

Clifton State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour



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1. Purpose

Clifton State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

This plan was developed in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed the development process.

The Plan was ratified by the Clifton State School P&C and Assistant Regional Director in March 2019, to be reviewed in 2020 as required in legislation.

3. Learning and behaviour statement

All areas of school are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our 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 Clifton 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.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

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

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.



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

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

Universal Behaviour Support

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

A list of behavioural expectations has been developed that reflects each of our four school rules and how they should present across the various settings at Clifton State School, and these are outlined in the table below.

School-Wide Behavioural Expectations						
	In the classroom	Outside the classroom	Toilets	Eating Area	Playing Areas	Before & After School
Be Safe	Being Safe is: <ul style="list-style-type: none">walkingsitting on my chair properlyentering and exiting in an orderly fashionkeeping hands offusing equipment properly	Being Safe is: <ul style="list-style-type: none">walkingputting my bag awaykeeping hands offPlaying safe gamesBeing sun-smartUsing equipment safely	Being Safe is: <ul style="list-style-type: none">washing my handsusing the toilet properlywalking	Being Safe is: <ul style="list-style-type: none">eating only my foodsitting at my table	Being Safe is: <ul style="list-style-type: none">being sun-smartplaying in designated areasusing play equipment properlyleaving sticks and stones aloneasking for helpLeaving animals alone	Being Safe is: <ul style="list-style-type: none">crossing roads safelywaiting in the school grounds for parents’ vehiclesreturning to office if not collectedFollowing street signs
Be Respectful	Being Respectful is: <ul style="list-style-type: none">Following staff directionsTreating property carefullyBeing honestUsing polite languageTreating others nicelySharing	Being Respectful is: <ul style="list-style-type: none">Walking quietly so others can continue learningKeep my hands, feet and unkind words to myself	Being Respectful is: <ul style="list-style-type: none">Giving others privacyWaiting my turnBeing quiet, quick and cleanClean up after myself	Being Respectful is: <ul style="list-style-type: none">Eating only my lunchUsing good mannersUsing appropriate language and volumeRespecting mine and others belongings	Being Respectful is: <ul style="list-style-type: none">Inviting others to join inSharing equipmentUsing polite language	Being Respectful is: <ul style="list-style-type: none">Greeting everyone with respectUsing mannersRespecting others’ space and property
Be Responsible	Being Responsible is: <ul style="list-style-type: none">Completing work on timeReturning resources on timeKeeping a tidy work areaAsking for helpAccepting behaviour consequencesCaring for my equipment	Being Responsible is: <ul style="list-style-type: none">Walking promptlyWalking in an orderly mannerWalking in line	Being Responsible is: <ul style="list-style-type: none">Using toilets only for toiletingLeaving the toilet as soon as I’m finishedUsing toilets during toilet breaksKeep my hands out of the toilet bowls and urinal	Being Responsible is: <ul style="list-style-type: none">Sitting at my tablePutting rubbish in the binKeeping the area cleanLooking after my belongingsPutting my lunch box back in my bag	Being Responsible is: <ul style="list-style-type: none">Returning equipmentPlaying in designated areasPlaying by fair rulesBeing good sport	Being Responsible is: <ul style="list-style-type: none">Following road rulesBeing a good role model for other studentsWaiting patientlyPutting rubbish in the bin
Be A Learner	Being a Learner is: <ul style="list-style-type: none">ConcentratingDoing my bestAsking for helpBeing organisedPositively participating	Being a Learner is: <ul style="list-style-type: none">Asking for help		Being a Learner is: <ul style="list-style-type: none">Eating healthy foodsMaking good food choices	Being a Learner is: <ul style="list-style-type: none">Learning new gamesLearning by mistakesLetting people into your groups	Being a Learner is: <ul style="list-style-type: none">Knowing and using all safety rulesLearning community rules

Clifton State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Awarding weekly Certificates of Recognition to students demonstrating one of our four school rules.
- Reinforcing the school rules through the school newsletter and recognising students and their awards, enabling parents to be actively and positively involved in school behaviour expectations.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 4)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 5)
 - Appropriate Use of Social Media (Appendix 6)

Reinforcing expected school behaviour

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

Reinforcement of expected school behaviour is a school-wide approach, with recognition being the responsibility of all staff. Systems at Clifton State School are separated into two clear systems – Classroom Positive Behaviour Management and School-Wide Positive Behaviour Management.

Classroom Positive Behaviour Management

All teachers develop a behaviour management plan for the students in their class. This is likely to be unique as each teacher acquires a wide variety of strategies and skills from formal training and their own experience in the classroom.

These plans outline the class rules (which are derived from the four school rules and expectations), as well as effective routines and procedures to train students in maintaining good order, behaviour and safety. In addition, they include systems of positive and negative consequences to support the class rules. For example, a teacher may operate a stars chart to recognise and reinforce good behaviour. Teachers may use these systems to award Certificates of Recognition on parades.

School-Wide Positive Behaviour Management

All staff members take on a role to encourage positive behaviour across the school. At Clifton State School, students can be recognised with Certificates of Recognition for their positive demonstration of any of our four school rules and expectations. For example, the PE teacher may recognise a student with a Certificate of Recognition for “being responsible” after they packed up other students equipment at the end of the lesson. A teacher aide may recognise a student with a Certificate of Recognition for “being safe” after they were identified to be playing with equipment safely and encouraging the same of others. Classroom teachers aim to present 2-3 Certificates of Recognition on parade.

Complementing the Certificates of Recognition is a levelled system to reward repeated positive behaviour.

Emerald Award:

The Emerald Award is presented individually to students after they have received four (4) Certificates of Recognition. This occurs at parade. At the end of each term, students at the Emerald level attend an ice-block party.

Ruby Award:



Our School Rules: Be Safe, Be Responsible, Be Respectful, Be a Learner

The Ruby Award is presented individually to students after they have received eight (8) Certificates of Recognition. This occurs at parade. At the end of each term, students at the Ruby level attend a pizza party.

Sapphire Award:

The Sapphire Award is presented individually to students after they have received twelve (12) Certificates of Recognition. This occurs at parade. At the end of each term, students at the Sapphire level attend a movie afternoon.

Students have an opportunity once at Sapphire level to become a 'Behaviour Ambassador' once they have received 3 awards relating to each of the school rules. Students receive a badge to recognise this achievement.

Responding to unacceptable behaviour

Students come to school to learn. At Clifton State School, this is core to the school's motto and how staff view their role in educating students.

Re-directing low-level and infrequent problem behaviour

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

Our preferred method of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more responsibly, or to be a better learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so it aligns with the expectations of our school community. Highly skilled and experienced staff members are often able to achieve this through very subtle techniques. In general, the most effective strategies are the least intrusive.

Targeted behaviour support:

Intensive behaviour support: Behaviour Support Team

Clifton State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The Intensive Behaviour Support Team:

- Works with other staff members to develop appropriate behaviour support strategies
- Monitors the impact of support for individual students through continuous data collection
- Makes adjustments as required for the student, and
- Works with the Principal to achieve continuity and consistency.

The Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

Clifton 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.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- Articulate the relevant expected school behaviour
- Explain how their behaviour differs from expected school behaviour,
- Describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is minor or major, with the following agreed understanding (see matrix):

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the Principal

Minor Behaviours

Minor behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or the Principal.

Steps for correction of minor behaviours:

Step 1: Warning

Student is acknowledged as receiving a warning for the minor behaviour.

Step 2: Time out Reflection

The student is given a Time Out Behaviour Reflection Form (Appendix 2) at their appropriate level, to sit outside the classroom and complete. The student is expected to return to the classroom within 5-10 minutes with an apology to those affected and with the completed form. This form is kept by the classroom teacher to help identify patterns of behaviour.

Step 3: Loss of break time with a logical consequence

At the next available break, the student meets with the staff member to engage in a logical consequence.

Step 4: Buddy Class

Each class has an available buddy class to assist with behaviour management. The student goes to the buddy class with appropriate work to complete, prior to re-engaging with their own class.

Step 5: Detention

The student is given a detention, with an incident report completed by the staff member involved. The detention is then managed by the Principal or assigned delegate. The student loses their play break and completes a Detention Reflection Form (Appendix 3), which includes a section for the parent/guardian to sign and acknowledge. A letter accompanies this form indicating how many detentions for the year have been given. If ten (10) detentions are amassed, a meeting is held, to involve the Behaviour Support Team, to discuss individualised behaviour support, and to determine suitability of the student attending upcoming events (school camp, excursions, representative sport etc).

Essential Skills for Classroom Management are utilised by staff members to redirect through each step in the corrections for minor behaviours. These essential skills include:

- Establishing expectations – making rules
- Giving instructions – telling students what to do
- Waiting and scanning – stopping to assess what is happening
- Cueing with parallel acknowledgement – praising a particular student to prompt others
- Body language encouraging – smiling, nodding, gesturing and moving near
- Descriptive encouraging – praise describing behaviour
- Selective attending – not obviously reacting to certain behaviours
- Redirecting to the learning – prompting on-task behaviour
- Giving a choice – describing the student's options and likely consequences of their behaviour
- Following through – doing what you said you would

Major behaviours

Major behaviours are those that:

- Significantly violate the rights of others
- Put others / self at risk of harm
- Requires the involvement of the Principal

Incident reports are completed by a staff member involved in identifying the major behaviour.

Consequences for major behaviours:

- Level One: Removal to Principal's office, loss of play breaks, loss of privilege, detention
- Level Two: Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension
- Level Three: Recommendation for exclusion following an immediate period of suspension

Minor and Major Behaviours

	Area	Minor Behaviours	Major Behaviours
Be Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete/bitumen 	
	Play	<ul style="list-style-type: none"> Misuse of equipment Not playing school-approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Dangerous play Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Bringing knives to school Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
Be Responsible	Class	<ul style="list-style-type: none"> Not completing set tasks Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual Leaving class without permission 	<ul style="list-style-type: none"> Leaving class or school without permission (out of sight)
	Follow instructions	<ul style="list-style-type: none"> Low intensity non compliance Uncooperative behaviour 	<ul style="list-style-type: none"> Defiant behaviour - continual
	Honesty	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone turned on at school 	<ul style="list-style-type: none"> Use a mobile phone at school without authorisation
Be Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Disrespectful tone 	<ul style="list-style-type: none"> Offensive / aggressive language Verbal abuse / directed profanity Belligerence and disrespect Graffiti
	Property / Wildlife	<ul style="list-style-type: none"> Petty theft Lack of care for the environment / animals 	<ul style="list-style-type: none"> Stealing / major theft Causing injury to wildlife Wilful property damage Vandalism
	Manner with Others	<ul style="list-style-type: none"> Not playing fairly Minor defiance / disruption to class Minor harassment Spreading unwanted rumours 	<ul style="list-style-type: none"> Major defiance / disruption to class Major bullying / harassment (inc. out of school that affects the good order of the school)
Be a Learner	Class	<ul style="list-style-type: none"> Not on task / disorganised Not doing your best (Success Crowns Effort) Not listening or following instructions Impeding others' learning 	<ul style="list-style-type: none"> Continual off-task behaviour

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Clifton 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
- 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
- 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
- Take into account the age, stature, disability, understanding, and gender of the student.

Record keeping

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

- Incident Report
- [Health and Safety incident record](#) (link).



7. Network of student support

Students are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Principal
- Teachers
- Support Staff
- Parents
- Guidance Officer
- Senior Guidance Officer
- District Behaviour Support Team
- School Adopt-a-Cop

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Queensland Police
- Toowoomba Regional 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.

Clifton State School considers the individual circumstances of students when applying support and consequences by:

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

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

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

11. Some related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

Endorsement

Principal

P&C President

Effective Date: 18 March 2019 – 18 March 2020

Appendix 1

Expectations

SCHOOL-WIDE

(Be Safe – Be Responsible – Be Respectful – Be A Learner)

- Small number of simple and clear rules, publicly displayed and regularly discussed
- Referred to at all levels of acknowledgement and correction

CLASSROOM

- Teachers work with students to elaborate on school-wide rules to set classroom expectations
- Teachers employ 'Expectations' essential skills for classroom management
 - Establishing expectations
 - Giving instructions
 - Waiting and scanning
 - Cueing with parallel acknowledgement

Are behaviour expectations being met?

Yes

No

Acknowledgement

CLASSROOM

- Teachers employ 'Acknowledgement' essential skills for classroom management
 - Body language encouraging
 - Descriptive encouraging
- Teachers design positive reinforcement systems for individual students

SCHOOL-WIDE

- All staff identify students for Certificates of Recognition, presented on parade
- Usually 2-3 certificates awarded per class, plus other staff awards
- Students attain behaviour recognition levels upon accumulation of certificates:
 - Emerald: 4 certificates
 - Ruby: 8 certificates
 - Sapphire: 12 certificates
- Students have an opportunity once at Sapphire level to become a 'Behaviour Ambassador' once they have received 3 awards relating to each of the school rules
- Students receive end-of-term rewards for the highest behaviour recognition level they have attained
- Once a student has attained a behaviour recognition level, this is retained for the whole school year

Correction

CLASSROOM

- Teachers employ 'Correction' essential skills for classroom management
 - Selective attending
 - Redirecting to the learning
 - Giving a choice
 - Following through

SCHOOL-WIDE Minor behaviours

- Usually managed in the classroom
- Step 1: Warning
- Step 2: Time Out
Reflection
- Step 3: Loss of break time with a logical consequence
- Step 4: Buddy class
- Step 5: Detention
- Teachers employ 'Correction' essential skills within each step

SCHOOL-WIDE Major behaviours

- Immediate referral to Principal
- Level 1: Removal to Principal's office, loss of play breaks, loss of privilege, detention
- Level 2: Parent contact, referral to Guidance Officer, Referral to Behaviour Support team, suspension.
- Level 3: Immediate period of suspension, recommendation for exclusion



Appendix 2

Prep - Year 2 Time Out Behaviour Reflection Form

Student: _____

Date: _____

1. What did I do wrong?

2. What should I have been doing?

3. Which rule/s have I broken?

Be Safe

Be Responsible

Be Respectful

Be a Learner

4. Write an apology:

Teacher to complete this section

- ☐ Establishing expectations
- ☐ Waiting and scanning
- ☐ Giving instructions
- ☐ Cueing with parallel acknowledgement
- ☐ Body language encouraging
- ☐ Descriptive encouraging
- ☐ Selective attending
- ☐ Redirecting to the learning
- ☐ Giving a choice
- ☐ Following through



Year 3 - 6 Time Out Behaviour Reflection Form

Student: _____ Date: _____

1. What actions led to my removal from the classroom?

2. What I should have been doing:

3. Circle the rule/s that has been broken

Be Safe

Be Responsible

Be Respectful

Be a Learner

4. How has my behaviour affected others/myself?

5. What can I do to prevent this happening in the future?

6. Write an apology:

Teacher to complete this section

- ☐ Establishing expectations
- ☐ Waiting and scanning
- ☐ Giving instructions
- ☐ Cueing with parallel acknowledgement
- ☐ Body language encouraging
- ☐ Descriptive encouraging
- ☐ Selective attending
- ☐ Redirecting to the learning
- ☐ Giving a choice
- ☐ Following through



Appendix 3

Detention Reflection Form

Student: _____ Date: _____

1. What I did (against our School Rules):

2. What I should have been doing: _____

3. Circle the rule/s that has been broken:

Be Safe

Be Responsible

Be Respectful

Be a Learner

4. How have I stopped myself and others from feeling safe, responsible, respected, or learning?

5. Actions that I can take to stop this happening again (make a list)

How will I know if my behaviour choices have been successful?

Student: _____ Date: _____

Teacher Comments (if necessary)

-----Please sign & date, tear off and return tomorrow-----

Detention – Reflection on Behaviour

I have read and discussed this form with my child, _____

Parent/Guardian Name: _____

Signature: _____ Date: _____



Appendix 4

The Use of Personal Technology Devices* at School

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

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. 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 bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

Appendix 5

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

Purpose

1. Clifton 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 Clifton 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 Clifton 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 Clifton 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.
6. The anti-bullying procedures at Clifton State School are an addition to our already research-validated school-wide 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.

Prevention

7. 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 school-wide 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 four 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 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.
8. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
9. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
10. 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.
11. 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 takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
12. Clifton State School uses behavioural data for decision-making. This data is entered into our database on a regular 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.

Appendix 6

Appropriate Use of Social Media

Students of Clifton State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Clifton State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

- | | |
|--|--|
| • Unlawful stalking. | • Computer hacking and misuse. |
| • Possession of child exploitation material. | • Involving a child in making child exploitation material. |
| • Making child exploitation material. | • Distribution of child exploitation material. |
| • Criminal Defamation. | |

There are significant penalties for these offences.

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