so they will have a toolbox of methods to use between zones. This program is run by our Diverse learning teacher in small groups once a week. Classroom teachers use the same language in their classrooms and all students complete lessons on this program.

The **Rock and Water** program in an educational program that aims to enhance the social and emotional development of children. The aim of the program is to build a person who is aware of their own qualities and a person who will be able to manage the responsibilities and challenges they may encounter through their life. Two staff members have been trained in this program and we run several sessions of this throughout the term

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PATHS

The *PATHS*® curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behaviour problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by educators and counsellors in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents.

Second Steps

The *Second Step* Social-Emotional Learning (SEL) Program gives students the tools to excel in and out of the classroom. Our easy-to-teach program garners outstanding reviews from educators who've noticed schoolwide improvement and see even the most challenging students make progress in **emotion management, situational awareness, and academic achievement**.

Student Support Network

Glenore Grove State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing 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 Glenore Grove State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact school on the school phone number.

Role	What they do
Guidance Officer	- provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting - assists students with specific difficulties, acting as a mediator or providing information on other life skills - liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Student Wellbeing Worker	QLD State Government funded position to provide additional support to students and families through school-based programs. Worker provides social, emotional, practical support & linkages to the broader community. The worker works alongside the school to meet the needs of the cohort.
Year Level Coordinators	- responsible for student welfare at each year level - provides continuity of contact for students and their families through the seven years of schooling - ensures students feel safe and comfortable and want to come to school - nurtures a sense of belonging to the year level and school.
Youth Support Coordinator	- provides individual and, at times, group support to students to assist their engagement with education and training - support students to overcome barriers to education such as - attendance at school - suspension/exclusion/referral for behaviour support - relationships/social skills - conflict with family/peers/teachers - social/emotional/physical wellbeing.

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It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the school.

Whole School Approach to Discipline

Glenore Grove State School uses 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 GGSS 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 GGSS 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

Glenore Grove State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports. The school has an External Behaviour Coach that visits the school and supports the implementation of our Responsible Behaviour plan and builds staff capacity.

Universal Behaviour Support

Glenore Grove State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Explicit teaching of expectations to all students weekly
- Ongoing implementation of the PBL process, through the PBL team, where members meet twice a term to review current practise with the provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Glenore Grove State School's Positive Behaviour for Learning plan delivered to new students at enrolment as well as ALL new and relief staff.
- Staff are trained annually in the Essential Skills to Classroom Management and incorporate these 10 skills into classroom practice.
- Universal incentive program (Bees)
- Support programs
- ★ Play is the way
- ★ Rock and water
- ★ Zones of Regulation
- Development of specific policies to address:
- o The Use of Personal Technology Devices at School
- o Procedures for Preventing and Responding to Incidents of Bullying

Targeted Behaviour Support

Glenore Grove State School implements the following processes and strategies to respond to students demonstrating high frequency inappropriate behaviours:

- Use of behaviour data to accurately identify students requiring targeted support
- In-school referral process for teachers seeking assistance to support students with challenging behaviours – Triple T meetings
- Team approach to supporting students on targeted support programs
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual needs (e.g. curriculum modifications, social skills programs, adult monitoring)
-

Intensive Behaviour Support

Glenore Grove State School implements the following processes and strategies to respond to chronic problem behaviour:

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- In-school referral process for teachers seeking assistance to support students with intensive-level needs - Triple T
- Use of behaviour data to accurately identify students requiring individualised support
- Use of functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Use of district, regional and state behaviour support options
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland)

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Glenore Grove State School
SCHOOL EXPECTATIONS MATRIX

	Play is the way	All Areas	Learning Settings	Eating Areas	Play Areas	Toilets	Parades	Bus
BEE RESPECTFUL	Key Concept #1 Treat others as you would like them to treat you.	Wear full uniform. Act in a friendly and compassionate manner. Listen actively Use manners Take turns/make turns	Respect others' right to learn Keep classroom area neat and tidy	Line up in play areas when ready to play after the bell Hand up and face front when the music stops	Invite others to join in Care for gardens	Respect others privacy Use toilets for their purpose	Sing the National Anthem appropriately	Wait quietly in correct bus line
BEE RESPONSIBLE	Key Concept #3 Pursue your personal best no matter who you work with. Key Concept #4 Have reasons for the things you say and do. Key Concept #5 It takes great strength to be sensible	Follow directions Right place, right time Use the high five. Be water wise Report any damage to school.	Be an active learner and show attentive behaviour Be prepared and willing to learn	All rubbish in the bin.	Beat the bell	Go to the toilet at the right time Leave toilets clean and tidy	Participate and be engaged	Make sure your siblings are in attendance Make sure you have all your belongings Follow the road rules
BEE SAFE	Key Concept #2 Be Brave - Participate in Progress.	Walk in and around buildings. Walk to the left and stop at the hives. Use equipment as intended. Keep hands, feet and objects to yourself. Straight there and straight back.	Ask permission to leave learning areas Only be in classrooms when a teacher is present	Sit quietly to eat Eat your own food	Play by the rules Be Sun Safe Play school approved games	Wash hands after going to the toilet Go to the toilet in pairs	Sit in the correct place and manner	Follow bus code of conduct

These expectations are communicated to students via a number of strategies, including: learning episodes conducted by classroom teachers, reinforcement of learning from behaviour lessons, during active supervision by staff during classroom and non-classroom activities and before Special Events and days involving visitors, students will be reminded as a group of the schools behaviour expectations – identified in our Behaviour Matrix

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PBL Expectations

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Respectful

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

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Responsible

What we expect to see from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Safe

What we expect to see from you	What you can expect from us
You display and model safe behaviour for students to learn the best way to display safety.	We will model safe behaviours and teach students these also.

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Explicit Teaching

The explicit teaching of each expectation will be delivered on a whole school parade on a Monday. A 15minute lesson will be explicitly taught to the whole school and teachers are required to further discuss the skill and any other arising expectations to individual class during the week. These lessons are timetabled into class timetables and are also included in parent newsletters.

Bees will be used to reward students following the school expectations. Data based lessons will happen on a needs basis.

Learning Sequence

Lesson Structure

- Introduce the expectation
- Staff role-play the expectation (example, non-example)
- Students participate in a scenario
- Brainstorm of looks like, feels like and sounds like
- Reward with Bees/classroom awards during the week

> Lessons may be rearranged to meet needs identified by collected Data in PBL/TTT meetings.

Week	Term 1	Term 2	Term 3	Term 4
1	**Introduce School wide Expectations Matrix** Be Respectful Be Responsible Be Safe	**Review School Wide Expectations** Be Respectful Be Responsible Be Safe	**Review School Wide Expectations** Be Respectful Be Responsible Be Safe	**Review School Wide Expectations** Be Respectful Be Responsible Be Safe
2	**Be Safe** **(All Setting)** ▪ Walk in and around buildings ▪ Walk to the left and stop on the hives	**Be Safe** **(Eating Area)** ▪ Sit quietly to eat ▪ Eat your own food	**Be Safe** **(All Setting)** ▪ Keep hands, feet and objects to yourself ▪ Play school approved games	**Be Safe** **(Toilets)** ▪ Wash hands after going to the toilet ▪ Go to the toilet in pairs
3	**Be Respectful** **(All settings)** ▪ Wear full uniform ▪ Act in a friendly and compassionate manner	**Be Respectful** **(Eating Area)** ▪ Hand up when ready to play after the bell ▪ Hand up and face front when the 2nd bell rings	**Be Respectful** **(Learning Settings)** ▪ Use equipment as intended ▪ Listen actively	**Be Respectful** **(All settings)** ▪ Use manners ▪ Take turns / make turns
4	**Be Responsible** **(All Settings)** ▪ Follow directions ▪ Right place, right time	**Be Responsible** **(Eating Area)** ▪ All rubbish in the bin ▪ Keep classroom area neat and tidy	**Be Responsible** **(All Settings)** ▪ Use the high five ▪ Be water wise	**Be Responsible** **(Learning Settings)** ▪ Be an active leaner and show attentive behaviour ▪ Be prepared and willing to learn
5	**Review Matrix Lesson Data collected** **has identified**	**Review Matrix Lesson Data collected** **has identified**	**Review Matrix Lesson Data collected** **has identified**	**Review Matrix Lesson Data collected** **has identified**
6	**Be Safe (Learning Settings)** ▪ Ask permission to leave learning areas ▪ Only in classroom when a teacher is present	**Be Safe (Playgrounds)** ▪ Play by the rules ▪ Be Sun safe	**Be Safe (All Settings)** ▪ Straight there, straight back ▪ Ask permission to leave learning areas	**Be Safe (All Settings)** ▪ Walk in and around buildings ▪ Walk to the left and stop on the hives

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7	Be Respectful (Learning Settings) ▪ Respect others' right to learn ▪ Keep classroom area neat and tidy	Be Respectful (Toilets) ▪ Respect others privacy ▪ Use toilets for their purpose	Be Respectful (Playground) ▪ Care for gardens ▪ Use manners	Be Respectful (Toilets) ▪ Respect others privacy Use toilets for their purpose
8	Be Responsible (Learning Settings) ▪ Be an active leaner and show attentive behaviour ▪ Be prepared and willing to learn	Be Responsible (Toilets) ▪ Go to the toilet at the right time ▪ Leave toilets clean and tidy	Be Responsible (Learning Settings) ▪ Be an active learner and show attentive behaviour ▪ Be prepared and willing to learn	Be Responsible (Toilets) ▪ Go to the toilet at the right time ▪ Leave toilets clean and tidy
9	Be Respectful (All settings) ▪ Use manners ▪ Take turns / make turns	Be Respectful (Playgrounds) ▪ Invite others to join in. ▪ Play school approved games	Be Responsible (All Settings) ▪ Follow directions ▪ Right place, right time	Be Responsible (Eating Area) ▪ All rubbish in the bin Keep classroom area neat and tidy
10	Review Matrix Lesson Data collected has identified	Review Matrix Lesson Data collected has identified	Review Matrix Lesson Data collected has identified	Review School Wide Expectations Be Respectful Be Responsible Be Safe

* Lesson sequence may change depending on data (discussed at staff and PBL meetings) and needs of students.

For improved behaviour, lessons are a vital component. It is important to note the following:

- Appropriate student behaviour needs to be taught
- Problem Behaviour= Learning Error
- Teacher/ School take ownership of student learning and behavioural challenges
- Teach in settings and practise in settings
- Provide multiple opportunities to practise
- Develop pre-corrections – remind the students of the correct behaviour
- PRACTISE, PRACTISE, PRACTISE (Used as a verb!!)
- REWARD, REWARD, REWARD

Differentiated Teaching

Glenore Grove State 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 Glenore Grove State 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.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
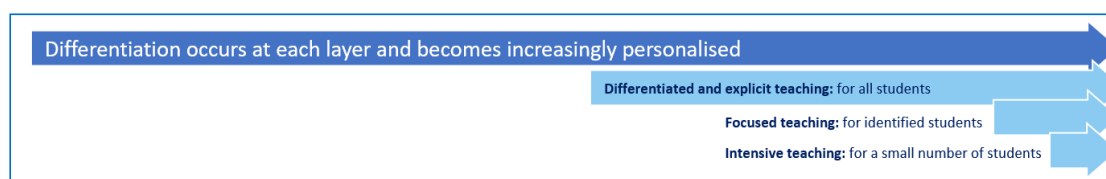
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for 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 on page 14, 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 on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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 Glenore Grove State Schoolto 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 focussed teaching
- require intensive teaching.

Glenore Grove State Schoolhas 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:

- The Incredible Years
- Check and Connect
- Shared Concern Method
- Functional Based Assessment.

For more information about these programs, please speak with the Dean of Students, Malcolm Smith.

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.

Legislative Delegations

Legislation

In this section of the Glenore Grove State 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)
- Commission for Children and Young people and Child guardian Act 2000

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 Glenore Grove State 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 the school administration team immediately for determination of a disciplinary consequence.

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 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:
- 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 30 second '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

Focussed

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
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership teamwork 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.

Positive Consequences

At Glenore Grove State School communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A recognition and monitoring system has been developed within classrooms and the school.   This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

The below posters show the process for reinforcing expected behaviour in both the classroom and playground.
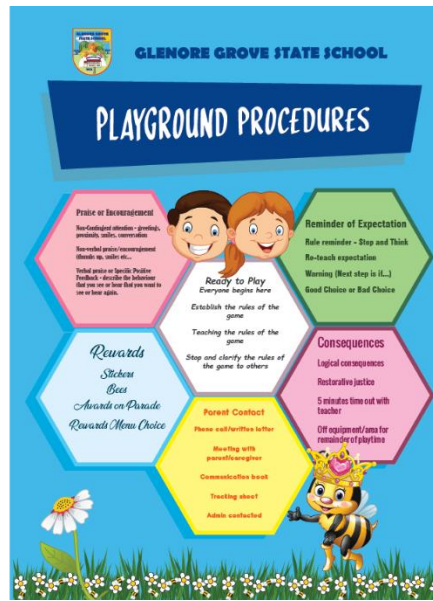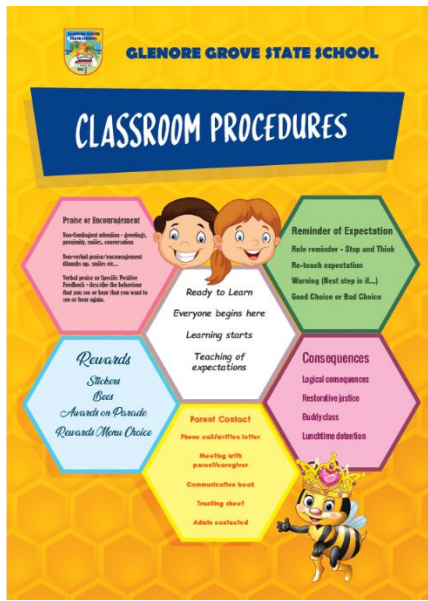
Rewarding Positive Behaviour

The following school wide approach to rewarding positive behaviour is to be used *free and frequently*.
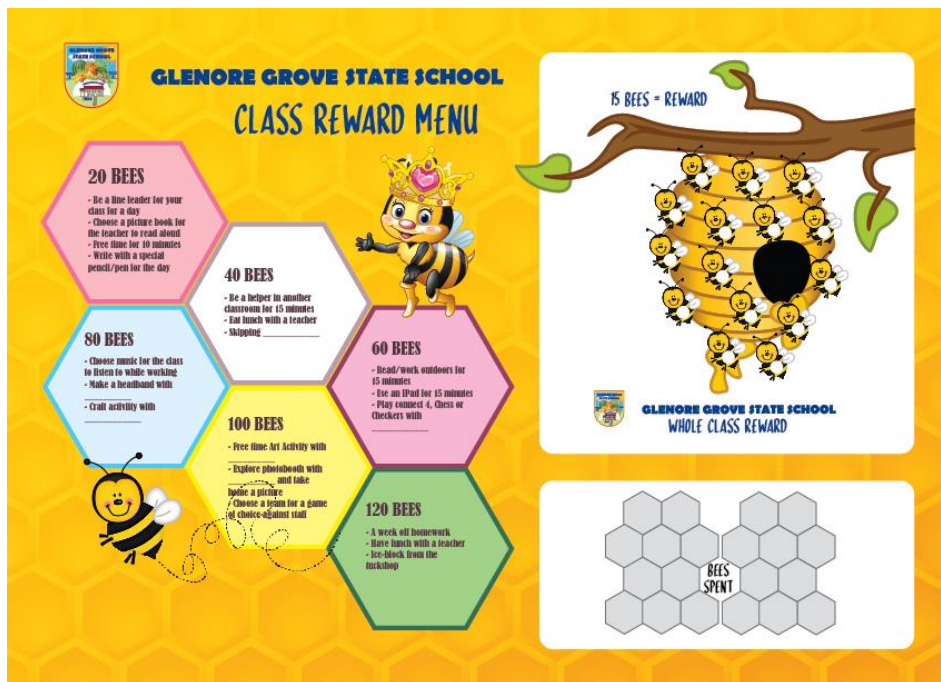
Bees will be distributed by staff during classroom and playground activities, to students who have displayed and acted positively upon Glenore Grove's whole school expectations. All staff members have a school bee stamp and tokens to give out in the playground that students can exchange. Students will collate their bees in their individual beehives. Students can exchange their bees for a reward on their class rewards menu. This year Specialist & Relief teachers have green bee tokens which are worth double bees. Each staff member also have a blue super Bee ticket which they can give out once each day, these are worth 10 bees. Each classroom will have their own class rewards menu which will be negotiated with the classroom teacher and students. Whole class bees will be given to the whole class when they all display the school's expectation at the same time. Once the class has 15 bees, they will participate in a whole class negotiated reward e.g. 15 minutes free time, picnic at lunch etc.

Staff collated bee data on a spreadsheet in their classroom, once students reach the following numbers; 100, 200, 300, 400 & 500,600,700,800,900 & 1000 classroom teachers enter this on OneSchool and bee badges and prizes are given out on parade.

Staff members have school postcards which are sent home to students and or parents to promote recognition of contributions to the school culture.

100	200	300	400	500
Ribbon	Ribbon	Ribbon	Ribbon	Red Badge
600	700	800	900	1000
Ribbon	Ribbon	Ribbon	Ribbon	Blue Badge
1100	1200	1300	1400	1500
Ribbon	Ribbon	Ribbon	Ribbon	Gold Badge

Students can also receive certificates on parade.

Certificate	Beehaviour	Academic	Principal	Bee badge	Buzzy
Frequency	1 per class/weekly	1 per class/weekly	1 per school/weekly	A new colour for each 100 tickets earned	1 per class/ monthly
Image					

The table below outlines examples of possible behaviours at four levels and some possible consequences for students' behaviour. Teachers are able to deal with many of the minor behaviours using individual methods outlined within their Classroom Management of Behaviours.

| Level	Possible Behaviours	Possible Consequences
BEES *Positive rewards to be recorded on OneSchool*	At this level, students are: ▪ Being Responsible ▪ Being Respectful ▪ Being Safe	Positive reinforcement of appropriate behaviours and positive achievements could include: ▪ Verbal reinforcement ▪ Bees ▪ Classroom rewards menu ▪ Record on One School ▪ Awards (Academic, behaviour, bookwork) ▪ Phone calls/letters/emails/postcards to parents
Minor Infringements Minor Infractions are to be managed in the situation by the staff member or teacher. *To be recorded on OneSchool and parent not contacted. Three of the same behaviours in a calendar month = 1 major*	• Talking back, Yelling at another student, Disrespectful tone, Insolent response to instructions e.g. whatever, Muted or inferred swearing, Calling out • Student wandering around the school, Attending a non-timetabled class without permission, Hiding in the toilet or other locations • Aggressive body language, Verbal taunts, Written taunts • Task avoidance, Walking around the classroom , Kicking over furniture, Hiding others school belongings • Spray paint/liquid paper, aerosols, water bombs, Chewing gum • Pushing/Shoving, Inappropriate physical contact with or without an object, Rough Play, Throwing objects/food, Tripping Others, Spitting on the ground • Running on cement, around buildings, stairs and verandas, Sliding down rail, Riding bikes, scooters or skateboards in school grounds, Entering out of bounds area • Not following explicitly taught routines • Starting stories • Consistently cheating to win e.g. during a cricket game • Arrives up to 15 minutes late for school or class • Sending inappropriate emails, video, Use of personal technology in class without permission, Refusal to turn off devices when requested, Not handing in personal IT devices to office • Non-school uniform, Non-school jumpers • Inappropriate, non-related talking, Talking over teacher/ calling out, Tapping pencils or other objects, Playing with objects/toys, Hiding from teacher , Deliberately making distracting noises, Talking to others to distract from learning, Wandering around room • Excluding others, Insults, Standing by and watching, not reporting, Inappropriate gestures	Teacher initiated actions could include: ▪ Verbal negotiation ▪ Reminder of classroom expectations ▪ Explicit teaching of expectation ▪ Remove/keep from harm ▪ Give student time to calm ▪ Take aside and establish why student is away from the learning environment/ task ▪ Offer two choices ▪ Written apology ▪ Practice appropriate behaviour e.g.: walking on concrete; how to play game ▪ In-class separation or isolation ▪ Removal from classroom for one-on-one resolution – ▪ Send student to buddy class ▪ Logical Consequence –Make a mess, clean up; loss of IT privileges; make up time in play time; confiscation of items inappropriately used; remove item or change to be in school uniform ▪ Restorative Justice re: story telling etc ▪ Accompany teacher on playground duty ▪ Assign student a lunchtime detention (weeding, cleaning, Litter duty) ▪ Contact with parents *If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred to admin for action.*
Major Infringements *To be recorded on OneSchool and parent must be contacted by the class teacher/specialist teacher. Refer incident to leadership team.*	• Swearing, use of abusive language at another person, Name calling, Deliberate use of offensive language in front of class, Discriminatory or racist remarks, Arguing in an aggressive or disrespectful manner with an adult • Leaving school without permission, Early departure without permission or signing out, Repeat absence from school without caregiver's permission • Encouraging/infighting others to fight, Verbal intimidation, "I'll get you after school' "You're dead', Leaving class without permission, Continued verbal defiance/refusal, Temper Tantrums, • Breaking and destroying property, Sabotage of equipment or property, Vandalism, stealing property that belongs at school, or too the school or that of others • Weapons • Inappropriate published/downloaded pornographic material/ how to construct illegal objects/material • Fighting, punching, kicking, scratching, slapping, choking, hair pulling, tackling, hitting with object, Using or intent to use sharp/dangerous object/weapon • Inappropriate or detrimental behaviour while in school uniform	The Admin team, in consultation with the class teacher & students will initiate actions which could include: ▪ Record incident on One School ▪ Student given cool off space/time ▪ Reflection Room where involved in activity based on rule broken eg: Y chart (sound like, feel like, look like for Respectful etc) ▪ Written apology where appropriate, signed also by parent ▪ Monitoring program/ Tracking sheet ▪ Conflict Resolution meeting as required between coordinator, aggrieved party and student - may; involve apology letter;

	• Temper tantrums, Walking away, Verbal defiance • Spreading stories/gossip, rumours about others with the intent to hurt or harm other's reputation • Plagiarism • Using technology to access information during tests • Sending malicious emails, offensive video material etc., Accessing or displaying pornographic material, Recording students (self or others) engaging in socially unacceptable behaviour, Uploading recording of behaviour violations, Repeated use of personal technology in class despite correction • Lip studs, Boldly coloured hair, Wearing clothing displaying offensive, obscene language or imagery • Sustained loud talking, Constant noises with materials, Out-of-seat behaviour that continually deliberately disturbs others, Sexual comments • Verbal intimidation and physical threats to harm another person, Inappropriate touching of others, Encouraging/instigating others to fight, Forcing another student to hand over money or other property • Aggressive body language	restricted playground access; divided playground areas; community service ▪ Structured play ▪ Peer mediation or restorative conference ▪ Referral for assessment and specialist support – Guidance Officer, Behaviour Support, Student Service Officer ▪ Individual Behaviour Support Plan ▪ Lunch time detention ▪ Parent contact ▪ Parent/stakeholder meeting ▪ Loss of privileges (sport, alternate play, IT) ▪ Suspension by Principal (internal-external)
Office Disciplinary Referral *Leadership team contacted to assist with the situation. Staff member makes initial report on OneSchool, Leadership team records any follow up.*	• Possession of Alcohol, Tobacco, Prescription medication • Continued physical aggressive behaviour with intent to cause serious harm to others (resulting in serious harm) • Vandalism that poses risk • Accessing or displaying pornographic material • Abusive/threating language or gestures towards adults	Admin, in consultation with the special needs committee will initiate actions which could include: ▪ Record incident on One School ▪ Parent contact ▪ Suspension by principal (internal-external) ▪ Police notification ▪ Suspension with recommendation for exclusion

Glenore Grove PBL Flowchart - Encouraging Appropriate behaviour - Assembly Awards
Bee Respectful - Bee Responsible - Bee Safe
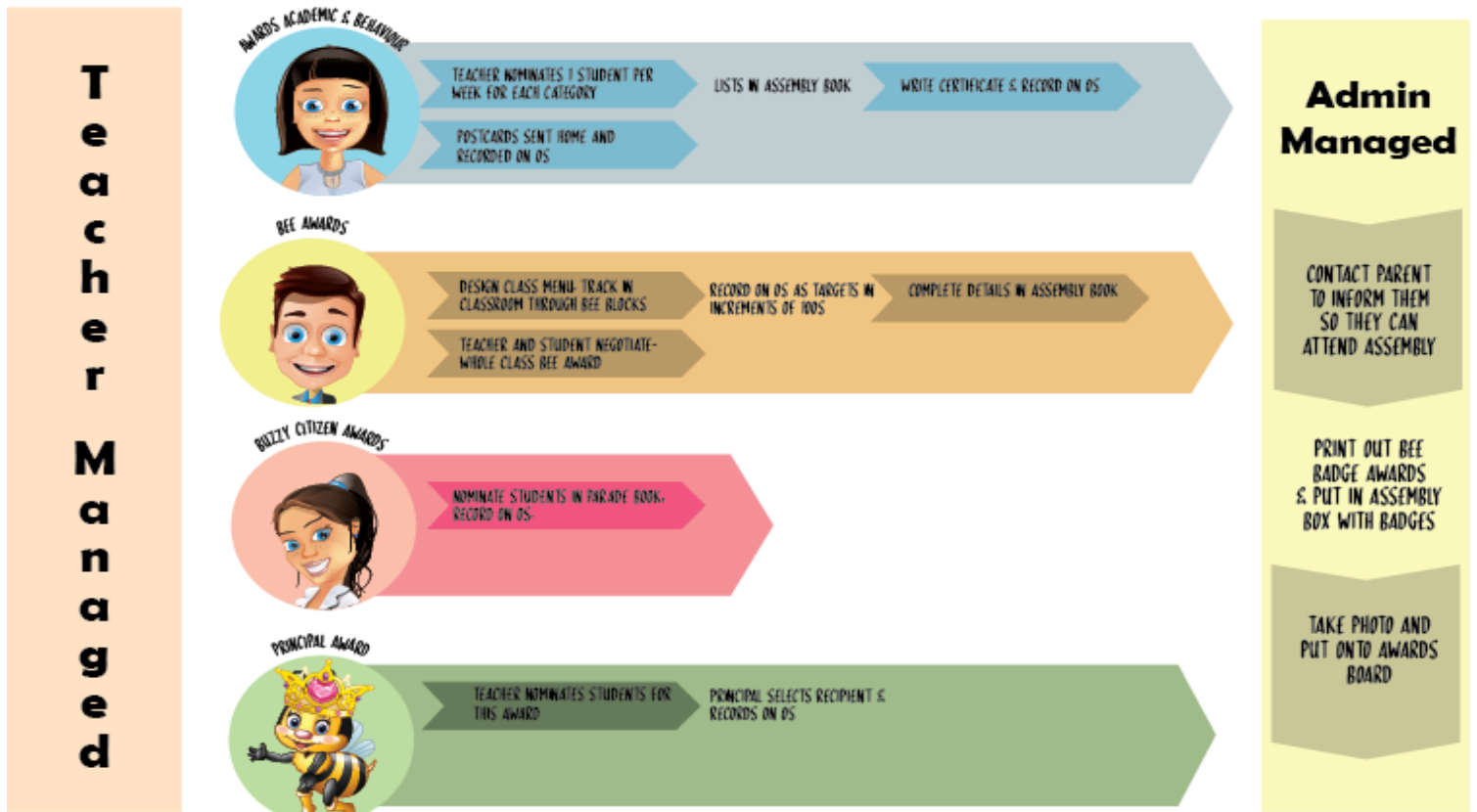
Glenore Grove PBL Flowchart - Discouraging Inappropriate Behaviour

Bee Respectful - Bee Responsible - Bee Safe

MINOR BEHAVIOURS STAFF MANAGED

↓

PROBLEM SOLVE & RETEACH BEHAVIOUR WITH STUDENT

↓

USE ESCM STRATEGIES

↓

DETERMINE LOGICAL CONSEQUENCES

↓

IF NECESSARY RECORD ON OS & REFER TO CLASSROOM TEACHER

MAJOR BEHAVIOURS STAFF MANAGED

↓

PROBLEM SOLVE & RETEACH BEHAVIOUR WITH STUDENT

↓

USE ESCM STRATEGIES

↓

DETERMINE LOGICAL CONSEQUENCES

↓

IF NECESSARY RECORD ON OS & REFER TO CLASSROOM TEACHER, PRINCIPAL

↓

CONTACT PARENT TO DISCUSS INCIDENT & CONSEQUENCE

MAJOR BEHAVIOUR PRINCIPAL MANAGED

↓

BEHAVIOURS ARE REFERRED TO PRINCIPAL & DOCUMENTED ON OS

↓

PRINCIPAL INVESTIGATES INCIDENT

↓

PRINCIPAL RECORDS & FOLLOW UP & CONSEQUENCE ON OS

↓

PRINCIPAL ACTIONS CONSEQUENCE & CONTACTS PARENT

↓

PRINCIPAL PROVIDES FEEBACK TO TEACHER

EXAMPLES OF STAFF MANAGED AND PRINCIPAL MANAGED BEVAVIOURS

Teacher/Staff Managed	Office Managed
Inappropriate Language – Name calling	Abusive Language – Racial taunting
Physical contact (reaction) -Wrestling with other student -Pushing/shoving/kicking -Biting with no marks	Fighting/physical aggression (intent) -Kicking, hitting, punching, pushing, shoving, biting etc… with intent to do harm
Disrespect -Talking back	Leaving school grounds without permission
Defiance - Not completing class work - Not following directions/non compliance	Threat or intimidation/bullying - Verbal threats of aggression against another permission
Observable behaviour - Running in hallway - Poor line behaviour - Throwing food - Unsafe use of playground	Vandalism of personal/school property
Disruptive - Tattling - Distracting other students	Weapons/Dangerous item - Knife, bullets, lighters, matches etc…
Property Misuse	Lying/Cheating
Dress code violation	Harassment
Stealing -Petty of little value	Theft -High value items

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 Glenore Grove State 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 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 Glenore Grove State School may be 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, usually via email. 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-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 narrowly focussed on making the student and their family feel welcome 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.

Glenore Grove State 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 Glenore Grove State 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 Glenore Grove State 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 Glenore Grove State 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 Glenore Grove State 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 Glenore Grove State 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 Glenore Grove State 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 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, Glenore Grove State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. 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. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.
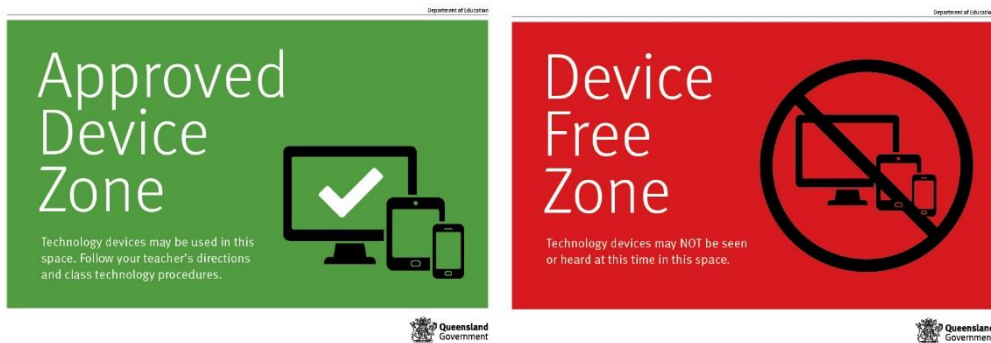
Responsibilities

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

It is **acceptable** for students at Glenore Grove State School to:
- use mobile phones or other devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning

- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Glenore Grove State School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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
- 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 Glenore Grove State 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.

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned from School

Students must not bring any personal technology devices like cameras, mobile phones, I Pods digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices must be surrendered to school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not permitted by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be surrendered to the office.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Glenore Grove State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony. They will be suspended from school for this behaviour.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or

the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy will be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the principal.

Assumption of cheating

Personal technology devices may not be taken into or used by students during class lessons or assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

Preventing and responding to bullying

The National Definition of Bullying

Bullying is an **ongoing** misuse of power in relationships through **repeated** verbal, physical and/or social behaviour that causes physical and/or psychological harm.

It can involve an individual or a group misusing their **power** over one or more persons. It can happen in person or online, it can be obvious (overt) or hidden (covert).

Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

Purpose

1.   Glenore Grove State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
*   achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
*   raising achievement and attendance
*   promoting equality and diversity and
*   ensuring the safety and well-being of all members of the school community.

2.   There is no place for bullying in Glenore Grove State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3.   Hurtful behaviours, whether they meet the definition of bullying or are single, isolated incidents, will not be tolerated at Glenore Grove State School. These behaviours may include, but are not limited to; name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4.   Bullying may be related to:
*   race, religion or culture
*   disability
*   appearance or health conditions
*   sexual orientation
*   sexist or sexual language
*   young carers or children in care.

5.   At Glenore Grove State School, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour and we will be guided by the national definition as writing above.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions

include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Glenore Grove State School are an addition to our already schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and response to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - Active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of use of the resources and information gained from the http://www.bullyingnoway.com.au website. Teachers are encouraged to make themselves familiar with the website and to use it when guiding their classes.

10. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at our school takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Glenore Grove State 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.
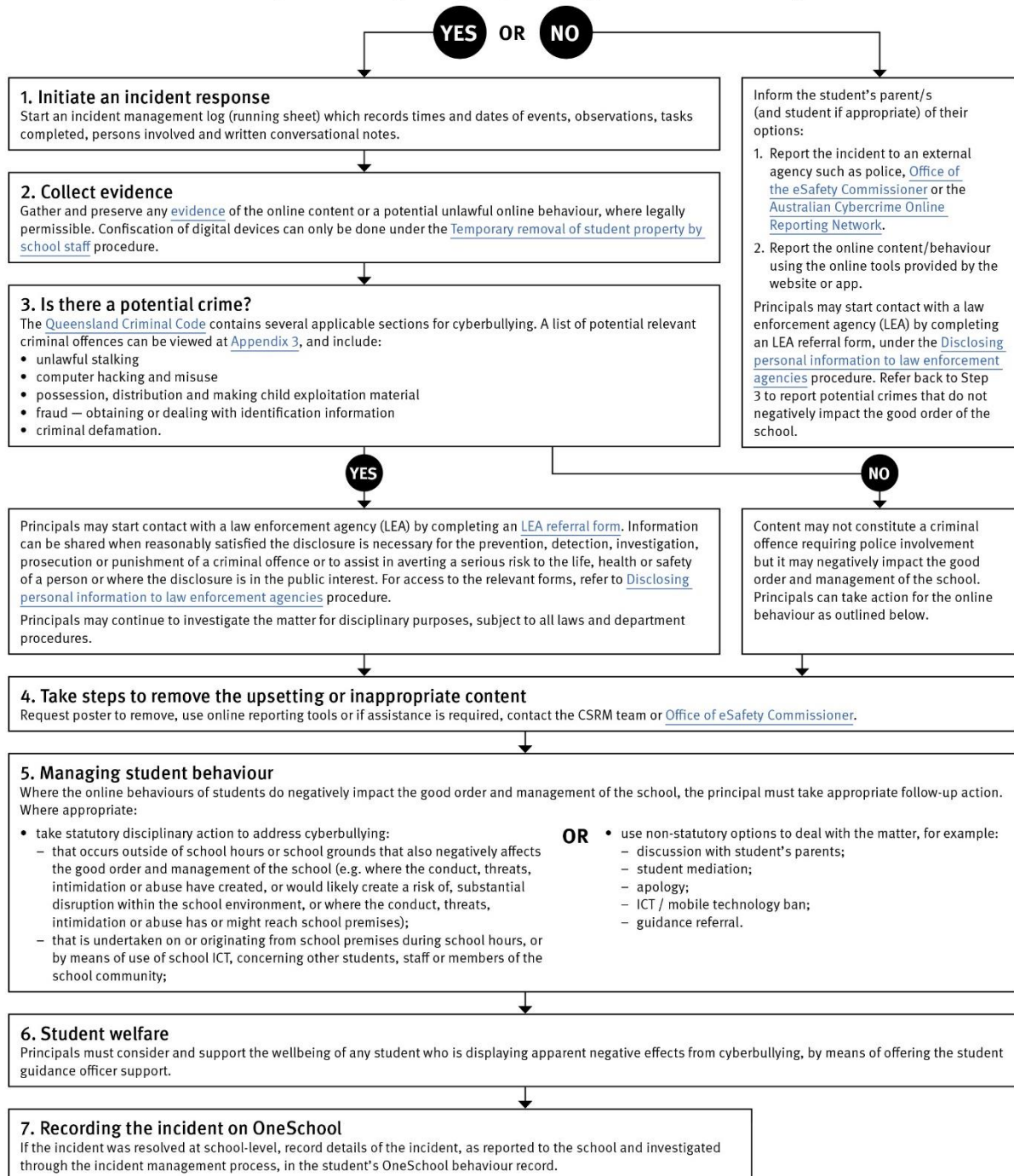
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process 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?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:
- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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

Glenore Grove State 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 Glenore Grove State 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Glenore Grove State School – Anti-Bullying Compact

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

Glenore Grove State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Glenore Grove State 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, colour, 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 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 (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.

Restrictive Practices

School staff at Glenore Grove State 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 staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

- **Avoid escalating the problem behaviour**
o Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**
o 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.
- **Approach the student in a non-threatening manner**
o Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Follow through**
o 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 him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- **Debrief**
o Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

Physical Intervention

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

- Physically assaulting another student or staff member;
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Glenore Grove's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the safety of the child in question, or any other person, is perceived to be at risk.

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

It is important that all staff understand:

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

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

- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record Keeping

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- Australian Professional Standards for Teachers

- Behaviour Foundations professional development package (school employees only)

- Bullying. No Way!

- eheadspace

- Kids Helpline

- Office of the eSafety Commissioner

- Parent and community engagement framework

- Parentline

- Queensland Department of Education School Discipline

- Raising Children Network

- Student Wellbeing Hub

- Schoolwide Positive Behaviour Support

- Triple P parenting online course (available free until August 2017)

- Code of Conduct for School Students Travelling on Buses

Conclusion

Glenore Grove State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).