Responsible Behaviour Plan for Students

1. Purpose

The Department of Education Training and Employment is committed to provisions that ensure all young Queenslanders have a right to receive a quality education. At Lake Clarendon State School, our behaviour practices are aligned to our agreed social and academic outcomes, our learner- centred philosophy and beliefs about human behaviour.

Our aim at Lake Clarendon State School is to create a positive, supportive learning environment enabling each learner to move towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also require different levels of support along the way.

By the time our learners leave school, we want them to be
- Happy, confident self-managed individuals
- Socially responsible citizens
- Competent skilled learners
- Effective communicators
- Creative critical thinkers
- Problem solvers
- Environmentally responsible citizens

As a school community, we work with each other in positive and supportive ways to build relationships, focus on and model, practice and teach self-evaluation in all we do.

2. Consultation and data review

School Improvement data (2014-2016) Learner, Parent and Opinion surveys, National test results and the 2012 Teaching and Learning Audit shows high standards of achievement.
"The commitment of all staff members to a quality learning environment and the development of quality programs and practices to support school improvement for all students is outstanding."
(2013 Audit findings LCSS)

This Responsible Behaviour Plan has been developed over time and reviewed by the school community in 2016 focussing on effective implementation of the Glasser Approach.

Whole school assessment tools (surveys, self-evaluation) were used to collect feedback from all stakeholders (teaching and non-teaching staff, learners, their parents/carers and our Parents and Citizens Association).

Using this process, we have consistently refined and improved our whole school approach to responsible, self-managed behaviour.

As a result of this recent review, we are now leading a renewal process that aims to strengthen the psychological base that forms the foundation of our approach to all behaviour. This has involved and will continue to involve building the capability of staff with a considerable professional development focus in Choice Theory and Reality Therapy Psychology.

This plan balances the expectations of the school community and the rights of individual learners.

3. Learning and behaviour statement

At Lake Clarendon we are united in our goal to support our students to become responsible, self-managed, self-directed learners. Our focus on quality relationships through the shared values and connecting habits has a strong correlation to enhancing student learning outcomes.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, minimising inappropriate behaviours and responding to unacceptable behaviours, Through our school plan, shared expectations for student behaviour are clear to everyone, assisting 'The Lake' to create and maintain a positive, productive and effective learning and teaching environment.

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

At Lake Clarendon State School we are outcome-driven. What we want (our desired outcomes) determines what we do. The clarity of what we want enables us to evaluate the success of our practices over time. Regarding behaviour, our agreed standard for learners is self-management with a focus on making socially responsible behaviour choices.

Our focus on teaching learners how to become self-managed is part of the day to day curriculum and has led to the establishment of a system to describe each learner's support needs in terms of self-management.

Our agreed standard for learners is responsible self-management. We use levels outlined below as a description of how much support our school community needs to provide for each individual learner.

When discussing a learner's behaviour, we speak about being self-managed (level 1) or needing extra teaching and support (levels 2-5). Children are not labelled, but receive varying layers of support according to their degree of self-management. These descriptors of support are only for our staff's information to ensure we are catering for each individual's management needs and, to use as descriptors for monitoring success at individual and school levels over time. (Appendix 1)

Support Level	People needed to support student	Description of Support	Number of Students
Level 1 Gold	Self-managed	Self-managed (appropriate to individuals age)	Most students
Level 2 Blue	Self + Teacher	Teacher co-managing student regularly	Most Students
Level 3 Green	Self + Teacher + Parent/Carer	Parents/carers working closely with teacher to manage students behaviour	Some Students
Level 4 White	Self + Teacher + Parent/Carer + Principal	Principal required to provide support for student, family and teacher. Student support referral	3-4 Students
Level 5 Red	Self + Teacher + Parent/Carer + Principal + Guidance Officer	Guidance officer required to provide intensive support to student, family, and teacher. Counselling, skill building, individual plans, parent and teacher support.	1-2 Students

Learners' Self-Management Expectations

Our school community is clear on the following expectations for learners. At Lake Clarendon State School we are all responsible for creating "The Laker Way". The following indicators are what we would see learners doing if they were being responsible and consistently self-managed.

Care for yourself	Care for others
• I keep myself neat and clean eg: I shower and clean my teeth every day. • I wear my school uniform and shoes to school every day. • I wear a hat outside each day. • I wash my hands after I use the toilet. • I walk, not run on concrete and play safely. • I stop, think then make better choices • I think, 'Is what I am doing helping me?' • If I don't feel safe, I would move away and talk to an adult I can trust.	• I treat others well. • I speak politely to others. I don't swear. • I allow others to be safe. I choose 'Hands Off'. • I leave sticks, stones and other objects on the ground. • I solve my problems by talking. • I help others learn in class. • I leave other people's property alone. • I stay seated on the bus and follow the bus driver's instructions.
Care for your learning	**Care for our school**
• I have everything I need ready before class. • I am on time for class. • I do the best job I can. • I listen with my lips together • I ask questions when I don't understand • I complete all my set work • I ask for help when I need it • I look after my books and property	• I help keep our buildings and classrooms clean. • I eat in my own area • I put my litter in the bins. • I keep my desk and tray tidy. • I put things away after using them. • I return all books and things I borrow. • I look after our gardens, trees and wildlife. I stay out of 'out of bounds' areas.

Universal behaviour support

At Lake Clarendon State School we are responsive to learner needs in our classrooms. We consider an understanding of 'how' our students learn best in the delivery of teaching and learning. We focus on high quality instruction which is differentiated to ensure every student is successful. Our Lake Clarendon pedagogical framework defines what we teach and how we teach it. This is a process of continual improvement and teachers work collegially to achieve quality outcomes for all learners.

Within the classroom, quality relationships between teachers and learners, and between learners and learners is at the heart of all that we do. Each classroom also remains outcomes-driven. What we want for our learners affects the classroom practice. The whole school approach of "Learning to stay in the Circle of Strength" is a model for leading, managing and organising school operations to build the school's capability to achieve quality outcomes for learners both inside and outside the classroom. (Appendix 2)

School Level

- Relationships are actively built and maintained - quality relationships underpin all operations.
- Connecting Habits- caring, supporting, listening, encouraging, trusting, negotiating etc. are actively modelled and explicitly taught.
- Our aim is to create an environment where both learners and staff are able to satisfy their basic needs .(Appendix 3&4)
- Consistency and commitment to our whole of school approach and alignment to our beliefs within a system-wide approach is continually improving.
- Self-management, understanding self & human behaviour, social and life skills

are an integral part of the teaching and learning process.

- On-going professional development continually enhances teaching and non-teaching staff expertise.
- Outcomes in learners' self-management are monitored.
- Whole of school approach to the teaching of personal and social competencies in the Australian Curriculum such as Learning Circles, Solving Circles.

Class Level

- On-going staff development and training in non-coercive Lead Management principles which focus on the development of quality occurs and is expected to underpin all teaching and learning experiences.
- A quality, inclusive curriculum is provided to address individual learning needs.
- Negotiated class rules, expectations and consequences are generated through class discussion/meetings, at the start of the year and ongoing.
- Responsible Behaviour and Protective and Management behaviours programs such as High 5 (Appendix 5) are intentionally taught.
- Psychologically nurturing classroom environments are continually being developed.
- Self-evaluation is encouraged through a self-evaluation/co-verification process.
- Minimum to maximum co-management of behaviour is provided as necessary.
- Personal and social competencies (as embedded in the Australian Curriculum) are taught by classroom teachers, in all classrooms throughout the school.
- Buddy class systems

Learners
- Each individual learner's self-management needs are identified and addressed.
- A focus on learning the skills of self-management is an integral part of the curriculum.
- Support by skilled staff in classrooms, playground & administration is available to every learner.
- Behaviour Support Consultants are accessed to work intensively with level 4 and 5 learners, providing individual co-management plans, counselling, teacher and parent/carer support.
- Life Skills/Pro-social skills groups are tailored to the needs of participants e.g. making and keeping friends, Anger management, Standing up for yourself. Real life skills such as gardening and cooking with a social focus are also available for those learners identified to be in need.
- Learners are taught to use self-evaluation as a means to self-improvement.
- Each semester, all learners complete Self-Management profiles to self-evaluate their own progress, co-verified by parents/carers and teachers. (Appendix 6)

Staff

- Ongoing professional development in human behaviour theory is provided to all staff, teaching and non-teaching, to build individual capabilities.
- Counselling and support is available to staff from our Principal and colleagues with expertise.
- Developing quality relationships and using non-coercive Lead Management principles (including power bases), when interacting with each other and with learners is encouraged throughout our

school. (Appendix 7)
- A learner-centred curriculum with a focus on understanding the learner and matching teaching to the needs of the learner is a feature.

Parents/Carers
- A three way partnership between learner, parents/carers and the school staff is actively established.
- Positive parent/carer involvement in the classroom and throughout the school is encouraged.
- Parent/carer education courses and readings are provided through Parenting Matters e.g. 'Helping Kids Help Themselves', 'Being the Parent/Carer You Want to Be'.

Individual support and counselling is available to parents/carers through our Guidance Officer, School Chaplain, teachers and Principal.

Our Proactive Approach

Lake Clarendon implements the following proactive and preventative processes and strategies to support student behaviour:
- Comprehensive induction for new staff into the school wide philosophy of a Glasser Quality School;
- Parent/Carer training opportunities in Glasser Choice Theory
- Sections of the school newsletter, encouraging parents/carers to be actively and positively involved in school safety and behaviour expectations including Cyber Safety;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students.

'Minimum to Maximum Co-management' Approach to helping learners move towards responsible self-management (Including consequences for unacceptable behaviour)

Pre-requisites for the Lake Clarendon approach:
- Negotiated class rules
- Quality teaching which is responsive to student learning needs
- Mutually respectful school and class culture
- Trusting and supportive class environment.

Examples of co-managing inappropriate behaviour incidents using a least to most intrusive approach
1. Teacher redirects learner with a respectful, friendly request with 'thanks' at the end (best done privately), then turns away and continues working with the group. The body language of turning away and the 'thank you' indicates that the teacher expects the request to be carried out. At an appropriate time staff member helps the learner self-evaluate using effective processes such as Reality Therapy questioning. (Appendix 8)

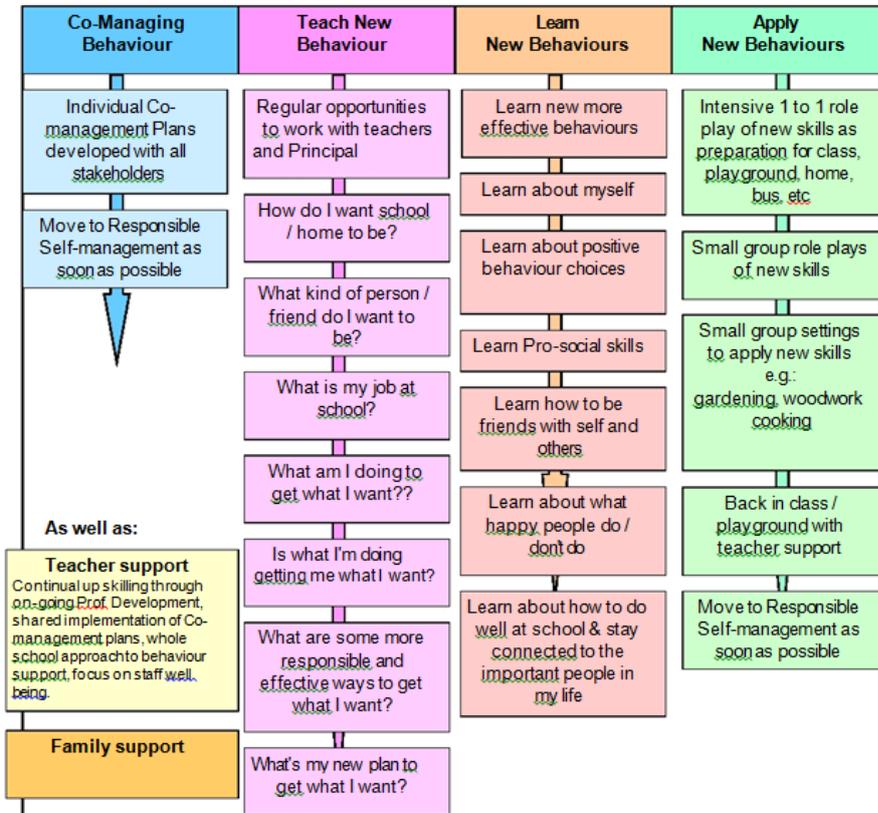2. Self-evaluation thinking / planning time is organised as required

Targeted behaviour support

When patterns of socially inappropriate behaviour choices are observed in class or in the playground, the processes below may be implemented.

Co-Managing Behaviour	Teach New Behaviour	Learn New Behaviours	Apply New Behaviours
Individual Co-management Plans developed with all stakeholders	Regular opportunities to work with teachers and Principal	Learn new more effective behaviours	Intensive 1 to 1 role play of new skills as preparation for class, playground, home, bus, etc
Move to Responsible Self-management as soon as possible	How do I want school / home to be?	Learn about myself	Small group role plays of new skills
	What kind of person / friend do I want to be?	Learn about positive behaviour choices	Small group settings to apply new skills e.g.: gardening, woodwork cooking
	What is my job at school?	Learn Pro-social skills	
	What am I doing to get what I want??	Learn how to be friends with self and others	
As well as:	Is what I'm doing getting me what I want?	Learn about what happy people do / dont do	Back in class / playground with teacher support
Teacher support Continual up skilling through on-going Prof. Development, shared implementation of Co-management plans, whole school approach to behaviour support, focus on staff well being.	What are some more responsible and effective ways to get what I want?	Learn about how to do well at school & stay connected to the important people in my life	Move to Responsible Self-management as soon as possible
Family support	What's my new plan to get what I want?		

3. Parent/Carer contacted and system established for regular two-way communication regarding future behaviour.

4. Referral to Student Service Committee for assessment and appropriate intervention e.g. external DDSW Regional Behaviour Team for ISBP development and implementation or internal intensive counselling, social programs, linking families to community support programs. Individual Student Behaviour Plans (ISBPs) may then be developed with teacher, learner, parent/carer teacher input. The ISBP will vary to suit each individual.

Intensive behaviour support

If there is extreme or unsafe behaviour, intensive intervention as in flow chart above continues and may also include:

5. In-school withdrawal from classroom or playground while we teach.

- Our first priority is for the safety of all students, staff and parents/carers.
- Removing students from dangerous situations may include the use of restraint.

- A variety of withdrawal options are available where learners are able to reflect on their behaviour choices and learn new, more effective ways to interact with others.

'You can return to class when you have a plan and commitment to make better choices.'

- Our large, well-resourced playgrounds allows us to withdraw any learners who need intensive support. This allows us to help individuals learn and apply appropriate behaviours while being intensively supervised by trained staff.

'You can return to play in a less supervised playground area when you show us you can be trusted again'

6. Emergency contact of parent/carer to negotiate shared supervision. Return to class or playground with a play (verbal or written), ready to demonstrate better choices.

7. School Disciplinary Absence e.g. suspension from school for specified period.

8. Return to school with re-entry conditions and a plan to make better choices.

9. Suspension from school with recommendation to exclude.

In cases of extreme and/or unsafe behaviour these later steps apply. Previous steps are generally explored to provide opportunities for learners to demonstrate better behaviour choices and to work towards better self-management.

5. Emergency responses or critical incidents

Lake Clarendon's Critical Incident Plan is seen in (Appendix 9). A full copy of this plan is available at the school's office.

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 Used at Lake Clarendon

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 or words.

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

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

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

Debrief

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 Lake Clarendon 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 or self is threatened and the strategy is used to prevent injury.

Some staff are trained in non-violent crisis intervention and a core team of staff are also trained in physical restraint.

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.

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 record must be maintained:

- incident report (appendix 10)
- debriefing report (for student and staff) (Appendix 11)

Our definition and understandings about bullying

What is bullying?

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

- repeatedly dominating or hurting someone;
- repeated unfair actions by the perpetrator(s) and an imbalance of power;
- a repeated feeling of a lack of adequate defence and feelings of oppression and
- humiliation by the target/victim.

Bullying can take many forms.

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.

3. Covert bullying
Such as lying about someone, spreading rumours, playing nasty jokes that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying
For example, threatening, manipulating or stalking someone.

5. Cyber bullying
Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

The main forms of cyber bullying are identified as:

Flaming: online fights using electronic messages 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.

Specific types of bullying may relate to:
- race, religion or culture;
- appearance or health conditions;
- sexual orientation;
- home and family circumstances;
- learning needs or disabilities;
- gender or sexual bullying.

What behaviours are not bullying?

Even though the following behaviours can be upsetting to those involved, they do not constitute bullying:
- mutual arguments and disagreements (where there is no power imbalance);
- not liking someone or a single acts 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) at Lake Clarendon they are addressed in the same way as other inappropriate student behaviours.

Our Proactive Approach to the Prevention and Response to Incidents of Bullying (including Cyberbullying)

Lake Clarendon State School strives to create a positive, responsive and quality environment for all students at all times of the day. A safe, supportive and disciplined teaching and learning environment is essential to ensure our school continues to follow 'The Laker Way.' A place which is inclusive, embraces diversity and where each learner achieves their collective and individual educational goals and aspirations. Our learners' wellbeing is paramount in all that we do.

Research indicates that both those being bullied and those who bully, are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals for quality learning outcomes for all our students.

Bullying behaviours that will not be tolerated at Lake Clarendon 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.

At Lake Clarendon there is broad agreement among students, staff and parents/carers that bullying behaviour is not 'what we want' for our learners. 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.

Research also 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.

The anti-bullying procedures at Lake Clarendon are built into our research-validated Quality School practices. All students are clear on our 4 school rules and are explicitly taught the expected school behaviours. Learners are asked to self-evaluate against our standards and receive feedback and acknowledgement for demonstrating effective and or improved self-management. Laker learners are taught to refrain from choosing the 'Deadly Habits' which have no place in our school culture and can promote bullying type behaviours. The 'Connecting Habits' are visible and taught in all classrooms.

Our strategy is informed by research which indicates that a common outcome of anti- bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying teaching process at Lake Clarendon State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'. Our students are supported to apply new knowledge in authentic situations. Students are scaffolded to develop and practice anti-bullying behaviours in classroom and playground contexts. Students are actively taught to problem solve through experiential learning experiences.

Lake Clarendon State School's whole of school approach to the teaching of social skills builds the foundations for wellbeing. In doing so we explicitly teach our learners social and emotional capabilities and equip learners with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

Responsible Use of Information Technology

Emerging research indicates that covert bullying has the potential to result in more severe psychological, social and mental health problems than overt bullying, and is not only more difficult for schools and parents/carers to detect, but also has the capacity to inflict social isolation on a much broader scale than overt bullying. Furthermore, the recent digital media revolution of the last decade has provided an additional platform and encouraged a

communication culture within which covert bullying can operate among young people. (Australian Covert Bullying Prevalence Study, 2009)

Defining Cyber Bullying

Cyber bullying is when one person is targeted by another through the use of digital technology, mobile communication devices or through the internet. This can involve students using (for example) websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

Cyber bullying usually involves systematic communication over a period of time but can involve a one-off communication such as a message containing an indication of serious intended harm or humiliation. As the bullying action is delivered via the written word or through images, the target can read or view (and therefore be affected by) the same action repeatedly over time.

Our Proactive Approach

To encourage the responsible use of Information Technology at Lake Clarendon State School, an educative approach is taken through on-going proactive teaching and discussion of these areas throughout each year:

- How to safely use Information Technology and how to identify unsafe situations, what to do in an unsafe situation;
- No mobile phones or electronic devices at school (unless pre-arranged by parent/carer - phone must be kept at school office and collected after school);
- Learners are reminded that each of us is responsible for our own behaviour choices and their consequences;
- Learners are made aware of our Laker Four (specifically Care for Yourself & Care for Others) and how we can apply these ideas when using Information Technology;
- Awareness of Digital Footprints - cyber trails that track each person's usage of digital technology;
- What cyber bullying is and its impact on the victims;
- Awareness of the potentially serious legal consequences of irresponsible behaviour when using technology (serious misuse of telecommunication devices is considered a breach of the law in Australia and is a Federal offence);
- The Use of Personal Technology Devices at School. (Appendix 12)

Irresponsible use of Information Technology

All irresponsible behaviour is managed and supported through our Minimum to Maximum Co-management Approach outlined earlier in this document. Off-campus incidents may be addressed by the school if they have impact on a student at school or if they adversely affect the safety and/or wellbeing of any student whilst they at school.

Consequences for unacceptable behaviour

See *'Minimum to Maximum Co-management Approach to helping learners move towards self-management'* above and Level Consequences for more detailed information (Appendix 13)

Behaviour	Possible consequences
Inappropriate behaviour choices at this level may include: • Minor incidents • Ignoring instructions and directions • Being late for class • Littering • Swearing • Eating/drinking in non-eating areas	**Teacher / Teacher Aide initiated actions could include:** • Verbal negotiation • Reminder of expectations / class rules / school rules • In-class separation • Removal from classroom for one-to-one resolution • Send learner to buddy class to calm down and plan for better behaviour choices • Simple resolution based counselling • Maximum Supervision play or Time Out referral • Contact with parents/carers
Inappropriate behaviour choices at this level may include: • Referrals from staff to admin • Referrals to the Special Needs committee • A pattern of refusing to follow directions • All forms of harassment - including cyber-bullying (mobile phones, chat rooms, emails, blogs, social networking sites such as Face Book. • Strong verbal abuse towards students and staff • Inappropriate use of school internet	**Student Support Team and Teacher / Admin actions could include:** • A monitoring program • Resolution meetings as required • Referral for assessment and specialist support - internal and external to the school • Individual classroom support plans • Regular parent/carer contact and involvement in support plans • Interagency referral • Altered contact time at school • Police notification
Inappropriate behaviour choices at this level include: • Stealing • Truancy/unexplained absenteeism • School refusal • Physical aggression towards • learners or staff • Harassment of staff through the use of Technology • Vandalism • Sexual harassment/misconduct • Possession of a weapon • Use of a weapon (Knife or other weapon)	**Student Disciplinary Absences will be used after consideration has been given to all other responses.** • Suspension in line with Education Queensland Policy SMS-PR 021 Safe Supportive Disciplined School Environment • A planning and re-entry meeting on return to school. An IBSP may be implemented or reviewed at this time. After all other approaches have been exhausted ranging from the least intrusive sanctions to the most stringent, exclusion may be considered when

• Violent assault • Bullying	the student's disobedience, misconduct or any other conduct is so serious that suspension of the student is inadequate to deal with the behaviour. • Proposal/Recommendation for exclusion in line with Education Queensland Policy SMS-PR 021 Safe Supportive Disciplined School Environment This decision will be in consultation with DETE representatives. Consideration will be given to • His/her safety and attendance at the school or schools presenting an unreasonable risk to the safety of other students or staff. • Student engagement in gross misbehaviour that adversely affects the education of other students.

*Behaviour outside of school that affects the good order and reputation of the school may result in consequences as above.

6. Network of student support

- All staff members have undertaken comprehensive professional development in the important area of social development.
- All teachers support individual learners in the classroom on a daily basis as per the Learning and Wellbeing Framework.
- The School Administration team provides individual and intensive intervention for learners as needed.
- A School Chaplain whose focus is social skills support coordinates sessions for individual and small groups.
- A Guidance Officer who is on campus 4 days per week, provides intensive and individual support to identified learners, parents/carers and teachers.
- Learning Support teachers work with those learners requiring assistance using a holistic approach to curriculum.
- School based psychologist 'Butterfly Kids' is on campus one day per week
- Advisory visiting teachers (AVTs) with expertise provide additional support where required.
- Trained Teacher Aides work with groups of children with diverse needs.
- Designated play areas such as the 'front playground' and the undercover areas' provide places to play with increased supervision and support levels.
- External agencies such as Department of Communities (Child Safety Services), Child Youth and Mental Health, AIM Team, Queensland Health, Police, Local Council, Lifeline, Salvation Army, Neighbourhood Centre are accessed when needed.

- A school Critical Incident plan has been developed to support and protect staff and learners in the event of an unexpected crisis.

7. Consideration of individual circumstances

At Lake Clarendon State School we are committed to providing a personalised and responsive approach where the individual needs of learners and groups, both academic and social, are identified and addressed. Individual circumstances are considered within this learner-centred approach and therefore co-management responses and consequences are negotiated accordingly.

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.

Lake Clarendon 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 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

We value and address the needs of individual students through a consultative process involving stakeholders to identify individual needs:

- District Office and Regional Personnel are consulted
- District Individual Behaviour Support Plan is drawn up
- Individual Education Plans identify behavioural needs
- Case Managed Conferences are organised
- Individual assistance is identified

Disciplinary action by the school will be based upon the seriousness of:

- Its potential to impact on other students and teachers
- Its potential to disrupt learning activity
- The circumstance existing at the time of the offence/action, i.e. context, emotional wellbeing, culture, gender, socioeconomic situation and impairment.

In consideration of individual circumstances it is important to note that while the school maintains a consistent approach towards all behaviour, there is a degree of flexibility built into the consistent responses to behaviour to allow

for the consideration of individual circumstances.

8. Related legislation

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

9. Related policies and procedures

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

10. Some related resources

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

Endorsement

Principal P&C President   **Chair, School Council**

Date effective: from 8 June 2016 to 8 June 2018