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# Clermont State School

# Student Code of Conduct

# 2020-2023

## *Every student succeeding*

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

*Queensland Department of Education*
*State Schools Strategy 2020-2024*

**Uncontrolled copy.** Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

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# Endorsement

| | |
|---|---|
| Principal Name: | Mrs Anne Robinson |
| Principal Signature: | |
| Date: | 15.09.20 |

| | |
|---|---|
| P/C President and-or School Council Chair Name: | Mrs Maggie Fry |
| P/C President and-or School Council Chair Signature: | |
| Date: | 03.12.20 |

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# Purpose

Clermont 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 Student Code of Conduct 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.

Our school fosters a warm supportive environment where students can be happy and where optimal learning can take place. We believe that no student should be denied the opportunity to learn because of the actions of any other students.

A major part of the teacher's role is to ensure that children will learn and develop within the school environment. It is expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

By the time they leave us, we want our learners to be:

- Happy confident self-managed individuals; and
- Socially responsible citizens.



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# Principal's Foreword

Clermont State School has a long and proud tradition of providing high quality education to students from across the Clermont district. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

All areas of Clermont State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is the ***'Positive Behaviour For Learning' (PBL) Framework.***

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Clermont State School to create and maintain a safe, 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 expectations to teach and promote our high standards of responsible behaviour:

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

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

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

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



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# P&C Statement of Support

As president of the Clermont State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Anne Robinson and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on this document. This has been an important aspect in the development of the Clermont State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Clermont State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Clermont State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart included provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Clermont State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the Principal. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

**Mrs Maggie Fry**
**2020 P and C President**



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# Consultation

The consultation process used to inform the development of the Clermont State State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff between June and October, 2020 including PBL Team meetings and Staff Meetings. During these meetings, we examined a range of data sets on student attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff about behaviour management and PBL within the school. This included a request to respond to key themes about strengths and areas for further development. Participants were asked to offer positive ideas and suggestions for improving the quality of behaviour management, relationships and communication.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to the PBL team and then the staff. The third phase of consultation was completed in October 2020. The finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement.

A communication strategy has been developed to support the implementation of the Clermont State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and staff emails and sharepoint notices. Any families who require assistance to access a copy of the Clermont State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

## Review Statement

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

# Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

## School Opinion Survey

**Parent opinion survey**

| Percentage of parents/caregivers who agree# that: | 2017 | 2018 | 2019 |
|---|---|---|---|
| • their child is making good progress at this school* (S2004) | 76% | 65% | 80% |
| • teachers at this school expect their child to do his or her best* (S2005) | 93% | 91% | 90% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 83% | 79% | 89% |
| • teachers at this school motivate their child to learn* (S2007) | 83% | 85% | 85% |
| • teachers at this school treat students fairly* (S2008) | 83% | 85% | 79% |
| • they can talk to their child's teachers about their concerns* (S2009) | 86% | 91% | 90% |
| • this school works with them to support their child's learning* (S2010) | 85% | 82% | 85% |
| • this school takes parents' opinions seriously* (S2011) | 81% | 59% | 55% |
| • student behaviour is well managed at this school* (S2012) | 72% | 58% | 65% |
| • this school looks for ways to improve* (S2013) | 83% | 68% | 79% |
| • this school is well maintained* (S2014) | 55% | 53% | 60% |

| Percentage of parents/caregivers who agree# that: | 2017 | 2018 | 2019 |
|---|---|---|---|
| • their child is getting a good education at school (S2016) | 86% | 74% | 95% |
| • this is a good school (S2035) | 86% | 79% | 89% |
| • their child likes being at this school* (S2001) | 86% | 85% | 90% |
| • their child feels safe at this school* (S2002) | 90% | 85% | 85% |
| • their child's learning needs are being met at this school* (S2003) | 79% | 65% | 80% |



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## Student opinion survey

| Percentage of students who agree# that: | 2017 | 2018 | 2019 |
|---|---|---|---|
| • they are getting a good education at school (S2048) | 95% | 81% | 96% |
| • they like being at their school* (S2036) | 88% | 81% | 96% |
| • they feel safe at their school* (S2037) | 91% | 93% | 95% |
| • their teachers motivate them to learn* (S2038) | 93% | 90% | 98% |
| • their teachers expect them to do their best* (S2039) | 97% | 98% | 98% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 95% | 90% | 95% |
| • teachers treat students fairly at their school* (S2041) | 88% | 81% | 89% |
| • they can talk to their teachers about their concerns* (S2042) | 88% | 86% | 95% |
| • their school takes students' opinions seriously* (S2043) | 85% | 79% | 96% |
| • student behaviour is well managed at their school* (S2044) | 84% | 83% | 93% |
| • their school looks for ways to improve* (S2045) | 93% | 88% | 96% |
| • their school is well maintained* (S2046) | 89% | 90% | 95% |
| • their school gives them opportunities to do interesting things* (S2047) | 95% | 80% | 94% |

## Staff opinion survey

| Percentage of school staff who agree# that: | 2017 | 2018 | 2019 |
|---|---|---|---|
| • they enjoy working at their school (S2069) | 89% | 85% | 89% |
| • they feel that their school is a safe place in which to work (S2070) | 95% | 62% | 78% |
| • they receive useful feedback about their work at their school (S2071) | 95% | 38% | 74% |

| Percentage of school staff who agree# that: | 2017 | 2018 | 2019 |
|---|---|---|---|
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 83% | 94% |
| • students are encouraged to do their best at their school (S2072) | 100% | 85% | 96% |
| • students are treated fairly at their school (S2073) | 100% | 92% | 81% |
| • student behaviour is well managed at their school (S2074) | 89% | 69% | 78% |
| • staff are well supported at their school (S2075) | 79% | 46% | 59% |
| • their school takes staff opinions seriously (S2076) | 74% | 38% | 70% |
| • their school looks for ways to improve (S2077) | 95% | 62% | 78% |
| • their school is well maintained (S2078) | 79% | 31% | 59% |
| • their school gives them opportunities to do interesting things (S2079) | 79% | 38% | 69% |

# School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| CLERMONT STATE SCHOOL DISCIPLINARY ABSENCES | | | |
|---|---|---|---|
| Type | 2017 | 2018 | 2019 |
| Short Suspensions – 1 to 10 days | 10 | 15 | 22 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 2 |
| Charge related Suspensions | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |



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Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

All areas of Clermont State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is the ***'Positive Behaviour For Learning' (PBL) Framework.***

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Clermont State School to create and maintain a safe, 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:

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

## Multi-Tiered Systems of Support

Clermont State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

| Tier | Prevention Description |
|---|---|
| 1 | **<u>All students</u>** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:<br>• teaching behaviours that will be used as set out in our Expectations Teaching Matrix (appendix)<br>• ensuring regular behaviour lessons are conducted by classroom teachers<br>• reinforcement of learning from behaviour lessons at school parades and during active supervision by staff during classroom and non-classroom activities<br>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account<br>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them |



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- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

2 Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

3 Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

## Consideration of Individual Circumstances

Staff at Clermont 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 the Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we cannot 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 Principal to discuss the matter.

## Student Wellbeing

Clermont State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

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


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

*Drug education and intervention*
Clermont State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

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

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

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

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

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

*Mental health*
Clermont State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

*Suicide prevention*
Clermont State School school staff who notice suicide warning signs in a student should seek help immediately from the school's Guidance Officer, Senior Guidance Officer or other appropriate staff.

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

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


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

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

## Student Support Network

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

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

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

External 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

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include; Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.


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# Whole School Approach to Discipline

Clermont State School uses philosophies that underpin 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 outcomesensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

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

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



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# 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 expectations of the school that ensure a safe, supportive and disciplined environment.

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

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School parades and during active supervision by staff during classroom and non-classroom activities.
- Regularly in our school newsletter and in communication with Parents/Carers

These expectations are underpinned by the following rights:
- the rights of all students to learn
- the rights of teachers to teach
- the rights of students and staff to be safe

All members of the community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:
- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in amanner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority

Parents are expected to:
- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for therir child
- support school staff in maintaining constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child

The school is expected to:
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- endeavour to initiate and maintain constructive communication and relationships students and parents
- promote the skills of responsible self-management
- communicate high expectations for individual achievement and behaviour
- ensure consistency and fairness in implementing the school Student Code of Conduct
- review and monitor the effectiveness of the school practices and their impact on student learning


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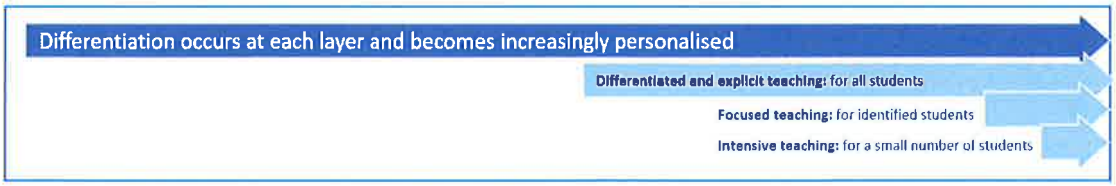
support school staff to ensure compliance with the school Student Code of Conduct, and facilitate professional development to improve the skills of staff to promote responsible behaviour.

## Differentiated and Explicit Teaching

Clermont 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 Clermont 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.

Every classroom in our school uses the PBL Expectations Matrix, (page 44), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## 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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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 Clermont 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.

Clermont State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in a range of evidence-informed programs to address specific skill development for some students: eg. Zones of Regulation, Learning Curve Wellbeing Framework, High 5 and Social Skilling programs offered by the GO, Chaplain and Bush Kids.

## 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, 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.

# Legislative Delegations

## Legislation

In this section of the Clermont State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations



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# Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed 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 refer the student to the school administration team immediately 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.

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 (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s



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- Individual positive reinforcement for appropriate behaviour
- Classwide 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 (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (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)
- Detention

## Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

The Major and Minor table (page 48) provide a summary of how minor and major behaviours are defined and managed at Clermont State School. The Playground Flow Chart (page 46) and the Classroom Flow Chart (page 45) explain how these behaviours are managed within 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 Clermont 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 schools 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 Clermont 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.


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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 or in writing, usually via email. Re-entry meetings are short, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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 may include points of discussion outlined below. Where additional items are raised for discussion, that are not suitable to the re-entry process 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

Clermont 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
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

## Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the Principal or 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 Clermont 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).



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*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 Clermont 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 Clermont State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Clermont 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 Clermont 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 Clermont 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 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. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Clermont State School has determined that explicit teaching of responsible use of mobile devices (ipods/ipads etc) 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

The responsibilities for students using mobile devices at school or during school activities, are outlined below.

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

- bring a mobile phone or other personal device to school and leave it at the office for safe keeping during the school day
- use school devices only 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 or experts in relation to school work
    - accessing online references such as dictionaries, encyclopaedias,etc
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- only use the device for teacher directed activities to enhance learning
- seek teacher's approval where they wish to use a device under special circumstances.

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

- have personal mobile device on them or in their bag at any time during the school day
- use a mobile phone or other devices in an unlawful manner
- use a device in a technology-free designated spaces or times
- 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-device 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 device 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 Clermont 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
    - student who use a school's ICT facilties 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



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# Preventing and responding to bullying

Clermont 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.

**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 Clermont 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 Clermont 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.

**Clermont State School - Bullying response flowchart for teachers**

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional



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judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### Key contacts for students and parents to report bullying:

**Prep to Year 6** – Class teacher

**First hour Listen**

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

**Day one Document**

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

**Day two Collect**

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

**Day three Discuss**

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

**Day four Implement**

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

**Day five Review**

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

**Ongoing Follow up**

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



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## Cyberbullying

Cyberbullying is treated at Clermont State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 approach the regular class teacher.

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 Clermont 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 Principal.



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# Clermont 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?

YES OR NO

### 1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

### 2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

### 3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

### 4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

### 5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

**OR**

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

### 6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

### 7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



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**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**

Clermont 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 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 Clermont 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.

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

**Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (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

School staff at Clermont State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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



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# Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try to punish or discipline the student; it is a crisis management period only.
Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

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



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# Related Procedures and Guidelines

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

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



Queensland Government

# Resources

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



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# Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority

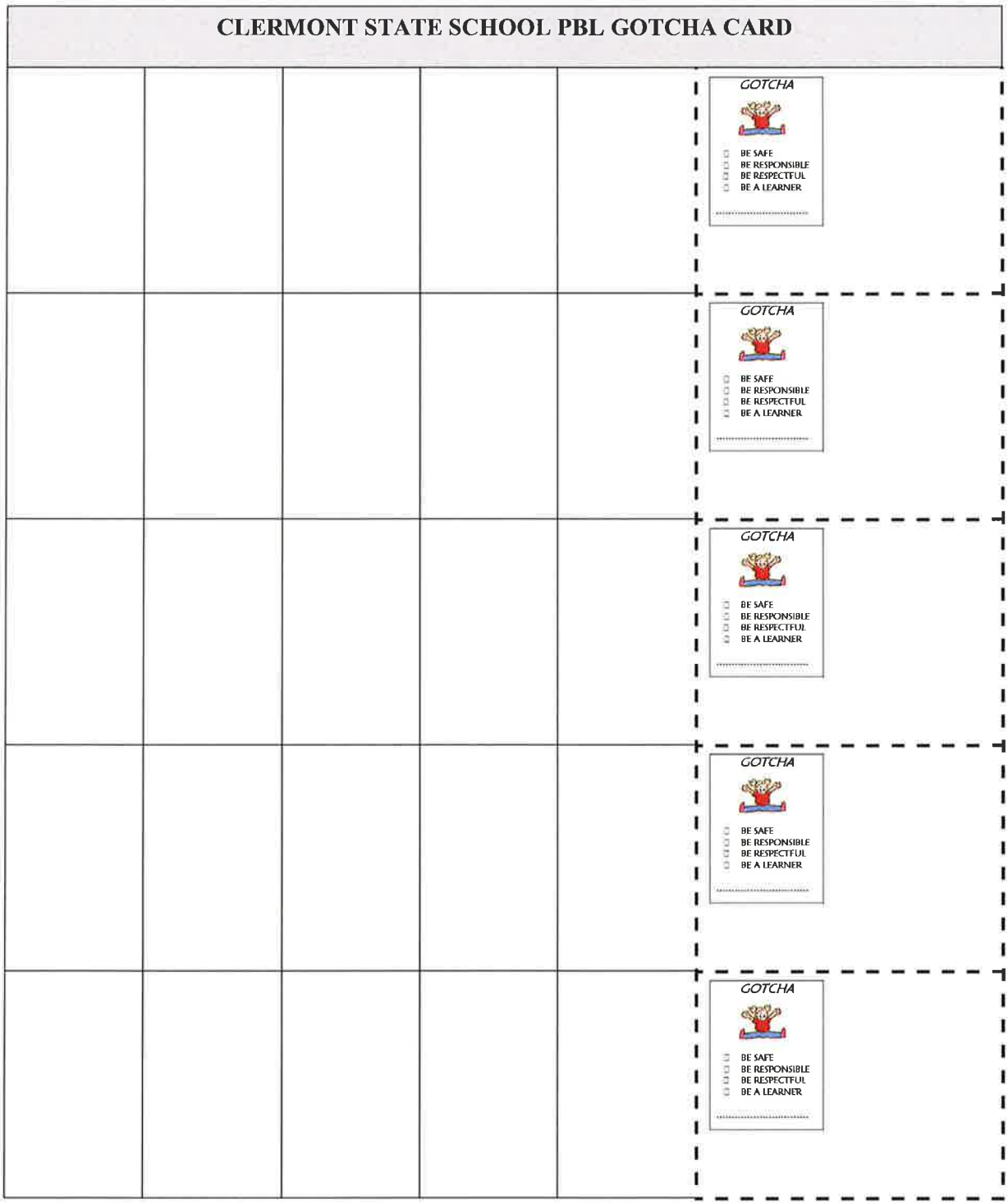
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

# School Resources

## CLERMONT STATE SCHOOL PBL GOTCHA CARD



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## Clermont State School Behaviour Management Level System Descriptors

| Level 1<br>"I ALWAYS..." | Level 2<br>"I MOSTLY..." | Level 3<br>"I USUALLY..." | Level 4 | Level 5 |
|---|---|---|---|---|
| **Be Respectful**<br>• use 'please' and 'thankyou' when addressing staff, students and visitors<br>• remain calm<br>• talk to other people respectfully<br>• understand and accept that people are different<br>• cooperate with others<br><br>**Be Responsible**<br>• wear full school uniform with pride<br>• follow instructions immediately<br>• play by the rules and shows good sportsmanship<br>• care for our own and others items, environment<br>• am truthful<br>• use my HIGH FIVE / Zones of Regulation<br>• am a positive role model and represent the school in a positive way<br><br>**Be Safe**<br>• respect other people's property and personal space at all times<br>• walk appropriately and follow area rules<br><br>**Be a Learner**<br>• try my hardest in all activities<br>• complete work in class on time<br>• complete and return homework on time | **Be Respectful**<br>• use 'please' and 'thankyou' when addressing staff, students and visitors<br>• remain calm<br>• talk to other people respectfully<br>• understand and accept that people are different<br>• cooperate with others<br><br>**Be Responsible**<br>• wear full school uniform with pride<br>• follow instructions immediately<br>• play by the rules and shows good sportsmanship<br>• care for our own and others items, environment<br>• am truthful<br>• use my HIGH FIVE / Zones of Regulation<br>• am a positive role model and represent the school in a positive way<br><br>**Be Safe**<br>• respect other people's property and personal space at all times<br>• walk appropriately and follow area rules<br><br>**Be a Learner**<br>• try my hardest in all activities<br>• complete work in class on time<br>• complete and return homework on time | **Be Respectful**<br>• use 'please' and 'thankyou' when addressing staff, students and visitors<br>• remain calm<br>• talk to other people respectfully<br>• understand and accept that people are different<br>• cooperate with others<br><br>**Be Responsible**<br>• wear full school uniform with pride<br>• follow instructions immediately<br>• play by the rules and shows good sportsmanship<br>• care for our own and others items, environment<br>• am truthful<br>• use my HIGH FIVE / Zones of Regulation<br>• am a positive role model and represent the school in a positive way<br><br>**Be Safe**<br>• respect other people's property and personal space at all times<br>• walk appropriately and follow area rules<br><br>**Be a Learner**<br>• try my hardest in all activities<br>• complete work in class on time<br>• complete and return homework on time | **Be Respectful**<br>• disruptive to others<br>• swearing<br>• back-chat<br>• not following teacher / supervisor's instructions<br>• chewing of bubble or chewing gum<br>• uniform non-compliance (without a note)<br>• lying / cheating<br>• verbal bullying and teasing (name calling)<br>• arguing with other students<br><br>**Be Responsible**<br>• not returning someone else's property after borrowing it<br>• damaging or misusing property<br>• misusing IT equipment<br>• not following IT procedures<br>• bringing banned items to school<br><br>**Be Safe**<br>• throwing items at people<br>• using objects unsafely<br>• not respecting other people's personal space<br>• not playing by the rules<br><br>**Be a Learner**<br>• not completing set tasks on time<br>• not completing homework<br>• avoiding class | **Be Respectful**<br>• defiance - not following teacher instructions<br>• continual back-chat<br>• swearing at other students, staff or visitors<br>• ongoing lying<br>• repeated or ongoing uniform non-compliance<br>• stealing from another student or school property<br>• bullying and abuse of other people – may result in physical contact with others<br><br>**Be Responsible**<br>• serious misuse of IT equipment<br>• purposeful damage of property (graffiti and vandalism)<br>• bringing harmful banned items to school<br><br>**Be Safe**<br>• fighting, including: hitting, punching, kicking, spitting, pushing, tripping and shoving<br>• purposefully using objects unsafely<br>• harmful behaviour to self or others<br>• continual unsafe play<br><br>**Be a Learner**<br>• refusal to complete set tasks<br>• refusal to go to class |



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# Clermont State School Matrix of Behavioural Expectations

| Behaviour Expectations | All areas<br>*I will:* | Before and after School<br>*I will:* | In the eating area and during play time<br>*I will:* | In the learning areas<br>*I will:* | When using the toilets<br>*I will:* |
|---|---|---|---|---|---|
| **Be a Learner** | •Do your best and have a go<br>•Be a problem solver | •Complete and return homework on time | •Know and follow the rules | •Be an active learner | • Use toilets before school and during breaks if possible<br>• Return quickly to class without disrupting others |
| **Be Safe** | •Walk appropriately and follow the area rules<br>•Keep hands, feet and objects to self<br>•Use equipment as intended<br>•Be sunsafe | •Be road safe<br>•Walk my bike/scooter in the school grounds at all times<br>•Sit down in the undercover area to wait for the 8:30 bell | • Remain seated when eating<br>• Only eat *my* food<br>• Play approved games in designated areas<br>• Report accidents and dangers immediately to the teacher | • Seek permission to leave the area | • Practise good hygiene<br>• Report any unsafe behaviour |
| **Be Responsible** | •Be organized<br>•Right place, right time<br>•Wear the correct school uniform with pride<br>•Be honest and speak truthfully<br>•Represent the school in a positive way<br>•Keep dangerous and banned items (eg. toys) at home<br>•Follow the procedure for ICT<br>•Use the 'High Five' and recognize Zone of Regulation<br>•Be a positive role-model | •Follow bus procedures<br>•Sit in the correct areas when waiting to be picked up | • Ask to leave the eating area<br>• Wait for teacher instruction before I leave<br>• Follow tuckshop procedures<br>• Borrow and return sports equipment | • Keep my work neat and tidy<br>• Be the boss of my body and brain | • Flush the toilet<br>• Use the toilet and return to class or play quickly |
| **Be Respectful** | •Listen and follow adult instructions<br>•Speak politely and positively (manners matter)<br>•Be considerate of others<br>•Care for and protect the environment<br>•Understand and accept people are different | •Treat others with courtesy and respect when in the community | • Place rubbish in the bin.<br>•Share equipment and take turns | •Listen to others when they are speaking<br>•Raise my hand to speak<br>•Respect the right of the teacher to teach and students to learn | • Leave the area clean<br>• Respect others privacy |



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# Clermont State School
# Responsible Behaviour Plan
# Classroom Flow Chart

Define and teach behaviour expectations (Matrix)
Model, practise and reinforce expectations
Observe and identity problem behaviour and use ESCMs

**Steps 1, 2 and 3**

These steps can be given in any order:

- 1st written warning referring to matrix

  Record on class record sheet

- 2nd written warning referring to matrix

  Record on class record sheet

- Time Out within classroom environment (invited to return to lesson at 10 min intervals)

  Record on class record sheet

Use re-entry questions to debrief before re-joining class

**Step 4**

- Student sent to Buddy Class with referral sheet. Buddy Teacher phoned, parent notified, recorded on One School
- Use re-entry questions to debrief upon return to class

**Step 5**

- If student refuses to attend Buddy Class or behaviours continue in Buddy Class, Admin are called for assistance.
- For emergency, phone office or send students with red help card to Office—Admin to respond
- Follow class evacuation plan if needed



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# Clermont State School
# Responsible Behaviour Plan
# Playground Flow Chart

Define and teach behaviour expectations (Matrix)

Model, practice and reinforce expectations

Observe and identify problem behaviour and use ESLMs

**Steps 1, 2, 3**

Warnings given in any order

- 1st Warning referring to matrix
- 2nd warning referring to matrix
- Record in playground folder
- Time Out within playground environment (walk with teacher on duty or sit on bench and wanted to return to play at 10 min intervals)
- Record in playground folder
- Use re-entry questions to debrief before re-joining

**Step 4**

- Continued Minor Behaviour Consequence- Playground referral and entered on One School for referral to classroom teacher.

**Step 5**

- Major Behaviour- Admin are called for assistance or if student calm and responsive send to admin with buddy.
- One School Referral to Admin and Class Teacher as soon as practicable.
- Parent Contacted
- For emergency phone office or send students with red help card to Office—Admin to respond



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# Clermont State School

## Rewards Menu Item

| 10 Gotchas (2 cards) | 20 Gotchas (4 cards) | 30 Gotchas (6 cards) | 50 Gotchas (10 cards) | 100 Gotchas (20 cards) | 150 Gotchas (30 cards) |
|---|---|---|---|---|---|
| • First to lunch / Super Star Student for the day<br>• Funky Pen: Write with a special pen/pencil for the day.<br>• PBL Video Star / action star<br>• Alternative seating option for a lesson<br>• Call to parents<br>• Perfect Pet: Keep a stuffed toy at your desk for the day.<br>• In Class reward negotiated with teacher (e.g., prize box etc.) | • Listen to music or play a game.<br>• Book Choice: Choose a book for the teacher to read aloud.<br>• Nintendo Wii: Play on the Nintendo Wii during your lunch break.<br>• Desk Swap: Trade desks to sit with a friend for the session<br>• VIP Pass: Hold a VIP pass for one week, entitling you to priority access to the Digi Hub.<br>• Super Seat: Sit in a teacher's chair for a session.<br>• Dress up item in the classroom for a day | • Play a Game: Play a game with a friend for nominated time, at a time suiting a teacher of your choice.<br>• Class Helper: Be a helper in another classroom (or during P.E./Music) for an activity.<br>• Show and Tell: Bring in something you just love and share it with the class.<br>• Free Time: negotiated free time at a time suiting your teacher.<br>• Computer for a lesson, teacher choice of time | • Lunch Bunch: Eat with a small group of friends and a teacher.<br>• Game Choice: Choose a game that you would like to play during Maths activities.<br>• Handball: Choose a teacher or friend to play handball with for 10 minutes, at a time suiting your teacher.<br>• Desk Swap: Trade desks to sit with a friend for the day<br>• Dress up the teacher | • Homework Heaven: Have a week off from doing a homework activity (Teacher negotiated).<br>• Special Chair: Sit on a special chair at Assembly.<br>• Go to a different class for an activity.<br>• Work with Schools Officer<br>• Choose a teacher to play an instrument | • Principals Lunch with a friend<br>• Movie Session<br>• Cooking<br>• Make a movie using IPads<br>• Garden Club with Chappy during class time<br>• Dance party with a teacher of your choice |

Previous data input - Category definitions for SWAT

| Category Heading | | TO ALIGN WITH THE SCHOOL'S RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS | |
|---|---|---|---|
| | | Minor Examples | Major Examples |
| 1 | Bullying / harassment<br>**If a one-off, use category 12 (physical) or 21 (verbal)** | **No minor instances of bullying – all bullying to be treated as major**<br>**Repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.** | Continued instances of e.g.<br>Making unwanted sexual, racial, disability, degrading or religious comments either in person, written or online, by phone. Using members/groups/position of people to victimise, intimidate or cause harm. Using physical intimidation or contact. Inappropriate use of object in a threatening, degrading or sexual manner. |
| 2 | Defiant / ~~threats to adults~~. Use Defiant only. **Use major only** – refer to administration. **Threats to adults**:<br>Category 12 (physical) or 21 (verbal) | **No minor instances of defiance. Minor incidents – use category 9 or 16** | Major incident of category 9 or 16<br>After giving support/intervention/ESCMs:<br>Student persistently refuses to follow staff instruction or comply with reasonable requests |
| 3 | Disruptive. | Low intensity, inappropriate behaviour that disrupts learning and/or teaching.<br>*E.g. loud calling out /noises, out of seat, tapping to annoy, inappropriate language or back chatting. Running, playing chasing games, throwing food, rubbish.* | Repeated or sustained inappropriate behaviour<br>*E.g. loud talking, yelling or screaming, making repeated noises including using materials, rough play or physical contact, continually out of seat, severely interfering with the learning process. Multiple students disrupting in unison to prevent teaching and learning, or unsafe conduct in non-teaching settings.* |
| 4 | ~~Dress code~~ Do not use<br>Refer Category 9 | **Referral to Office for recording in database.** | **Letter home from Office requesting compliance.** |
| 5 | IT misconduct. | Non-serious, but inappropriate use of a digital device.<br>*E.g. Playing game during class time. Inappropriate web surfing during class time. Bringing personal devices to school without following the school procedures.* | Serious, inappropriate use of a digital device/s as detailed in the school's Responsible Behaviour Plan.<br>*E.g.*<br>- *Inappropriate use of collaboration software, social media, including inappropriate language/jokes/threats made about students online/social media (e.g. Snapchat/Facebook/Instagram) or by using phones or other electronic devices.*<br>- *Accessing inappropriate websites or storing inappropriate material (illegal files) on devices / drives, portable drives/USBs.*<br>- *Misuse of passwords with malicious intent* |
| 6 | ~~Late~~ Do not use. | | |
| 7 | Lying /cheating | Use teacher discretion for minor lying/cheating offences. | **Lying:** Deliberately and consciously implicating a student in a behaviour incident when they were not involved. Deliberately and consciously telling an untruth/s in order to minimise the involvement of a fellow student in a behaviour incident. Deliberately misleading by giving incorrect information relating to a behaviour incident.<br>**Cheating:** Plagiarises the work of others for an assessment piece. Copies the work of another student or inappropriately uses a digital device during an examination or test. |
| 8 | Misconduct involving object | Student engages in actions using an object not for its intended purpose (stick, school equipment). | Student engages in actions using an object not for its intended purpose causes harm to self or others.<br>*E.g. throwing an eraser and injures another, stick and injury is caused, hitting with object.* |
| 9 | Non-compliant with routines.<br>*Focus is on routines, procedures, following instructions in order to access the curriculum/activity.* | Continual failure to follow standard school routines such as walking in line, waiting for instruction before leaving designated areas, not logging off the computer when finished. (despite use of ESCMs and proactive, preventative measures) | **Major incident – use Category 2** |
| 10 | ~~Other~~ Do not use. | | |
| 11 | Other conduct prejudicial to the good order and management of school | **Do not use.** | **Theft/shoplifting and trespassing in school uniform– used by administration only.** |
| 12 | Physical misconduct | Inappropriate physical contact/touching which does not result in physical injury. Low level contact.<br>*E.g. flicking, touching, elbowing, general pushing and shoving of others. Spit Balls, picking up and brandishing sticks.* | Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons with the intent to injure.<br>*E.g. hitting, biting, kicking, punching, scratching, pinching, wrestling, hair pulling, spitting, pushing a person into the path of, or at another person, which may cause injury, use of projectiles.* |
| 13 | Possess prohibited items.<br>*As outlined in banned items in PBL resources folder on G Drive.* | Possession of banned items: Mobile Phones, electronic music devices as per policy, aerosol sprays, chewing gum, skate boards, scooters, computer games, toys. | Possession of sharp instruments, including knives.<br>Possession of fire arms and laser pointers.<br>Possession of fire starting items.<br>Refusal to hand over banned / electronic device. |
| 14 | ~~Prohibited items~~ | **Do not use. Refer to item 13.** | |
| 15 | Property misconduct. | Students engage in low level damage to property of school, staff or student's property (e.g. writing on desk with pencil, student's work/ can be easily removed or fixed. Taking items from others, without return – erasers, pencil cases, food (single case). Inappropriate use of equipment or treatment of property which doesn't result in damage. | Student participates in an activity that results in substantial destruction, disfigurement or theft (valuable items, low value / food (continued cases)) of property belonging to the school, staff or student's property.<br>*E.g. major graffiti, vandalism & destruction of vegetation.* |
| 16 | Refusal to participate in program of instruction.<br>*Focus is on teaching and learning – engagement with curriculum content.* | Failure to complete or participate in set task, class activity or assessment. Refusal to participate in school/staff led tasks (despite activity being able to be accessed at their academic level i.e. appropriately differentiated and/or their ICP level).<br>Deliberate resistance to complete task. | **Major incident – use Category 2.** |



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| 17 | Substance misconduct involving illicit substance. Major only – *refer to administration.* | | Possession, distribution or use of illicit drugs, steroids, drug paraphernalia or chemicals. |
| 18 | Substance misconduct involving tobacco and other legal substances. Major only – *refer to administration.* | | Possession, distribution or use of tobacco, or items used in the creation or smoking tobacco (papers, lighters).<br>Possession, distribution or use of alcohol, medication or other intoxicating substances. |
| 19 | ~~Third minor referral~~<br>Recorded as relevant category. Teachers not to select this category. | Where students are engaging in same or similar behaviour categories as listed.<br>Where students are not responding to multiple, varied and consistent interventions. Contact home has been made. Teacher judgement based on classroom records. | That impacts the right of the teacher to teach and students to learn. Admin decides when this is recorded as a major behaviour. |
| 20 | Truant/skip class | Student walks out of class without permission but within view.<br>Slow return from break time (more than5 mins after second bell, use teacher discretion). | Student found outside of school grounds without permission.<br>Student walks out of class without permission outside of teacher view. Student is truant from lesson. Non return from break time. |
| 21 | Verbal Misconduct | Low intensity or incidental use of inappropriate or offensive language – low level swearing (not directed towards a person) or name calling. Minor teasing, rudeness. | High intensity use of inappropriate language including verbal threats/aggression, swearing (directed profanity), use of offensive or discriminatory language directed at staff, students and other persons. |

***Note:*** Follow Electronic Device Policy for IPod/Phone related incidents.



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Clermont State School

Class Record of Behaviour Management Processes

| Date | Student | 1st warning | 2nd warning | Time Out | Buddy Class | One School Record | Parent contacted | Admin referral |
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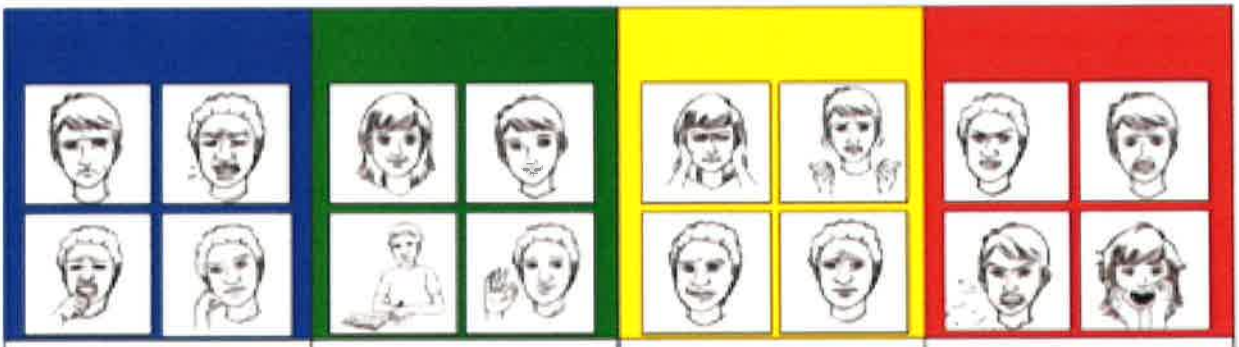
# The ZONES of Regulation®



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

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