



Glass House Mountains State School

Student Code of Conduct

2020-2021

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

Purpose

Glass House Mountains State School is committed to providing a safe, respectful and disciplined learning environment where both academic and social-emotional wellbeing of all school students, staff, parents and visitors is valued, encouraged, modelled and actively promoted. Our students are provided with opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high expectations and high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. It 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, all students are able to experience success and staff can enjoy a safe and supportive workplace.

Contact Information

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Contact Person:	Gaynor Williams - Principal

Endorsement

Principal Name:	Gaynor Williams- Principal
Principal Signature:	<i>G. Williams</i>
Date:	12.11.2020
P/C President and-or School Council Chair Name:	Allanah Knight
P/C President and-or School Council Chair Signature:	<i>A. Knight</i>
Date:	12.11.2020

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Principal's Foreword

Introduction

At Glass House Mountains State School, we place equal importance on the social-emotional, behavioural and academic development of the children in our care. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs.

Students behave positively when they know what is expected of them, and when they feel safe, know that someone believes in them and cares about them and their learning. Great teachers and great teaching make a significant difference to how students behave and learn. Positive behaviour doesn't just happen. Students need to know the expectations and what positive behaviour looks like.

Behaviour is a form of communication and serves a purpose. When we understand the purpose of inappropriate behaviour, we can understand how to best respond and intervene.

Positive behaviour is likely to occur more frequently when we:

- ensure that students are actively engaged in learning
- teach, model and reinforce positive behaviour
- identify reinforcers for positive behaviour
- teach replacement behaviours for unwanted behaviour
- respond consistently with predictable consequences that match the behaviour.

A clear set of positive school-wide behaviour expectations:

- provides consistency in language
- provides consistency in what to teach
- provides consistency in what to recognise
- provides consistency in what to correct

this becomes the cornerstone for everything related to Positive Behaviours for Learning- PBL

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 Glass House Mountains 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.

P&C Statement of Support

Glass House Mountains State School Parents and Citizens have been involved in consultation throughout the development of the Code of Conduct. We agree that ALL school community members require access to clear and consistent expectations and understandings about how we can work *together* to create and maintain a positive and productive learning environment. This document provides clarity for parents and caregivers about what is expected of students, staff members and of themselves in creating and maintaining a positive learning environment where everyone can feel safe and supported. The school vision of **“Embracing the Future Together: Caring, Learning and Succeeding,”** can only be achieved when families work together with the school to achieve our shared expectations.

Glass House Mountains State School Parents and Citizens endorse and support the contents of this Code of Conduct document.

School Captains/Leaders Statement

School Captain Name: Madelyn C

Date: 10.11.2020

School Captain Name: Malakai P

Date: 10.11.2020

School Vice-Captain Name: Caitlin T

Date: 10.11.2020

School Vice-Captain Name: Jaoxi K

Date: 10.11.2020

We, the school captains and vice captains of Glass House Mountains State School for 2020 have been consulted about the Student Code of Conduct. We have met with the Principal and spoken to our parents about this document. We fully support and endorse the new Student Code of Conduct.

Data Overview

At Glass House Mountains State School, we take the opinions of our staff, students and families seriously. Here is what Glass House Mountains State School students and parents have to say about our school. Source 2020 Student Opinion Survey

Student Opinion Survey 2020		Total
Survey item	n	agreement
I like being at my school.	54	94.4%
I feel safe at my school.	53	84.9%
My teachers motivate me to learn.	53	92.5%
My teachers expect me to do my best.	53	98.1%
My teachers provide me with useful feedback about my school work.	53	86.8%
Teachers at my school treat students fairly.	53	84.9%
I can talk to my teachers about my concerns.	52	86.5%
My school takes students' opinions seriously.	52	94.2%
Student behaviour is well managed at my school.	52	88.5%
My school looks for ways to improve.	53	94.3%
My school is well maintained.	53	90.6%
My school gives me opportunities to do interesting things.	53	90.6%
This is a good school.	52	92.3%

Parent Opinion Survey 2020		Total
Survey item	n	agreement
My child likes being at this school.	46	87.0%
My child feels safe at this school.	46	97.8%
My child's learning needs are being met at this school.	46	91.3%
My child is making good progress at this school.	46	93.5%
Teachers at this school expect my child to do his or her best.	46	97.8%
Teachers at this school provide my child with useful feedback about his or her school work.	42	85.7%
Teachers at this school motivate my child to learn.	44	86.4%
Teachers at this school treat students fairly.	45	84.4%
I can talk to my child's teachers about my concerns.	46	95.7%
This school works with me to support my child's learning.	45	86.7%
This school takes parents' opinions seriously.	40	85.0%
Student behaviour is well managed at this school.	44	88.6%
This school looks for ways to improve.	43	95.3%
This school is well maintained.	46	95.7%
This is a good school.	46	95.7%

Learning and Behaviour Statement

Positive Behaviour for Learning (PBL)

Glass House Mountains 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 Glass House Mountains State School we explicitly teach our rules and expectations to enable a safe, supportive and disciplined school environment. Our approach to student code of conduct 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. Our code of conduct outlines our systems for facilitating positive behaviours, preventing problem behaviours and responding to both acceptable and unacceptable behaviours.

The development of the Glass House Mountains 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 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.

Our school community has identified the following school-wide expectations to teach and promote our high standards of responsible behaviour:

I am Respectful

I am an Active Learner

I am Safe

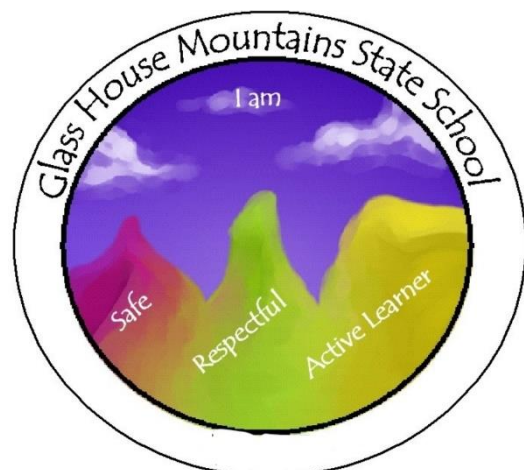


Figure 1.

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 that we have in place for students, being Respectful, being Safe and being an Active Learner.

Students

The matrix below outlines examples of what these PBL expectations look like for students across the school.

Whole School rules and expectations are established and embedded in the school culture. Behaviour Expectations are clearly stated in our Behaviour Matrix.

The matrix below outlines examples of what these PBL expectations look like for students across the school it has been developed in consultation with the school community. This matrix:

- reflects the values of the wider school community
- visually embodies key messages and a common language
- recognises and focuses on positive practices and behaviours
- is fair and framed in a positive way
- is consistently modelled by staff
- is implemented in with fair consideration of individual circumstances

	<i>I am Respectful</i>	<i>I am an Active Learner</i>	<i>I am Safe</i>
All settings	<p>I use manners and polite language</p> <p>I am honest</p> <p>I care for the school environment and school equipment</p> <p>I respect the differences in others</p> <p>I respect and care for other people's personal property</p> <p>I clean up after myself</p>	<p>I follow instructions</p> <p>I take turns and get along with others</p> <p>I listen when others are speaking</p> <p>I cooperate with my teacher and classmates</p> <p>I am persistent</p>	<p>I keep my hands feet comments and objects to myself</p> <p>I walk on the concrete and when moving around buildings</p> <p>I wear correct school uniform</p> <p>I make choices that keep myself and others safe</p> <p>I report bullying and inappropriate behaviour</p>
In the classroom	<p>I respect the rights of others to learn and my teacher's right to teach</p> <p>I raise my hand and wait my turn to speak</p> <p>I listen when others are speaking</p> <p>I keep the classroom tidy</p> <p>I return equipment to its correct place</p>	<p>I use whole body listening</p> <p>I am organised and ready to learn</p> <p>I stay on task</p> <p>I participate to the best of my ability</p> <p>I ask for help when it is required</p> <p>I actively reflect on my learning</p>	<p>I use furniture and equipment safely</p> <p>I am only in the classroom when a teacher is present</p> <p>I walk in the classroom</p> <p>I ask permission to leave the classroom</p>

During eating times in the eating areas	<p>I keep my area clean and tidy</p> <p>I ask permission to leave the eating area</p> <p>I wait for teacher directions before moving</p> <p>I put my rubbish in the bin</p> <p>I wait my turn at the tuckshop</p>	<p>I use good hygiene</p> <p>I make healthy choices</p>	<p>I sit quietly in the correct eating area</p> <p>I wash my hands before eating</p> <p>I eat my own food and use my own drink bottle</p> <p>I put my lunchbox away correctly</p>
During play times	<p>I listen to and follow teacher instructions</p> <p>I play by and follow the agreed rules</p> <p>I invite others to join in</p> <p>I care for the school environment and school equipment</p> <p>I return on borrowed property to its proper place</p>	<p>I learn new games and activities</p> <p>I model acceptable playground behaviours to others</p>	<p>I stay inbounds</p> <p>I wear a hat and shoes</p> <p>I only play on equipment when it is supervised by a teacher</p> <p>I use my high-5 before asking a teacher for help</p>
Transitions	<p>I walk quietly in two straight lines</p> <p>I remove my hat when I enter the classroom</p>	<p>I stop playing when the bell rings</p> <p>I move quickly and quietly to my line after each break</p> <p>I sit with my class and wait quietly for the teacher</p> <p>I am prepared for each learning session</p>	<p>I enter and exit the classroom in an orderly manner</p> <p>I walk on the concrete and when moving around buildings</p>
Toilets	<p>I respect the privacy of others</p> <p>I put paper towels and rubbish in the bin</p>	<p>I use water, paper towel and soap responsibly</p> <p>I return to class promptly</p>	<p>I flush the toilet</p> <p>I wash my hands with soap after using the toilet</p> <p>I enter and exit the toilet block in a safe manner</p>
Before and after school	<p>I wait in the office undercover area if the hall is not open</p> <p>I assemble at the hall by 8:30 I walk my bike or scooter when I'm in the school grounds</p> <p>I show respect and courtesy to others in the school community</p>	<p>I am punctual</p> <p>I turn up on time</p> <p>I sign in when I am late</p> <p>I sign out when I leave early</p>	<p>I enter and leave through the green gates</p> <p>I obey the road rules and cross at the lights</p> <p>I go straight home or to an agreed location</p> <p>I make safe choices when travelling on the bus</p>

ICTS and mobile phones	I use positive language when communicating electronically with others I log off for shut down before leaving a computer workstation. I leave my computer workstation clean and tidy	I hand my phone into the office before school I only use school approved websites or programs I only access material that will assist my learning	I report all cyber bullying I keep my password and personal information safe I keep food and drink away from the computer
Special events	I wear full school uniform I show pride in myself and my school I show respect and courtesy to others in the community	I actively listen and participate I listen to and follow instructions	I stay with my assigned group or adult I make safe choices I care for others

Parents and staff

At Glass House Mountains State School we believe that effective communication between our school, parents, students and the community forms the foundation for developing and maintaining great partnerships. To have a significant impact on student outcomes, communication needs to be focused on student learning and wellbeing. It must also be a genuine exchange of information and ideas between the student, the school, the home and the community. Respectful relationships between our school, students, parents and the school community need are actively cultivated and valued.

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

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Please make an appointment to speak with the class teacher or principal to discuss any matters relating to your family or your child.	We will respond in a timely manner 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 our school and our staff.	We will promote respectful relationships so that students and families have a sense of belonging and positive behaviours are role modelled for all students.
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 communicate with the class teacher or principal if you are concerned about the behaviour of another student, a parent or a staff member.	We will work with every family to quickly address any complaints or concerns about the behaviour of another student, a parent or a staff member.
You take a positive, solution-focused approach to resolving complaints.	We will contact you in a timely manner and nominate a contact person for you to work with to resolve a school-related concern or complaint.

You ensure your communication with us is positive, accurate, meaningful and respectful.	We will ensure that our communication with you is positive, accurate, meaningful and respectful to nurture a shared belief in high expectations for all students.
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.

Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You use manners and polite language when you are communicating with people in our school.	We will use caring, polite and inclusive language when we are communicating with people in our school.
You will drop off and collect your child at the right times before and after school from the designated area.	We will give clear guidance about expected arrival and departure times and the designated areas for parents to leave and collect students. Teachers and leadership team members will be visible at these times.
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 notice when others need help and inform a staff member or offer assistance where needed or appropriate.	We will check in with you about your child's needs or any support your family may require. We will nurture a safe and caring environment that provides opportunities for students and parents to share their stories and perspectives.

Learners

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your child/children come to school on time every day if they are well 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, promoting the importance of daily attendance.
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 timely feedback about your child's progress.
You stay up to date and informed about school news and activities by reading the school newsletter and other communications. Please consider downloading the Q Parents app, following us on Facebook and saving our school's phone number on your mobile phone so you never miss a call from us.	We will let you know about the various methods of communication used by our school to keep you informed about GHMSS news, excursions or events. Parents can stay informed through our school website, our online newsletter, Facebook, school signs, letters, QParents, emails, online meetings, phone calls and meetings by appointment.

You share relevant information about your child's development, learning, social-emotional and behavioural needs with school staff.	We will share relevant information with you about your child's development, learning, social-emotional and behavioural progress at school.
You respect school, student and staff privacy in your online communications.	We will act quickly to address any social media issues that affect students, staff or families.

Whole School Approach to Discipline

Consideration of Individual Circumstances

Staff at Glass House Mountains State School considers 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 consequence 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 contact your child's class teacher in the first instance. If a matter requires further investigation, please either email or make an appointment with the principal or deputy principal to discuss the matter.

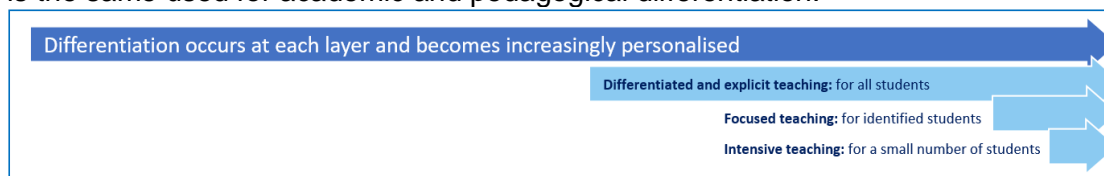
Differentiated and Explicit Teaching

Glass House Mountains State School is a disciplined school environment that provides differentiated teaching to explicitly teach and 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 Glass House Mountains 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.



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, as illustrated in our PBL expectations in this document, 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 looks, sounds and feels like in their classroom. The completed matrix is on display in every classroom, used as the basis for 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.

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.

Systems of early intervention for students at risk may incorporate the following elements:

- behaviours of concern are identified
- more individualised behavioural goals are set
- in-class and playground adjustments made to support learning, behaviour and transitions
- reinforcements for desired behaviour are negotiated
- a support network is developed e.g. buddy class / peer mentoring
- individual monitoring and regular feedback
- strategies to acknowledge appropriate behaviours and correct inappropriate behaviours are established
- ongoing parent/ caregiver communication
- relevant Information/ behaviour data is gathered

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.

Glass House Mountains State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Systems for responding to students with significant behavioural challenges may include:

- development of an Individual Behaviour Support Plan (IBSP)
- planned proactive strategies
- Increased supervision and support
- specific behaviour skill/s and self-management, self-regulation instruction
- modification of curriculum programs
- consequence-based interventions
- involvement of support staff from within the school, regional office and/or external agencies
- Functional Behavioural Analysis
- ongoing and frequent contact with parents/caregivers
- staff professional learning and support
- procedures for ongoing monitoring, data collection, assessment, and evaluation
- implementing safety / emergency procedures where necessary

Support provided at this level is planned to meet the student's specific needs and in doing so, aims to assist the student to achieve agreed goals.

The social-emotional, behavioural and academic development and wellbeing of the student is our objective and the IBSP is the avenue through which this support is provided.

Disciplinary Consequences

The disciplinary consequences model used at Glass House Mountains 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 may 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 further support or 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 when 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. Our differentiated responses 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- standing close by
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give up to 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 of 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
- Direct feedback about inappropriate/unacceptable behaviour
- Warning of more serious consequences (e.g. sent to buddy class)
- Referral for reflection

Focused

Class teacher is supported by other school-based staff to address unacceptable 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
- Reflection
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy- CICO
- Teacher coaching and debriefing
- Referral to PBL and Student Support (SNAC) for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with the PBL team and stakeholders to address persistent or ongoing serious problem behaviour. Intensive support may include:

- Team decision to refer student for Tier 2 support
- 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)

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 Glass House Mountains 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 serious that continued attendance at the school is considered a risk to the safety or wellbeing of others in the school community.

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

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

Re-entry following suspension

Students who are suspended from Glass House Mountains 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 consequence 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 One School, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting follows 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 for a re-entry meeting:

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

School Policies

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 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 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 Glass House Mountains 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, 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 such as food preparation will be provided by the school, and the use of them will be supervised by school staff.

** 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**). All medication to be administered at school must be provided to school in the original packaging with the child's name and dispensing instructions clearly labelled.

Responsibilities

Staff at Glass House Mountains State School:

- do not require the student's consent to search school property such as desks or computer/iPads that are supplied to the student through the school;
- may inspect a student's bag where there is reasonable 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 would be called to make such a determination.

Parents of students at Glass House Mountains State School

- ensure your children 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 Glass House Mountains 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;
- will collect temporarily removed student property as soon as possible after they have been notified by the Principal or school staff that the property is available for collection.

Students of Glass House Mountains 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 Glass House Mountains 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;

Students or parents will be asked to collect their property as soon as possible when advised by the Principal or school staff it is available for collection.

Use of mobile phones, iPads 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, Glass House Mountains State School has determined that explicit teaching of responsible use of 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 students at Glass House Mountains State School do not require access to a mobile phone during school hours. It is expected that all students who possess a mobile phone will drop it off at the office on arrival at school in the morning and collect it before they go home.

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 Glass House Mountains State School to:

- bring their mobile phone to school and leave it the office on arrival for collection after school
- use 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

It is **unacceptable** for students at Glass House Mountains State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute, share 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
- insult, harass others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- 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 device cameras anywhere a normal camera would be considered inappropriate,
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution

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 Glass House Mountains 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
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Glass House Mountains State School may access the [Australian Student Wellbeing Framework](#) and are guided by the [Student Learning and 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 engaging 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.

Regular professional development and team consultation enables GHMSS staff to recognise and respond promptly and proactively to bullying, including cyberbullying

At Glass House Mountains State School we use the [Bullying- No Way](#) whole school program and resources to prevent and address bullying. The "Be You" Programs Directory provides a decision-making tool to help us to select appropriate and evidence-based anti-bullying programs and resources.

Bullying

The agreed national definition for Australian schools describes bullying as

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



Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Glass House Mountains 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 Glass House Mountains State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

*Template timeframes
to be adopted/adapted
as necessary to
address local context*

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal or Deputy Principal – Gaynor Williams, Stephen Hall

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 bullying (e.g. handwritten notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day
one/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
two/three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- 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
three/four
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the 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

Appropriate use of social media- cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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

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

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

<https://www.esafety.gov.au/parents/big-issues/cyberbullying>

<https://www.esafety.gov.au/parents>

Please refer to the Cyber Bullying Response Flowchart below.

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](#).

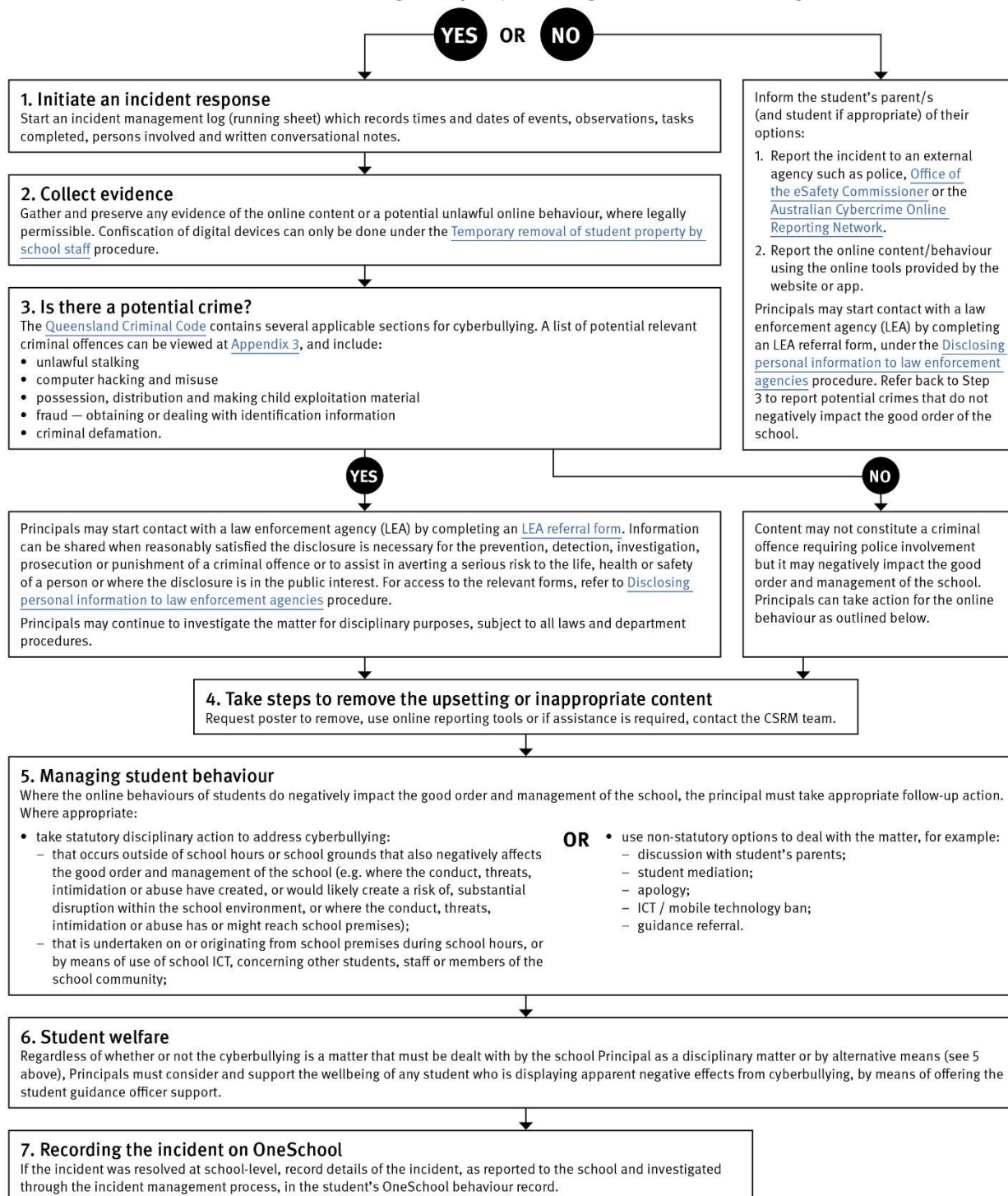
Explicit images

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](#).

Help

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?**



Restrictive Practices

School staff at Glass House Mountains 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. 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. *Restrictive practices are interventions or strategies that restrict the rights or freedom of movement of a student.*

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 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, high likelihood of a risky or unsafe behaviour occurring and the seriousness of the impact of the behaviour, 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 One School.

For unexpected critical incidents, staff should use deescalating techniques:
We will:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, making sudden responses, using sarcasm, becoming defensive, or communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour we want students to adopt, stay calm and controlled, use a serious measured tone, choose language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: We would 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, we would 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. This may include reference to

- [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](#)
- [Advice for state schools on acceptable use of ICT facilities and devices](#)

Legislative Delegations

Legislation

Our Student Code of Conduct and student discipline procedures are informed by the following relevant legislation

- [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 \(Cwth\)](#)