

Gleneagle State School



Student Code of Conduct

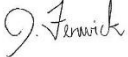

2026 - 2028



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Endorsement

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Principal Signature:	
	Original Endorsement 9.12.2020
Date:	Monitored and ongoing. Reviewed annually
	Updated endorsement: 5/12/2025
P/C President Natasha Carlisle	
P/C President and-or School Council Chair Signature:	

Contents

Purpose.....	3
Whole School Approach to Discipline.....	4-5
PBL Expectations, practices and reward systems.....	6-10
Consideration of Individual Circumstances.....	11
Differentiated and Explicit Teaching.....	11
Focussed and Intensive Teaching.....	12
Disciplinary Consequences.....	13-15
Multi-Tiered Systems of Support.....	16-18
School Policies.....	19-29
Temporary removal of student property.....	19-20
Use of mobile phones and other devices by students.....	21-22
Preventing and responding to bullying.....	23-28
Appropriate use of social media.....	29
Restrictive Practices.....	30-31
Critical Incidents.....	31
Customer complaints.....	32

Purpose

Gleneagle State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Gleneagle State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

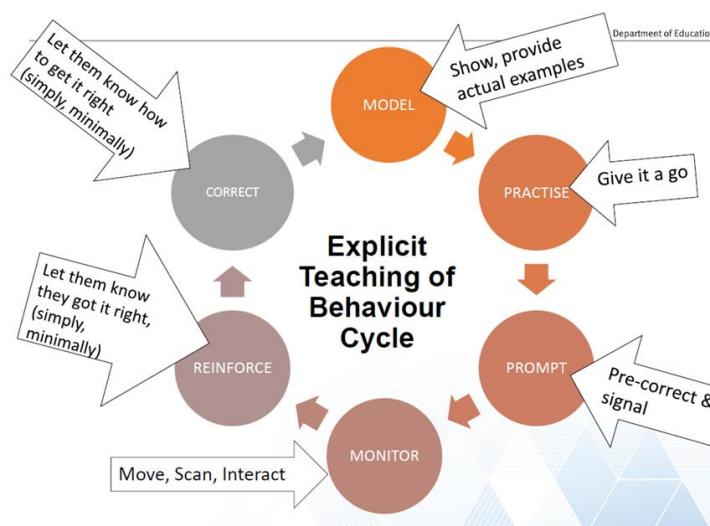
The development of the Gleneagle State School Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home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

PBL helps to develop a safe, respectful and productive learning environment by establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners at school. PBL provides a framework to nurture students by providing them with positive behavioural supports and meaningful opportunities for improving social and emotional skills, such as recognising and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships and handling challenging situations in a constructive way. In PBL schools, principals, school leaders and staff members work together to establish and maintain a positive school climate. All adults communicate, teach, and model the positive behaviours they expect students to exhibit in the classroom and in other parts of the school throughout the day. By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviours, schools see fewer incidents of inappropriate behaviour and more time spent learning.

At Gleneagle State School we believe discipline is about more than punishment and behavioural incidents are seen as opportunities to re-teach the expected behaviours. Our belief is that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear and for providing supportive instruction about how to meet these expectations.

Gleneagle State School utilises both context and data across the school setting to inform and prioritise the explicit teaching of behaviour.

To support the teaching of behaviour, all staff use the PBL Explicit Teaching of Behaviour Cycle as outlined below: -



Staff at Gleneagle State School also incorporate research informed practices for classroom management within their teaching. Consistent use of these effective classroom management skills and positive relationships reduces typical behaviour problems and increases student engagement.



The development of the Gleneagle State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member. PBL is a systems approach and is not just something we do, it is how we do everything.

School-wide PBL provides the foundations for the implementation of effective classroom management, which can be described as the consistent implementation of proactive, research-informed practices for classroom management.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with a member of the PBL team, or alternatively make an appointment with the school principal.

PBL Expectations

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



Our schoolwide expectations align with our whole school vision and values.

VISION

Gleneagle State School is a community committed to educating kind, resilient and knowledgeable 21st century learners to become the best version of themselves.

MORAL PURPOSE

We are committed to every student succeeding in every classroom every day to live a life of choice and not a life of chance.

VALUES

We are: safe, respectful and responsible

We value: honesty, kindness, empathy, resilience and accountability

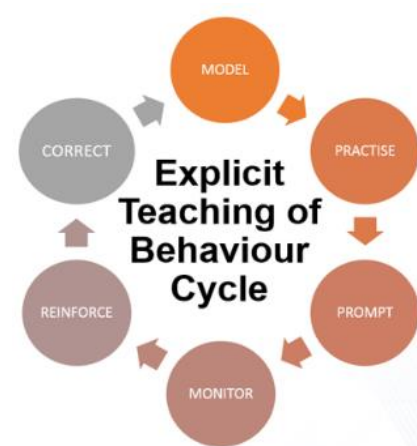
We encourage: critical thinking and a growth mindset

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three overarching school expectations. The Schoolwide Expectations Teaching Matrix (below) outlines our agreed expectations and specific behaviours in all school settings.

These expectations are explicitly taught and reinforced to students via the strategies in the explicit teaching cycle, including:

- Behaviour lessons conducted by classroom teachers
- Reinforcement of lessons at School Assemblies
- Reinforcement of learning during active supervision by staff during classroom, specialist lessons and playground activities.





Behaviour Teaching Matrix for Staff and Students at Gleneagle State School



	ALL SETTINGS	TEACHING AREAS	EATING AREAS & WALKWAYS	PLAY AREAS & Lining up	TOILETS	Off campus Activities	Buses & Pick up	ICTs
We are SAFE	Follow directions Keep hands, feet and objects to yourself Ask permission to leave Practise good hygiene Be in the right place at the right time Be sun safe Use the Zones of Regulation	Enter in an orderly manner Use equipment properly Walk in the classroom & library	Stay sitting at eating time Eat your own food Line up patiently at the tuckshop Walk on pathways and keep to the left	Wear a broad brim hat and be sunsafe Walk on stairs, concrete and pathways. Play in the correct areas Use playground equipment safely Ask permission to retrieve equipment from out of bounds areas	Use toilets correctly One person per toilet cubicle Wash hands with soap and water Leave as soon as finished Walk in and around toilets	Stay with your group and at venue Gain permission from teacher to leave group or event Follow signage and instructions	Line up in the correct area and ask permission to leave Walk safely in line to the bus Ensure your name is marked off the bus role Use seat belts	Search for only appropriate information on the internet Use the Internet under adult supervision Report to an adult and seek help if inappropriate information or images appear
We are RESPECTFUL	Follow instructions and be an active listener Use polite language and speak respectfully Be honest Be kind Wear correct uniform with pride	Raise your hand and wait to be acknowledged before speaking Knock on doors and wait for acknowledgement before entering	Stop, look and listen when whistle is blown When ready, place hand up and wait to leave eating area Always follow the duty adults instructions Use manners at the tuckshop	Respect other people's personal space Play fairly, take turns and show good sportsmanship Respect and care for the environment Share equipment and include others	Respect the privacy of others Be water wise and turn off taps Use paper towel correctly and dispose in bin when finished	Follow adult instructions Be respectful to all adults and students and show good sportsmanship Accept umpire's decisions as final	Board the bus calmly Use a quiet, polite and calm voice when inside the bus Treat the driver or adult on duty respectfully and follow instructions	Respect and value ICT equipment Use appropriate language when using technology Hand in all electronic devices to the office before school and collect at 2:45pm
We are RESPONSIBLE	Follow directions Use the High 5 to problem solve Follow the Bystander 5 Look after your own property and that of others Always do your best Be accountable	Be on task and attempt all work to the best of your ability Ask questions politely if you need help Set and work towards learning goals Have school equipment ready for learning	Place rubbish in bins Care for younger students and be a good role model Take care of own lunch box, water bottle and hat	Return equipment at end of playtime Establish and agree on game rules before play Report to teacher on duty when situations are serious Line up and move around the school quietly and sensibly	Use toilets at break times Ask for permission in class time Return to class promptly	Report any damages or any problems to a responsible adult Follow school wide expectations at all times Seek teacher permission and help where needed	Look after belongings Have bus fares or passes ready for the driver Stay seated on the bus	Use the internet to research school based topics only Log off and switch off computer properly when finished Be cyber safe at all times

At Gleneagle State School, we teach all students the 'High-Five' and to be an 'Upstander'. These are physical prompts (visual hand signs) to remember strategies to assist in the appropriate management of conflict. Each strategy is taught individually and students learn skills to deal with problems in a systematic, constructive way.



High Five

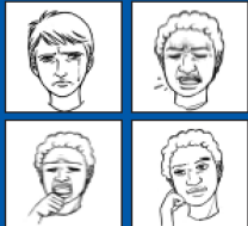


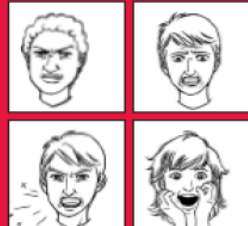


Be Courageous



In addition to explicit teaching of behaviour lessons, teachers also teach social and emotional lessons from the 'Zones of Regulation' program. This program teaches students how to recognise and self-regulate their emotions through understanding what zone they are currently in. Students are also taught calming and problem-solving strategies. The explicit teaching and daily use of the Zones of Regulation in all classrooms and across all year levels support our high expectations for learning and behaviour.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Being trauma-informed

Gleneagle State School also incorporates a lens of trauma informed practice. All staff are being trained in Berry Street Education Model in 2026 and 2027. This program incorporates trauma-informed, strength-based strategies for engaging all students with learning. When we are trauma-informed we are aware of the effects of trauma on students' learning, wellbeing and behaviour; including attendance, engagement, relationships with others, academic achievement and behaviour. We are mindful of the traumatic experiences in the lives of students and take conscious steps to prevent re-traumatisation. When we are trauma-informed we provide universal support to all students and are sensitive to the individual needs of students, addressing their needs holistically. Effective use of trauma-informed practices in schools is supported when positive behaviour supports are in place.

Trauma-informed practice and PBL



Research shows that many students have experienced, or are still experiencing, early trauma. The high prevalence of trauma underlines the importance of a whole-school approach, which assumes that all students will benefit from support, taking into consideration emotional, academic and behavioural responses. In addition, an awareness amongst all staff of the prevalence and effects of trauma, and the importance of a positive school environment, is the foundation for effective trauma-informed support.



Students who have experienced developmental trauma are more likely to present with problem behaviours, which may be externalising (e.g., aggression) or internalising (e.g., withdrawal). These behaviours are often adaptive, and perform a needed function for students. PBL uses a functional approach to behaviour support, which takes into account both the factors impacting on problem behaviour, and the skills needed to learn alternative behaviours which will still meet the necessary function for students. PBL places strong importance on the need to teach, practise and reinforce desired behaviours.



Students who have experienced trauma need to feel safe and secure. PBL helps schools to develop a safe and supportive school environment, with consistent and positive behavioural supports in place.



An understanding of the effects of trauma on students can help to inform implementation of PBL by increasing awareness of the need to provide safety and security in responding to problem behaviours by being predictable and respectful and taking into account that there may be hidden reasons for the misbehaviour.

Gleneagle State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Explicit teaching of schoolwide expectations for all students
- Explicit teaching of social and emotional learning using the Zones of Regulation
- Incorporation of trauma informed practice
- A Positive Behaviour for Learning team who meet regularly to analyse behaviour data and plan universal behaviour lessons. The team provides information to staff and the community, and supports others' in sharing successful practices.
- A Student Support Services team who meet regularly to discuss students who may require additional support (academic, social and emotional, behaviour).
- Induction programs about Gleneagle State School's Code of Conduct is delivered to new students as well as new and relief staff.
- Staff professional learning and coaching and mentoring opportunities are made available
- Staff complete professional learning about our PBL Handbook which includes information about school procedures to ensure our school runs effectively. These procedures include Transitions, Wet Weather, Extreme Heat, Bus Procedures and Playground Duty.
- Individual Behaviour Support Plans (IBSP) are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- A differentiated approach to support individual student needs through multitiered systems of support, including universal, focused and intensive tiered support requirements
- Whole school positive acknowledgement and rewards system
- A section of the school newsletter dedicated to Positive Behaviour for Learning, enabling parents to be actively and positively involved in school behaviour expectations. Additional items are posted on Gleneagle State School Social Media page and LED display board at the front of the school.
- Opportunities to seek and provide feedback to work in positive partnership with key stakeholders to enhance student outcomes

Reinforcing expected school behaviour

At Gleneagle State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviours. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members engage in professional learning to support positive reinforcement, to enable consistent and appropriate acknowledgement and rewards. Acknowledgements are clear and specifically relate to the positive behaviour that the staff member is reinforcing.

Acknowledgements may include:

- Smiling
- Positive gestures (e.g., thumbs up, high five)
- Stickers
- Positive language and praise
- Descriptive encouragement

Students intrinsically motivated to do the right thing is appreciated and important, however a formal recognition and monitoring system has also been developed, which includes the distribution of weekly awards and Glenny Gotchas.

Weekly Awards

Glenny Star Postcard

A Glenny Star Postcard is awarded to one student per class per week for academic achievement, work ethic or social skills. The teacher writes a special message to the student on the postcard and it is sent to the student's home address.



Student of the Week & Citizen of the Week Awards

The 'Student of the Week' award is awarded to a student for academic achievement, achieving academic goals or work ethic. The 'Citizen of the Week' is awarded to a student for achieving an aspect of Fortnightly PBL Focus. Both of these awards are presented on Assembly each week for each class.



Glenny Gotchas

Staff members hand out 'Gotchas' when they observe students following schoolwide expectations in both classroom and non-classroom settings. This reinforcement occurs continually throughout the day. When staff 'catch' a student demonstrating an expectation, besides praise, they can choose to give the student a Gotcha. This token is accompanied by a clear and specific acknowledgement of the positive behaviour. When students are given a Gotcha, teachers place a stamp in their Gotcha Book. Once students reach the following number of Gotchas in their Gotcha Book, they receive the associated short-term rewards, presented either in class, or at the next school assembly, as outlined in the Positive Behaviour Reward System below.

 Gleneagle S.S. Positive Behaviour Rewards 	
We are SAFE We are RESPECTFUL We are RESPONSIBLE	
50 Gotchas	Bronze Certificate
100 Gotchas	Silver Certificate and pick from the Classroom PBL prize box
150 Gotchas	Gold Certificate and pick from the Classroom PBL prize box
200 Gotchas	Platinum Certificate presented on parade & an Ice-block or Ice-cream <i>Certificate presented on assembly. Cold treat given out at the office at lunch time.</i>
250 Gotchas	Diamond Certificate and pick from treasure prize box <i>Certificate presented on assembly.</i>



Once a student has earned 300 gotchas, they become a Glenny Legend.

Glenny Legends receive: -

1. an invitation to a Principal's Chicken Nuggets & Chips Party
2. a Glenny Legend Certificate on assembly
3. a Glenny Legend Badge
4. a choice from the Legend's Menu.

Students will then receive a Glenny Legend Gotcha Book. Every time they earn another 100 gotchas, they will receive another choice from the Glenny Legend Menu.

Consideration of Individual Circumstances

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

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

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

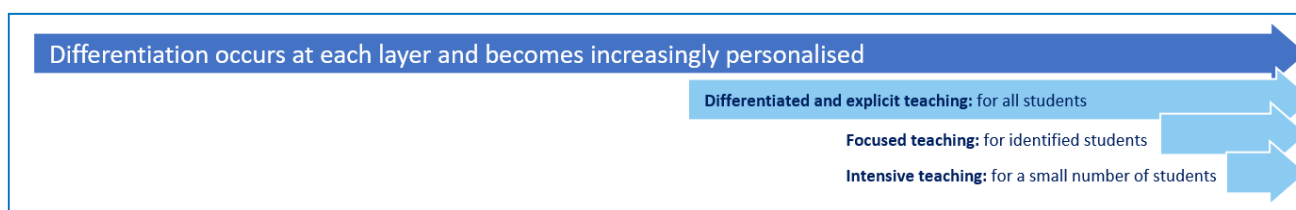
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the relevant teacher, or, alternatively the principal to discuss the matter.

Differentiated and Explicit Teaching

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

Teachers at Gleneagle State School vary what students are taught, how they 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.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Gleneagle State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- Rock and Water Program conducted by the school Chaplain
- Zones of Regulation
- Functional Behaviour Assessment

For more information about these programs, please see your child's classroom teacher, or contact the Office to speak with a PBL or Student Support Services team member, or alternatively the principal.

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, discussed with the Student Support Services team and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Disciplinary Consequences

The disciplinary consequences model used at Gleneagle State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The goal of any behaviour response seeks to try to change the behaviour by understanding the function. Behaviours that require immediate referral and intervention from Principal/Leadership team are considered to be major behaviours. All other behaviours, when not consistently recurring, and which don't have the **intent** to cause harm or damage are considered to be minor behaviours. While aiming for a consistent approach, aligned with **Human Rights Legislation, Gleneagle State School staff must take the individual student needs and context into consideration when applying disciplinary measures; and cannot administer a one size fits approach for all students and issue mandatory consequences in response to behaviour for all students.**

Major and minor behaviour responses are outlined below: -

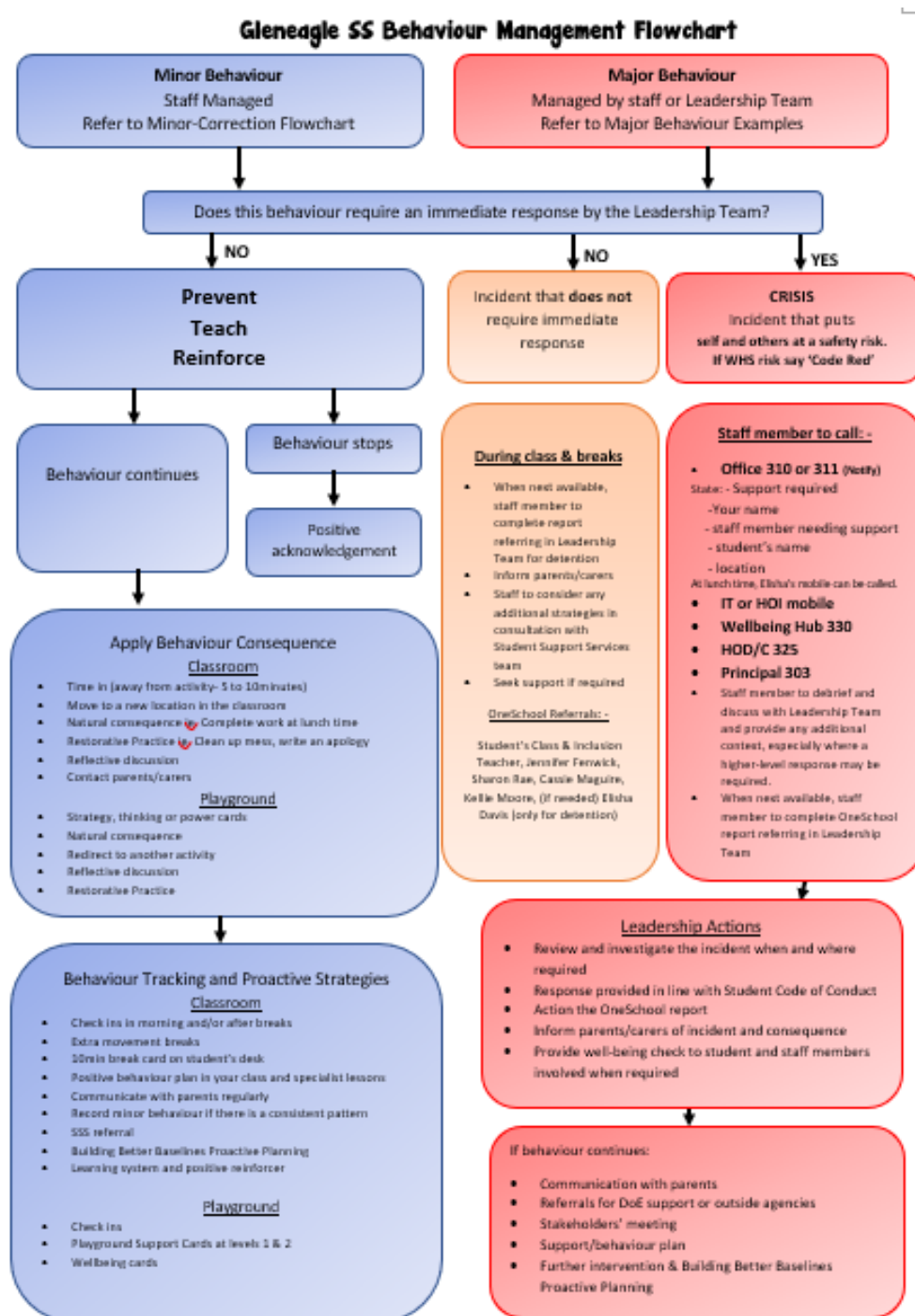
<div>  GLENEAGLE STATE SCHOOL BEHAVIOURS REQUIRING A MINOR OR MAJOR RESPONSE  </div>			
The following table defines behaviours requiring a minor or major response <i>Please note: This list is not exhaustive and while we aim for consistency, we implement a differentiated response to problem behaviour taking into account a student's individual circumstance.</i>			
Behaviours	MINOR RESPONSE Incident managed in situ by attending adult and/or teacher	Behaviours of a serious nature that cause harm or have the intent to cause harm	MAJOR RESPONSE Incident referred to Leadership Team/Principal/Administration to be managed
Dress code	Not wearing the correct uniform and adhering to school dress policy.	Dress code	Repeated unexplained refusal to follow the dress code.
Defiant	Refusal to engage in learning or follow staff instructions.	Defiant	Persistent refusal to follow directions or engage in learning irrespective of appropriate adjustments and differentiation.
Disruptive	Interruption to the learning, causing a teacher to stop teaching to address matter	Disruptive	Intentionally and persistently violating the rights of others to teach and learn.
Lying/Cheating	Behaving in a manner that is untruthful or misleading	Threat/s to others	Verbal, physical or gestural behaviour that signals a desire to cause physical harm or intimidate.
Verbal misconduct	Using inappropriate words and/or making inappropriate comments.	Verbal misconduct	Intentionally using directed words/ comments that are abusive, profane or inappropriate due to being of a racial, religious, sexual, homophobic, personal, etc. nature
Non-compliant with routine	Student engages in repeated failure to respond to adult requests in relation to school rules and routines.	Bullying/ harassment	The repeated targeted and prolonged psychological or physical abuse, by a person or group of persons.
Physical misconduct	Physical contact without intent to cause harm.	Physical misconduct	Physical contact with intent causing injury or harm to others.
Misconduct involving object	Using objects for purposes other than those for which they have been designed	Misconduct involving object	Using objects with intent to cause harm and/or causing harm.
Property misconduct	Damaging equipment or others equipment or property through misuse.	Property misconduct	Deliberate and wilful damage to school equipment or others' belongings.
Refusal to participate in program of instruction	Refusal to engage with learning, or be re-directed.	Possess prohibited items	Student is in possession of substances/ weapons that are capable of causing bodily harm or property damage.
Substance misconduct involving tobacco and other legal substances	The possession of legally obtained products.	Substance misconduct involving illicit substance	The possession, distribution and/or use of illegal substances.
Late	Not arriving to school/class on time	Truant/skip class	Deliberately not attending class and/or school, with no direct supervision of an adult.
Truant/ Leaves class or school grounds	Exiting classroom without permission Exits school grounds without intent to leave. Eg to collect a ball that has gone over the fence.	Leaving school grounds	Student exits school boundaries with intent to leave.
ICT misconduct	Using computers/ devices at school not solely for teaching and learning purposes	ICT Misconduct	Serious inappropriate use of technology, which affects the good order and management of the school.

When responding to problem behaviours, the staff member first determines if the problem behaviour is Minor or Major, with the following agreed understanding:

- Minor problem behaviours are handled by a staff member at the time it occurs.
- Major problem behaviours are managed in accordance with a major response and referred directly to the school Leadership team.

Major problem behaviours can be viewed as an intent to cause harm or damage, and/or has caused serious harm or damage. Major problem behaviours result in an immediate referral to Administration/Leadership team because of their seriousness. When Major problem behaviours occur, staff members calmly state the Major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes a referral process for follow up with the Principal/Leadership team, and/or contacts Administration for support/escorts the student to Administration depending on whether an immediate or non-immediate response is required.

All staff follow an agreed set of steps when responding to Minor and Major problem behaviours. These steps are outlined in the Gleneagle State School Behaviour Management Flow Chart below.



Gleneagle State School Student Name: _____ Class _____
 Referring Staff Member: _____
 Date and Time of Incident: _____ am/pm
 Location: _____

Major Behaviour Incident Referral Slip

Primary Major Behaviour – Intent to cause serious harm or damage or serious harm or damage caused. (Tick 1)

Bullying/ harassment	Defiant (persistent)	Disruptive (persistent)	Threat/s to others
Verbal misconduct (directed intent)	Possess prohibited items	Property misconduct	Misconduct involving object
Physical misconduct (intent)	Traunt/ skip class	Other:	

Details of Incident: Note: Incident must state **FACTS ONLY** (what was seen or heard)
 Was the incident **OBSERVED** or **REPORTED** to you? (please circle)
 Is this incident recorded in OneSchool? **YES** or **NO** Have you informed the parent? **YES** or **NO**
 If not, record details below and send to Office: (Continue on back if extra space required)

List Witnesses: (Staff, students or external people)

Teachers report and refer by putting the information directly into OneSchool and refer in the relevant staff, Principal/Leadership team for follow up of the behaviour.

Alternatively, Teachers report using the 'Incident Referral Slip' to refer major behaviours to the Leadership team for further support.

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

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

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

Our school seeks to ensure that responses to problem behaviours are proportionate to the nature of the behaviour. We follow the same differentiated approach used in the teaching of student behavioural expectations. The response to the behaviour will consider a range of factors, including: recognising and taking into account student's age, behaviour history, disability, mental health and wellbeing, religious and cultural background, home environment and care arrangements.

Multi-tiered Systems of Support

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

Differentiated

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

- Pre-correction (eg. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (eg. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (eg. "Hand up when you want to ask a question")
- Rule reminders (eg. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (eg. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order ("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 (e.g., "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g., removal from classroom)
- Reteach
- In-Classroom or In-Playground Time-Out
- Restorative justice, including repairing situation during break time
- Parent/Carer contact

Examples of differentiated behaviour supports

Prevention strategies

- Pre-correction
- Positive greetings
- Providing choice
- Modifying task difficulty
- Transition routine
- High probability requests
- Student self-monitoring
- Establish-maintain-restore
- Prompts – visual and verbal
- Non-contingent attention
- Behaviour contracts

Teaching strategies

- Teach and practise the social skills needed to be successful
- Teach and practise the academic skills needed to engage with tasks
- Teach a replacement behaviour

Reinforcement strategies

- Targeted behaviour specific positive feedback
- Feedback on achievement of goals
- Privilege provided
- Tangible reward
- Consistent responses to problem behaviour
- Problem-solving conference
- Restorative chat

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include a range of differentiated strategies as outlined above and in addition a more focused approach including:

- Targeted skills teaching in small group
- Restorative justice
- Individual student behaviour support strategies (e.g., Student behaviour plan; playground plan)
- Buddy Class if it is part of student support plan

- **Playground pass**

Playground Passes are issued to students who need more support in the playground. This need for support is identified through One School data.

Level 1

Students on Level 1 can choose where they would like to play. Their classroom teacher writes this on the pass before each play break and

reminds the student of their playground goal.

We also have differentiated passes to assist students who may require additional support whilst transitioning.

Level 2

Students on Level 2 are restricted to play in a certain area.

This is determined by the PBL team to provide greater support for the student.

- **Detention**

The detention room runs in first lunch break for 20min from the end of eating time at 11:15 a.m., until 11:35 a.m. Students then have 5 minutes to go the toilet and get a drink before returning to class. During detention, students work with the staff member to: -

- discuss their behaviour and the correct behaviour for the future
- discuss the implications of their behaviour e.g., how have other people or school property been hurt,
- complete restorative justice tasks e.g., restore environment, apology letter to staff member
- reflect on their behaviour

- **Parent/Carer contact**

- **Behaviour Support Plan**

- **Counselling and guidance support**

- **Self-monitoring plan**

- **Check in Check Out strategy**

- **Teacher coaching and debriefing**

- **Referral to Student Support Services team for context based problem solving**

- **Stakeholder meeting with parents and key internal and external stakeholders**

Out-of-school hours detention

An Out-of-school hours Detention (e.g., after school), will be considered by the Principal for behaviour constituting grounds for further management outside of normal lunch time detention. The Principal will give at least 24-hour's notice to parents before the detention is scheduled to occur, notifying parents to negotiate, within parameters, the day, time and duration of the detention and the responsibilities of the student, parent and school in relation to supervision and transport arrangements.

Intensive

School leadership team work in consultation with Student Support

Services team and Network to address persistent or ongoing serious problem behaviour. This may include:

- **Functional Behaviour Assessment based individual support plan**

Functional behaviour assessment (FBA) is a process for collecting information to help determine why problem behaviour occurs and to serve as a basis for the development of an Individual Behaviour Support Plan (IBSP). Research has shown that interventions developed from an FBA are more likely to be effective in reducing rates of problem behaviour.

FBA aims to:

- define behaviour in specific, observable and measurable terms
- determine what aspects of the environment or situation contribute towards the behaviour
- identify the consequences which maintain the behaviour.

- **Complex case management and review**

- **Stakeholder meeting with parents and external agencies including regional specialists**

- **Temporary removal of student property (e.g., mobile phone)**

- **Short term suspension (up to 10 school days)**



- Long term suspension (up to 20 school days) and/or a Discipline Improvement Plan
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. An additional staff member may be asked to attend where practical and relevant, e.g., Class or Inclusion teacher. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Gleneagle State School also has a Uniform Policy. The P & C Association endorsed the [student dress code](#) on 19 November 2020 and it is reviewed annually. Gleneagle State School also has an Extreme Heat, Wet Weather, Bus Duty and Transitions, school procedures. Gleneagle State School staff follow all Department of Education policy and procedure and engage with mandatory Department of Education training annually and as per the need arises throughout the year.

Temporary removal of student property

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

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

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

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

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

- illegal items or weapons (e.g., guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g., blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g., fireworks, flares, sparklers)

- flammable solids or liquids (e.g., fire starters, mothballs, lighters)
- poisons (e.g., weed killer, insecticides)
- inappropriate or offensive material (e.g., racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Gleneagle 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.

Parents of students at Gleneagle State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Gleneagle State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Gleneagle State School

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

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. In consultation with the broader school community, Gleneagle State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

Gleneagle State School mobile phone and other devices (including personal iPads not approved for educational use and wearable devices such as smartwatches not approved for medical purposes) policy aligns with the Queensland state school commitment to keep mobile phones “away for the day” during school hours and while attending school activities. This “Phones Away for the Day” initiative starts day 1, Term 1, 2024.

It is the student’s responsibility to hand the phone (or device) into the office for the school hours where it will be stored safely, and then collect from the office after school. Students who are found to have unapproved mobile phones and/or other devices during school hours will be responded to in a proportionate and equitable manner, taking into individual circumstances for each student and may include redirection of the student to take the mobile phone to the office, verbal reminder of school expectations or detention.

It is **acceptable** for students at Gleneagle State School to:

- use a mobile phone, personal iPad or wearable mobile device for
 - contacting parents or other carer outside of the school day
 - support safe travel to and from school
 - use for the intended purpose with an approved exemption, for example for monitoring or managing a medical condition, is an agreed reasonable adjustment for a student with a disability, is used as a communication device.
- use school approved iPad or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's QLearn environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device in the right location unless the device is being used in a teacher directed activity to enhance learning

It is **unacceptable** for students at Gleneagle State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g., forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Gleneagle State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.



Preventing and responding to bullying

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

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

Gleneagle State School has a **Student Council**, with diverse representatives from Year 6 meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.



A priority for the Student Leadership meetings and Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Gleneagle State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

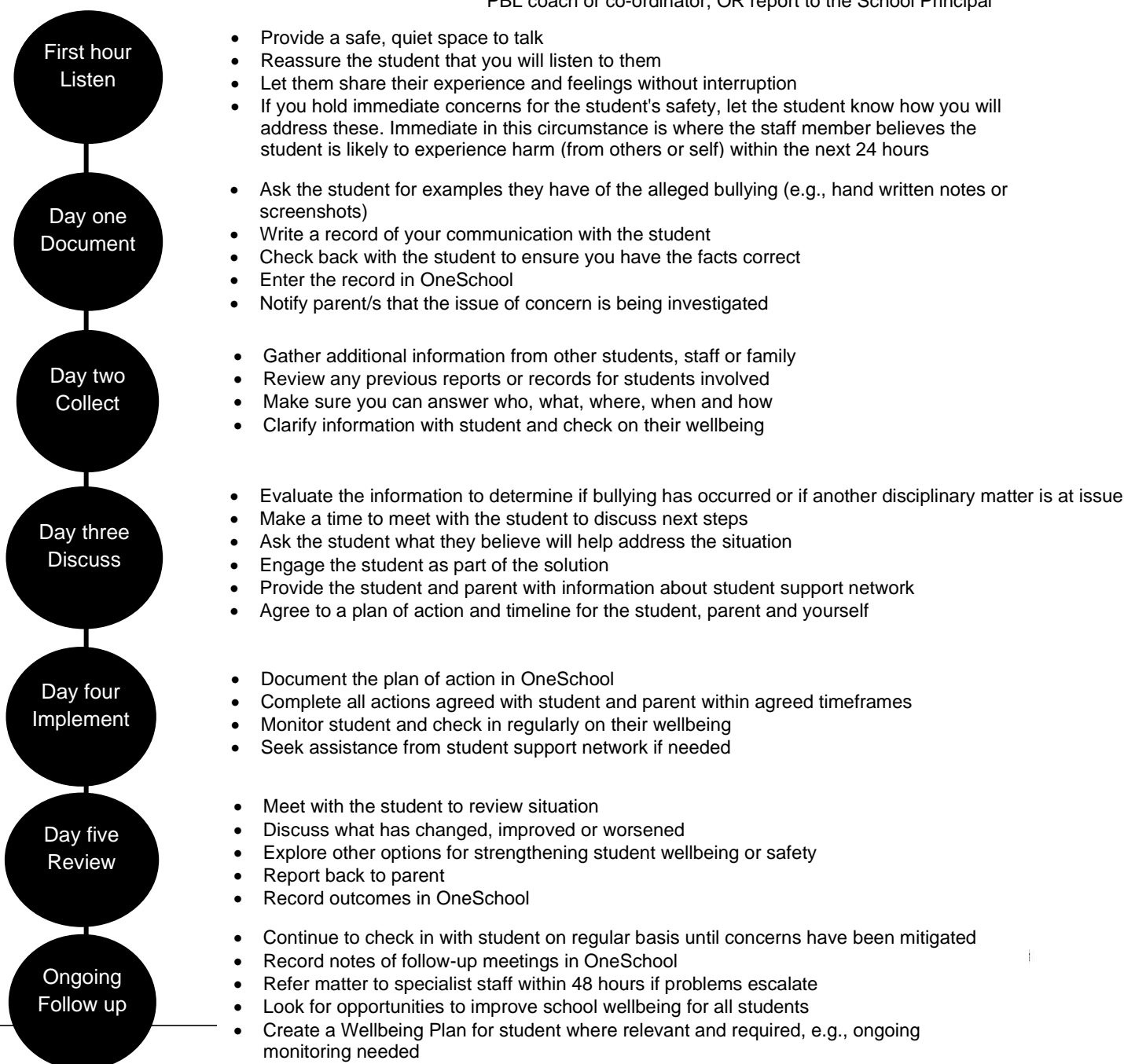
However, these conflicts are still considered serious and need to be addressed and resolved. At Gleneagle State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Gleneagle State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s. These timelines may also be adjusted depending on the unique circumstances and risk associated with each situation. Timeframes should be clearly discussed and agreed with student and family.

Gleneagle State School – Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Report to Class teacher; OR
Student Support Services team, e.g., Inclusion Teacher or Guidance Officer,
PBL coach or co-ordinator, OR report to the School Principal



Cyberbullying

Cyberbullying is treated at Gleneagle State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should inform the regular class teacher. Class teachers will discuss with the Student Support Services/PBL team member and discuss and refer to the Principal where required.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Gleneagle State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Cybersafety and Reputation Management (CRM)

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

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

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

Student Intervention and Support Services

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

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

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

Gleneagle 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](#).

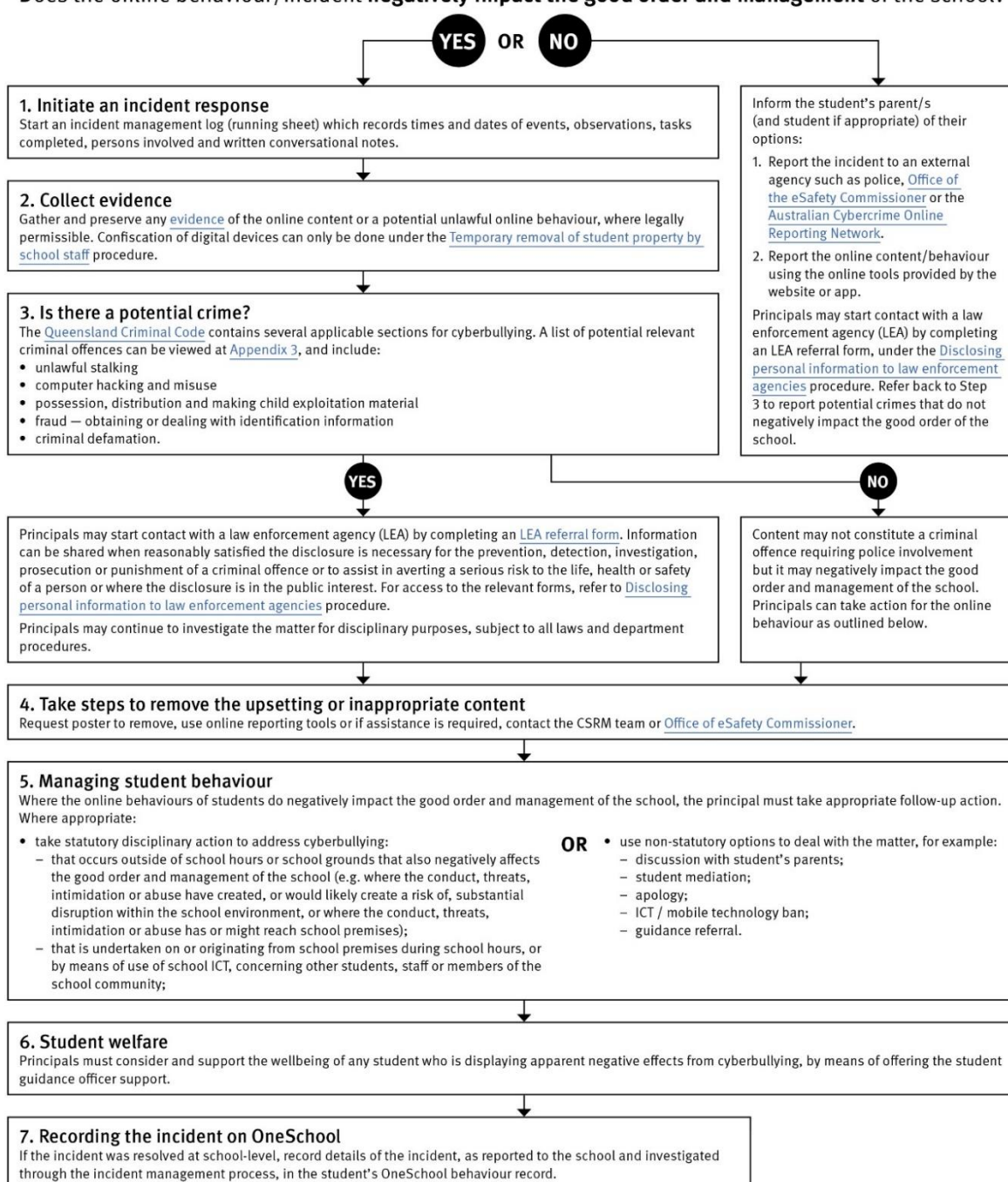
Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Bullyproof Australia

From 2025, Gleneagle State School will partner with Bullyproof Australia to deliver the AMAYDA Resilience program (ARP), which is a bullying prevention initiative. Students will receive explicit lessons; community will have an opportunity to access information and staff will be provided with further training to assist to further build skills in de-escalation and conflict resolution. This will assist to call out, prevent, and stamp out bullying and undesired behaviours and assist to provide further education and capability building to all staff, students and community on what is and isn't bullying. It will give the message that it is everybody's role in the community to raise a child, to raise the standards, aligned with the proverb, 'It takes a village to raise a child'.



The AMAYDA Resilience Program is designed to improve the self-image of children, teach them why respect for themselves and others is important, teach them how to resolve conflict in an appropriate way, as well as how to avoid and manage verbal, social and physical bullying situations in a non-violent way, both on their own and with the assistance of others, so as to achieve the best outcome for everyone – including the bully.

The overall objective of the Program is to create a culture at the school where students and teachers feel safe, happy, respected, appreciated, and liked, which is an ideal learning environment.

Program Awareness

The AMAYDA Resilience Program (ARP) represents a novel approach to addressing bullying and mental health issues among children and young adults. The Program, co-founded by former world boxing champion Jeff Horn, is a youth early intervention initiative aimed at preventing negative conflict situations in schools.

Methodology

- *Champion Values* - The ARP instils core values such as respect, courage integrity, and resilience. These values serve as the foundation for positive interactions and contribute to a healthy school environment.
- *Advocating for Self and Others* - Participants learn self-advocacy skills, empowering them to assert themselves effectively while advocating for peers. Confidence and resilience are key outcomes.
- *Conflict Resolution* - Practical strategies for handling conflicts—whether verbal, cyber, or physical—are taught. The ARP aims to reduce negative repercussions in all bullying situations.

Structured Learning

- *Recognizing Strengths* - Students explore their own abilities, contributing to self-worth and resilience. Acknowledging personal strengths fosters a positive self-image.
- *Appreciating Others* - Beyond self-awareness, students learn to appreciate the uniqueness and talents of their peers. This promotes a supportive school community.
- *Collaboration and Conflict Resolution* - The ARP encourages teamwork and equips students with conflict resolution skills. These skills extend beyond the classroom, preparing students for life.



AMAYDA Resilience Program (ARP)





Gleneagle State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Gleneagle State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Gleneagle State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Gleneagle State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature:

Date:

Appropriate use of social media

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

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

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

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

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. If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

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

Following the use of any unplanned restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Physical Intervention

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

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

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

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

Gleneagle staff understand that:

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

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

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made is:

- reasonable in the particular circumstances;
 - in proportion to the circumstances of the incident;
 - always the minimum force needed to achieve the desired result; and
- done taking into account the age, stature, disability, understanding and gender of the student

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g., in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

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

Customer complaints



Customer complaints

We are committed to responding to customer complaints in an accountable, transparent, timely and fair way that is compatible with human rights. For complaints about school matters parents are encouraged to use the following three step approach:

1. **Early resolution:** the best place to raise concerns is at the point where the problem or issue arose. Depending on the concern, parents might raise their concerns, or make a complaint to their child's teacher in the first instance, or, alternatively to the principal (as per the communication placemat below).
2. **Internal review:** if parents are dissatisfied with the outcome or how the complaint was handled, they can ask the Principal to review the matter, and/or ask local Regional Office to conduct a review.
3. **External review:** if parents are dissatisfied after the internal review, they may wish to contact a review authority such as the Queensland Ombudsman and request an independent, external review.

The [Making a customer complaint: easy guide](#) contains more information about the department's approach. All complainants are expected to act in a way that is respectful and understand that unreasonable conduct will not be tolerated by school, regional or departmental staff as outlined on the [Information sheet: unreasonable complainant conduct](#).

Gleneagle State School have a 'Communication Placemat' to support the best communication method and a 'Customer Compliments & Complaints' process.

 Gleneagle State School – Communication Placemat We are safe We are Responsible We are respectful Phone – 07 5548 9333 Address – 126-146 Mt Lindesay Highway, Gleneagle QLD 4285			
Please refer to the table below to determine the appropriate method and avenue of communication for any information you require.			
Class Teacher Please email to arrange a meeting or to express your concerns (Please allow a minimal of 24 hours response time)	Administration Email - Administration@gleneagless.eq.edu.au Phone – 07 5548 9333	Newsletter, P & C, Community, Face Book Page, Email Website - https://gleneagless.eq.edu.au/	
<ul style="list-style-type: none"> ➤ Student issues – learning and academic progress, reporting and assessment. Behaviour, social & emotional learning concerns (e.g., playground/ friendship issues) ➤ Intervention and additional support needs ➤ Interviews – Parent Teacher interviews are conducted formally twice per year – Terms 1 & 3 ➤ Report Cards – Issued each semester – Terms 2 & 4 ➤ Classroom routines – home learning, volunteering/class help, organisation, class newsletters each term ➤ Classroom newsletters 	<ul style="list-style-type: none"> ➤ Payments – BPoint is an online payment system available to all parents for payment of invoices; please see administration for any issues arising ➤ Student Absences – Phone the absence line 07 5548 9360 or text 0426 305 671 ➤ Excursions, incursions & permissions slips ➤ Student Medical Action plans ➤ Update family & contact details ➤ Communication assistance to key stakeholders 	<ul style="list-style-type: none"> ➤ Codes of Conduct – e.g., Parent and Community, Students, Bus, School uniform etc ➤ Tuckshop – orders, schedule, volunteers ➤ Uniforms – School Locker https://theschoollocker.com.au/schools/gleneagle-state-school-gleneagle/uniforms ➤ Events – sports, cultural, graduation, special assemblies, school concert, PBL, Prep transition program, etc ➤ Celebrations/Commemorations – ANZAC Day, Harmony Day, Under 8's Day, Book Week, NAIDOC Week, Remembrance Day, School Concert/Awards ceremony ➤ Instrumental Music Program – expressions of interest, general information ➤ P&C Meetings – scheduled meetings, volunteers, ideas, fundraising and social events, car parking 	
Principal Email – principal@gleneagless.eq.edu.au Student Issues – For serious matters which require a higher referral, matters of a highly confidential nature, or, matters unable to be resolved at a classroom or administration level, please email or phone Administration to arrange a meeting. <i>Parents and community members play an important role in their children's education and a strong partnership between parents and schools enriches the learning experience for every student.</i>			
Jingeri. Gleneagle State School would like to respectfully acknowledge the Mununjali peoples, the Traditional Custodians of this Country on which our school is built and our learning takes place. We pay our respects to the Mununjali Elders past, present and emerging for they hold the memories, traditions and knowledge which they share with our jarjum. We recognise their strength and resilience as we grow and learn together in the spirit of kindness, friendship, honesty and respect.			

Gleneagle State School

126-146 Mt. Lindesay Highway, Gleneagle Qld 4285

Phone : (07) 5548 9333

E-Mail : administration@gleneagless.eq.edu.au

Website: <http://gleneagless.eq.edu.au>



We are responsible We are respectful We are safe

Customer Compliments and Complaints

Working in positive partnership with parents and carers is highly valued amongst our team and beneficial to improving & enhancing outcomes for students. Effective communication is the key to all successful relationships.



If you have any questions or concerns about your child's learning and engagement in school, please don't hesitate to reach out to your child's classroom teacher, or the relevant staff member, as per our [Communication Placemat](#) included below. The communication placemat will help direct any communication queries you may have through the most appropriate channel and works in conjunction with the Department of Education [Parent and Community Code of Conduct](#) and the Occupational Violence and Aggression Prevention Campaign.

Compliments

Staff at Gleneagle State School are dedicated and committed to ongoing professional learning. They are committed to collectively working together to champion 'Equity and Excellence' in supporting students to realise their potential and become the best version of themselves to achieve success. At the heart of everything we do, our core business, is our students, and, we are very fortunate to have such wonderful students at Gleneagle State School. Each student is uniquely valued in their very own right!

Quite often, just like most businesses, school staff tend to hear when something doesn't go to plan, we'd also like to know when we get things right. It is great to know and hear if you have had a positive experience. If someone deserves that feedback and you'd like to forward a compliment, of course, you can let them know directly, or, alternatively, you can pass your compliment on to our administrative team, who will share your feedback.

Complaints Process

From time to time an issue may arise and we encourage at all times following our communication placemat to solve any potential issues. Solving matters where the problem arose so that an early resolution can be achieved in a practical and reasonable manner, is in the best interest of all parties. We thank all parents and caregivers who always communicate respectfully with our team and who role model how to resolve any problems that may arise. The behaviour adults role model is the behaviour we expect to see from children. If you do have a complaint, we are committed to responding in an accountable, transparent, timely and fair way that is compatible with human rights.

Our responsibilities include:

- following the customer complaints management [framework](#) and [procedure](#) when managing complaints;
- resolving complaints promptly; and
- providing information about our processes, timeframes and any available review options, including your rights to contact the Department of Education Regional Office team if you feel dissatisfied by the school's resolution.

If someone makes a complaint, they also have responsibilities including:

- cooperating respectfully and understanding that unreasonable conduct will not be tolerated;
- giving us a clear idea of the issue or concern and a possible outcome solution (what happened, including when and where it occurred, and who was involved);
- providing all relevant information when making the complaint;
- understanding that addressing a complaint can take time; and
- letting us know if something changes, including if help is no longer needed.

The [Making a customer complaint: Information for parents and carers factsheet](#) contains more information about the department's approach. All complainants are expected to act in a way that is respectful and understand that unreasonable conduct will not be tolerated by school, regional or departmental staff as outlined on the [Information sheet: unreasonable complainant conduct](#).

Endorsed by:

Katrina Wright, P&C President

Date of approval: 18/03/2024

Approved by:

Jennifer Fenwick, Principal

Date of approval: 18/03/2024

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