



GLENVIEW STATE SCHOOL

Student Code of Conduct

2021-2024

Every Student Succeeding

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



Queensland Department of Education

State Schools Strategy 2020-2024

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Endorsement

Principal:	Mr Peter Lloyd
Signature:	
Date:	1.3.24
P&C President	Mrs Naomi Morgan
Signature:	
Date	1.3.24

Contents

Contents	Page
Principal's Foreword	
Glenview Student Code of Conduct: Purpose and Consultation	
Glenview Approach to Promoting Excellence in Behaviour	
Glenview Multi-Tiered System – Features and Details	
Individual Consideration	
Glenview Expectations	
School Disciplinary Absences	
Legislative Framework	
School Policies	
Temporary removal of student property	
Use of mobile phones and other devices	
Preventing and responding to bullying	
Cybersafety	
Appropriate use of social media	
Restrictive Practices	
Critical Incidents	

Glenview is a Queensland Independent Public School - one of a select group of State Schools within the Queensland Department of Education. As an Queensland Independent Public School, we are tasked with a high level of autonomy and self-governance.

The school has evolved through its 145 year history from a rural farming base to a sophisticated coastal /semi-urban community of choice in 2023. Our community is characterised as relatively high socio-economic, well educated, economically and financially stable and one where education is valued.

Our identity as a school and our proud traditions are aligned with our community's expectations of education at Glenview School and with the school's purpose in preparing our students to be successful members of society.

Our School is built on our individual and collective commitment to and understanding of our *Vision and Values*.

Glenview State School develops Safe, Proud, Happy and Healthy students through careful and explicit instruction in academic, social and behavioural expectations.

Our purpose is to ensure that every young person leaves our school with the confidence, capabilities and dispositions to be a successful citizen of the world in the 21st Century.

We aim to instill in each young person the attributes of good character, generous heart and spirit, curious informed intellect, accomplished learning, deep emotional intelligence and the courage to progress into the global community to lead, participate and serve. Our students will understand the world around them and their place in it and they will shape and be shaped by ongoing learning.

Purpose:

Our purpose is to ensure that every young person leaves our school with the confidence, capabilities and dispositions to be a successful citizen of the world in the 21st Century.

Glenview students are challenged and supported to achieve their goals and to accept responsibility for their own learning and behaviours.

We believe that the development of a child's cognitive, physical and social and emotional dispositions are tasks interdependently shared between the child, the family and the school. Essential to the success of this task is a shared and common understanding of, and a commitment to, our school community values and expectations.

Our school provides a caring, supportive environment where children can learn and grow, where respect and courtesy are visible, where trust and integrity are paramount and where professional and personal expectations and standards are high and evident. It is an expectation that everyone in our community acts in observance of the responsibilities outlined in this Code of Conduct.

Fundamental to the success of the Glenview Student Code of Conduct is the decision to operate as a PBL school. This commitment to **Positive Behaviour for Learning (PBL)** recognises that the engaged learning necessary to achieving positive future outcomes for all our students occurs best in a positive learning environment free from challenging social behaviours.

Our staff are committed to ensuring that every student and adult in the school demonstrate the school's Positive Behaviour for Learning Expectations. Our Expectations Matrix is displayed in every classroom and used as the basis for explicit teaching of behavioural expectations through


focused lessons and whole school parades.

Below is a copy of the PBL behavioural expectations for students at our school. These expectations have been collaboratively created and help students and visitors understand the expectations and meet the standards we hold for everyone at Glenview State School.

Glenview State School • To Live is to Learn • Positive Behaviour Matrix

At Glenview State School we strive to be...

SAFE, PROUD, HAPPY & HEALTHY



IN	LEARNING AREAS	EATING AREAS	PLAY AREAS	TOILETS	SCHOOL EVENTS
<ul style="list-style-type: none"> • we are cyber-safe • we use equipment and furniture in a safe manner • we tell the truth • we follow all adult instruction • we walk inside buildings and on concrete • we arrive on time • we use good manners • we help to pack away • we wear the correct school uniform • we pick up litter and keep spaces clean and tidy • we treat members of the community with courtesy • we support and encourage our peers and help our teachers • we move quietly, safely and sensibly around the school • we leave our mobile phones in the office • we are active contributors • we collaborate and cooperate • we respect everyone's privacy • we are resilient and flexible thinkers 	<ul style="list-style-type: none"> • we are organised and ready to learn • we set goals and work towards achieving them • we try our best • we accept feedback to improve • we present our bookwork neatly 	<ul style="list-style-type: none"> • we sit down quietly to eat • we only eat the food packed for us • we practise good hygiene • we choose the healthiest food first • we stay in the area until directed 	<ul style="list-style-type: none"> • we cross roads safely • we wear our hats • we use the 'Glenview Go-Tos' to solve problems • we play fairly and share • we stay within the play area boundaries • we use safe hands and feet • we include others • we follow the rules of the game and be a good sport 	<ul style="list-style-type: none"> • we use water wisely • we practise good hygiene • we use toilet paper, soap and paper towels appropriately • we report any problems/damage to an adult • we return to class promptly 	<ul style="list-style-type: none"> • we only talk to trusted adults • we stay with our class/group • we celebrate the success of others • we act appropriately during the national anthem • we act appropriately for the acknowledgement of country

Glenview School's Student Code of Conduct has been designed to meet the needs of our school and community. It sets out the responsibilities, accountabilities and processes used in our school to support and promote student learning and safety and to ensure staff experience a safe workplace.

Consultation:

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

A whole school approach to developing self-control and discipline:

Glenview State School aspires to a calm, caring, productive learning environment. Staff actively encourage and reward excellence in endeavour and behaviour, while redirecting or sanctioning inappropriate actions. This approach maximises the opportunities for learning and specific education programs.

The Student Code of Conduct outlines our strategies for encouraging positive behaviours, preventing inappropriate behaviour, responding to unacceptable behaviours and minimising recurrent inappropriate behaviour. Expectations for student behaviour are clearly articulated, assisting in creating and maintaining a positive and productive learning and teaching environment, where ALL students can learn.

Our school has identified four expectations for students which, with elaboration, are used to teach and promote our high expectations and standards of responsible behaviour:

Being Safe

- *living and learning in a tolerant, respectful, supportive environment, trusting others, expressing individuality, being caring, being courteous, being honest.*

Being Proud

- *having integrity, being fair and equitable, exercising self-discipline, being*

honourable, being proud of who you are, being respectful of others and yourself, your family and school, using good manners.

Being Happy

- *being aspirational, being optimistic, achieving personal excellence, being self-aware, developing self-esteem, being responsible, being creative and innovative, being a contributor.*

Being Healthy

- *caring for your mind and body, understanding and respecting others, being resilient.*

Features and Details

Glenview State School uses a multi-tiered system to support students to self-manage their behaviour. This is embedded within the Positive Behaviour for Learning (PBL) framework.

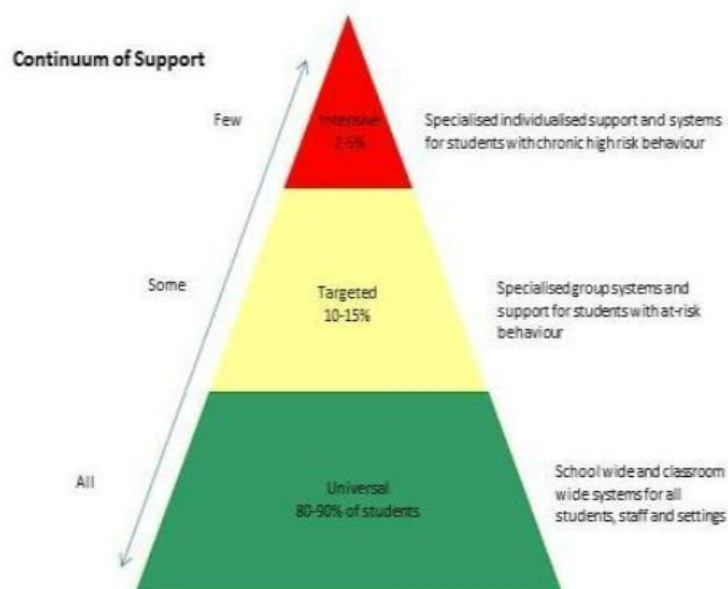
PBL is a preventative, differentiated management model grounded in practical strategies, targeted planning and data-informed decision-making. Through PBL, school staff match increasingly intensive interventions with the identified needs of individual students.

Expectations are supplemented by Class Behaviour Expectations which are developed with children in each class.

The 10 Essential Skills for Classroom Management (ESCMs) are consistently applied by teachers and these skills feature in the pedagogy of each teacher.

Behaviour interventions by teachers, teacher aides and other staff (e.g. Chaplain) and volunteers are firmly framed in the positive and supportive domain, and are supported by a system of visible consequences.

Staff Professional Development and Professional Dialogue is focused on consistency and with the understanding of 'What you walk past is what you condone'.



Interventions are applied for:

- All Students;
- Targeted; and
- Individual levels

These levels are supplemented as necessary by additional strategies which include differentiated teaching across all year levels and in all classrooms. This involves explicitly teaching students expected behaviours and providing opportunities for students to practice these behaviours in safe and supportive environments.

Teachers vary how students are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

All levels of support are underpinned by the following factors:

- High quality pedagogical practices
- A specifically designed, relevant and engaging curriculum
- Supportive and collaboratively developed procedures
- Evidence-based, research guided practices and programs
- Aligned practices that are inclusive (non-violent, non-coercive and non-discriminatory)
- A consistently applied set of high expectations and standards

Tier 1 – All Students

A critical step in establishing standards is communicating the expectations of behaviour and interaction to **all** students.

Staff at Glenview State School actively emphasise the importance of the high expectations, standards and the behaviours students are to demonstrate. Communicating these is a form of universal support - a strategy directed towards **all** students, designed to develop self-management and self-control, minimising problem behaviour and providing a framework for responding to unacceptable behaviour.

Expected behaviours are explicitly modelled and taught and the expectations are communicated to students through strategies which include constant and consistent reinforcement of behaviour expectations in class, on parade and during active supervision by staff during classroom and non-classroom activities. Simple redirecting strategies such as, “What are you doing? Is that appropriate? What should /might you be doing instead?” and reinforcing expected behaviour are very effective strategies.

An acknowledgement system of certificates and awards (e.g. Spirit of Glenview, Class awards etc.) is used each week at assembly to promote positive behaviour. A system of class-based acknowledgements and rewards is offered to maintain positive responses in the longer term.

Tier 2 – Targeted Support

As some students develop their self-management skills over time they may benefit from more complex levels of support. Usually contextual, and often through small group or individual dialogue and discussion, this intervention is designed to build awareness of appropriate responses to situations.

Approximately 15% of all students 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. As these students develop their self-management skills over time they will benefit from more complex levels of support. Focused teaching is provided to help them achieve success.

Focused teaching provides students with more opportunities to practice skills and achieve the intended learning and expected behaviours. This involves staff revisiting key behavioural expectations and using explicit, structured teaching strategies in a particular aspect of a behaviour or skill, to allow for mastery.

Tier 3 – Individual Support

Where age and capability related progress towards self-management/control is less evident, a more intensive set of strategies needs to be employed. Intensive Teaching involves frequent and explicit instruction with individuals, or in small groups to assist students in mastery of basic

behavioural skills, concepts and knowledge.

For the small number of students who continue to display behaviours that are deemed complex and challenging, individualised support plans may be created to support the student. The approach will seek to address the impact of barriers to learning and participation and teach appropriate replacement behaviours and strategies for self-regulation.

Both proactive and consequential strategies are used. These may include, in addition to school-based support, provision of counselling, case management by professional staff, referral to specialist agencies, withdrawal from class or playground, withdrawal of privileges and removal from extra-curricular activities. Additional strategies available under provisions of the Educational General Provisions Act 2006 may also be used, including detention and school disciplinary absences.

Glenview State School implements proactive and preventative processes and strategies to encourage excellence in behaviour including:

- Providing students with a consistent set of high expectations, fairly and consistently managed.
- Ensuring that there is an unrelenting positive focus on our values and expectations, what they mean and what students see when these are living and in action.
- Positive modelling by all staff.
- Ensuring that staff members are trained to make consistent aligned decisions and to give appropriate feedback to students.
- Providing advice and assistance to parents enabling them to be actively and positively involved in school behaviour expectations.
- Providing Induction programs for new students and staff.
- Developing individual profiles and management plans for students with behavioural needs
- Developing, implementing and publicising specific policies to address contemporary issues such as
 - i) Appropriate use of Mobile Devices
 - ii) Appropriate use of Social Media
 - iii) Procedures for Preventing and Responding to Incidents of Bullying

Acknowledging Excellent Behaviour- good behaviour is an expectation- excellent behaviour is rewarded

- Weekly awards presented by student leaders to students demonstrating excellent behaviour.
- Class awards are presented each week by teachers.
- 'Spirit of Glenview' awards are presented weekly by the Principal on Parade.

Disciplinary Consequences

Students come to school to learn across all areas. Self-managing behaviour and learning to socialise and interact with others is an essential part of their development. At Glenview this is facilitated through positive behaviour reinforcement, through constant and explicit explanation of expectations and through consistent positive acknowledgement and feedback.

We understand that children are learning to manage their behaviours and learning to be self-managing. There is always a place for flexibility, tolerance and positive responses. However, where it is necessary, there will be an application of logical and fair consequences for inappropriate behaviour.

The disciplinary consequences model used at Glenview State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. In considering disciplinary consequences for inappropriate behaviour choices, each situation is given due

consideration in conjunction with individual student differences, recognising the rights of all members of the school to work and learn in a safe environment regardless of their age, gender, disability, cultural background, socioeconomic situation and sexuality.

The majority of students will be capable of meeting established behaviour expectations through Differentiated and Explicit Teaching. In class, corrective feedback using the essential skills of classroom management (e.g. feedback, rule reminders etc) are used by teachers to respond to low level or minor behaviour problems.

A continued pattern of low level, minor behaviour can interfere with the 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 disciplinary consequence.

For a small number of our students, a high level of differentiated, intensive teaching is required to enable them to meet our school behavioural expectations.

When determining appropriate consequences, a focus is on ensuring:

- The consequence is logically related to the demonstrated behaviour and impacts of the behaviour
- The consequence assists to teach the student appropriate ways to meet their needs
- The consequence is an opportunity to learn

A small number of students at Glenview State School are occasionally identified as requiring additional assistance to meet behavioural expectations. If a staff member considers this of sufficient seriousness the incident is entered in OneSchool with a referral to the Principal requesting Administration follow up. This follow-up process may at times require assistance to meet expectations through a period of reflection during recess breaks.

These occurrences are documented on OneSchool by the referring staff member. Where possible, this staff member will also lead the restorative process of reflection with the student involved.

In the event of a more serious incident, a Behaviour Referral is issued by a teacher or by the Principal and requires the student to attend the Reflection Room for a period of time stipulated on the referral form. The referring staff member completes the relevant OneSchool entries. The class teacher advises and discusses the issues with the child's Parents (within 24 hrs) by phone and records the contact on OneSchool.

Where the matter is considered very serious by the issuing teacher/teacher aide, or where there is an emerging pattern of behaviour, the matter will be referred to the Principal as soon as possible. An appropriate response including disciplinary absence, will be determined by the Principal.

Individual Consideration

At Glenview School we consider a student's individual circumstances, such as disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements etc. when responding to particular actions and interactions. We recognise that to be treated fairly and sensitively requires that children be treated as individuals and that due consideration be given to circumstances. Confidentiality and Privacy requirements, which are mandated by legislation are observed.

Glenview Expectations

At Glenview School we articulate our expectations for student's interaction with other students, staff and others. These expectations and the underpinning behaviours are explained, discussed and reinforced frequently and consistently by all staff. In the event that expectations are not met, we ensure that responses are fair and reasonable.

Our Expectations:

- Glenview students will respect themselves, other students, staff and other adults, treating them with courtesy, civility and consideration.
- Glenview students will respect their own property and possessions and the property and possessions of others.
- Glenview students will diligently apply themselves to their learning and respect the rights of others to learn.
- Glenview students will follow the Proud, Safe, Happy and Healthy expectations.

The following table indicates major and minor behaviours exhibited by students:

Behaviour Category	Minor Examples Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option To be recorded on One School	Major Examples Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff. To be recorded on One School and parent must be contacted by a staff member.
Abusive language	<i>(no intent)</i> • Swearing in conversation or in response to situation	<i>(with intent)</i> • swearing directly at an adult or another student
Bullying	This incident occurs more than once after a student has indicated for them to stop • name calling • imposing a physical presence • making rude gestures to others	These incidents occur frequently • repeated targeting of a student • ongoing physical or verbal abuse • inappropriate touching • intimidation • threatening others with harm
Defiance	• refusal to follow instructions	• refusal to follow instructions that poses harm to others or self • repeated refusal to follow instructions
Disrespect	• talking back • inappropriate gestures • ignoring adult interaction	• physically intimidating (eg. waving fist/physical proximity)
Disruption	• calling out in class • interrupting the learning of others • making inappropriate noises (clicking, tapping, whistling)	• persistent yelling/calling out • continued out-of-seat behaviour
Fighting	• hands-on in games	• agreeing to an organised fight • organising a fight

Behaviour Category	Minor Examples Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option To be recorded on One School	Major Examples Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff. To be recorded on One School and parent must be contacted by a staff member.
Harassment	<ul style="list-style-type: none"> • use of remarks that could be deemed unintentionally inappropriate at a student level 	<ul style="list-style-type: none"> • racist remarks related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Physical aggression	accidental harm from: <ul style="list-style-type: none"> • eg. hitting, kicking, pinching, pulling hair • object (hat, rocks, sticks, stationery) 	Intentional, with intent to hurt: <ul style="list-style-type: none"> • eg. punching, kicking, pinching, pulling hair • with object (hat, rocks, sticks, stationery)
Property misuse causing risk to others	<ul style="list-style-type: none"> • using sticks/objects unsafely • using sporting equipment inappropriately 	<ul style="list-style-type: none"> • using objects or sporting equipment inappropriately with intent to hurt others
Property damage	<ul style="list-style-type: none"> • drawing on property • taking someone's hat • misuse of resources 	<ul style="list-style-type: none"> • graffiti or damage of property with intent • throwing someone's hat in the toilet damaging someone's property eg. hat • defacing school property • repeated misuse of school resources
Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> • possession of a prohibited item • energy drinks • chewing gum 	<ul style="list-style-type: none"> • possession of a dangerous prohibited item (vapes, cigarettes)
Technology violation	<ul style="list-style-type: none"> • using IT without permission • using an inappropriate word/s online or messaging • mobile phone kept in student's bag 	<ul style="list-style-type: none"> • using someone else's account • attempting to or accessing inappropriate websites • using mobile phone during school hours
Theft	<ul style="list-style-type: none"> • stealing low value items such as stationery, food and other personal/school belongings 	<ul style="list-style-type: none"> • stealing valuable items
Use/possession of weapons	<ul style="list-style-type: none"> • student claims to be in possession of an object capable of causing bodily harm 	<ul style="list-style-type: none"> • student is found to be in possession of an object capable of causing bodily harm

Lower level situations might include:

- minor actions or interactions which do not meet school expectations
- minor transgressions of school rules, policies or expectations
- undesirable actions with others or impacting other's rights
- actions which may indicate a pattern of undesirable behaviours

Lower level actions may be addressed through consequences connected to the undesirable action such as withdrawal of privileges or playtime, removal from an activity or event for a specified period of time, partial removal (time away), restorative processes, apology, restitution or reflection time of detention.

More serious situations might include:

- significantly impacting on others or the rights of others
- put others / self at risk of harm
- may require the involvement of school Administration.

It is anticipated that students will be capable of meeting Glenview School's expectations. Where expectations are not met it may be necessary for the student to be referred to the school administration team. Where students exhibit difficulty in meeting expectations over a period of time a Student Management Plan may be developed in consultation with parents and others.

School staff may implement strategies including those from the 10 ESCM (Essential Skills for Classroom Management) such as:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practicing 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")
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Redirection, Proximity control
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection

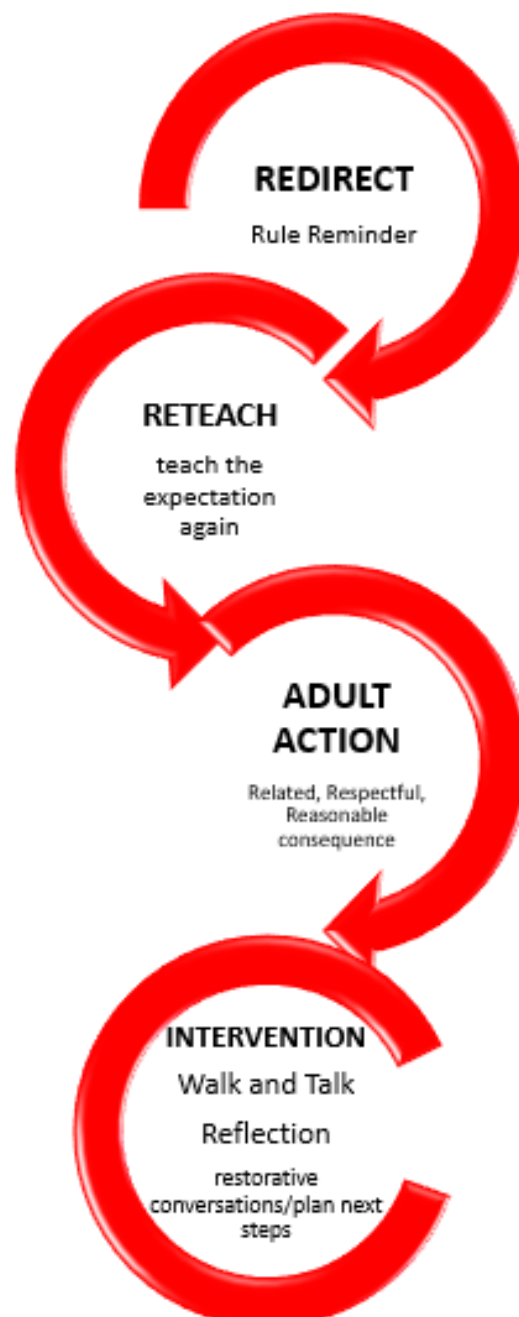
Level 2:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and support
- Self-monitoring plan
- Check in Check Out strategy
- Stakeholder meeting with parents and external agencies

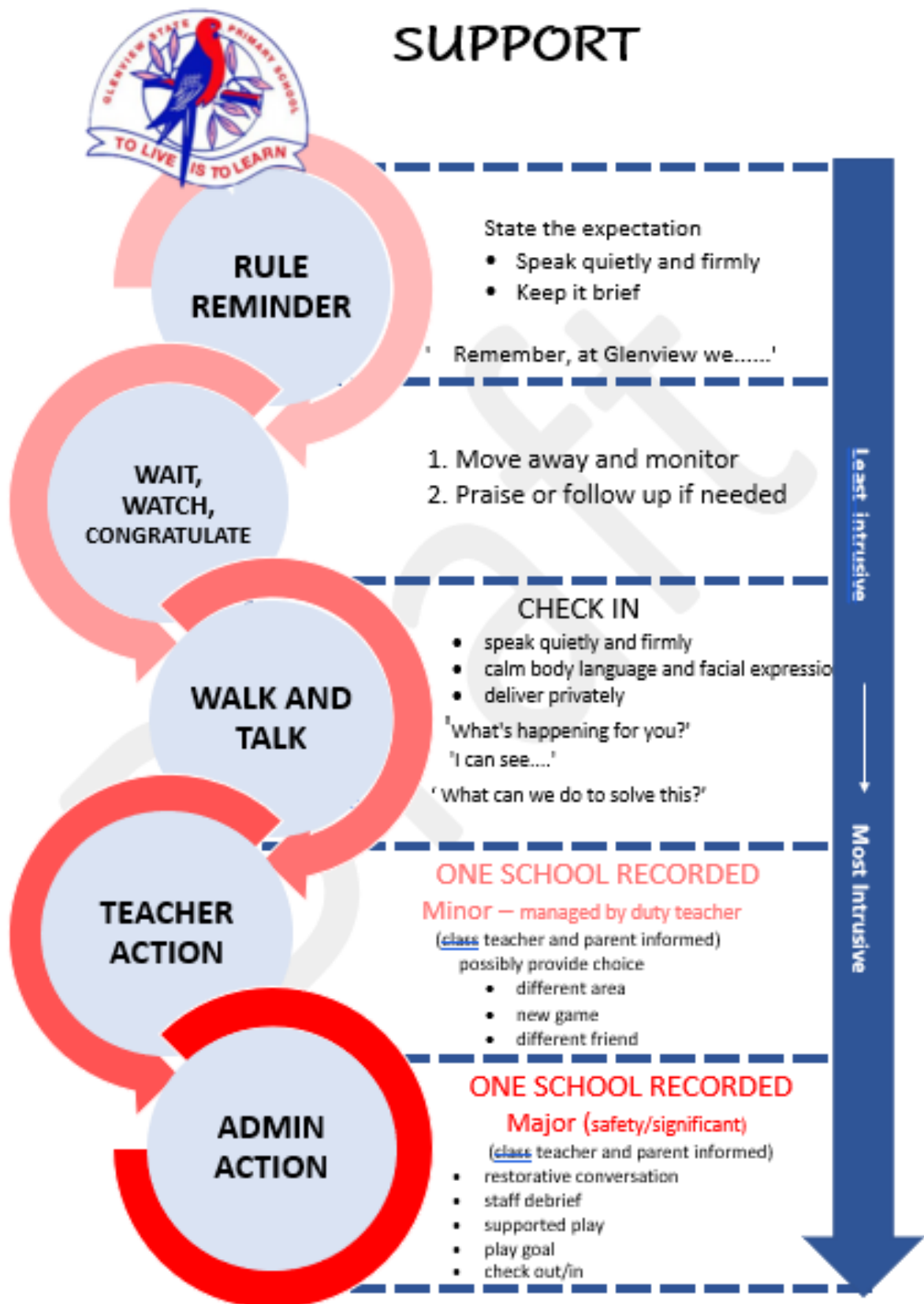
Level 3:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Exclusion (student is excluded from the school)

Processes for Managing Classroom and Playground Behaviour



SCHOOLGROUND SUPPORT



Student Disciplinary Absences:

A School Disciplinary Absence (SDA) is an enforced period of absence from attending school, applied by the Principal as a consequence of 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).

The application of an SDA is considered a serious consequence. It may be used by the principal when alternative options have been exhausted or the student's behaviour is considered so serious that continued attendance at the school constitutes an unacceptable risk to the management and good order of the school, and the safety or wellbeing of students, staff or the community.

The principal will:

Prior to making a decision about disciplinary consequences, including detention, removal of privileges, suspension or exclusion:

- assess the student's behaviour and the level of risk the behaviour presents
- undertake an assessment of the human rights that may be impacted by any decision and consider whether the limit placed on those human rights is reasonable and justified. The assessment must be documented appropriately
- take into account:
 - a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
 - procedural fairness in all decision making
 - that the grounds for suspending or excluding a student apply to all students, including mature aged students
 - the conduct of a student may include an omission to perform an act by the student
 - that action can be taken to address behaviour occurring outside school premises or school hours
 - that an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland
- apply a school disciplinary absence, such suspension or exclusion, as a strategy of **last resort**.

Further information in relation to School Disciplinary Absences is available at

<https://www.legislation.qld.gov.au/view/html/asmade/act-2006-039>

Legislative Framework

This section of the Student Code of Conduct provides links to legislation which determines Queensland State School 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 \(Cwth\)](#)

School Policies

Glenview School has policies designed to ensure a supportive and safe learning environment is provided.

These include:

- Temporary removal of student property- Refer EQ Policy
- Use of mobile phones and other devices by students
- Use of Education Queensland/ Glenview School ICT facilities and Network
- Preventing and responding to bullying
- Appropriate use of social media
- Administration of Medications- refer EQ Policy

Removal of items in student possession:

At times, specific items or property in a student's possession may impact on the school's capacity to provide a safe and supportive learning environment. The 'Temporary removal of student property by school staff' policy outlines the procedures to apply when temporarily removing student property. The Principal determines when the temporarily removed student property might be returned unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Glenview School and will be removed if found in a student's possession:

- Dangerous or illegal items or weapons (e.g. guns, knives/blades of any type, throwing stars, brass
- knuckles, chains, rope) and imitation guns or weapons
- Drugs or medications – illicit, prescription., alternative **, alcohol or tobacco (or items suspected
- of being related)
- 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).

** The administration of medications to students by school staff is only undertaken 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).

School staff 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 and may confiscate 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 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). Consent from the student or parent is required to search 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.

Use of mobile phones and other devices by students:

Glenview School has determined that mobile phones and devices (wearable or sensing devices) are not necessary or desirable in the primary school context. Students who may, for legitimate reason, have a mobile phone/device in their possession must, on entering the school, proceed directly to the school office and 'sign in' their phone/device. The phone/device will be securely stored and may be retrieved and 'signed out' by the student when leaving the school at the end of the day. Unless specific permission is given students may not use or carry mobile phone/devices during school activities on or off site.

Use of Education Queensland/Glenview School ICT facilities and Network

While using ICT facilities and/or devices on site or supplied by the school or connected to the EQ network, students are required to act within the expectations of the Glenview School Student Code of Conduct. Students should report and discontinue access to harmful information if presented in any form.

Respectful Interactions- Preventing and Responding to Bullying:

The agreed national definition for Australian schools describes bullying as ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm, involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. This may happen 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) and may have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict between equals, whether in person or online, while not necessarily defined as bullying, are none the less undesirable.

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 and isolated incidents of aggression, intimidation or violence.

However, conflicts are still considered serious and need to be addressed and resolved. At Glenview School our staff work to quickly respond to any matters of this nature. Our primary focus is on proactive strategies which assist students to become aware of, and resistant to bullying in its various

forms, but also to become resilient in managing their interactions with others. The 'Proud, Safe, Happy and Healthy' message is used extensively along with programs such as 'Bounce Back' and 'Peaceful Kids'.

Glenview Response to bullying flowchart: This guide is designed as a checklist of actions. It is provided here as a guide to students and parents to illustrate processes which may be followed to manage incidents.

Initial Contact

- Reassure the student/parent that they will be listened to.
- Let the student share their experience and feelings without interruption
- If your concerns are evident for the student's safety, let the student know how these concerns will
- be addressed. Where it is evident or likely that the student may be likely to experience harm (from
- others or self) within the next 24 hours the matter will be progressed immediately

Document

- Ask the student for any evidence of the alleged bullying (e.g. hand written notes or screenshots)
- Record communication with the student
- Check with the student to ensure the details are correct
- Enter the record in OneSchool. Advise administration.
- Notify parent/s that the issue of concern is being investigated

Investigate

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Ensure primary information e.g. who, what, where, when and how is established
- Clarify information with student and check on their wellbeing

Consider

- Evaluate the information to determine if bullying has occurred or if another matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student for input about actions which will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Establish a plan and timeline for resolution.

Implement

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

Review

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

Monitor

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool

Cybersafety and Reputation Management:

Cyberbullying is treated at Glenview School with the same level of seriousness as in-person bullying. Students or parents who wish to make a report/complaint about cyberbullying should make contact with the Principal. State school Principals do have the authority to address student behaviours that occur outside school hours or school grounds. This may include incidents of cyberbullying and cybersafety.

Glenview School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays may wish to seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Glenview Response to Cyberbullying and cybersafety issues: This guide is designed as a checklist of actions. It is provided here as a guide to students and parents to illustrate processes which may be followed to manage incidents.

Child/Student Protection: In the event that incidents are encompassed by mandatory reporting requirements under EQ Student Protection policies those reporting processes will be initiated. Requirements under the *'Online Incident Management Guidelines'* may be initiated to manage material such as images and to facilitate reporting of incidents if necessary. Where the incident impacts on or there is a risk that it may impact on 'the good order and management of the school' Principals have authority to address the incident.

Typical response actions include:

- Initiate contact and collect and document information/evidence
- Consider the Criminal Code implications of the incident and actions.
- Initiate actions to manage or remove content.
- Initiate actions to manage student actions and behaviours.
- Record incident on OneSchool.
- Provide appropriate support to victims and perpetrators of incidents.

Appropriate use of Social Media:

Glenview School expects that the use of Social Media Platforms by students of primary school age will be minimal, however in the event that students are using these platforms it is strongly expected that the behaviours of all students are completely aligned with school expectations and standards for behaviour expressed throughout this document. Inappropriate use of Social Media Platforms may render a person liable to prosecution under the Criminal Code, or Privacy Act.

Glenview School's use of Social Media Platforms will comply with the permissions given by parents in relation to their children on enrolment or as updated periodically. Glenview maintains several EQ approved Social Media sites, including Facebook, YouTube and Twitter. Use of these sites is monitored and controlled and carefully managed.

Most Social media sites require children to be at least 13 years of age to join and hold an account. Access to and use of Social Media is not encouraged for primary school children. In the event that an individual child's parent permits this access and use, it is requested that the parent/s monitor their child's interactions closely.

Restrictive Practices

Glenview School staff will respond through a range of strategies to protect all students should a student's behaviour present a risk of harm to themselves or to others. If there is an immediate risk of harm to the student or other people after other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices. In some instances the level of risk/potential harm may constitute a 'critical incident'.

The use of Restrictive Practices is to be as a last resort, when there is no other option available at the time to reduce the immediate risk to the student/s, staff or other people. Restrictive practices are protective and not used for punishment or as a disciplinary measure.

Education Queensland'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:

- Due regard to the human rights of those students
- Safeguarding students, staff and others from harm
- Ensuring transparency and accountability
- Placing importance on communication and consultation with parents and carers
- Maximising the opportunity for positive outcomes, and
- Reducing or eliminating the use of these practices

In some circumstances, for some children, a set of Restrictive Practices may need to be planned and employed when necessary. Pre-arranged strategies (including physical restraint or clinical holding) which are based upon behaviour risk assessment and/or clinical health needs and are recorded in advance and may form part of a Student Management Plan. These planned strategies will only be used where there is foreseeable immediate risk consistent with the Restrictive Practices Procedure (e.g. where a child is known to run from the school towards major traffic roadway). In emergent circumstances strategies used should comply with the application of the Restrictive Practices procedures.

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.

In compliance with EQ requirements incident of the use of Restrictive Practices will be recorded and reported. Following the use of any restrictive practice, a review will be undertaken. The review will focus on actions taken, timing of response, future response alternatives, debriefing staff and future considerations for that particular child. All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents:

Staff have an understanding of how to respond in emergencies involving student actions that seriously endanger the student or others. This understanding ensures that appropriate actions are taken to ensure that both students and staff are kept safe. A critical incident is defined as an event that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The intent in these situations is to safely reduce the risk to student students and/or others as quickly as possible. Please refer to the Glenview Emergency Response Plan and the Glenview Critical Incident Management Plan for further information.

