



Glenview State School

# Student Code of Conduct 2026-2028

## ***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:** Adam Montgomery

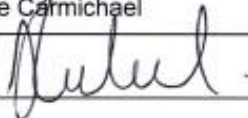
**Principal Signature:**



**Date:** 01/05/2026

**P/C President Name:** Jamie-Lee Carmichael

**P/C President Signature:**



**Date:** 01/05/2026

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**Contact Person:** Adam Montgomery (Principal)

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## Purpose

The Glenview State School Student Code of Conduct outlines the standards of behaviour expected of all students and the approaches used by staff to support positive behaviour and respond to inappropriate behaviour.

This document supports a safe, supportive and disciplined learning environment for all members of the school community. It provides a consistent framework for promoting positive behaviour, explicitly teaching expected behaviours and responding to behaviour concerns in a fair and supportive manner.

The Student Code of Conduct aligns with the Queensland Department of Education Student discipline procedure and reflects the shared commitment of staff, students and families to creating a positive school culture where every student can learn and thrive.

## Learning and Behaviour Statement

At Glenview State School we believe that positive behaviour and successful learning are closely connected. When students feel safe, respected and supported, they are more able to engage in learning and develop the skills they need for future success.

Our school community promotes three core expectations known as **The Glenview Way**:

- **Be Safe**
- **Be Respectful**
- **Be a Learner**

These expectations guide behaviour in all school settings including classrooms, playgrounds, assemblies, excursions and school events.

Students are explicitly taught what these expectations look like through modelling, discussion, guided practice and feedback. Staff provide ongoing support to help students practise and develop these behaviours.

## Student Wellbeing and Support Network

Glenview State School provides a range of supports to help students develop positive relationships, manage challenges and succeed at school.

Support may be provided through:

- classroom teachers
- school leadership team
- guidance officer
- student support services
- wellbeing programs
- external agencies where appropriate.

These supports aim to promote student wellbeing, strengthen social and emotional skills and assist students to remain engaged in learning.

## Whole School Approach to Discipline

Glenview State School uses a whole-school approach to behaviour that focuses on prevention, explicit teaching and consistent responses. This approach recognises that behaviour is influenced by many factors and that students benefit from clear expectations, supportive relationships and structured learning environments.

Glenview State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline across the school. PBL is an evidence-based framework implemented across all classrooms and school settings, including playgrounds, specialist lessons, sporting activities and excursions.

PBL supports the school community to:

- analyse and improve student behaviour and learning outcomes
- implement evidence-based practices consistently
- build staff capability and maintain consistent school-wide practices.

At Glenview State School we recognise that student behaviour is closely connected to teaching and learning. Teachers make expectations clear, explicitly teach expected behaviours and provide opportunities for students to practise these behaviours in different school settings. When behaviour concerns occur, staff respond in ways that support students to reflect, learn and restore positive relationships.

Teachers uphold the Australian Professional Standards for Teachers – Standard 4, ensuring that:

- students participate safely and actively in learning
- classrooms are managed through clear routines and consistent expectations
- positive behaviour is acknowledged and reinforced
- challenging behaviour is responded to calmly and fairly
- digital technologies are used safely and responsibly.

Behaviour data recorded in OneSchool is used to monitor trends, inform decision making and ensure that students receive appropriate support.

Partnerships between the school and families are an important part of supporting positive behaviour. This Student Code of Conduct outlines the school's behaviour framework and promotes shared expectations between home and school.

### PBL Expectations

At Glenview State School, we 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) expectations in place for students. At Glenview State School, we show The Glenview Way of being safe, respectful, learners.

#### Students

Our **Schoolwide Expectation Matrix** shows examples of what **The Glenview Way** looks 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 Glenview State School.



## Schoolwide Expectations Matrix

	We are safe	We are learners	We are respectful
<b>All Areas</b>	<ul style="list-style-type: none"> <li>We move quietly, safely and sensibly</li> <li>We use safe hands and feet</li> <li>We follow routines and procedures</li> <li>We use equipment in a safe manner</li> <li>We stay in the correct areas</li> </ul>	<ul style="list-style-type: none"> <li>We are organised and ready to learn</li> <li>We try our best</li> <li>We set goals and work towards achieving them</li> <li>We are active learners</li> </ul>	<ul style="list-style-type: none"> <li>We treat others with courtesy and kindness</li> <li>We follow instructions from staff</li> <li>We are polite and use our manners</li> <li>We support and encourage our peers</li> <li>We wear the correct school uniform</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>We cross roads safely</li> <li>We wear our hats</li> <li>We play fairly and share</li> <li>We are upstanders</li> </ul>		<ul style="list-style-type: none"> <li>We follow the rules of the game and are good sports</li> <li>We use the 'Glenview Go-Tos' to solve problems</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>We enter and exit calmly and quietly</li> <li>We use safe online practices</li> <li>We use furniture appropriately (chairs/desks four on the floor)</li> </ul>	<ul style="list-style-type: none"> <li>We accept feedback to improve</li> <li>We present our bookwork neatly</li> <li>We keep our learning spaces tidy</li> </ul>	<ul style="list-style-type: none"> <li>We collaborate and cooperate</li> <li>We use kind words</li> <li>We help those who need help</li> </ul>
<b>Eating Area</b>	<ul style="list-style-type: none"> <li>We only eat the food packed for us</li> <li>We stay in the area until directed</li> <li>We choose the healthiest food first</li> </ul>		<ul style="list-style-type: none"> <li>We put all rubbish in the bin and keep areas tidy</li> <li>We sit down quietly to eat</li> </ul>
<b>Toilet</b>	<ul style="list-style-type: none"> <li>We wash our hands and practise good hygiene</li> <li>We use the toilets correctly and report any issues</li> </ul>	<ul style="list-style-type: none"> <li>We use the toilets at appropriate times</li> <li>We return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>We respect everyone's privacy</li> <li>We keep the toilets clean and tidy</li> <li>We use polite language and behaviour</li> </ul>
<b>School Events</b>	<ul style="list-style-type: none"> <li>We stay with our group</li> <li>We only speak to familiar and trusted adults</li> </ul>	<ul style="list-style-type: none"> <li>We actively participate and engage in the activity</li> <li>We stay positive when challenged</li> </ul>	<ul style="list-style-type: none"> <li>We are mindful of community members</li> <li>We represent our school positively</li> <li>We use appropriate applause</li> </ul>

## Parents and staff

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

### Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You leave and collect your child from the designated area at school.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will give clear guidance about a designated area for parents to leave and collect students.

### Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You take a positive, solution focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

## Learners

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

## Consideration of Individual Circumstances

At Glenview State School, staff take into account each student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, cultural or religious background, home environment, and care arrangements when teaching expectations, responding to behaviour, and applying consequences.

We recognise that fair does not always mean equal. Our responses vary to ensure every student receives the support they need to be successful. Some students may need visual or verbal prompts, extra practice, or pre-teaching of expectations. For a small number of students, certain disciplinary strategies may be adjusted due to complex needs or personal circumstances.

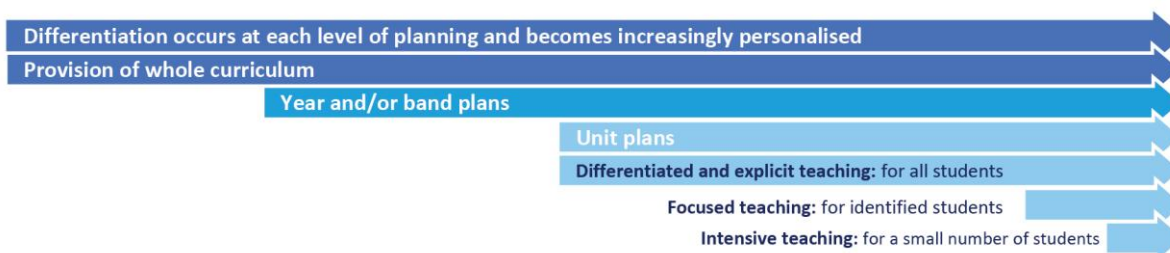
These considerations are recorded in OneSchool, through tools such as Personalised Learning and Support Provisions and Behaviour Support Plans, to ensure consistency and transparency.

Staff also respect each student's right to privacy. While we understand parents may wish to know how another student has been managed, disciplinary actions are discussed only with the student's family. You can be assured that all matters, including bullying, are taken seriously and managed appropriately.

Parents with concerns about another student's behaviour or the school's response are encouraged to contact the Principal or Learning Engagement Teacher.

## Differentiated and Explicit Teaching

At Glenview State School, differentiation is central to both our teaching and behaviour support practices. Our approach aligns with the Department of Education's **Differentiated Teaching and Learning model** and is integrated into our **Positive Behaviour for Learning (PBL)** framework.



At Glenview State School, expected behaviour is explicitly taught in the same way as academic learning. Behaviour expectations are introduced, modelled, practised and reinforced so that students clearly understand how to behave in different school settings.

Our approach is delivered through the Positive Behaviour for Learning (PBL) framework within a Multi-Tiered System of Support (MTSS). This framework supports staff to teach behavioural expectations consistently across classrooms, playgrounds and all school activities.

The foundation of behaviour instruction at Glenview State School is The Glenview Way:

- Be Safe
- Be Respectful
- Be a Learner

These expectations are explicitly taught to all students and reinforced across the school. Teachers use the Glenview Behaviour Expectations Matrix to demonstrate what these expectations look and sound like in different settings.

Staff teach behaviour through:

- explicit instruction and modelling
- guided practice and rehearsal
- consistent feedback
- opportunities to reteach expectations when needed.

This preventative and instructional approach helps create predictable learning environments where most students can regulate their behaviour and engage successfully in learning.

\*Refer to Appendix A – *Tier 1 Behaviour Instruction at Glenview* for more information

### Positive Acknowledgement and Reinforcement

Positive acknowledgement is an important part of the Glenview behaviour framework. When expected behaviours are recognised and reinforced, students are more likely to repeat those behaviours.

Staff provide behaviour-specific feedback that clearly links student actions to the school expectations. This feedback may include verbal praise, non-verbal acknowledgement or recognition through school systems.

Acknowledgement at Glenview may include:

- descriptive verbal feedback
- individual or class recognition systems

- positive communication with families

These strategies help strengthen positive behaviour, build a sense of belonging and support student engagement in learning.

Positive acknowledgement is used to reinforce behaviours that have been explicitly taught, rather than replacing instruction or relying on punitive responses.

\*Refer to Appendix B – *Positive Acknowledgement and Reinforcement*

## Focused Teaching (Tier 2)

Approximately 15% of students may require additional support to meet expectations in specific areas or times of the day.

These students receive more structured, targeted opportunities to practise key behavioural and social–emotional skills. Focused teaching may include:

- Small-group or individual check-ins
- Behaviour monitoring cards or goal charts
- Re-teaching and guided practice of specific expectations
- Supported play

Progress is reviewed regularly to determine whether the student can return to universal support or requires more intensive teaching.

\*Refer to Appendix C – *Tier 2 Playground Interventions – Supported Play Program*

## Intensive Teaching

A small number of students require intensive, individualised support. This includes frequent, explicit instruction and close monitoring to develop mastery of key skills. Individualised supports may include:

- Behaviour Support Plans and Safety Plans
- Functional Behaviour Assessments
- Collaboration with families, the Learning Engagement Teacher, Guidance Officer or regional support staff
- Co-ordination with external agencies where appropriate

All supports and adjustments are recorded in OneSchool through Personalised Learning and Support Provisions to ensure a consistent and equitable approach.

## Disciplinary Consequences

Glenview State School uses a differentiated approach when responding to student behaviour. Responses are aligned with the same tiered framework used to teach behavioural expectations, ensuring that students receive the level of support required to learn and demonstrate appropriate behaviour.

Most behaviour is addressed through classroom-based responses that focus on reteaching expectations and supporting students to make appropriate choices. When behaviour continues or becomes more significant, additional supports may be implemented with the assistance of school leadership and support staff.

Responses to behaviour are organised into three levels of support.

Most students (approximately 80%) respond positively to classroom-level strategies. Some students (up to 15%) may require additional targeted support. A small number of students (approximately 2–5%) may require intensive and individualised support to successfully meet behavioural expectations.

Staff use the **Glenview Minor & Major Behaviour Matrix** and **Responding to Incidents Flowcharts** to support consistent decision-making when responding to behaviour concerns.

These processes outline how staff respond to minor and major behaviours in both classroom and playground settings.

\*Refer to Appendix D – *Glenview Minor & Major Behaviours Matrix* and Appendix E – *Responding to Incidents Flowchart*

### Differentiated Responses (Classroom Level)

Class teachers respond to minor or low-level behaviours using proactive and instructional strategies designed to redirect behaviour and support students to meet expectations.

This may include:

- reminders of behavioural expectations
- non-verbal cues and visual prompts
- corrective feedback and redirection
- proximity and supervision strategies
- positive reinforcement of appropriate behaviour
- structured routines and practice of expected behaviours
- changes to seating or learning arrangements
- private conversations with the student
- opportunities for reflection and improved choices.

These strategies aim to support students to return to learning while maintaining a positive classroom environment.

### Focused

When behaviour continues despite classroom strategies, additional support may be provided through collaboration with other school staff.

Focused responses may include:

- targeted teaching of behavioural or social skills
- individual behaviour support strategies or behaviour plans
- behaviour monitoring or self-monitoring systems
- check-in/check-out supports
- guidance or counselling support
- referral to the Student Support Network
- meetings with parents or caregivers to plan additional supports.

These strategies aim to provide structured opportunities for students to practise and strengthen behavioural skills.

## Intensive

A small number of students may require intensive and individualised support to address persistent or serious behaviour concerns.

These responses are coordinated by the school leadership team in consultation with the Learning Engagement Team and Support Staff and may include:

- Functional Behaviour Assessment
- individualised behaviour support planning
- complex case management and review
- collaboration with families and external agencies
- temporary removal of student property where appropriate.

In circumstances where behaviour significantly impacts the safety or wellbeing of others, the principal may determine that school disciplinary absences are necessary in accordance with departmental policy.

## 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 for serious student behaviour.

There are four types of SDA:

- short suspension (1–10 school days)
- long suspension (11–20 school days)
- charge-related suspension
- exclusion.

The use of an SDA is considered a serious decision and is typically applied only when other disciplinary responses have been unsuccessful or when a student's behaviour presents a significant risk to the safety or wellbeing of others.

Parents and students may appeal a decision relating to a long suspension, charge-related suspension or exclusion. Appeals are reviewed by the Director-General or their delegate in accordance with Department of Education procedures.

### Suspension Support & Re-Entry

Where a student is suspended from Glenview State School, staff aim to maintain connection with the student and family throughout the suspension period. Students may be provided with reflection activities or learning tasks to support continued engagement with school expectations.

A re-entry meeting may be offered on the student's return to school. The purpose of this meeting is to welcome the student back, strengthen home–school communication and support the student's successful re-engagement in learning.

Re-entry meetings are typically brief and involve the principal or their delegate, the student and their parent or caregiver. The focus of the meeting is on supporting the student's future success rather than revisiting the suspension decision.

Where required, reasonable adjustments may be made to support the student and family in participating in the re-entry process.

## School Policies

Glenview State School has school discipline policies designed to support a caring, safe and productive learning environment for all students, staff and visitors. These policies outline the expectations and responsibilities of students, staff and families, and support consistent responses across the school.

The following policies form part of the Glenview State School Student Code of Conduct:

- 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. Glenview State School follows the **Temporary removal of student property by school staff procedure**, which outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

### Prohibited Items

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

- illegal items or weapons
- imitation guns or weapons
- potentially dangerous items

- drugs, including tobacco
- alcohol
- aerosol cans, including spray paint
- explosives
- flammable solids or liquids
- poisons
- inappropriate or offensive material.

No knives of any type are permitted at school unless specifically authorised for a school activity and supervised by staff. Where sharp tools are required for a curriculum activity, the school will provide guidance about safe handling and storage.

Medication may only be administered by school staff where appropriate medical authorisation has been provided in accordance with departmental requirements. The following items are explicitly prohibited at Glenview State College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

### **Responsibilities of staff**

School staff at Glenview State 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 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.

### **Responsibilities of parents & students**

Parents and students must ensure that property brought to school, camps, excursions and other school activities:

- is not prohibited under this Code of Conduct

- is not illegal
- does not place the safety or wellbeing of others at risk
- supports a caring, safe and productive learning environment
- maintains mutual respect.

Parents are expected to collect temporarily removed property when advised by the school. Students must collect their property when directed by the principal or school staff.

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

Digital technologies, including mobile phones and other devices, can support communication, learning and access to information. However, misuse of these technologies can harm others, disrupt learning and place privacy and safety at risk.

At Glenview State School, the responsible use of devices is considered an important part of digital literacy. The knowledge and confidence to use these technologies safely and appropriately is a shared responsibility between students, families and school staff.

The school also provides technology-free times and spaces to support student social development, engagement in learning and wellbeing. Students, staff, parents and visitors are expected to respect these designated areas and expectations.

### **Acceptable use**

Students may use mobile phones or other devices when authorised by a teacher for educational purposes, including:

- assigned class tasks and research
- developing communication and information skills
- creating approved digital content
- accessing online learning resources
- collaborating with teachers or peers in relation to school work.

Students may also use devices in approved circumstances where permission has been provided by staff.

### **Expectations for use**

Students are expected to:

- be courteous, considerate and respectful of others
- keep devices switched off or out of sight during learning time unless authorised by staff
- follow teacher directions regarding device use
- use school ICT systems in accordance with school and departmental expectations.

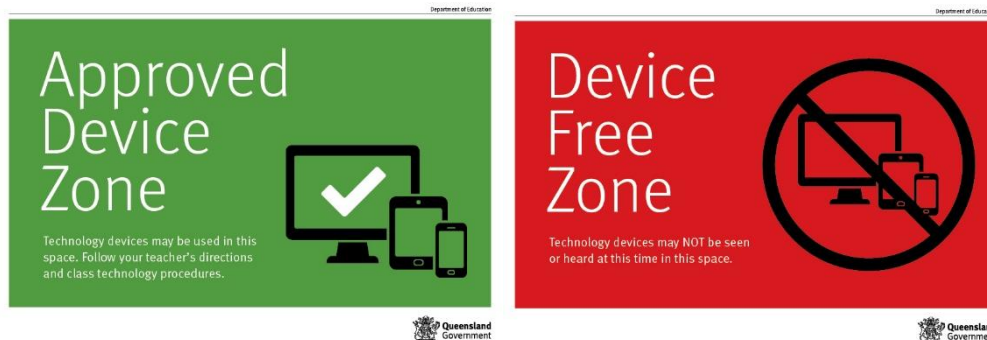
### **Unacceptable use**

Students must not use devices to:

- engage in unlawful behaviour
- access or distribute offensive or inappropriate content
- bully, harass, threaten or intimidate others
- record others without consent in inappropriate circumstances

- invade the privacy of others
- cheat during assessment
- damage ICT equipment or misuse school networks
- deliberately access, transmit or store harmful or unauthorised material.

Students using school ICT facilities and devices are required to act in line with this Code of Conduct and departmental ICT expectations. Inappropriate use may result in disciplinary consequences, including restricted access to school ICT systems.



## Preventing and responding to bullying

Glenview State School is committed to promoting positive relationships and maintaining a safe, inclusive and supportive learning environment for all students, staff and visitors.

Our approach is informed by the Australian Student Wellbeing Framework and our school-wide Positive Behaviour for Learning framework. We recognise that students learn best when they feel connected, safe and supported, and that respectful relationships are essential to learning, wellbeing and belonging.

At Glenview State School, bullying prevention is supported through:

- explicit teaching of respectful behaviour and social-emotional skills
- student voice and participation in wellbeing initiatives
- partnerships with families
- staff training and consistent response procedures
- support for students affected by bullying and students who engage in bullying behaviour.

### 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 group misusing power, or perceived power, over another person or group
- occurring in person or online
- repeated, or having the potential to be repeated, over time.

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.

Even where behaviour does not meet the definition of bullying, Glenview State School will respond to ensure the matter is addressed appropriately.

### **Reporting and Responding to Bullying**

Students and parents are encouraged to report bullying concerns to the class teacher or another trusted staff member. Staff respond promptly to reports of bullying, including alleged bullying that may have occurred online or outside of school where it affects the good order and management of the school.

The school's bullying response process includes:

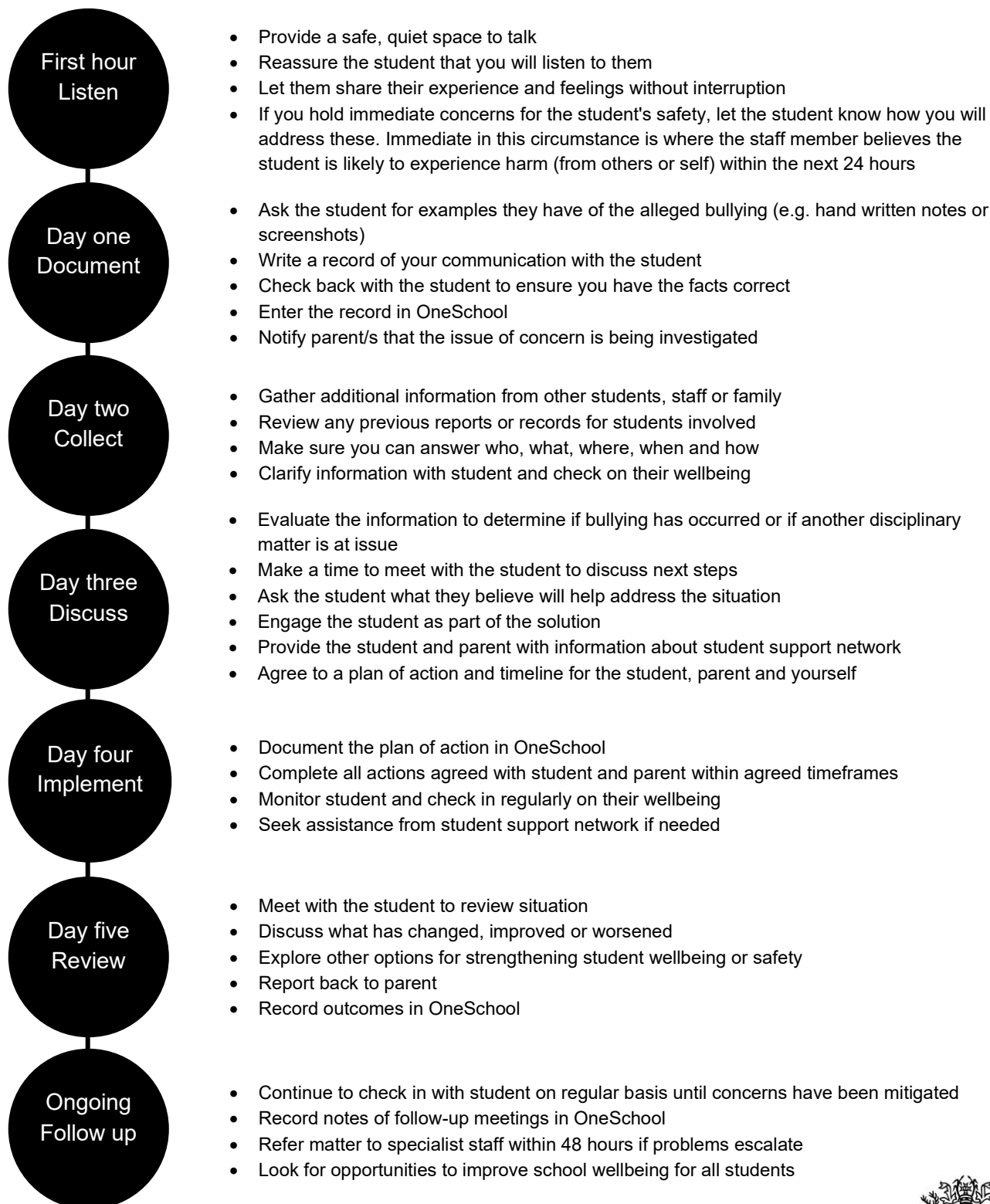
- listening to and supporting the student
- gathering and documenting information
- investigating the concern
- communicating with parents or carers
- developing a plan of action where required
- monitoring student wellbeing and follow-up.

## Glenview State 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:

Prep to Year 6 – Class teacher



## **Cyberbullying**

Cyberbullying is treated at Glenview State School with the same level of seriousness as in-person bullying. The school recognises that cyberbullying can continue beyond school hours and may have significant impacts on student wellbeing, learning and safety.

Students and parents should report cyberbullying concerns to the class teacher or a member of the school leadership team. In some cases, incidents occurring outside school hours or off school grounds may still be subject to school disciplinary action where the behaviour adversely affects the good order and management of the school.

In more serious matters, parents and students may also be advised to seek support through the **eSafety Commissioner** or the **Queensland Police Service**.

Students who engage in cyberbullying may face school disciplinary consequences as well as supportive interventions aimed at improving their behaviour and decision-making.

# Glenview State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

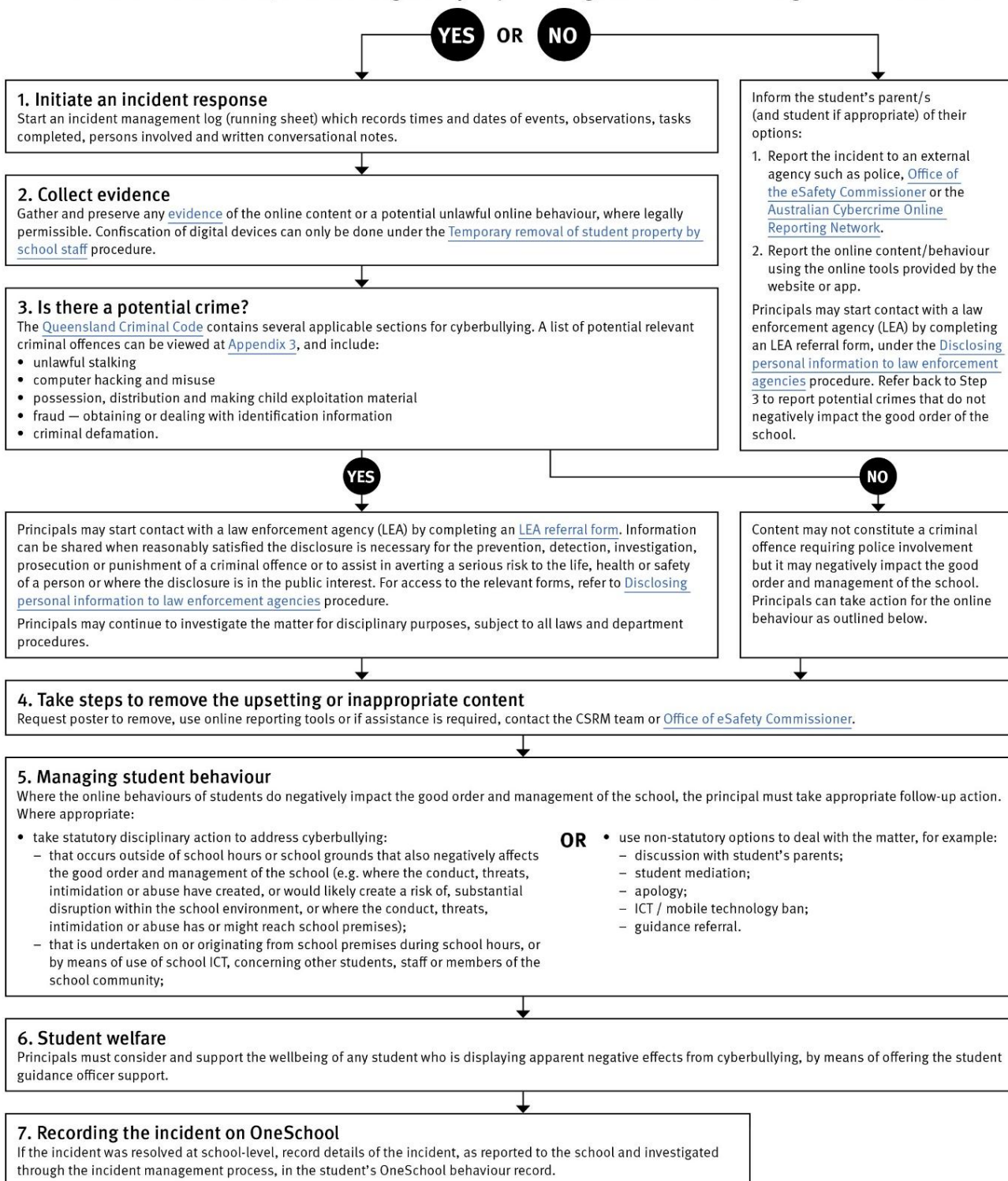
### Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

### Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## 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.

When using social media, community members should:

- think carefully before posting
- avoid sharing content that is harmful, offensive or identifying
- refrain from discussing school concerns in public forums
- communicate concerns directly with the school where possible
- respect the privacy of students, staff and families..

### 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.

## School Uniform Policy

Glenview State School is a full uniform school with a School Dress Code. The P&C has designed and approved the uniform and manages the School Uniform Shop. Wearing the school uniform with pride is an important element in helping a child develop their sense of identity and a sense of belonging. The school sports shirt of the relevant sports house can be worn on PE days and sporting events, and the Senior (year 6) shirt can be worn on any day of the week.

<b>School uniform</b>	<ul style="list-style-type: none"><li>• School polo shirt (red, with Glenview Logo)</li><li>• Navy blue shorts or skirt</li><li>• White sport socks (not lowcut)</li><li>• Black closed in shoes (no boots)</li><li>• Hair accessories in school colours</li><li>• Reversible school/sports bucket hat</li></ul>
<b>Sport uniform</b>	<ul style="list-style-type: none"><li>• Polo shirt in house colour</li><li>• Navy blue shorts or skirt</li><li>• Enclosed sports shoes (runners)</li><li>• Hair accessories in house colour</li><li>• Reversible school/sports bucket hat</li></ul>
<b>Winter uniform</b>	General school uniform + <ul style="list-style-type: none"><li>• Navy blue school jumper</li><li>• Navy leggings or stockings</li><li>• Navy trackpants</li></ul>
<b>Choir uniform</b>	<ul style="list-style-type: none"><li>• Long black trousers</li><li>• Black closed in shoes (no boots)</li><li>• Choir shirt (loaned from Choir Teacher)</li></ul>



Uniforms are available from the Uniform Shop (located in the Hall).

### Dress Code

Personal appearance: Students and staff are expected to be neat, tidy, and well-groomed at all times.

School uniform must be worn on all excursions and at all school events unless specific permission has been granted for alternative attire.

Shoulder-length hair (or longer) must be tied up.

Students may have hair colouring in natural tones, provided it is discrete. Large patches of colour or stripes are not permitted. Hairstyles such as mohawks, rat tails, undercuts, and visible patterns are not permitted.

Students are not permitted to wear make-up or nail polish.

Jewellery is limited to one small, plain sleeper or stud earring and a watch. Students may wear medical alert bracelets or necklaces. Items of significant religious belief may be worn with the Principal's permission and must be kept concealed under the school uniform.

## Restrictive Practices

School staff at Glenview State School may, on rare occasions, need to respond to behaviour that presents an immediate risk of physical harm to the student or to others. Most situations can be de-escalated through proactive, supportive and preventative strategies.

In very limited circumstances, where there is an immediate risk of physical harm and all other reasonable strategies have failed, staff may use restrictive practices as a last resort. Restrictive practices are not used for punishment or as a disciplinary measure.

The school follows the **Department of Education's Restrictive Practices Procedure**, which is based on the following principles:

- regard for the human rights of students
- safeguarding students, staff and others from harm
- transparency and accountability
- communication and consultation with parents and carers
- maximising the opportunity for positive outcomes
- reducing or eliminating the use of restrictive practices wherever possible.

Where restrictive practices are planned, they are based on identified risk and documented in advance in accordance with departmental procedures. Seclusion is not used as a planned response and would only be used in an emergency, for the shortest time possible, under continuous supervision.

All incidents involving restrictive practices are recorded, reported and reviewed in line with departmental procedures.

## Critical Incidents

It is important that all school staff have a consistent understanding of how to respond to critical incidents involving student behaviour that seriously endangers the student or others. In these situations, the priority is to bring the behaviour under safe control and protect the safety and wellbeing of all involved.

A critical incident is an occurrence that is sudden, urgent and usually unexpected, or one that requires immediate action. During a critical incident, staff focus on crisis response and de-escalation, not punishment.

Where a student has an individual documented response plan, staff will follow that plan. For unexpected critical incidents, staff use calm, non-threatening and safety-focused responses, including de-escalation strategies, reducing escalation, maintaining appropriate distance, and seeking assistance where required.

Following a critical incident, staff will undertake follow-up actions such as documentation, communication, review and debriefing to support future planning and risk reduction.

Detailed response processes for staff are maintained through school operational procedures.

### MTSS: Tier 1 Behaviour Instruction

At Glenview State School, behaviour is explicitly taught as part of our Tier 1 Positive Behaviour for Learning (PBL) framework within the Multi-Tiered System of Support (MTSS). Just like literacy and numeracy, expected behaviour must be **clearly taught, modelled, practised, and reinforced** for all students. Strong Tier 1 practice creates safe, predictable environments where most students can regulate their behaviour and engage successfully in learning.

#### What is Tier 1 Instruction in Behaviour?

- Explicit teaching of behavioural expectations and social skills
- Behaviour taught as a learned skill, using the same principles as effective academic instruction
- Clear, positively stated expectations
- Modelling, guided practice, feedback, and opportunities for rehearsal
- Instruction delivered consistently across all settings (classrooms, playgrounds, transitions)

**Tier 1 behaviour instruction is preventative and instructional, not reactive.**

#### Why is Explicit Behaviour Instruction Important?

Research underpinning Positive Behaviour for Learning (PBL) shows that strong Tier 1 systems:

- **Prevent** the majority of predictable behavioural difficulties
- **Improve** student behaviour, wellbeing, and school climate
- **Increase** academic engagement and learning time
- **Reduce** the need for Tier 2 and Tier 3 intervention
- **Promote** equity by making expectations explicit for all students
- **Support** consistency in adult responses across the school

PBL is grounded in an instructional and functional view of behaviour, recognising that:

- Behaviour is learned
- Behaviour is a form of communication
- Misbehaviour reflects a skill gap, not a character flaw
- Teaching and reteaching behaviour is more effective than punishment

**High-quality Tier 1 implementation supports approximately 80–85% of students to succeed without additional intervention.**

#### Tier 1 Behaviour Instruction at Glenview

At Glenview State School, Tier 1 behaviour instruction is delivered through **The Glenview Way: We are safe, we are respectful, we are learners.**

- Behaviour expectations are explicitly taught using the Glenview Way teaching resources, which are housed in OneNote and SharePoint.
- Behaviour is treated as a skill to be taught and retaught, not something students are expected to already know.
- Expectations are introduced at a whole-school level and reinforced consistently across settings.
- Staff respond to behaviour by teaching, modelling, and reteaching, rather than relying on punitive responses.



### Positive Acknowledgement & Reinforcement

At Glenview State School, positive acknowledgement is a core component of our Positive Behaviour for Learning framework. Consistent acknowledgement of expected behaviour strengthens positive behaviour, builds belonging, and supports student engagement and wellbeing. While rewards may be used, descriptive feedback is the most important element of acknowledgement.

#### What is Positive Acknowledgement and Reinforcement?

- Acknowledgement of expected behaviour is provided to all students.
- Recognition of behaviour aligns with school-wide expectations.
- A combination of verbal feedback, non-verbal acknowledgement, and reinforcement systems.
- Delivered immediately and contingent on the observed behaviour.
- Used to strengthen behaviour, not to control or punish.
- Points or tokens may be used to support feedback, not replace it.

#### Why is Positive Acknowledgement Important?

PBL emphasises **positive behaviour-specific feedback**, recognising that it:

- Increases the likelihood that expected behaviours will occur again
- Improves student engagement, wellbeing, and school climate

This is because:

- Behaviour is strengthened when it is followed by something the student values
- Feedback is most effective when it is specific, timely, and sincere
- A higher ratio of positive to corrective feedback supports learning and wellbeing
- General praise (e.g. “good job”) is less effective than descriptive feedback that names the behaviour

#### Acknowledgement at Glenview

At Glenview State School, our acknowledgement and praise are aligned to The Glenview Way and implemented consistently across classrooms and settings.

- We use a combination of **individual** (point-based) and **whole-class acknowledgement systems** (feather in the jar).
- Clear agreements are in place regarding the **types of rewards** used to ensure they are appropriate, inclusive, and consistent.
- **All staff members** - classroom teachers, specialist teachers, support staff, teacher aides and administration members - is able to provide positive acknowledgement and recognition to student
- Positive behaviour is acknowledged using **descriptive verbal feedback**, explicitly linking behaviour to expectations.
- Additional forms of acknowledgement include **postcards home**, **Spirit of Glenview Awards**, and **Student of the Week** recognition.
- Acknowledgement is used to **reinforce taught behaviours**, not to replace instruction or correct behaviour through punishment.
- We provide acknowledgment



### Tier 2 Playground Interventions - Supported Play Program

At Glenview State School, our Positive Behaviour for Learning (PBL) framework uses a tiered approach to behaviour support. Tier 2 interventions provide targeted support for students who require more than universal instruction to be successful. This document explains the purpose of Tier 2 playground intervention and outlines how the Supported Play Program helps students build the skills they need to be safe, happy, healthy and proud in the playground.

#### What is Tier 2 Intervention?

- Targeted, small-group or 1:1 support for students who need extra help following playground expectations.
- Focuses on teaching, practising, and reinforcing specific social and behavioural skills in a structured environment.
- Delivered consistently over a set period, with regular review of student progress.

#### Why Use Tier 2 Intervention?

Tier 2 interventions are an essential part of the PBL framework and Multi-Tiered Systems of Support (MTSS). Research shows they are most effective when:

- Delivered by staff skilled in effective behaviour management capable of consistently reinforcing expectations and calmly de-escalating challenging situations (AERO, 2025).
- Provided with high predictability consisting of the same routines, expectations and reinforcement patterns (AERO, 2025).

When implemented this way, Tier 2 interventions:

- **Proactively support** students at risk of ongoing or escalating behaviour incidents.
- **Teach and model skills** needed for positive peer interactions, self-regulation, and safe play.
- **Reduce repeated behaviour incidents** by addressing the cause, not just the behaviour.
- **Increase supervision and support** in identified high-risk settings.
- **Provide data-driven decision making** where progress is tracked and support can be adjusted as needed.

**When students are given clear expectations, explicit teaching, and structured opportunities to practise, they are far more likely to develop the skills needed to participate successfully in the playground.**

#### What is the Supported Play Program?

Supported Play is a structured play program that supports a student to succeed in the playground once they have been identified as requiring additional support.

This program:

- Provides supervised, structured play sessions during break times.
- Teaches targeted skills such as turn-taking, conflict resolution, sharing, and following rules.
- Offers positive reinforcement and feedback in real time.
- Gradually transitions students back to the playground once skills improve and data shows readiness.
- Collaborates with classroom teachers to ensure skills are reinforced in multiple settings.

**Important: Supported Play is not a punishment. It is an opportunity to learn and practise the skills needed to engage positively in less structured environments.**

## Tier 2 Playground Interventions - Supported Play Program

### Identification Process

- **Recording:** All playground behaviour incidents are entered into OneSchool using the Schoolground Support Action Flowchart and Minor and Major Behaviour Matrix. Data is monitored for patterns, frequency, and severity.
- **Referral:** Major incidents and repeated minor incidents are referred to the principal, who may place a student on Supported Play if data shows a need for targeted support.
- **Review:** The PBL team meets twice per term to review OneSchool data and identify students whose behaviours have not improved with Tier 1 strategies.
- **Placement Criteria:**
  - Multiple incidents of similar behaviours (e.g., unsafe play, ongoing conflict, defiance).
  - Behaviours placing the student or others at risk.
  - Tier 1 strategies applied consistently without sustained improvement.
- **Communication:** The principal confirms placement and informs class teachers and parents/carers of the decision, program purpose, and expectations.

### Structure of Supported Play

Once a student enters Supported Play, they progress through three phases designed to gradually increase independence. Movement between phases is determined by consistent demonstration of expected behaviours, supported by staff observations. Decisions are made collaboratively by the Supported Play team.

#### 1. Phase 1 – Supported and Supervised Play

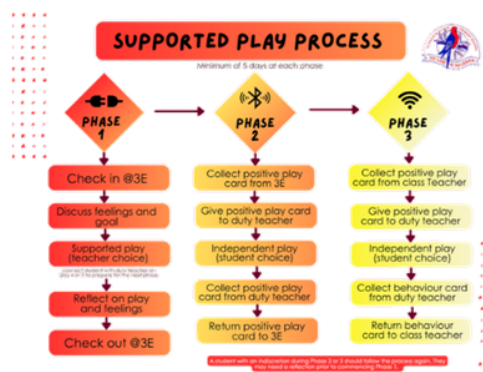
- Closely supported by an adult throughout the break.
- Play is directed by the adult and aligns with the student's goal.
- Includes emotional check-ins, debriefing incidents, reflecting on choices, setting goals, and working through social stories.
- Provides explicit instruction and targeted support in the identified skill.
- Adult models and reinforces expected behaviours, providing immediate feedback.

#### 2. Phase 2 – Supported Independent Play

- Supported by an adult to initiate independent play.
- Includes check-in and check-out with Supported Play staff.
- Emotional check-in, review of student goal, and discussion of the plan for the break.
- Student takes a Positive Play monitoring card to the duty teacher.
- Student remains under observation while playing independently.

#### 3. Phase 3 – Independent Play with Monitoring

- Minimal adult intervention.
- Student checks in and out through the classroom teacher.
- Opportunity for the student to transfer and apply skills learned during Supported Play to the wider playground environment.



Students may remain in their current phase or return to a previous phase as needed. Progression is dependent on each student. The aim is long-term skill development, not rushing through the process.

## Appendix D – Major and Minor Behaviour Matrix



# Minor & Major Behaviour Matrix

<b>Behaviour Category</b>	<b>Minor Behaviours</b> Low-level behaviours that are managed by the teacher in the setting and do not require removal from the learning or play environment.	<b>Major Behaviours</b> Ongoing or serious behaviours that disrupt learning or pose a safety risk, requiring removal from the learning or play environment.
Abusive language	<ul style="list-style-type: none"> <li>Swearing in general conversation</li> <li>Swearing in response to a situation</li> </ul>	<ul style="list-style-type: none"> <li>Swearing directed at a student or adult</li> <li>Abusive or targeted verbal attacks</li> </ul>
Academic misconduct	<ul style="list-style-type: none"> <li>Copying parts of another student's work</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate and repeated cheating</li> <li>Plagiarism (submitting another's work as own)</li> <li>Sharing or accessing assessment answers intentionally</li> </ul>
Bullying		<ul style="list-style-type: none"> <li>Repeated targeting of a student</li> <li>Ongoing verbal, physical, or social harm</li> <li>Intimidation or threats</li> <li>Inappropriate touching</li> <li>Encouraging others to harm or exclude</li> </ul>
Defiance	<ul style="list-style-type: none"> <li>Refusal to follow instructions</li> <li>Verbal resistance (e.g. talking back)</li> <li>Disengaging from task</li> </ul>	<ul style="list-style-type: none"> <li>Repeated refusal to follow instructions despite support</li> <li>Refusal that places self or others at risk</li> </ul>
Disrespect	<ul style="list-style-type: none"> <li>Name calling</li> <li>Rude gestures</li> <li>Ignoring adult direction or talking back</li> <li>Inappropriate tone or comments</li> </ul>	<ul style="list-style-type: none"> <li>Physically intimidating behaviour (e.g. invading space, raised fist)</li> <li>Threatening gestures or behaviour toward others</li> </ul>
Disruption	<ul style="list-style-type: none"> <li>Calling out</li> <li>Interrupting learning</li> <li>Making noises (tapping, clicking, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Persistent calling out or yelling despite redirection</li> <li>Ongoing interruption of learning</li> <li>Repeated out-of-seat behaviour</li> </ul>
Fighting	<ul style="list-style-type: none"> <li>Hands-on or rough play in games</li> </ul>	<ul style="list-style-type: none"> <li>Organising or agreeing to fight</li> <li>Deliberate physical confrontation</li> </ul>
Harrasment	<ul style="list-style-type: none"> <li>Inappropriate remarks without intent (immature/impulsive comments)</li> </ul>	<ul style="list-style-type: none"> <li>Targeted remarks relating to identity (race, gender, religion, disability, etc.)</li> <li>Ongoing or intentional harassment</li> </ul>
Physical aggression	<ul style="list-style-type: none"> <li>Accidental harm (e.g. bumping, incidental contact)</li> <li>Low-level physical behaviour without intent (e.g. light hitting in play)</li> </ul>	<ul style="list-style-type: none"> <li>Intentional harm (e.g. punching, kicking, hair pulling)</li> <li>Use of objects to hurt others</li> </ul>
Property misuse (risk to others)	<ul style="list-style-type: none"> <li>Unsafe use of equipment (e.g. swinging sticks, misuse of sports gear)</li> </ul>	<ul style="list-style-type: none"> <li>Using objects or equipment with intent to harm others</li> </ul>
Property Damage	<ul style="list-style-type: none"> <li>Drawing on surfaces</li> <li>Misusing or taking items (e.g. hat, stationery)</li> </ul>	<ul style="list-style-type: none"> <li>Intentional damage or vandalism</li> <li>Throwing or destroying others' property</li> <li>Repeated misuse of resources</li> </ul>
Refusal to participate	<ul style="list-style-type: none"> <li>Avoiding or delaying engagement in learning</li> <li>Partial completion of tasks without sustained effort</li> </ul>	<ul style="list-style-type: none"> <li>Persistent refusal to engage in learning despite support and redirection</li> <li>Refusal that disrupts the learning of others</li> <li>Ongoing pattern of non-participation across sessions/tasks</li> </ul>
Substance Misconduct	<ul style="list-style-type: none"> <li>Possession of prohibited items (e.g. chewing gum, energy drinks)</li> </ul>	<ul style="list-style-type: none"> <li>Possession or use of vapes, cigarettes, or alcohol</li> </ul>
Truancy (Out of Classroom)	<ul style="list-style-type: none"> <li>Extended time out of class (e.g. toilet, wandering)</li> <li>Late return to class after breaks</li> </ul>	<ul style="list-style-type: none"> <li>Repeated class avoidance</li> <li>Leaving class without permission and refusing to return</li> <li>Ongoing pattern of missing learning time</li> </ul>
Truancy (Out of School)	<ul style="list-style-type: none"> <li>Leaving supervised area briefly without permission (returns independently)</li> </ul>	<ul style="list-style-type: none"> <li>Leaving school grounds without permission</li> <li>Sustained or repeated absence from school without explanation</li> </ul>
Technology violation	<ul style="list-style-type: none"> <li>Using devices without permission</li> <li>Inappropriate messaging or language online</li> <li>Phone visible or used during school time</li> </ul>	<ul style="list-style-type: none"> <li>Accessing inappropriate content</li> <li>Using another person's account/device</li> <li>Using phone during school hours</li> <li>Recording or distributing inappropriate content</li> </ul>
Theft	<ul style="list-style-type: none"> <li>Taking low-value items (e.g. food, stationery)</li> </ul>	<ul style="list-style-type: none"> <li>Stealing valuable items</li> <li>Repeated theft</li> </ul>
Use/posession of weapons or combustibles	<ul style="list-style-type: none"> <li>Possession of items used unsafely without intent to harm</li> <li>Misuse of items (e.g. aerosol spray, experimental lighting) without risk to others</li> </ul>	<ul style="list-style-type: none"> <li>Possession of any item capable of causing harm</li> <li>Use of any item to threaten, intimidate, or harm others</li> <li>Intentional use creating risk to people or property</li> </ul>

