



Glenmore State High
School

Student Code of Conduct

2025-2027

Equity and Excellence: realising the potential of every student.


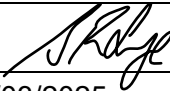
Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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Endorsement

Principal Name:	Brendan Shannon
Principal Signature:	
Date:	21/03/2025
P&C President Name:	Suella Lye
P&C President Signature:	
Date:	21/03/2025

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Purpose

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

A positive climate is based upon the quality of relationships between staff, students and the community. This positive climate permeates all the school's activities and helps form a strong sense of social cohesion.

Glenmore State High School's Student Code of Conduct reflects this commitment and seeks to provide guidelines for all members of the school community to promote **respect, responsibility and excellence** that support learning in its broadest context.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Glenmore State High School prides itself on **excelling together** to create an engaging learning culture that develops **positive relationships** within the classroom, school and wider community.

Glenmore State High School has three core values: Respect, Responsibility and Excellence.

Respect for self, others and the environment

Responsibility engage in school appropriately and be accountable for your actions.

Excellence pursuing personal best with a growth mindset.

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

Glenmore State High School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. This utmost regard for positive relationships has been influential in the formation of our Student Code of Conduct through the use of restorative practices.

Glenmore State High School staff take an educative approach to discipline, that behaviour is learnt and therefore can be taught and that mistakes are opportunities for everyone to learn.

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct we encouraged you to speak with the class teacher or make an appointment to meet with a member of our support team.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

It is Glenmore State High School's responsibility to ensure that all members of our community understand and adhere to our commonly held behaviour expectations at the school. This involves both proactive and reactive learning opportunities for students and reinforcement of our expectations through socially just and restorative consequences.

We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Systems of Support

Glenmore State High School believes that behaviours represent an opportunity to learn from mistakes and develop as individuals. The level of support needed for an individual varies dependent on their circumstances therefore it is essential to provide our students with the support they need.

All students at Glenmore State High School have a responsibility and role in the system of supports within the school. These include:

- Positive peer mentoring and role modelling
- Learning and reflecting about the school the whole school behaviour expectations in classroom and non-classroom settings
- Meet or exceed their current engagement level

Targeted instruction and supports for **some students in small groups** exists where a need is identified for students with similar needs, offering increased support to aspects of the Australian Curriculum and Social Emotional Learning. These programs include but are not limited to:

- Macqlit – improving students reading ability.
- Rock and Water – increasing students' resilience.
- Zones of Regulation – empowering students to moderate their emotions.
- Quicksmart- improving students' numeracy.
- Rage – increasing students' capacity regulate emotions.
- Shine – improving confidence and self-esteem of young women.
- Walkabout – fostering First Nation connection to culture.

Individualised support is provided for a few students who require intensive support from a staff member at Glenmore State High School. The support focuses on identifying effective strategies and supports for the student and ensuring that they are utilised with fidelity. The staff that typically support these students are:

- Year Level Coordinators
- Case Managers
- Heads of Department

- Guidance Officer
- Deputy Principals
- Principal
- Regional Support (Senior Guidance Officer, Intensive Education Case Manager etc.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with a DP or the Principal to discuss the matter.

Student Wellbeing

Glenmore State High School offers a range of supports and programs for our students' wellbeing. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Year Level Coordinators or Youth Workers, if they would like individual advice about accessing targeted support.

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

through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Glenmore State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and expectations

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

Drug education and intervention

Glenmore State High School implements drug education and intervention measures for students. Drug education measures are particularly targeted as a proactive preventative strategy for our students.

Students who are involved in drug-related incidents at school, during school activities or while in school uniform receive additional drug intervention and education. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Glenmore State High School implements these programs with support from our School Based Youth Health Nurse and our School Based Police Officer.

Specialised health needs

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

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

Medications

Glenmore State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

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

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

Mental health

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

Suicide prevention

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

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

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

Suicide postvention

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

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

Student Support Network

Glenmore State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Glenmore State High School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

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

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"> provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elder	<ul style="list-style-type: none"> provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Year Level Coordinator	<ul style="list-style-type: none"> responsible for student welfare at each year level monitors attendance, behaviour and academic data to identify areas of additional need. ensures students feel safe and comfortable and want to come to school. nurtures a sense of belonging to the home group, year level and school. leadership of Student Support Network to promote an inclusive, positive school culture
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. assists students with specific difficulties, acting as a mediator or providing information on other life skills. liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Junior Secondary and Head of Senior Secondary	<ul style="list-style-type: none"> coordinate transition activities for students between year levels monitors student engagement and coordinates intervention for students as required.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
Youth Support Coordinator	<ul style="list-style-type: none"> provides individual and, at times, group support to students to assist their engagement with education and training. support students to overcome barriers to education such as <ul style="list-style-type: none"> attendance at school drug and alcohol support needs QCE/learning support suspension/exclusion/referral for behaviour support relationships/social skills conflict with family/peers/teachers social/emotional/physical wellbeing.
Youth Workers	<ul style="list-style-type: none"> Identify and provide appropriate assistance to students experiencing difficulties at school and/or at home. Monitor the attendance policy as a means of increasing awareness of students experiencing problems and allow for intervention before such problems get out of hand. Provide support to the Year Level Coordinator with their duties
Inclusion Team	<ul style="list-style-type: none"> Provides additional support for identified students. Develop support plans. Liaise with teachers to implement supports.

	<ul style="list-style-type: none"> • Provides a space for de-escalation.
Heads of Year	<ul style="list-style-type: none"> • Track and monitor student behaviour and attendance • Conduct 1:1 meeting to support student behaviour. • Provide a link between home and school to ensure. • Apply interventions and consequences when necessary

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

Glenmore State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes.
- ensure that only evidence-based practices are used correctly by teachers to support students.
- continually support staff members to maintain consistent school and classroom improvement practices.

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

The development of the Glenmore State High School Code of Conduct is an opportunity to explain the PBL framework with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the Head of Student Services or make an appointment to meet with the principal.

PBL Expectations

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

- We are Respectful.
- We are Responsible.
- We strive for Excellence.

Students

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

GSHS Values	All settings	Learning Environment	In our community
We are Respectful	Follow staff instructions. Leave spaces clean and tidy. Appropriate language and actions. Respect others' privacy, opinions, and beliefs. Value diversity.	Allow for teaching and learning. Contribute positively to class discussion and activities. Return equipment after use.	Behave respectfully towards community members. Treat property appropriately.
We are Responsible	Right place at the right time. Behaviour is appropriate to the space. Take responsibility for what we say and do. Behave lawfully. Phones off and away.	Actively engaged in the learning. Classrooms are disruption free zones. Follow class expectations. Follow entry and exit routines. Prepared to learn, with the right equipment for the lesson.	Report problems and concerns to an appropriate adult. Act in a safe manner.
We strive for Excellence	Celebrate success and recognise effort. Always try to do our best. Embrace a growth mindset. Encourage others to make positive choices. Wear the correct uniform with pride.	Take on feedback and use it to improve. Success is always our goal. Complete tasks to the best of your ability. Take pride in our work.	Positively engage with our community. Represent our school with pride. Strive to be active and informed citizens. Promote a positive school reputation.

Positive Reinforcement System

Providing students with positive reinforcement for expected behaviours is one of the most effective ways to improve classroom behaviour and develop a positive learning environment.

The purpose of the Positive Reinforcement System is designed to intentionally:

- ✓ recognise and provide feedback to students who demonstrate the school's behaviour expectations.
- ✓ reinforce a positive learning environment.
- ✓ acknowledge the participation and commitment of students' efforts within and beyond the curriculum.
- ✓ foster positive school culture and community.
- ✓

Three Levels of Positive Reinforcement

Levels	What this looks like
Fast and Frequent	<p>Staff can acknowledge students displaying expected behaviours by using:</p> <ul style="list-style-type: none"> ✎ verbal acknowledgement or praise ✎ non-verbal (e.g.: thumbs up) ✎ issue of Dragon Cards ✎ issue of Dragon Dollars (in DayMap) for students to accumulate to spend in the Dragon Store
Fortnightly	Dragon Draws at Year Level Parades by the Year Coordinator.
Termly	<p>Wellbeing days.</p> <p>Dragon Store open throughout the term.</p>

Minor and Major Behaviour Summary

The table below is a guide to identify minor and major behaviours. The table was developed with GLENMORE STATE HIGH SCHOOL staff and helps staff to identify severity of behaviour and what action to take in regard to managing and referring behaviours.

	Minor	Major – Level 1	Major – Level 2
Definition	Minor breeches of the school expectations, that do not harm others, do not violate the rights of others, and are not part of a pattern of unacceptable behaviour.	Minor behaviours that may impact the rights and safety of others, which are persistent, and may form a pattern of unacceptable behaviour.	Behaviours that significantly violate the rights and safety of others, which cause harm to others, and may involve dangerous, prohibited, or illegal items.
Categories (See Minors V Majors breakdown for specific behaviour examples)	Abusive language: <i>Use of inappropriate or offensive language- not directed at others, accidental or as a reaction.</i>	Abusive language: <i>Swearing or name calling which causes offense- directed at others.</i>	Abusive language: <i>High intensity use of inappropriate language including swearing and use of offensive language. Intentional and deliberate use of language to cause offence.</i>
			Bomb Threat/ False Alarm: <i>Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.</i>
	Bullying: <i>(social, emotional, verbal, and physical): Low level disrespect of others through name calling, threats, use of digital device/s social exclusion, intimidation etc.</i>	Bullying: <i>(social, emotional, verbal, and physical): Major repeated incidences of bullying / victimisation /harassment.</i>	Bullying: <i>(social, emotional, verbal, and physical): Serious, verbal, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.</i>
	Defiance: <i>Student refuses to follow directions given by school staff (see detailed version below).</i>	Defiance: <i>Student refuses to follow directions given by school staff (see detailed version below).</i>	Defiance: <i>Student refuses to follow directions given by school staff (see detailed version below).</i>
	Disrespect: <i>Student low level use of offensive language towards others</i>	Disrespect: <i>Student use of offensive language and insults intended to harm another</i>	Disrespect: <i>Offensive language directed at a staff member and consistent insults to peers</i>
	Disruptive: <i>Low intensity, inappropriate behaviour that disrupts learning and/or teaching.</i>	Disruptive: <i>Repeated significant deliberate inappropriate behaviour that disrupts learning and/or teaching.</i>	Disruptive: <i>Sustained significant deliberate inappropriate behaviour that disrupts learning and/or teaching.</i>
	Dress Code: <i>Clothing or appearance that is not within the school's dress code.</i>		
			Fighting: <i>Mutual participation in a fight.</i>
	Harassment: <i>Student making a harmful statement about race, gender, etc.</i>	Harassment: <i>Student repeated discrimination and ongoing use of derogatory slang terms.</i>	Harassment: <i>Student cyber-bullying of explicit/offensive nature, sexual harassment, and inciting violence between others.</i>
	Physical Aggression: <i>Low level contact, without intent to cause harm.</i>	Physical Aggression: <i>Student using threatening behaviours such as standing over others.</i>	Physical Aggression: <i>Student serious, aggressive, and dangerous breach of routine that endangers others.</i>

	Academic misconduct: <i>Student plagiarizes, submits a draft late or refuses to do class work.</i>	Academic misconduct: <i>Student uses prohibited technology in an exam, refusal to participate in an assessment and makes no attempt to submit a draft.</i>	Academic misconduct: <i>Student long-term refusal to engage in learning.</i>
	Falsifying documents: <i>Student tells minor untruths or cheats on daily schoolwork.</i>	Falsifying documents: <i>Student forgery on permission slips, etc.</i>	Falsifying documents: <i>Student lying on official statements given to admin.</i>
	Property misuse causing risk to others: <i>Safety breach from a practical subject, swinging on chairs, etc</i>	Property misuse causing risk to others: <i>Student has 3 safety breaches, unsafe use of equipment, etc.</i>	Property misuse causing risk to others: <i>Student misuse of school safety features (e.g., fire hose).</i>
	Property damage: <i>Inappropriate use of equipment or treatment of property, which doesn't result in damage or loss of property.</i>	Property damage: <i>Participation in an activity which results in damage, destruction, or loss of property.</i>	Property damage: <i>Significant school property damage.</i>
			Substance Misconduct involving tobacco and other legal substances: <i>Uses or possesses alcohol, tobacco, or another legal substance e.g., petrol, paint, lighter fluid, aerosol spray etc.; or supplies such legal substances to others.</i>
			Substance Misconduct involving illegal substances: <i>Uses or possesses illegal drugs, substances, or imitations; or supplies illegal drugs, substances or imitations to others.</i>
	Technology Violation: <i>Non-serious, but inappropriate use of a digital device.</i>	Technology Violation: <i>Inappropriate use of a digital device/s as detailed in the Glenmore State High School's Student Code of Conduct.</i>	Technology Violation: <i>Serious inappropriate use of a digital device/s as detailed in the Glenmore State High School's Student Code of Conduct.</i>
	Theft: <i>Taking of another student's possessions then returning them.</i>	Theft: <i>Student taking of school equipment from a classroom</i>	Theft: <i>Student stealing of major assets, theft of another person's belongings.</i>
		Truancy (out of class): <i>Student is present at school but is absent for one or more timetabled classes without permission or appropriate reason.</i>	Truancy (out of school): <i>Student is absent from school with no authorized reason or leaves school grounds without signing out at student services.</i>
	Use/possession of combustibles: <i>Student possession and use of an aerosol can</i>	Use/possession of combustibles: <i>Refusal to hand over minor prohibited item, including aerosol can and prank toys</i>	Use/possession of combustibles: <i>Student possession and/or use of lighter, petrol, firecrackers, etc.</i>

Parent Commitment

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	<ul style="list-style-type: none"> • be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns 	<ul style="list-style-type: none"> • using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	<ul style="list-style-type: none"> • (parents) ensure their child attends school ready to learn • support the Student Code of Conduct 	<ul style="list-style-type: none"> • taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy. 	<ul style="list-style-type: none"> • valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.



No excuse for school abuse.

Schools are workplaces and, just like any workplace, abuse or aggression of any kind is unacceptable. While most interactions are positive, there's no excuse for aggressive or harassing behaviour either in person or online.

Mistreatment of school staff is never acceptable; it can be a crime and may lead to prosecution.

Staff Commitment



GLENMORE STATE HIGH SCHOOL STAFF COMMITMENT

VALUE	COMMITMENT
We are RESPECTFUL	<p>We act with equity and integrity.</p> <p>We accept the diverse needs of all.</p> <p>We protect everyone's opportunity to:</p> <ul style="list-style-type: none"> - access education and learning. - be heard. - be safe and supported at school. <p>We value and care for our resources and facilities.</p>
We are RESPONSIBLE	<p>We maintain a safe, inclusive and welcoming environment.</p> <p>We maintain effective and timely communication with stakeholders.</p> <p>We model the behaviour we expect in all settings.</p> <p>We provide opportunities for students to engage in extra-curricular activities.</p> <p>We follow school processes with fidelity.</p>
We strive for EXCELLENCE	<p>We seek opportunities to improve our practice.</p> <p>We value the student's education and importance of their future success.</p> <p>We uphold high expectations of ourselves and our students.</p> <p>We commit to providing every student with access to high quality education.</p>

This commitment is written in conjunction with all Department of Education and Australian Curriculum, Assessment and Reporting Authority (ACARA) Policies and Procedures.

Differentiated and Explicit Teaching

Glenmore State High School is an inclusive school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support.
- require ongoing focussed teaching.
- require intensive teaching.

Glenmore State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following programs to address specific skill development for some students:

- Zones of regulation
- Rock and Water
- Drumbeat
- Macqlit reading.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive support for a short period, for particular behaviour skills. Other students may require intensive support for a more prolonged period. Decisions about the approach will be made based on data collected and in consultation with the student, staff and parents/carers.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised behaviour support plans are developed in collaboration with the student, staff, parents/cares and other external support agencies. This approach will seek to address the acute impact of barriers to learning

and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive support will be assigned a mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Glenmore State High 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](#)

Disciplinary Consequences

The disciplinary consequences model used at Glenmore State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed support, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school leadership team for determination of an appropriate way to correct the behaviour and disciplinary consequence.

Where appropriate, the School Leader will endeavour to facilitate a restorative conversation where the individuals involved:

- What has happened from the perspective of each person involved?
- Who was affected and the impact (feelings experience, harm caused)?
- How can this incident be made right to reduce the chances of this recurring?

In order for such a conversation to occur all participants must be willing to be actively part of the conversation and be willing to work towards a positive solution.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated (Tier 1)

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Reminding the whole class of the activity specific behaviour expectations before beginning (e.g., "Remember, walk quietly to your seat")
- Praising a student close that is displaying the desired behaviour.
- Re-directing the student to the learning (e.g. (student's name) we are writing a TEEL paragraph independently)
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Whole class practising of routines.
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g., "Hand up when you want to ask a question")
- Rule reminders (e.g., "When the bell goes, stay seated until I dismiss you")

- Explicit behavioural instructions (e.g., “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s.
- Break down tasks into smaller chunks.
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour.
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g., removal from classroom)
- Detention with the teacher for up to 20 minutes
- Parental contact for positive and negative incidences

Focussed (Tier 2)

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Restorative conversation involving affected staff and students.
- Personalised Learning Record that focuses on learning appropriate behaviour and strategies to manage themselves.
- Individual Support Provision for social, emotional and behavioural support
- Targeted skills teaching in small group.
- Detention – during or after school to complete work missed or not completed.
- Disciplinary Improvement Plan
- Counselling and guidance support
- Meeting with School Based Police Officer or School Youth Health Nurse, as appropriate
- Behaviour monitoring booklet with Student Wellbeing and Engagement Leader
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving.
- Stakeholder meeting with parents and external agencies

Intensive (Tier 3)

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual behaviour support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists.
- Temporary removal of student property (e.g., mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Glenmore State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension.

Students who are suspended from Glenmore State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is strongly recommended that the student and their parents attend a re-entry meeting. It is a support for the student to assist in their successful re-engagement in school following suspension. During this meeting all parties involved will:

- Determine the completion of any provided schoolwork and reflection materials and develop a plan to finish if needed.
- Develop plans to assist the student from making a similarly poor behaviour choice.
- Provide the opportunity for the student to resolve any further concerns or conflicts that they may have with individuals at the school.

Students, staff, and families will co-construct a reflection and re-entry plan during the re-entry meeting.



RETURN FROM SUSPENSION – STUDENT REFLECTION AND RE-ENTRY PLAN

STUDENT NAME: _____ RE-ENTRY DATE: _____
 YEAR GROUP: _____ RE-ENTRY OFFICER: _____

As a result of being suspended from Glenmore State High School, _____, will be required to read through and agree with the following Re-entry plan.

Answer these questions before your Re-entry Meeting.

1. Is this the first time you have been involved in an incident like this? Yes / No
2. Where did the incident occur? (Please select from the list below)
 Classroom Playground Toilets Before or after school Truancy Other
3. What was the main behaviour that resulted in you being suspended? _____

4. Personal Reflection on how I feel about being suspended and coming back to school;
In the section below, can you please select the response that most reflects the way you feel about the suspension:
 I feel I have made poor choices and decisions and accept total responsibility for my actions.
 I understand the reason for my suspension, and I am prepared to be back in school and intend to stay out of trouble.
 There are some issues that I am unhappy about with the suspension, but I can attempt to get back into classes with some support from teachers at school.
 I am still angry about the suspension, and I am going to have problems if I go back into school.
5. Does the recent suspension involve a level of risk to the safety of the school community? Yes / No
(If yes, complete risk assessment tool to identify, analyse and evaluate risk. If no, continue to re-entry goals and plan support)

Re-entry goals- Goal setting supports you in making behaviour choices that align to GSHS expectations.
 My Goals:

1. _____
2. _____
3. _____

Strategies- what do you need to achieve the goals?

What supports will the school put in place to help you achieve these goals?

How will my parent/caregiver support you to achieve these goals?

Who are your key support people?
 Check in: _____ When: _____ Where: _____
 Case Manager: _____ Where: _____
 Year level Supports: _____

Possible consequences of making further inappropriate behaviour choices.

I understand that as a student at Glenmore State High School, I have responsibility to meet the expectations set out in the Student Code of Conduct. These expectations are put in place to make all students feel safe and give everyone the opportunity to achieve to their potential in our learning environment. I am committed to meeting expectations with support of my family and staff at GSHS.
 Student: _____ Parent/Caregiver: _____ School Officer: _____

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone, SMS and in writing, usually via mail. These meetings will be co-ordinated by the Principal or their delegate and, if all parties agree, other staff members.

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school.
- Conversation regarding strategies to avoid similar behaviour choices in the future.
- Check in on student wellbeing and supports available.

- Discuss any recent changes to school routine or staffing.
- Set a date for follow-up.
- Thank student and parent/s for attending.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g., AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting. The parent/carer or student can request a reasonable adjustment as identified above when the re-entry meeting is discussed and scheduled.

School Policies

Glenmore State High School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed.
- the safety of the student from whom the property was removed, other students or staff members.
- good management, administration and control of the school.

The Principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Glenmore State High 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)
- legal substances including tobacco, vapes and non-prescription medication.
- illegal substances including drugs.
- alcohol
- energy drinks
- 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).
- Any item deemed by the school Principal as having the potential to cause harm either directly or indirectly to members of the school community.
- mobile phones and wearable devices- when student's phone is seen or wearable device in seen in use by a staff member, the consequence will be confiscation to the office. These will be returned to the student or parent/carer at the end of the school day after 2:55pm or when the student is signing out for the day.

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives,

fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students **(including over-the-counter medications such as paracetamol or alternative medicines)**.

Responsibilities

State school staff at Glenmore State High School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police.
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g., to access an EpiPen for an anaphylactic emergency).
- consent from the student or parent is required to search the property or person of a student (e.g., pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Glenmore State High School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
 - is prohibited according to the Glenmore State High 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 Glenmore State High School

- do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
 - is prohibited according to the Glenmore State High School Code of Conduct
 - is illegal.
 - puts the safety or wellbeing of others at risk.
 - does not preserve a caring, safe, supportive or productive learning environment.
 - does not maintain and foster mutual respect.
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

The Queensland Government is committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all state school students.

'Away for the day' supports a focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Student mobile phones and other wearable devices, such as smart watches, are banned at all Education QLD Schools. These devices will need to be 'away for the day', including during break times. This procedure outlines how Glenmore State High School will enact this Queensland Government procedure.

Students at Glenmore State High School are to have phones off and away during the school day. From the time students enter the school gates in the morning to the time they leave, their phones are not to be seen, heard or cause any disruption or distraction (e.g., notifications, noises or vibration to the phone or other wearable devices).

The Queensland Policy on Mobile Phones extends to "wearable devices". Wearable devices include, but are not limited to, smart watches and earphones. Notifications from phones to wearable devices are to be disabled during school time and earphones are not to be used for anything other than learning.

This School policy is how Glenmore State High School plans to implement this state policy. For further details relating to the Queensland Governments position on mobile phones in school please go [here](#).

School processes.

Students who choose to bring mobile phones to school must have them switched off and out of sight for the day as *soon as they walk in the school gates*. The school will have mobile phone lockers that can be hired for the year for a student's individual use, or a student can place their phone in their bag or in their pockets.

For the purpose of this policy, a mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network.

Students will be permitted to bring phones and wearable devices to school so that they can contact their parents or carers immediately before or after school hours.

Parents and carers will be able to contact their child during school hours using the school's existing communication channels. Should a parent need to communicate with their child then the current process is to contact the office on 07 4923 0333. Use of a student's mobile phone to communicate with parents will be considered a breach of this policy and subject to the enforcement process.

There are mobile phone lockers located at student administration for phones to be secured for the day if students choose or for when mobile phones are confiscated due to use during the school day. Students will be able to hire these lockers for a year.

Students will not be able to use their phone to tap and pay for items at the tuckshop or office.

Therefore, to prevent the use of this technology students are encouraged to:

- have chip activated debit cards.
- utilise the online ordering for the tuckshop to order and pay for food before they come to school.
- make office payments through the B-Pay details provided on the invoices.
- bring sufficient cash, should they not use any of the above methods.

Students who fail, or refuse, to follow these school processes will be subject to the conditions and processes outlined in the enforcement section of this document.

Exceptions

There are some situations where exemptions may be granted. Please note that such exemptions are made in advance and are approved by the principal or deputy principals only.

Any exemptions will be documented on OneSchool as a Personalised Learning Record with the supporting evidence, related grounds, and conditions of use.

Exemptions may be granted on the following grounds and conditions:

- Medical grounds - The exception will only be granted when documented support from an external medical or allied health professional is provided. Medical conditions include, but are not limited to:

- Diabetes
- Mental health management

- The device is used for a specific purpose for a student with a disability or learning difficulties.
- The device is used for translation by a student with English as an additional language.
- The device is used for a specific purpose for a student with a disability or learning difficulties.
- An offsite excursion where the use of mobile phones is identified as a risk management strategy. This exemption will be communicated within the excursion permission letter.
- Some of the vocational education and training courses and other external training organisations that require the use of online learning platforms that are blocked by Education Queensland network filters.

All exemptions must be applied for through using the Mobile Phone Exemption Request (Appendix A) and supported with evidence from a suitably trained professional which will be considered for endorsement by the principal.

Exclusions

Students undertaking workplace learning activities, school-based apprenticeships, work experience or a VET course offsite must comply with the policies of the individual workplace or training organisation.

The mobile phone policy does not apply for activities outside of school hours:

- out-of-school-hours care (OSHC)
- out-of-school-hours events
- travelling to and from school.

Secure storage

Mobile phones owned by students are brought to schools at the owner's risk. Please refer to the department's Claims for Property Damage and Medical Expenses policies.

Where students bring a mobile phone to school, the school is providing the option for secure storage. This secure storage cannot be readily accessed by those without permission to do so.

Enforcement

Glenmore State High School will enforce this policy through our Student Code of Conduct and in accordance with the Student Discipline Procedure.

Consequences will apply on a case-by-case basis with considerations given to the significance of the use, the frequency of mobile phone breaches and compliance with staff instructions.

Where students fail to comply with the school procedures, any one or a combination of the following may be applied: re-teaching our expectations, detentions, after school detentions, confiscation ranging in time and possible suspensions.

Office Confiscation

When a student's phone is seen or in use, or wearable device in use, the consequence will be confiscation to the office. Confiscated items will be returned to the student or parent/carer at the end of the school day after 2:55pm or when the student is signing out for the day. This is to support student safety when travelling to and from school.

Students will bring their confiscated device to the office where it will be locked in secure storage until it is collected by the student at the end of the school day. This confiscation will be recorded in DayMap, and a slip provided to the student to show the staff member who instructed the student.

Some students that repeatedly breach the mobile phone policy will be required to hand their mobile phone each day for 5 consecutive days for office confiscation. They will be expected to hand it into the office when they arrive and pick it up at 2:55 pm. This consequence will be in negotiation with their parent/carer and will be reserved for a final intervention before suspension.

Multiple Office Confiscations

Students that repeatedly breach the mobile phone policy will be re-taught the mobile phone expectations and be required to sign an acknowledgement that they understand the mobile phone expectations at Glenmore State High School.

A Deputy Principal or the Principal will determine when this re-education is to occur and if additional consequences are required.

Suspension

Suspensions are to be reserved for serious misuses of a mobile phone in schools that:

- meet the grounds for suspension, for example, cyberbullying or recording and distribution of inappropriate video or images.
- display a pattern of failure to adhere to the mobile phone policy and therefore refusing to follow a school process.
- are a last resort option that is considered after alternative interventions and support have been provided to the student to address the reasons for the behaviour associated with mobile phone use.

For further information refer to the [Student Discipline procedure](#)

Reports to external agencies.

Reporting of some incidents involving mobile phones to a relevant authority may be necessary. In situations such as these the Queensland Governments; [Disclosing personal information to law enforcement agencies procedure](#) and [Student protection procedure](#) will be strictly adhered to.



Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.



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 Glenmore State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Glenmore State High School - Bullying response flowchart for teachers

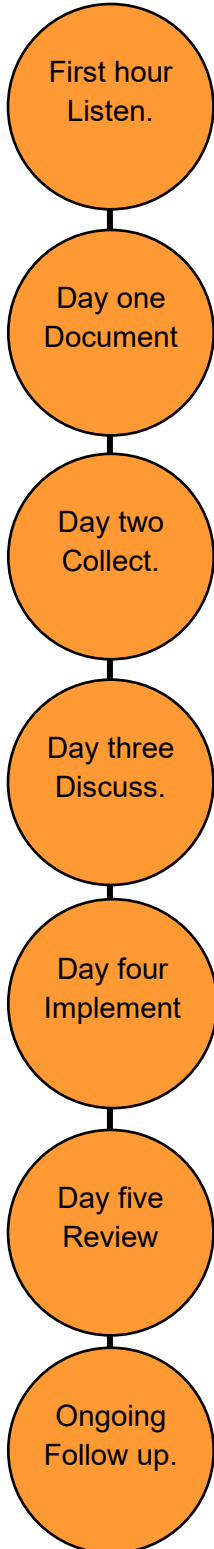
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Youth Workers, Year Level Coordinator, or Youth Support Coordinator.

Year Level Deputy- Year 7 & 9- Karly Hamilton, Year 8 & 10- Peta Donnelly,

Year 11 & 12- Nathan Shonhan



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

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

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

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

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

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

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

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

Glenmore State High 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 Glenmore State High 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.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive, and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint, or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Glenmore State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

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 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:

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

- 1. Early resolution:** discuss your complaint with the school.
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
- 2. Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
- 3. External review:** contact a review authority.
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.
Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:
 - issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
 - complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

Appendix 1- Instrument of Authorisation



Department of Education
Glenmore State High School
Instrument of Authorisation

**Requirement to tell a student about a suspension under Chapter 12,
Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Brendan Shannon, Principal of Glenmore State High School **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a (Deputy Principal, Head of School, Head of Campus) tells the student about my decision, as per section 283(2) of the EGPA.

A handwritten signature in black ink that reads 'B. Shannon'.

Mr Brendan Shannon
Glenmore State High School
QUEENSLAND DEPARTMENT OF EDUCATION

21/03/2025

DATE



Department of Education
Glenmore State High School
Instrument of Authorisation

Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')

I, Brendan Shannon, Principal of Glenmore State High School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.



Mr Brendan Shannon
Glenmore State High School
QUEENSLAND DEPARTMENT OF EDUCATION

21/03/2025

DATE