



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

GLENMORE STATE HIGH SCHOOL

Responsible Behaviour Plan for Students
based upon *The Code of School Behaviour*

2014

Template Version Control: 5 June 2014

Great state. Great opportunity.



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Glenmore State High School's Responsible Behaviour Plan reflects this commitment and seeks to provide guidelines for all members of the school community to promote **fair, consistent and respectful practices** that support learning in its broadest context.

Glenmore State High School has a growing population with the addition of Junior Secondary and Year 7 students from the start of 2013. The school caters for a diverse group of students from a variety of social and economic backgrounds. Many students are highly transient and the school also has a growing number of ESL and Indigenous students.

It is our aim that students leave Glenmore State High School with the *effective means of self-management*. Important aspects of self-management include the development in students of:

- Self-control and self-discipline;
- Self-motivation and persistence in positive activities;
- A respect for and understanding of rules and the law;
- A tolerance of differences in people; and
- The ability to successfully negotiate appropriate results for themselves through positive, non-violent relationships and interactions.

Students who can effectively manage these attributes for themselves develop positive personal values systems which enable them to be functional members of the community and make contributions to society. This aim is more likely to be achieved when there are **consistent principles** operating in the way adults interact with students.

The Responsible Behaviour Plan for Students supports the School Improvement Agenda by clearly outlining behaviour management processes and procedures. These will support the development of an explicit learning and teaching environment that is conducive to achieving improved outcomes for all students.

2. Consultation and data review

Glenmore State High School developed this plan in collaboration with our school community. Students were consulted and have been explicitly taught any changes and/or additions to the Behaviour Plan for Students.

Staff were involved in developing and implementing changes to the Responsible Behaviour Plan throughout 2011/12 in response to data collected. Year Level Coordinators played a major role in refining processes and procedures. Review of the final document occurred in Term 4 2012. There has been collaboration between the Glenmore Precinct schools to improve consistency of language, policy and procedure between the schools.

Parents were invited to participate and make contribution to the review during Term 4 2012.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in October 2012, and will be reviewed again in 2015 as required in legislation.

The Plan was reviewed again in Term 1, 2014 in response to the closure of the Responsible Behaviour Classroom.



The Code of School Behaviour

Better Behaviour
Better Learning

3. Learning and behaviour statement

The Glenmore High community believes that **learning**, both curricula and extra curricula, is the key focus of all school activities and of all interactions that occur between individuals at school. An orderly and safe environment is essential for effective learning.

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

Responsibility

- On time and safe
- Prepared
- Tasks completed

Respect

- Self, others & environment
- Follow instructions

Excellence

- Do your best
- Challenge yourself

We believe that situations of conflict (behaviour infringements) and the processes that run to resolve those conflicts are valuable learning opportunities for all involved. We believe the processes that run to resolve conflict, empower and skill staff, parents and students in a broad range of areas that promote personal growth through awareness of self and others.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Glenmore State High School our Positive School Wide Behaviour approach provides the overall framework for our Responsible Behaviour Plan for students.

At Glenmore State High School we explicitly state our culture as one which promotes:

- Learning as our core business – with a focus on excellence
- A 'no blame' approach
- A warm, respectful and supportive environment with firm boundaries

To facilitate this culture, teaching staff are supported to:

- Develop engaging curriculum with embedded literacy across the curriculum
- Utilise a range of quality explicit teaching and learning strategies that acknowledge and meet the needs of adolescent learners
- Develop positive, supportive relationships with students and other staff to ensure behaviour infringements are managed effectively to optimise learning
- Implement effective and consistent behaviour management strategies in and out of the classroom, developed through coaching and professional development



The Code of
**School
 Behaviour**
 Better Behaviour
 Better Learning

There are **four phases** to our Behaviour Plan:

- A. **Proactive** strategies: such as engaging curriculum for all and explicit teaching of School Wide Behaviour Expectations (**See Appendix A**).
- B. **Reactive** Strategies: which may involve the use of a Buddy Class, if a student is disrupting the learning of others or safety is an issue
- C. **The Crisis Plan**: when immediate support from another adult is required
- D. **Alternative Program/Individual Behaviour Plan**: initiated by Head of Department (HOD)/Year Level Coordinator (YLC) in consultation with parents. This may include a Discipline Improvement Plan.

Reporting **behaviour infringements** – occurs via **One School data base with a referral to a Head of Department, Year Level Coordinator, Deputy Principal or Principal if further action is required**. Not all incidents are required to be referred to Administration. Teachers are encouraged to manage and resolve minor incidents at the time they occur. Critical Incidents or major behaviour incidents should be reported to a member of Administration in the first instance for immediate follow up.

4.1 Universal behaviour support

Proactive and preventative whole-school processes and strategies include the development of engaging and age-appropriate curriculum for students. Communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. All staff are trained to consistently apply agreed and explicitly taught school wide behaviour expectations.

- School wide behaviour expectations, *Responsibility, Respect and Excellence* are promoted and explicitly taught across curriculum and in every setting.
- *Dragon Cards* are presented to students to acknowledge improvement in individual students' learning, both academic and social.
- Weekly celebrations and values education on Year Level parades.
- **Principal leads the explicit promotion of school culture.**
- Staff model and promote the school culture utilising the power of consistent language.
- Whole school celebrations during "Whole School" assemblies held Weekly.
- "Week 8 is Great" recognition of individual student achievement and improvement with contact made to home.
- Every student completes a "What If" procedure at the beginning of each year and/or upon enrolment.

Teachers:

- **Prepare engaging curriculum** and deliver using explicit teaching model.
- Establish/teach appropriate routines and procedures, consistent with school expectations including class rules and seating plans (**Appendix A: School Wide Behaviour Expectations**)
- Understand and meet individual needs with the provision of appropriate educational programs
- Demonstrate respect and friendly approval
- Empower students to resolve conflict.
- Give positive remarks, encouragement and feedback, recognising effort and achievement and genuinely caring for all
- Lead and encourage involvement in extra-curricular activities
- Take an active and appropriate interest in students in and outside school
- Use appropriate humour
- Participate in school events eg netball, school musical, Awards Night

Template Version Control: 5 June 2014

Great state. Great opportunity.



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

- Acknowledge appropriate in-class behaviour with verbal or non-verbal comments
- Explicitly refer to School Wide Behaviour Expectations as published in class rooms and handbooks

POSITIVE Behaviours – meeting expectations

The following may be reported on ‘One School’ at teacher discretion.

<ul style="list-style-type: none"> • Student improves in some aspect of their schooling. • Students who demonstrate Dragon spirit with the learning or interaction/support of others • Student meets school behaviour and attendance expectations. 	<ul style="list-style-type: none"> • Dragon Cards – teacher awards, parent sights & signs and student returns same for lucky draw. • Regular draw of \$10 tuckshop voucher supported by P&C. Term 4 draw of major prize. • Recognition through certificates and participation in Reward Days
---	---

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent 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 low-level 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 expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Within the classroom setting if a student is off task, remains off-task and is disruptive, then corrective strategies are put in place. These strategies may include intervention by the Head of Department/Senior teacher or sending the student to a “Buddy teacher” to complete set work for the duration of the lesson. The classroom teacher will develop these strategies in negotiation with the Head of Department.

Targeted behaviour support:

A process exists at Glenmore State High School to assist any student if they are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Such students that are targeted for additional behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from identified support staff and/or Year Level Coordinators and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

The Student Support team is coordinated with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.



The Code of School Behaviour

Better Behaviour
Better Learning

Students whose behaviour does not improve after targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

The Student Support team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

4.2 Intensive behaviour support

Glenmore State High 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. Intensive support will be offered when a student is identified through referral to the Student Support Team. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff. A Case Manager will be identified to manage the intensive behaviour support. This person in this role;

- Works with other staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through continuous data collection
- Makes adjustments as required for the student, and
- Works with the Administration to achieve continuity and consistency.

Intensive support may include but is not limited to;

- Individual Education Plans
- Risk Management plans
- Referral to School Guidance Officer
- Referral to Behaviour Management team
- Referral to outside agencies
- Referral to social skilling programs such as "Butterfly/Dragonfly" program, Girls Time Out, "Shine".
- Referral to counselling services such as Darumbal, Child Youth Mental Health

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.



The Code of School Behaviour

Better Behaviour
Better Learning

Basic defusing strategies

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

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Glenmore State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

- Property destruction
- School disruption

Template Version Control: 5 June 2014



The Code of School Behaviour

Better Behaviour
Better Learning

- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

6. Consequences for unacceptable behaviour

Glenmore State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Specific policies and procedures have been developed in relation to bullying (including cyber-bullying), use of mobile phones and electronic devices and the management of knives and other weapons and prohibited items including illicit substances at school.

Minor and Major Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happened
- Major problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:-

- Are minor breeches of the school rules
- 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.

Minor problem behaviours may result in the following consequences:-

- A minor consequence logically connected to the problem behaviour, such as removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A direction procedure. The staff member takes the student aside and –
 1. Names the behaviour that student is displaying,
 2. Asks student to name expected school behaviour,
 3. States and explains expected school behaviour if necessary
 4. Gives positive verbal acknowledgement for expected school behaviour
- Repeat Offenders may be issued detentions or interview/contact with parents.
- Continued minor infringements of the same type may become major infringements.

Template Version Control: 5 June 2014

Great state. Great opportunity.



The Code of School Behaviour

Better Behaviour
Better Learning

Major behaviours are those that:-

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of school Administration.

Minor infringements are managed and resolved by the teacher at the time of the incident. These incidents may be recorded on One School at the discretion of the teacher.

Major behaviour results in an immediate referral to Administration because of their seriousness. If a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major and Critical incidents **must** be recorded on One School and an immediate referral made to the appropriate Year Level Coordinator, Head of Department, member of Administration.

The consequences for unacceptable behaviour may vary according to the individual circumstances surrounding each incident. Consequences for major and/or critical incidents may include Discipline Improved Plan, Cancellation of Enrolment, suspension, proposal to exclude and/or recommendation to exclude.

Disciplinary Absences

Disciplinary Absences including suspensions (1-10 day and 11-20 day), proposal/recommendation to exclude and cancellation of enrolment are sanctioned options for addressing serious behaviour difficulties. **Suspensions and Exclusions will be implemented only when all other avenues have been exhausted.** The key reasons for implementation of suspension include:-

Reasons for Suspension (1-10 days or 11-20 days)
Persistently disruptive behaviour adversely affecting others
Refusal to participate in the program of instruction
Verbal or Non Verbal Misconduct <ul style="list-style-type: none"> - Involving Adults - Involving Students
Physical Misconduct <ul style="list-style-type: none"> - Involving Adults - Involving Students
Property Misconduct <ul style="list-style-type: none"> - Involving Own Property - Involving Other's Property

A student may be suspended on the following grounds:

- Disobedience
- Misconduct
- Conduct of the student that is prejudicial to the good order and management of the school or state schools.

Incidents requiring School Disciplinary Absences will be managed as follows;

- Incident investigated
- Parent contacted to advise of incident and consequence (Discipline Improved Plan, Cancellation of Enrolment, suspension/proposal to exclude, length of suspension etc)

Template Version Control: 5 June 2014

Great state. Great opportunity.



The Code of School Behaviour

Better Behaviour
Better Learning

- Student to remain at office or designated space until collected by parent/guardian.
- Student will be provided with an educational program to complete while suspended. This will be checked during the re-entry interview. Work must be completed prior to returning to school/class.
- Student and their parent/guardian will attend a re-entry interview prior to the student returning to school.

Cyber-Bullying

Glenmore State High School also acknowledges the act of 'cyber-bullying' to be as having equally serious implications as any other form of bullying, harassment or intimidation and is defined as:-

- Cyber bullying is when one person is targeted by another through the use of digital technology, mobile communication devices or through the internet. This can involve students using (for example) websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.
- Cyber bullying usually involves systematic communication over a period of time but can involve a one-off communication such as a message containing an indication of serious intended harm or humiliation. As the bullying action is delivered via the written word or through images, the target can read or view (and therefore be affected by) the same action repeatedly over time.

Therefore, Glenmore State High School reserves the right to determine the 'acceptable use' of electronic devices within the contents of 'school time'. If a student does not comply with what has been determined as 'acceptable use' by the class teacher, the item may be confiscated by the school administration.

Consequences for bullying, harassment and cyber-bullying that occur within the School during school hours or creates a situation that poses unacceptable risk to other students enrolled at Glenmore State High School will be individually determined by the Deputy Principals or Principal and may lead to suspension or exclusion from the School.

Individual cases of cyber-bullying may attract legal consequences. The serious misuse of telecommunication devices is considered a breach of the law in Australia and is a Federal offence. **Section 474 of the Criminal Code Act 1995** states that it is an offence to use a telecommunications device to menace, harass or cause offence. Individuals need to be aware that they could be charged with such an offence and may face legal penalties.

The following table outlines examples of minor, major and critical behaviours and the possible consequences for such behaviour infringements.



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

Inappropriate Behaviour	Possible Strategies (Example)	Possible Consequences (Example)
Alcohol - use/or possession	Alternate Program	Alternate Program
Arson	Behaviour Monitoring Card	Apology
Assessment infringement	Buddy Class	Behaviour Monitoring Card
Bullying	Change Class	Cancellation of enrolment
Classroom Disruption	Community Services	Change Class
Cyber bullying	Contract	Community Service
Disobedience	Discipline Improvement Plan	Contract
Disrespect to Teacher	Formal Warning	Detention (After School)
Drug Related Incident	Individual Behaviour Support Plan	Detention (Break Time)
Frequent Disruption of Learning	Individual Conference	Disable Login
Graffiti - self & facilities property	Letter Home	Discipline Improvement Plan
Harassment	Modified Tasks	Enrolment Cancelled
Illicit/Volatile Substance Misuses	Parent Interview	Exclusion
Inappropriate touching	Peer Mentoring	Formal Warning
Inciting fights/bullying	Personal Management Plans	Internet Access Suspended
Lack of preparedness	Redirection	Letter Home
Late Assignment	Referred to Admin	Natural Consequence
Littering	Referred to Student Services	Parent Interview
Missing Class(es)	Restitution	Police Report
Misuse of mobile phone/electronic device	Restorative Justice	Refer to GO
Misuse of Computers/School Network	Restorative Meeting	Refer to HOD, DP, P
Non-compliance	Reward Programs and Praise	Restitution
Obscenity	Seating Plan Adjustment	Social Skills
Off Site Behaviour affecting the School	Social Skills	Suspension
Persistent Lateness to Class		Time Out
Possession of banned items - chewing gum, cigarettes/lighters/papers		Withdrawal
Possession of Weapon/Item considered as a weapon		
Public denigration		
Sexual Misconduct (including pornography)		
Smoking		
Swearing		
Theft		
Truancy - class/school		
Uniform Infringement		
Unsafe Practice		
Vandalism		
Verbal Abuse		

7. Network of student support

At Glenmore State High School the relationship between the class teacher and the student is considered to be critical in the development of support for students who demonstrate inappropriate behaviours. If the student and/or teacher identifies a need for a greater level of support students are able to access the following people within the school by making an appointment or being referred.

- Class teachers
- Heads of Departments
- Parents
- Year Level Coordinators (YLCs)
- Principal
- Deputy Principals
- School Chaplain
- Community Education Counsellor (CEC)
- School Based Youth Health Nurse (SBYHN)
- School Based Police Officer (SBPO)
- Guidance Officer (Behaviour, Career and Personal advice)
- Senior Guidance Officer
- Youth Support Coordinators
- AVT (Advisory Visiting Teachers)
- Career Office Staff

Template Version Control: 5 June 2014

Great state. Great opportunity.



The Code of School Behaviour

Better Behaviour
Better Learning

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

- Youth Pathways
- Smith Family
- Bidjerdii Health Services
- Darumbal
- Child Youth and Mental Health
- Queensland Health
- Queensland Police
- Disability Services Queensland
- Department of Communities (Child safety Services)
- Kids Helpline: 1800551800
- Agencies: eg Anglicare, Darumbal, Centacare, CQID, Headspace.

A Student Support team (consisting of Administration, Learning Support, HOSES, Guidance Officer, class teachers, Year Level coordinators, Chaplain, SBYHN, CEC and SBPO) meets weekly to monitor the progress of students referred to individuals or the team for targeted behaviour support. This ensures identification and appropriate support for students in a planned and monitored manner.

8. Consideration of individual circumstances

Individual circumstances and actions of the student and the needs and rights of the school community members are considered at all times. Glenmore State High 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 socioeconomic situation, and
 - Receive adjustments appropriate to their learning and /or impairment needs.

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for Students vary according to a number of factors, which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse
- Any educational disability

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899

Template Version Control: 5 June 2014

Great state. Great opportunity.



The Code of School Behaviour

Better Behaviour
Better Learning

- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

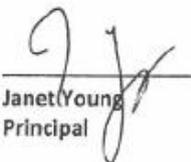
10. Related link

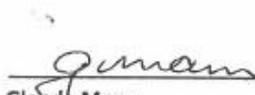
- Department of Education, Training and Employment – Student Services
<http://education.qld.gov.au/student-services/>

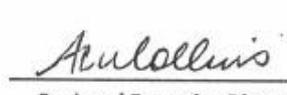
11. Some related resources

- *Appendix A Glenmore State High School School Wide Behaviour Expectations*
- *Appendix B SCARRP (Student Centred and Respectful Resolution Process)*
- *Appendix C Glenmore State High School Anti-Bullying Policy*
- *Appendix D Behaviour Management Flow Charts*
- *Appendix E Glenmore State High School Dress Code*
- *Appendix F Mobile Phone and Electronic Device Policy*
- *Appendix G Prohibited Item Policy*

Endorsement


Janet Young
Principal


Glenda Mann
P&C President or
Chair, School Council


Regional Executive Director or
Executive Director (Schools)

Date effective:

from 14/7/14 to