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 first 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, 2015 to 2017 and 2017 to 2018, relating to attendance, absenteeism, SDA and One School behaviour incidents as well as consultation with community, staff and students, 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 reviewed in 2014 and 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

**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 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

**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 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

**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 ENGAGEMENT STATEMENT

All areas of Clontarf Beach State School are learning and teaching environments. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, supporting social and emotional learning, preventing problem behaviours and responding to unacceptable behaviours as well as developing our CBSS Clontarf Culture. 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 and maintain our positive school culture:

- Regular updates in our school newsletter, enabling parents to be actively and positively involved in school behaviour expectations and programs
- Clontarf Culture Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices and routines
- 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 fortnightly 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 eg IBSPs and Risk Assessments
- ‘All About Me’ information on identified students supplied to all specialist teaching staff and relief staff – giving our students a voice in their education
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School
  - Procedures for Preventing and Responding to Incidents of Bullying, etc
Behaviour expectations were consultatively developed and regularly reviewed (based on data collection on One School) and are displayed in the Behaviour Matrix (below):

<table>
<thead>
<tr>
<th>SAFE</th>
<th>TOLERANT</th>
<th>RESPECTFUL</th>
<th>SUPPORTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>➔ I use the High Five.</td>
<td>➔ I show courtesy to all community members.</td>
<td>➔ I treat others the way I want to be treated</td>
<td>➔ I encourage others and never use put downs</td>
</tr>
<tr>
<td>➔ I keep hands and feet to myself</td>
<td>➔ I consider how my words and actions affect others</td>
<td>➔ I wear my full school uniform with pride.</td>
<td>➔ I am a Bucket Filler.</td>
</tr>
<tr>
<td>➔ I walk when moving around school</td>
<td>➔ I understand that every face has a place at Clontarf Beach SS.</td>
<td>➔ I transition quietly</td>
<td>➔ I walk with my buddy when moving around the school.</td>
</tr>
<tr>
<td>➔ I solve problems with words</td>
<td>➔ I am a friend to others</td>
<td>➔ I care for property</td>
<td>➔ I keep eating areas clean &amp; tidy</td>
</tr>
<tr>
<td>➔ I take mobile phones and devices to the office</td>
<td>➔ I use kind words</td>
<td>➔ I raise my hand to speak</td>
<td>➔ I invite others to join in</td>
</tr>
<tr>
<td>➔ I am responsible for my words and actions.</td>
<td>➔ I am sun safe</td>
<td>➔ I use positive language</td>
<td>➔ I share equipment</td>
</tr>
<tr>
<td>➔ I use equipment and school property safely</td>
<td>➔ I stay in bounds</td>
<td>➔ I listen to and follow teacher directions.</td>
<td>➔ I sit while eating</td>
</tr>
<tr>
<td>➔ I ask permission to leave the room</td>
<td>➔ I leave toys and cards at home</td>
<td>➔ I try my best at all times</td>
<td>➔ I sit while eating</td>
</tr>
<tr>
<td>➔ I am only in the classroom when a teacher is present</td>
<td>➔ I walk my bike / scooter / skateboard in the school grounds</td>
<td>➔ I respond to bells</td>
<td>➔ I stay in bounds</td>
</tr>
<tr>
<td>➔ I follow adult directions</td>
<td>➔ I wait undercover in Area 3 before 8.30am</td>
<td>➔ I keep eating areas clean &amp; tidy</td>
<td>➔ I leave toys and cards at home</td>
</tr>
<tr>
<td>➔ I follow the 3/2/1 attention / retention signal</td>
<td>➔ I am sun safe</td>
<td>➔ ➔ I keep eating areas clean &amp; tidy</td>
<td>➔ ➔ I leave toys and cards at home</td>
</tr>
</tbody>
</table>

Are you a Clontarf Star?
**PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR**

Clontarf Beach State School implements the Positive Behaviour for Learning (PBL) framework and has developed a ‘Behaviour Curriculum’ based on the PBL Tiers of Support (below).

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**Tier 1**  
**Whole School Behaviour Support**  
**Clontarf Star Behaviour**

A whole school approach means everybody committing to the provision of a safe and supportive learning environment. Through our PBL / Clontarf Culture support program, the school has developed a behaviour / social and emotional learning program, based on a Neuroscience model, which is explicitly taught throughout Years P – 6 (Star Focus Lessons). This school wide program has a common language, routines, visuals and expectations for all staff, students and community members.

Reinforcing School Culture

At Clontarf Beach State School, communication of our key values around behaviour and school culture is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour / displaying school values. 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.

**At Clontarf Beach State School we believe in Connection:**
- To self - self-regulation, strengths, values
- To others – Kindness, care, bully proofing, co-regulation, inclusion
- To learning – Mindset, resilience, goals, feedback
- To community – Clontarf Cares, parental involvement, partnerships
- To world – curriculum, technology, culture, diversity

**We encourage and maintain positive connections by:**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Playground</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clontarf Star values</td>
<td>Stellar Awards</td>
<td>Principal’s Awards</td>
</tr>
<tr>
<td>Star Focus lessons</td>
<td>Reach for the Stars</td>
<td>Music, LOTE, Sports awards</td>
</tr>
<tr>
<td>Classroom Teacher Awards</td>
<td>Clontarf Star Certificates</td>
<td>Newsletter &amp; Skoolzine App</td>
</tr>
<tr>
<td>Rewards</td>
<td>Verbal encouragement</td>
<td>Foyer / Office Displays</td>
</tr>
<tr>
<td>Clontarf Star Certificates</td>
<td>Positive incidents recorded</td>
<td>Individual acknowledgements</td>
</tr>
<tr>
<td>Attendance Certificates</td>
<td>CBSS High Five program</td>
<td>Senior Leader Program</td>
</tr>
<tr>
<td>Circle Time</td>
<td>Above the line thinking.</td>
<td>End of term Behaviour Celebration</td>
</tr>
<tr>
<td>Star of the Week</td>
<td>Supported play &amp; Thinking Room</td>
<td>Table Talk</td>
</tr>
<tr>
<td>Stellar Awards</td>
<td>Lunchtime opportunities</td>
<td>Reach for the Stars</td>
</tr>
<tr>
<td>Reach for the Stars</td>
<td>Senior play</td>
<td>Clontarf Beach Superstars!</td>
</tr>
<tr>
<td>Positive incidents recorded on One School</td>
<td></td>
<td>Reporting to Parents twice yearly</td>
</tr>
<tr>
<td>Admin recognition</td>
<td></td>
<td>Kids Matters framework</td>
</tr>
<tr>
<td>Tidy Class</td>
<td></td>
<td>Bullying. No Way! Day</td>
</tr>
<tr>
<td>Bucket Filling</td>
<td></td>
<td>Videoing students responses – to play on parade</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td></td>
<td>CBSS Facebook page</td>
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<tr>
<td>Whole school Classroom Behaviour Management</td>
<td></td>
<td>Grandparent’s Day</td>
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<tr>
<td>Social and Emotional Check in charts</td>
<td></td>
<td>NAIDOC Day</td>
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<tr>
<td></td>
<td></td>
<td>Disability Action Week</td>
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<tr>
<td></td>
<td></td>
<td>Local community links eg Mimi’s House, Clontarf Champions, Lion’s Children of Courage, Uniting Care, PELS, Respect Project</td>
</tr>
</tbody>
</table>
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 for engaging in learning.

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 assess the needs of the student. Staff will co-regulate with the student, using the self-regulation visuals, asking the student what their mindset is and working with the student to use strategies that may assist the student to return to a Learning Mindset. 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 values / school culture

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.
- use the social and emotional check in chart and suggested strategies (if appropriate),
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school value / 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. We also train staff on neuroscience and the effects of trauma, co-regulation and self-regulation.

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 proactive 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 – National Day of Action against Bullying and Violence
- Bullying! No Way
- Star Focus – Bully Proofing our School
- Student, parent and staff forums

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 PBL / Clontarf Culture supports and procedures.

Process for Support and Engagement:

<table>
<thead>
<tr>
<th>Identification of students</th>
<th>Data based review of level of support needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>Teacher support of student, in consultation with parents, which could include the following</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
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<td></td>
<td>Student Engagement Teachers</td>
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<td></td>
<td>Guidance Officer</td>
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<td></td>
<td>Parents</td>
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<td></td>
<td>Whole Class, small group activities with programs such as – social skills, life skills, anti-bullying</td>
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<td></td>
<td>Access to – Thinking Room, Play Buddies, Supported Play, Clubs,</td>
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<td></td>
<td>Chaplaincy,</td>
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<td></td>
<td>Coaching / Mentoring / Intervention programs eg CO2 cars, Freeing Angry Dragons, Girls Group, Social Skills Groups, Boys Drumming, SAR, SAW, Oracy programs, Emotions through Art, All About Me</td>
</tr>
<tr>
<td></td>
<td>Outside agency support eg Clontarf Champions, Mimi’s House, Encircle</td>
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<tr>
<td></td>
<td>Psychological support agencies, Uniting Care parenting programs and counselling</td>
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<tr>
<td></td>
<td>MYCP</td>
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<td></td>
<td>Co-regulation and self-regulation</td>
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<tr>
<td></td>
<td>All About Me</td>
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<tr>
<td></td>
<td>Restorative Practices</td>
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<td></td>
<td>Assistive Technology</td>
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<td></td>
<td>Sensory tools</td>
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<td></td>
<td>Calming Space</td>
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<td></td>
<td>Play plan</td>
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<tr>
<td></td>
<td>SST referral</td>
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<tr>
<td></td>
<td>Weekly data collection and analysis</td>
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<tr>
<td></td>
<td>Goals and feedback</td>
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<tr>
<td></td>
<td>Additional Brain Breaks</td>
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<tr>
<td></td>
<td>Removing Decision Fatigue</td>
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<td></td>
<td>Personalised Learning Plans</td>
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<td></td>
<td>Support Provisions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Review</th>
<th>Regular review of support needed through the following structures/personnel –</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One School data</td>
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<tr>
<td></td>
<td>Parents/Carers</td>
</tr>
<tr>
<td></td>
<td>Chaplain</td>
</tr>
<tr>
<td></td>
<td>Student Support Team Data Collection and review of support programs</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Identification of students</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data based review of level of support needed</td>
<td>• Development of an Individual Plan (IBSP), which could include the following</td>
</tr>
<tr>
<td>• Review of data gathered through the following structures/personnel –</td>
<td>o Administration</td>
</tr>
<tr>
<td>o Student Support Team</td>
<td>o Guidance Officer</td>
</tr>
<tr>
<td>o One School data</td>
<td>o Student Engagement Coaches</td>
</tr>
<tr>
<td>o Parent</td>
<td>o Paediatrician or Psychologist recommendations</td>
</tr>
<tr>
<td>o Student Support Team referral and monitoring</td>
<td>o Whole Class, small group activities with programs such as – social skills, life skills, anti-bullying</td>
</tr>
<tr>
<td>o Outside agency support eg Clontarf Champions, Mimi’s House, MYCP, Uniting Care, Encircle, CYMHS etc</td>
<td>o Play plans for break times</td>
</tr>
<tr>
<td>o Administration Support</td>
<td>o Access to – Thinking Room, Mentor, Play Buddies, Exit Class, Supported Play, Clubs, Chaplaincy, Coaching / Mentoring programs</td>
</tr>
<tr>
<td>• Regular review of support needed through the following structures/personnel</td>
<td>o Outside agency support eg Clontarf Champions, Mimi’s House, MYCP, Uniting Care, Encircle, CYMHS etc</td>
</tr>
<tr>
<td>o Student Support Team</td>
<td>o All About Me</td>
</tr>
<tr>
<td>o One School data</td>
<td>o Personalised Learning Plan</td>
</tr>
<tr>
<td>o Parents/Carers</td>
<td>o Sensitive Case Management</td>
</tr>
<tr>
<td>o Adminstrative Support</td>
<td>o Flexible Arrangement</td>
</tr>
<tr>
<td>o Class teacher</td>
<td>o Alternate program</td>
</tr>
<tr>
<td>o Parents/Carers</td>
<td>o Assistive technology</td>
</tr>
<tr>
<td>o Students</td>
<td>o Teacher aide support</td>
</tr>
<tr>
<td>o Parents/Carers</td>
<td>o Learning support / intervention</td>
</tr>
<tr>
<td>o Students</td>
<td>o Sensory tools</td>
</tr>
<tr>
<td>o Administrators</td>
<td>o Calming space</td>
</tr>
<tr>
<td>o Class teachers</td>
<td>o Check ins</td>
</tr>
<tr>
<td>o Parents/Carers</td>
<td>o Co-regulation</td>
</tr>
<tr>
<td>o Class teachers</td>
<td>o Goals and feedback</td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Identification of students</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data based review of level of support needed</td>
<td>• Development of an Individual Behaviour Support Plan, which could include the following</td>
</tr>
<tr>
<td>• Review of data gathered through the following structures/personnel –</td>
<td>o Modified curriculum / school day</td>
</tr>
<tr>
<td>o Student Support Team</td>
<td>o Intensive social skills program</td>
</tr>
<tr>
<td>o One School data</td>
<td>o Check ins with Student Engagement Teachers</td>
</tr>
<tr>
<td>o Administration</td>
<td>o Guidance Officer support</td>
</tr>
<tr>
<td>o One School data</td>
<td>o Outside agencies</td>
</tr>
<tr>
<td>o Administration</td>
<td>o Medical professionals</td>
</tr>
<tr>
<td>o Class teacher</td>
<td>o Chaplain</td>
</tr>
<tr>
<td>o Parents/Carers</td>
<td>o Buddy class</td>
</tr>
<tr>
<td>o Class teacher</td>
<td>o Thinking Room</td>
</tr>
<tr>
<td>o Parents/Carers</td>
<td>o Supported Play / Opportunities</td>
</tr>
<tr>
<td>o Class teacher</td>
<td>o Risk Management plan</td>
</tr>
<tr>
<td>o Parents/Carers</td>
<td>o Complex Case Management</td>
</tr>
<tr>
<td>o Class teacher</td>
<td>o All About Me</td>
</tr>
<tr>
<td>o Parents/Carers</td>
<td>o Personalised Learning Plan</td>
</tr>
<tr>
<td>o Parents/Carers</td>
<td>o Sensitive Case Management</td>
</tr>
<tr>
<td>o Class teacher</td>
<td>o Flexible Arrangement</td>
</tr>
</tbody>
</table>
Alternate program  
Assistive technology  
Teacher aide support  
Learning support / intervention  
Sensory tools  
Calming space  
Check ins  
Co-regulation  
Goals and feedback  
Outside agency support eg Clontarf Champions, MYCP, Uniting Care, Encircle, CYMHS  
Individualised Teacher Aide Support  

**Review**

- Regular review of support needed through the following structures/personnel –
  - Student Support Team  
  - One School data  
  - Class teacher  
  - Parents/Careers  
  - Administration  

In all circumstances the classroom teacher remains the case-manager for each student.
What The School Can Do
Tier 2 – Monitored (Level 1) - 5 incident reports in 5 week period
Targeted Behaviour Support (Level 2) - 6 or more incident reports in 5 week period

Parent/Carer involvement:
- Meeting with student and parent/carer
- Continue to gather data and information
- Support put in place (Communication Book, Goal Tracking Card, Reach for the Stars, Classroom Reward Program)

Student is identified by Classroom Teacher/ Admin/ STaLe, behaviour data
Referral to Student Support Team (SST) by Class Teacher (with SET)
1. Teacher discusses concerns with Student Engagement Coach
2. Teacher completes SST Referral Form
3. SET books meeting time on One Portal booking sheet
4. SET and Classroom Teacher meet with SST
5. SST discusses student observations, data collection, interview student, parent contacts. Reviews student history-behaviour, medical, family, social. Ensures primary carers are involved. IBSP if necessary.
6. Case Manager - class teacher
7. SET puts Discussion and Actions on One School under Sensitive Case Information.
8. Actions and timelines decided – documented in minutes.

Consider Suitable In-school Programs/options for student
- Learning Support (SAR, SAW, SAT, Oracy Programs, Finger Gym)
- School based programs (eg. CO2 cars, Emotions through Art)
- GO (Counselling, assessment, referral)
- Chaplaincy programs
- Supported Play
- Flexible timetabling
- Circle Time
- Thinking Room
- Opportunities
- Focused Social Skilling groups
- Clontarf Champions
- Reach for the Stars
- Buddy Class

Referral to Student Support Team (if required)
- Chaplain
- Guidance Officer
- Speech Language Pathologist
- Referral to Paediatrician
- Hearing/visual assessment
- Occupational Therapist
- Physiotherapist
- Psychologist
- SWD – AVTs
- Personalised Learning Plan
- All About Me
- IBSP
- Play Plan

External support options
- Investigate suitable external agencies for support (eg. Family Connect, CYMHS, DOCS, psychologist, paediatrician, Mimi’s House, Clontarf Champions, Chaplain

EQ support options
- MYCP (Managing Young Children Program 2-7Yrs)
- PLC (Positive Learning Centre)

Case Manager (teacher) and SST/Admin meet to Review progress
- Case Manager provides feedback/progress report
- Determine necessity for practical FBA
- Classroom Profiling

MINIMAL CHANGE or FURTHER INCIDENTS OCCURRING
Move to Tier 3
What the Case Manager Can Do
Tier 3 – Intensive Behaviour Support (Level 3) – High level ongoing incidents

Student Causing Serious Concern
Case Manager
- Case Manager is classroom teacher
- Supervise case management of identified student
- Develop relationship with student, conduct observations, collect data
- Ensure primary carers are involved and kept informed
- Develop relationship with primary carers
- Review IBSP with SToOL
- Risk Management Plans
- Supported Play Plans
- Organise Stakeholder meetings
- May have Complex Case Management
- Personalised Learning Plan
- All About Me
- Support Provisions
- Risk Management
- Flexible Arrangement

Stakeholder meeting
- Case Manager
- Student Support Team
- Administration Team
- Parents/ Caregivers
- GO
- External Agency (if involved)
- Stakeholders meetings

External support options
- Investigate suitable external agencies for support
  - Family Connect, CYMHS, DOCS (if student is in care), psychologist, paediatrician, Mimi’s House, Clontarf
  - Champions, Chaplain

EQ support options
- MYCP (Managing Young Children Program 2-7Yrs)
- PLC (Positive Learning Centre)

GO Intervention and Support

MINIMAL CHANGE OR FURTHER INCIDENTS OCCURRING
Move to Comprehensive Review

Comprehensive Review
All services supporting the student will participate in a comprehensive review and may include:
- All stakeholders, including school support staff, external agencies and parents
- All interventions are comprehensively reviewed
- A multi-level systematic assessment of the student’s needs
- A jointly constructed intervention plan
- Recommendations about the most appropriate interventions for the student to achieve successful educational outcomes
- Further discussions of the appropriateness of a referral to an alternative education program if appropriate
# Responsible Behaviour Plan for Students

Clontarf Beach State School – School Culture

## All Students Succeeding

<table>
<thead>
<tr>
<th>Students</th>
<th>Igniting the Potential Within</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Tier 2</td>
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</tbody>
</table>

## Connection to learning - Academic

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<thead>
<tr>
<th>Neuroscience for students – How the brain learns</th>
<th>Time in</th>
<th>Time out for calming</th>
<th>Neuroscience – Understanding our brains and the impact upon learning.</th>
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</thead>
<tbody>
<tr>
<td>Self Regulation</td>
<td>Co-regulation</td>
<td>De-escalation Admin SET</td>
<td>How the brain learns – Primacy Recency effect</td>
</tr>
<tr>
<td>Above the Line Thinking</td>
<td>Pre teaching</td>
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<tr>
<td>Circle Time</td>
<td>Student success programs</td>
<td>Student Engagement</td>
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<tr>
<td>Brain Breaks</td>
<td>All About Me</td>
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</tr>
<tr>
<td>Whole School Routines eg : 3/2/1, Transitioning</td>
<td>Check in / Check out</td>
<td>Transitioning via Supported Play</td>
<td></td>
</tr>
</tbody>
</table>

## Connection to self – Safe, Academic, Respectful

<table>
<thead>
<tr>
<th>Self regulation – visuals, strategies</th>
<th>IBSP</th>
<th>Risk assessment GO</th>
<th>Trauma</th>
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</thead>
<tbody>
<tr>
<td>High 5</td>
<td>Play plan - playground</td>
<td>Play plan - hall</td>
<td>De-escalation</td>
</tr>
<tr>
<td>Bully proofing</td>
<td>Art Program - emotions</td>
<td>Complex Case Management</td>
<td></td>
</tr>
<tr>
<td>Clontarf Star Values</td>
<td>Outside Agencies eg Paediatrician, psychologist, OT, Physiotherapist</td>
<td>Outside Agencies eg Child Safety, CYMHS</td>
<td></td>
</tr>
<tr>
<td>Personal Safety</td>
<td>Transition to high school program. Transition to school program</td>
<td>SWD transition Pre Prep extra transitions.</td>
<td></td>
</tr>
</tbody>
</table>

## Connection to peers – Safe, Tolerant, Supportive, Respectful

<table>
<thead>
<tr>
<th>Matrix</th>
<th>Restorative Practices</th>
<th>Student success programs</th>
<th>Co-regulation</th>
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</thead>
<tbody>
<tr>
<td>Acts of Kindness Bucket filling</td>
<td>Clontarf Champions</td>
<td>Mimi’s House (Yr 4-5)</td>
<td>Data collection and analysis</td>
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<tr>
<td>Buddy benches Friendships</td>
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<tr>
<td>Senior Leaders</td>
<td>Monitored / Targeted Behaviour Levels</td>
<td>Intensive Behaviour level</td>
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</tr>
<tr>
<td>Valuing diversity -Inclusion Day Every Face Has a Place</td>
<td>EALD TA support</td>
<td>EALD Teacher support</td>
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</tr>
<tr>
<td>Circle Time</td>
<td>Social skills</td>
<td>GO</td>
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</tr>
<tr>
<td>Clontarf Cares</td>
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<td></td>
</tr>
</tbody>
</table>

## Connection to community – Tolerant, Respectful, Supportive

| Clontarf Cares | KATs | | Excursions |
|----------------|------||----------------|
| Leadership program (Yr 5-6) | Criteria Sheets | | Incursions |
| Clean up Clontarf Beach | Gardening Club | Intensive TA support | |
| Student forums | Opportunities | | |

## Connection to world – Tolerant, Respectful

<table>
<thead>
<tr>
<th>Curriculum (see Whole School Curriculum Plan)</th>
<th>Differentiation</th>
<th>Targeted student success – Learning Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>Adjustments</td>
<td>Assistive technology</td>
</tr>
<tr>
<td>Culture / Diversity</td>
<td>Chappy</td>
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</tbody>
</table>
Neuroscience – Understanding our brains and the impact upon learning.

<table>
<thead>
<tr>
<th>Thinking Brain:</th>
<th>Emotional Brain:</th>
<th>Primitive Brain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primate, Human, Intellectual brain</td>
<td>Mammalian, Feeling Brain</td>
<td>Reptilien, Instinctive, Survival Brain</td>
</tr>
</tbody>
</table>

**Thinking Brain**

**CORTICAL**

- Makes a logical and rational assessment of life
- Is innovative and finds solutions, problem solving
- Helps us to think positively, act positively
- Produces the right chemicals to keep us happy and coping, whatever the situation is
- Organising, self-managing part of brain
- Reasoning, rationalising
- Language, abstract thought, imagination, consciousness
- Build and sustain trust
- Focus on goals
- Ability to socialize
- Sensory perception, spatial reasoning, generation of motor commands, conscious though, intellectual memory
- Happy when learning, anticipating future reward, connected to higher purpose, in flow
- Predicting brain that helps the community thrive
- Where we want to be – unless there is a Polar Bear!

**Evidence of Impact:**

Academic learning takes place in the Cortical part of the brain. If the previous two brain areas are not developed properly, then the child will not be able to learn until both of these areas are developed, repaired or supported to recover.

**Evidence of Impact examples:**

- Poor self esteem
- Poor information processing
- Poor memory
- Poor executive function
- Poor problem solving
- Memory lapses
- Language difficulties

**Needs:**

- Purpose
- Clarity
- Meaning
- Organisation
- Reasoning skills (problem solving)
- Calm
- Cultural safety
- Development of abstract learning
- Ability to organise information
- Self-censorship ability

**Activities to Prompt Engagement:**

Strategies which differentiate academic work, build healthy self-esteem and develop cognitive practices that are life-long strategies to ensure brain health, learning and wellbeing.

- **Learning Environment**
  
  Use the Primacy-Recency theory when teaching new content (to increase memory input and retrieval) (David Sousa)
  
  Straight into lesson – key learning time
  
  Clear goals and feedback.
  
  Uncluttered classroom / learning environment- with consideration given to the placement of academic peripheral stimuli and unused / irrelevant information
  
  Creating a culture of positive growth and growth mindsets
  
  Humour and fun

**Routines:**

- Reading – personal interest, academic, stories, magazines
- Academic / cognitive work
- Celebration of incremental steps
- Teach whole-class problem solving skills
- Clear learning intention and relevance
- Decrease time spent on screens at school and home
- Praise effort and strategy – not intelligence (growth mindset)
- Use of clear visuals

**Procedures:**

- Teach cause and effect
Clarity in roles and expectations
Clarity around choices and their consequences
Role models

*Calming:*
- Stress awareness and stress management processes
- Creating music
- Creating art

*Movement:*
- Refocussing activities / Brain Breaks
- Breathing activities

**Emotional Brain**

**LIMBIC**
- Can use emotion rather than logic
- Wide range of emotions
- Memories, habits
- Able to make decisions
- Learn from experience
- Anticipate danger
- Storage for memory
- Responsible for positive emotions, learning, emotional memory, spirituality
- Happy when feels trust, social bonds, higher status
- Evolutionary brain that helps the community survive.

**Brain Development Impact:**
- Attachment
- Emotional Regulation
- Behavioural Regulation
- Empathy
- Social Language
- Interpretation of body language

**Evidence of Impact:**
Emotional Regulation is a skill developed in early childhood which allows children to identify that they are having an emotion, know what it is and then express and manage it in a healthy way.

Come children cannot do it on their own and they need adults to help them co-regulate. Any person who does not have self-regulation skills is likely to manage emotions in the same way as a young child, regardless of their chronological age.

We all have a ‘window of tolerance’ where the emotions we feel are manageable. When that threshold is reached, we can swing into hyper-arousal or hypo-arousal. Each person differs in their capacity to withstand their ‘window of tolerance’.

‘These students do not engage well in relationships, but are relationship thirsty.’ (Dr Judith Howard)

**Evidence of Impact Examples:**
- Heightened emotions
- Low trust
- Oppositional behaviour / language
- Rejecting
- Clinging
- Self Harming
- Physical / verbal aggression

**Needs:**
- Empathy
- Emotional safety
- Co-regulation (emotional support)
- Connection
- Emotional literacy
- Social comprehension
- Containment and processing: ability to manage difficult emotions such as shame, blame and guilt

**Activities to Prompt Engagement:**
Strategies which develop social cues, promote self-regulation, build positive relationships and provide positive, relationship attention and connection to the student.

- **Learning Environment**
  - Emotionally aware environments
  - Allowing people time to emotionally integrate experiences
  - Emotionally consistent environments
  - Sense of belonging and importance
  - Humour / fun

- **Routines**
  - Use of chill out space/safe zone
  - Oops card to use when a mistake/mishap occurs
  - Practicing reciprocity
  - Social and relationships skills
  - Time to delight in each student
  - Emotional validation
  - Relational rewards eg preferred teacher or peer
  - Restorative conversations
  - Check in / check out person
  - System to identify feelings and emotions as they happen and to co-regulate emotions (self-regulation)

- **Procedures**
  - All About Me
  - Personalised Learning Plan
  - ‘Time in’ instead of ‘Time out’
  - Individual Behaviour Support Plan – ‘bottom up’ strategy – child participates in development –
**Responsible Behaviour Plan for Students**

**Clear Goals, Strategies etc**
- Social behaviour modelling (eg supported play has good role models in it)
  - **Calming**
    - Mindfulness exercises
    - Breathing exercises
    - Favourite time, toy
    - Photo album / scrapbook of pictures of significance
  - **Movement**
    - Midline exercises
    - Movement / Brain Breaks

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**Primitive Brain**

**BRAIN STEM:**
- Fight, flight or freeze
- Depression area
- Hunger, digestion, breathing, circulation, movement, balance, territorial instincts
- Where our fears, phobias and inappropriate patterns and habits are stored
- Sees everything from the worst possible perspective
- Wants immediate gratification
- Autopilot, Distrust, Wanting to win at all costs
- Happy when safe from danger
- Doesn’t distinguish between fantasy and reality
- Selfish brain that helps us survive individually
- Primal, self-preservation instincts.
- Great for dealing with Polar Bears, not for our daily tasks.

**Brain Development Impact:**
- Motor Coordination
- Sensory Processing and Integration
- A heightened awareness to potential threat. The Brainstem is constantly on high alert to prevent danger and to stay safe.

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**Evidence of Impact:**
- If the Brain Stem is poorly regulated or abnormal it can cause dysfunction in the rest of the brain. The difficulty is that traumatised / stressed / neglected children are often unable to turn off the Primitive Brain even when they are in a safe environment.
- Small, routine and seemingly unthreatening events in a school environment, such as moving classrooms, changing or unfamiliar teachers, large groups of people, or hearing a raised voice, bell or loud noise can signal a disproportionate response in the form of flight, fight, fright or freeze.
- These events alert the Primitive Brain to perceived danger, engage the release of cortisol and adrenaline and then generate a response of fight, flight, or fright results. This response is automatic and unplanned. At this point very little other information can reach the rest of the brain. It is therefore unlikely, (without therapeutic intervention) that the child can move past this part of the brain (Brain Stem) and prevent the automatic response to allow their limbic or cognitive parts of the brain to respond more appropriately.

**Evidence of Impact Examples:**
- Disproportionate response which results in fight, flight, fright, freeze.
- Sensory processing difficulties
- Poor attention
- Impulsivity
- Hyper-vigilance / Hypo-vigilance
- Poor muscle tone, poor coordination
- Fast heart rate
- Impaired sleep
- Running, Hiding
- Physical / verbal aggression
- Refusing to move
- Fear of new things / people / events

**Needs: for ‘Survival Loop’**
- Safety, calm
- Predictability and routine
- Rhythm
- Physical needs (sleep, water, food)
- Movement
- Relaxation time
- Sensory stimulation
- Motor control
- Integration of multiple sensory inputs
- Feeling and gut memory

**Activities to Prompt Engagement:**
- Strategies must be consistent, predictable, patterned and very frequent over a sustained periods of time. They are aimed at creating calm, decreasing the perception of danger, providing body movement and sensory input to regulate the brain stem, meet essential human needs.
  - **Learning Environment**
    - Uncluttered classroom / environment
    - Visual cues / timetable
    - Limited distractions and interruptions
    - Body – sitting on gym ball, balancing – flexible learning space
    - Unimpeded exits
  - **Routines**
    - Predictable, clear routines
    - Prewarnings
    - Structured transitioning
    - Structure classroom environment
    - Adults using appropriate vocal tone and body positioning
    - Clear boundaries and consequences that are enforced if required
Highly organised and prepared adults / structure

- **Procedures**
  - Safety plan
  - Known teacher if class teacher away
  - Individual Behaviour Support Plan
  - All About Me
  - Personalised Learning Plan
  - Supported Play Plan
  - ‘Time in’ instead of ‘Time out’

- **Calming**
  - Class calming eg deep breathing, reading a book, music
  - Fine motor – Colouring, drawing
  - Weighted items eg toy, vest
  - Blanket
  - Time to sleep
  - Chill out space eg tent in classroom, spot in office
  - Relaxation time (walk, job, drink)
  - Comfort, reassurance and protection
  - Listening to music eg IPod
  - Calm down box (personally chosen items)
  - Texture / sensory toys

- **Movement**
  - Familiar chore
  - Class energiser breaks – brain breaks/ movement breaks
  - Dance
  - Drumming
  - Space and time to move
  - Sensory - Fidget toys, play dough, sand or water play
  - Drama therapy
  - Message to supportive adult (preorganised)
  - Heavy work / gentle pressure – weighted items, body sock, crawling, hanging (playground)
  - Throwing / catching – rebound net, Velcro catching pad
  - Change of body position
  - Rocking – balance equipment (PMP)

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### The Neuroscience of Brain Breaks

Neurotransmitters are brain chemicals that carry messages from one nerve cell to the next, across gaps between the cells called synapses. These message carriers are necessary to keep one’s calm, focused attention and maintenance of a new memory. Neurotransmitters are in limited supply at each synapse and can deplete after as little as 10 minutes of continuing the same type of learning activity (attentive listening, practice drills, note-taking).

Brain breaks, by switching the type of mental activity, shift brain communication to networks with fresh supplies of neurotransmitters. This intermission allows the brain’s chemicals to replenish within the resting network.

**Brain Breaks, The How…**

Brain breaks should take place before fatigue, boredom, distraction, and inattention set in. Depending on students’ ages and focus development, brain break frequency will vary. As a general rule, concentrated study of 10 to 15 minutes for younger students and 20 to 30 minutes for upper primary students calls for a three- to five-minute break.

**Brain Break Strategies**

Brain breaks do not require disruption in the flow of learning. Simply stretching, moving to a different part of the room, or singing a song can revitalize the brain. Use your learning goals and students’ responses to guide you in selecting the best type of brain break. You might decide to use the time to boost mood or motivation, as well as restore the brain’s peak performance.

**Tips to improve the engagement of students.**

- If you participate in activities your students are more likely to join you.
- Tell your students why you do brain breaks: movement helps to get the blood flowing to the brain so they can think better and feel more alert.
- Use appropriate music that appeals to the age group.
- Integrate class content into movement
- After a high energy activity, you might like to get students to take 30 secs to do a breathing activity to bring their focus to their breath and settle them ready for the next activity
- Put the brain breaks you like to use on paddle pop sticks or bright cards and pick one out to suit the needs of the class. This way the ideas are easily at hand and don’t require you to think of one on the spot when needed.

**Primacy-Recency Effect:**

*Retention During a Learning Episode*

When an individual is processing new information, the amount of information retained depends, among other things, on what is presented during the learning episode. At certain time intervals during the learning we will remember more than at other intervals.

![Diagram of Primacy-Recency Effect](image)

The figure below shows how the primacy-recency effect influences retention during a 40-minute learning episode. The times are approximate and averages.

*Teach New Material First*

There are important implications of the primacy-recency effect for teaching a lesson. The learning episode begins when the learner focuses on the teacher with the intent to learn. New information or skills should be taught first, during prime-time-1, since it is most likely to be remembered. Keep in mind that the students will remember almost any information coming forth at this time. It is important, then, that only correct information be presented. This is not the time to be searching for what students may know about something. The new material being taught should be followed by practice or review during the down-time. At this point,
the information is no longer new, and the practice helps the learner organize it for further processing. Closure should take place during prime-time-2, since this is the second most powerful learning position and an important opportunity for the learner to determine sense and meaning. Adding these activities to the following graph shows how we can take advantage of research on retention to design a more effective lesson.

**Retention Varies with Length of teaching Episode**

Another fascinating characteristic of the primacy-recency effect is that the proportion of prime-times to down-time changes with the length of the teaching episode. Look at the figure below. Note that during a 40-minute lesson, the two prime-times total about 30 minutes, or 75 percent of the teaching time. The down-time is about 10 minutes, or 25 percent of the time. If we double the length of the learning episode to 80 minutes (see figure below), the down-time increased to 30 minutes or 38% of the total time period. As the lesson time lengthens, the percentage of down time increases faster than for prime time.
### Circle Time

| Role of teacher | plan sessions, establish rules, create safe space facilitator, equal status positive, flexible acknowledge contributions model skills/language/rules |
| Purpose/Goal of Circle Time | Clear goal, chose appropriate activity |
| Physical Set Up | Physical space Possible Distractions/Issues |
| Talking Object | Suitability, consistency |
| Rules | Listening/Speaking Passing Put downs/acceptance/positive |
| Visual Supports | What |
| Session Structure: Creating a familiar routine will assist with behaviour management | Meeting Up - fun, relax chn, ease tension, create atmosphere Warming Up – encourage listening to each other, Opening Up/Circle Focus – Key stage, discussion, develop skills, connect Cheering Up - distance from topic, celebrate, positive, praise Calming Down – closing ritual, winding down, quiet, calm, closure |

### Self-Regulation - Regular Check-In Time

Regular check-in time with students is important throughout the school day (Circle Time, before and after breaks). Self-regulation needs to be taught to students so that they recognise and manage emotions and respond in a socially appropriate way.

1. At key times throughout the day it is important to ask students to identify their emotions (using faces, colours and numbers).
2. Ask students if they require help to feel better (what can they do)?
3. Give students time to implement strategies and check back in to see if it has worked (Are you now in Learning Mindset)?

**I feel like a Clontarf Star – I am ready to learn.**

1. Learning Mindset – ready to shine!
2. Emotional Mindset – not ready yet!
3. Survival Mindset – I need some help!
Things to consider:

- It is ok to be at a 3 (Red or survival mindset).
- Build emotional literacy (label emotions and sense of empathy). Everyone can be different.
- Practise strategies to manage heighten emotions and return to a state of learning.
- Identify personal emotional needs and support students to communicate them.

Can students identify a trigger? What can you do to help you feel better?

<table>
<thead>
<tr>
<th>Talk about it</th>
<th>Colour in/draw</th>
<th>Positive goals</th>
<th>Assistance to deal with anxiety</th>
<th>Assistance not to react to others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing a job</td>
<td>Proof I can do it</td>
<td>Chill out time/space</td>
<td>Phone call home</td>
<td>Play/Read</td>
</tr>
<tr>
<td>Food/drink</td>
<td>Sleep</td>
<td>Help with school work</td>
<td>Run/walk/outside play</td>
<td>Breathing activity</td>
</tr>
<tr>
<td>Listen to music</td>
<td>Counting activity</td>
<td>Organisation activity</td>
<td>Help to ignore others</td>
<td>Restorative conversation with another student</td>
</tr>
<tr>
<td>First Aide room visit</td>
<td>Quiet time to finish set task</td>
<td>Activity time eg jog on oval</td>
<td>Meeting with Admin / parents?</td>
<td>?</td>
</tr>
</tbody>
</table>

**Whole School Routines**

- **Gaining attention** – use of Clontarf Beach Attention / Retention signal (hand up,; Finger signal 3.2.1)
- **Teacher presence:** (classroom, parade, assembly and playground): actively moving, scanning and interacting; constant monitoring. On Playground Duty – active monitoring, ensuring moving around all area, front on to duty area, two staff members in one area – walk separately and cover area between staff, duty is for active supervision of students – please keep social catch ups for other times.

- **Lining Up:**
  - Students form 2 lines on teacher cue, are silent, look forward and wait for instructions
  - After Breaks, students line up on marked areas (at warning bell), in two silent lines and wait for teacher instructions

- **Transitioning:**
  - Move directly and silently for purpose and return
  - Students always walk in pairs eg on messages. If child being delivered eg to office, 2 students accompany to ensure 2 students make return
  - Classes walk in 2 lines with teacher actively supervising, positioned at back (where all students visible), use of designated waiting points.

- **Reach for the Stars:** whole school reward program. Use of Stellar Stars. Rewards as earned or in last week of each term (Wk 9 T4). Teacher to give vouchers to students for collection

**Senior Leaders**

*Criteria for selection:*

- a willingness to further develop leadership skills
- Clontarf Star behavioural level at all times
- very high level of personal presentation – always wears school uniform with pride (including following hair and jewellery rules, black shoes, hat with NO graffiti on it (please check hat), winter school jacket (not coloured hoodie etc)
- willingness to commit to and participate in school activities including willingness to work behind the scenes
- regular attendance at school

*Process:*

1. Student to seek Class Teacher sign off. Teachers will sign off only if criteria has regularly and consistently been observed. Please ensure student is not signed off if you do not observe all criteria
and if student does not answer criteria acceptably. If a student has issues with writing, you may scribe for them. If class teachers are in doubt, please seek admin assistance. Not all students will receive their badge this year. Please encourage students to continue working toward Senior Leader, assisting them by setting attainable goals.

2. Admin panel sign off. Admin will sign off only if criteria has regularly and consistently been observed.

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). Use of visuals – check in chart and calm down strategies.

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). Restorative Practices

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)

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.
## Minor / Moderate / Major Behaviours

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

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

### STRATEGIES AND CONSEQUENCES

**Teachers** will apply behaviour management strategies appropriate for the situation, including but not limited to the 10 Essential Skills of Classroom Management as well as:

- Self regulation visuals
- 1:1 Quiet talk
- Give a choice
- Logical and natural consequences (tidy up, make up time)
- Time in – classroom calm space

**Teachers** will apply behaviour management strategies appropriate for the situation, including but not limited to previous strategies as well as:

- Co-regulation - visuals
- Relocation in Room
- Time in –calm space
- Student Engagement Coach
- Send to Exit Class (15 minutes) with work
- Teacher to Contact parents
- Restorative Practices (apology, make right)
- Make up work
- Written/ Visual plan to get back on track/ Reflection
- Community service
- Goal Tracker
- Teacher developed IBSP (Level 2 & 3)
- Thinking Room – playground
- Supported Play – playground issues

**Administrators** will determine consequences appropriate to the situation, including but not limited to the following:

- Time in Admin area
- Restorative Conference with Restitution Plan
- Parent Contact/ Conference
- IBSP – Intensive
- Supported Play
- Daily Behaviour Monitoring Card – Goal Tracker
- Loss of privileges
- Exit Class
- Thinking Room

**Behaviour Resolved**

- YES – Acknowledgement
- NO – becomes Moderate

**Behaviour Resolved**

- YES – Acknowledgement
- NO – becomes Major - P/T

**Behaviour Resolved**

- YES – Acknowledgement
- NO – Case Conference, Follow-up plan
**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 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.nssbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- 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 discredit 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 1 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

**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.

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1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
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 bullying.
   - All students know the Clontarf Beach Stars values 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 constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
   - Whole school preventative processes (social and emotional learning) - Bucket Filling, Above the line thinking and behaviours, Circle Time etc
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

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 and a range of facts, strategies and resources to assist schools to better understand and address bullying, harassment, discrimination and violence.
Appendix 4

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.

Appendix 5

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 students
• 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

**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.