



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



Queensland  
Government

# Clarendon State School

## ***Responsible Behaviour Plan for Students*** based on *The Code of School Behaviour*

### **1. Purpose**

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### **2. Consultation and data review**

Clarendon State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through community meetings.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in September 2018, and reviewed as required in legislation.

### **3. Learning and behaviour statement**

All areas of Clarendon State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Clarendon State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- **Keeping Safe**
- **Organised**
- **Always respectful**
- **Learner**
- **Acting responsible**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

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

##### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Clarendon State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to our logo. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Touchstone	All Areas	Classroom	Playground	Eating
<b>K</b> eeing Safe	Keep hands, feet and objects to yourself; Walk in a safe manner around the school. Avoiding out of bounds areas. <b>Bus Shelter</b> - walking to the bus shelter; sitting down in the bus shelter; walking to your parents/vehicle when instructed by staff; using the crossing.	Act in a safe manner at all times; Ask permission before leaving the room.	Wear shoes and socks (when not in Sandpit); Wear a sunsafe hat; Use equipment for its intended use; Always walk on concrete;	Remain seated while eating; Only eat your own food.
<b>O</b> rganise / On task	Be on time.	Be prepared; Keep your work space tidy; Homework Complete.	Returned borrowed equipment to the correct storage area	All food to be taken to the eating area.
<b>A</b> lways Responsible	Be in the right place at the right time; Follow instructions straight away; Return equipment to the right place when finished; Always be truthful; Follow school rules.	Be in the right place at the right time; Follow directions; Use technology appropriately.	Care for the environment; Use playground and sports equipment appropriately; Take care of, and return, play equipment; Move sensibly around the school; Use toilet facilities with care e.g. hand towels, soap dispensers.	Rubbish to be placed in the bin before leaving the area.
<b>L</b> earning	Display a positive attitude;	Focus on my own learning; Complete set tasks; Present all work with pride; Set, and strive to obtain, goals.		
<b>A</b> cting Respectively	Be polite; Use Manners; Move quietly around the school so as to not disrupt learning.	Respect other's rights to learn; Be a good listener; Look after equipment; Work quietly.	Share play equipment; Be mindful of younger students; Play fair – stick to the agreed rules; Negotiate disputes respectfully; Speak nicely to each other.	Respect other students while eating; Use manners.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;

- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Whole School Daily Notices, held each morning, represent a key point of discussion and role play reinforcing our Weekly Behaviour focus.

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

- Cluster network team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Clarendon State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

#### Reinforcing expected school behaviour

At Clarendon State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

#### **Clarendon State School Positive Notice:**

Staff members hand GOTCHA Awards out each day to students they observe following the nominated school rule in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rule they can choose to give them a GOTCHA Award. The student given the GOTCHA Award ensures their Name, House and KOALA-Touchstone is on it and inserts it into the designated GOTCHA Award collection box in the foyer of the school administration block. (These positive rewards are entered into oneSchool for later analysis).

At each fortnightly Parade, a number of GOTCHA Awards are drawn from the collection box. Also, the student with the most GOTCHA'S is announced. These students are able to choose a prize from the GOTCHA Prize Cabinet. GOTCHA'S are never removed as a consequence for problem behaviour. GOTCHA'S are removed fortnightly and placed in a separate box ready for the Grand Draw at the end of each term.

#### Responding to unacceptable behaviour

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

At Clarendon, all students are encouraged to use the 'Hi 5' problem-solving strategy in both the classroom and playground setting when dealing with issues associated with their peers. This is a whole school approach and is used consistently in all areas of the school (Refer to Appendix 4).

#### **Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on

their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Targeted behaviour support:**

Each year a small number of students at Clarendon State School are identified through our data as requiring extra support to achieve targeted behaviour. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students who have been identified as requiring targeted behaviour support receive support including:

- Communication with parents/carers
- Verbal and non-verbal reinforcement
- Referral to Guidance Officer or Behaviour Specialist
- Individual Behaviour management Plan

Students whose behaviour does not improve after participation in Targeted Behaviour Support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support:**

Clarendon State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. All staff work together to

- to develop appropriate behaviour expectations and strategies
- monitor the impact of support for individual students through continuous data collection
- provide consistent strategies and adjustments outlined within the Individual Learning Plan, and
- achieve continuity and consistency in response to behavioural incidents.

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

At Clarendon State School, all staff demonstrate Essential Skills in the Classroom and Playground strategies to the learning and social environment. All behaviour is managed and responded to in accordance with the Minor and Major behaviour consequences flowchart (refer to Appendix 5).

## 5. Consequences for inappropriate or unacceptable behaviour

Clarendon State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour incidents are also recorded on OneSchool.

At Clarendon State School, all staff demonstrate Essential Skills in the Classroom and Playground strategies to the learning and social environment. All behaviour is managed and responded to in accordance with the Minor and Major behaviour consequences flowchart (refer to Appendix 5).

### Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:

### In the Classroom:

Usual sequence of consequences:

- Reminder of the school rule;
- Verbal warning;
- Time Out within the classroom;
- Move to Buddy Class;
- Contact with Principal.

Student given opportunity to complete work not done as a result.

### In the playground

Usual sequence of consequences:

- Reminder of the school rule;
- Verbal warning;
- Time Out on office stairs;
- Move to office (staff notified, Playground Note of Concern recorded/ Minor Oneschool entry- Refer to Playground Monitoring);
- Contact with Principal.

Students who require support with their playground behaviour will be supervised in Supportive/Monitored Play where they be given instruction in appropriate behaviours in a play situation.

**Major** behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm;
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member escorts the student to Administration, alerts appropriate administration staff and completes a summary of the behaviour witnessed for reference. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, Detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Targeted Behaviour Support AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive behaviour support, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

## Playground Behaviour Monitoring- Playground Note of Concern

The use of a Playground note of concern allows for pointed analysis and helps to inform areas of Behaviour Teaching focus. While demonstration of many of the behaviours contained will require no more than a reminder, repetitive demonstration of specific behaviour by a student will require further intervention. Continual demonstration of specific behaviours by many students will see that behaviour become a key focus for Behaviour Discussions.

When demonstration of an unacceptable behaviour is sighted, Playground Duty Staff correct the student/s involved, demonstrate the correct behaviour/s for the situation, explain what KOALA Touchstone they have not followed, apply the appropriate Playground Consequence and complete the Playground Note of Concern in relation to a specific child. These records are analysed throughout each week to identify areas of required intervention. Further intervention and Oneschool entries are made where student/s demonstrate repetitive behaviours.

 <b>Clarendon State School – Playground Note of Concern</b> Date: _____ Student Name: _____ Staff Member: _____		
What school rule/s did the student have difficulty adhering to: <ul style="list-style-type: none"> <li><input type="radio"/> Keep Safe</li> <li><input type="radio"/> Organised</li> <li><input type="radio"/> Always Respectful</li> <li><input type="radio"/> Learner</li> <li><input type="radio"/> Always Responsible</li> </ul>	As a consequence the student: <ul style="list-style-type: none"> <li><input type="radio"/> Missed out on play for _____ mins.</li> <li><input type="radio"/> Sent to monitored Play.</li> <li><input type="radio"/> Participated in Restorative Justice.</li> <li><input type="radio"/> Was sent to the Principal/ Teacher.</li> </ul>	Details of incident: <ul style="list-style-type: none"> <li><input type="radio"/> Incident entered on OneSchool</li> <li><input type="radio"/> Classroom Teacher Advised (Teacher to OneSchool)</li> </ul>

## Definition of consequences\*

<b>Time out</b>	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
<b>Detention</b>	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
<b>Temporary Removal of Property</b>	<p>A principal or staff member of Clarendon State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</p>

<b>School Disciplinary Absences (SDA)</b>	
<b>Suspension</b>	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p><i>A Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> <li>▪ reasonably appropriate to the challenging behaviour</li> <li>▪ conducted by an appropriately qualified person</li> <li>▪ designed to help the student not to re-engage in the challenging behaviour</li> <li>▪ no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> <li>▪ disobedience</li> <li>▪ misconduct</li> <li>▪ other conduct that is prejudicial to the good order and management of the school, or</li> <li>▪ breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	<p>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</p>

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor and major behaviour incidents

	Level 1	Level 2 (minor)	Level 3 (major)
<b>Keeping Safe</b>	<ul style="list-style-type: none"> <li>Running on concrete/in classroom</li> <li>Rocking on chair</li> <li>Touching others</li> <li>No hat or shoes</li> <li>Being out of supervised areas</li> <li>Sharing food</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Unsafe use of equipment</li> <li>Throwing objects</li> <li>Dangerous actions</li> <li>Putting others safety at risk</li> </ul>	<ul style="list-style-type: none"> <li>Possessing weapons</li> <li>Throwing objects at others</li> <li>Inappropriate use of internet / social media or phone, including cyber bullying</li> </ul>
<b>Learning and Organisation</b>	<ul style="list-style-type: none"> <li>Not focussing on set tasks;</li> <li>Wasting learning time</li> <li>Being loud/noisy/calling-out</li> <li>Disrupting others</li> <li>Not prepared</li> <li>Homework not complete</li> <li>Untidy work area</li> <li>Equipment not returned</li> </ul>	<ul style="list-style-type: none"> <li>Disrupting learning</li> <li>Disrupting teaching</li> <li>Inappropriate use of the internet</li> <li>Leaving the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>Refusal to attend to program of instruction</li> <li>Leaving the classroom without permission (out of sight)</li> </ul>
<b>Always Responsible</b>	<ul style="list-style-type: none"> <li>Disobeying school rules</li> <li>Not following instructions</li> <li>Possession of jewellery, phones etc</li> <li>Damaging equipment, gardens, furniture</li> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Minor vandalism</li> <li>Non-compliance</li> <li>Uncooperative</li> </ul>	<ul style="list-style-type: none"> <li>Leaving the School without permission</li> <li>Highly dangerous / damaging actions</li> <li>Threats of violence against teachers or students</li> <li>Major dishonesty that impacts on others</li> </ul>
<b>Acting Respectful</b>	<ul style="list-style-type: none"> <li>Not using manners</li> <li>Littering</li> <li>Raising your voice</li> <li>Not sharing/turn taking</li> <li>Pushing into line</li> <li>Seeking attention</li> <li>Disrespectful tone/posture</li> </ul>	<ul style="list-style-type: none"> <li>Rudeness / back chatting</li> <li>Name calling / swearing / inappropriate actions</li> <li>Disobedience / non-compliance</li> <li>Teasing or passing on comments</li> <li>Excluding others</li> <li>Entering the personal space of others</li> <li>Minor physical violence (kicking, hitting, rough play)</li> </ul>	<ul style="list-style-type: none"> <li>Major vandalism</li> <li>Bullying</li> <li>Non-physical intimidation or harassment (staring, following, warning gestures)</li> <li>Repeated disobedience / non-compliance</li> <li>Swearing or yelling at others</li> <li>Serious physical violence (fighting, punching, biting, spitting etc)</li> </ul>
<b>Possible Consequences</b>	<ul style="list-style-type: none"> <li>Warning - verbal</li> <li>Rule reminder – verbal or written</li> <li>Apology – verbal or written</li> <li>Buddy Class – time out.</li> <li>Monitored / No Play</li> <li>Redo / fix the problem (untidy work, talking quietly, walking on concrete)</li> <li>Lunchtime practice (school and class routines, finishing school work)</li> <li>Removal of inappropriate possessions (jewellery, toys, phone)</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 consequence</li> <li>Contact with parents / carers</li> <li>Contact with Principal</li> <li>One School entry</li> <li>Withdrawal to time out area</li> <li>Missing out on play / privileges / excursions</li> </ul>	<ul style="list-style-type: none"> <li>Withdrawal to time out area or office.</li> <li>One School entry made</li> <li>Parents and carers contacted by Principal</li> <li>Student completes apology/reflection sheet</li> <li>Possible suspension / exclusion and re-entry plan</li> <li>Possible Individual Behaviour Plan</li> </ul>

**Persistent Level 1 behaviour moves to Level 2**

**Persistent Level 2 behaviour moves to Level 3**

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

### Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### Ensuring consistent responses to inappropriate or unacceptable behaviour

At Clarendon State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

## **6. Emergency situation or critical incident responses**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

**Severe unacceptable behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

### Immediate Strategies

- Avoid escalating the unacceptable behaviour  
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment  
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner  
Move slowly and deliberately toward the situation or incident, 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.

### Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

### Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

### **Physical Intervention**

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented including advising the Principal of the incident and OneSchool documentation.

## 7. Network of student support

Students at Clarendon State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

## 8. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Clarendon State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

## 9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

## 10. Related procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

## 11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

### **The Use of Personal Technology Devices\* at School**

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

#### **Certain Personal Technology Devices Banned From School**

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

#### **Confiscation**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

#### **Personal Technology Device Etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

#### **Recording voice and Images**

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Clarendon State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or

embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup>, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

### **Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

### **Special Circumstances Arrangement**

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

### Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

#### Purpose

1. Clarendon State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity and
  - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Clarendon State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. In accordance with Department of Education, bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.
4. Behaviours that **do not** constitute bullying include:
  - mutual arguments and disagreements (where there is no power imbalance);
  - not liking someone or a single act of social rejection;
  - one-off acts of meanness or spite; and
  - isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

5. Cyberbullying refers to bullying that is carried out through information and communication technologies.
6. Bullying, harassment, discrimination and violence are all interpersonal behaviours that can create or contribute to negative social environments.
7. Bullying behaviours that will not be tolerated at Clarendon State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
8. Bullying may be related to:
  - race, religion or culture
  - disability
  - appearance or health conditions
  - sexual orientation
  - sexist or sexual language
  - young carers or children in care.

9. At Clarendon State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

### **Rationale**

10. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
11. The anti-bullying procedures at Clarendon State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

12. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
13. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
  - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.
  - Clarendon State School will then investigate and respond to any incident of cyberbullying.
14. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
  15. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
  16. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
  17. Clarendon State School uses the high 5 problem solving strategy as a whole school approach that can also eradicate bullying. It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents (Refer to Appendix 4).
  18. Clarendon State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
  19. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Clarendon State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
  20. Clarendon State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

The Bullying. No Way! website has more information and facts on [bullying, harassment, discrimination and violence](http://www.bullyingnoway.gov.au/teachers/facts/index.html)( <http://www.bullyingnoway.gov.au/teachers/facts/index.html> ).

## WORKING TOGETHER TO KEEP CLARENDON STATE SCHOOL SAFE

We can work together to keep knives out of school. At Clarendon State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

### What kinds of knife are banned?

- 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 Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension and exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

### How can parents help to keep Clarendon State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.

## Hi 5 Problem-Solving Model

### What is Hi 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

### Do the Hi 5:-

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report

### Ignore

- Pretend you didn't hear it.
- Don't react!
- Do not make eye contact.
- Maintain positive body posture (calm, confident)
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE

### Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel ..... when you..... because.....
- "Please leave me alone."

### Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards other students or proximity of staff member.
- Do not look back. Walk confidently, but don't run.

### Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said....."I asked you to leave me alone."



## **Report**

- Walk away and tell the staff member on duty or your classroom teacher.
- Bystanders - support and report.
- Report, report, report until somebody listens (a staff member).

## **Reporting vs Dobbing:**

Students need to know the difference between reporting and dobbing.

- **Reporting** is helping/getting yourself or someone else out of trouble (keeping someone safe).
- **Dobbing** is trying to get someone in trouble and not minding your business. For example, 'Tim is not sitting down'.

## **Reporting:**

- Students should in most circumstances attempt to problem- solve themselves first.
- Unsuccessful after doing Hi 5 steps- see staff member.

## **Immediate reporting situations:**

- If the issue involves threats to a student's **health** or **safety** - students to report immediately to a staff member.
- They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates

**Success occurs when children can not only *talk the talk* but *walk the walk*.**

Clarendon State School – Behaviour Consequence Flow Chart

