



# Student Code of Conduct

## Contact information

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## Consultation

Broad consultation with parents, staff and students was undertaken throughout Term 1 2023, primarily through staff meetings, P&C Association meetings and the school's Leadership Team meetings. Throughout the consultation phase the draft was communicated through the school newsletter for parent and community feedback. Feedback regarding the final draft was sought formally from the parent body at the end of Term 1, 2023, prior to final approval by the school's Local Consultative Committee (LCC) and P&C Association. The plan was endorsed by the Principal and the President of the P&C Association in 2023.

This plan will continue to be reviewed and developed, in collaboration with our school community, as part of our participation in the [Positive Behaviour for Learning](#) (PBL) program. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents form an important and regular responsibility of our PBL PLC.

## Endorsement

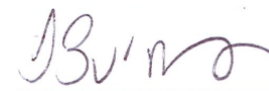
Principal Name: Mr Ian Persini

P&C President Name: Mrs Jen Burness

Principal Signature:



P&C President Signature:



Date: 08/05/2023

Date: 08/05/2023

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## Purpose

### *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

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Glass House Mountains State School's Student Code of Conduct reflects this commitment, focussing on developing a supportive school environment where all members of the school community feel supported, respected, valued and safe. Positive relationships based on mutual respect are fostered and expected. The Student Code of Conduct is designed to support and facilitate high standards of behaviour so that the learning and teaching in our school can be effective and so that students can participate positively within our school community and ultimately enhance their lifelong wellbeing.

## Learning and Behaviour Statement

*We believe every student is capable of learning and growth. We are committed to creating a safe, nurturing and inclusive learning environment in which every student can thrive and actively engage in 21<sup>st</sup> century learning.*

*At Glass House Mountains State School we strive to create engaging opportunities for learners to be curious, challenged and supported to develop a love of learning and confidence through a collaborative, creative and community approach.*

Our school fosters a that promotes positive behaviour across our school and helps us maintain safe and supportive learning environments. All students are explicitly taught the expected behaviours and established clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and students can access intensive support, as required, to enable them to engage successfully at school.



### Student Wellbeing and Support Network

Students at Glass House Mountains State School are supported universally through positive reinforcement and differentiated and explicit teaching, and as required through targeted focussed and intensive behaviour support provisions. This is done by a combination of key stakeholders working together with the student, including:

- *Parents*
- *Teachers*
- *Support Staff*
- *Administration Staff*
- *Guidance Officer*
- *Advisory Visiting Teachers*
- *Senior Guidance Officer*
- *School Chaplain*
- *School Based Police Officer*
- *SNAC committee*




































Support is also available through the following government and community agencies:

- *Disability Services Queensland*
- *Child and Youth Mental Health*
- *Queensland Health*
- *Department of Communities (Child Safety Services)*
- *Police*
- *Local Council*
- *SCIPS*

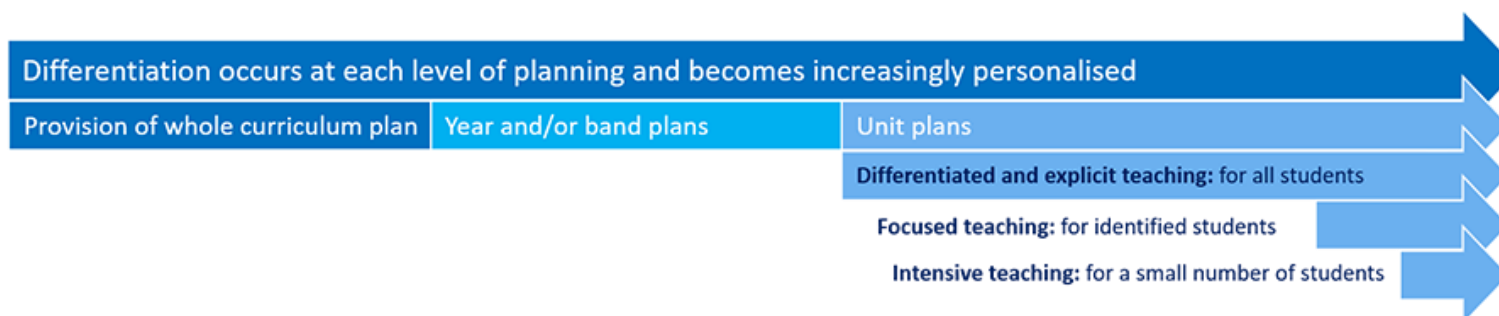
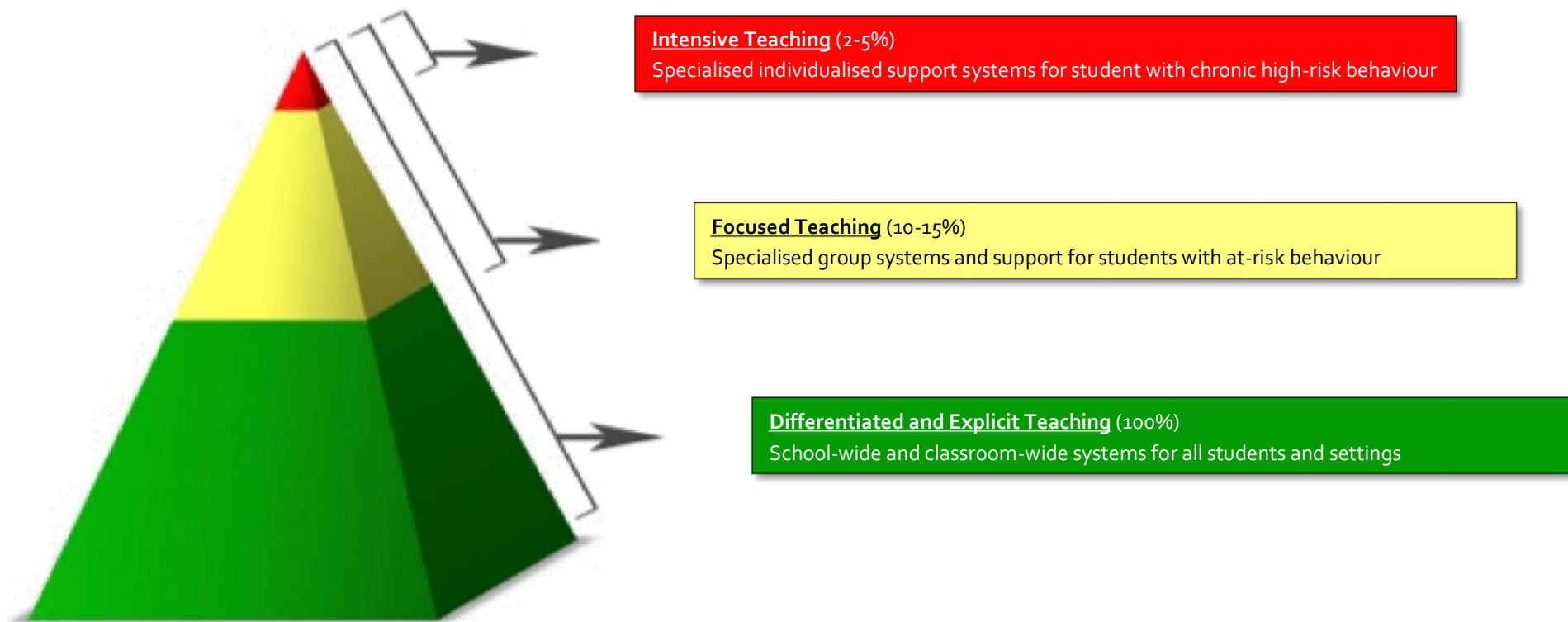
Our Wellbeing Committee meet each month to plan positive and proactive whole-school strategies to support student wellbeing. Our *SNAC Team* meet each week with class teachers via a student referral process to discuss specific students who are of ongoing and continued concern or risk. Decisions regarding additional focussed and intensive support are made by the Student Services Team and may include referrals to other agencies (*as outlined above*).

# Expectations of Student Behaviour

At Glass House Mountains State School our expected standards of positive behaviour are communicated to students and our school community using our Behaviour Expectations Matrix:

<div><div></div><div><div></div><div><div>Glass House Mountains State School</div><div>Behaviour Expectations Matrix</div></div><div></div></div></div>										
	Whole School	Relationships	Learning Environment	Play Areas	Eating Areas & Tuckshop	Toilet Areas	Transition & Lining Up	ICT/Cyber Space	Wider Community	
AS A STUDENT OF GLASS HOUSE MOUNTAINS STATE SCHOOL, I CONSISTENTLY DEMONSTRATE THAT...	I am SAFE	<div><ul style="list-style-type: none"><li>I remain within school grounds at all times</li><li>I move safely throughout the school</li><li>I am in the right place at the right time</li><li>I follow staff instructions</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I use calm words to solve problems with others</li><li>I keep my hands, feet and other objects to myself</li><li>I use my High 5 when feeling bullied or harassed</li><li>I seek help and support to solve problems I cannot solve in a safe way</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I leave my bag outside the classroom</li><li>I use furniture and equipment safely</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I enter and exit the classroom calmly and quietly</li><li>I only enter the classroom when directed by a teacher</li><li>I ask permission to leave the classroom</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I am sun safe and always wear my hat</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I use play equipment for the correct purpose</li><li>I play in the correct area for my year level</li><li>I play school approved games</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I wash my hands with soap before eating</li><li>I use good hygiene</li><li>I eat my own food</li><li>I use my own drink bottle</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I put paper towels and rubbish in the bin</li><li>I wash my hands with soap after using the toilet</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I move through the school in two straight lines with a shoulder partner</li><li>I walk on the concrete and between buildings</li><li>I walk bikes, scooters etc inside the school grounds</li><li>I ask teacher permission to leave my classroom/learning activity</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I keep my passwords safe</li><li>I keep my personal information to myself online</li><li>I access age-appropriate websites</li><li>I log-off when I have finished using a device</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I make safe choices</li><li>I care for others</li><li>I cross the road using a crossing</li><li>I follow all road safety rules</li><li>I wear a helmet when riding to/from school</li><li>I arrive at school on time</li><li>If I arrive at school early, I wait in the correct area for my year level</li><li>I sit quietly and safely on the bus</li><li>When on a school trip I stay with my assigned group and teacher</li></ul></div> <div></div>
	I am RESPECTFUL	<div><ul style="list-style-type: none"><li>I wear my full school uniform with pride</li><li>I am honest</li><li>I take ownership for my own behaviour</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I am friendly and use kind and polite words</li><li>I use my manners</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I interact positively with my peers and teachers</li><li>I respect and care for others personal property</li></ul></div>	<div><ul style="list-style-type: none"><li>I respect the right of other students to learn</li><li>I respect the right of teachers to teach</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I raise my hand and wait my turn to speak</li><li>I listen respectfully to others ideas/opinions</li><li>I keep my classroom clean and tidy</li><li>I care for school equipment and use it appropriately</li></ul></div>	<div><ul style="list-style-type: none"><li>I use positive language at play</li><li>I'm a good sport</li><li>I take turns</li><li>I share equipment with others</li><li>I return all borrowed equipment to the correct place</li><li>I care for the school environment and equipment</li><li>I listen to and follow teacher directions</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I sit quietly and calmly in the correct area</li><li>I talk at a quiet volume with my friends</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I keep my area clean and tidy</li><li>I put my lunch box away correctly in the lunch tub/trolley</li><li>I wait my turn at tuckshop</li></ul></div>	<div><ul style="list-style-type: none"><li>I use the toilet for the proper purpose</li><li>I respect the privacy of others</li><li>I use a cubicle by myself</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I flush the toilet when I am finished</li><li>I keep the toilet clean and tidy</li><li>I use soap and toilet paper appropriately</li></ul></div>	<div><ul style="list-style-type: none"><li>I move quietly and respectfully in the classroom and throughout the school</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I listen to teacher instructions when moving in the classroom or around the school</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I use positive language when communicating electronically with others</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I view and send only appropriate images, messages and information</li><li>I respect the privacy of others</li><li>I leave my work area clean and tidy</li></ul></div>	<div><ul style="list-style-type: none"><li>I wear my full school uniform with pride</li><li>I welcome guest to our school</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I act responsibly when representing my school</li><li>I speak respectfully when representing my school</li><li>I show courtesy and respect to others in the community</li></ul></div> <div></div>
	I am an ACTIVE LEARNER	<div><ul style="list-style-type: none"><li>I contribute positively to our school</li><li>I try my best and focus on my learning</li><li>I listen carefully</li><li>I actively participate in learning</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I leave banned and prohibited items at home</li></ul></div>	<div><ul style="list-style-type: none"><li>I remind others of the school rules</li><li>I set positive examples with my actions</li><li>I support and encourage others</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I follow all classroom rules</li><li>I participate to the best of my ability</li><li>I ask questions and seek assistance, when needed</li><li>I am organised and prepared for my learning</li><li>I sit in my SL's and use whole body listening</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I play by and follow the agreed rules</li></ul></div> <div></div> <div><ul style="list-style-type: none"><li>I model acceptable playground behaviour to others</li><li>I ask a teacher for help if there is a problem</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I make healthy food choices</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I go to the toilet at break times</li><li>I return to class promptly</li><li>I inform a teacher if there is an issue in the toilet</li><li>I am water wise</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I stop playing when the bell rings and move to the eating area quickly</li><li>I sit with my class and wait quietly for the teacher</li><li>I enter/exit my classroom in a sensible manner</li><li>I am organised for my next learning activity</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I use ICT equipment appropriately for my learning, as directed by my teacher</li><li>I follow the school's internet usage policy</li><li>I follow the school's mobile device policy</li></ul></div> <div></div>	<div><ul style="list-style-type: none"><li>I return permission notes and payment by the due date</li><li>I am prepared for off-site activities</li><li>I follow all teacher instructions when on an excursion/incursion</li><li>I participate in extra-curricular activities in a positive manner</li><li>I follow all school rules at OSHC</li></ul></div> <div></div>

Across our school we use a three-tiered approach to promote high standards of positive student behaviour and respond to unacceptable behaviour:



## Tier 1: Differentiated and Explicit Teaching

Tier 1 'differentiated and explicit teaching for all students' are the critical foundation for PBL at Glass House Mountains State School. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning. The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom settings.

The first step in facilitating high standards of positive behaviour is communicating those standards to **all** students. At Glass House Mountains State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations, as outlined in our *Behaviour Expectations Matrix*, is a form of universal behaviour support which aims to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

These expectations are regularly communicated to students via a number of strategies, including:

- *Explicit behaviour lessons conducted by classroom teachers every week. At Glass House Mountains State School we emphasize the importance of directly teaching the behaviours we want students to demonstrate;*
- *Reinforcement of learning from behaviour lessons occurs at school assemblies and through active supervision by staff during classroom and non-classroom activities;*
- *Display of the Behaviour Expectations Matrix in prominent areas within the school and in all teaching areas;*
- *Social and Emotional Development lessons through weekly Circle Time activities in classrooms.*

## Tier 2: Focused Teaching

Each year a small number of students at Glass House Mountains State School are identified through our data as needing additional focused behavioural support. Focused behaviour support occurs around a specific setting, issue, student or group of students who are demonstrating higher than average rates of problem behaviour. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence of the identified behaviours.

Tier 2 or 'focused' interventions support approximately 10-15% of students who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "focused" level interventions. The focus of Tier 2 is to reduce the number of existing students requiring additional support.

## Tier 3: Intensive Teaching

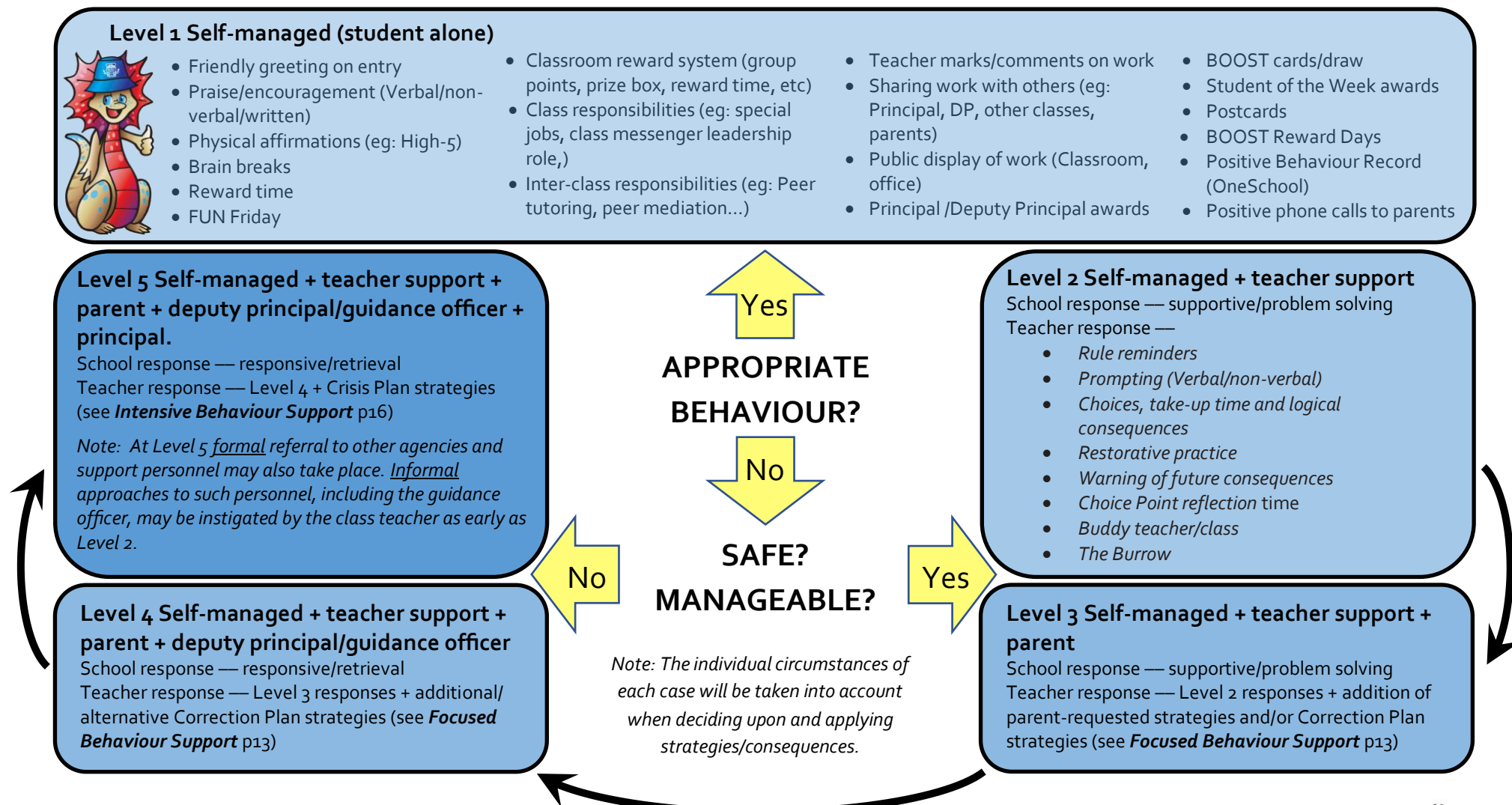
Students identified as requiring intensive behaviour support are those who continue to exhibit challenging behaviours that significantly affect the learning, safety and well-being of themselves and others. These students fail to accept responsibility for themselves or their actions. Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports, involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

**It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1.**



# Our Whole School Response to Student Behaviour

To further promote the development of acceptable standards of behaviour that are conducive to a safe, supportive and productive learning and teaching environment, Glass House Mountains State School has implemented the following disciplinary management processes:



School staff can access additional support and information for each of these steps through the [Better Behaviour, Better Learning](#) resource.



### **Level 5 – Frequent major level behaviours**

Self-managed + teacher support + parent + deputy principal/  
guidance officer + principal  
Intensive Behaviour Support strategies

### **Level 4 – Frequent minor/Infrequent major level behaviours**

Self-managed + teacher support + parent + deputy principal/  
guidance officer  
Corrective Behaviour Support strategies

### **Level 3 – Frequent minor/Infrequent major level behaviours**

Self-managed + teacher support + parent  
Corrective Behaviour Support strategies

### **Level 2 – Infrequent minor level behaviours**

Self-managed + teacher support  
Differentiated Behaviour Support strategies

### **Level 1 – Positive Behaviours**

Self-managed (Student alone)  
Differentiated Behaviour Support strategies + Class/Whole School rewards

## Minor and Major Behaviours

When responding to poor behaviour the staff member must first determine if the behaviour is a major or minor concern. This assists when later determining a fair and appropriate response to the behaviour.

**Minor** behaviours are those that:


- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours;
- do not require involvement of specialist support staff or administration staff; and
- are managed at Level 2/Level 3 (See our *Whole School Response to Student Behaviour* flowchart (p9)).

Minor problem behaviours may result in consequences logically connected to the problem behaviour, including those outlined in the universal *Differentiated Behaviour Support* section of the Student Code of Conduct (p12). For frequent minor level behaviours, *Correction Plan* strategies, as outlined in the *Focussed Behaviour Support* section of the Student Code of Conduct (p13) may be considered.


**Major** behaviours are gross acts of misconduct, those that:

- significantly violate the rights of others including the right to learn
- put others / self at risk of harm
- may require the involvement of school administration staff; and
- are managed at Level 4/Level 5 (See our *Whole School Response to Student Behaviour* flowchart (p9)).

Major behaviours result in immediate contact with the parent/guardian. Major behaviours result in the implementation of *Correction Plan* strategies logically connected to the problem behaviour. These strategies are outlined in the *Focussed Behaviour Support* section of the Student Code of Conduct (p13), and may include inclusion in the *RESTORE* or *REFLECTION* programs, Internal Withdrawal or Suspension (1-10 days). For frequent major level behaviours, *Crisis Plan* strategies, as outlined in the *Intensive Behaviour Support* section of the Student Code of Conducts (p16) may be considered.



**Glass House Mountains State School**  
**Minor/Major Behaviour Guide**



	Category	Minor	Major
<b>I am SAFE</b>	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> <li>Not walking bike in school grounds</li> <li>Not in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>Moving around the school in an extremely unsafe way (eg. on roof/covered walkway)</li> </ul>
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> <li>Playing in an out-of-bounds area</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate and premeditated destruction of school play equipment</li> </ul>
	Physical misconduct	<ul style="list-style-type: none"> <li>Minor physical contact (for example, pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate or sustained physical aggression / harassment</li> <li>Deliberate contact on or near private areas</li> <li>Fighting</li> <li>Aggressive Kicking / Hitting / Biting / Spitting</li> </ul>
	Misconduct involving an object/substance	<ul style="list-style-type: none"> <li>Bringing a prohibited item on school grounds without intent to harm</li> </ul>	<ul style="list-style-type: none"> <li>Using an object as a weapon</li> <li>Using a weapon to harm with intent</li> <li>Possession or selling of alcohol, tobacco, prescription drugs and illegal drugs</li> </ul>
	Dress code	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	
	ICT misconduct	<ul style="list-style-type: none"> <li>Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>	<ul style="list-style-type: none"> <li>Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> </ul>
<b>I am RESPECTFUL</b>	Bullying/Harassment	<ul style="list-style-type: none"> <li>Inappropriate comments about another person</li> <li>Intentional exclusion of others</li> <li>Minor harassment that may constitute bullying</li> </ul>	<ul style="list-style-type: none"> <li>Harassment including repeated exclusion and intimidation that would constitute bullying</li> <li>Sexual harassment</li> <li>Discrimination against a group or minority</li> <li>Racial slurs</li> </ul>
	Verbal misconduct	<ul style="list-style-type: none"> <li>Inappropriate language (written/verbal)</li> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>
	Threats to others	<ul style="list-style-type: none"> <li>Threats or verbal aggression</li> </ul>	<ul style="list-style-type: none"> <li>Intentional or sustained inappropriate language (racial, sexual or other) directed at another person</li> <li>Intentional, sustained aggressive or threatening language</li> <li>Verbal abuse directed at another person</li> </ul>
	Property misconduct	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Willful property damage</li> <li>Vandalism</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty (lying about involvement in a low-level incident)</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty that has a negative impact on others</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Low intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Uncooperative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Aggressively defiant refusal to cooperate with adult direction</li> <li>Willful disobedience</li> </ul>
<b>I am an ACTIVE LEARNER</b>	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks that are at an appropriate level</li> <li>Refusing to engage in tasks/learning</li> </ul>	<ul style="list-style-type: none"> <li>Persistent and ongoing refusal to participate in learning programs/activities</li> </ul>
	Disruptive/Defiant	<ul style="list-style-type: none"> <li>Disrupting others' learning (through sustained noise / movement / interfering with others' possessions or class equipment)</li> </ul>	<ul style="list-style-type: none"> <li>Continuous and highly disruptive behaviour affecting others learning (through sustained noise / movement / interfering with others' possessions or class equipment)</li> </ul>
	Tuancy/Skip class	<ul style="list-style-type: none"> <li>Not being punctual (eg. lateness after breaks)</li> <li>Leaving class without permission (out of sight)</li> </ul>	<ul style="list-style-type: none"> <li>Leaving school grounds without permission</li> </ul>

## Least Intrusive to Most Intrusive Philosophy

At all levels, staff should refer students back to the school expectations, as outlined in our Behaviour Expectations Matrix. As student progress through each response level, and also within each level, a least intrusive to most intrusive approach is best applied. The key element of this philosophy is a targeted behaviour support correction process noting that not all staff responses need to be punitive. Staff should consider – What is the end goal? What do we want to achieve with the student? What strategy is going to work best with this individual student in this particular situation? The aim of promoting a least intrusive to most intrusive approach to targeted behaviour support is to address inappropriate student behaviour as quickly and efficiently as possible, but with minimal disruption to the learning environment. More information this philosophy can be found in the [Better Behaviour, Better Learning](#) resource (Module 3).

## Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Glass House Mountains State School considers the individual circumstances of students when applying support and consequences by:

- *promoting an environment which is responsive to the diverse needs of its students*
- *establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent*
- *recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state*
- *recognising the rights of all students to express opinions in an appropriate manner and at the appropriate time; work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and receive adjustments appropriate to their learning and/or impairment needs.*

## Strategies to Reinforce Expected School Behaviours

At Glass House Mountains State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Formal recognition and reinforcement is designed to increase the quantity and quality of positive interactions between students, staff and home.

### Classroom strategies

- *Class teachers and support staff implement a range of recognition and reinforcement strategies, individualised to each class. See the class teacher for more information.*

### Student of the Week

- *Every week each class teacher selects one student from their class to receive a Student of the Week award;*
- *Students are selected based on their academic, social or behavioural achievement or effort.*

### Postcards

- *PBL Postcards are available to class teachers and support staff;*
- *Staff may award students a special PBL Postcard based on their academic, social or behavioural achievement or effort;*
- *These can be handed directly to the student or handed to the Principal or Deputy Principal for posting to the student's residential address.*

### BOOST Tickets

- *BOOST tickets are handed out to students as a way to support, encourage and reward positive student behaviour;*
- *BOOST tickets are placed in a special BOOST Mail Boxes, located outside the library;*
- *Each Wednesday on parade, our House Captains draw out three tickets from each of the BOOST Mail Boxes. These students receive a \$5.00 tuckshop voucher.*

### BOOST Day

- *Our BOOST Day is a cultural celebration event held each semester as a culmination to classroom learning experiences;*
- *Activities are organised for students in year level or school sector groups by school staff.*

All staff members are trained to give consistent and appropriate acknowledgement and rewards. Positive behaviours should be recorded in [OneSchool](#) by the staff member. It is also recommended that positive contact be made with the parent/guardian.

### Whole-school support programs

- *Numerous universal support programs are available to students and classes to reinforce and teach our expected standards of behaviour, including:*

**Student Leadership**

**Rock & Water**

**Zones of Regulation**



## Differentiated Behaviour Support

### Responding to unacceptable behaviour – Level 2 (Infrequent minor-level behaviour)

\*see Major/Minor flowchart (p10)

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- *articulate the relevant expected school behaviour*
- *explain how their behaviour differs from expected school behaviour,*
- *describe the likely consequences if the problem behaviour continues; and*
- *identify what they will do to change their behaviour in line with expected school behaviour.*

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. It is important to note if patterns of minor behaviours occur as they could potentially lead to major behaviour issues. Strategies staff can implement in response to unacceptable student behaviour are outlined in the *Our Whole School Response to Student Behaviour* flowchart (pg). These strategies may include:

#### Choice Point

Being sent to the classroom Choice Point has the purpose of supporting students to:

- *Calm down and reflect*
- *Focus on what they are meant to doing*
- *Reflect on the choices they have made to be at Choice Point*
- *Reflect on what they are going to do next to re-engage in class*
- *Reset and prepare to re-engage with their learning*

Class teachers will ensure that a suitable location is provided in each classroom/learning space.

#### Buddy Class

Being referred to the Buddy Class has the purpose of supporting students to:

- *Calm down and reflect*
- *Focus on what they are meant to doing*
- *Reflect on the choices they have made to be at Buddy Class*
- *Reflect on what they are going to do next to re-engage in class*
- *Reset and prepare to re-engage with their learning*

Class teachers will negotiate their own Buddy Class partner teacher at the beginning of each school year.

#### The Burrow

The Burrow is a special space within the school, provided for use by all students during learning time. The Burrow is targeted for students who have difficulty self-regulating in the normal classroom environment.

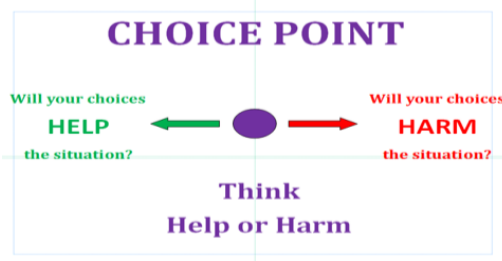
The Burrow has the purpose of supporting students to:

- *Calm down and reflect*
- *Focus on what they are meant to doing*
- *Reflect on the choices they have made to be at The Burrow*
- *Reflect on what they are going to do next to re-engage in class*
- *Reset and prepare to re-engage with their learning*

Students must be supervised in The Burrow by school staff who can assist students to regulate their behaviour through the reflection and reset process.

During learning time, students must ask permission to go to The Burrow. The staff member will clearly provide the conditions (eg: time, activities etc) to the student.

Students should be escorted to/from The Burrow and classroom.



Each classroom has a designated space, age and context appropriate, displaying Choice Point. This is to support students in their thinking process whilst at Choice Point or Buddy Class.

Supported regulation

Self regulation

## Focused Behaviour Support: Correction Plan Strategies

### Responding to unacceptable behaviour – Level 3/Level 4 (Frequent minor-level behaviour or infrequent major-level behaviour)

\* see Major/Minor flowchart (p10)

When a student exhibits frequent minor-level or infrequent major level problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing this problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against the school *Behaviour Expectations Matrix*, and plan how their behaviour could be modified so as to align with the expectations of our school community. At this stage a staff member **MUST** make contact with the parent/guardian regarding the behaviour and record the contact on [OneSchool](#). In most cases this responsibility lies with the class teacher, as the student's case manager. In some situations, it may be more appropriate for the investigating teacher to make contact, however this should only occur after consultation with the class teacher who will have the holistic picture of the student/s involved.

### Correction Plan Options:

The *Correction Plan* outlines the procedures that will be used to address inappropriate student behaviour at *Levels 3/4*. It includes a range of correction strategies and details of any specific consequences that may be applied. The correction plan is linked to the *Level 1 Acknowledgment Plan*, in that when the student responds positively to correction and modifies behaviour to meet expectations, the teacher acknowledges the effort and new behaviour in order to reinforce the appropriate behaviour and prevent recurrence. The correction plan also links to the *Level 5 Crisis Plan*, instigated when the student fails to respond to corrective techniques and behaviour escalates to unsafe and unmanageable levels. *Correction Plan* strategies may include:

#### Whole-school intervention strategies\*:

- Parent contact;
- Parent-student-teacher meeting;
- Class reward/consequence system;
- Restitution (Apology/repair damage/complete work);
- Peer mentoring
- Roundtable discussion with all parties;
- Social skills program;
- Community service;
- In-class withdrawal;

- Admin withdrawal of student;
- Loss of privileges;
- Classroom detention;
- RESTORE program<sup>#</sup>;
- REFLECTION program<sup>#</sup>;
- Referral to Student SNAC Committee/Support personnel<sup>^</sup>;
- Internal withdrawal (1-5 days)<sup>^</sup>; OR
- Suspension (1-10 days)<sup>^</sup>.

#### Playground intervention strategies\*:

- Playground licence;
- Playground monitoring system;
- Playground monitoring with a staff member;
- Playground buddy;
- Restricted Play area;
- Structured playground activities;
- Temporary playground withdrawal;
- Rotating playground withdrawal; OR
- Full playground withdrawal.

<sup>#</sup>These strategies are explained in more detail on p14

<sup>^</sup>These strategies are explained in more detail on p15

\*School staff can access additional support and information regarding Focused Behaviour Support strategies through the [Better Behaviour, Better Learning](#) resource (Modules 3,4).



The purpose of the RESTORE and REFLECTION processes is to:

- *Support students in identifying the problem behaviours and allow them time to reflect on their actions and how to make better choices about their behaviour in the future;*
- *To encourage appropriate behaviour within the classroom/school community;*
- *To increase the quality of teaching and learning in the classroom;*
- *To improve time spent on curriculum learning;*
- *To improve links with parents on issues related to student choices;*
- *To improve links with outside agencies to further support students;*
- *To provide safe and supportive time out; and*
- *To have these students experience success within a supportive relationship.*

### RESTORE Program

- Participation in the *RESTORE Program* is a form of Discipline Improvement Plan;
- The class teacher must make contact with the parent/guardian and record the contact on [OneSchool](#) prior to the student beginning the *RESTORE Program*;
- Students accepted into the *RESTORE Program* attend their normal scheduled classes and activities. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement;
- The *RESTORE Program* is coordinated by a school-based team with active administrator support and class teacher involvement;
- While on the *RESTORE Program*, students remain on a monitoring contract for a minimum period of two weeks;
- The *RESTORE* contract is:
  - marked each session and lunch break by the supervising staff member;
  - sent home at the end of each school day;
  - checked by a member of the school administration team each morning.
- Individual behaviour improvement goals and associated rewards/consequences are negotiated between the class teacher and student;
- Students whose behaviour does not improve after participation in the *RESTORE Program* and whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support;
- All *RESTORE Program* resources are available on the staff [SharePoint](#).

### REFLECTION Program

- Participation in the *REFLECTION Program* can be an effective strategy for many students;
- All staff members are able to place a student on *Reflection*;
- The issuing staff member is responsible for reporting the incident and *REFLECTION* strategy on [OneSchool](#);
- The reporting staff member must refer the class teacher and Deputy Principal in the [OneSchool](#) report;
- A staff member **MUST** make contact with the parent/guardian regarding the behaviour and record the contact on [OneSchool](#). In most cases this responsibility lies with the class teacher, as the student's case manager. In some situations, it may be more appropriate for the investigating teacher to make contact, however this should only occur after consultation with the class teacher who will have the holistic picture of the student/s involved;
- *REFLECTION* occurs each day at first break (play and eating time). Students are to bring their lunch with them;
- The *REFLECTION* duty staff member should send a reminder notice to the class teacher and student on the morning of the *Reflection*;
- *REFLECTION* is held in the administration building;
- During the *REFLECTION* time students engage in restorative and corrective conversations with the duty staff member;
- On completion of the *REFLECTION* process the duty staff member communicates with the class teacher about the student engagement;
- Students whose behaviour does not improve after participation in the *REFLECTION Program* and whose previous behaviour indicates a need for specialised intervention, may be provided with alternative correction plan strategies or escalated intensive behaviour support.

**SNAC Committee:**

The SNAC Committee meets each week to discuss referred students who have not achieved success with other *Correction Plan* strategies. Decisions regarding additional targeted support will be made by the Student Wellbeing team and may include referrals to other agencies. (see *Student Wellbeing and Support Network* p5)

**Internal Withdrawal:**

Removal of the student from the classroom and playground setting for a designated period of time, from a single day to a maximum of 5 days. Internal withdrawal serves a purpose in breaking cycles of behaviour and interaction, in providing the student with reflection time away from peer and teacher influences, and possibly highlighting the privileges of class attendance (educational support and social interaction). It is also recognised by the wider school community as a form of restitution.

**Suspension (1-10 days):**

Removal of the student from the school for a designated period of time, from a single day to a maximum of 20 days (1-10 days at Level 4). Suspension serves a purpose in breaking cycles of behaviour and interaction, in providing the student with reflection time away from peer and teacher influences, and possibly highlighting the privileges of school attendance (educational support and social interaction). It is also recognised by the wider school community as a form of restitution. Suspension is generally ineffective unless supported and monitored by the parent/caregiver. It is also ineffective if no support structures and strategies are put in place to scaffold the student's re-entry back into the school. Suspension must be accompanied by a re-entry process.

The following principles provide the rationale for the use of a range of strategies including suspension, exclusion in school behaviour management plans:

- *Students have a right to learn in a safe and supportive environment where they are given the opportunity to develop their talents, interests and ambitions;*
- *Parents can expect their children to be educated in a safe and supportive environment which encourages care, courtesy and respect for the rights of all school community members; and*
- *School staff can expect that they will be able to work in an orderly and cooperative environment.*

To this end, the Principal should make decisions about invoking school disciplinary absences which balance the interests of the individual student with the educative and safety needs of all others in the school. School disciplinary absences are student absences from school as a result of suspensions and exclusions. Suspension is prohibiting a student from attending an educational institution for a stated number of days.

Before enforcing a school disciplinary absence (except in circumstances which warrant immediate action) the decision maker should:

- *Be satisfied that appropriate strategies for managing the behaviour have been used and that relevant school support staff have been involved, and consideration is given to all other responses;*
- *Advise the student and the parent that a suspension or proposal to exclude of the student is being considered as a behaviour management response if the student's inappropriate behaviour persists;*
- *Inform the student of the grounds for considering a suspension or proposal to exclude; and*
- *Be satisfied that the strategies used do not discriminate against students, eg. on the basis of gender, race, disability, age or religion.*

Principals have authority to:

- *Suspend students for up to twenty school days (refer to sections 281-289 of the [Education \(General Provisions\) Act 2006](#));*
- *Suspend students, with a proposal to exclude (refer to sections 291-297 of the [Education \(General Provisions\) Act 2006](#)).*



## Intensive Behaviour Support: Crisis Plan Strategies

Students identified as requiring intensive behaviour support are those who continue to exhibit challenging behaviours that significantly affect the learning, safety and well-being of themselves and others. These students fail to accept responsibility for themselves or their actions.

### **Responding to unacceptable behaviour – Level 5 (*Frequent major-level behaviour*)**

*\* see Major/Minor flowchart (p10)*

Students with persistent problem behaviours, particularly those behaviours that have a significant impact on student learning and on the supportive school environment, require individualised, intensive intervention programs. Intervention programs are developed through the collaboration of various school personnel (Class teachers, Deputy Principal, Principal, Head of Special Education Services and the Student Wellbeing Committee) as well as support personnel, both Departmental (Guidance Officers, Behaviour Support Teachers and Advisory Visiting Teachers) and inter-agency. As with correction and preventive intervention, construction of an intervention program is a systematic process:

### **Developing an intensive intervention plan**

#### Identify the goals of intervention:

- *What are the behaviours of concern?;*
- *What is the intensity of these behaviours (frequency, settings)?;*
- *What outcomes are desired through intervention?*

#### Gather relevant information:

- *Review behaviour records;*
- *Functional Behavioural Assessment;*
- *Parent/caregiver conference;*
- *Conferences with teachers, aides and support personnel working with the student;*
- *Class and playground observations.*

#### Summarise information and hypothesise about the problem:

- *When, where and with whom the behaviour does/does not occur;*
- *The current consequences of behaviour (what they get from the behaviour);*
- *The variables generating or contributing to the behaviour.*

#### Design an intervention plan:

The intervention plan involves compiling strategies that address the problem behaviour in the various settings where it occurs. If the plan involves significant variations from normal classroom and whole-school practice, and/or impacts significantly on the student's normal program of learning, then it will be constructed as an IBSP and signed off by the parent/guardian. Components of the intervention plan may include:

- *Changes in the environment to prevent the behaviour arising;*
- *Programs to teach alternative behaviours;*
- *Activities that focus on strength areas and provide positive reinforcement;*
- *Modifications to the learning program;*
- *Consequences for promoting appropriate behaviours and dissuading inappropriate ones;*
- *A Crisis Plan.*

Implement the plan and monitor:

- *Allocate support roles and initiate actions;*
- *Collect data as the plan proceeds;*
- *Collaborative team meets to review data and achievement of outcomes;*
- *Make adjustments as needed.*

**Crisis Plan Options:**

The *Crisis plan* outlines the various courses of action available to the teacher and school when student behaviour proves to be unsafe and unmanageable. Crisis Plan strategies may include, but are not limited to:

**Behaviour work with Behaviour Support Teacher, Case Manager, Deputy Principal, Principal or Guidance Officer.**

Short-term, regular withdrawal of the student to work individually with support personnel. Useful for reflection on performance, provision of attention or positive experiences, removal from peer pressure, or confidential counselling. Skilling programs focusing on personal development areas such as anger management, self-esteem and assertiveness may occur in such sessions. Not particularly useful for social skilling because the student is out of the social environment in which the problem behaviours occur.

**Counselling.** Provided by a trained psychologist or guidance officer, this can target emotional factors outside the experience and control of the classroom teacher. Generally a slow process, but can be very effective if given time and support.

**Mentors.** Linking the student with personnel within or from outside the school (background checks and Blue Cards necessary). The personnel represent positive role models for the student and provide support through the process of behaviour change. The mentor may be an older student, another teacher or a significant community member (e.g. a sporting identity). Time spent with this person is built into the student's timetable. The mentor communicates regularly with the student's case manager.

**Visits by external agency personnel.** External specialists from community support agencies provide their services to the student within the school setting, targeting source problems outside the locus of control of the teacher. Regulated by collaborative consultation processes to ensure communication and a common intervention focus.

**Case conferencing/parent interviews.** Enlisting the support of the parent/caregiver and other school personnel to discuss the student behaviour and formulate responses. This is an essential early step in the intervention process. This eases the burden for the class teacher, distributing support responsibilities, and introducing new ideas and approaches.

**Discipline Improvement Plans (DIP)**

A DIP may be developed in consultation with the parent/carer, classroom teacher, Guidance Officer and other relevant outside agencies. The Chaplain may be involved as required. The purpose of a DIP is to focus on the function of the inappropriate behaviour, reduce its incidence and replace the inappropriate behaviour with pro-social behaviour that enables greater success at school. Prior to the development of the individual behaviour plan, a significant amount of information will have been collected from and shared among those in the collaborative support team. The plan represents a summation of that information and its practical application to future behaviour support. It also represents the reference point for all future data collection in relation to the particular behaviour issue. A behaviour plan is a dynamic document. It is subject to regular monitoring and review, and may be updated in response to either the failure or success of implemented strategies.

**Modified school attendance.**

The use of graduated re-entry from suspension, or reduction of hours or days of formal school attendance, in order to maximise student success at re-entering or remaining within the school environment. Generally used as part of an individual behaviour management plan and linked with support by a teacher aide, counsellor or mentor. Attendance is negotiated and reviewed regularly in relation to the achievement of behaviour goals.

**Referral to internal and external agencies.**

Formally seeking professional assistance as support strategies are exhausted, usually involving case conferencing and completion of standardised referral processes by the teacher, case manager and/or parent/caregiver. Referrals may be to behaviour management support services, guidance officers, paediatricians (via the parent/caregiver), mental health or community health services.

**Suspension (11-20 days)**

See *Suspension* section (p15).

**Exclusion**

Exclusion is prohibiting a student from attending any number of or all state educational institutions for a period or permanently. In special circumstances or at his/her discretion the Principal after consultation with relevant personnel may evaluate the circumstances of a particular individual case and take other action as deemed appropriate. Exclusions are used only as a result of extreme behaviour incidents at school (especially involving violence or behaviour of a criminal nature), or following extended periods of unchanged inappropriate behaviours that have exhausted the school's behaviour resources.

**Restitution Plan Options:**

The *Restitution Plan* outlines processes undertaken after the crisis plan has been enacted, in order to rebuild working relationships and re-integrate the student successfully into the class. The restitution plan aims to repair any damage done (emotional or physical) to the teacher or to other students by the offending student's inappropriate behaviour; to bring resolution to any existing conflicts; and to restore vital working relationships that enable teaching and learning to occur in a safe, supportive environment. Restitution processes are logical, matched to the nature of the behaviour incident and not designed to humiliate or punish the student. They may include, but are not limited to:

- *Complete reflection form;*
- *Apology to specific student/adult;*
- *Replace broken/stolen item;*
- *Complete missed work.*

*\*School staff can access additional support and information regarding Intensive Behaviour Support strategies through the [Better Behaviour, Better Learning](#) resource (Module 5).*

## Restrictive Practices

The use of graduated re-entry from suspension, or reduction of hours or days of formal school attendance, in order to maximise student success at re-entering or remaining within the school environment. Generally used as part of an individual behaviour management plan and linked with support by a teacher aide, counsellor or mentor. Attendance is negotiated and reviewed regularly in relation to the achievement of behaviour goals.

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. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour. In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

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

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

## Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only. Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

- *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.*
- *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.*
- *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.*
- *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.*
- *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.*

# Legislative Delegations

## Legislation

In this section of the Glass House Mountains 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. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

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

## Appendix: School Policies

Glass House Mountains 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**

**Preventing and responding to bullying**

**Use of mobile phones and other devices by students**

**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 prohibited at Glass House Mountains State School and may be removed if found in a student's possession:

- *all toys, collectables and valuables (other than those explicitly allowed for student support reasons. These will be considered by the classroom teacher on a case-by-case basis)*

Students bringing any toys, collectables and valuables for 'show-and-tell' or for special class celebration events do so with class teacher and parental approval and these items must be handed to the class teacher at the beginning of the school day and collected from the class teacher at the end of the school day. This will ensure they are kept in a safe location and will not distract the student from their learning activities throughout the day.

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 and vapes)*
- *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 Glass House Mountains State School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is a reasonable suspicion that the student has stolen or prohibited items or 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 be additional 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).

#### **Parents** of students at Glass House Mountains 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 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;
- 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 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;
- 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 personal technology 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. Glass House Mountains State School has determined that explicit teaching of responsible use of mobile phones and other personal technology 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. This *Use of mobile phones and other personal technology devices by students* policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using mobile phones and other personal technology devices.

### Possession of mobile phones and personal technology devices

Any technology devices required by the students for the purpose of education will be supplied by the school. Therefore students are strongly encouraged not to bring mobile phones and other valuable personal technology devices, including smart watches, to school. When it is necessary for students to bring them, such as for safety and/or medical reasons during transit to/from school, students are required to hand the device in to the school office in the morning on arrival. Such devices may then be collected by the student at the end of the day from the school office. They should not be used in any manner which is disruptive to the normal routine and learning environment in the school.

### Confiscation of mobile phones and personal technology devices

School staff may confiscate mobile phones and other personal technology devices from students, when the student is in possession of the device at school and is using the device in a way which is contrary to the good order and management of the school, is negatively impacting on the learning and welfare of themselves and/or other members of the school community, or is in the interests of ensuring the device is not lost, stolen or damaged, in line with our *Temporary removal of student property by school staff* procedure (p23). The device will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

### Responsibilities

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 school-owned student computers or mobile devices*
  - *schools may remotely access school-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.*

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Glass House Mountains State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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 or publish offensive messages or pictures*
- *use obscene, inflammatory, racist, discriminatory or derogatory language*
- *use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking*
- *insult, harass or attack others or use obscene or abusive language*
- *deliberately waste printing and internet resources*
- *damage computers, printers or network equipment*
- *commit plagiarism or violate copyright laws*
- *ignore teacher directions for the use of social media, online email and internet chat*
- *send chain letters or spam email (junk mail)*
- *knowingly download viruses or any other programs capable of breaching the department's network security*
- *use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets*
- *invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material*
- *take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.*

### **Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal. Students may arrange to have their electronic devices or other items of value stored in a safe and secure place in the office.

## Appropriate use of social media

The internet, mobile phones and social media can provide wonderful opportunities for students to network and socialise online. While these technologies have the potential to provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities. It's important for students and parents to remember that sometimes negative comments posted about the school community have a greater impact than expected. Reputations of students, teachers, schools, principals and even parents can be permanently damaged. It is the general belief of school staff that students in primary school do not yet hold the maturity level and grasp the full understanding of these impacts. Therefore, it is the recommendation of school staff that students enrolled at Glass House State School do not hold social media accounts.

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

- *Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?*
- *Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.*
- *Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.*
- *Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.*
- *As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others.*

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum. While our school uses social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### Possible civil or criminal ramifications of online commentary

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

### What about other people's privacy?

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

### What if I encounter problem content?

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

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

## Preventing and responding to 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.

### Key contacts for students and parents to report bullying:

Class teacher → Deputy Principal → Principal

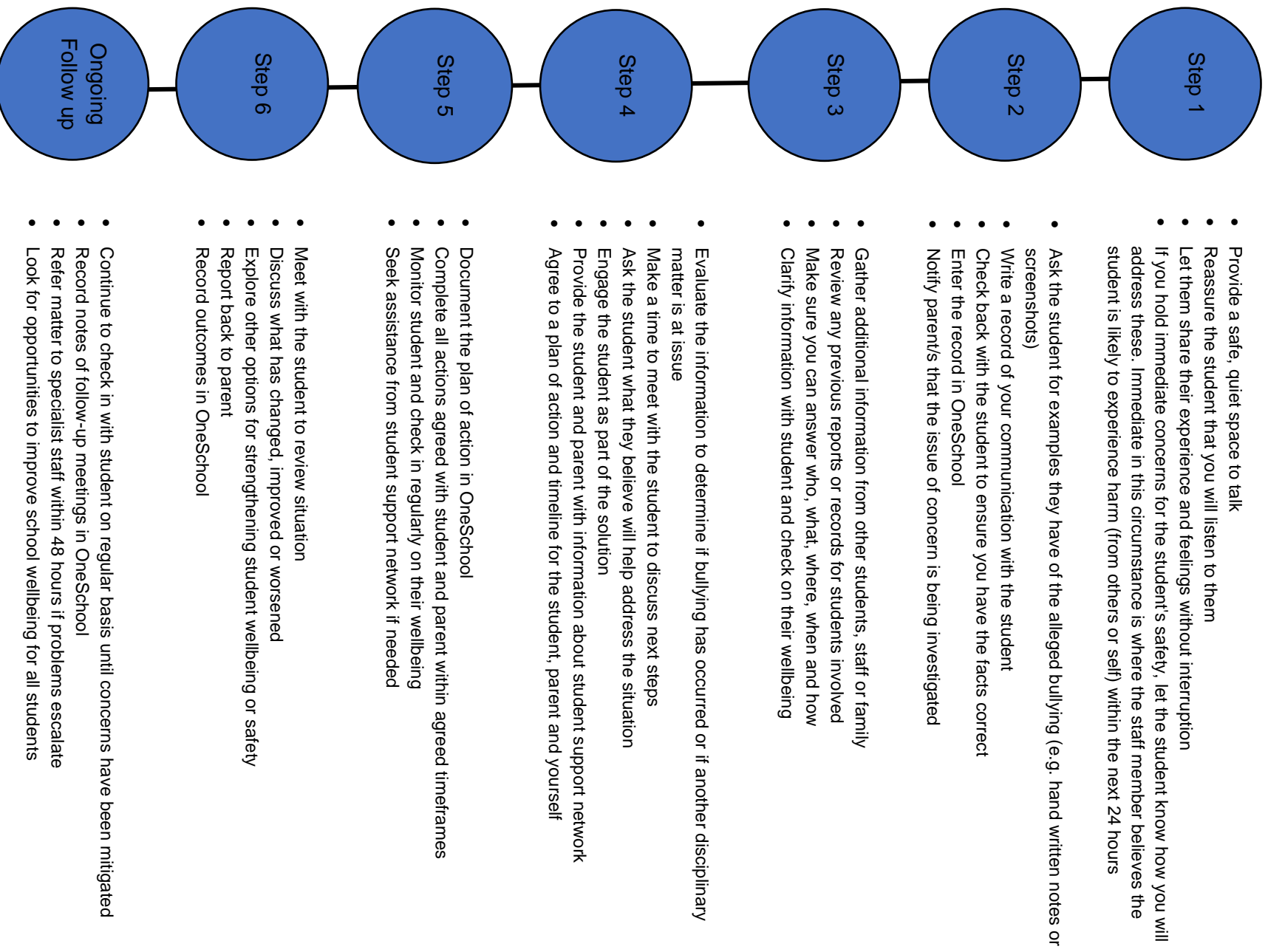
Glass House Mountains State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. The Framework is based on evidence of the strong link between safety, wellbeing and learning. The Framework supports Australian schools to be learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

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.

School staff play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. At Glass House Mountains State School we also 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.

The *Responding to Bullying* flowchart (p28) explains the actions Glass House Mountains State School staff will take when they receive a report about student bullying. While instances of bullying which occur online or outside of the school setting are not the direct responsibility of school staff, staff may find it appropriate to assist students and parents to take action and to ensure that the bullying does not present in the school setting. Please note that the steps outlined will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s. The action steps 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.

## Responding to Bullying flowchart for teachers



## 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. Our school Deputy Principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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, as outlined in our *Responding to Student Behaviour* flowchart (p9), for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

## 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](#).

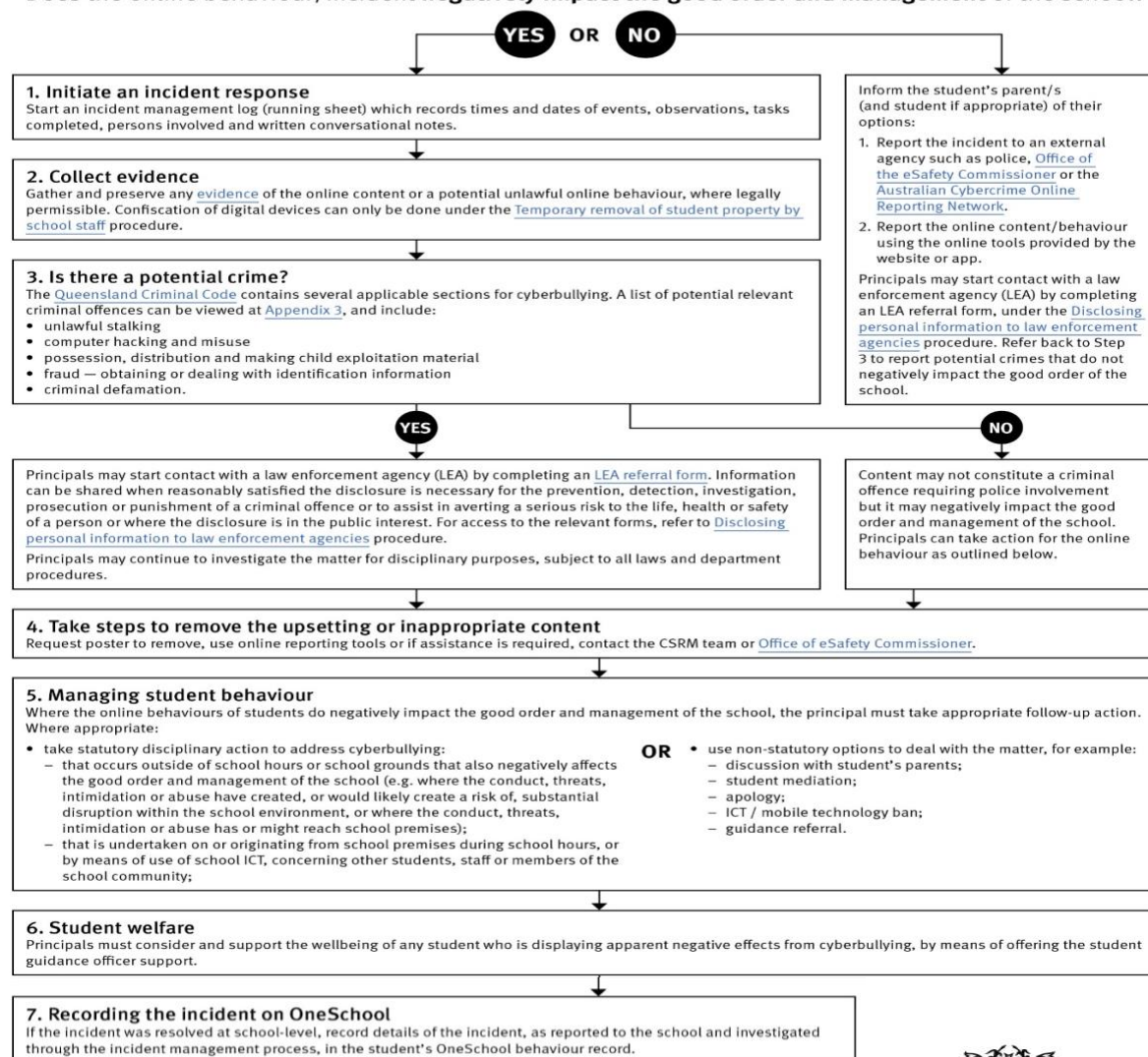
### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Cybersafety and Reputation Management (CRM)

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

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

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

## Student Intervention and Support Services

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

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

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