Clermont State School

Responsible Behaviour Plan for Students

1. Purpose

The community of Clermont State School is committed to learning and teaching through a secure supportive and cooperative environment which recognises and accepts individual differences.

Our school fosters a warm supportive environment where students can be happy and where optimal learning can take place. No student can 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 their 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.

2. Consultation and data review

Clermont State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009 - 2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Central Queensland Region) in November 2012, and will be reviewed in 2016 as required in legislation.
3. Learning and behaviour statement

Staff and students at Clermont State School foster and promote the following behaviours within the teaching and learning environment including the home and wider community:

**Responsibility:**
- Being accountable for one’s actions and accepting the consequences
- Resolving differences in non-violent, constructive ways
- Being involved in our community
- Taking care of our environment
- Using common sense
- Respecting the rights and property of others

**Doing your best:**
- Seeking to achieve something worthy and admirable
- Working hard and pursuing greatness
- Always putting in your personal best effort
- Developing persistence

**Fair Go:**
- Treating all people with respect
- Being considerate of difference
- Being courteous and willing to listen to another person’s point of view
- Ensuring everyone’s right to learn

**Friendship:**
- Caring and being polite to others
- Cooperating with those around you
- Being honest and sincere
- Exercising tolerance and building resilience
- Trying to include everyone
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- **Universal behaviour support**

Typically a school tends to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

At Clermont State School we develop these initiatives for facilitating appropriate standards of behaviour amongst our students.

**Positive Behaviour System**

**Level System**

One of the processes underpinning the behaviour management system at Clermont State School is our level system. (Appendix 9). Level 1 is for outstanding behaviour through to level 5 which is for behaviour that needs to be modified immediately. The levels come complete with descriptors and consequences for behaviours.

Each day students begin on level 3 and work their way up and down the level chart depending on whether they have demonstrated good behaviour choices or behaviour that needs to be modified.

The aim is for students to demonstrate a high level of good behaviour and engagement in curriculum activities, resulting in the student finishing the day on level 1. At the end of each day students record in their diaries what the level of behaviour was for the day in the form of a sticker which corresponds with the colours on the behaviour charts. At the end of the week the school has ‘Fun Friday’ activities. Students who averaged level 1 for the week get first pick of what activity they choose to participate in. Level 2 students get second choice and level 3 third choice. Students on level 4 or 5 don’t participate in ‘Fun Friday’ activities.

Consequences, good and bad, were determined by students, staff, and P&C has also played a role in the consultation process. Consequences range from play time-outs, through to suspension and exclusion. The staff member who addresses the behaviour choices made with a student will talk about what the behaviour in question was, where it lies on the levels chart and then possible consequences for the behaviour. The student needs to agree with the consequences to make it effective. A copy of the behaviour levels, descriptors, consequences and rewards is attached to this document.
High 5
- When social problems between students arise, students are encouraged to engage in the following problem solving procedure:
  1. Talk friendly e.g. “Can I please play with you?” Laugh, make a joke of what they say.
  2. Talk firmly e.g. “I don’t like it when you leave me out.” Tell them to stop it because you don’t like what they say or do.
  3. Ignore e.g. Provide no response.
  4. Walk away.
  5. Tell an adult/older student.

Focus Forty
- Senior students present a weekly focus at parade.
- Information is reproduced in newsletter on a weekly basis for our parents and community.
- Throughout the week classrooms discuss and reinforce the skill by relating these to our school values. (Resources are available from the Library).

Student of the Week
- Students are selected from each year level and specialist areas each week.
- Certificates are awarded on parade.
- Photos are published in the school newsletter.
- Student’s first names are published in our local community newsletter.

Gotcha
- Good behaviours exhibited in the playground are awarded with a Gotcha.
- Five Gotchas are drawn weekly on parade.
- A prize is awarded to Gotcha winners.

School Values
- Students are continually redirected to school values (responsibility, fair go, friendship, doing your best) in the classroom.
- A school mural depicting our school values was created in collaboration with staff and students.
- Focus lessons targeting appropriate behaviours (where applicable: if issues develop within the classroom these are ideal situations to complete focus lessons on our values) are organised and completed.
- Students caught ‘Doing their best’ are sent to the office for a Principals Award Sticker. Their first name also appears in the school newsletter.

Essential Skills for Classroom Management Focus
- Staff at Clermont State School are in-serviced on the Essential Skills for Classroom Management (ESCMs)
- Staff members are encouraged to apply the ESCMs in their daily teaching practice.
The Use of Personal Technology Devices* at School

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

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

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

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

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

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

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

We uphold the value of trust and the right to privacy at Clermont State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying

*Education Queensland does not tolerate bullying behaviour at schools.* This includes *bullying conducted by electronic means,* or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

**Text communication**

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

**Assumption of cheating**

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
• Targeted behaviour support

The following behaviour support processes and/or programs are implemented to respond to unacceptable behaviour and support continued learning engagement.

**Class Responsible Behaviour Plans**

These are developed with the students at the beginning of the school year, focusing on our school values with particular emphasis on resilience and tolerance. The following sequence of strategies is provided for teachers to develop their Class Responsible Behaviour Plans:

1: **Classroom Management**

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

2: **Restatement, Rule Reminders**

The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice e.g. to work/play appropriately or move to a different area/activity.

3: **Time Away/Time Out**

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

4: **Teacher and Student Plan of Action**

If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted. If additional support is required to implement the plan the teacher will make a referral to the school’s Social Justice Committee.

5: **School Intervention and Recording of Student’s Inappropriate Behaviour**

The student is referred to the Social Justice Committee and a Case Manager (usually the class teacher) will be appointed. The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in One School.

6: **External Assistance**

A Functional Behaviour Assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: **Monitoring and Review**
Annual monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

**Step 8: Suspension Procedures**

- This is implemented in line with the Education (General Provisions) Act 2006 (Qld) SMS-PR-021: Safe, Supportive and Disciplined School Environment
- If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.
- If a student is suspended for 6 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.

**Step 9: Recommendation for Exclusion**

- This is implemented in line with the Education (General Provisions) Act 2006 (Qld) SMS-PR-021: Safe, Supportive and Disciplined School Environment
- Should the student’s behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.

Please note strategies 1 to 3 are to be monitored by the teacher.

**Classroom Incentive Programs**

Individual teachers and students develop rewards to promote positive and appropriate behaviours that support the school values. Examples include: sticker charts, bank books, class shops, marble jar, happy/sad faces and thinking chairs. Individual Classroom Certificates and Rewards are also encouraged e.g. Star of the week, Positive praise, Lucky dips, Positive notes: “John knows 20 sight words.”

**Communication Books for targeted students**

These books are developed for at risk students exhibiting inappropriate behaviours on a regular basis. They are set up in conjunction with parents to support and foster regular communication.

- **Intensive behaviour support**

**Individual Responsible Behaviour Plans**

- Standard format across the school
- All staff are familiarised with documents
- Parents are involved in developing the plan
Support from other agencies

- Guidance Officer – visits school weekly to work with students; member of Social Justice Committee.
- Bush Children’s – visit on a fortnightly basis providing a psychologist, occupational therapist, family program aide, speech pathologist. Students referred by parents and/or teachers.
- Queensland Autistic Association – outreach visits available.
- Social Justice Committee – meets fortnightly to discuss and monitor students requiring support in the following areas: intensive behaviour support, learning difficulties and/or gifted and talented education.
- Kids in Care – Educational support funding program available for students in care of the state.

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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).

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the 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).

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).

Debrief
(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).

**Physical Intervention**
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others
- serious property damage

Appropriate physical intervention may be used to ensure that Clermont State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury under SMS-PR-021: Safe, Supportive and Disciplined School Environment.

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report One School Behaviour
- debriefing report (for student and staff) (Appendix 8).

**6. Consequences for unacceptable behaviour**

*Consequences for dealing with unacceptable classroom behaviours are set in the sequence of strategies (Targeted Behaviour Support).*

**Unacceptable Playground Behaviour**

*Dealing with behaviour:*
Minor Behaviours
- Rule reminders and teacher correction. (For example, running on cement, littering, persistent no hat).

Moderate Behaviours
- For example, repeated minor behaviours, rudeness (back chatting), offensive language/gestures.
  1. Student name/s and the incident are to be recorded in the playground duty folder.
  2. The student/s are then to be seated in the “Red Zone” (chairs painted red in eating and play areas).
  3. If a student’s name appears regularly in the playground duty folder over a period of time, the Principal needs to be notified by staff.

Serious Behaviours
- For example, fighting, verbal harassment, bullying, misuse of equipment, possession of illegal substances or objects.
  1. Student name/s and the incident are to be recorded in the playground duty folder and on OneSchool.
  2. The student is then sent to the office to be dealt with by the Principal or the ‘yellow’ behaviour card is issued to another student and taken to the office, requesting the Principal to attend the playground.
  3. Follow through strategies from step 5.

7. Network of student support

The network for support at Clermont State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:
- School teaching and support staff
- School administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Adopt-a-cop
- Social Justice Committee
- Bush Children’s
- Moranbah Youth Mental Health
- Kids in Care

The Social Justice Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, the Principal, Special Needs staff, Learning Support staff and open to classroom teachers.

Government agencies such as the Moranbah Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau are also accessed when necessary.
8. **Consideration of individual circumstances**

Consequences for breaking the rules or breaking the school’s Responsible Behaviour Plan for Students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record/frequency
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.
9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources
- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)

Endorsement

Principal

P&C President

Assistant Regional Director or

Date effective: from .................................................... to ....................................................
Appendix 2

The Red Zone

Students on this list have been withdrawn from the playground due to minor and moderate playground offensives. For example: littering, running on cement, no hat, offensive language/gestures and rudeness (back chatting).

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If a student’s name appears regularly in the playground duty folder over a period of time, the Principal needs to be notified by staff.
Appendix 3

Playground Duty

Students on this list have been withdrawn from the playground and referred to Administration due to serious behaviour. For example: fighting, verbal harassment, misuse of school equipment and possession of illegal substances or objects.

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If the student refuses to leave the playground issue a ‘yellow’ behaviour card and ask another student to take it to the office. This action requires the Principal to attend the playground.

Additional Comments/Observations:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Appendix 4

General requirements for all areas:

- All teachers are to wear a UHF radio (collected from the office at the commencement of playground duty).
- Ensure rubbish is picked up and the area is left tidy.
- Ensure children walk to and from the eating area.
- Move around and be visible to children in case of an emergency.
- Use cards in folder when necessary.
  - Red – Office staff will phone for an ambulance when presented with a red card. Send a student to the office in the case of an emergency with the card.
  - Blue – Office staff will administer first aid to students who present a blue card. Send the injured/sick child to the office with the card, and another student if necessary.
  - Yellow – Office staff will advise Principal or senior teacher if presented with a yellow card. Send a student to the office with the card if a student displays inappropriate behaviour that requires further intervention.

- Be on time for your duties.
- Do not leave the area until you are replaced. If your replacement is late, notify the office.
- If there is an accident while you are on duty, be prompt in completing an accident report.
- Expect students to be respectful, and treat students with respect.
- Become involved – time goes quickly when you are having fun.

Eating Areas

- Block 1 and Prep – UCA
- Block 2 and 3 – Blue Shade

Play Areas

- Junior Playground - Years P-3
- UCA – Years P-4
- Green Shade – Years 4 – 7
- Top oval, All-purpose courts, Middle oval – Years 4 - 7

Area A

- Supervise children in undercover area – including toilet areas.
- At eating times all children to be seated on seats. There is plenty of room if children put their lunchboxes on their laps instead of on the seat beside them.
- When play bell goes, children are to raise their hands and remain seated until the supervisor lets them go. At this time children are to put rubbish in bins (not throughout the eating period). When their area is tidy and all rubbish is picked up they may leave the area.
- Ensure children walk from the UCA to their bags and out to the playground.
- It may also be necessary to redirect children away from the port racks, music room and other out of bounds areas.
- At the end of the lunchtime, teacher moves to supervise the children Block 2.

Area B

- Supervise children in Junior Playground during play times.
- It may also be necessary to redirect children away from the port racks, music room and other out of bounds areas.
- At the end of lunchtime, supervise children lining up outside Block 1 until teachers arrive.
Area C
- Supervise children playing on the top and middle oval/basketball court and adventure playground.
- At the end of lunchtime, supervise the children in Block 3 until teachers arrive.

Area D
- Supervise children from years 4 to 7 in Blue Shade Area during eating time. Ensure eating area is neat and tidy before children are allowed to leave the area.
- Please note that children without hats are to be directed to the UCA area.

Area E
- Supervise children in the Library during play time.
Clermont State School
Bullying Policy

Policy Statement

Clermont State School practices a “zero tolerance” to bullying in all its forms. Our school and the school community endorse each teacher’s right to teach, each student’s right to learn, and the right to safety of all school community members. Bullying undermines such values, and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, and can change the climate of the class and the supportive environment of the school. For these reasons, it cannot be tolerated and must be addressed with immediacy and consistency.

DEFINITIONS OF BULLYING

“Bullying involved the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification. Behaviours may include repeated behaviour that can be covert and subtle, and be social, psychological, verbal, physical and / or sexual in nature”

- **Verbal**: the child is called names, put down or threatened.
- **Physical**: the child is hit, tripped, poked, kicked, or their belongings have been damaged or stolen.
- **Social**: the child is left out, ignored, or rumours are spread.
- **Psychological**: the child is stalked or given dirty looks.

CYBER BULLYING

Cyber bullying is when one student is targeted by another through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyber bullying takes many forms and may involve the use of websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.
Like the traditional definition, cyber bullying usually involves systematic communication over a period of time. A one-off communication would not usually be considered cyber bullying; an exception would be messages containing death threats or an indication of serious intended harm.

The unseen consequences of cyber bullying is that because the intimidation or bullying action is delivered via the written word then the target can read and therefore be affected by the same words again and again.

**AIMS OF THE POLICY**

1. To counter views that bullying is a natural or inevitable part of school life.
2. To combat and overcome barriers of secrecy that often surround bullying.
3. To create a safe and supportive school environment for students and staff.
4. To provide support and counselling services for both the bully and the victim.
5. To move beyond a reactive response to bullying by proactively promoting a school climate where bullying behaviours are not tolerated and infrequent in incidence.

The School’s Bullying Policy will include a programme to help students and teachers cope with, identify and prevent bullying. Staff, students and parents / caregivers will be made aware of their responsibilities. Education will be ongoing in order for children to develop strategies to cope with and prevent further bullying.

**STUDENT RESPONSIBILITIES**

**Coping with Bullying**

Students will use the following approach when dealing with a bully.

2. Be firm – tell them to stop it because you don’t like what they say.
3. Ignore them.
4. Walk away.
5. Tell an adult – with the assurance that the adult will do something. If this does not happen, tell another adult, and continue to tell until something is done for you.
Step 1. When a child reports a bullying incident, ask them if they have followed the 5 steps. If they haven’t, direct them to try (unless they are in physical danger).

Step 2. If they have tried everything, action must occur. Follow the steps as set out in Staff Responsibilities.

Step 3. Bullies will be required to give an assurance of improved behaviour. Failure to do so will result in further consequences being applied.

Step 4. In cases of frequent bullying by a student, parents / caregivers may be required to attend an interview to discuss consequences and formulate a strategy to modify the child’s behaviour.

If a student is being cyber bullied it is possible that they are feeling powerless and isolated.

But, there are options and you can do things to stop the problem.

- **Keep a record** (including time and date) - This may help you (or the police) to find out who is sending the messages.
- **Tell someone** - Talk to someone you trust, a parent, friend, school counsellor or teacher.
- **Contact your phone or internet service provider and report what is happening** - They can help you block messages or calls from certain senders.
- **If messages are threatening or serious get in touch with the police** - Cyberbullying, if it’s threatening, is illegal. You don’t need to put up with that!
- **Don’t reply to bullying messages** - It’ll only get worse if you do. By replying the bully gets what he or she wants. Often if you don’t reply the bully will leave you alone.
- **Change your contact details** - Get a new user name for the internet, a new e-mail account, a new mobile phone number and only give them out to your closest friends.
- **Keep your username and passwords secret** - Keep your personal information private so it doesn’t fall into the hands of someone who’ll misuse it.
PARENT/CAREGIVERS RESPONSIBILITIES

Parents will be made aware of their responsibilities in identifying and dealing with bullying incidents.

1. Watch for early signs in your child. (A reluctance to go to school, unexplained absences, missing possessions, requests for money, unexplained injuries or moodiness.)
2. Take an active interest in your child’s school and social life, encouraging them to talk about daily events.
3. If you suspect bullying of your child, contact the class teacher or principal.
4. Encourage your child to report persistent bullying.
5. Assure your child that seeking help is okay and an assertive measure.
6. Encourage your child to use the five Coping with Bullying strategies in preference to verbal or physical retaliation in response to bullying.
7. Be prepared to assist the school in modifying your child's behaviour if he/she is identified as a bully.

School Response to Bullying

Our school community does not condone bullying or harassment and the following process has been established to help us deal with unacceptable behaviour.

Step 1: When a student has been identified as being bullied the staff member will enter details on to One School and refer to the Principal

Step 2: When a repeated incident is substantiated then the principal will provide a written and verbal response to the parents of the bully (an interview may be requested)

Step 3: An interview with the bully and his/her parents. Possible in-school or formal suspension. Guidance Officer referral.

Step 4: Should a student reach this stage after provision of support strategies to improve behaviour, the principal will enforce the school disciplinary absence policy which may include a suspension of between 1-20 days or exclusion depending upon the severity of the incident.
Knives at Clermont State School

As a school community we can work together to keep knives out of school.

At Clermont SS:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

Students are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If a student should need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If a student has a knife at school, the principal may call the police.
- Police can search students and their property at school if they think they have a knife.
- If a student has a knife at school, they may be disciplined by:
  - Time in office, alternate lunchtime activities, loss of privilege (badge or extra-curricular activity), restitution, loss of break times, warning regarding future consequences for repeated offence
  - Parent contact, referral to Guidance Officer referral to Social Justice committee, suspension from school
  - Students who engage in very serious problem behaviours such as major violent physical assault or the use of supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
  - Students may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
  - School property such as desks or lockers can be searched if the principal suspects that a student has a knife on or in school property.
  - If the principal thinks a student has a knife in their bag, the bag can be confiscated until police arrive.
  - If a student has a knife at school, it can be confiscated by the principal and given to the police.
  - Students may face serious disciplinary consequences if they bring a knife to school.

How can the school community help to keep Clermont SS safe?

Students should:

- Know the laws and rules about knives.
- Ask parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact their teacher if they are being bullied or threatened at school.
- Immediately tell a teacher or adult if you suspect someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
**School Behaviour Management Plan**

**Student Behaviour Management Plan**
- Is behaviour appropriate?
  - Yes?
  - No?

**Acknowledgement Plan**
- Gotcha Awards
- Student of the Week
- Class Incentive Prizes
- Principal’s Award
- Special Theme Days
- Camps

**Correction Plan**
- Teacher redirection
- Punishment with logical consequences
- Detention available for persistent misbehaviour in class or playground
- Referral to Social Justice Committee
- Record behaviours in playground duty folder

**CRISIS PLAN**
- Send for assistance to the office if dangerous.
- Ensure safety of other children.
- Enlist support of Guidance Officer/Other Support Personnel.
- Probable Suspension.
- Possible Expulsion

**Resolution/restitution with key adult**
## Incident Report

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

**Questions for staff**

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

**Questions for student**

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
### Clermont State School Behaviour Management Level System Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td><strong>Respect</strong></td>
<td><strong>Respect</strong></td>
<td><strong>Respect</strong></td>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td>• Always uses 'please' and 'thankyou' when addressing staff, students and visitors.</td>
<td>• Usually uses 'please' and 'thankyou' when addressing staff, students and visitors.</td>
<td>• Sometimes uses 'please' and 'thankyou' when addressing staff, students and visitors.</td>
<td>• Swearing.</td>
<td>• Defiance - not following teacher instructions.</td>
</tr>
<tr>
<td>• Always remains calm</td>
<td>• Usually remains calm</td>
<td>• Remains calm</td>
<td>• Back-chat.</td>
<td>• Continual back-chat.</td>
</tr>
<tr>
<td>• Follows instructions at all times immediately</td>
<td>• Follows instructions at all times</td>
<td>• Follows instructions</td>
<td>• Not following teacher / supervisor's instructions.</td>
<td>• Swearing at other students, staff or visitors.</td>
</tr>
<tr>
<td>• Always talks to other people with respect</td>
<td>• Talks to other people with respect</td>
<td>• Talks to other people with respect</td>
<td>• Chewing of bubble or chewing gum.</td>
<td>• Ongoing lying.</td>
</tr>
<tr>
<td>• Gets along with other students</td>
<td>• Gets along with other students</td>
<td>• Gets along with other students</td>
<td>• Uniform non-compliance (without a note).</td>
<td>• Repeated or ongoing uniform non-compliance.</td>
</tr>
<tr>
<td><strong>Physical conduct</strong></td>
<td><strong>Physical conduct</strong></td>
<td><strong>Physical conduct</strong></td>
<td><strong>Physical conduct</strong></td>
<td><strong>Physical conduct</strong></td>
</tr>
<tr>
<td>• Shows respect for other people's property and personal space</td>
<td>• Shows respect for other people’s property and personal space</td>
<td>• Shows respect for other people’s property and personal space</td>
<td>• Verbal bullying and teasing (name calling).</td>
<td>• Physical violence and bullying -</td>
</tr>
<tr>
<td><strong>Classroom conduct and homework</strong></td>
<td><strong>Classroom conduct and homework</strong></td>
<td><strong>Classroom conduct and homework</strong></td>
<td>• Not respecting other people’s personal space.</td>
<td>• Fighting, including: hitting, punching, kicking, spitting, pushing, tripping and shoving.</td>
</tr>
<tr>
<td>• Tries their hardest in class activities.</td>
<td>• Tries during class activities.</td>
<td>• Tries during class activities.</td>
<td>• Bullying and abuse of other people. May result in physical contact with other students, staff or visitors.</td>
<td>• Verbal bullying and teasing (name calling).</td>
</tr>
<tr>
<td>• Completes homework on time.</td>
<td>• Completes work in class</td>
<td>• Completes work in class</td>
<td>• Not respecting other people’s personal space.</td>
<td>• Physical violence and bullying -</td>
</tr>
<tr>
<td><strong>Playground conduct</strong></td>
<td><strong>Playground conduct</strong></td>
<td><strong>Playground conduct</strong></td>
<td>• Not completing set tasks on time</td>
<td>• Fighting, including: hitting, punching, kicking, spitting, pushing, tripping and shoving.</td>
</tr>
<tr>
<td>• Plays by the rules and shows good sportsmanship</td>
<td>• Plays by the rules in playground activities</td>
<td>• Not completing homework</td>
<td>• Bullying and abuse of other people. May result in physical contact with other students, staff or visitors.</td>
<td>• Not respecting other people’s personal space.</td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td><strong>Consequences</strong></td>
<td><strong>Consequences</strong></td>
<td><strong>Consequences</strong></td>
<td><strong>Consequences</strong></td>
</tr>
<tr>
<td></td>
<td><strong>First choice in 'Fun Friday Activities’</strong></td>
<td><strong>Second choice in 'Fun Friday Activities’</strong></td>
<td><strong>Third choice in 'Fun Friday Activities’</strong></td>
<td><strong>Misconduct</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Movie and popcorn day</strong></td>
<td><strong>Movie and popcorn day</strong></td>
<td><strong>Movie and popcorn day</strong></td>
<td><strong>Miss 'Fun Friday Activities’</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Entry ticket into the end of term draw for a family pass to the movies</strong></td>
<td><strong>Entry ticket into the end of term draw for a family pass to the movies</strong></td>
<td><strong>Movie and popcorn day</strong></td>
<td><strong>Withdrawal from class activities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Disco</strong></td>
<td><strong>Disco</strong></td>
<td><strong>Barbie</strong></td>
<td><strong>Expulsion</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Barbie</strong></td>
<td><strong>Barbie</strong></td>
<td><strong>Extra playtime</strong></td>
<td><strong>Suspension</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Extra playtime</strong></td>
<td><strong>Extra playtime</strong></td>
<td></td>
<td><strong>Withdrawal from excursion</strong></td>
</tr>
</tbody>
</table>

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### Consequences

- Miss 'Fun Friday Activities’
- Withdrawal from class activities
- Parent interview
- Behaviour contract
- Withdrawal from excursions
- Timeout
- Withdrawal of privileges