



Cloncurry State School P-12

Responsible Behaviour Plan for Students

Based on *The Code of School Behaviour (2019-2021)*

Excellence in Education in the Outback.

1. Purpose

At Cloncurry State School P-12, all students should have access to the best educational opportunities and outcomes possible. We strive to create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests. We communicate high expectations and successes to the whole school community through parades, newsletters, school website, word of mouth and social media opportunities.

Cloncurry State School P-12 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 expectations and 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

Cloncurry State School P-12 developed this plan in collaboration with staff, students, parents and the wider school community in Term 4, 2019. Focussed analysis relating to attendance, absenteeism, behaviour incidents, including positive behaviours and school disciplinary absences formed the basis of the review.

The Principal, the PBL Team Leader and the President of the P&C have endorsed this plan, it will be reviewed in November 2021 as required in legislation.

3. Learning and behaviour statement

Our school-wide framework for managing behaviour is Positive Behaviour for Learning with an Intentionally Inviting focus.

Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole-school approach based on the work of B.F. Skinner American psychologist and behaviourist. PBL is a process that supports school leadership teams to create positive learning environments that enable an opportunity for valuable social learning as a means of maximising the success of academic education programs.

Inviting Positive Classroom Discipline (Purkey&Strahan, 2002) originated in America and is endorsed by the National Middle Schools Association. Invitational Education is an offer in the prevention of common discipline problems while at the same time creating a culture that will lead to the improved student learning and teaching approaches. The 4 principles of Invitational Teaching are Respect, Trust, Optimism and Intentionality.

Our Responsible Behaviour Plan outlines our system for facilitating and rewarding positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clearly defined, assisting Cloncurry State School P-12 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 a learner;
- Be safe;
- Be responsible; and
- Be respectful.

**The Code of
School
Behaviour**

Better Behaviour
Better Learning



Queensland Government



Queensland Government

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. Teachers have a School wide Expectations Teaching Matrix. (Appendix 1) and a Student Management and Wellbeing outline in the teacher handbook (Appendix 8).

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

At Cloncurry State School P-12, we believe:

- ☐ Learning is a life-long process;
- ☐ Learning occurs best within a supportive, stimulating and challenging environment which develops self-esteem, fosters a love of learning and recognises students individual needs and abilities; and
- ☐ Quality learning outcomes are enhanced when there is a shared responsibility for behaviour across the school community, which is promoted through clear communication processes.



Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Cloncurry State School P-12 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of school wide behavioural expectations in specific settings has been attached to each of our four school rules, 'The Schoolwide Expectations Teaching Matrix.' (Appendix 1).

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities;
- School and classroom displays of rules and expectations;
- Rule referral when addressing inappropriate behaviour
- Reinforcement of learning across all school contexts;
- Modelling appropriate behaviour;
- School newsletter;
- School prospectus;
- Teacher handbook;

- School signage posted in all areas;
- Discussed at Parent and Citizen's meetings; and
- Verbal and written communication provided to parents.

Cloncurry State School P-12 implements the following proactive and preventative processes and strategies to support positive student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations (weekly focus);
- PBL and Leadership Team members regular provision of information to staff and parents, and support to others in sharing successful practices;
- Comprehensive induction programs in the Cloncurry State School P-12 Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- 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;
- Student Management and Wellbeing Policy (Section 3 Teacher Handbook)
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School (Appendix 3);
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 4 & 7);
 - Dress Code (Appendix 6);
 - Appropriate use of Social Media (Appendix 8).

Reinforcing Expected School Behaviour

At Cloncurry State School P-12, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed in each classroom. 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 and to record in Oneschool.

Staff members acknowledge students explicitly as they observe them following school rules in both the classroom and non-classroom areas. This occurs continuously throughout the day using a variety of strategies in each classroom. In order to create a positive, productive and safe environment for teaching and learning, we use a number of strategies both on the individual classroom level and a whole school level. Our whole school approach is based on the Intentionally Inviting framework where students are invited to be a learner, be safe, be responsible and be respectful.

School Wide Positive Behaviour Systems

- Celebrating Positive Behaviours on parade and acknowledging students making great choices in the newsletter;
- Positive phone calls/notes home from the principal or classroom teacher;
- Positive acknowledgement and recognition through certificates and being "Sent to the Office" for positive recognition;
- Newsletter articles;
- Feedback to community through P&C, newsletter, social media;
- Reward time, class negotiation of number of positives required to attend reward day
- Special classroom incentives;
- End of term celebrations
- Recording positive behaviours on One School; and
- Use of restorative practices
- Intentionally Inviting Framework for interactions with others
- School Bullying Policy – Expect Respect Appendix 7

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and to improve personal learning behaviours. Staff are trained in the Essential Skills for Classroom Management (ESCM).

1. 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/school rules.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. 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.

Corrective strategies for Minor behaviours:

- Selective Attending
- Proximity
- Body Language Encouraging
- Waiting and Scanning
- Cueing
- Descriptive Encouraging
- Non-verbal Redirecting
- Distraction / Diversion
- Non-verbal Directional Action
- Curriculum Redirection
- Calling the Student's Name
- Individual Close Talk
- Verbal Redirection – Directive Question
- Verbal Redirection – Directive Statement
- Giving Choices (Incorporating Consequences)
- State Logical Consequences
- Follow Through – Enforce Consequences

2. Targeted behaviour support

Each year a small number of students at Cloncurry State School P-12 are identified through our data as needing extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put learning and social success at risk if not addressed in a timely manner.

Students identified attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support with check-in/check-out strategies and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Learning Program through academic support, adult mentoring or intensive social skills training.

The school response is coordinated by a school-based team with active administrator support and staff involvement.

Students whose behaviour indicates a need for specialised intervention, are provided with intensive behaviour support through school and regional personnel.

3. Intensive behaviour support: Behaviour Support

Cloncurry State School P-12 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 School Leadership Team and the Student Support Services Team:

- work with other staff members to develop appropriate behaviour support strategies;

- connect and refer to external agencies for support
- monitor the impact of support for individual students through ongoing data collection;
- make adjustments as required for the student; and
- Facilitate a Functional Behaviour Assessment for appropriate students

The school has a referral system in place. Following referral, an identified staff member in the student support team 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 team and regional behavioural support staff.

5. Consequences for unacceptable behaviour

Cloncurry State School P-12 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. Minor and Major behaviour reporting is recorded through One School.

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:

- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Major** problem behaviour is handled by staff members at the time it occurs and is also referred directly to the School Administration Team.

Minor behaviours are those that:

- Are minor breeches of the school rules;
- Do not seriously harm others or cause suspicion that a student may be harmed;
- Do not violate the rights of others in any other serious way;
- Are not part of a pattern of problem behaviours; and
- Do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion;
- A re-direction procedure. The staff member takes the student aside and:
 1. Names the behaviour that student is displaying and the associated school rules;
 2. Asks student to name expected school behaviour
 3. States and explains expected school behaviour if necessary;
 4. Gives positive verbal acknowledgement for expected school behaviour.
- A Restorative chat between the student and the teacher to amend the problem behaviour

Major behaviours are those that:

- Significantly violate the rights of others;
- Put others / self at risk of harm;
- Require the involvement of school Administration.
- Demonstrate a pattern of consistent disruption of learning;
- Demonstrate a pattern of consistent disregard for the School Rules;
- Verbal abuse (to student or staff).

Major behaviours result in an immediate referral to Administration because of their seriousness. The seriousness may be because the student has demonstrated a pattern of consistent disruption of learning and/or a pattern of consistent disregard for the School Rules. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then refers the student to the School Administration. Staff complete a OneSchool report for documentation purposes.

Major problem behaviours may result in the following consequences:

- Time in the school office.
- Removal to withdrawal room or a place determined by the Principal or Deputy Principal.
- Loss of privilege.
- Restorative processes.
- Loss of break times.
- Warning regarding future consequence for repeated offence.
- Parent contact.
- Referral to Guidance Officer.
- Referral to PBL Team.
- Suspension from school.
- Temporary removal of student property.

Items that may be removed through the process of requesting that students hand them in, include mobile phones, mp3 players/iPods, head phones, rulers, and aerosol deodorant. Items will be returned at the end of the school day. Mobile phones, mp3 players/iPods and any items considered a safety concern will be kept at the office. Parents may be requested to collect the item from the school office. (See Appendix 3)

Students who engage in very serious problem behaviours such as major violent physical assault can expect to be recommended for exclusion from school following an immediate period of suspension.

Students who engage in very serious problem behaviours such as or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

A description of Minor and Major Behaviours is detailed in Appendix 2. These matrixes give definitions of each behaviour and provide examples and non-examples of these behaviours.

Relate problem behaviours to expected school behaviours

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

- Articulate the relevant expected school behaviour / school rule.
- Explain how their behaviour differs from expected school behaviour / school rule.
- Describe the likely consequences if the problem behaviour continues.
- 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 choose not to repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. It is important to note if patterns of minor behaviour occur as the behaviour may be dealt with according to the consequences of a major behaviour.

Possible Corrective Strategies for Minor Behaviours

- Selective Attending
- Proximity
- Proximity with Touch Interference
- Body Language Encouraging
- Waiting and Scanning

- Cueing
- Descriptive Encouraging
- Non-verbal Redirecting
- Distraction / Diversion
- Non-verbal Directional Action
- Curriculum Redirection
- Calling the Student's Name
- Individual Close Talk
- Verbal Redirection – Directive Question
- Verbal Redirection – Directive Statement
- Giving Choices (Incorporating Consequences)
- State Logical Consequences
- Follow Through – Enforce Consequences
- Move Student in the Room
- Move Student to time Out Area
- Remove the Student from the Classroom
- Have Third Party Remove Student from the Classroom
- Remove the Rest of the Class from the Room / Area
- Physical Restraint.
- Temporary Removal of Student Property

Ensuring consistent responses to problem behaviour

At Cloncurry State School P-12 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.

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. (Refer to Appendix 5.)

Physical Intervention

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

- physically assaulting another student or staff member; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Cloncurry State School P-12's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation; and
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to the following when the student is not at risk of harm to themselves or another person:

- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to achieve the desired result;
- Take into account the age, stature, disability, understanding and gender of the student.

Training

All staff are provided regular updates and training on how to respond and manage a critical situation.

Record keeping

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

- OneSchool Incident Report
- Workplace Health and Safety report is to be completed in case of injury.
<https://myhr-whs.deta.qld.gov.au/CINTELLATE/jsf/main.jsp>

Debriefing (See Appendix 5)

Following a critical or incident, debriefing will be provided through the principal and or deputy principal. Referrals may be made to the following:

- Guidance Officer;
- School Employee Officer;
- School Chaplain.

7. Network of Student Support

Students at Cloncurry State School P-12 are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- | | |
|---------------------------|----------------------------------|
| • Parents | • Adopt-A- Cop |
| • Teachers | • School Chaplain |
| • Principal | • Police Liaison Officers |
| • Deputy Principal | • PCYC Support Staff |
| • Head of Department | • Visiting Youth Health Nurse |
| • Guidance Officer | • Community Education Counsellor |
| • Senior Guidance Officer | |

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health (Mount Isa)
- Queensland Health
- Department of Communities (Mount Isa)
- Cloncurry Police
- Cloncurry Shire Council
- Cloncurry PCYC Centre.
- Cloncurry Local Justice Committee

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.

Cloncurry State School P-12 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 nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state.
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time;
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
 - Receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
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10. Related policies

- Safe, Supportive and Disciplined School Environment
<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>
- Inclusive Education
<http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx>
- Enrolment in State Primary, Secondary and Special Schools
<http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx>
- Student Dress Code
<http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx>
- Student Protection
<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>
- Hostile People on School Premises, Wilful Disturbance and Trespass
<http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx>
- Police and Child Safety Officer Interviews with students and Police Searches at State Education
<http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx>
- Acceptable Use of Department's Information Communication and Technology (ICT) Network and Systems
[http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-\(ICT\)-Network-and-Systems.aspx](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx)
- Managing Electronic Identities and Identity Management
<http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx>
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>
- Temporary Removal of Student Property by School Staff
<http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

11. Related resources

- Bullying. No Way!
 - Schoolwide Positive Behaviour Support Teaching Matrix
 - Code of Conduct for School Students Travelling on Buses
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Endorsement

Principal

Christie Norton

P&C President

John Macdonald

PBL Coach/Team Leader

J. Meales

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX – APPENDIX 1

	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	TRANSITONS	TOILETS	OUTSIDE SCHOOL GROUNDS
BE RESPECTFUL	<ul style="list-style-type: none"> Use equipment appropriately Keep hands, feet and objects to yourself Wear your uniform daily Respect others personal space and property 	<ul style="list-style-type: none"> Respect others right to learn and teach. Follow the classroom movement plan. Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Participate in use of approved online sites and educational games Be courteous and polite in all online communications 	<ul style="list-style-type: none"> Participate in school approved games Care for the environment Play fairly – take turns, invite others to join in and follow rules Listen and follow staff instructions. 	<ul style="list-style-type: none"> Move quietly and orderly between classrooms. Respect the learning that is occurring in other classrooms. 	<ul style="list-style-type: none"> Respect privacy of others. Show respect for the facilities provided. 	<ul style="list-style-type: none"> Be courteous to others while representing the school. Listen and follow staff instructions.
BE RESPONSIBLE	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away Report any concerns to a staff member. 	<ul style="list-style-type: none"> Be prepared Complete set tasks Take an active role in classroom activities Ask permission to leave the classroom/learning area. Keep work space tidy. Be responsible for your own actions. Help others when you can. 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Use the designated area for play during meal breaks. Return equipment to appropriate place. Return to class on time. Put all rubbish in the bin. Report any playground issues to the staff member of duty. 	<ul style="list-style-type: none"> Allow others to pass without incident. Following accepted transition procedures. 	<ul style="list-style-type: none"> Use toilets during breaks. Report and damage to facilities. Keep the space clean. 	<ul style="list-style-type: none"> Wait inside the gate until transport arrives. Wear clothing that is appropriate to the activity being undertaken.
BE SAFE	<ul style="list-style-type: none"> Walk your bike/scooter, etc in the school grounds. Use personal hygiene items that aren't aerosols. Use equipment for its intended purpose. 	<ul style="list-style-type: none"> Walk around the classroom. Use personal hygiene practices at all times. Use equipment for its intended purpose. Follow specific classroom procedures regarding safety. 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Wear shoes and socks at all times Be sun safe and wear a broad brimmed hat while outside. Stay inside the school grounds at all times. Running games to be played on the oval only. Use facilities and equipment appropriately. 	<ul style="list-style-type: none"> Walking on concrete or when around building. Wait patiently and sensibly outside of the classroom. 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food 	<ul style="list-style-type: none"> Always follow road rules. Follow staff instructions when outside the school grounds.
BE A LEARNER	<ul style="list-style-type: none"> Be on time. Carry and use your school diary. Fully participate in planned activities. Complete homework and assessment by the due date and to the best of your ability. 	<ul style="list-style-type: none"> Be on time to all classes. Have all necessary equipment. Help others to learn. Have a go and be resilient. 	<ul style="list-style-type: none"> Use online resources appropriately. 	<ul style="list-style-type: none"> Listen to and follow staff instructions. Participate fully in activities planned. 	<ul style="list-style-type: none"> Respect other people's right to learn while moving around the school. 	<ul style="list-style-type: none"> Follow health and hygiene standards. 	<ul style="list-style-type: none"> Ask insightful questions. Have required equipment. Be diligent and on time.

APPENDIX 2 - The following table outlines examples of minor and major problem behaviours:

Behaviour Category	Minor	Major	Non-Examples
Bullying/ harassment	<ul style="list-style-type: none"> Encouraging/supporting wrong behaviour in other people. Name calling. Deliberately blocking someone's path. Offensive gestures. Making jokes at another student's expense. Threats/threats to others. Instances of cyberbullying 	<ul style="list-style-type: none"> Repeated and/or escalating verbal abuse. Verbal and physical threats to harm another person. Inappropriate harmful comments in relation to body, self-esteem, identity, financial situations Repeated name calling and personal attacks about self, peers and family members. Ongoing cyberbullying. 	<ul style="list-style-type: none"> 'One-off' altercation, physical misconduct that is not repeated, not talking to someone due to conflict, one-off 'name-calling'.
Defiant/ threat/s to adults	<ul style="list-style-type: none"> Walking away when an adult is addressing them. Back chatting Leaving class without permission. 	<ul style="list-style-type: none"> Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult. Persistently yelling at an adult. 	<ul style="list-style-type: none"> 'One-off' refusal to follow direction, raising voice, challenging direction.
Disruptive	<ul style="list-style-type: none"> Inappropriate, non-related comments. Touching other people or their property. Repeated noise – tapping pencils. Throwing objects without intent. Playing with objects. Calling out. Leaving chair without permission. Tapping, banging and drumming on the classroom window, desk or door. 	<ul style="list-style-type: none"> Yelling/persistent calling out. Turning over furniture. Sustained loud talking. Sustained out of seat behaviour. 	<ul style="list-style-type: none"> Making noises that are related to a disability, calling out answers to questions out of enthusiasm.
Dress code	<ul style="list-style-type: none"> Not following the school dress code. 	<ul style="list-style-type: none"> Coming to school wearing clothing that contains inappropriate language or images. 	<ul style="list-style-type: none"> Not wearing an item of clothing due to wet weather if accompanied by a parental note.
IT misconduct	<ul style="list-style-type: none"> Computer misuse. Playing games during class. Not following school policy about storage of laptops. 	<ul style="list-style-type: none"> Use technology to film inappropriate behaviour. Accesses blocked or inappropriate websites/materials. 	<ul style="list-style-type: none"> Forgetting student log-on, not saving work so as to make it retrievable (unless deliberate).
Late	<ul style="list-style-type: none"> Not in class at the appropriate time. 	<ul style="list-style-type: none"> Consistent pattern of lateness. 	<ul style="list-style-type: none"> Lateness due to unforeseen circumstances (car troubles). Requirement to have parental note/contact where applicable.
Lying/Cheating	<ul style="list-style-type: none"> Copying work from others. Lying to an adult. 	<ul style="list-style-type: none"> Student fabricates a story about another student or staff member. 	<ul style="list-style-type: none"> Exaggeration, 'tall tales', embellishing the truth, asking for an eraser during a test.
Misconduct involving	<ul style="list-style-type: none"> Using specialised equipment in a manner other 	<ul style="list-style-type: none"> Using objects in a manner that causes 	<ul style="list-style-type: none"> Doodling on books, use of weapons (see

object	than its intended use.	harm to staff or students.	physical misconduct).
Non-compliant with routine	<ul style="list-style-type: none"> • Failure to respond to a reasonable adult request. • Not following school routine or expected learning behaviours. 	<ul style="list-style-type: none"> • Consistent pattern of behaviour where students is not complying/following school routines. 	<ul style="list-style-type: none"> • Students who have difficulty maintaining focus due to medical or educational needs.
Other conduct prejudicial to the good order and management of school	<ul style="list-style-type: none"> • Organising or participating in activities that are unsafe or that hinder the working order of a classroom. 	<ul style="list-style-type: none"> • Bring the school into disrepute. • Instigating/contributing to situations of physical misconduct. • Affecting the learning of peers and other students through verbal misconduct. 	<ul style="list-style-type: none"> • Forgetting to wear school uniform for a special event.
Physical misconduct	<ul style="list-style-type: none"> • Pushing and shoving that does not lead to a physical altercation. 	<ul style="list-style-type: none"> • Throwing rocks and sticks at people. • Hitting. • Punching. • Hitting using an object. • Kicking. • Spitting 	<ul style="list-style-type: none"> • Horseplay, scragging, verbal threats, friendly punch in the arm, accidental contact during an activity.
Possess prohibited items	<ul style="list-style-type: none"> • Students possess on their person or in their bag an item which has been declared by the school as prohibited. <ul style="list-style-type: none"> ○ Deodorant ○ Water bomb 	<ul style="list-style-type: none"> • Students in possession of substances/objects capable of causing bodily harm or property damage. • Students in possession of knives, guns (real or look alike) or other objects presumed to be or capable of causing bodily harm. 	<ul style="list-style-type: none"> • Talking about graffiti, using paints during Art.
Property Misconduct	<ul style="list-style-type: none"> • Using objects to annoy others. • Drawing, tagging names on school property. • Low intensity misuse of property for a purpose for which it was not intended and does not cause physical harm to self or others. 	<ul style="list-style-type: none"> • Breaking classroom items with intent. • Throwing desks or chairs. • Throwing rocks and sticks at buildings. • Large scale or inappropriate graffiti. • Taking someone else's property. 	<ul style="list-style-type: none"> • Accidentally breaking a pencil or dropping equipment. Confusion over who owns property.
Substance misconduct involving illicit substance	<ul style="list-style-type: none"> • Discussing or sharing stories about drug use. • Encouraging other students to engage in illicit substance misuse. 	<ul style="list-style-type: none"> • Any illegal drugs brought onto the school grounds. • Attending school seemingly under the influence of drugs or other illicit substances. 	<ul style="list-style-type: none"> • Talking about drinking on the weekend, possessing materials advertising alcohol, drawing pictures of marijuana plants.
Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> • Discussing or sharing stories about alcohol or tobacco use. • Encouraging other students to engage in alcohol and tobacco misuse. 	<ul style="list-style-type: none"> • Student is observed smoking a tobacco substance. • Student in possession of a tobacco substance. • Misuse of prescribed/non-prescribed medication. 	<ul style="list-style-type: none"> • Talking about cigarettes, asking a teacher if they smoke.

		<ul style="list-style-type: none"> • Attending school seemingly under the influence of alcohol. 	
Truant/ skip class	<ul style="list-style-type: none"> • Deliberate failure to attend or return to class. 	<ul style="list-style-type: none"> • Leaving school without permissions. • Repeated failure to attend scheduled classes. • Repeated lateness, early departures. • Repeated absence from school with or without parent permission. • Attending a non-timetabled class without permission. 	<ul style="list-style-type: none"> • Lateness to class.
Verbal misconduct	<ul style="list-style-type: none"> • Low intensity instance of inappropriate language which is not directed at a person. 	<ul style="list-style-type: none"> • Swearing or curse words directed towards others in a meaning or provoking way. • Repeated intentional use of inappropriate language. • Disrespectful messages including negative comments related to religion, race, gender, ethnicity, appearance, disabilities, personal matters or sexual orientation. 	<ul style="list-style-type: none"> • Loud voices, shouting, unkind comments about another.

Appendix 3

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 personal technology devices like mobile phones, ipods, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft and disruption to learning. 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 continued disregard for school rules and/or disciplinary investigation, when it will only be returned in the presence of a parent. Continual breaches may result in the return of the device to a parent only.

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.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and the distraction to learning. Devices are to be handed in to the school office for safe keeping and can be collected at the end of the school day.

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 Cloncurry State School P-12. 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 4

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

Purpose

1. Cloncurry State School P-12 strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Cloncurry State School P-12. 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 Cloncurry State School P-12 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 Cloncurry State School P-12 there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Cloncurry State School P-12 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.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Cloncurry State School P-12 takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
10. Cloncurry State School P-12 uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process

Appendix 5

Debriefing Process

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 6 – Uniform Policy

At Cloncurry State School P-12, the Parents and Citizens Association believe that wearing the school uniform correctly assists students to identify with the school and to feel positive about their learning environment. We value neat, tidy and dignified personal presentation which prepares students for the workforce and develops pride in being part of a team. **Uniform shop hours are Monday - Friday 8:15am - 9:30am.**

All Students (Prep to Year 12)

SUMMER UNIFORM:

- Cloncurry State School P - 12 shirt, **Prep - Year 10 Gold/Grey/Black, Year 11 - 12 Senior Grey/Gold/Black.**
- Plain black shorts, skirts or skorts of a conservative length only, preferred style includes school logo on leg. Long black dress pants or black jeans, (Leggings/Tights are **NOT** permissible.)
- Fully enclosed running style footwear with a thick rubber sole and either laces or velcro to enable the shoe to be securely fastened to the foot.
- Black leather shoes are acceptable.
- Plain white or black socks. (No Logos.)
- Full brimmed hat (black is the preferred colour. School hats are available from the office)
- Wearing winter clothes on summer days is **NOT** permissible. (Sweatshirts and Hoodies)

Jewellery:

- Sleepers and studs (as earrings) – plain gold or silver. No other facial jewellery permitted re: safety.
- Watch.
- Necklaces, bracelets, rings, anklets are **NOT** permissible.
- Costume jewellery and headwear is **NOT** appropriate.

WINTER UNIFORM:

- The school tracksuit jacket and pants are permitted when weather is cold. Black is the preferred colour.
- Leggings/tights may be worn underneath shorts, skirts or skorts, not permissible as an individual item of clothing.
- Senior Students are permitted to wear their Senior Jacket.

FREE-DRESS DAYS:

Clothing that carries offensive designs is unacceptable. Outfits which bare midriffs or revealing or inappropriate clothing must not be worn. **Safety procedures cannot be compromised and the wearing of thongs, slip on sandals and singlets are not permitted.**

INTER-HOUSE SPORTS DAYS

Students may wear suitable clothing in house colours: **BURKE - Red** **WILLS - Green**

*The Cloncurry State School P-12 community expects students enrolled at the school to wear the school uniform. Parent/Caregiver cooperation and support is sought to ensure that our school uniform is worn **AS SPECIFIED WITHOUT ALTERATIONS**. It is **NOT** acceptable to wear a mix of uniform pieces.*



Appendix 7

What you can do if someone else is being bullied:

1. If you know of bullying, report it to your teacher or teacher on playground duty. The person being bullied may be too scared or upset to tell anyone.
2. Remember that nobody deserves to be bullied.
3. Show the bully that you and your friends strongly disapprove of his/her actions.
4. Seek guidance on how best to deal with the situation (strategies)
5. Be mindful about teasing people or making personal remarks
6. If you think that students might not find your comments funny, don't say them. There is no such thing as "just mucking around".

**EXPECT
RESPECT**

Teacher Role Statement

Role:

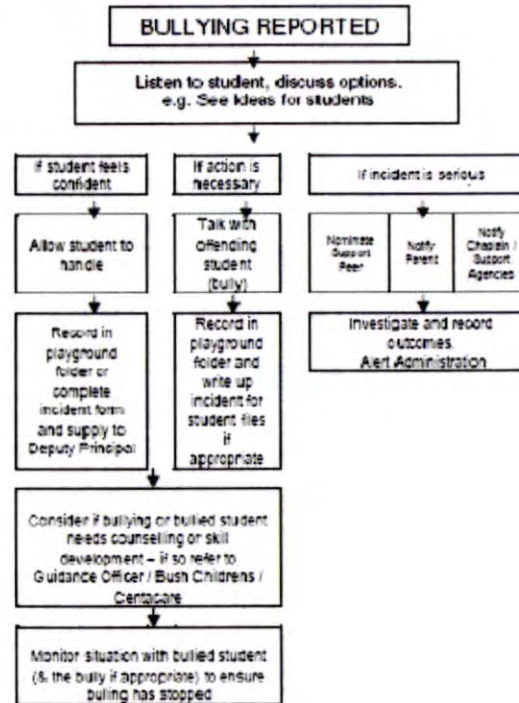
- To take all incidents seriously and record them.
- Be seen to be proactive.
- To continue developing our knowledge and skills to deal with bullying type situations.
- To assist in finding a solution, to offer avenues for help, and to monitor any situations regularly.

Outcomes:

If we are successful

- students will feel confident about reporting instances of bullying.
- the school culture will show that bullying is unacceptable.
- instances of bullying will be limited.

Flow chart indicating suggested process:



CLONCURRY STATE SCHOOL P-12

"Established in Education in the Outback"

PO Box 337, Cloncurry Qld 4824

Phone (07) 4742 8333

Fax (07) 4742 8300



EXPECT RESPECT

Bullying Policy

Student Guidelines

At Cloncurry State School P-12 we aim to:

- Recognise and prevent teasing, bullying and harassment
- Deal with teasing, bullying and harassment if it occurs; and
- Provide support and strategies for bullied students

YOUR RIGHTS

At Cloncurry State School all students, staff and visitors have the right:

- To expect an environment where respect, courtesy and consideration to one another is practiced at all times.
- To work in a safe and supportive environment.
- To have their property respected by others.
- To expect a learning environment free from disruption so that each student has the opportunity to achieve to their full potential.

**EXPECT
RESPECT**

WHAT IS BULLYING? (teasing and harassment)

Harassment is one person behaving toward another in an unwelcome manner.

Bullying – deliberate behaviours (actions/words/looks) intended to make someone feel bad.

Bullying is ...	Bullying isn't ...
<p>Something <u>intended</u> to make you feel:</p> <ul style="list-style-type: none"> • Threatened • Ignored • Teased • Isolated • Inferior • Hurt (physical/emotional) • Disliked • Fearful • Intimidated • Pressured • Attacked • Unattractive • Pathetic • Targeted • Powerless <p>These things are done by someone on purpose, with the intention of making the target feel bad.</p>	<p>Things like:</p> <p>Arguments</p> <p>An action you have provoked</p> <p>Silly behaviour not intentionally directed at an individual.</p> <p>When these things happen occasionally and weren't intended to hurt you, they probably aren't bullying. However, they may still be inappropriate and may need to be dealt with by a teacher.</p>

The excuse "It was only a joke" is unacceptable if the other person has not taken it as a joke and instead is upset by it.

Reporting bullying is reporting abuse, it is not "dobbing" or "telling tales".

IDEAS FOR STUDENTS

What you can do if you are bullied:

1. Report it – remember that the bullying will continue if those responsible think they can get away with their behaviour. If the bullying continues, report it again – the bullying can be stopped.
2. Try not to show that you are upset. Bullies feel great if they have upset you.
3. Try to be assertive – look and sound confident.
4. Walk away quickly and confidently even if you don't feel that way inside – appearing confident is helpful.
5. If students have been calling you names or teasing you, reassure yourself that you're OK, and that those students are the ones with the problem.
6. Talk to a friend about it.
7. Avoid "risk" situations where possible, or stay close to adults or friends.
8. Consider whether you have been bullying yourself eg. Have you been name-calling, annoying, threatening, showing off etc. If you have, change what you are doing.
9. If bullying continues after reporting it, report it again – talk to your Teacher, Deputy Principal or Principal.
10. If you feel or think that you are different in any way, be proud of it – individuality and diversity, within the rules, are important.
11. Talk to the Teacher, Guidance Officer, Deputy Principal or Principal who can help you to develop skills which can be useful in bullying situations.

APPENDIX 8

3. Student Management and Wellbeing

Cloncurry State School P-12 is a **PBL Positive Behaviour for Learning**. Teachers are encouraged to contribute by electing to the PBL Team and the Supportive School Environment Reference Team.

Teachers will:-

- Be familiar with the **Cloncurry State School P-12 Responsible Behaviour Plan for Students**. G:\Coredata\Common\Code of Behaviour\Cloncurry State School Responsible Behaviour Plan 2019
- Explicitly teach the **4 School Rules** in accordance with the Positive Behaviour for Learning program
- Follow the direction provided by the **PBL team** and participate in all activities and events
- Utilise the **PB system** for recognising students following the school rule and **track the PB count** accordingly to recognise students at **PB Reward Events**
- Intentionally practice and embed '**Essential Skills for Classroom Management**' (ESCM) into their classroom pedagogy (**BBBL Better Behaviour Better Learning Strategy**)
- Be fair and consistent in expectations and follow through when students do not display the desired behaviours
- Follow school procedures for managing positive and minor and major behaviours
- Follow school and Education Queensland policy when addressing non-conformance ('**Student Protection Policy; School Wide Positive Behaviour Support Policy; Code of Conduct; Code of Professional Ethics**)
- Complete the **Cloncurry State School P-12 Student Management & Wellbeing Plan** and present to Deputy/Principal for discussion and further planning

Yrs 7-12 Pastoral Care Lessons & Pathways Parades:

Pastoral Care Lessons and Pathways Parades are designed from the *Cloncurry State School P-12 Student Wellbeing Program 2019*. The program is based on the National Framework for Values Education in Australian Schools and uses several resource kits mention in the overview.

Teachers will:-

- Work cooperatively and collaboratively to plan each term's lessons and Pathways Parades. G:\Coredata\Curriculum\Pathways and Pastoral Care

Child Safety Concerns:

Teachers will:-

- Complete the mandatory on-line Child Protection Training
- Discuss all student safety concerns with the Principal as per EQ policy
- Report concerns using the OneSchool Child Protection link

Student Support Process:

Teachers:

- Identify an underperforming student
- Differentiate for learning
- Follow the Student Support Process for referral

Intentionally Inviting Environments (William Purkey)

It is the teachers' responsibility to create and maintain an inviting environment that is conducive to the learning.

The following is expected:-

- The classroom 'mood' is calm and inviting to students, parents and visitors
- Routine and organisation is evident and expectations are common knowledge to students (entry, exit & lesson transition)
- Classroom furniture is kept clean
- All graffiti is removed... PLEASE be vigilant
- Desks and chairs are maintained in a neat, orderly fashion away from walls
- Floors are kept free from rubbish
- Shelves and cupboards are kept neat and tidy and free of rubbish
- Student work is displayed and maintained

Room Security:-

- No student is to be provided access to keys
- No student is allowed in a classroom without a staff member present
- Doors are to be locked when class is not present
- Personal valuables are not to be left in classrooms
- C4T's are to be locked away overnight or taken home with the teacher (personal responsibility)
- At the end of the day all chairs are to be put up and windows closed and secured
 - Wooden Dowel is to be placed behind the sliding windows
 - If this is missing then report it to Kerry in the Front Office

Student Uniform Policy:

Teachers are expected to:

- Monitor student uniform, lesson by lesson in the secondary school (Yrs 7-12)
- Students are taught to collect a uniform slip from the office on arrival at school if out of uniform (Yrs 7-12)
- Students are sent to the office in the final 5 minutes of class to obtain a uniform slip if they cannot produce one for the teacher when asked. Teachers also follow through (email/phone call) to the admin office.
- Students out of uniform are to attend a lunch time detention. Staff are timetabled on as a duty roster. Student lists are maintained at the office.

NB# Blue denim, Football shorts, Multi- coloured Board Shorts & facial piercings require an immediate referral to the Principal.

Appendix 9. Repair and Rebuild-Restorative Practices

Following-up with the Students Beyond the Classroom Setting. Restorative practices work to address the needs of those harmed (e.g., other students, teachers, community members), and they work to heal the harm through a balance of appropriate accountability, restitution, and restorative processes, such as peacemaking circles, conferences and mediation. The person who caused the harm is held accountable, and the practices allow her or him to be "restored" to the school community. Restorative practices:

- ☐ focus on repairing the harm done rather than only on who's at fault for breaking rules;
- ☐ give voice to the person(s) harmed; ☐ use collaborative problem-solving methods;
- ☐ enhance responsibility; and ☐ reintegrate the offending student into the school community.

A Community Conference may be required to formalise accountability after an incident. The fundamental principles of the conference are:

- ☐ Misconduct is a violation of people and relationships- injury rather than infraction.
- ☐ Violations create obligations and liabilities
- ☐ Restorative practice seeks to heal and put things right - punishment is not empowered to heal. Genuine accountability includes:
- ☐ Understanding the human consequences of one's actions
- ☐ Facing up to what one has done and to whom
- ☐ Taking responsibility for the results of one's behaviour
- ☐ Helping decide what will happen to make things right
- ☐ Taking steps to repair damage.

The Restorative "Chat" (informal conference).

To the person responsible	To the person harmed
<p>We're here to talk about...</p> <p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought about since?</p> <p>Who do you think has been affected by what you did?</p> <p>In what way?</p> <p>-----</p> <p>What do you need to do to make things right?</p> <p>How can we make sure this doesn't happen again?</p> <p>What can I do to help you?</p>	<p>What did you think when it happened?</p> <p>What have you thought about since?</p> <p>How has it affected you?</p> <p>What's been the worst of it?</p> <p>What's needed to make things right?</p> <p>-----</p> <p>How would you like me to follow up with <u>you</u>?</p>

