



Glenmore State School

Student Code of Conduct



2021-2023

Every student succeeding


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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	PO Box 5323 Red Hill, MC North Rockhampton Queensland 4701
Phone:	07 4923 0666
Email:	admin@glenmoress.eq.edu.au
School website address:	www.glenmoress.eq.edu.au
Contact Person:	Marty Krehlik (Principal)

Endorsement

Principal Name:	Marty Krehlik
Principal Signature:	
Date:	31-07-2020
P/C President and-or School Council Chair Name:	Sarah Schumaker
P/C President and-or School Council Chair Signature:	
Date:	9-12-2020

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Purpose

Glenmore State School is committed to providing a respectful, responsible and disciplined learning environment for all students, staff, parents and visitors. Our school strives on providing 'quality learning in a caring environment' and for students 'to be the best we can be'.

The Glenmore 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.

Principal's Foreword

Glenmore State School has a long and proud tradition of providing high quality education to students from Rockhampton in Central Queensland. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

Glenmore State School has three core values, Being Respectful, Being Responsible and Being a Learner.

These values 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.

Glenmore 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 negative interactions. 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 Glenmore State School Student Code of Conduct together. It provides a clear explanation of what we expect from our community and how we will support them to meet those expectations.

Marty Krehlik
Principal

P&C Statement of Support

As president of the Glenmore State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Krehlik and his team has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Glenmore State School 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 Glenmore State School 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 support students at Glenmore State School.

It is important that every parent/guardian and child of Glenmore State School knows what to do if subjected to negative interactions with community members, regardless of where it occurs. This includes online interactions, 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 negative interactions, and the flowchart on page 38 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Glenmore State School 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 Glenmore State School 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.

Sarah Schumaker
2020 P&C President

Consultation

The consultation process used to inform the development of the Glenmore State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff throughout the year. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan and discuss areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussed about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting for endorsement. The P&C Association unanimously endorsed the Glenmore State School Student Code of Conduct for implementation.

A communication strategy has been developed to support the implementation of the Glenmore State School Student Code of Conduct, including promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Glenmore State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Data Overview

Review Statement

The Glenmore State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
their child is getting a good education at school (S2016)	94%	98%	94%
this is a good school (S2035)	94%	85%	94%
their child likes being at this school* (S2001)	94%	96%	92%
their child feels safe at this school* (S2002)	89%	98%	96%
their child's learning needs are being met at this school* (S2003)	89%	94%	90%
their child is making good progress at this school* (S2004)	89%	96%	92%
teachers at this school expect their child to do his or her best* (S2005)	89%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%	91%
teachers at this school motivate their child to learn* (S2007)	89%	94%	89%
teachers at this school treat students fairly* (S2008)	83%	91%	83%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	90%
this school works with them to support their child's learning* (S2010)	94%	94%	92%
this school takes parents' opinions seriously* (S2011)	81%	83%	83%
student behaviour is well managed at this school* (S2012)	72%	78%	83%
this school looks for ways to improve* (S2013)	83%	83%	96%
this school is well maintained* (S2014)	78%	85%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2016	2017	2018
they are getting a good education at school (S2048)	93%	88%	86%
they like being at their school* (S2036)	88%	83%	81%
they feel safe at their school* (S2037)	91%	86%	88%
their teachers motivate them to learn* (S2038)	92%	85%	85%
their teachers expect them to do their best* (S2039)	97%	94%	92%
their teachers provide them with useful feedback about their school work* (S2040)	91%	86%	87%
teachers treat students fairly at their school* (S2041)	85%	74%	75%
they can talk to their teachers about their concerns* (S2042)	78%	73%	73%
their school takes students' opinions seriously* (S2043)	84%	76%	78%
student behaviour is well managed at their school* (S2044)	75%	66%	70%
their school looks for ways to improve* (S2045)	93%	86%	85%
their school is well maintained* (S2046)	86%	76%	80%
their school gives them opportunities to do interesting things* (S2047)	94%	84%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2016	2017	2018
they enjoy working at their school (S2069)	94%	99%	91%
they feel that their school is a safe place in which to work (S2070)	94%	95%	92%
they receive useful feedback about their work at their school (S2071)	84%	85%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	81%	89%
students are encouraged to do their best at their school (S2072)	96%	96%	94%
students are treated fairly at their school (S2073)	91%	94%	97%
student behaviour is well managed at their school (S2074)	72%	85%	77%
staff are well supported at their school (S2075)	82%	87%	83%
their school takes staff opinions seriously (S2076)	88%	88%	88%
their school looks for ways to improve (S2077)	98%	99%	96%
their school is well maintained (S2078)	84%	89%	91%
their school gives them opportunities to do interesting things (S2079)	80%	85%	85%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

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

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

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

GLENMORE STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	114	98	136
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	1	0	0

Learning and Behaviour Statement

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.

Flowchart and Systems of Support

Glenmore State School uses a flowchart system to support the foundation for our integrated approach to learning and behaviour. The system provides a step-by-step guide for teachers and students to encourage optimal classroom engagement.

	Description
Proactive Strategies	<p>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, Berry Street Educational Model and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • individualised 'Ready to Learn Plan' created at the beginning of the year • daily check in on student well-being before starting learning for the day • use of the Zones of Regulation to gauge student wellbeing • reviewing expectations and routines daily • whole school mindfulness sessions after both lunches • regular brain breaks throughout the day • embedding Essential Skills Classroom Management (ESCM) processes in class. • differentiation in EI (explicit instruction) lessons • all classes have a morning greeting • 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
Behaviour Support Plan and referral to Engagement Coordinator / HOSES	<p>This section in the flowchart supports 10-15% of students that may be needing extra support with behaviour / social and emotional wellbeing. The follow steps take place:</p> <ul style="list-style-type: none"> • 'Ready to Learn Plan' is reviewed and monitored closely • class teacher refers student to the Glenmore State School Engagement Coordinator (EC), Head of Special Educational Services (HOSES) or Principal. • an individualised 'Behaviour Support Plan' is created with the student, class teacher, EC/HOSES, parent and Principal. • The EC works with students and teachers to implement 'Behaviour Support Plans'.

	<ul style="list-style-type: none"> If academic related the HOSES will meet with the student and parents to discuss alternatives/ adjustments.
Discipline Improvement Plan or referral to G.O and HOSES	<p>Individualised services for <u>few students</u> (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.</p> <p>This level supports an individualised and more intensive support until teams can identify what is needed for a student to be successful. Supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> 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. <p>These students are referred to the school's Guidance Officer and/ HOSES for ongoing support and close monitoring. The school Engagement Coordinator (EC) will check in on these students on a regular basis and a 'Discipline Improvement Plan' is put in place between the student, parent and school.</p>
Complex Case Management	<p>1% of students may still need further support and in that case the relevant stakeholders come together to work collaboratively on a 'Complex Case Management'.</p>

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support 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 Negative interactions, involves your child. You can be assured that school staff take all matters, such as Negative interactions, 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.

Student Wellbeing

Glenmore State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's pedagogy at Glenmore State School, we provide age-appropriate activities for mindfulness before learning commences both in the morning and after lunches. During this mindful time classes practice being mindful and are explicitly taught social skills and ways of bettering themselves and their behaviour.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Glenmore State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Glenmore State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Glenmore State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring

medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Glenmore State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Glenmore State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Staff at Glenmore State School who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Glenmore State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Glenmore State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Glenmore State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Whole School Approach to Discipline

Glenmore State School uses Berry Street Educational Model (BSEM) and Positive Behaviour for Learning (PBL) as the 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.

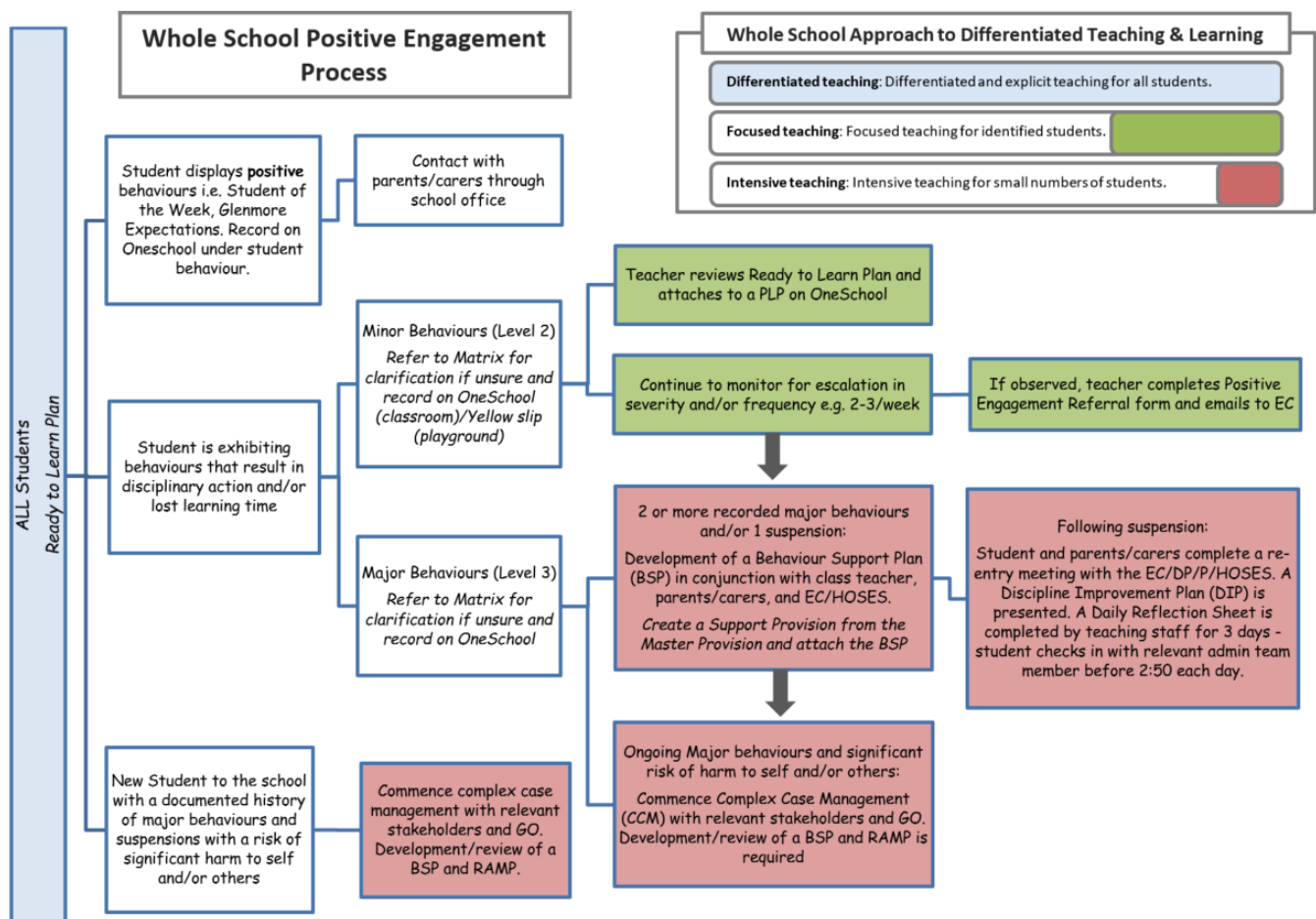
PBL is an evidence-based framework used to:

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

Below is the Whole School Positive Engagement Process to be followed by staff when addressing behaviour concerns:



The development of the Glenmore State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL and BSEM 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, BSEM or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Engagement Coordinator or Principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive Behaviour for Learning (PBL) expectations in place for students, being Respectful, Responsible Learners.

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Glenmore State School.

— GLENMORE STATE SCHOOL —

Learning Expectations

I am Respectful

- I will use appropriate language.
- I will listen to the teacher's instructions.
- I will think of other people's feelings before sharing my thoughts and ideas and wait for my turn.
- I wear my school uniform with pride.

I am Responsible

- I will use self control.
- I will report any problems.
- I will keep my body to myself.
- I will look after my property.

I am a Learner

- I am prepared.
- I will manage my time.
- I will attempt all tasks and work to the best of my ability.



— GLENMORE STATE SCHOOL —

Lunch Time Expectations

I am Respectful

- I will keep the area free of rubbish and respect the environment.
- I will listen to the adult on duty.
- I will wait quietly for any instructions.
- I will use my manners and share equipment.

I am Responsible

- I will sit in my class area while I eat.
- I will use walking feet once I've asked for permission to leave the area.
- I will stop play when the bell goes and go straight to the meeting area.
- I will report things that may seem unsafe, to the adult.
- I will wear a sunsafe hat if I am outside.

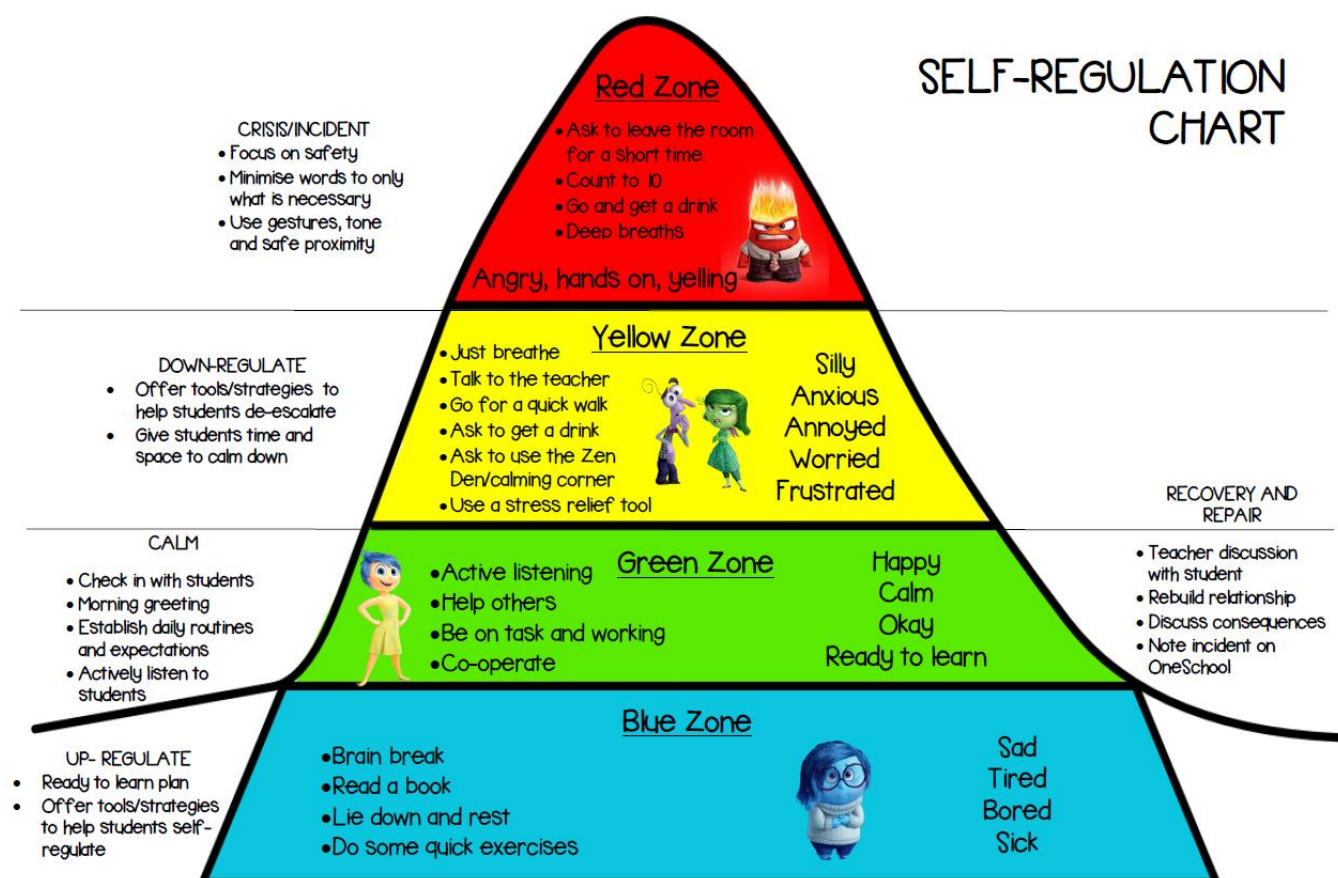
I am a Learner

- I can identify which foods are healthy for my brain and body and choose to eat these first.



Berry Street Educational Model

All of Glenmore State School staff has completed trauma training with Berry Street and implement strategies and tools to support students with trauma. These are implemented on a whole school level through our 'morning greetings, daily check-ins (using the Zones of Regulation), mindfulness time and calming corners. Using these daily has further improved our teacher's tool kits with proactive strategies and encouraged PBL in classrooms and throughout the school.

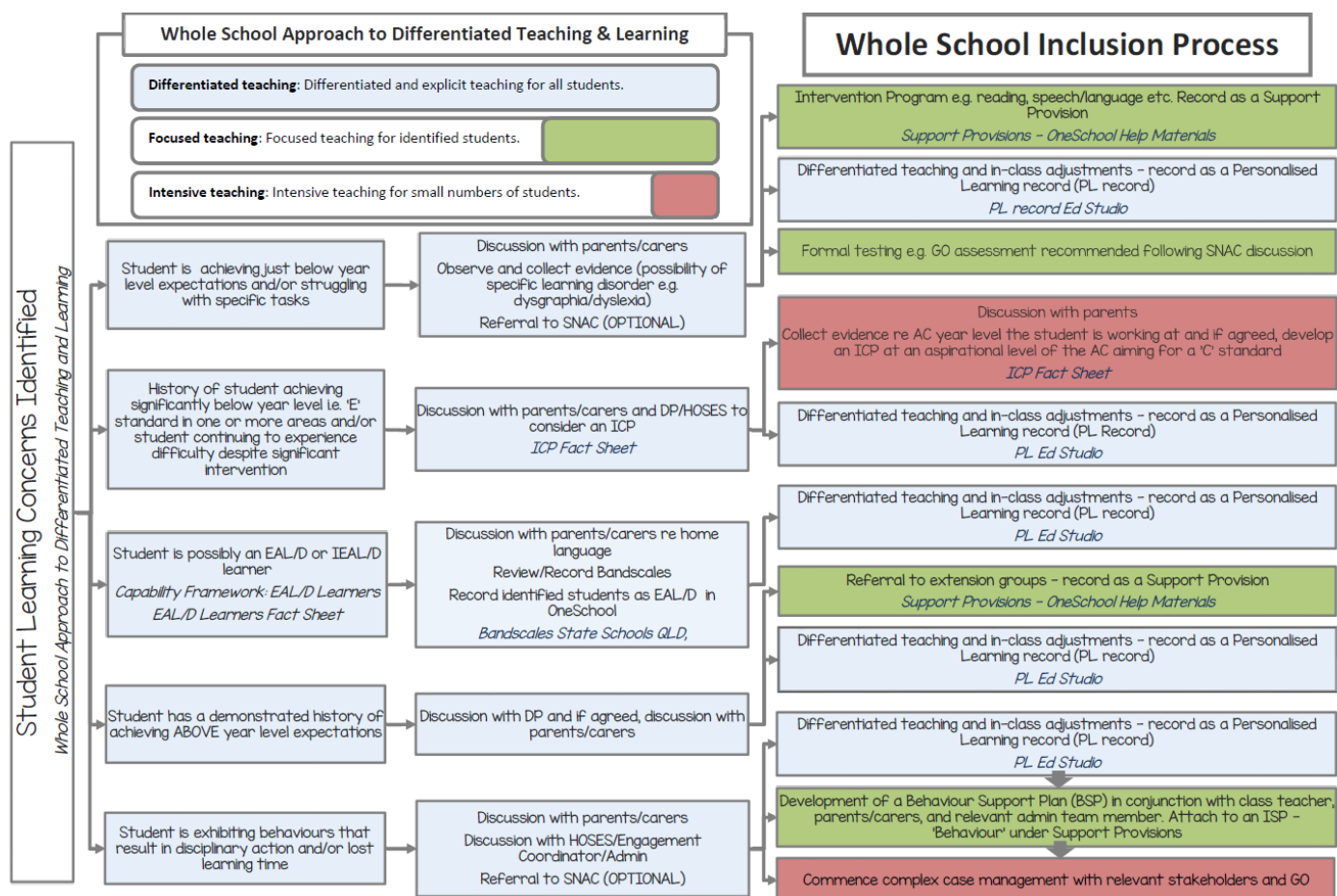


Differentiated and Explicit Teaching

Glenmore 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 practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

Teachers at Glenmore 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.

Below is our Whole School Inclusion Process for differentiated teaching and learning that is used to support student learning at Glenmore State School.



Legislative Delegations

Legislation

In this section of the Glenmore 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 \(Cwth\)](#)

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. The Deputy Principal, Engagement Coordinator and/or HOSSES will assist with these decisions through consulting with the Principal.

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 Glenmore 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
- Referral to Zones of Regulation, Ready to Learn documents
- 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:

- Essential Skills Classroom Management (ESCM)
- GROOVE Committee / SNAC Meeting
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Behaviour Support Plan
- Discipline Improvement Plan
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural Daily Reflection Sheet
- 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 team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Behaviour Support Plan
- Discipline Improvement 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.

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 Glenmore 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.

The following document will be provided as a fact finding process to determine a formal suspension in certain circumstances at Glenmore State School. This enables parents/guardians have full scope of the incident and actions undertaken by the administration team:



241-259 Farm Street, NORTH ROCKHAMPTON Q 4701
 Box 5323, Red Hill Mail Centre, NORTH ROCKHAMPTON, Q 4701
 email: the.principal@glenmoress.qld.edu.au
 website: www.glenmoress.qld.edu.au

Telephone: (07) 4923 0666
 Facsimile: (07) 4923 0600

FACT FINDING PROCESS FROM REFERRED INCIDENT TO ADMINISTRATION

Date/time	Personnel	Report type
		One School:
		Interview – (eg with other students involved)
		Viewpoint – (accused's account of incident)
	Principal's decision	

Parents and students may only 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 Glenmore State School are to attend a re-entry meeting on the day of their scheduled return to school with a member of their family (parent/guardian). 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 and parents/guardians to set the student up for future success and strengthen home-school communication.

Arrangements

The need to attend the re-entry meeting will be communicated via telephone/face-to-face and in writing, usually via email. Re-entry meetings are short, taking approximately 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be 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)
- Discuss the implementation of the Discipline Intervention Plan (DIP) and Daily Reflection Sheets
- 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 Head of Special Educational Services (HOSSES), Engagement Coordinator, Guidance Officers or Class Teachers may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Glenmore 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 Negative interactions
- 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 Glenmore 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 Glenmore 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 Glenmore 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 Glenmore State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - may get damaged in their bag
 - 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 Glenmore 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 Glenmore State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - may get damaged in their bag
 - 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, Glenmore State School has determined that time and space will be prioritised at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities in both learning and social contexts.

Responsibilities

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

Students will not be required to have a mobile phone, digital watch (capabilities to access internet) or similar devices at school. Students who do have a phone are to bring it to the office before the start of the school day and collect it after school has concluded at the end of the day. Please respect the community agreed expectations for these spaces and behaviours.

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 Glenmore 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.

Preventing and responding to negative social interactions

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with

students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Glenmore State School has a **Student Leadership Forum**, with diverse representatives from years 4 to 6 meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

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



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

Negative Social Interactions

The agreed national definition for Australian schools describes Negative interactions 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). Negative interactions 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 Negative interactions.

Behaviours that do not constitute Negative interactions include:

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

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

The following flowchart explains the actions Glenmore State School teachers will take when they receive a report about student Negative interactions, including Negative interactions which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the Negative interactions complaint and their assessment of immediate risk to student/s.

Glenmore State School Parent/Carer Communication Flow Chart



Queensland Government

Points
wanting to
be discussed
about your

First Conversation

- Phone or e-mail the teacher
- Identify the key concerns, respectfully and confidentially
- Concerns are recorded on the school database by the teacher
- Teacher to follow up as discussed

Second conversation

- If necessary arrange a face to face meeting
- Aim to use principles of ADOPT to ensure the conversation will stay on topic
- Meeting is recorded under 'contacts' on OneSchool by teacher
- Other staff member to be present, where appropriate

Examples of when to contact the teacher regarding your child

- Academic progress
- Participation
- Physical /social development and wellbeing
- Specialised learning
- Learning environment
- General student engagement
- Non attendance
- Playground incidents
- Change in home/family

ADOPT

- A. Agenda is set
- D. Discuss the agenda using the *FIX model*.
Facts/Inference/X explain
- O. Options
- P. Proposal
- T. Time to review

Examples of when to contact the Engagement Coordinator, Deputy Principal or Head of Special Education Services.

- Concerns about the teachers and/or other staff
- Concerns that you feel need further attention
- Unsatisfactory staff/parent

FLOW CHART - displayed in front office and each classroom and a copy sent home to families each year and promoted on Facebook and

YES

Concern resolved.

NO

Contact the school to make an appointment with the Engagement Coordinator, Deputy Principal or Head of Special Education

YES

Concern resolved.

NO

Contact the school to make an appointment with the Principal.

YES

Concern resolved.

NO

Contact the Central Queensland Region Education Office.
PO Box 138 Rockhampton 4700
07 4932 4000

The Education Complaint Unit will assist the issue, which may result in the following actions

- Listen to you and clarify your concern
- Ensure that you have previously raised the complaint with the Principal
- Liaise between the site and you to assist in a resolution
- Allow more time for resolution at the school or education site
- Support you and the site to communicate about the concerns and to reach an agreement where possible (either face to

Expectations and responsibilities

Responsibilities of students

- To support and promote the school in a positive way
- To be respectful, responsible and learning to the best of their ability
- To behave in a manner that is a safe and supportive learning environment for all staff and students
- To attend school regularly, on time, in correct uniform and be well prepared for the day's learning
- To complete homework and other set tasks on time and to the best of their ability
- To accept others as they are and treat all students, staff members and community members/organisations with courtesy and respect

Responsibilities of parents

- To support and promote the school in a positive way
- To ensure students attend school regularly and punctually for the full school day, in correct uniform and with necessary equipment.
- To be proactive and prompt in sharing information with the appropriate school personnel
- To work through contentious issues and communicate concerns with the school in a respectful manner using the Glenmore State School Communication flow chart
- To build a strong community by supporting other students, parents, staff members and the Glenmore P & C in community activities
- To operate from a position of trust in school personnel and their care, goodwill and professional knowledge

Responsibilities of teachers

- To support and promote the school in a positive way
- To provide a safe and supportive learning environment for students
- To work collaboratively with other school personnel, parents, students and outside school agencies to maximize student learning
- To embed Ready to Learn and Self-Regulation strategies to re-direct students to learning
- To be timely, open and honest in notifying parents and other school personnel of achievements and concerns held for students and their learning
- To work through contentious issues with students, parents and school administration in a respectful and professional manner using the Glenmore State School Communication flow chart.

Glenmore State School – Negative interaction response flowchart for teachers

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

Key contacts for students and parents to report negative social interactions:

Prep to Year 6 – Class teacher

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged negative social interaction (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool (Teaching Staff)
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if Negative interactions has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Inappropriate Cyber Interactions

Inappropriate cyber interactions is treated at Glenmore State School with the same level of seriousness as negative in-person conversations/actions. The major difference with negative cyber interactions however, is that unlike in-person negative interactions, negative cyber interactions follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about negative cyber interactions should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels).

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes negative cyber interactions. Parents and students who have concerns about negative cyber interactions occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff, the school or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to negative cyber interactions should be directed to the classroom teacher. If the matter continues, following this up with the Engagement Coordinator is recommended.

Glenmore State School - Negative cyber interactions response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

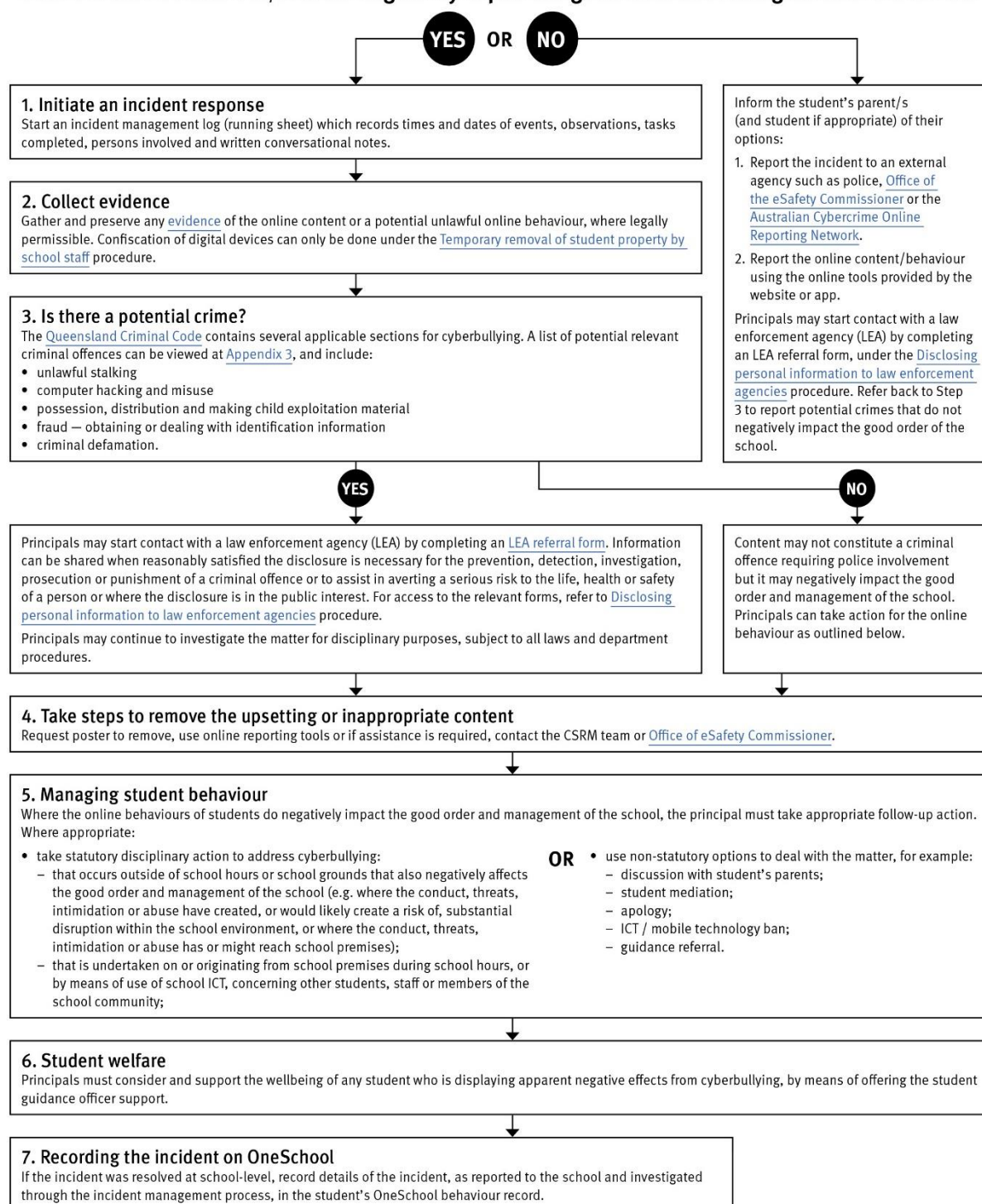
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

The team provides a [guide for parents](#) with important information about cybersafety and Negative Cyber interactions, 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 [Negative cyber interactions 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

Glenmore State School recognises the need to provide intervention and support to all students involved in incidents of negative interactions, including negative cyber interactions.

Students who have been subject or witness to negative interactions 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 Glenmore State School are familiar with the response expectations to reports of negative interactions, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported negative interactions 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 negative interactions 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 negative interactions. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Glenmore State School – Negative interactions Compact

The Negative Interactions Compact provides a clear outline of the way our community at Glenmore 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 negative interactions arise.

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

The agreed national definition for Australian schools describes Negative Interactions 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). Negative Interactions 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 negative interactions.

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-negative interactions policies and procedures.
- Support individuals who have been treated inappropriately.
- Speak out against verbal, relational, physical negative interactions and cyber negative interactions.
- Notify a parent, teacher, or school administrator when negative interactions does occur.

Student's signature

Parent's signature

School representative signature

Date

Restrictive Practices

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool. The safety of staff and students is essential at all times.

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

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

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.

- Ready to Learn, Behaviour Support Plan, Discipline Improvement Plan
- 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
- Cancellation of enrolment
- 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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Negative interactions. 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](#)

Conclusion

Glenmore State School staff is 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](#).