Clermont State School’s
 Responsible Behaviour Plan for Students
 based on The Code of School Behaviour
 2018-2020

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

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 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.

1. Consultation and data review

Clermont State School developed this plan in collaboration with our school community. Consultation with parents and staff was undertaken by the Behaviour Review Team through parent survey distribution and staff meetings held during 2017. A review of school data sets from 2014-2017 also informed the development process.

The Plan is endorsed by the Principal, the President of the P&C and the Assistant Regional Director.

2. Learning and behaviour statement

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 Responsible Behaviour Plan 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

3. Processes for facilitating standards of positive behaviour

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

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.

Whole-School Behaviour Support (100% of students)
Targeted Behaviour Support (approximately 10 - 15%)
Intensive Behaviour Support (approximately 2 - 5%)

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below 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
<table>
<thead>
<tr>
<th>Behaviour Expectations</th>
<th>Before and after School</th>
<th>In the eating area</th>
<th>During play time</th>
<th>In the classroom</th>
<th>When using the toilets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be a Learner</strong></td>
<td>I will:</td>
<td>I will:</td>
<td>I will:</td>
<td>I will:</td>
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<td>• Complete and return</td>
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<td>• Follow the rules</td>
<td><strong>Be an active</strong></td>
<td><strong>Use toilets</strong></td>
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<td>homework on time</td>
<td></td>
<td>• Be a gracious</td>
<td>learner – hand</td>
<td>during breaks if</td>
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<td>• Represent the school</td>
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<td>winner or loser</td>
<td>up, asks</td>
<td>possible</td>
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<td>in a positive way</td>
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<td>• Encourage others</td>
<td>questions, solve</td>
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<td>problems</td>
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<td><strong>Be Safe</strong></td>
<td></td>
<td>• Remain seated at</td>
<td><strong>Complete all</strong></td>
<td>• Walk in the</td>
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<td>• Look both ways before</td>
<td>all times</td>
<td>tasks to the</td>
<td>toilets</td>
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<td>crossing the street</td>
<td>• Wear a helmet if</td>
<td>• Walk on</td>
<td>best of my</td>
<td>• Wash my hands</td>
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<td>riding</td>
<td>concrete paths and</td>
<td>ability</td>
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<td></td>
<td>• Walk my bike in the</td>
<td>round buildings</td>
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<td>school grounds at all</td>
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<td>times</td>
<td>• Play approved</td>
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<td>• Sit down in the</td>
<td>running games in</td>
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<td>undercover area to</td>
<td>designated areas</td>
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<td></td>
<td>wait for the 8:30 bell</td>
<td>• Follow the same</td>
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<td>rules of the game</td>
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<td>• Report accidents</td>
<td><strong>Use equipment</strong></td>
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<td>immediately to the</td>
<td>appropriately when</td>
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<td></td>
<td></td>
<td>teacher.</td>
<td>the teacher allows it</td>
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<td><strong>Be Responsible</strong></td>
<td></td>
<td>• Ask to leave the</td>
<td><strong>Organise my</strong></td>
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<td></td>
<td>• Get to my bus on</td>
<td>eating area</td>
<td>belongings ready</td>
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<td></td>
<td>on time</td>
<td>• Wait for</td>
<td>to learn</td>
<td></td>
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<td></td>
<td>• Keep dangerous and</td>
<td>teacher instruction</td>
<td><strong>Keep my work</strong></td>
<td></td>
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<td></td>
<td>banned items at home</td>
<td>before I leave</td>
<td>neat and tidy</td>
<td></td>
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<td></td>
<td>• Sit in the correct</td>
<td>• Drink water</td>
<td><strong>Be the boss</strong></td>
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<td></td>
<td>areas when waiting for</td>
<td>during breaks</td>
<td>of my body and</td>
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<td></td>
<td>the bus or to be</td>
<td>• Not take food or</td>
<td>brain</td>
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<td></td>
<td>picked up</td>
<td>share food with</td>
<td><strong>Follow the class</strong></td>
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<td></td>
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<td>other students</td>
<td>rules</td>
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<td>• Be kind with my</td>
<td><strong>Lead by example</strong></td>
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<td>words and my</td>
<td>and always try my</td>
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<td>actions.</td>
<td>best</td>
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<td><strong>Be Respectful</strong></td>
<td></td>
<td>• Sit and talk</td>
<td><strong>Listen to</strong></td>
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<td></td>
<td>• Listen to bus</td>
<td>amongst my group</td>
<td>others when they</td>
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<td></td>
<td>drivers and adults</td>
<td>during eating time</td>
<td>are speaking</td>
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<td></td>
<td>• Treat others with</td>
<td>• Respect other</td>
<td><strong>Raise my hand</strong></td>
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<td>courtesy and respect</td>
<td>people’s property</td>
<td>to speak</td>
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<td></td>
<td>when in the</td>
<td>• Share equipment</td>
<td><strong>Remain in the</strong></td>
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<td></td>
<td>community</td>
<td>and take turns</td>
<td>correct area</td>
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<td>• Encourage others</td>
<td>when the teacher</td>
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<td>• Resolve problems</td>
<td>is teaching</td>
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<td>peacefully</td>
<td><strong>Respect the</strong></td>
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<td>• Stay in control</td>
<td>right of the</td>
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<td>and students to</td>
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<td>learn</td>
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<td><strong>Leave the area</strong></td>
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<td>clean</td>
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<td><strong>Respect others</strong></td>
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<td>privacy</td>
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Clermont State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section on the school parade and regular information in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Clermont State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plans (IBSP) developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

**Reinforcing expected school behaviour**

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

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

**Procedures for Encouraging Positive Behaviours**

**Coloured Level System**

One of the processes underpinning the behaviour management system at Clermont State School is our level system. (Appendix 9). Level 19 (PURPLE) is for outstanding behaviour through to level 5 (RED) which is for behaviour that needs to be modified immediately. The levels come complete with descriptors and consequences for behaviours.

At the end of each day students reflect on where they are on the behaviour chart for that day and these levels are recorded to go towards their overall weekly level.

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 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.

In addition to the whole school behaviour levels we utilise the following strategies as well.

**Gotcha**

Staff members hand out Gotcha tickets each day to students when they observe them following school rules in both classroom and non-classroom areas. The rule they have demonstrated and their name and class are written on the Gotcha. This reinforcement occurs continually throughout the day and is free and frequent acknowledgement. When they ‘catch’ a student following the rules they can choose to give them a Gotcha. When students are given a Gotcha they drop the card into a designated container in the classroom or office. These containers are taken to the office and emptied into the whole school boxes before parade. At parade 1 winner is drawn from each of the boxes and this student wins an ice block voucher for the tuckshop.

Tickets are tallied so that certificates can be awarded for 50 tickets, 100 tickets, 150 tickets, 200 tickets. Tickets are never taken off students as a consequence for problem behaviour.

**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 photos and first names are published in our local community newsletter.

**Principal Awards**
**Classroom Reward Systems** eg. Stickers, class /school responsibilities/student monitors etc
**Administration visit**

**Proactive Procedures**

**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.

**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.
- Staff Members are offered the opportunity to be profiled each term around the ESCM by trained profilers and advanced profilers.
- The Advanced profilers will do a data analysis of our whole school profiles each semester as a whole school measure of how we are going with implementing the ESCMs.

**Zones of Regulation**

- All classes are taught about the Zones of Regulation in their HPE lessons and followed up in the classroom. Students are taught the different zones and how to get themselves back into the Green zone for learning through the use of a range of strategies.

**National Day of Action Against Bullying and Violence**

Our school participates annually in this special day and follows up on the key messages throughout the year using many of the resources from this website to support anti-bullying in our school.

**Stymie**

Our school has joined with our local high school to implement Stymie – an anonymous bullying reporting system with our Year 5 and 6 students.

4. **Responding to unacceptable behaviour**

   A. **Re-directing low-level and infrequent problem behaviour**

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

   Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more responsibly or more like a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.
B. Targeted behaviour support
Each year a small number of students at Clermont State School are identified through our data as needing a little extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put their and others’ learning and social success at risk if not addressed in a timely manner.

These students attend their normal scheduled classes and activities with appropriate adjustments, if required. However they have increased daily opportunities to receive positive contact with adults, additional support and increased opportunities to receive positive reinforcement.

Students whose behaviour does not improve through targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

C. Intensive behaviour support: Behaviour Support Team
Clermont State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

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

- **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.

- **Individual Responsible Behaviour Plans / Risk Assessment Management Plan (RAMP)**
  - Standard format across the school
  - All staff are familiarised with documents
  - Parents are involved in developing the plan

- **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.

- **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.

5. Consequences for unacceptable behaviour
Clermont State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A One School referral is used to record all major and continued minor problem behaviour. Repeat minor behaviours of the same nature constitute a major behaviour.

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
• **Major** problem behaviour is referred directly to the school Administration team.

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

**Minor** problem behaviours may result in the following consequences:
- **First Warning**—Where the staff member may take the student aside and name the behaviour that the student is displaying and ask the students to name the expected behaviour and then gives verbal positive acknowledgement for the expected school behaviour.
- **Second Warning**—Where the students is reminded of the expected school behaviour and further consequences if they choose not to modify their behaviour.
- **Time Out**—By not modifying their behaviour they have made a choice to move to time out where the student is removed from the class activity to a time out area. The student is asked to modify their behaviour and return to the class activity at 5 minute intervals. When they agree they are allowed to rejoin the class. When the student rejoins the class if they do not modify their behaviour they are making a choice to elevate to Buddy Class.
- **Buddy Class**—When the student has chosen to move to buddy class they are sent to buddy class with a buddy and a buddy class referral slip and a reflection sheet to complete. Buddy Class requires a One School entry and parents being advised. If a student continues to display problem behaviour at Buddy Class or refuses to attend Buddy Class or returns from Buddy Class and continues the problem behaviour then Administration are contacted.

**Major** behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness. When **major** problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member completes a One School referral and the student is escorted to Administration.

**Major** problem behaviours may result in the following consequences:
- **Level One**: Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Support Programs, parent contacted;
- **Level Two**: Referral to the Social Justice Team, suspension from school: and/or
- **Level Three**: Students who engage in very serious problem behaviours such as violent physical assault on staff or students, or the use or supply of weapons or drugs can expect an immediate period of suspension and may be recommended for exclusion from school.

**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 – 10 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 11 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.

**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.

The following table outlines examples of minor and major problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
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<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
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<td></td>
<td>• Not walking bike in school grounds</td>
<td>• Possession of weapons</td>
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<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
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<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
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<td></td>
<td>• Playing in toilets</td>
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<td>Physical contact</td>
<td>• Minor physical contact (for example, pushing and shoving)</td>
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<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Possession of drugs</td>
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<td>• Not wearing shoes outside</td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
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<td></td>
<td>• Not following the approved Dress Code</td>
<td>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td>Other</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
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<td></td>
<td>• Refusing to work</td>
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<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg. lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time</td>
<td>• Leaving school without permission</td>
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<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
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<td></td>
<td>• Non compliance</td>
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<td></td>
<td>• Unco-operative behaviour</td>
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<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty (lying about involvement in a low-level incident)</td>
<td>• Major dishonesty that has a negative impact on others</td>
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<tr>
<td>Mobile Phone or personal</td>
<td>• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>technology devices</td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Language (including while</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td>online)</td>
<td>• Calling out</td>
<td>• Aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
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<tr>
<td></td>
<td>• Disrespectful tone</td>
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</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Willful property damage</td>
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<td></td>
<td></td>
<td>• Vandalism</td>
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<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / victimisation /harassment</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
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<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
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<tr>
<td></td>
<td>• Minor bullying / victimisation/ harassment</td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td>• Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
</tbody>
</table>

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- Articulate the relevant expected school behaviour;
- Explain how their behaviour differs from expected school behaviour;
- Describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour.
Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

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

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe 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
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: 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; or
- posing an immediate danger to him/herself or to others.

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.
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 and the underlying function of the behaviour.

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

Any physical intervention made 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

7. Network of student support
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

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

Clermont State School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and receive adjustments appropriate to their learning and/or impairment needs.

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 Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President</th>
<th>Assistant Regional Director</th>
</tr>
</thead>
</table>

Effective Date: 1 January 2018 – 31 December 2020
High Five

Ignore
Talk Firmly
Walk Away
Talk Friendly
Report
Appendix 2

Playground Duty

Minor playground incidents are recorded on this sheet in the playground duty folder. Major behaviours in the playground should be referred to administration immediately and recorded on One School. If the student refuses to leave the playground to attend administration contact the office via the walky talky or send a runner to the office with a 'yellow' behaviour card. This action requires the Principal or delegate to attend the playground.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of student</th>
<th>Behaviour</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
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</table>

Additional Comments/Observations:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

14
Appendix 3

General requirements for all areas:

- All teachers are to wear a high vis vest and 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 the whole duty area 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 – Principal or delegate to attend the playground due to behaviour incident.
- 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
- Prep – year 2 UCA
- Year 3 – year 6 – Green Shade

Play Areas
- Junior Playground - Years P-2
- UCA – Years P- 2
- Green Shade – Years 3 – 6
- Top oval, All-purpose courts, Middle oval – Years 3 - 6

Area A - playtime
- 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. When their area is tidy and all rubbish is picked up they may leave the area.
- Ensure children walk from the UCA 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 - playtime
- 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 - playtime
- 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 3 to 6 in Green 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.
Appendix 4

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.

Personal Technology Devices include, but are 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.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices such as those listed above to school as there is a risk of damage or theft. Such devices must be left at the office and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Personal technology devices listed above 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.

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 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 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 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 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

Text/Email communication
The sending of 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 messages at school should ensure they keep the message as evidence and bring the matter to the attention of Administration.

Assumption of cheating
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 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 this 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 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.
Appendix 5

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Clermont State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Clermont State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Clermont State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

Rationale
Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Clermont State School are an addition to our PBL support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and
how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our PBL behaviour support practices will be maintained at all times.

This will ensure that:
- Our PBL support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

All teachers in all classrooms will find opportunities to teach anti-bullying. The school will support the National Day of Action ‘Against Bullying and Violence’ each year. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

These lessons will teach all students what to do when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Clermont State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Clermont State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into One School and can be recalled as summary reports at any time.

This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 6

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Clermont State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Clermont State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Clermont State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 5, it is unacceptable for students to bully, harass or victimise another person whether within Clermont State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Clermont State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Clermont State School engaging in appropriate online behaviour. Students of Clermont State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:
• Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

• Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Clermont State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Clermont State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

• Unlawful stalking.
• Computer hacking and misuse.
• Possession of child exploitation material.
• Involving a child in making child exploitation material.
• Making child exploitation material.
• Distribution of child exploitation material.
• Criminal Defamation.
There are significant penalties for these offences.

Clermont State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Clermont State School expects its students to engage in positive online behaviours.
Appendix 7

Debriefing Report

Formal debriefing
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; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).
## Appendix 8

### 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>
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<tr>
<td>- Shows respect for others' property</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>- Shows respect for others' property and personal space</td>
<td>- Usually remains calm</td>
<td>- Follows instructions at all times</td>
<td>- Back-chat.</td>
<td>- Continuous back-chat.</td>
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<td>- Shows respect for other people's property and personal space</td>
<td>- Talks to other people with respect</td>
<td>- Not following teacher / supervisor's instructions.</td>
<td>- Swearing at other students, staff or parents.</td>
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<td>Classroom conduct and homework</td>
<td>Classroom conduct and homework</td>
<td>Classroom conduct and homework</td>
<td>- Chewing of bubble or chewing gum.</td>
<td>- Ungodly lying.</td>
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<tr>
<td>- Tries their hardest in class activities.</td>
<td>- Tries their hardest in class activities.</td>
<td>- Completes home work on time.</td>
<td>- Uniform non-compliance (without a note).</td>
<td>- Respected or ungodly uniform non-compliance.</td>
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<td>- Completes work in class on time.</td>
<td>- Completes work in class on time.</td>
<td>Playground conduct</td>
<td>- Physical violence and bullying -</td>
<td>- Physical violence and bullying -</td>
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<tr>
<td>- Completes homework on time.</td>
<td>- Completes homework.</td>
<td>- Plays by the rules and shows good sportsmanship.</td>
<td>- Verbal bullying and teasing (name calling).</td>
<td>- Fighting, exclusion, threatening, punching, hurling, shoving, teasing, shouting, bullying and abuse of other people.</td>
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<td>Playground conduct</td>
<td>Playground conduct</td>
<td>Playground conduct</td>
<td>- Throwing items at people.</td>
<td>May result in physical contact with other students, staff or property.</td>
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<td>- Plays by the rules and shows good sportsmanship.</td>
<td>- Plays by the rules in playground activities</td>
<td>- Not completing set tasks on time.</td>
<td>- Not respecting other people's personal space.</td>
<td>Playground conduct</td>
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<td><strong>Consequences</strong></td>
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<td>- Second choice in 'Fun Friday Activities'</td>
<td>- Third choice in 'Fun Friday Activities'</td>
<td>- Not playing by the rules.</td>
<td>Miss 'Fun Friday Activities'</td>
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<td>- Movie and popcorn day</td>
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<td>- Arguing with other students</td>
<td>- Miss 'Fun Friday Activities'</td>
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<td>- Not returning someone else's property</td>
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<td>- Suspension.</td>
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<td>- Damaging another student's property</td>
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<td>- Parent interview.</td>
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<td>- Withdrawal from excursions</td>
<td>- Behaviour contract.</td>
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<td>- Time out.</td>
<td>- Withdrawal from excursion.</td>
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<td>- Withdrawal of privileges.</td>
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<td>1st Warning</td>
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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

Step 1
- 1st Warning referring to matrix
- Record on class record sheet

Step 2
- 2nd warning referring to matrix
- Record on class record sheet

Step 3
- 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 rejoining 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
Clermont State School
Responsible Behaviour Plan
Playground Flow Chart

Define and teach behaviour expectations (Matrix)
Model, practise and reinforce expectations
Observe and identify problem behaviour

Step 1
- 1st Warning referring to matrix

Step 2
- 2nd warning referring to matrix
- Record in playground folder

Step 3
- Time Out within playground environment (walk with teacher on duty or sit on bench and invited to return to play at 10 min intervals)
- Record in playground folder
- Use re-entry questions to debrief before rejoining play

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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