Lake Clarendon State School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

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.

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

Our aim at Lake Clarendon State School is to create the conditions for 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 individualised support along the way.

The use of an interactive, non-coercive approach that builds relationships, focuses on quality and encourages self-evaluation is evident in all we do.

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

2. Consultation and data review

School Improvement Data (2010-2012) Learner, Parent and Staff Opinion surveys, National test results and the 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 through our 2013 Quadrennial School Review.

The Quadrennial School Review provided an opportunity for an in-depth process of evaluation and analysis focusing on our renewal towards a Glasser Quality School 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, 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 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 to be co-managed (levels 2 - 5). Children are not labelled. They are guided to choose to be self-managed or supported to develop these skills. 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.

- Level 1 - Self-managed (1 person) (Gold 1)
- Level 2 - Self + Teacher (2 people) (Gold 2)
- Level 3 - Self + Teacher + Parent/Carer (3 people) (Silver 1 and 2)
- Level 4 - Self + Teacher + Parent/Carer + Admin or other school based support personnel. (4 people) (Bronze 1)
- Level 5 - Self + Teacher + Parent/Carer + Admin + other school based support and Specialist (5+ people) e.g. Guidance Officer, Medical Practitioner and/or external support (Bronze 2)
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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 making our school ‘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
☐ I keep myself neat and clean
  (e.g. 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 choose. I make sensible choices.
☐ I think, ‘Is what I’m doing helping me?’
☐ If I don’t feel safe, I would move away and talk to an adult I trust.

Care for others
☐ 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 dangerous things on the ground.
☐ I solve my problems peacefully.
☐ I allow others to 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
☐ I have everything I need ready before class.
☐ I make sure I’m on time for class.
☐ I do the best job I can.
☐ I listen when the teacher or group leader is speaking.
☐ 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.

Care for our school
☐ I help keep our buildings and classrooms clean.
☐ I eat in the eating areas. 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.

10 Common Courtesies expected at Lake Clarendon State School

Being polite helps us get along together
2. Say, ‘Thank you’ when someone gives you something or does something for you. Say, ‘I beg your pardon’ if you didn’t hear what someone said.
3. Say, ‘Excuse me’ when you walk or lean across in front of people.
4. When people speak to you, look at their faces and listen to what they say. Greet people when you see them.
5. Use the person’s name when speaking with them, e.g. ‘Hello Levi.’
6. Say ‘Please may I...’ followed by your request, e.g. ‘Please may I go to the toilet?’ Knock before entering a room, walk in and stand where the teacher can see you. Wait quietly to be asked why you are there.
7. Be on time for the beginning of lessons and excuse yourself if you are late.
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OUR PROACTIVE APPROACH

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 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 of the classroom.

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.
- 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 both 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 are generated through class discussion/meetings.
- Responsible Behaviour and Protective Behaviours programs 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 classes.
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, cooking and woodwork 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.

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 Administrators 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.
- 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 administrators.

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.

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.
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 Co-management Plans (ICPs) may then be developed with teacher, learner, parent/carer teacher input. The ICP 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 of classroom privilege (or playground privilege) for an appropriate period (parent/carer notified).
   - 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 Maximum Supervision Playground 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 teach 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 make 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 exhibit better behaviour choices and to work towards better self-management.
5. Emergency responses or critical incidents

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
- debriefing report (for student and staff)

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 Seven (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.

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.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Possible consequences</th>
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<tbody>
<tr>
<td>Inappropriate behaviour choices at this level may include:</td>
<td>Teacher / Teacher Aide initiated actions could include:</td>
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<tr>
<td>□ Minor incidents</td>
<td>□ Verbal negotiation</td>
</tr>
<tr>
<td>□ Ignoring instructions and directions</td>
<td>□ Reminder of expectations / class rules / school rules</td>
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<td>□ Being late for class</td>
<td>□ In-class separation</td>
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<td>□ Littering</td>
<td>□ Removal from classroom for one-to-one resolution</td>
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<td>□ Swearing</td>
<td>□ Send learner to buddy class to calm down and plan for better behaviour choices</td>
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<tr>
<td>□ Eating/drinking in non-eating areas</td>
<td>□ Simple resolution based counselling</td>
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<tr>
<td>□ Referrals from staff to admin</td>
<td>□ Maximum Supervision play or Time Out referral</td>
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<tr>
<td>□ Referrals to the Special Needs committee</td>
<td>□ Contact with parents/carer</td>
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<td>□ A pattern of refusing to follow directions</td>
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<tr>
<td>□ All forms of harassment - including cyber-bullying (mobile phones, chat rooms, emails, blogs, social networking sites such as Face Book).</td>
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<tr>
<td>□ Strong verbal abuse towards students and staff</td>
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<td>□ Inappropriate use of school internet</td>
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<td>Inappropriate behaviour choices at this level may include:</td>
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<td>□ Stealing</td>
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<td>□ Truancy/unexplained absenteeism</td>
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<td>□ School refusal</td>
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<td>□ Physical aggression towards learners or staff</td>
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<td>□ Harassment of staff through the use of technology</td>
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<td>□ Vandalism</td>
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<td>□ Sexual harassment/misconduct</td>
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<td>□ Possession of a weapon</td>
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<td>□ Use of a weapon (Knife or other Weapon)</td>
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<tr>
<td>□ Violent assault</td>
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<tr>
<td>□ Bullying</td>
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*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 visits the school twice weekly, 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.
- An Integration teacher works intensively with class teachers and learners with disabilities, providing a variety of support strategies.
- Advisory visiting teachers (AVTs) with expertise provide additional support where required.
- Trained Teacher Aides work with groups of children with diverse needs.
- A family welfare program has been established in partnership with the P&C Association to support learners with particular family circumstances.
- 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.

6. 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

7. 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

8. Some related resources

- Bullying. No Way!
- Code of Conduct for School Students Travelling on Buses
References


