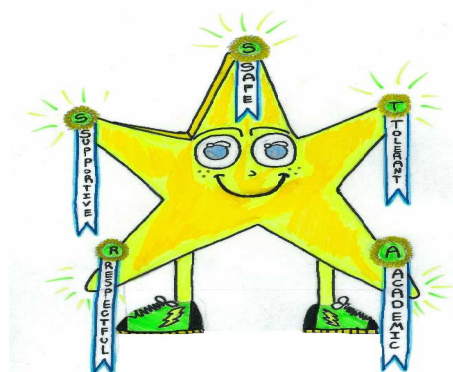




## Responsible Behaviour Plan for Students

*based on The Code of School Behaviour*



**Clontarf Stars are Safe, Tolerant, Academic, Respectful  
and Supportive**



## 1. PURPOSE

Clontarf Beach State School recognises that for optimal learning to take place, the school community must provide a safe and supportive environment in which:

- All school community members are valued, their strengths recognised and appreciated;
- Appropriate language and behaviour is identified and modelled by all school community members;
- Opportunities are provided for all school community members to meet their five basic needs (survival, love/belonging, freedom, power and fun/enjoyment).

Our school's purpose is to work in partnerships with pupils, parents and the wider community to allow individuals or groups to participate effectively in our school and to achieve positive outcomes.

**Mutual respect is the premise upon which effective relationships are based.**

In accordance with Clontarf Beach State School's policy of inclusion, each student's situation is taken into consideration and individual student needs and circumstances are of paramount importance.

## 2. CONSULTATION AND DATA REVIEW

In close partnership with the school community, through the Parents & Citizens' Association, and with broad consultation with parents, staff and students via survey distribution and meetings, the following code of conduct, protocols, rights and responsibilities was developed in 2009 and reviewed in 2014 and 2017.

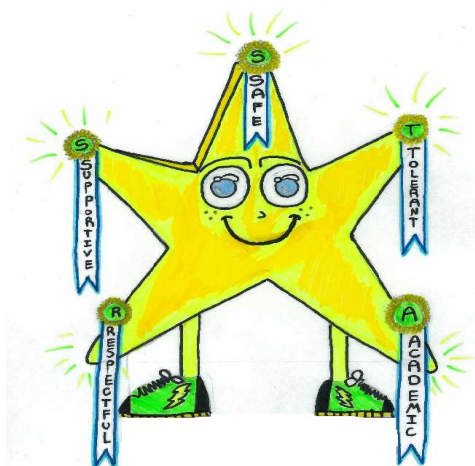
- All community members will address each other in a respectful manner at all times
- All community members have the right to feel safe from physical and verbal abuse
- All members have the opportunity to be involved in the decision-making processes of our school
- All members of our school community are responsible for their own conduct

The Plan was endorsed by the Principal, the President of the P&C and the Regional Executive Director (Schools) in 2009. A review of school data from 2009 to 2014 and from 2015 to 2017, relating to attendance, absenteeism, SDA and One School behaviour incidents, has informed the development of this plan. In 2010, the following school rules were developed via the School Wide Positive Behaviour Support process (and in consultation with staff, students and community). These have been updated in 2016 as our school values.

Clontarf Beach students strive to be Clontarf Stars by following the school values of being:

- Safe
- Tolerant
- Academic
- Respectful
- Supportive

These are modelled by our school mascot, **Stellar Star**.





Community Rights and Responsibilities were developed in consultation with staff and the community in 2009 and updated in 2017.

#### **Staff Rights**

- To feel safe (physically and emotionally)
- To teach
- To be respected and supported personally and professionally
- To expect professionalism in the workplace
- To be listened to.
- Access to resources which assist in delivery of effective teaching and learning

#### **Parent / Caregiver Rights**

- To feel safe (physically and emotionally)
- To be treated with respect
- To be involved in decision-making via P&C
- To receive timely information about their children's wellbeing, education and behaviour

#### **Student Rights**

- To feel safe (physically and emotionally)
- To be respected
- To learn in a positive, supportive and inclusive environment
- To learn to make appropriate decisions
- To be listened to

#### **Staff Responsibilities**

- To provide a supportive learning environment
- To be organised and well-prepared which facilitates productive learning
- To demonstrate respect for self and others
- To use values consistently and be good role models
- To listen to others
- To follow all whole school processes and policies

#### **Parent / Caregiver Responsibilities**

- To treat others with respect
- To be active in the process of decision-making (P&C)
- To communicate with the school eg any change in circumstances of your child
- To ensure attendance of students at school and on time

#### **Student Responsibilities**

- Respect themselves, others, learning & property
- To work co-operatively and participate actively without interfering with the learning of others
- To take responsibility / ownership for actions and accept the consequence of their behaviour
- To listen to others
- To participate to the best of their capability / ability.

### **3 . LEARNING AND BEHAVIOUR STATEMENT**

All areas of Clontarf Beach State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, supporting social and emotional learning, preventing problem behaviour and responding to unacceptable behaviours. Through our whole school positive behaviour for learning focus, Clontarf Beach SS has created and maintains 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 values 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. Clontarf Beach State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular updates in our school newsletter, enabling parents to be actively and positively involved in school behaviour expectations and programs
- A dedicated section in each Class Newsletter (sent out each term)
- PBL Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs which include the Clontarf Beach State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff



- Weekly behaviour updates for staff on One Portal
- Data sharing / behaviour support information sharing weekly at staff meetings
- 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
  - Procedures for Preventing and Responding to Incidents of Bullying, etc

<i>All CBSS community members are STARS that shine by being:</i>	WHOLE SCHOOL SETTING	ALL LEARNING AREAS	OUTDOOR AREAS
<b>S</b> <sub>AFE</sub>	→I use the Clontarf Beach High Five. →I keep my hands and feet to myself →I report any concerns → I model responsible behaviour →I walk when moving around school →I solve problems with words → I take mobile phones and devices to the office	→I use equipment safely →I use furniture properly →I ask permission to leave the room →I am only in the classroom when a teacher is present → I follow adult directions →I follow the 3/2/1 attention / retention signal →I am able to self regulate.	→ I sit while eating →I wear shoes and a broad brimmed hat →I stay in bounds →I walk on concrete → I leave toys and cards at home →I walk my bike / scooter / skateboard →I wait undercover before 8.20am
<b>T</b> <sub>OLERANT</sub>	→ I show courtesy to all community members.	→ I understand that everyone is different and unique in their own way	→I am a friend to others
<b>A</b> <sub>CADEMIC</sub>	→I attend school regularly and on time → I know the Clontarf STARS →I ask for help →I use above the line thinking.	→ I am organised →I participate fully →I listen to others when they speak	→I use hygienic practices →I go to the toilet at the warning bell so I optimise learning time
<b>R</b> <sub>ESPECTFUL</sub>	→I treat others the way I want to be treated →I wear the correct school uniform →I encourage and support others	→I care for property →I raise my hand to speak →I use positive language → I listen to and follow teacher directions. → I transition quietly	→ I ask permission to leave →I keep eating areas clean & tidy →I invite others to join in →I share equipment →I use kind words
<b>S</b> <sub>UPPORTIVE</sub>	→I let teachers know if I or my friends need help → I encourage others and never use put downs	→I am a Bucket Filler.	→I walk with my buddy when moving around the school.



**4. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR**

**Tier 1 Universal School Behaviour Support Merit and Responsible Levels**

A whole school approach means everybody committing to the provision of a safe and supportive learning environment. Through our Positive Behaviour for Learning Support program, the school has developed a behaviour program which is explicitly taught throughout Years P – 6.

Reinforcing expected school behaviour

At Clontarf Beach 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 whole school recognition and monitoring system has been developed (Reach for the Stars). 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.

**We encourage and maintain Positive Behaviours and Emotional Wellbeing by:**

Classroom	Playground	Other
<ul style="list-style-type: none"> <li>• Star Focus lessons</li> <li>• Classroom Teacher Awards</li> <li>• Rewards</li> <li>• Merit / Responsible Certificates</li> <li>• Circle Time</li> <li>• Star of the Week</li> <li>• Stellar Awards</li> <li>• Reach for the Stars</li> <li>• Positive incidents recorded on One School</li> <li>• Admin recognition</li> <li>• Tidy Class</li> <li>• Bucket Filling</li> <li>• Classroom Management Plan</li> <li>• Whole school Classroom Behaviour Management ie 3 warnings, time out, exit class, office.</li> </ul>	<ul style="list-style-type: none"> <li>• Stellar Awards</li> <li>• Reach for the Stars</li> <li>• Merit / Responsible Certificates</li> <li>• Verbal encouragement</li> <li>• Positive incidents recorded</li> <li>• Clubs / Supported Play</li> <li>• CBSS High Five program</li> <li>• Above the line thinking.</li> <li>• How big is my problem?</li> <li>• Milkshake Breathing</li> <li>• Supported play / Clubs</li> <li>• Thinking Room</li> </ul>	<ul style="list-style-type: none"> <li>• Principal's Awards</li> <li>• Sports Awards</li> <li>• Brag Board</li> <li>• Newsletter</li> <li>• Class newsletters</li> <li>• Foyer Displays</li> <li>• Individual acknowledgements</li> <li>• Senior Leader Program</li> <li>• End of term Behaviour Celebration</li> <li>• Table Talk</li> <li>• Reach for the Stars</li> <li>• Clontarf Beach Superstars!</li> <li>• Reporting to Parents twice yearly</li> <li>• Kids Matters framework</li> <li>• Bullying. No Way! Day</li> <li>• Videoing students responses – to play on parade</li> <li>• School Aid (Kids Give)</li> <li>• CBSS Facebook page</li> <li>• Grandparent's Day</li> <li>• Kids Matter – theory into practice</li> <li>• Links to local community eg Mimi's House, Clontarf Champions</li> <li>• Parade – Star Focus, parade item</li> <li>• Principal's Report to Parents &amp; Citizens' Association</li> <li>• Chaplaincy</li> <li>• PBL Coach</li> </ul>

**School & Community**

- Quality relationships underpin all operations
- Responsible, positive thinking and behaviours, social and life skills are an integral part of the curriculum
- Monitoring outcomes and using data to inform practice





- Celebrating data
- Encouraging and maintaining a large volunteer program
- Induction of new staff and new students

#### **Class**

- Quality, inclusive curriculum provided to address individual needs;
- Negotiated class rules generated through class discussion/meetings and documented on Classroom Management Plans. These plans are visible in all classrooms, TRS books and shared with parents;

#### **Students**

- Individual student's needs identified and addressed
- Continuous focus on developing responsible thinking and ownership of behaviour
- IBSPs developed for students with high behavioural needs (Targeted and Intensive levels)
- Counselling and support available from the Guidance Officer
- Life skills/social skills groups for identified students
- Restorative discussions between victim and perpetrator
- Outside Behaviour Support eg ACE, Uniting Church

#### **Staff**

- Professional development for staff aligned to school, staff and student needs
- Counselling and support available to teachers from our administration team, GO and Employee Advisor
- Modelling appropriate respectful behaviours
- Staff are supported, especially after critical incidents, and opportunities for debriefing are provided

#### **Parents**

- A close partnership between students, parents, and the school staff is encouraged
- Code of conduct and school protocols guides relationships and interactions
- Positive parent involvement in the classroom and volunteer program is encouraged
- Parent education courses available – e.g. MYCP
- Clontarf Beach SS Playgroup – modelling / supporting parents - early behaviour
- Individual Behaviour Support Plans for students with Targeted and Intensive Behaviours

#### Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

#### **Re-directing low-level and infrequent problem behaviour**

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more tolerantly, more academically, more respectfully or more supportively. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

#### Relate problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.



Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. All strategies have 'another chance to start afresh' focus.

Ensuring consistent responses to problem behaviour

At Clontarf Beach State School all 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.

**Anti-Bullying Program**

Clontarf Beach State School believes that every child has the right to feel safe at school. Students need to develop strategies which will enable them to recognise indicators of harassment and to deal with them appropriately and effectively. As a school community we promote a consistent approach to bullying that addresses all incidents immediately, and that illustrates we do not tolerate bullying behaviours.

- A whole school approach is used to monitor bullying. All students participate in Circle Time, which gives every student a voice in their classroom. .
- Restorative practices such as mediation between the victim and the child who exhibits bullying behaviours help students to develop positive relationships.
- Focus Day – Anti-Bullying
- Bullying No Way

**Tier 2 Monitored Behaviour Support (Level 1)**

Development and implementation of monitored support is team-based, but class teacher led, and develops strategies that prevent or minimise the occurrence. Where monitored support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures.

**Process for Behaviour Support:**

<b>Identification of students</b>	<ul style="list-style-type: none"> <li>• Data based review of level of support needed</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• Development of an Individual / Group Plans, which could include the following                             <ul style="list-style-type: none"> <li>○ Administration, Guidance Officer, Parents</li> <li>○ Whole Class, small group activities with programs such as – social skills, life skills, anti-bullying</li> <li>○ Access to –Thinking Room, Play Buddies, Exit Class, Supported Play, Clubs, Chaplaincy, Coaching / Mentoring programs, CO2 cars</li> <li>○ Outside agency support eg Clontarf Champions, Mimi’s House</li> <li>○ Psychological support agencies</li> </ul> </li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Regular review of support needed through the following structures/personnel –                             <ul style="list-style-type: none"> <li>○ One School data</li> <li>○ Parents/Carers</li> <li>○ Chaplain</li> <li>○ Student Support Team Data Collection and review of support programs</li> </ul> </li> </ul>



**Tier 2 Targeted Behaviour Support (Level 2)**

Development and implementation of targeted support is team-based and develops strategies that prevent or minimise the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures.

**Process for Behaviour Support:**

<b>Identification of students</b>	<ul style="list-style-type: none"> <li>• Data based review of level of support needed</li> <li>• Review of data gathered through the following structures/personnel –                             <ul style="list-style-type: none"> <li>○ Student Support Team</li> <li>○ One School data</li> </ul> </li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• Development of an Individual Plan (IBSP), which could include the following                             <ul style="list-style-type: none"> <li>○ Administration, Guidance Officer, Behaviour Support Teacher, Parents, Paediatrician or Psychologist recommendations</li> <li>○ Whole Class, small group activities with programs such as –social skills, life skills, anti-bullying</li> <li>○ Access to –Thinking Room, Mentor, Play Buddies, Exit Class, Supported Play, Clubs, Chaplaincy, Coaching / Mentoring programs</li> <li>○ Outside agency support eg Clontarf Champions, Mimi’s House, ACE</li> </ul> </li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Regular review of support needed through the following structures/personnel –                             <ul style="list-style-type: none"> <li>○ Student Support Team</li> <li>○ One School data</li> <li>○ Class teacher</li> <li>○ Parents/Carers</li> </ul> </li> </ul>

**Tier 3 Intensive behaviour support (Level 3)**

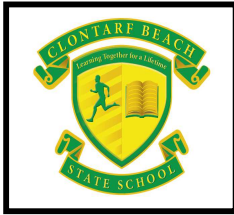
Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and/or intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of support generally occurs when less intensive support strategies have been used but have not fully met the student’s support needs.

**Process for Intensive Behaviour Support:**

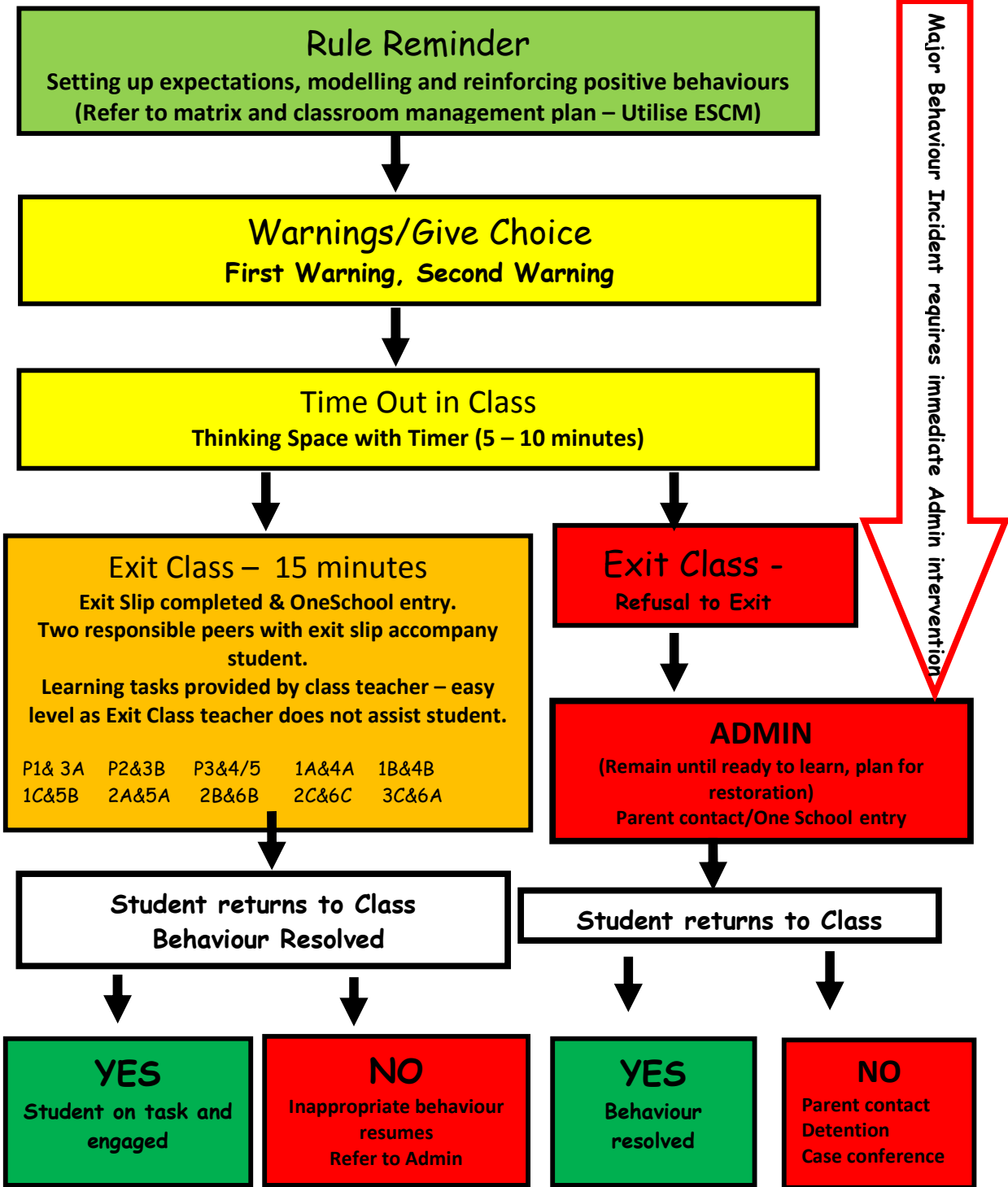
<b>Identification of students</b>	<ul style="list-style-type: none"> <li>• Data based review of level of support needed</li> <li>• Review of data gathered through the following structures/personnel –                             <ul style="list-style-type: none"> <li>○ Student Support Team</li> <li>○ One School data</li> <li>○ Administration</li> </ul> </li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• Development of an Individual Behaviour Support Plan, which could include the following                             <ul style="list-style-type: none"> <li>○ Modified curriculum / school day</li> <li>○ Intensive social skills program</li> <li>○ PBL Coach – supporting class teacher</li> <li>○ Outside agencies</li> <li>○ Medical professionals</li> <li>○ Chaplain</li> <li>○ Exit class</li> <li>○ Buddy class</li> <li>○ Thinking Room</li> <li>○ Supported Play / Clubs</li> <li>○ Risk Management plan</li> </ul> </li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Regular review of support needed through the following structures/personnel –                             <ul style="list-style-type: none"> <li>○ Student Support Team</li> <li>○ One School data</li> <li>○ Class teacher</li> <li>○ Parents/Carers</li> <li>○ Administration</li> </ul> </li> </ul>

**In all circumstances the classroom teacher remains the case-manager for each student.**





Clontarf Beach State School  
**Consequence Flow Chart**  
 NOTE: Steps may vary if student has an IBSP in place





## 5. EMERGENCY OR CRITICAL 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 Clontarf Beach 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, and
- take into account the age, stature, disability, understanding and gender of the student.

#### **Record keeping**

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

- incident report – Report on One School
- Health and Safety Record if required (Principal)
- debriefing report (for student and staff) (Appendix 11) .

## **6. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR**

The school operates on a system of levels of support. These are outlined in detail on the Levels of Behaviour Support matrix below. This matrix outlines behaviour profiles and examples of consequences which **may** result.

- Students need to understand that all behaviour has consequences and the consequence depends solely upon their behaviour.
- Levels of support relate to the support that each student requires in assisting them in making appropriate choices regarding their behaviour.
- Levels of support are constantly reviewed – 5 week data cycle. Published weekly on One Portal. Staff to ensure individual students aware of their behaviour levels.
- School / parent communication is essential for keeping parents informed of their child's behaviour and support they require to engage fully in their schooling.



## Levels of Behaviour Support

LEVELS OF SUPPORT – Behaviour profiles & Examples of Consequences			
LEVEL	EXPECTED BEHAVIOURS / PROFILE OF STUDENTS	POSSIBLE CONSEQUENCES	
<p><b>Merit</b></p> <p>➤ Child manages own behaviour</p> <p>0 incident reports on One School for whole term</p>	<ul style="list-style-type: none"> <li>Makes responsible choices</li> <li>Works well in class</li> <li>Can be trusted with messages, etc</li> <li>Well behaved in specialist lessons, with relief teachers, with any adult within the school environment</li> <li>Sets an example for others</li> <li>Participates in school life</li> <li>Prepared for school</li> <li>May show initiative in school / classroom</li> </ul>	<p>Positive reinforcement of appropriate behaviours and positive achievements could include:</p> <ul style="list-style-type: none"> <li>Award on parade (recorded on One-School)</li> <li>Positive Behaviours recorded on One-School</li> <li>Incentive days</li> <li>Staff &amp; parent praise and encouragement</li> <li>Positive role model to other students</li> <li>Rewarded by – leadership roles</li> <li>Class activities for celebrating responsible behaviour.</li> <li>Reach for the Stars reward program</li> </ul>	<b>Tier 1</b>
<p><b>Responsible</b></p> <p>➤ Child manages own behaviour</p> <p>0-1 incident reports on One School in 5 week period</p>	<ul style="list-style-type: none"> <li>Makes responsible choices</li> <li>Works well in class</li> <li>Can be trusted with messages, etc</li> <li>Well behaved in specialist lessons, with relief teachers</li> <li>Prepared for school</li> <li>May be involved in incidents which are resolved after discussion / debriefing with teacher</li> </ul>	<p>Positive reinforcement of appropriate behaviours and positive achievements could include:</p> <ul style="list-style-type: none"> <li>Award on parade</li> <li>Positive incidents recorded on One-School</li> <li>Staff &amp; parent praise and encouragement</li> <li>Incentive days</li> <li>Positive role model to other students</li> <li>Class activities for celebrating responsible behaviour.</li> <li>Reach for the Stars reward program</li> </ul>	
<p><b>Responsible - Flagged</b></p> <p>➤ Child manages own behaviour with minimal support from class teacher</p> <p>2 incident reports on One School in 5 week period</p>	<ul style="list-style-type: none"> <li>Makes responsible choices most of the time</li> <li>Works well in class most of the time</li> <li>Mostly well behaved in specialist lessons, with relief teachers</li> <li>May occasionally be involved in an incident which is resolved after discussion / debriefing with teacher</li> </ul>	<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> <li>Reminders of correct behaviour/ class expectations / rules</li> <li>Relocation in classroom</li> <li>Chill out in classroom / exit class</li> <li>Staff and parent praise and encouragement</li> <li>Reach for the Stars reward program</li> <li>Clontarf Champions</li> <li>Individual Behaviour Goal</li> </ul> <p>Teacher will inform student and parent that student is 'flagged' as having 2 incidents recorded in 5 weeks. Teacher will inform parents of the supports in place and that further incidents will result in Level 1 Monitored Behaviour</p>	
<p><b>Monitored Behaviour Support (Level 1)</b></p> <p>➤ Child manages behaviour with support from class/supervising teacher.</p> <p>3-5 incidents recorded on One School in 5 week period</p>	<ul style="list-style-type: none"> <li>Usually makes responsible choices when frequently reminded by teacher about expected behaviour eg. constantly talking, low level disruptions, not prepared, homework not completed. When teacher reminds them, they stop for a period. They may start again. Teacher uses appropriate strategies and behaviour is modified over time.</li> </ul>	<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> <li>Reminders of correct behaviour/ class expectations / school values</li> <li>Relocation in classroom</li> <li>Time out in classroom / exit class</li> <li>Community service / apology</li> <li>Occasional discussion / debriefing with Admin</li> <li>Informal meetings with parent / carer as needed</li> <li>Communication Book</li> <li>Goal Tracking Card</li> <li>Positive incidents recorded on One-School</li> <li>Staff and parent praise and encouragement</li> <li>Reach for the Stars reward program</li> <li>Clontarf Champions program</li> <li>Individual Behaviour Goal</li> </ul>	<b>Tier 2</b>
<p><b>Targeted Behaviour Support Level 2)</b></p> <ul style="list-style-type: none"> <li>Child manages behaviour with support from Class Teacher, SToDL and Parents</li> <li>Class teacher may have some support from PBL</li> </ul>	<ul style="list-style-type: none"> <li>Student is sometimes successful in modifying behaviour after teacher has used many classroom strategies. eg. major disruption, major disrespect, persistent wilful disobedience.</li> <li>In the case of persistent inappropriate behaviour, this has been discussed with the child and parents and they are aware of the consequences.</li> <li>Child has an Individual Behaviour Support plan (signed off by Child, Teacher, Parents, Admin)</li> </ul>	<p>Student Support Team, in consultation with the class teacher/admin, will initiate actions which could include:</p> <ul style="list-style-type: none"> <li>Communication book home</li> <li>Goal tracking cards</li> <li>Informal / formal meetings with parent / carer, regular phone calls to parents</li> <li>Interviewed by Deputy / Principal</li> <li>Behaviour Support Teacher to support teacher.</li> <li>Thinking room</li> <li>Supported Play</li> <li>Kids Hope program</li> <li>Restorative meetings</li> </ul>	

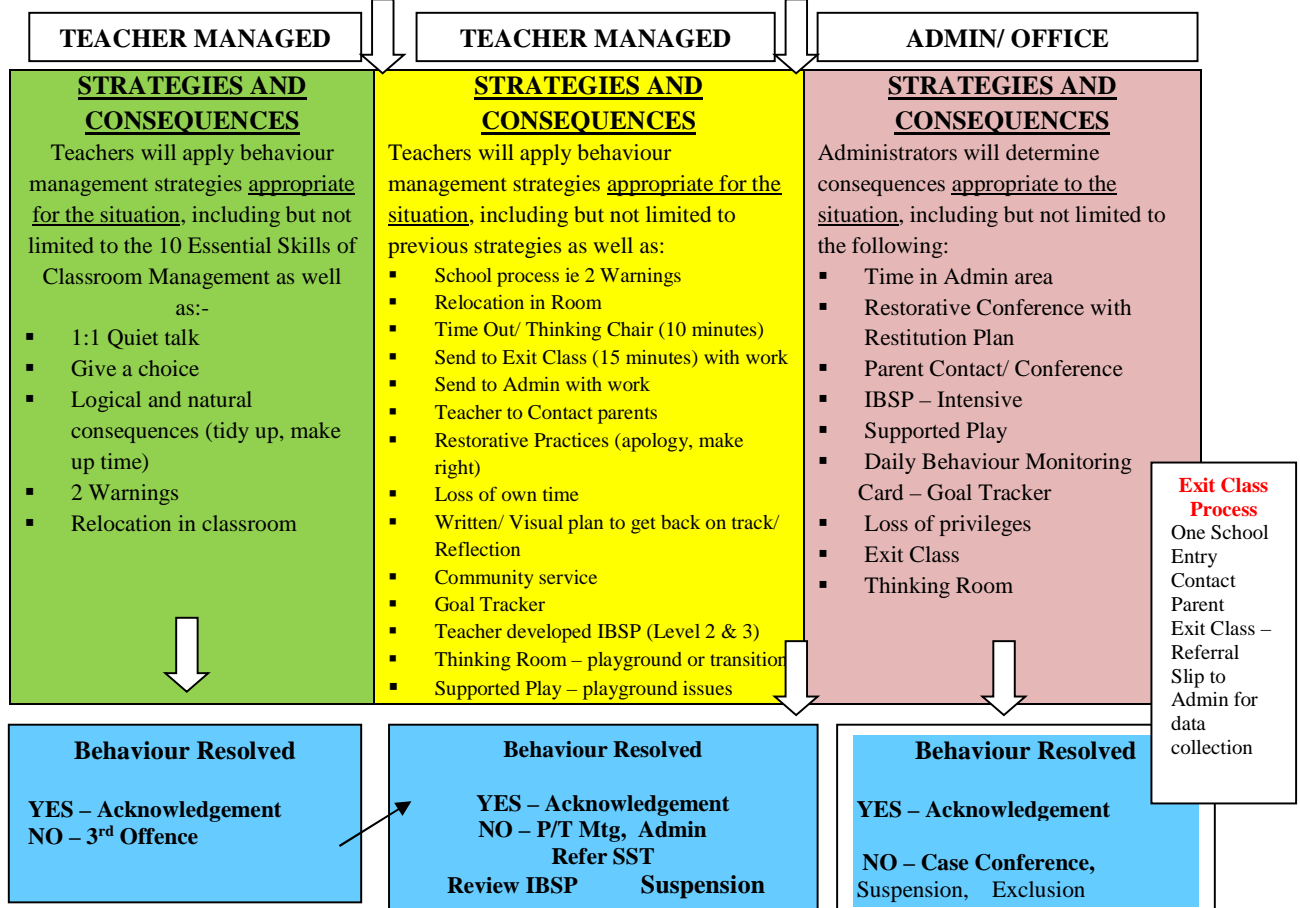


<p>Coach</p> <ul style="list-style-type: none"> <li>6 or more incidents recorded on One School</li> </ul>		<ul style="list-style-type: none"> <li>Peer mediation or restorative conference, restitution</li> <li>Thinking Room</li> <li>Individual Behaviour Support Plan – reviewed in 4 weeks</li> <li>The student's participation in extra-curricular activities will be at the discretion of the Principal in consultation with the student's teacher giving due consideration to the risk presented by the student's behaviour.</li> </ul>	
<p><b>Intensive Behaviour Support (Level 3)</b></p> <p>➢ Child manages behaviour with support from Class Teacher, Parents, and Administration Team and other support personnel (Guidance Officer, SToDL etc).</p> <p>High level or ongoing incidents recorded on One School.</p>	<ul style="list-style-type: none"> <li>Rarely choosing to make responsible choices.</li> <li>Needs special and individualised help over a longer period of time. Needs special programs that are specific, detailed, and refined for their support.</li> <li>Has difficulty behaving appropriately without help in many areas.</li> <li>May need flexible arrangement.</li> <li>May be suspended</li> </ul>	<p>Principal / Deputy, in consultation with Student Support Team &amp; the class teacher, will initiate actions which could include:</p> <ul style="list-style-type: none"> <li>Review Individual Behaviour Support Plan every 4 weeks</li> <li>Referral to outside agency</li> <li>Support for Class Teacher by PBL Coach working on specific skills eg. Anger management</li> <li>Discussion / debriefing with Admin. Frequent review meetings involving support personnel</li> <li>Goal tracking card</li> <li>Communication book</li> <li>Thinking Room</li> <li>Supported Play</li> <li>Adapted class program</li> <li>Parent/carer meetings</li> <li>Flexible Arrangement</li> <li>Individual Support Plan</li> <li>Police notification (if illegal behaviour)(ref: <a href="http://education.qld.gov.au/health-safety/promotion/drug-education/">http://education.qld.gov.au/health-safety/promotion/drug-education/</a>)</li> </ul>	<p><b>Tier 3</b></p>



Clontarf Beach State School Minor / Moderate / Major Behaviours	DEFINE AND TEACHER BEHAVIOUR EXPECTATIONS (MATRIX AND LESSONS)
	MODEL, PRACTISE AND REINFORCE EXPECTATIONS (PRAISE AND ACKNOWLEDGEMENT, REACH FOR THE STARS ETC)
	OBSERVE BEHAVIOUR AND DECIDE: A) LEVEL B) TEACHER OR OFFICE MANAGED *** in conjunction with Student Support Flow Chart

Not to be entered on One School	To be entered on One School (select Minor)	To be entered on One School (select Major)
<p><b><u>MINOR LEVEL BEHAVIOUR (EXAMPLES)</u></b></p> <p>Minor acts of misconduct that interferes with the Learning &amp; Safety of others, in a minor way</p> <p>Minor interruptions to learning (e.g. calling out; noises; late; work avoidance etc) Minor Non Compliance Using inappropriate language without intent Unprepared for learning Moving unsafely (e.g. running; swinging on chairs etc) Disrespectful tone of voice or attitude Not playing fairly Off task Taking property without permission Minor dishonesty Using putdowns (minor) Dress code – non-compliance</p>	<p><b><u>MEDIUM LEVEL BEHAVIOURS (EXAMPLES)</u></b></p> <p>Intermediate acts of misconduct which may include <b>repeated acts</b> of minor misconduct and/or misbehaviours against people or property, which do not seriously endanger the health, safety or wellbeing of others</p> <p>Consistently late Absent without permission (e.g. exiting class; truanting etc) Inappropriate language/communication with intent (e.g. backchat; swearing etc (low level) Verbal intimidation (moderate) Moderate interruptions to learning (e.g. high level noises etc) Deliberate defiance (e.g. refusal to go to Exit Class etc) Stealing / lying Damaging property (e.g. snapping pencils; drawing on books etc) Repeated interruptions to learning (e.g. high level noises etc.) Non-compliance - repeated</p>	<p><b><u>MAJOR LEVEL BEHAVIOURS (EXAMPLES)</u></b></p> <p>Major acts of misconduct which may include <b>repeated acts</b> of moderate misconduct, high level disruption to teaching/learning and/or serious threats to health, safety or property</p> <p>Destruction of property (e.g. Furniture; books etc) Inappropriate use of technological devices (e.g. internet; mobile phones etc) Wilful Non-Compliance (physical/verbal) Verbal Aggression / Swearing (obscene language) Verbal Harassment (major, aggressive and intimidating) Physical Aggression Physical Harassment (major, aggressive and intimidating) Sexual Harassment Bullying (incl. Cyber bullying)/Harassment Possession of prohibited items (knives, illegal substances etc)</p>







### School Disciplinary Absence

Students have a right to learn in a safe and supportive environment where they are given the opportunities to learn effectively. To this end, the principal may invoke a school disciplinary absence, which balances the interests of the individual with the educative and safety needs of all others in the school. A suspension from school is where the student is prohibited from attending school for a stated number of days. It is only when all other approaches have been exhausted or rejected that suspension procedures are considered.

**In some circumstances, immediate suspension may be deemed appropriate in situations where a serious breach of misconduct has occurred.**

This decision will be made by the Principal in consultation with the Deputy-Principal, Class Teacher, and parent of the child.

Suspensions will be enacted in line with Education Queensland Policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)

Recommendation for exclusion will be enacted in line with Education Queensland Policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

See also 'Working together to keep Clontarf Beach State School Safe'

## 7. 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.

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

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

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

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse
- Family circumstances and cultural backgrounds
- Special Needs

## 8. 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009



## 9. 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](#)

## 10. SOME RELATED RESOURCES

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- Code of Conduct for School Students Travelling on Buses

## Endorsement

This plan was developed in consultation with the school community and reflects the beliefs and practices at Clontarf Beach State School.

Principal

P&C President

Regional Executive Director

Effective Date:

## Appendix 1

### 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, mobile phones or MP3 players to school as there is a risk of damage or theft. Such devices must be handed in at the school office immediately a student enters the school grounds and collected at the end of the day. 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 handed into the office for safekeeping for the day (immediately student enters the school grounds). Students may collect these from the office at 3pm bell.

#### **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 Clontarf Beach State School. Students, parents or community members 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, parents and community 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 by students, parents and community (unless express consent is provided by the Principal- and school equipment is used).

At no time are school staff to be recorded (personal conversations, teaching or at events) without permission from that staff member. A student, parent or community member at CBSS who uses a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

As per Face Book policy – students of primary school age are NOT permitted to use Face Book. Complaints about inappropriate use of Face Book, including cyber bullying, harassment and inappropriate language or content, should be referred to Qld Police Services. Use of other social media eg Instagram, twitter etc is also actively discouraged by CBSS as primary school students are not mature enough to deal with the social intricacies involved in this type of media. If students are using social media, this is at the discretion of their parent or caregiver, and it is the responsibility of this caregiver to monitor interactions. In cases of cyber bullying or identity theft, the victim's parents are advised to contact the Qld Police Services. The school will only investigate in cases where the incident has occurred during the school day due to students not having followed the CBSS policy of handing phones etc into the office upon entering the school grounds.

CBSS may take action against any individual who brings the school into disrepute via social media sites. Parents and community members who use the CBSS Face Book site are expected to do so in a respectful, supportive and tolerant manner. Individuals who breach this policy will be blocked (and Queensland Police may be notified if appropriate).

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<sup>1</sup> 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
- identity theft

breach this policy and 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.

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<sup>1</sup> *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

**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. 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.

## Appendix 2

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

**Purpose**

1. Clontarf Beach 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 at Clontarf Beach 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 Clontarf Beach 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 Clontarf Beach 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 responses 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 Clontarf Beach 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 to which our students are already accustomed.

### **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 Clontarf Beach Stars 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 nonclassroom 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 nonclassroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. Clontarf Beach 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.

## **Appendix 3**



# Reach for the Stars!!

## A Clontarf Beach State School Reward Program

At Clontarf Beach State School, we endeavour to reward appropriate behaviours. If students are displaying the Clontarf Stars values of being Safe, Tolerant, Academic, Respectful and Supportive they may be given a Stellar Star coupon. These coupons may be collected by the students and redeemed for vouchers. These vouchers can be 'cashed in' for rewards.

Teachers can use any Stellar Star collection method of their choice. Examples of these could be gluing Stellar Star coupons in a book and then crossing off when vouchers are redeemed, keeping Stellar Star coupons in a jar / box / envelope and destroying when redeemed for voucher, gluing / blutacing on a class chart etc. Older students could manage their own coupons. Teachers will keep vouchers to be redeemed in their class and give to the student when they reach their reward goal. The student then takes the voucher to the staff member responsible for redemption of the reward eg TUCKSHOP voucher to the Tuckshop, Office prize voucher to the office.

The "Reach for the Stars" program runs for the period of a term and vouchers can be gained up until the last Thursday of each term (therefore some prizes may need to be redeemed the following term, depending on availability of staff). However, all Term 4 rewards need to be redeemed in that term as no rewards can be carried over into the next year.

A student may gain several rewards in the period of a term eg they may redeem 3 or 4 vouchers for 5 Stellar Stars.

*So Reach for the Stars, and be rewarded for being a Clontarf Star!!*

### Appendix 4



#### 2012 Clontarf Beach Superstars!

At Clontarf Beach State School we believe in rewarding appropriate behaviour. At the end of Term 4 each year, all those students who have consistently behaved as Clontarf Beach Stars will be recognised for their ongoing exemplary behaviour. The criteria:





- Responsible or Merit behaviour ALL YEAR
- No warnings or corrective options ALL YEAR
- VERY HIGH work ethic

Students are rewarded toward the end of Term 4 with a Clontarf Beach Superstar Certificate (which lists the criteria) and 5 Stellar Star Awards (which can be redeemed for prizes before the end of the year).



#### Appendix 5

Supported Play: Choir, Lunch time Disco, Hall Games, Computer Club, Sport Shed equipment.

#### Appendix 6

### Thinking Room Process

#### Thinking Room Process- in Hall:

**\*\***Students are referred to the Thinking Room for incidents before and after school, for incidents at breaks and for unacceptable transitioning. Students are also given Thinking Rooms for incidents in class. These must be at the Moderate or Major level (see information from MMM sheet)



**Appendix 7**

Clontarf Beach State School—Behaviour Referral— Playground/ Classroom

**Student Name:** \_\_\_\_\_ **Class** \_\_\_\_\_ **Staff Member:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Time:** Before School, 1st Session P1, 1st Session P2, 1st Session P3, 1st Break—Eating, 1st Break –Playing, 2nd Session—P4, 2nd Session –P5, 2nd Session—P6, 2nd Break—Eating, 2nd Break—Playing, 3rd Session—P7, After School, Transition—Into class, Transition- Out of class, Transition—Between classes.

**2. Location:** Area 1, Area 2, Area 3, Oval, Classroom—Inside, Classroom—Outside, Toilets– Junior, Toilets– Senior, Outside School grounds ( \_\_\_\_\_ )  
 Look Out, Bike Compound, Thinking Room, Supported Play, Clubs, Verandah, Stairs, Basketball Courts, Hall, Tuckshop, Pool,  
 Music, LOTE, SEP, Interschool Sport, Out of Bounds, Library, Other: \_\_\_\_\_

**3. Incident Details:** \_\_\_\_\_  
 (Use reverse if required) \_\_\_\_\_  
 Witnesses: \_\_\_\_\_

**4. Consequence:** (Please tick)

Warning	Just to let you know	Community Service	Individual Conference
Thinking Room	Take to Office	IBSP	Loss of Oval Pass
Time out	Natural Consequence	Parent Contact	Restorative Meeting
Exit Class	Apology	Office Referral	Restitution

Class Teacher to enter on One School       Entered on One School

**Appendix 8**

**What is bullying?**

There is no universally accepted definition of bullying. It is important to have a clear understanding of exactly what bullying is in order to deal with it effectively. Some behaviours which may be distressing to your child, such as mutual arguments, would not be considered as bullying. Bullying has certain features which make it different from other types of violence or abuse. According to Dr Ken Rigby, an expert in studying bullying:

*“Bullying is a systematic and repeated abuse of power. In general bullying may be defined as:*

- *dominating or hurting someone*
- *unfair action by the perpetrator(s) and an imbalance of power*
- *a lack of adequate defence by the target and feelings of oppression and humiliation.”*

Bullying can take many forms. The *National Centre Against Bullying* identifies five types of bullying:

1. **Physical bullying:** This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying:** Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse. This is the most common form of bullying.
3. **Social (covert) bullying:** Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological bullying:** For example, threatening, manipulating or stalking someone.
5. **Cyber bullying:** This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.

The *Safe to Learn* (DCSF, 2007) resource developed in the United Kingdom identified that students can be bullied for a variety of reasons. Specific types of bullying may relate to:



- race, religion or culture
- appearance or health conditions
- sexual orientation, gender or sexuality
- home and family circumstances
- learning needs, disabilities or being gifted.
- 

Just as bullying can take many different forms, it can also occur in different relationships: student to student, staff to students, and amongst staff, students and parents/carers. Bullying can happen anywhere, in any school, travelling to and from school, in community playgrounds and shopping centres, and in cyber space (which may mean at home as well).

Many parents are particularly concerned about cyber bullying which is a method of bullying using technology such as the internet and mobile phones. According to Bernard and Milne (2008) the main forms of cyber bullying are:

- **Flaming:** online fights using electronic communication with angry or vulgar messages
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing:** sharing someone's secrets or embarrassing information or images online
- **Exclusion:** Intentionally and cruelly excluding someone from an online group
- **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.

## What is not bullying?

While it is important to understand and define what bullying is, it is also important to be clear which behaviours are NOT bullying. For some people, 'bullying' is a highly emotive term and its use may lead to a strong reaction (Rigby, 2010).

The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do NOT constitute bullying:

- social bantering with minor insults and jokes
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.
- 

While these behaviours would not be considered bullying because they do not involve deliberate and repeated harm and a power imbalance, they need to be addressed in the same way as other inappropriate student behaviours. If parents are concerned about these behaviours, they should contact their child's teacher or principal.

## The Bullying. No way! Website

Education Queensland, in collaboration with school authorities from the Commonwealth, State and Territory governments and Catholic and Independent sectors, has developed a national website entitled [Bullying. No way!](#) to assist Australian school communities create learning environments where every student and community member is safe, supported, respected, valued - and free from bullying, violence, harassment and discrimination.

Based on the understanding that bullying is a shared issue with shared solutions, the website enables school communities, individual students, carers and staff to exchange ideas and useful strategies to achieve this objective.

The [Bullying. No way!](#) website is accessed through three portals - one each for students, parents and teachers:



- [The Student Portal](#) contains two spaces with content for [students 13 years and younger](#), and for [students 14 years and older](#). Each space contains facts, information about what students can do, advice for students to consider and where students may go to seek assistance or further information.
- [The Parent Portal](#) provides information about bullying, harassment, discrimination and violence in schools. The information includes facts and tips about what to do and who to talk to.
- [The Teacher Portal](#) promotes the National Safe Schools Framework, provides a range of facts, strategies and resources to assist schools to better understand and address bullying, harassment, discrimination and violence.

## Appendix 9

### Debriefing Report

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

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

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

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

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

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

#### Questions for staff

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

#### Questions for student

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

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



## Appendix 10

### WORKING TOGETHER TO KEEP CLONTARF BEACH STATE SCHOOL SAFE

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

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

#### What kinds of knife are banned?

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

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

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

#### What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined eg Suspension, Proposal to Exclude
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

#### How can I help to keep Clontarf Beach 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.



Appendix 11

My Smiley Face Chart

Name: \_\_\_\_\_



- 1. Follow teacher directions straight away
- 2. Use respectful language
- 3. Keep hands and feet to yourself
- 4. Do not disturb others while they are working

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Session</b>	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 
<b>1<sup>st</sup> Break</b>	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 
<b>Middle Session</b>	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 
<b>2<sup>nd</sup> Break</b>	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 
<b>Afternoon Session</b>	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 	☆ 😊 😐 😞 
<b>Total</b> 😊					
<b>Signed (Teacher):</b>					

Copy sent home on Friday for Mum.