Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

It is the aim of our school community to establish a supportive school environment to allow effective teaching and learning to take place, ensuring students achieve their maximum potential in all areas of their development – academic, cultural, sporting, social and emotional.

A supportive school environment is one in which the rights of all members of the school community are respected and where the values of the community are upheld and encouraged. It is one in which everyone knows that they will have the opportunity to achieve their goals in a safe, nurturing environment conducive to learning.

A supportive school environment will be successful when a partnership exists between home and school with parents, teachers and students working together with a common understanding of the Code of School Behaviour and Clifton State School’s Responsible Behaviour Plan for Students.

It is therefore the responsibility of our whole school community to promote responsible behaviour ensuring the rights and responsibilities of all are upheld.

School beliefs about behaviour and learning

The Clifton State School community believes that a strong emphasis on the use of positive, preventative, pro-active practices will assist students to develop the ability to accept responsibility for their behaviour, make appropriate choices and to show concern and respect for others. In addition we have the following beliefs about behaviour and learning:

- Education is a lifelong process nurtured by the whole community
- The school is a focal point of the community
- It is important to cater for different rates of learning and learning styles
- We value the contributions of our diverse student populations and believe that their needs are best met through responsive curriculum and flexible teaching strategies.
- Responsible behaviours need to be taught, modelled, encouraged and developed.
- Behaviour is functionally related to the learning environment, therefore developing and maintaining a positive, safe and supportive school environment is essential for success in all areas – academic and social/emotional.

We have processes for facilitating standards of positive behaviour and responding to unacceptable behaviour. These protect students and ensure that children’s behaviour is of an acceptable standard, so that the school environment can be a pleasant, secure place for all.

WHOLE-SCHOOL BEHAVIOUR SUPPORT

Our whole school approach provides a supportive learning environment through:

- Open communication with the school community on The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students
- Shared school values and a positive, inclusive culture
- Establishment of agreed programs and procedures that are known and understood by all members of the school community
- Staff, student and parent access to professional development, education or training
- Managing of incidents through clear and well-understood processes
- Supporting students and working with them to teach expected behaviours and appropriate social skills
- Building strong community relationships.

There are three levels of intervention and support at Clifton State School:

1. **Whole School Support** – Strategies and process for teaching and reinforcing responsible and positive behaviour expectations to all students and how we will respond to inappropriate behaviour
2. **Targeted Intervention Support** – Strategies and processes for groups of students who require more support
3. **Individual Intervention and Support** – Strategies and processes for those students who require a more intensive and individualised program

![Levels of Support Process Diagram]

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

### 1. RESPONSIBLE BEHAVIOUR EXPECTATIONS

**BEHAVIOUR EXPECTATIONS**

Clifton State School has three Behaviour Expectations which are taught to all students:

- Be a Responsible Learner
- Be Respectful
- Be Safe

The behaviours we teach our students are detailed in a **Behaviour Matrix**. (See Appendix 1)

**OUR EXPECTATIONS:**

- Reflect the **values** of our wider school community
- Use a **common language**
- Recognise and focus on **positive practices and behaviours**
- Are fair, clear and framed in a **positive** way
- Are **specifically taught** by all staff, so that there is **consistency** across our school community
- Are continually **revisited** and **corrected** when needed
- Are **reinforced** continually in class, on parades, newsletters etc.
- Are **modelled** by all staff at all times
- Are clearly **displayed** and **referred** to
- Are implemented in a **consistent, fair** and **just** manner

Are positively **reinforced** and **recognised** – a Levels of Support process which reinforces responsible behaviours by providing clear consistent approaches and **rewards** for students who follow our school expectations
2. WHOLE SCHOOL SYSTEM – GO FOR GOLD!

A GUIDE TO OUR “GO FOR GOLD” Levels System

The following flowchart outlines the ‘Go for Gold’ positive reinforcement plan at Clifton State School. This information is provided as a guide to how the program operates. The Principal may make decisions based on the individual need of a student or base a decision on other information provided by school staff.

Students receive blue slips for inappropriate behaviour. Blue slips recommence at the beginning of each term. All Students start fresh on their current level – or Bronze level if at the beginning of the school year.

**LEVEL 1** (1 Person Managing - STUDENT) GOLD

**Required Behaviour**
- 0 Blue Detention slips
- Ongoing exemplary behaviour (positive reports from all teaching staff)
- Rarely gets an ‘orange’ warning in class
- Always completes homework
- Always wears school uniform
- Always attends (good attendance rate)

**Reward**
- End of term community outing & certificate

**Consequence**
- nil

**LEVEL 2** (1/2 People Supporting) SILVER

**Required Behaviour**
- 0-1 Blue Detention slip
- Ongoing responsible behaviour (positive reports from all teaching staff)
- Seldom get an ‘orange’ warning in class
- Usually completes homework
- Usually wears school uniform
- Usually attends (attendance rate is satisfactory)

**Reward**
- End of term in-school reward & certificate

**Consequence**
- School and Sports Captains and Student Council Representatives to lose their badge for 1 week. They must meet with Principal and make amends before badge is returned.
- Students on Bronze remain in-class during the Gold and Silver reward times to complete class work.

**LEVEL 3** (1/2 People Supporting) BRONZE

**Required Behaviour**
- 0-3 Blue Detention slips
- Satisfactory behaviour at times (from all teaching staff)
- Often get an ‘orange’ warning in class
- Inconsistently completes homework
- Inconsistently wears school uniform
- Inconsistently attends (attendance rate needs improving)

**Reward**
- Nil

**Consequence**
- No excursions, camps or public representation of school

**LEVEL 4** (3 People Supporting) OFF BRONZE

**Required Behaviour**
- Accumulation of 4 Blue Detention slips per term
- Class teacher to contact parents for a meeting – face to face (parents should be aware their child has previously been sent to the Detention Room through the letters sent)

**Way Back**
To move back to Bronze – no Blue Detention slips for a fortnight - with a clean slate
LEVEL 5 (4 People Supporting)

**BEHAVIOUR CONTRACT**

- Accumulation of 5 Blue Detention slips per term
- In-school suspension
- Behaviour Contract – 2 weeks
- Special Needs / Referral
- Parent Contact by Admin.
- Behaviour Contract

**Way Back**

To move back to Bronze – no Blue Detention slips for a fortnight - with a clean slate

LEVEL 6 (5 People Supporting)

**BEHAVIOUR SUPPORT / INTERVENTION**

- Continued Blue Detention Slips
- Behaviour Support or Intervention
- Meeting with Parent/s, Specialists, Admin – SORCK
- Development of ISMP & Monitoring

**Way Back**

To move back to Bronze – no Blue Detention slips for a fortnight - with a clean slate

LEVEL 7 (6 People Supporting)

**SUSPENSION / EXCLUSION / MANAGED ATTENDANCE**

- Suspension / Exclusion
- Anecdotes and behaviour data from database

**Way Back**

To move back to Bronze – no Blue Detention slips for a fortnight - with a clean slate

---

**There's Always a Way Back**

- Each term students start on 0 (zero) Blue Detention slips
- Students who receive 0 (zero) Blue Detention slips in two weeks return to BRONZE

PRIOR TO BLUE DETENTION SLIPS........

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Playground</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verbal warning / redirection</td>
<td>Verbal warning / redirection</td>
</tr>
<tr>
<td>2</td>
<td>10 minutes sitting on the steps of ‘A’ block</td>
<td>5 minutes time out</td>
</tr>
<tr>
<td>3</td>
<td>20 minutes sitting on steps of ‘A’ Block</td>
<td>15 minutes time out</td>
</tr>
<tr>
<td>4</td>
<td>Exit to office to miss remaining playtime.</td>
<td>Exit to buddy classroom for remainder of session. Student to miss next playtime.</td>
</tr>
</tbody>
</table>

**BLUE DETENTION SLIP ISSUED**
3. LEVELS OF SUPPORT - BEHAVIOUR

Clifton State School has five Levels of Support for Behaviour – A, B, C, D and E, which are allocated to students on their end of semester report cards depending on the level and type of support required to manage their behaviour NOT just about how the student behaves.

### EFFORT AND BEHAVIOUR MATRIX

<table>
<thead>
<tr>
<th>Effort</th>
<th>A: Excellent</th>
<th>B: Very Good</th>
<th>C: Satisfactory</th>
<th>D: Needs Attention</th>
<th>E: Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independently and consistently:</strong></td>
<td>remains on task, remains focused, applies effort and aims for mastery/extension work, completes set tasks, seeks and uses teacher feedback/assistance, adapts to any learning approach, self assesses own work, contributes to class discussions, attempts difficult/new tasks, has equipment ready to use, is punctual, keeps own area/equipment tidy, presents book work neatly, manages time effectively, starts tasks promptly.</td>
<td>remains on task, remains focused, applies effort and aims for mastery/extension work, completes set tasks, seeks and uses teacher feedback/assistance, adapts to any learning approach, self assesses own work, contributes to class discussions, attempts difficult/new tasks, has equipment ready to use, is punctual, keeps own area/equipment tidy, presents book work neatly, manages time effectively, starts tasks promptly.</td>
<td>works independently without distracting others, applies effort and works to full potential, completes set tasks, seeks and uses teacher feedback/assistance, adapts to any learning approach, self assesses own work, contributes to class discussions, attempts difficult/new tasks, has equipment ready to use, is punctual, keeps own area/equipment tidy, presents book work neatly, manages time effectively, starts tasks promptly.</td>
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<td>works independently without distracting others, applies effort and works to full potential, completes set tasks, seeks and uses teacher feedback/assistance, adapts to any learning approach, self assesses own work, contributes to class discussions, attempts difficult/new tasks, has equipment ready to use, is punctual, keeps own area/equipment tidy, presents book work neatly, manages time effectively, starts tasks promptly.</td>
</tr>
</tbody>
</table>

Version 1.0
3. POSITIVE REINFORCEMENT AND REWARDS

At Clifton State School, we use a variety of positive reinforceers and rewards to reinforce appropriate behaviours:

- Student of the week (Handed out on parade)
- Merit Award (Handed out by class teacher on parade)
- BEE Awards (Drawn out on parade)
- Classroom rewards (free time, stickers, prize box, access to computers, etc)
- End of term celebrations

STUDENT OF THE WEEK / MERIT AWARD

Each week, teachers nominate a student who is improving or doing well with their behaviour or work for each award. This certificate is handed out on parade.

BEE Awards

BEE awards are given to students when they demonstrate the school expectations / rules. Bee Awards are colour coded to match the three school rules.

End of term celebrations

At the end of terms 2, 3 and 4, an End of Term Celebration Activity is organised for students who have been allocated Gold and Silver level behaviour.

4. CLASSROOM MANAGEMENT PLANS

Teachers:

- Devise a plan in consultation with the class and then display this
  - It is important for students to be familiar with the classroom expectations and consequences – link these to whole-school strategies and principles
  - Students are more likely to respect a classroom plan if they have been involved in its creation
  - Revisit the plan on a regular basis throughout the year
- Specifically teach expected behaviours and social skills
  - Using our Behaviour Expectations Matrix, teachers will teach expected behaviours and social skills across all settings within the school community – eg. classroom, playground, covered play areas, toilets, tuckshop.
- Engage in quality teaching and learning
  - Ensure learning experiences are relevant and meaningful
  - Ensure that there is an appropriate level of challenge for each student
  - Match learning experiences and assessment techniques with student interests and learning styles
  - Encourage co-operative learning
  - Provide opportunities for students to make decisions about their own learning
  - Clearly communicate fair and reasonable expectations
  - Encourage students to set goals and persist in problem solving situations
  - Assist students to develop time management and study skills
- Develop supportive interpersonal relationships
  - Catch students being good
  - Communicate a genuine interest in and care for the students
  - Establish rapport with and welcome the involvement of parents
  - Develop a sense of responsibility for students’ own progress and personal behaviour goals
- Provide feedback and positive reinforcement
  - Catch students being good
  - Provide verbal/visual feedback when students display positive behaviour
  - Utilisation of a wide array of positive reinforcements
- Develop self esteem
  - Plan for success by breaking tasks into manageable steps which ensure individual success
- Acknowledge success – use praise, notes, awards and certificates to make students feel special and communicate success to parents
- Minimise criticism and accept mistakes as part of the learning process
- Communicate regularly with all students
- Create a sense of belonging to the classroom group
- Give students responsibility

5. STRATEGIES FOR TEACHERS

• Share responsibility with all staff for all students – work collaboratively to meet with colleagues to solve difficult situations.
• Communicate openly and honestly with students and parents.
• Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
• Remain calm and in control.
• Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review.
• Ensure children understand and are familiar with all aspects of the Code of School Behaviour and the

Responsible Behaviour Plan for Students
• Know your students, their patterns of behaviour, needs and triggers for misbehaviour. Ensure this information is shared with all staff working with the student.
• Reinforce, reward and praise appropriate behaviours
• Address children’s concerns immediately, or at an appropriate time and place, recording when necessary.
• Avoid confrontation at all costs

Use fair and consistent strategies that are in line with the school’s beliefs and values.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

In 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.

A variety of strategies are used to implement supportive, fair, logical and consistent consequences.

Classroom Management

1) Verbal Warning / Redirection

2) Move Bee to Orange Apple on class display – 5 minutes time out (eg. Thinking Chair / Play time / Writing Lines)
3) 15 minutes time out (eg. Thinking Chair / Play time / Writing Lines)

4) Send student to Buddy Room for remainder of session. Student will miss next play time.

   Prep / 1 ➔ 2/3/4 classroom
   2/3/4 ➔ Prep/1 or 5/6/7 classrooms
   5/6/7 ➔ 2/3/4 classroom

5) Move Bee to Red Apple on class display. This identifies that the student now has Detention as a consequence at the next Morning Tea break.

6) If a student has 4 Detentions in one term – class teacher to contact parents /carers for a face-to-face meeting

7) If a student has 5 detentions in one term – student will have in-school suspension for one day

### Playground Management

Minor incidences of inappropriate playground behaviour are dealt with by the staff member on playground duty.

Major playground incidences are referred to the Principal, using a blue detention slip form.

1) Verbal Warning / Redirection

2) Student has 10 minutes Time-Out on the steps of ‘A’ block

3) Student has 20 minutes Time Out on the steps of ‘A’ block

4) Exit to Office to miss remaining playtime

5) Student issued with Blue Detention slip

6) If a student has 4 Detentions in one term – class teacher to contact parents /carers for a face-to-face meeting

7) If a student has 5 detentions in one term – student will have in-school suspension for one day

Major playground incidences are referred to the Principal, using a blue slip form.

Playground duty procedures:
Add sheet in folder
Thinking Room – FIRST BREAK

The Thinking Room operates during first break. It is an opportunity for the students to reflect on their inappropriate behaviour and work with a teacher on positive problem solving strategies and the teaching of appropriate behaviours and social skills.

Students who continue to not follow our school expectations in the classroom and playground as mentioned above, may be referred to the detention room, using a blue slip.

Classroom and Playground Behaviour Management Discipline Card

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Year Level: _______</th>
<th>Date:___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Teacher: ___________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reason for being sent to the Think Room

*Disruptive classroom behaviour                *Cheekiness to adults
*Temper display/sulkiness                     *Inappropriate language
*Inability to accept discipline               *Inappropriate playground behaviour
*Fighting/teasing/hurting others              *Other:_______________________

Outline of incident:( including lead up to incident)  

Action to be taken: (after Think Room)
**THINK ROOM PROCEDURE**

1. Ascertain reason for the student being sent to the think room by accompanying *Behaviour Management Discipline Card* from the reporting teacher or an accompanying teacher.

2. Discuss the behaviour with the student and possible alternate actions for the future.

3. Student fills in **THINK SHEET** for their appropriate age.

4. Think sheet with the discipline card stapled to it are placed in the **White Folder**.

5. Discuss with student the fact that a letter will be sent home to their parents and they must get their parents to sign it and return it to school tomorrow. If they fail to do this they will spend the next day sitting in the think room.

6. Appropriate letter to the parents is put in an envelope to be sent to the reporting teacher to fill out and send home with the student.

7. Next day collect signed letter from student and place in White folder.

8. Information on the visit is recorded in the term record.

9. Information also recorded on individual cards in the record box.
TARGETED BEHAVIOUR INTERVENTION AND SUPPORT

1. TEACHER SUPPORT

Teachers implement planned and incidental strategies in the classroom/playground to:

- Teach effective work habits
- Develop a positive and supportive school environment
- Teach and develop social skills
- Build a good rapport with students
- Teach specific behaviour expectations

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 and the school’s expectations.

Teachers support students through the following targeted interventions:

- More specific and targeted implementation of the whole school behaviour support strategies
- Relationship building with student through one on one support with curriculum work, proximity in the classroom
- Working with student on individual behavioural goals using specific teaching episodes
- Visual support for expectations to enhance understanding
- Working with school personnel on curriculum engagement issues and inclusive curriculum practices
- Use of the School Behaviour Levels program and ‘Bee tickets’ to target support and encourage on-task and appropriate behaviour.
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.

Teachers keep a record of both the student’s behaviour and the targeted support 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.

At this point the teacher may take advantage of:

- Support from other teachers and school personnel (ST-LD, GO, Principal)
- Small group/classroom programs (social skills, self esteem, anti bullying) targeting individual or groups of students with specific needs
- Peer Mentoring
- School Buddy System
- Time Out Room

INDIVIDUAL BEHAVIOUR SUPPORT AND INTERVENTION

Intensive behaviour support is required to support students who continue to demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

INDIVIDUAL BEHAVIOUR SUPPORT PLANS

For these students, the development of an Individual Behaviour Support Plan is implemented through a collaborative process involving the class teacher, student, parents/carers and other school personnel (including STLD, GO, Principal).
This process of developing a plan promotes:

- Positive relationship building
- Shared responsibility
- Understanding and communication of the key issues and concerns
- Consensus regarding the behavioural and educational goals for the student
- Collective accountability for the outcomes and monitoring and reviewing of plan

**PROCESS FOR SUPPORT:**

1. **Student Identified**
   - Teacher or support staff referral to the Support Services Team or
   - Identification by the Support Services Team because of consistent referral to the timeout room or intervention by administration (ascertained through data monitoring by Principal).

2. **Data Gathering**
   Background information and data is collected on the student including:
   - History and pattern of problem behaviours
   - School history
   - Academic information
   - Student’s strengths, competencies and weaknesses
   - Health and medical information
   - Family information
   - Environmental factors and considerations

3. **Development of Individual Behaviour Support Plan**
   The class teacher, parents/caregivers, other school personnel (Learning Support Teacher, Principal, Guidance Officer, AVT BST) collaboratively develops a plan so that the student’s needs are met and behavioural goals are set. In association with this there may also be a risk management plan and, at times of transition, a behaviour plan with a focus on managing the transition to a different environment.

4. **Intervention Implementation and Review**
   The Individual Behaviour Support Plan is implemented and timelines are put in place to:
   - Monitor outcomes
   - Collect data on outcomes
   - Modify where necessary

5. **Support and Strategies for all Stakeholders**
   - **Teachers** can access support within the school (ST-LD, GO, School Chaplain, Principal, and other staff) including:
     - working on positive behaviour strategies
     - developing/improving inclusive and engaging curriculum
     - pedagogical practices
     - work shadowing and mentoring opportunities
     - training and professional development
   - **Parents/Caregivers** are given opportunities to access support from within the school or may be referred to outside agencies
• Students are given opportunities to work with various school personnel in order to make improvements with their behaviour including:
  - 1-1 sessions working on positive behaviour strategies
  - Counselling
  - Relationship building with staff in school
  - Peer mentoring opportunities

6. Involvement of more intensive support

If student is still exhibiting severe and challenging, Clifton State School may engage the support of the Guidance Officer, the Toowoomba Behaviour Management Team and where necessary agencies such as CYMHS, Department of Child Safety.

7. Monitoring and Reviewing

Through the Support Services Team, the student will be monitored regularly and carefully, to ensure that modifications of the plan are made where necessary.

THE NETWORK OF STUDENT SUPPORT

Clifton State School is committed to ensuring the needs of our students are met. The Case Management Committee provides support for students requiring more intense and targeted support.

When needed, our Clifton State School works closely with Education Queensland and other community and government agencies to provide support where necessary.

<table>
<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT AND OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Experienced staff members or the staff involved in previous years</td>
<td></td>
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<tr>
<td>• Support Services Team</td>
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<tr>
<td>• Student Mentors</td>
<td></td>
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<tr>
<td>• Staff Mentors</td>
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<td>• Administration</td>
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<tr>
<td>• School Chaplain</td>
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<td>• Special Education Teacher</td>
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<td>• Guidance Officer</td>
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<tr>
<td>• District Behaviour Team</td>
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<td>• Senior Guidance Officers</td>
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<tr>
<td>• Access to Behaviour Management</td>
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<tr>
<td>• Funding</td>
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<tr>
<td>• Management of Young Children Program</td>
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<tr>
<td>• Parenting Programs</td>
<td></td>
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<tr>
<td>• Professional Development at local, district and state level</td>
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<tr>
<td>• Web based resources</td>
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<tr>
<td>• _Therapy support for students with low incident impairments</td>
<td></td>
<td></td>
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<tr>
<td>• Department of Child Safety</td>
<td></td>
<td></td>
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<tr>
<td>• Juvenile Aid Bureau</td>
<td></td>
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<tr>
<td>• Police Liaison Officer/Adopt a Cop</td>
<td></td>
<td></td>
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<tr>
<td>• Qld Health Services (Nurse)</td>
<td></td>
<td></td>
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<tr>
<td>• Psychologists</td>
<td></td>
<td></td>
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<tr>
<td>• Child Youth and Mental Health Services</td>
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<tr>
<td>• Health Services</td>
<td></td>
<td></td>
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<tr>
<td>• Developmental Assessment</td>
<td></td>
<td></td>
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<tr>
<td>• Clinic</td>
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</tr>
</tbody>
</table>
CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Clifton State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices.

A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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

Factors to consider include:

- Age of child
- Previous behaviour record
- Severity of the incident
- Honesty and perceived level of genuine remorse

When gathering information regarding the incident, factors to take into consideration include:

- Amount of reliable evidence
- Degree of provocation
- Intent of the action
RESPONDING TO BULLYING AND HARASSMENT IN A SUPPORTIVE SCHOOL ENVIRONMENT

Every student and adult attending Clifton State School has the right to enjoy his/her learning or teaching and leisure time free from bullying or harassment.

DEFINITION OF BULLYING

Bullying is when individuals or groups, persistently over a period of time, behave in ways which cause another person to feel hurt, physically or non-physically.

WHAT IS BULLYING?

Bullying behaviours may include:

<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>NON-PHYSICAL</th>
<th>HARASSMENT</th>
<th>SOCIAL ALIENATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting</td>
<td>Name calling</td>
<td>Intimidating</td>
<td>Being ignored and left out</td>
</tr>
<tr>
<td>Kicking</td>
<td>Racial insults</td>
<td>Instilling fear</td>
<td>Manipulating friendships</td>
</tr>
<tr>
<td>Shouldering</td>
<td>Threatening</td>
<td>Extorting</td>
<td>Silent treatment</td>
</tr>
<tr>
<td>Punching</td>
<td>Put-downs</td>
<td>Threatening</td>
<td>Gossiping</td>
</tr>
<tr>
<td>Pushing and shoving</td>
<td>Intimidating</td>
<td>Ostracising</td>
<td>Embarrassing someone publicly</td>
</tr>
<tr>
<td>Spitting</td>
<td>Teasing</td>
<td>Spreading rumours</td>
<td>Humiliating someone</td>
</tr>
<tr>
<td>Throwing objects</td>
<td>Using offensive language</td>
<td>Ordering other students around when you do not have the authority to do so</td>
<td>Excluding from the social group</td>
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<td>Pinching</td>
<td>Ridiculing</td>
<td>Hiding, damaging, moving and/or destroying the property belonging to someone else</td>
<td>Social rejection</td>
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<td>Making someone give money, food or other property against their will</td>
<td>Behaving in a manner which caused another student to fear for their safety</td>
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</table>

Sexual Harassment May Include:

Teasing, name calling, making rude gestures
Telling smutty jokes, making suggestive comments
Displaying offensive pictures, posters or graffiti
Patting, pinching or touching another person
Pestering someone to go out or persistently asking for sexual favours
Sending offensive messages
Bullying/harassment incident is reported
Ridiculing or wolf whistling at or making sexual comments about a person or a group of people
Spreading rumours about someone’s sex life
Making belittling or ridiculing comments based on sex role stereotypes.
WHAT ARE WE DOING TO PREVENT BULLYING?

Research on bullying is well documented and the results of this indicate that bullying can be very serious for both the bully and the bullied student. At Clifton State School, we use the curriculum to work on aspects of bullying wherever possible. Programs specifically targeted at preventing and dealing with bullying and harassment is essential in our school. Professional development in the area of Behaviour Management and Bullying and Harassment is available to teachers.

PROACTIVE STRATEGIES/PROGRAMS:

- **Individual Programs** – Self esteem, dealing with bullying and harassment
- **Social Skills Programs** – Various social skills programs are available for teachers to use
- **Human Relationships Program** – Bullying is discussed in the Human Relationships Program at school, as well as teachers covering bullying within the class whenever a situation arises.
- **Bullying Awareness/Anti-Bullying Programs** – Bullying Programs are available for teachers to use on a regular basis or when the need arises

WHAT WILL WE DO WHEN BULLYING IS REPORTED?

**STEP 1**  
Bullying/harassment incident is reported

**STEP 2**  
Calmly intervene and diffuse incident if necessary

**STEP 3**  
Gather information from both parties  
Talk to all parties involved – victim, bully, witnesses  
LISTEN and reserve judgement  
Treat reports of bullying SERIOUSLY  
Take written statements of serious incidences  
Incident recorded on playground clipboard and given to student’s class teacher  
Record on central database

**STEP 4**  
Act on information and decide on appropriate intervention/response/consequence (see following page for examples of intervention strategies)  
Implement the intervention/response/consequence  
Inform Principal of repeated/serious cases  
Communicate to relevant staff and personnel

**STEP 5**  
Monitoring of known bullies  
Monitor intervention  
Follow-up with all students involved  
If intervention is successful, problem is solved  
If intervention is not successful, try another intervention  
Document process
DEALING WITH BULLYING/HARASSMENT

What you can do if you are being bullied or harassed?

- Try not to show that you are upset. Bullies feel great if they have upset you.
- Try to be assertive - look and sound confident.
- Walk quickly and confidently even if you don’t feel that way inside - appearing confident is helpful.
- If students have been calling you names or teasing etc., reassure yourself that you are O.K. and that those students are the ones with the problems.
- Report it - remember that the bullying will continue if those responsible think that they can get away with the behaviour.
- Talk to a friend/friends about it.
- Avoid risk situations where possible, or stay close to adults or friends.
- Consider whether you have been bullying yourself, eg., have you been name calling, annoying, threatening, showing off etc? If you have change what you are doing.
- If bullying continues after reporting it, report it again.
- Consider talking to the Guidance Officer, Chaplain, Teachers or Principal.
- If you think that you are different in anyway, be proud of it - individuality and diversity, within the rules, are important.

RESPONSIVE STRATEGIES

- Monitoring of students who bully
- Parent/s contacted
- Interview with Principal
- “No Blame Approach” interview with people involved
- Conflict Resolution interview with all parties involved
- Referral to Guidance Officer and/or Chaplain
- Referral to outside agencies for support
- Consequences – time out, in-school withdrawal, suspension
- Support for victim

PARENT’S RESPONSE TO BULLYING AND HARASSMENT

The following points are for you to consider if you know or suspect your child is being bullied.

- Be aware of the signs of bullying or distress in your child. These could include saying they are sick (headaches/stomach aches), unwillingness to come to school, belongings going missing, bruises, damaged clothing or belongings, request for extra pocket money.
- Take an interest in your child’s friends and social life.
- Listen to and take your child seriously.
- Be guided by your child’s feelings. Involve them in making decisions about what you are going to do.
- Contact the school to make an appointment.
- Work collaboratively with school to resolve issue – we encourage you not to take matters into your own hands and don’t talk directly to the other students involved.
- Approach matter calmly - avoid overreacting.
- Early contact with the school is essential
- Give the school adequate time to investigate the matter.
- Offer and teach your child a variety of positive or proactive strategies.
- Monitor their progress and communicate with the school about any further concerns.
- If things don’t improve, continue to seek support/help from school or other support networks.
Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies

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

Endorsement

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Date effective:

from ........................................... to ...........................................
## Clifton State School

### Expectations Matrix

<table>
<thead>
<tr>
<th>Whole School / All Settings</th>
<th>Classroom</th>
<th>Breaks (eating Area)</th>
<th>Toilets</th>
<th>Before school / After school Bus line</th>
<th>Excursions / Camps / Extra Curricular</th>
<th>Tuckshop</th>
<th>Transition / Movements / Lining up</th>
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<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Follow the school dress code</td>
<td>Use all furniture/equipment properly</td>
<td>Wear hat outside</td>
<td>Wear hat</td>
<td>Walk on hard surfaces</td>
<td>Line up orderly</td>
<td>Line up properly</td>
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<td>Respect personal space</td>
<td>Sit properly on chairs</td>
<td>Stay in designated area</td>
<td>Stay in designated area</td>
<td>Use all furniture/equipment correctly</td>
<td>Be polite</td>
<td>Be clean</td>
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<td>Keep hands and feet to yourself</td>
<td>Walk indoors</td>
<td>Play cooperatively</td>
<td>Use the toilets correctly</td>
<td>Play safely</td>
<td>Eat only your own food and drinks</td>
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<td>Sit to eat</td>
<td>Play cooperatively</td>
<td>Wear hat</td>
<td>Line up properly</td>
<td>Stay in designated area</td>
<td>Move carefully</td>
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<td>Put rubbish in bins</td>
<td>Be health conscious</td>
<td>Wear hat</td>
<td>Walk to the bus</td>
<td>Walk on hard surfaces</td>
<td>Stay in designated area</td>
<td>Stay on</td>
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<td>Follow directions</td>
<td>Listen to others</td>
<td>Stay in designated area</td>
<td>Be punctual</td>
<td>Play cooperatively</td>
<td>Line up orderly</td>
<td>Line up properly</td>
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<td>Be honest</td>
<td>Follow directions</td>
<td>Play on hard surfaces</td>
<td>Know safety procedures</td>
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<td>Be polite</td>
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<td>Stay in designated area</td>
<td>Be health conscious</td>
<td>Keep hands and feet to yourself</td>
<td>Listen to others</td>
<td>Use good manners</td>
<td>Wait your turn in line</td>
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<td>Sit to eat</td>
<td>Go at appropriate time</td>
<td>Be private</td>
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<td>Be private</td>
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<td>Line up and walk safely</td>
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<td>Choose healthy food options</td>
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