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

1. Purpose
Cloncurry State School P-12 is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review
Cloncurry State School P-12 developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during November 2015. Meetings were held and individual comment was invited through notice in the school newsletter and at a P & C Meeting. A review of school data sets from 2013-2015 also informed the development process.

The Plan was endorsed by the Principal and the President of the Parents and Citizens Association.

3. Learning and behaviour statement
All areas of Cloncurry State School P-12 are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

SWPBS originated from the United States and has been developed in Queensland by Dr Tim Lewis through the University of Missouri and Education Queensland. Cloncurry State School P-12 is one of many schools across Queensland to have adopted the SWPBS framework.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explained to everyone, assisting Cloncurry State School P-12 to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- Be a learner
- Be safe
- Be responsible
- Be respectful.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

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

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

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parades and through active supervision by staff during classroom and non-classroom activities;
- School and classroom displays of rules and expectations;
- Reinforcement of learning across all school contexts;
- Modelling appropriate behaviour;
- School newsletter;
- School website;
- School prospectus;
- Parent and Citizen’s meetings; and
- Verbal and written communication to parents

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

- A fortnightly behaviour focus introduced to the staff and student body. This is published in the school newsletter and promoted on the school sign, enabling parents to be actively informed and positively involved in school behaviour expectations (SWBPS).
- School Behaviour team members’ regular provision of information to staff and parents regarding school behavioural data and promotion of positive learning behaviours.
- Professional development delivered to support others in sharing successful practices including staff release to watch others work.
- Induction to the Cloncurry State School P-12 Responsible Behaviour Plan for Students is delivered to new staff on Pupil Free Days and to students and parents through the enrolment interview.
- 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.

Specific policies have been developed to address:

- Uniform Dress Code (Appendix 6)
- The Use of Personal Technology Devices at School (Appendix 3);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 4&7); and
- Appropriate Use of Social Media (Appendix 8).

Reinforcing expected school behaviour

At Cloncurry State School P-12, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed identified as PB's (Personal Bests / Positive Behaviour). This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Training for all staff members is ongoing to support consistent and appropriate acknowledgement and rewards.

Staff members acknowledge students explicitly as they observe them following school rules in both the classroom and non-classroom areas. This occurs continuously throughout the day. In order to
create a positive, productive and safe environment for teaching and learning, we use a number of strategies both on the individual classroom level and a whole school level.

Individual In-Class Strategies
Individual classroom teachers use a range of different positive behaviour systems. Examples include:

- Positive acknowledgement and recognition
- Reward time
- Special classroom incentives

Special Parades
Throughout the year students are recognised on special parades for a range of academic, sporting and cultural achievements.

Principal’s Awards
Each parade, Principal's Awards are presented to students as identified by teachers and aides. Awards are typically for academic achievement and excellence or improvement in learning behaviour.

Reward Day
Once or twice a term, students who have followed the School Code of Behaviour and have achieved a predetermined number of reward points (PB’s) are invited to participate in a whole school reward. Activities may include movie nights, cooking, fishing, swimming, etc.

‘Personal Bests’ Slips (PB’s)
PB Slips are used across the school to recognise students who have demonstrated appropriate behaviours according to the School-wide Expectations Teaching Matrix. Particular elements from this matrix are focused on each term. PB’s are handed out to students during class time or during lunch breaks. All staff members are encouraged to give PB’s to students. PB’s are placed in Class Boxes and PB draws are held every whole school parade. Winning recipients choose rewards.

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

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

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

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

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

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

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

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

3. Intensive behaviour support: Behaviour Support
Cloncurry State School P-12 is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The School Leadership Team and the Student Support Services Team:
- work with other staff members to develop appropriate behaviour support strategies;
- connect and refer to external agencies for support;
- monitor the impact of support for individual students through ongoing data collection;
- make adjustments as required for the student; and
- Facilitate a Functional Behaviour Assessment for appropriate students.

The school has a referral system in place. Following referral, an identified staff member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration team and regional behavioural support staff.

5. Consequences for unacceptable behaviour
Cloncurry State School P-12 makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Minor and Major behaviours are recorded on OneSchool.

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to the expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.
Ensuring consistent responses to problem behaviour
At Cloncurry State School P-12 all staff members are authorised to issue consequences for problem behaviour. We work to ensure consistent responses to problem behaviour across the school. All staff are inducted on the Responsible Plan for Students and how to record incidents of misbehaviour on OneSchool.

Students also receive support/training (SWPBS Lessons) in how to respond appropriately 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.

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is handled by staff members at the time it happens and may include immediate notification and follow through with the school Administration team.

Minor behaviours are those that:
- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
- significantly violate the rights of others;
- demonstrate a pattern of consistent disruption of learning;
- demonstrate a pattern of consistent disregard for the School Rules;

Major behaviours may include:
- verbal abuse (to student/staff)
- physical abuse (to student/staff)
- putting others/self at risk of harm; and
- the involvement of school Administration.

Major problem behaviours may result in the following consequences:
- Time in the school office.
- Removal to withdrawal room or a place determined by the Principal or Deputy Principal.
- Loss of privilege.
- Restitution.
- Loss of break times.
- Warning regarding future consequence for repeated offence.
- Parent contact/meeting.
- Referral to Guidance Officer.
- Suspension from school.
- Temporary removal of student property.

Items that may be removed include but is not limited to mobile phones, mp3 players/iPods, head phones, rulers, and aerosol deodorant. Items will be housed at the school office and returned at the end of the school day to either the student or parent as deemed most appropriate by the
Deputy Principal/Principal. Mobile phones, mp3 players/iPods and items considered a safety concern will be kept at the office. Parents may be requested to collect the item from the school office. (See Appendix 3)

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

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

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

6. Emergency or critical incident responses
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies
Avoid escalating the problem behaviour:
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

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. (Appendix 5)

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Cloncurry 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 and 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; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

All behavioural incidents are recorded on OneSchool.

### 7. Network of student support

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

- Parents
- Teachers
- Teacher Aides
- Support Staff
- Head of Department
- Deputy Principal
- Principal
- Administration Staff
- Community Education Counsellor
- Guidance Officer
- Advisory Visiting Teachers
- Guidance Officer
- School Chaplain
- Visiting School Youth Health Nurse

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- PCYC
- Youth Justice
- Police Liaison Officers

### 8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.
Cloncurry State School P-12 considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and 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.

9. Related legislation

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

10. 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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support

Endorsement

Effective Date: 1 January 2016 – 31 December 2018
**Appendix 1**

**School Wide Expectations Teaching Matrix**

<table>
<thead>
<tr>
<th>ALL AREA</th>
<th>LEARNING AREAS (Library, Oval, Classroom)</th>
<th>PLAYGROUND/ OVAL/TUCKSHOP</th>
<th>STAIRWELL/VERANDAH/ CORRIDOR</th>
<th>TOILETS</th>
<th>OUTSIDE SCHOOL GROUNDS</th>
</tr>
</thead>
</table>
| **BE RESPECTFUL** | • Respect others’ personal space and property  
• Clean up after yourself  
• Use polite language  
• Wear your uniform daily  
• Move quietly and orderly around the school buildings during class time when required by a staff member | • Follow the classroom movement plan  
• Enter and exit room in a courteous and orderly manner  
• Respect others’ right to learn and teach  
• Be a good listener | • Play fairly – take turns, invite others to join in  
• Care for the environment  
• Listen and follow staff instructions | • Move quietly and orderly on stairs and verandahs  
• Respect learning that is occurring in other classrooms | • Respect the privacy of others  
• Show respect for the facilities provided | • Be courteous to others while representing the school  
• Listen and follow staff instructions |
| **BE A LEARNER** | • Be on time  
• Carry and use your school diary at all times  
• Have all necessary equipment with you  
• Listen and follow staff instructions  
• Always participate fully in the activities planned  
• Complete homework and assessment by the due date and to your best ability  
• Encourage and compliment others on their achievements | • Be on time to class  
• Have all necessary equipment with you  
• Listen and follow staff instructions  
• Always participate fully in the activities planned  
• Help others to learn | • Always participate fully in the activities planned  
• Be on time  
• Have all necessary equipment with you  
• Listen and follow staff instructions | • Become familiar with a philosophy of Workplace Health and Safety  
• Follow health and hygiene standards | • Always participate fully in the activities planned  
• Be on time  
• Carry all necessary equipment |
| **BE RESPONSIBLE** | • Ask permission to leave the classroom  
• Be in the right place at the right time  
• Listen and follow staff instructions  
• Use personal hygiene practices at all times  
• Keep hands, feet, objects and comments of a negative nature to yourself  
• Report any concerns to an adult  
• Advise your teacher if you have arrived late or are returning to the room  
• Bring a water bottle  
• Hand your mobile phone and electronic devices in to the office on arrival  
• Chewing gum is to be left at home | • Be prepared  
• Complete all tasks to your best ability  
• Help others when you can  
• Be responsible for your own actions  
• Keep your work space tidy  
• Listen and follow staff instructions  
• Report and damage, misuse or other issues to a staff member  
• Follow specific classroom routines or procedures  
• Ask permission to leave the classroom/learning area | • Return equipment to appropriate people and places  
• Use the designated area for playing during meal breaks  
• Return to class and be ready to learn when the bell rings  
• Report any damage, misuse or other issues to a staff member  
• Put rubbish in the bin  
• Ask permission to leave the activity | • Walk along the left side of verandahs, stairs and corridors  
• Allow others to pass without incident  
• Use personal hygiene practices at all times  
• Stairwells and verandahs are out of bounds during meal breaks  
• Use toilets during breaks  
• Report any damage, misuse or other issues to a staff member  
• Put rubbish in the bins provided | • Wait inside the gate until the transport arrives  
• Display actions that portray the school in a positive manner  
• Use personal hygiene practices at all times  
• Wear clothing required by the activity  
• Mobile phones to be used at the staff member’s discretion |
| **BE SAFE** | • Walk your bike/scooter/etc inside the school grounds  
• Use personal hygiene items that aren’t aerosols  
• Use equipment for its intended purpose  
• Keep hands, feet and objects to yourself  
• Seek permission before removing equipment  
• Cigarettes and illicit substances are to be left at home | • Walk  
• Use personal hygiene practices at all times  
• Use equipment for its intended purpose  
• Follow specific classroom routines and procedures regarding safety | • Wear shoes and socks at all times  
• Be sun safe; wear a broad brimmed hat  
• Use the equipment for its intended purpose  
• Play safely away from roofs and trees  
• Stay inside the school grounds at all times  
• Running games on the oval only | • Walk one step at a time while ascending and descending stairs  
• Walk along verandahs and corridors  
• Being on top of the ports is unsafe  
• Wash hands  
• Flush toilets  
• Walk calmly | • Always follow road rules  
• Cross the road at pedestrian crossings when available  
• Always wear seatbelts in transport when available |
### MINOR BEHAVIOUR DEFINITIONS

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
</table>
| **Disrespect** | Behaviour which shows contempt for authority.  
Student not wearing full school uniform.  
Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | Rolling eyes  
Smirking  
Making faces  
Walking away when an adult is addressing them  
Eating in class without permission  
Entering or exiting class without permission  
Being out of class without permission  
Wearing hats in the classroom.  
Mimicking | Culturally sensitive behaviours – i.e. Indigenous students: making eye contact is rude when directed towards an elder; discussing a person who has passed away. Asian students: inappropriate to touch students on the head or beckon to come using hand gestures. |
| **Disruption** | Low intensity but inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others.  
Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | Inappropriate, non-related comments  
Talking to friends  
Touching other people or their property  
Repeated noise – tapping pencils  
Throwing objects without intent – i.e. Wads of paper  
Playing with objects  
Calling out  
Leaving chair without permission  
Tapping, banging and drumming on the classroom window, door or desk.  
Arriving at class unprepared – incorrect / no materials; unprepared to work  
Whistling  
Singing  
Unintentional dislocation of objects – dropping pencils, rubbers on the floor.  
Not arriving with materials due to factors outside their control. | |
| **Inappropriate Verbal Language** | Low intensity instance of inappropriate language which is not directed at a person.  
Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | Swearing in the classroom (eg. "This is s...t") and does not respond to re-direction.  
It is not an accidental slip. E.g. drop lunch on the floor .... "Oh S...t". | |
| **Lying** | Student delivers a message that is untrue and/or deliberately violates rules.  
Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | Copying work from others.  
Lying to an adult. – ie. "The dog ate my homework." | Misinterpretation of a message. |
| **Missed Detention / Classroom Consequence** | Student has failed to attend / complete the detention / classroom consequence adequately.  
Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | Student has failed to comply with teacher applied consequences.  
Does not adequately complete the applied consequences. | Student has not attended due to an approved absence from school. |
| **Non-compliance / Work Refusal** | Brief or low intensity failure to respond to a reasonable adult request.  
Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | Talks while adult is talking.  
Is slow to respond but eventually does what was asked.  
Saying, "This is stupid."; "I'm not doing it"; "You can't make me."; "I don't care." | Students who have difficulty maintaining focus due to medical or educational needs (ie. Auditory processing difficulties).  
Not completing work due to a skill deficit which could impair completion of work. |
| **Property Misconduct** | Taking someone else’s property.  
Using objects to annoy others.  
Throwing objects around the classroom.  
Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | Taking other’s property / work with or without permission (including intellectual property).  
Accidentally taking other’s property eg. Confusion over who owns the property. | |
<table>
<thead>
<tr>
<th>Property Misuse</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **Low** intensity misuse of property for a purpose for which it was not intended and does not cause physical harm to self or others. | • Breaking pencils  
• Ripping paper or work  
• Taking bags / kicking bags  
• Wastage of materials  
• Rough handling of equipment and furniture  
• Pea shooter  
• Spit balls  
• Rubber band slingshot  
• Thumb tacks | • Playing with a pencil in a non-obtrusive way – consider age appropriateness. |
| • Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. |  |  |
|  |  |  |
| Property Misuse |  |  |
| • Not in class at the appropriate time with no real intention to deliberately be late or miss class. | • Student returns late from breaks/class. | • Late due to circumstances out of their control. |
| • Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. |  |  |
|  |  |  |
| Punctuality |  |  |
| • Low level inappropriate comments and /or unwanted verbal or body language or gestures. | • Encouraging / supporting wrong behaviour in other people.  
• Name calling.  
• Giving someone the finger.  
• Offensive gestures  
• Deliberately blocking someone’s path. | • Acceptable humour without malice that is not premeditated. |
| • Becomes major when swearing is involved.  
• Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. |  |  |
|  |  |  |
| Teasing / Taunting |  |  |
| • Student arrives late to class.  
• Student fails to return within an acceptable time with an approved leave pass.  
• Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | • Deliberate failure to attend or return to class after an acceptable amount of time (eg. toilet pass). | • Absence due to health / medical reasons or reasons out of the individual’s control. |
|  |  |  |
| Truancy |  |  |
| • Behaviours which have the potential to cause physical harm to self or others.  
• Once this behaviour has displayed a pattern or has increased in intensity, it becomes a Major Behaviour. | • Lifting grates  
• Riding skateboards / scooters / bikes in grounds  
• Running on the cement  
• Being in ‘out of bounds’ areas  
• Climbing on the outside of the stair railing  
• Pushing to get into line  
• Sitting on the port racks  
• Throwing objects at the fan.  
• Running around buildings  
• Tripping  
• Throwing basic equipment across the classroom – e.g. sharpeners, rubber, etc.  
• Using sporting equipment in undesignated areas – e.g. kicking balls around buildings  
• Failing to follow instructions on safe use of equipment – e.g. sitting on port racks, swinging on chairs. | • Making unintentional contact with peers as part of a game – bumping into someone. |
|  |  |  |
| Unsafe behaviours |  |  |
## MAJOR BEHAVIOUR DEFINITIONS

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive language / profanity with intent</td>
<td>Swearing or curse words directed towards others in a meaning or provoking way.</td>
<td>Repeated name calling and personal attacks about self, peers and family members.</td>
</tr>
<tr>
<td></td>
<td>Repeated intentional use of inappropriate language.</td>
<td>Saying, “F... you”.</td>
</tr>
<tr>
<td></td>
<td>Disrespectful messages including negative comments related to religion, race, gender, ethnicity, appearance, disabilities, personal matters, sexual orientation.</td>
<td>Saying “F... off” to an adult.</td>
</tr>
<tr>
<td>Alcohol/drugs/tobacco</td>
<td>Student involved in a process of consuming (past, present); dealing or in possession of alcohol, drugs or paraphernalia.</td>
<td>Any alcoholic products or illegal drugs, brought into the school grounds.</td>
</tr>
<tr>
<td></td>
<td>Student is in possession / use of a tobacco substance.</td>
<td>Attending school seemingly under the influence of alcohol or drugs.</td>
</tr>
<tr>
<td></td>
<td>One or more students deliberately plagiarises another’s intellectual property with/without permission – as per assessment policy.</td>
<td>Misure of prescribed/non-prescribed medication.</td>
</tr>
<tr>
<td>Assessment Misconduct</td>
<td>Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities, other personal matters, sexual proclivities.).</td>
<td>Student is observed smoking a tobacco substance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student is in the possession of a tobacco substance.</td>
</tr>
<tr>
<td>Bullying/Harassment</td>
<td></td>
<td>Prescribed medication accompanied by a doctor’s letter and with parent consent – this is to be kept at the office.</td>
</tr>
<tr>
<td></td>
<td>One or more students deliberately plagiarises another’s intellectual property with/without permission – as per assessment policy.</td>
<td>Where a medical condition exists.</td>
</tr>
<tr>
<td></td>
<td>Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities, other personal matters, sexual proclivities.).</td>
<td>Asthma puffer, cough lozenges.</td>
</tr>
<tr>
<td>Combustibles</td>
<td>Students in possession of substances/objects capable of causing bodily harm or property damage.</td>
<td>Matches, lighters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deodorant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Firecrackers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shaving cream</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gasoline/petrol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunscreen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lighter Fluids</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aerosol sprays and paint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pellets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bullets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finding a combustible item in the school grounds and surrenderring it to the office.</td>
</tr>
<tr>
<td>Defiance</td>
<td>Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult.</td>
<td>Persistently yelling at an adult.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leaving class without permission.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continuing to walk away when an adult addresses you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back chatting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeatedly refusing to follow directions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Failure to adhere to mobile phone policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refusal to follow directions due to a skill deficit (i.e. Inability to complete task/directions.)</td>
</tr>
</tbody>
</table>
### Disruption
- Persistent behaviour causing an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time.
- Yelling / persistent calling out.
- Turning over furniture.
- Sustained loud talking.
- Sustained out of seat behaviour.
- Student does not respond to "Essential Skills" strategies.
- Throwing objects.
- Making loud noises which are disability related (i.e. tics)
- Calling out answers to questions when asked to answer in that mode.

### Dress Code
- Students repeatedly not wearing the school uniform as per the uniform policy – school based and faculty policy.
- Wearing a shirt with an inappropriate text or message.
- Wearing short skirts /shorts.
- Wearing non-sun safe clothing.
- Not wearing leather / vinyl impervious shoes in a neutral colour.
- Not wearing school uniform due to circumstances out of their control: i.e. not having a jumper on a cold day; being unclean; parent’s inability to provide the clothing.

### Fighting / Physical Aggression
- Physical contact
- Hitting
- Punching
- Hitting using an object
- Kicking
- Actions using sharp / dangerous objects
- Positive physical contact.
- High 5s
- Comforting peers
- Touch football.

### Possession of a prohibited item
- Students possess on their person or in their bag an item which has been declared by the school as prohibited.
- Permanent marker pens
- Liquid paper
- Aerosol cans
- Fire crackers
- Water bombs
- Mobile phones
- iPods or portable music devices.
- Assessment purposed – Principal permission

### Property Damage / Vandalism
- Students participating in an activity that results in substantial destruction or disfigurement of property.
- Breaking classroom items with intent.
- Throwing desks or chairs.
- Throwing rocks, sticks at people and buildings.
- Computer misuse.
- Graffiti.

### Theft
- The acquisition of other’s property without permission.
- Taking another’s wallet.
- Removing property from another’s school bag.
- Removing school property.
- Authorised cool down time.
- At an official school appointment – eg. Guidance Officer.

### Truancy
- Unexplained absence/s with or without parent’s knowledge.
- Leaving school without permission.
- Repeated failure to attend scheduled classes.
- Repeated lateness, early departures.
- Repeated absence from school with or without parent permission.
- Attending a non-timetables class without permission.

### Unsafe Behaviour
- Behaviours which endanger self or others.
- Climbing on unsuitable structures.
- Repeated running along crowded corridors or concrete areas.
- Using equipment unsafely. E.g. inappropriate use of gas ovens, power points, fans.
- Projectiles – e.g. water bombs, egging, throwing objects.
- Spitting
- Exposure and potential exposure of bodily fluids to others

### Weapons
- Students in possession of knives, guns (real or look alike) or other objects presumed to be or capable of causing bodily harm.
- Bringing guns, knives, other potentially dangerous items to school.
- Using an item as a weapon to harm or threaten to harm.
- Bringing a cultural item (which could be considered a weapon) to school for a curriculum task. These need to be handed to a staff member on arrival and collected at the end of the day.
Appendix 3
The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Students are to hand personal technology devices in to the front office upon arriving at school for safe keeping. Students are able to collect at the end of the school day.

Confiscation
Permitted personal technology devices (through the principal), 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.

Recording voice and images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Cloncurry State School P-12. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording private conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special circumstances arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Appendix 4
School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Cloncurry State School P-12 strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Cloncurry State School P-12. Those who are 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.

Bullying behaviours that will not be tolerated at Cloncurry State School P-12 include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Cloncurry State School P-12 there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
Many bullying behaviours are peer-maintained through the actions of bystanders. 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 Cloncurry State School P-12 are an addition to our 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 that our students are already accustomed to. (Appendix 7)
Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Explicit lessons are designed and delivered through SWBPS.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Cloncurry State School P-12 takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Cloncurry State School P-12 records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Debriefing Report

**Formal debriefing**

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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

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

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

**Questions for staff**

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

**Questions for student**

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

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).
Appendix 6
UNIFORM POLICY
At Cloncurry State School P-12, we believe that wearing the school uniform correctly assists students to identify with the school and to feel positive about their learning environment. We value neat, tidy and dignified personal presentation which prepares students for the workforce and develops pride in being part of a team.

All Students (Prep to Year 12)
- Gold Polo with grey sleeves and school emblem on pocket.
- Plain black shorts, skirts or skorts of a conservative length only. (Preferred style includes school logo on leg).
- Long black dress pants may be worn. Jeans and leggings are NOT permissible either with or as an item of summer uniform.
- Fully enclosed running style footwear with a thick rubber sole and either laces or velcro to enable the shoe to be securely fastened to the foot.
- Black leather shoes are optional.
- Plain white socks.
- Full brimmed hat (black is the preferred colour. School hats are available from the office).
- Wearing winter clothes on summer days is NOT permissible.

Jewellery:
- Sleepers and studs (as earrings) – plain gold or silver
- Watch
- Necklaces, bracelets, rings, anklets and facial piercings are NOT permissible.
- Costume jewellery and headwear is NOT appropriate to be worn in School hours

WINTER UNIFORM:
- The school tracksuit jacket and pants are available from the office. Alternatively, a plain black tracksuit may be worn.
- Leggings/tights may be worn underneath shorts, skirts or skorts but not as an individual item of clothing.
- Senior Students are permitted to wear their senior jackets.

FORMAL UNIFORM:
Junior Secondary (Years 7-10)
- White formal shirt with grey stripe and school logo
- Black A-Line skirt or black skorts (girls)
- Black formal shorts
- Black leather lace up shoes
- Plain white socks
- Black trousers/slacks optional

Senior Secondary (Years 11 and 12)
- School tie (black, gold and grey stripe)
- White formal shirt with grey stripe and school logo
- Black A-Line skirt or black skorts (girls)
- Black formal shorts
- Black leather lace up shoes
- Plain white socks
- Black trousers/slacks optional

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

INTER-HOUSE SPORTS DAYS
Students may wear suitable clothing in house colours: BURKE – Red WILLS – Green

The Cloncurry State School community expects students enrolled at the school to wear the school uniform. Parent/Caregiver cooperation and support is sought to ensure that our school uniform is worn AS SPECIFIED WITHOUT ALTERATIONS. It is NOT acceptable to wear a mix of uniform pieces.
At Cloncurry State School P-12 we aim to:
- Recognise and prevent teasing, bullying and harassment
- Deal with teasing, bullying and harassment if it occurs;
- Provide support and strategies for bullied students

YOUR RIGHTS
At Cloncurry State School P-12 all students, staff and visitors have the right:
- To expect an environment where respect, courtesy and consideration to one another is practiced at all times
- To work in a safe and supportive environment
- To have their property respected by others
- To expect a learning environment free from disruption so that each student has the opportunity to achieve to their full potential.

WHAT IS BULLYING?
(Stezing and Harassment)
Harassment is one person behaving toward another in an unwelcome manner.
Bullying - deliberate behaviours (actions/words/looks) intended to make someone feel bad.

<table>
<thead>
<tr>
<th>Bullying is...</th>
<th>Bullying isn’t...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something intended to make you feel:</td>
<td></td>
</tr>
<tr>
<td>Threatened</td>
<td></td>
</tr>
<tr>
<td>Ignored</td>
<td></td>
</tr>
<tr>
<td>Teased</td>
<td></td>
</tr>
<tr>
<td>Isolated</td>
<td></td>
</tr>
<tr>
<td>Inferior</td>
<td></td>
</tr>
<tr>
<td>Hurt</td>
<td></td>
</tr>
<tr>
<td>(Physical/Emotional)</td>
<td></td>
</tr>
<tr>
<td>Fearful</td>
<td></td>
</tr>
<tr>
<td>Intimidated</td>
<td></td>
</tr>
<tr>
<td>Pressured</td>
<td></td>
</tr>
<tr>
<td>Pressured</td>
<td></td>
</tr>
<tr>
<td>Unattractive</td>
<td></td>
</tr>
<tr>
<td>Pathetic</td>
<td></td>
</tr>
<tr>
<td>Targeted</td>
<td></td>
</tr>
<tr>
<td>Powerless</td>
<td></td>
</tr>
<tr>
<td>These things are done by someone on purpose, with the intention of making the target feel bad</td>
<td></td>
</tr>
</tbody>
</table>

Things like:
- Arguments
- An action you have provoked
- Silly behaviour not intentionally directed at an individual

When these things happen occasionally and weren’t intended to hurt you, they probably aren’t bullying. However, they may still be inappropriate and may need to be dealt with by a teacher.

What you can do if someone is being bullied
1. If you know of bullying, report it to your teacher or staff member on playground duty. The person being bullied may be too scared or upset to tell anyone.
2. Remember that nobody deserves to be bullied.
3. Show the bully that you and your friends strongly disapprove of his/her actions.
4. Seek guidance on how best to deal with the situation (strategies).
5. Be mindful about teasing people or making personal remarks.
6. If you think that students might not find your comments funny, don’t say them. “Just mucking around” will not be accepted as an excuse for inappropriate treatment of another person/s.

Give it. Get it.
EXPECT RESPECT
Ideas for Students
What you can do if you are bullied:

1. Report it - Remember that the bullying will continue if those responsible think they can get away with their behaviour. If the bullying continues, report it again - the next bully can be stopped.

2. Try not to show that you are upset. Bullies feel great if they have upset you.

3. Try to be assertive - look and sound confident

4. Walk away quickly and confidently even if you don’t feel that way inside - appearing confident is helpful

5. If students have been calling you names or teasing you, reassure yourself that you’re OK, and that those students are the ones with the problem

6. Talk to a friend about it

7. Avoid ‘risk’ situations where possible, or stay close to adults or friends

8. Consider whether you have been bullying yourself eg. Have you been name-calling, annoying, threatening, showing off etc.? If you have, change what you are doing

9. If bullying continues after reporting it, report it again - talk to your Teacher, Deputy Principal or Principal

10. If you feel or think that you are different in any way, be proud of it - individuality and diversity, within the rules are important

11. Talk to the Teacher, Guidance Officer, Deputy Principal or Principal who can help you to develop skills which can be useful in bullying situations

Teacher Role Statement
Role:
- Take all incidents seriously
- Record on OneSchool
- Be proactive in addressing any concern.
- Develop knowledge and skills to deal with bullying type situations
- Assist in finding a solution, to offer avenues for help, and to monitor any situations
- Support students to develop resilience

Outcomes:
If we are successful
- Students will feel confident about reporting instances of bullying
- The school culture will show that bullying is unacceptable
- Instances of bullying will be limited
- Students will develop the skill of resilience.

Flow chart indicating suggested process:
Appendix 8
Appropriate use of social media

Cloncurry State School P-12 embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Cloncurry State School P-12 is committed to promoting the responsible and positive use of social media sites and apps.

No student of Cloncurry State School P-12 will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 4, it is unacceptable for students to bully, harass or victimise another person whether within Cloncurry State School P-12 grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Cloncurry State School P-12 engaging in appropriate online behaviour.

Role of social media
The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media
Students of Cloncurry State School P-12 are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.
Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Cloncurry State School P-12, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Cloncurry State School P-12 will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying
Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Cloncurry State School P-12 strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Cloncurry State School P-12 expects its students to engage in positive online behaviours.