Clare State School
Responsible Behaviour Plan for Students

1. Purpose

Clare State School community is committed to providing a quality educational environment. Our aim is to create the conditions for each learner to progress towards responsible self-management. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

Our approach to developing responsible behaviour is focussed on relationships and takes place in a caring, supportive environment where all members feel safe, welcome and valued.

Good discipline is internalised, rather than imposed from outside, and so this plan aims to encourage responsibility, self-control and social competency. Self-discipline is a learned process and is achieved through implementing appropriate strategies. The school cannot work alone in creating a discipline environment and the involvement of parents is therefore of paramount importance.

Parents have a joint responsibility to encourage students to be accountable for their behaviour and that, in turn, will contribute to the wider school community in a positive manner. Good discipline comes from the students themselves.

By the time students leave Clare State School, we want our learners to be:
- Happy confident self-managed individuals; and
- Socially responsible citizens.

2. Consultation and data review

Clare State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2012 as a part of our Quadrennial School Review process. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in January 2013, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

At Clare State School, all members of the school community; staff, students, parents and community members recognise the following values are important to ensure an environment where all members of the school community have their needs met.

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 Clare State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Key Values:

- respect;
- manners;
- listening;
- tolerance;
- quality education;
- open communication;
- safety for all;
- co-operation;
- self-esteem;
- compliance with school rules; and
- acceptance of responsibility for own actions.

At Clare State School we believe in:

- respect for all people, self-property and environment;
- courtesy towards all members of the school community;
- access to and participation in a safe and clean environment for all members of the school community; and
- commitment to providing and participating in a quality learning environment.

This school aims to provide an environment, which maximises the educational opportunities and outcomes for all students by endeavouring to ensure that learning and teaching:

- is a team responsibility;
- is a lifelong process;
- aims for high standards;
- embraces technology;
- promotes self-learners;
- is accountable;
- embraces community resources/skills;
- caters for different learning styles/rates;
- provides appropriate social role models;
- implements appropriate programs/curriculum;
- strives for a high level of professionalism;
- develops collaboratively innovative, creative units of work;
- is a celebration of students achievement in the community;
- reflects a range of productive pedagogies;
- provides a good choice/opportunities to access the curriculum;
- is possible in a safe and supportive learning environment; and
- caters for all children with disabilities, they are able to access all educational opportunities.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour (Appendix 1).

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

Clare State School has a broad range of programs, policies and strategies in place that are designed to provide a supportive school environment through a whole school proactive approach:

- RE/HPE program;
- inclusive curriculum;
- class meetings;
- parent programs;
- student leader program;
- student council;
- weekly You Can Do It awards;
- cooperative learning and social skills;
- appropriate rewards/consequences;
- professional development opportunities;
- proactive and positive classroom strategies;
- curriculum planning that caters for a variety of developmental and learning needs; and
- recognition of positive student achievements in school newsletters and at weekly parades.

Individual classes have established routines and procedures that facilitate positive behaviour and respond in an appropriate manner to unacceptable behaviour.

• Universal behaviour support

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

The School-wide Expectations Teaching Table below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX	
ALL AREAS	**CLASSROOM**
- Use equipment appropriately - Keep hands, feet and objects to yourself - Ask permission to leave the classroom - Be on time - Be in the right place at the right time - Follow instructions straight away - Respect others' personal space and property - Care for equipment - Clean up after yourself - Use polite language - Wait your turn	- Walk - Sit still - Enter and exit room in an orderly manner - Be prepared - Complete set tasks - Take an active role in classroom activities - Keep work space tidy - Be honest - Raise your hand to speak - Respect others' right to learn - Talk in turns - Be a good listener
PLAYGROUND	**BUS LINES/BIKE RACKS**
- Participate in school approved games - Wear shoes and socks at all times - Be sun safe; wear a broad brimmed hat - Be a problem solver - Return equipment to appropriate place at the sports bell - Play fairly – take turns, invite others to join in and follow rules - Care for the environment - Play only in designated areas	- Use own bike/scooter only - Walk bike/scooter to the gate - Wait inside the gate until the bus stops - Have your name marked on the bus roll - Leave school promptly - Wait your turn - Keep your belongings nearby - Have your bus pass ready
TOILETS	**STAIRWELL**
- Respect privacy of others - Use toilets during breaks - Wash hands - Walk	- Rails are for hands - Walk one step at a time - Carry items - Keep passage ways clear at all times - Walk quietly and orderly so that others are not disturbed

These expectations are communicated to students via a number of strategies including:
- behaviour lessons conducted by classroom teachers; and
- reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Clare State School implements the following proactive and preventative processes and strategies to support student behaviour:
- positive reward systems such as stickers, certificates and prizes;
- comprehensive induction programs, in the Clare State School Responsible Behaviour Plan for Students, delivered to new students as well as new and relief staff;
- individual support profiles are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students; and consistently across all classroom and non-classroom settings; and
- development of specific policies to address:

o The Use of Personal Technology Devices* at School (Appendix 2)
o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3)
o The Use of Knives at School Fact Sheet (Appendix 4).

- **Targeted behaviour support**

1. Teacher Support

Teachers implement planned and incidental strategies in the classroom/playground to teach effective work habits, to develop social skills and to build a good rapport with students. Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students.

Teachers support students through the following targeted interventions:
- relationship building with students through one on one support with curriculum work, proximity in the classroom;
- a whole school approach to bullying;
- contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership; and
- teachers keep a record of both the student's behaviour and the targeted support on OneSchool in order to gauge when more intensive support is warranted.

2. Extended Support

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school's plan, more extensive targeted support is put into place.

Teachers use the 'Major Incident' Behaviour Data Collection sheet to determine when a student needs more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to the Behaviour Management Support Teacher and Principal.

In consultation with the class teacher and the parents, the Behaviour Management Support Teacher develops an Individual Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment. Support through this plan could include:
- referral to Guidance Officer for assessment and preliminary counselling and behavioural support;
- use of a buddy teacher or mentor to encourage positive behaviours or use as a 'retreat' area from the classroom;
- time Away session where student completes a '4 W' Plan;
- structured break time play through organised activities;
- modification of timetable; and
- referral to Child Youth & Mental Health.

Parent involvement must continue through all management stages.

Pre-requisites: negotiated class rules, quality curriculum, respectful school and class culture, trusting and supportive class environment.

- **Intensive behaviour support**

Intensive behaviour support is required for students who demonstrate constant challenging/inappropriate behaviours in the classroom, the playground or both. Should this type of support be required, a team approach is adopted involving but not limited to: parent/caregivers, classroom teacher, principal, Behaviour Management Support teacher, Advisory Visiting Teacher, the school Guidance Officer and Regional Office staff.

Identification of students who require this level of support is done through data collected on OneSchool Incident Reports. Strategies used at this level will be preventative, supportive and/or corrective. An Individual Behaviour Support Plan will be developed for students who require intensive support.

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; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Clare 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.

Training

Suitable training will be offered to staff when it becomes available and practicable to attend or participate.

Debriefing

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.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (Appendix 5);
- Health and Safety incident record; and
- debriefing report (for student and staff) (Appendix 6).

6. Consequences for unacceptable behaviour

Clare 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. The Behaviour Incident report in OneSchool (Appendix 7) is used to record all minor and major behaviour incidents. The recording of three minor behaviours constitutes 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 breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- re-direction procedure. The staff member takes the student aside and:
    - names the behaviour that student is displaying;
    - asks student to name expected school behaviour;
    - states and explains expected school behaviour if necessary; and
    - gives positive verbal acknowledgement for expected school behaviour.

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 and remind the student of expected school behaviour. The staff member then completes a Behaviour Incident Record in OneSchool and informs Administration.

Major problem behaviours may result in the following consequences:

LEVEL CONSEQUENCES		
LEVEL 1	**LEVEL 2**	**LEVEL 3**
• parents notified; • time in office; • removal to withdrawal room; • alternate lunchtime activities; • loss of privilege, restitution; • confiscation of student property, returned at end of school day (appendix 8); • loss of break times; and • warning regarding future consequence for repeated offence.	• parent contact; • confiscation of student property, returned to parent (appendix 8); • referral to Guidance Officer; • referral to Intensive Behaviour Support Team; and • suspension from school.	• parents notified; • student suspended for between 1 and 20 days; • re-entry level is discussed at the compulsory parent meeting; • students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

AREA	MINOR	MAJOR
Movement around school	• running on concrete or around buildings; • running in stairwells; and • riding bike in school grounds.	
Play	• incorrect use of equipment; • not playing school approved games; and • playing in toilets	• throwing objects; and • possession of weapons.
Physical contact	• minor physical contact (eg: pushing and shoving).	• serious physical aggression; and • fighting.
Correct Attire	• not wearing a hat in playground; and • not wearing shoes outside.	
Other	• possession of items deemed to be unsafe for school (Appendix 4).	• possession or selling of drugs; and • possession of knives or other weapons.
Class tasks	• not completing set tasks that are at an appropriate level; and • refusing to work.	• accessing inappropriate web pages.
Being in the right place	• not being punctual (eg: lateness after breaks); and • not in the right place at the right time.	• leaving class without permission (out of sight); and • leaving school grounds without permission.

Follow instructions	• low intensity failure to respond to adult request • non-compliance; and • uncooperative behaviour.	
Accept outcomes for behaviour	• minor dishonesty.	• major dishonesty.
Rubbish	• littering	
Mobile Phone	• mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member).	• use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation.
Language	• inappropriate language (written/verbal); • calling out; • poor attitude; and • disrespectful tone.	• offensive language; • aggressive language; and • verbal abuse / directed profanity.
Property	• petty theft; and • lack of care for the environment.	• stealing / major theft; • wilful property damage; and • vandalism.
Others	• not playing fairly; • minor disruption to class; • minor defiance; and • minor bullying / harassment.	• major bullying / harassment; • major disruption to class; • blatant disrespect; and • major defiance.

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 (for example, loss of privileges, loss of playtime, parent notification etc.); 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 Clare 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 about how to respond 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.

7. Network of student support

At Clare State School a team approach to behaviour support is considered essential with school administrators, staff, students and parents working together to formulate plans and strategies for student support. From time to time and depending on the severity of unacceptable behaviour and with respect to individual family circumstances into account, members of the wider community and personnel from other agencies may be involved. We are also guided in our decision making by policies and legislations as outlined in section 9 of this document.

School-Based	EQ Services	Government and Community Agencies
- Teaching staff; - Teacher Aides; - Principal; - Parents; - Guidance Officer; - Behaviour Management Teacher; - Advisory Visiting Teachers; - Buddy Programs; and - Student Leader Program.	- Positive Learning Centre; - Senior Guidance Officer; - Speech Language Pathologist; - Principal Education Officers; and - Learning & Engagement Centre.	- Department of Communities, Child Safety and Disability services, - Queensland Health; - Burdekin Centre for Rural Health; - Child and Youth Mental Health; - Police - School Adopt-a-Cop; and - 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.

Clare 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;
- 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; and
- recognising the rights of all students to:
    - o express opinions in an appropriate manner and at the appropriate time;
    - o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
    - o 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*

Reviewed Dec 2012

- *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 2011Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related departmental procedures

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

11. Some related resources

- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

Endorsement

Acting Principal	**P&C President or Chair, School Council**	**Assistant Regional Director**

Date effective:

from 1 January 2013 to 31 December 2015

Clare State School Rules

The following rules relate to the promotion of safety, health, consideration for others, and respect for property, provision of an attractive environment and the upholding of the good name of Clare State School.

AIM: To create the conditions for each learner to progress towards responsible self-management

   To protect pupils and develop in them, consideration and awareness of their environment, of themselves and others, in a happy and safe environment.

Clare State School Rules are:
- Be an honest, responsible person
- Take pride in your appearance.
- Keep yourself and others safe.
- Respect for yourself and others, their differences and property.

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

Queensland
Government

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 Clare 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[1] 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.

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[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

Special Circumstances Arrangement

Students who require the use of a personal 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.

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

Purpose

1. Clare 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.

2. There is no place for bullying in Clare State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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

4. Bullying may be related to:

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

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

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and

effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Prevention

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

   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
   - All students know the 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.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the three-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. 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 Clare 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'.

13. Clare State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
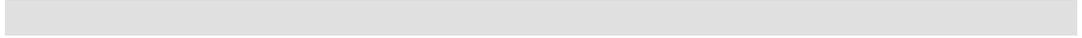
The Use of Knives at School Fact Sheet

Working together to keep Clare State School Safe

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

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

If a student has a knife at school, they can expect serious consequences, such as a complaint or criminal charges filed with police. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

• No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
• Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
• In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school. The Principal can take tough action against a student who brings a knife to school.
• If a student has a knife at school, principals can inform the police.
• Possessing a knife at school may result in serious disciplinary consequences.
• Police can search a student and their property at school if they suspect a student has a knife.
• A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
• School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
• If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
• If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can students help to keep Clare State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think 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.

How can parents help to keep Clare State School safe?

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

Reviewed Dec 2012

Incident Report

Name: Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR
Date of incident   Time incident started   Time incident ended
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 you 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.

Behaviour Incident Record (single student)

Behaviour Incident Record (multiple students)

Reviewed Dec 2012

Temporary Removal of Student Property by School Staff

Overview
This procedure outlines the conditions under which a principal or staff member of Clare State School has the power to temporarily remove property from a student and outlines the procedures to follow when property is temporarily removed.

Process
Confiscation of property
- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
    - preserve the caring, safe, supportive and productive learning environment of the school;
    - maintain and foster mutual respect among staff and students at the school;
    - encourage all students to take responsibility for their own behaviour and the consequences of their actions;
    - provide for the effective administration of matters about the students of the school; or
    - ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated of property
- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
    - its condition, nature or value;
    - to ensure the safety of the student or staff; or
    - for the good order and management, administration and control of the school.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection
- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
    - notify police about the removal of the property;
    - if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so; or
    - if the police seize the property under the *Police Powers and Responsibilities Act 2000 (Qld)* the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student's parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection
- Consider, in deciding a reasonable time for making property available for collection:
  - the condition, nature or value of the property;
  - the circumstances in which the property was removed;
  - the safety of the students from whom the property was removed, other students or staff members; and
  - good management, administration and control of the school.

Student Responsibilities
- Collect their property when advised by staff.
- Ensure they do not bring property onto school grounds that:
  - is illegal;
  - puts at risk the safety or wellbeing of other students or staff ;
  - does not preserve a caring, safe, supportive or productive learning environment;
  - does not maintain and foster mutual respect; or
  - is prohibited according to the school's Responsible Behaviour Plan for Students.

Parent Responsibilities
- Ensure children do not bring property onto school grounds that:
  - is illegal to possess;
  - puts at risk the safety or wellbeing of other students or staff ;
  - does not preserve a caring, safe, supportive or productive learning environment;
  - does not maintain and foster mutual respect; or
  - is prohibited according to the school's Responsible Behaviour Plan for Students.
- Collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.