Clifton State High School

Student Code of Conduct

2025-2028

Equity and Excellence: Realising the potential of every student:
our focus on empowering our teachers and school leaders, investing in digital innovation, school performance, fostering collaboration between schools and community, and delivering sustainable investment in schools for the future.

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Purpose

Clifton State High School is committed to providing a safe, respectful and discliplined learning environment for all students, staff, parents and visitors.

The Clifton State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our schools is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Review Statement

The Clifton State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Contact Information

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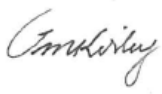
Endorsement

Principal Name:	Tracy Kirby
Principal Signature:	
Date:	11 March 2025
P/C President	Keiran Carson
P/C President:	
Date:	11 March 2025

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Learning and Behaviour Statement

Everyone brings their own set of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social pratices. It is reasonable to expect that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the models of behaviour support and discipline used at this school.

Student Wellbeing and Support Network

Our school has a comprehensive network of student support. Care group and classroom teachers play an integral role in the day to day support of students.

Year coordinators or HOD's may also be the first point of contact for parents who wish to discuss their student's progress and/or aspects of school life. E-mail addresses or calls to the school office can be used for communicating with staff.

The Behaviour Management Team includes HODs, HOSES, Deputy Principal and operates to support students and liaise regularly with school personnel and parents.

The Support Team, comprising of the Guidance Officer, Youth Support Coordinator, School Nurse, Chaplain and Industry Liaison Officer are readily accessible to assist students and parents.

ROLE	SUPPORT
Guidance Officer	Provide a student support program within the school environment, which may include counselling with students on a one-on-one basis or in a group setting Assist students with specific difficulties, acting as a mediator or providing information or other life skills Liaise with parents, teachers or other external health providers as required as part of the support process Complete assessments and referrals
HOSES	Support of students with disabilities (EAP)
HOD's	Junior Secondary/Senior Secondary/Behaviour
Youth Support Coordinator	Provide support to at-risk students and their families, help students remain engaged with their education and enhance opportunities for further education and sustainable future employment
Learning Support	Support of students with learning difficulties
School Based Youth Health Nurse	Health Promotion and Education
Chaplain	Physical, Emotional and Spiritual Support

The Principal and Deputy Principal meet regularly with Support Team members to determine appropriate intervention strategies and support for students.

Some support programs utilised at Clifton State High School

Spark Their Future: https://www.sparktheirfuture.qld.edu.au
Respectful Relationships Education Program – Love Bites (NAPCAN)
Road Accident Awareness Prevention
Red Frogs
A2B – Social & Emotional Support Program – Chaplain
Tree of Life Program – Chaplain
Strength Program - Chaplain
Every body needs to know – True Relationships & Reproductive Health (Queensland)
Putting Youth in the Picture – Adair Donaldson
Girls with a Purpose – The Lighthouse Project

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Whole School Approach to Discipline

Clifton State High School strives to develop a culture that accentuates the positive and by its very nature is proactive in preventing unacceptable behaviour.

The school behaviour approach encompasses aspects of *"The Postive Behaviour for Learning"* framework:

- Capacity building of school staff to deal with behaviour issues within existing resource and skill base is supported throughout the school based on Ten Essential Skills for Learning.
- Competing values and changing community expectations that can mismatch with legislative and policy requirements.
- Impact on staff productivity, absenteeism, illness and stress related issues.
- Re-establishing the connection between learning, behaviour and engagement.

The school's beahviour approach focuses on the following essential features:

1. Administrator support, participation and leadership
2. Common purpose and approach
3. Clear set of positive expectations for all students and staff
4. Procedures for teaching expected behaviours
5. Continuum of procedures for encouraging expected behaviours
6. Continuum of procedures for discouraging inappropriate behaviours
7. Procedures for ongoing monitoring and evaluating effectiveness of Behaviour Management

The four 'Keys of Successful Learning' that Clifton State High School has developed form the basis of our Student Code of Conduct. These include:

- **BE SAFE**
- **BE RESPECTFUL**
- **BE RESPONSIBLE AND ACCOUNTABLE**
- **BE A PRODUCTIVE LEARNER**

The Behaviour Keys' Matrix provides a statement of what these expectations mean in each of seven (7) different settings – All Settings, Classroom/Learning Environment, School Grounds and Tuckshop, Movement around the School, Bus Travel, Off-Campus and Assemblies. The Matrix forms the basis of the explicit teaching that takes place.

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EXAMPLES OF POSITIVE BEHAVIOUR UNDER SCHOOL EXPECTATIONS

Being Respectful
• Using appropriate language
• Taking pride in school work and achievement.
• Using and caring for equipment appropriately
• Exemplary conduct in sport
• Accepting and meeting the high expectations of the CSHS community
• Modelling polite and courteous behaviour
• Being proud of the school, your uniform and the physical environment
Responsible and Accountable
• Learning independently
• Helping others with their learning
• Contributing positively to the school community
• Great attendance
• Consistent punctuality
• Bringing equipment to class consistently
• Using the Student Organiser effectively

Being a Productive Learner
• Setting clear goals and striving to achieve them
• Actively participating in learning
• Notebook presentation is kept to a high standard
• Excellent classwork
• Quality Homework
• Improved classwork
Being Safe
• Valuing your own safety and ensuring that of others
• Respecting others, their personal space and property
• Consistently following class rules
• Assisting the teacher in the playground

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

- Behaviour lessons conducted during Pastoral Care Program and modelled by teachers
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff in classroom and non-classroom activites

Clifton State High School recognises the importance of teaching students how to behave in a socially acceptable way.

At Clifton State High School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.
'Essential Skills for Classroom Management' inform the classroom practice.

Reinforcment of the Keys of Behaviour is done through the practice of teaching the expectations, recognising the reasons for breaches from the keys and positive guidance in how to move forward.

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LEVELS OF RECOGNITION AND DISCIPLINE

There are four levels: Gold, Silver, O, Improvement

STUDENT BEHAVIOUR RECOGNITION LEVELS

All students are on Level O when they begin at Clifton State High School. Many students remain on this level during their stay at the school because they cooperate with teachers and other students, demonstrate self-discipline, develop maturity and are ever mindful of their rights by practising their responsibilities.

Level	Criteria	Description
Gold	**Behaviour**	Calculated on behaviour ratings on Report Card (**average 4.5**).
	Effort	Calculated on effort ratings on Report Card (**average 4.5**).
	Attendance	Minimum attendance is 90% (medical certificates and other extenuating circumstances will be consider at Principal discretion)
	Rewards	1. The student is allowed to attend **all school excursions** as well as **Gold Reward excursions and functions** 2. The student is allowed to attend and participate in all **school, district and regional representative sport** 3. The student is allowed to participate in all **social and cultural activities** 4. Year 11 students are eligible for **School captaincy.**
	Rules	➢ Students **can achieve** the Gold Level at the **start of every term** ➢ Students **must gain** Silver Level ➢ Students **can re-attain the recognition** level at the start of every term ➢ Students must complete the Gold Level **application form** ➢ Any student **admitted to the RTC for behaviour referral** may be placed on Improvement level ➢ Any **behaviour referrals to Principal, DP, or HODs** may be placed on Improvement level.
Silver	**Behaviour**	Calculated on behaviour rating on Report Card (**average 4**).
	Effort	Calculated on effort ratings on Report Card (**average 4**).
	Attendance	Minimum attendance is 90% (medical certificates and other extenuating circumstances will be consider at Principal discretion)
	Rewards	1. The student is allowed to attend **all school excursions excluding** Gold Reward excursions and functions 2. The student is allowed to attend and participate in all **school, district and regional representative sport** 3. The student is allowed to participate in all **social and cultural activities** 4. Students are eligible for **SRC representatives, House Leaders and Mentors.**
	Rules	➢ Students can achieve the Silver Level at the **start of every term**. ➢ Students **can re-attain the recognition** level at the start of every term ➢ Any student **admitted to the RTC for behaviour referral** may be placed on Improvement level ➢ Any **behaviour referrals to Principal, DP, or HODs** may be placed on Improvement level.
"O" Level	**Rewards**	1. All school excursions 2. Participate in sport 3. Social and cultural activities.
	Rules	➢ All students **start at this level** at date of enrolment. ➢ Students will remain on this level until criteria for other levels are met. ➢ Any student **admitted to the RTC for behaviour referral** may be placed on Improvement level ➢ Any **behaviour referrals to Principal, DP, or HODs** may be placed on Improvement level.
Improvement Level	**Effort & Behaviour**	Students may be placed on Improvement Level when they **do not meet appropriate behaviour**. A **consultation process** with HOD and Deputy Principal will manage this process. Students on this level will be managed through the **Behaviour Monitoring Card** system as well as **student discipline procedures**. Through the behaviour monitoring system, Students will move from Improvement level to "O" level, and then work their way back to a higher level through Silver and Gold processes.
	Rewards	1. The student may not be allowed to attend excursions. Exceptions will be made for excursions which directly relate to curricular 2. Students may not be allowed to attend and participate in any non-representative sport 3. Students may not be allowed to participate in social activities.

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	Rules	➢ A student can be placed on an Improvement Level at any time during the year ➢ A student is able to regain "O" Level at any time during the year.

Application for Gold/Silver Level

Consideration for the Gold/Silver Level will be indentified through report cards. The Gold Level is a further stage after the Silver Level. To be deemed eligible for Gold Level, the student must have first met all the Silver Level criteria, attained a 4.5 average for Effort and Behaviour and provide evidence of involvement in the school and / or wider community through an application form.

A student placed on Gold or Silver Level will be expected to demonstate continued exemplary behaviour. The Gold and Silver Levels will be awarded at the end of each term. A range of additional activities/rewards will be instituted for students on Gold Level. In order to participate in Reward Days – you must be currently at Gold Level.

NB: Students who do not maintain the minimum requirements for either level may forfeit their level status.

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GOLD LEVEL APPLICATION FORM

NAME/YEAR: _____

A minimum of 3 categories is to be covered, with 6 signatures

Academic	Cultural	Sport	School / Community Service	Leadership
Eg. Academic Excellence; Subject Competitions; Academic Competitions; Traineeships; Apprenticeships	Eg. Participation in Band Performances; Eisteddfods; Choir; Creative Generations; Arts Night; NAIDOC week; Harmony week.	Eg. Rep/ Sports Team; Participate in Sports Carnivals; Good Sportsmanship; out of school sport teams/training.	Eg. Community Work; ANZAC Day; Cattle Team; Equine Competitions; Hospitality; RUOK Day.	Eg. SRC Rep; School Leadership; Duke of Edinburgh; Community Awards.
Name: Signed:	Name: Signed:	Name: Signed:	Name: Signed:	Name: Signed:
Name: Signed:	Name: Signed:	Name: Signed:	Name: Signed:	Name: Signed:
Name: Signed:	Name: Signed:	Name: Signed:	Name: Signed:	Name: Signed:
Name: Signed:	Name: Signed:	Name: Signed:	Name: Signed:	Name: Signed:
SIGNATURES CAN BE OBTAINED FROM CLIFTON SHS STAFF AND OTHER COMMUNITY MEMBERS SUCH AS MUSIC TEACHERS, SPORTS COACHES, GROUP LEADERS, PAST TEACHERS.				

Improvement Level

Students are placed on 'Improvement Level' due to the choices they have made and the behaviour they have demonstrated. They will work with the relevant HOD to establish goals relating to areas indentified for improvement. These will be monitored via a Monitoring Card on a daily basis. Parents are required to sign these each night before returning them to school.

Please be aware that consequences of being placed on an Improvement Level may include (but not restricted to) any of the following:

- Withdrawal from some classes
- Withdrawal from playground
- Non-participation in Excursion (non curriculum related)
- Non-participation in School Events – eg School Social, School Formal
- Non-participation in Sporting Events
- Ineligible to apply for leadership positions
- Loss of leadership positions
- Suspension/Exclusion
- Cancellation of enrolment (Compulsory Participation Phase)

Moving From Improvement Level

Reward	Focus Area/s	Reward Process	Tangible Reward	Responsible officer
Positive Postcards	**In Class** • AttitudeEffort • Effort • Academic Improvements	Staff to nominate students, during staff meetings, or at any time on line Postcards to be sent	Positive Postcard sent home electronically to Parents/Carers	Staff to nominate Teacher Aide to send home
Achieving In Every Field Tickets	**Over and Above** *Display Behaviour Keys*: • Be Responsible & Accountable • Be Safe • Be Respectful • Be a Productive Learner	Staff nominate student and issue ticket to enter draw	Fortnightly draw – various rewards eg. Tuckshop voucher, hat, scarf, beanie etc	Staff to nominate Year Level teacher to conduct draw and distribute reward
Gold & Silver Recognition Assembly	High level of "*Excellent*" on Sem 1 report card for effort and behaviour,	Students to be determined by OneSchool reporting data Parents to be invited to assembly and morning tea (circumstances permitting) to help celebrate success	Gold or Silver badge issued	HOD of Behaviour
Gold Level Rewards	Effort Behaviour	Criteria as per Behaviour Recognition Levels	Trips Morning Teas Special Events	HODs

Once the set goals are being consistently met – students will move back to level O. Students must gain a satisfactory or better from each subject for 5 consectutive days to enable the student's level to be reduced.

If a student has made no attempt to move from an improvement level, other consequences may apply.

In circumstances which require urgent intervention and resolution in the interests of the continuing welfare and safety of the school community, the Principal may suspend a student immediately.

Targeted School Behaviour Support

Intensive behavioural support is provided to students who, despite previous intervention, are unable to independently modify their own behaviour.

Access to support services is provided via referral to the Student Support Team and the relevant HOD. Intensive interventions may include support from a range of internal and/or external providers, an Individual Behaviour Support Plan or Discipline Improvement Plan.

A formal positive recognition system has been designed to increase the quantity of positive interactions between students and staff.

It aims to:

- Support the School's Student Code of Conduct.
- Encourage consistency in application within the classrooms for secondary students.
- Clearly articulate "achieving in every field" in terms of appropriate behaviours.
- Improve parent/carer communication.
- Encourage student involvement in behaviour decision making.
- Support teachers to move towards more proactive strategies rather than reactive strategies.
- All staff members are trained to give consistent and appropriate acknowledgement and rewards.

There are three (3) areas of achievement in which students can be recognised for going **Above and Beyond** expected behaviours: **PERFORMANCE, ACADEMIC & COMMUNITY**

Targeted Behaviour Support

Our approach to 'behaviour support' is based on the 'Responsible Thinking Classroom' philosophy. This approach encourages students to think about the choices they make and the consequences of those choices.

Emphasis is on the student accepting responsibility for his/her behaviour. Details are entered in OneSchool and communication is made with parents/carers by phone, email or letter, outling the reason for referral.

Our Student Code of Conduct includes a 'Procedure for preventing and responding to incidents of bullying (incl. cyberbullying)'. This policy provides a structured approach to community members who may require assistance from school personnel.

Support and intervention processes, strategies and programs utilised to respond to unacceptable behaviours include the following:

- Communication with parents/carers
- Interviews with students and parents/carers with Support and/or Administration team members
- Placement on a Behaviour Monitoring or Attendance card
- Counselling with a Support Team member(s)
- Education regarding specific issue; eg anger management
- Referral to Community Service Agency
- Engagement in incentive programs.

Intensive Behaviour Support

The school leadership team works in consultation with the Student Support Team to address persistent or ongoing serious problem behaviour. This may include:

- Each case is treated on an individual basis, with an Individual Behaviour Support Plan and Monitoring Program where appropriate, with the goal of re-engaging students and maintaining their sense of well-being
- Inform students and parents/carers of key interventions or processes
- Alternative Learning/Pathway/Program/Timetable
- Consultation with relevant school-based and EQ personnel and external agencies
- AVT Behaviour Support and Student Services Support
- Counselling
- External Agency Support - District Behaviour Team
- Conduct teacher meetings to review and monitor progress of invdiviual cases.
- Suspension (Short Term, Long Term)
- Exclusion
- Charge Related Suspension (student who has been charged with a serious criminal offence is suspended from school unitl the charge has been dealt with by the relevant justice authorities)
- Cancellation of Enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school

In some cases, students may engage in programs where they have a reduced subject load that combines traditional classes with a structured work placement, work experience or support team program.

SUPPORT	WHO AT SCHOOL	EXAMPLES OF INTERAGENCY SUPPORT
Curriculum	• Classroom teachers • HODs • ESL Teachers / HOSES • STLaN • Teacher Aides • Deputy Principal • Industry Liaison Officer • Principal	• DDSWQ
Social Emotional Physical	• Classroom teacher • Care Group Teacher • Guidance Counsellor • School Based Youth Health Nurse • Youth Support Coordinator • Chaplain • Deputy Principal • Principal • Support Team	• Department of Communities and Child Safety • CYMHS • Re-Connect • Reach • Head Space
Behaviour Management	• Classroom teacher • HOD • HOSES • Support Team • Deputy Principal • Principal	• DDSWQ • Police • CYMHS

Consequences for unacceptable behaviour

A process operates to inform students and parents of the frequency and severity of unacceptable behaviours. Students who continue to demonstrate unacceptable behaviours will risk reaching a level where suspension from school is the consequence. Students who persist with unacceptable behaviours that lead to suspensions may then be recommended for exclusion.

Specific incidents involving violent behaviour, threats or abuse of staff, drug or alcohol related offences may result in suspension or recommendation for exclusion regardless of level status or previous involvement in unacceptable behaviours.

Any inappropriate acts of behaviour that occur within our school community will be investigated in accordance with our Student Code of Conduct.

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Minor Behaviour Breaches	
<u>Minor Behaviour Incidents</u> are those which breach the Student Code of conduct and are dealt with by the classroom teacher. Repeated breaches of similar school rules will be referred to HODs	
Examples of Unacceptable or Inappropriate Minor Behaviour include	**Possible Consequence / Differentiation (but not restricted to)**
Unprepared for learning Late to class / non attendance Failure to adhere to the Uniform Policy & Footwear Policy Off task / non completion of class work Talking inappropriately Not listening to the teacher Inappropriate language Disrespect of a teacher / staff member / adult / student Failure to complete teacher directed detention Inappropriate use of IPods, phones, technology Minor Harassment of other students inc. cyberbullying	• Community Service • Teacher detention • Contact with parent/carer • Supervision in / removal to Senior class • Student Behaviour Tracking Sheet • Formal lunchtime detention • Letter home re incompletion of formative assessment • Request to comply • Re-establish Expectations • Non-verbal and visual cues and encouragement (eg Matrix of Expected Behaviour) • Corrective feedback • Proximity control – reduce verbal language • Tactical ignoring of inappropriate behaviour (not student) • Revised seating plan and relocation of student/s • Individual positive reinforcement for appropriate behaviour • Private discussion with student about expected behaviour – redirecting to learning • Temporary removal of student's property • Warning of more serious consequences – follow through when required
Persistent minor behaviour breaches	
Examples of Inappropriate Behaviours	**Possible Consequence (but not restricted to)**
Disruption of class Dress Code Disobedience Leaving class without permission Failure to follow safety instructions Failure to complete formal lunchtime detention Violation of ICT Usage Policy Agreement Bullying/harassment/cyberbullying Swearing at other students / staff Swearing in response to instructions from a staff member / adult Repetitive low level behaviour Truancy	• Any Low Level consequence plus/ or: • Referral to HOD • Referral to Student Support Team • Contact with parent/carer • In school detention • After school detention • Individual Behaviour Contract • Discipline Improvement Plan (DIP) • Attendance monitoring • Referral to detention • Removal of privileges eg computer access • Withdrawal from class, activity or subject • Responsible Thinking Classroom (RTC) • Loss of leadership position • External Suspension (1 to 10 days) NB The school will provide access to an education program for students externally suspended for greater than 3 days

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Major Behaviour Breaches

<u>Major Behaviour Incidents</u> are those that significantly violate the rights of others to learn and be safe. This level of behaviour may result in suspension from the school or other high-level consequences. Major behaviours are those behaviours that are referred to the Heads of Department or Head of Special Education Services with the assistance of support staff. Decisions, after investigation, relating to suspension/exclusion/cancellation consequences will be managed by the Principal.

Examples of Major Behaviour Breaches include	Possible Consequence may include (but not restricted to)
Disruption	•
Persistent disruption to learning	• Any medium level consequence plus/or • Referral to Deputy / Principal • Behaviour Monitoring Sheet • Responsible Thinking Classroom (RTC) • Discipline Improvement Plan (DIP) • Referral to Student Support Team • Contact with parent/carer • Consequences as per the relevant Learning and Assessment Policy • Loss of leadership position • Behaviour Improvement Condition (BIC) • Police involvement • External Suspension (1 to 20 days) • External Suspension with a Recommendation to Exclude • Charge Related Suspension • Cancellation of Enrolment (Senior Phase only) for a stated period up to 12 months) NB The school will provide access to an education program for students externally suspended for greater than 3 days. For 6 to 20 day suspensions, the school will appoint a case manager. In relation to consequences involving exclusion/enrolment cancellation, the Principal will also seek advice from the School Guidance Officer.
Continual display of harassment/bullying behaviours towards others	
Disrupting the good order of the classroom/school	
Physical Agression	
Threats of physical aggression – fists up, arms up, movement towards and intimidation	
Assault – such as fighting, punching, hitting, slapping, kicking or biting	
Physical aggression towards a member staff	
Academic Misconduct	
Academic Misconduct	
Harassment	
Major bullying inc. cyberbullying / harassment / sexual harassment	
Discrimintaion based on race, gender etc.	
Disrespect	
Violation of ICT Usage Policy Agreement	
Use of inappropriate gestures towards a staff member	
Defiance	
Gross insubordination / disobedience	
Theft	
Substance Misconduct involving illegal substances	
Drugs – possession and use (including medication and vaping)	
Drugs – dealing/supply (including medication and vaping)	
Drugs – under the influence	
Substance misconduct involving tobacco and legal substances	
Tobacco – possession, use and supply	
Alcohol – possession/supply	
Alcohol – under the influence	
Weapons – possession / threat of use / use / supply	
Vandalism / Graffiti (including Arson and damage to school property)	
Encouragement of unauthorised persons to enter the school grounds	
Othre charge related charges	
Gross misconduct – either at school, representing the school or travelling to or from school	

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Falsifying documents	
Behaviour affecting safety of self or others	
Behaviour prejudicial to the good order and management of the school	
Vandalism	
Refusal to participate in educational program provided at the school. (Senior Phase only)	
Serious outside school behaviours eg. Criminal charges	
Bomb Threats	
Truancy	
Failure to adhere to The Use of Mobile Phones and Other Devices Policy	

Consideration of Individual Circumstances

Staff at Clifton State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction and the response to behaviour.

Our staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we cannot disclose or discuss this information with anyone but the student's parents/carers. This applies even if the behavioural incident, such as bullying, involves your student. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

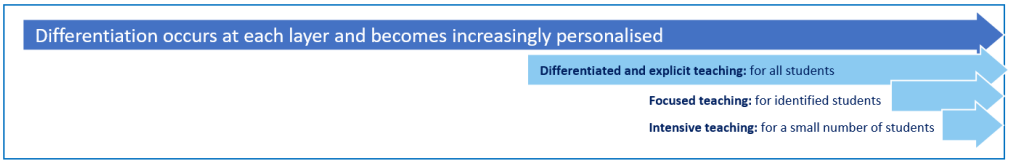
If you have concerns about the behaviour of another student at the school, or the way staff have responded to their behaviour, please make and appointment with the Principal to discuss the matter further.

Differentiated and Explicit Teaching

Clifton State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction and offer opportunities for practise.

Teachers at Clifton State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised support for students.

Every classroom in our school uses the Behaviour Keys Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in the school. The Behaviour Keys Matrix is revisited regularly to address any new or emerging issues.

Expectations	Be Safe	Be Respectful	Be a Productive Learner	Be Responsible and Accountable
Whole School Expectations	• Wear the school uniform correctly and with pride • Mobile phones are not to be used on the school grounds			
Classroom	• Minimise unnecessary movement. • Follow staff directions promptly • Be safe towards others • Wear appropriate PPE • Use equipment safely	• Actively listen to teacher and other students • Hands up • Allow others' their right to learn • Encourage and be kind to others • Use manners in our school	• Arrive on time ready to learn with all the required equipment • Be an active participant in your learning	• Move into class in orderly manner • Leave the room neat and tidy • Use device for curriculum purposes
Out of school **(To and from school)** **Excursions**	• Follow directions • Report unsafe behaviour • Follow site and bus procedures • Always travel safely	• Interact positively and respectfully with others	• Complete expected homework • Work independently on assignments	• Use social media appropriately • Be responsible for your bag and belongings
Verandahs, walkways and transitions	• Walk/ Move quickly and directly to class • Make space for others	• Leave equipment that doesn't belong to you • Use appropriate language and volume level • Be patient in traffic areas	• Unpack all necessary equipment for your class and line up quietly	• Look after your own equipment • Unpack promptly and place bags and hats in racks outside the classroom
Playground	• Be sun safe • Use equipment appropriately. • Play safely in designated areas. • Participate in school approved activities • Maintain your personal space	• Follow staff/teacher instructions • Use good manners • Put rubbish in the bin • Use appropriate language • Play fairly • Be aware of others and their activities • Report playground incidents • Allow others to join in	• First bell – Stop play, toilet and drink • Second bell – Be ready to learn.	• Respect others' and school property • Follow loudspeaker announcements • Welcome guests to the school • Use equipment as intended • Return any borrowed equipment
Toilets	• Use appropriately and hygienically • Move in and out of toilets promptly	• Respect others' privacy.	• Go to toilets at appropriate times/breaks	• Report any issues to a staff member • Keep toilet area clean and tidy
Assembly	• Sit quietly and calmly in designated area • Keep hands and feet to yourself	• Hats/beanies off • Be an active listener • Applaud appropriately • Present yourself professionally • Participate in National Anthem	• Follow any relevant instructions	• Arrive on time • Sit in alphabetical order • Move as directed in an orderly manner
Tuckshop	• Walk, line up and wait patiently	• Be polite to volunteers and staff		• Pre-ordering
Pick-up/drop-off zones	• Look out for all vehicles and wait patiently • Line up and board buses responsibly	• Think before you act • Be a positive role model • Speak kindly and be respectfully to the bus drivers and others		• Move directly to the front gate • Keep it neat and tidy • Phone use after leaving school grounds

Focused Teaching

Approxiamtely 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as a part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Clifton State High School to provide focused teaching. Focused teaching is aligned to the Behaviour Keys Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focused teaching
- Require intensive teaching

Clifton State High School has a range of Student Support Network staff in place to help arrange and deliver forcused teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with indiviuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's parents/carers.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the students.

Disciplinary Consequences

The disciplinary consequences model used at Clifton State High School follows the same differentiated approach used in the proactive teaching and support behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small numer of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers as shown on p.15, with increasing intensity of support and consequences to address behaviour that endangers others or causes major ongoing interference with class or school operations.

Differentiated

Class teacher provised in-class or in-school disciplinary responses to low-level or minor problem behaviour. Using the principles of the 10 Skills for Essential Classroom Management, this may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visuals cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ration of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student Behavioural Plan)
- Targeted skills teaching in small group
- Buddy Teacher system
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check In / Check Out Strategy
- Teacher coaching and debriefing
- Referall to Student Support Netowrk for team based problem solving
- Stakeholder meeting with parents/carers and external agencies

Intensive

School leadership team work in consultation with Student Support Netowrk to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based Individual Support Plan
- Complex case management and review
- Stakeholder meeting with parents/carers and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 days)
- Long term suspension (up to 20 days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland State School, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA

- Short suspension (1-10 days)
- Long term suspension (11-20 days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently)

At Clifton State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so serious/dangerous that continued attendance at the school is considered a risk to the safety or well-being of the school community.

Parents and students may appeal a long suspension (11-20 days), charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the parents/carers to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the parents/carers. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing SDA.

Re-entry following suspension

Students who are suspended from Clifton State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parents/carers, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry is for the school staff to set the student up for future success and strengthen home-school communication. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements
The invitation to attend the re-enrty meeting will be communicated via telephone and in writing, usually via post/email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parents/carers.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure
The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their parents/carers. If additional items are raised for discussion, a separate arrangement should be made to meet with the parents/carers at a later date and time. This meeting should be narrowly focused on making the student and ther parents/carers feel welcome back into the school community.

Reasonable adjustments
In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student and/or parent/carer. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as Guidance Officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Clifton State High School has tailored school disicipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:

- The condition, nature or value of the property
- The circumstances in which the property was removed
- The safety of the student from whom the property was removed, other students or staff members
- Good management, administration and control of the school

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Clifton State High School and will be removed if found in a student's possession:

- Illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- Imitation guns or weapons
- Potentially dangerous items (e.g. blades, rope)
- Drugs**
- Alcohol
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

*No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives, or craft knives, or any items that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at the school.

The administration of medications to students by school staff is only considered when a prescribing health practioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).**

Responsibilities

State school staff at Clifton State High School:

- Do not require the student's consent to search school property such as lockers, desk or laptops that are supplied to the student through the school
- May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in the school bag, prior to seeking consent to search from a parent or calling the police
- Consent from the student or parent/carer is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone
- There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of a student's parents/carers (e.g. to access an EpiPen for an anaphylactic emergency)
- Consent from the student or parent/carer is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents/carers should be called to make such a determination.

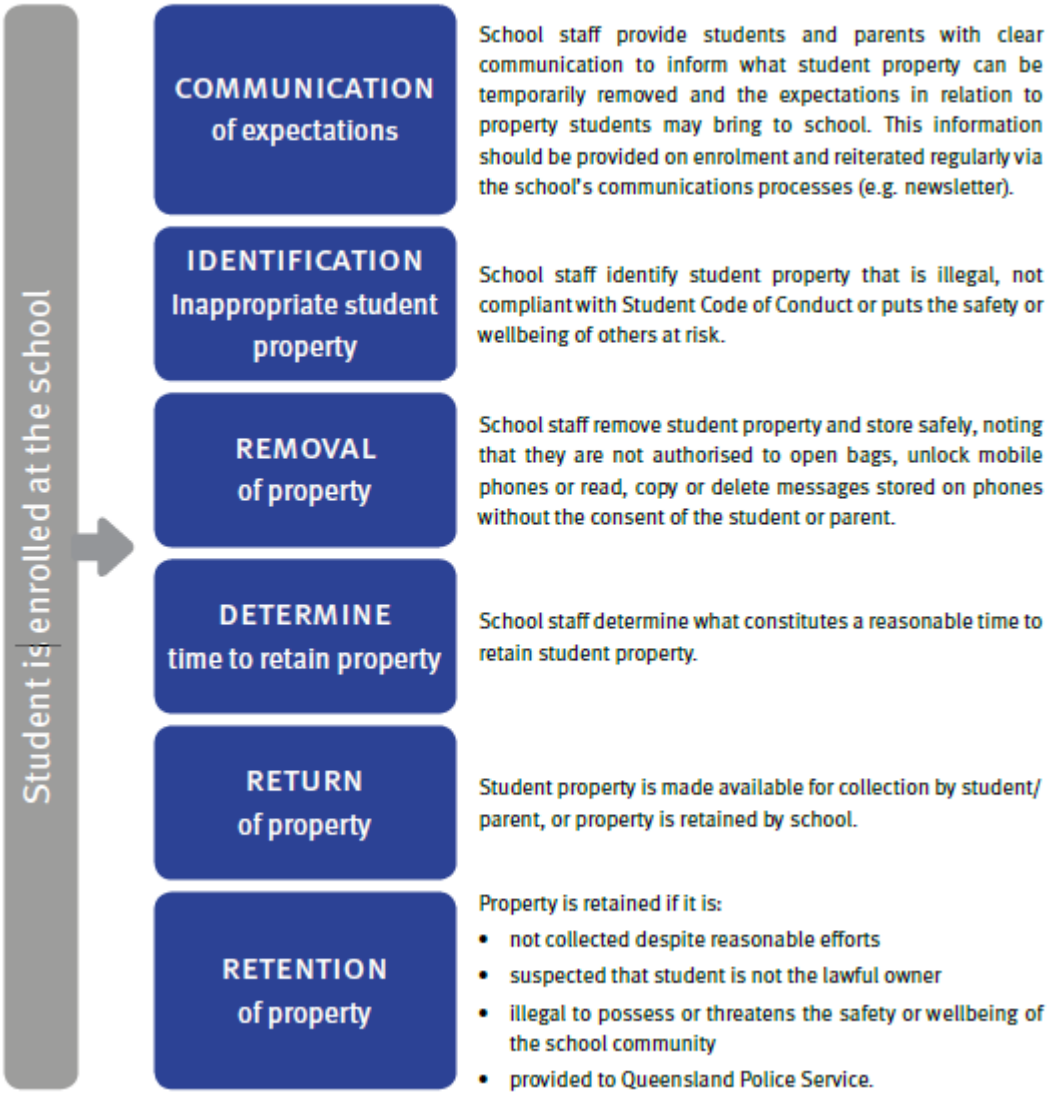
Parents/carers of students at Clifton State High School:

- Ensure your student does not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  i. Is prohibited according to the Clifton State High School Student Code of Conduct
  ii. Is illegal
  iii. Puts the safety or wellbeing of others at risk
  iv. Does not maintain and foster mutual repect;
- Collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Clifton State High School:

- Do not bring property onto school grounds or other settings used by the school (e.g. camp sporting venues) that:
  i. Is prohibited according to the Clifton State High School Code of Conduct
  ii. Is illegal
  iii. Puts the safety or wellbeing of others at risk
  iv. Does not maintain and foster mutual repect;
- Collect their property as soon as possible when advised by the Principal or state school staff is is available.

Flowchart: Temporary removal of student property by school staff



Use of mobile phones and other devices by students

**** Personal Technology Devices include, but are not limited to, portable gaming devices, 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.***

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

It is also aligns with the Education Queensland's campaign of "Away for the Day" and the Student use of mobile devices in schools procedure. This procedures states: ***All state school students must keep mobile phones switched off and 'away for the day' during school hours. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.***

Personal Technology Device Etiquette

Bringing personal technology devices to school is not recommended because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight at all times. Mobile phones that are brought to school are not to be used within the school grounds. This is inclusive of answering phone calls or texts from parents/carers.

Consequences

Personal technology devices such as mobile phones and IPods® used contrary to this policy on school premises may receive consequences in line with the Student Code of Conduct.

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/carers will be advised to contact Queensland Police Service 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 Clifton State High School. 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.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like Year 12 Formal) 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 involved in:

· recording; and/or

· disseminating material (through text messaging, display, internet uploading etc); and/or,

· knowingly being a subject of a recording may be in breach of this policy.

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent is against the law and if detected by the school will result in a referral to the Queensland Police Service.

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 the Queensland Police Service. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the Administration.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the appropriate school application form and upon agreement by the Principal will be registered on the Mobile Phone Register.

Preventing and Responding to Bullying

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

Beliefs

At Clifton State High School we believe that we all have the right to feel safe as we learn and the responsibility to ensure others feel safe.

We believe that the entire school community – staff, student and parent/carer – has a role in building a safe and supportive learning environment and establishing a school culture which reflects care, respect, inclusion, diversity, cooperation and non-violent resolution of conflict.

Definition

Bullying is considered as the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviours that intend to cause physical, social and/or psychological harm. Such behaviours include ongoing name calling, gossiping, put-downs, threats, sexual or racist comments, physical contact of a negative nature, throwing objects, stealing, excluding people from groups, stalking, dirty looks, spreading rumours, threatening or obscene gestures, sending of threatening, demeaning or degrading messages by personal technology devices such as laptops, PDAs, Blackberrys, cameras and/or voice recording devices, mobile phones, IPods and devices of a similar nature or by using email or internet sites, producing offensive graffiti.

Bullying may be related to:

- Race, religion or culture; disability; appearance or health conditions; sexual orientation

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking some or a single act of social rejection
- One off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

However, these conflicts are still considered serious and need to be addressed and resolved. At Clifton State High School, our staff will work quickly to respond to any matters raised of this nature in collaboration with students and parents/carers.

Education

Anti-bullying procedures at Clifton State High School are based on building a safe and supportive environment, knowing when bullying is happening, acting to stop it and supporting those involved and managing incidents that have a serious impact on individuals and/or the school.

All students require a positive and supportive learning environment. The following are factors in the provision of this: shared values, beliefs and attitudes in the school community; quality relationships between staff and student and student and student; knowledge of the Student Code of Conduct and sound classroom and playground management strategies. Some students may require more specialised training in conflict resolution, empathy training, assertiveness training, negotiation and mediation skills and/or problem solving.

Follow Up

Reports of bullying will be investigated and acted on. Responses to bullying can include targeted support for victims and perpetrators and sanctions consistent with the Student Code of Conduct.

Students and parents/carers may report instances of bullying directly to the appropriate Care Group teacher, HOD or the School Administration.

Consequences

Consequences for instances of bullying will be undertaken as per the Consequences for Unacceptable Behaviour section.

Bullying response flowchart for Clifton State High School

Key contacts for students and parents to report bullying:

Year 7 to Year 9 – Care Group teacher and / or Junior Secondary Head of Department
Year 10 to Year 12 – Care Group teacher and / or Head of Department Senior School

Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/carer that the issue of concern is being investigated

Collect

- Gather additional information from other students, staff or parent/carer
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent/carer with information about student support network
- Agree to a plan of action and timeline for the student, parent/carer and yourself

Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent/carer within agreed timeframes
- Monitor the student and check in regularly on their wellbeing

Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent/carer
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Clifton State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents/carers who wish to make a report about cyberbullying should approach the Care Group teacher. Students, parents/carers or staff can also approach directly the relevant Head of Department for assistance in preventing and responding to cyberbullying.

It is important for students, parents/carers and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-safety Commissioner or the Queensland Police Service.

Students enrolled at Clifton State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards community members or students from other school sites.

Parents/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers may be referred to the Office of the e-Safety Commissioner and/or Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents/carers with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child/student is a target or responsible for inappropriate online behaviour.

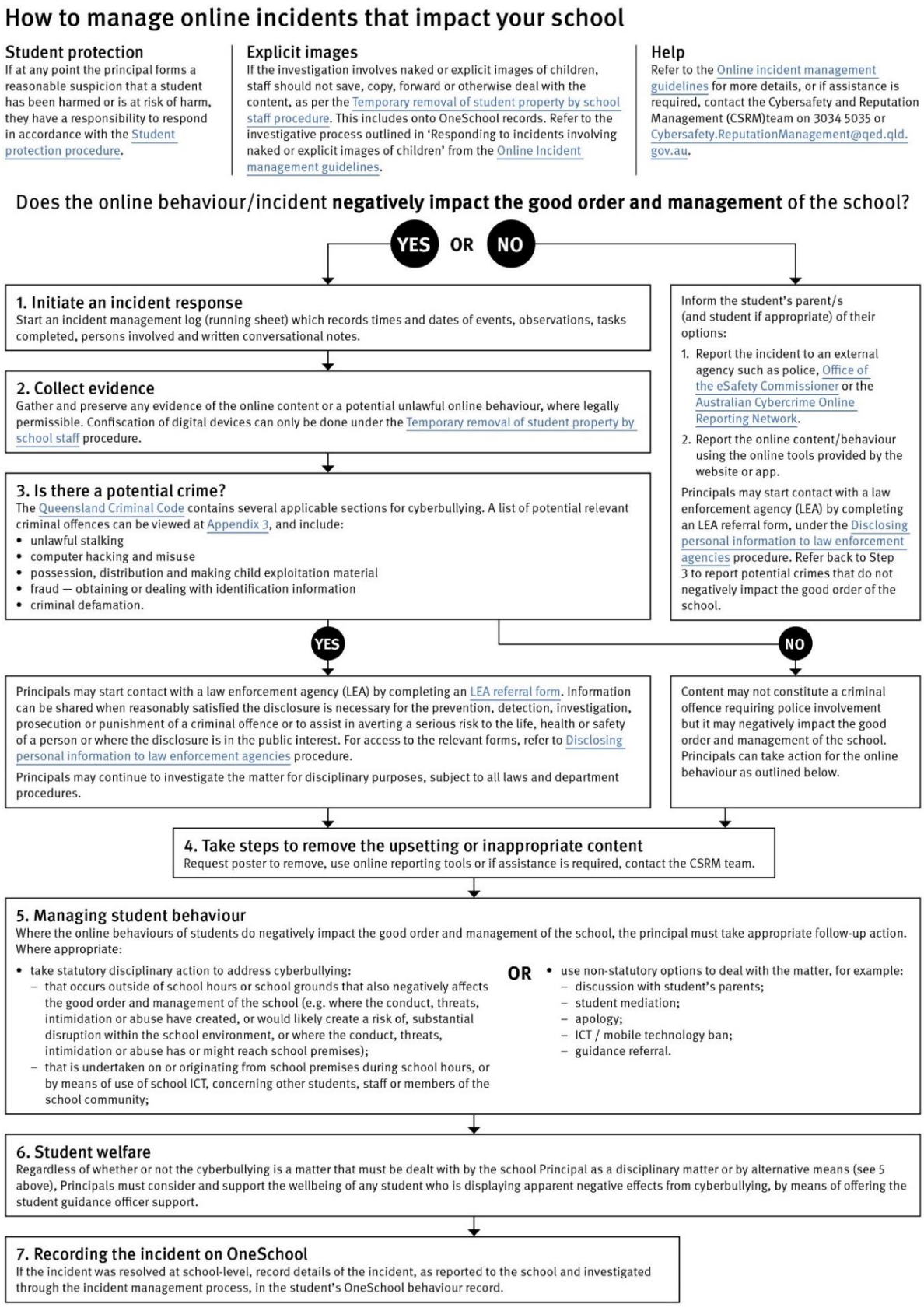
Student Intervention and Support Services

Clifton State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Clifton State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe consequences.

Cyberbullying response flowchart for school staff for Clifton State High School



Clifton State High School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Clifton State High School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if problems around bullying arise.

Clifton State High School – Anti-Bullying Compact

We agree to work together to improve the quality of relationships in our community at Clifton State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect
- Abide by the school's anti-bullying policies and procedures
- Support individuals who have been bullied
- Speak out against verbal, relation, physical bullying and cyber bullying
- Notify a parent/carer, teacher, or school administrator when bullying does occur

Student's signature:

Parent's/Carer's signature:

School representative signature:

Date:

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers/staff, schools, principals and even parents/carers can be permanently damaged – and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive or helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hastily, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents/carers may have discussed concerns or issues with their friends at the school gate. Today with the use is social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent/carer you have a role in supervising and regulating your child/student's online activities at home and it's impact on the reputation and privacy of others. Parents/carers are their child's first teachers – so they will learn online behaviour from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents/carers contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a student's learning and/or affects the school community at large, contact the Principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace harass or cause offence' (Criminal Code Act 1995(Cth)s 474.17). School staff may contact their union or obtain personal legal advise if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your student, be mindful of who might be in the background. You might be happy to share your student's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their student's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- Refrain from responding
- Take a screen capture or print a copy of the concerning online content
- If you consider problem content to be explicit; pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but **NOT** print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- Block the offending user
- Report the content to the social media provider.

Restrictive Practices

School staff at Clifton State High School need to respond to student behaviour that presents a risk of physical harm to the students themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly . On some rare occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff use restrictive practises.

The use of restrictive practises will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practises are not used for punishment or as a disciplinary measure.

The department's **Restrictive practises procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regards to the human rights of those students
2. Safeguards, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practises.

Very rarely restrictive practises will be planned and staff employ, when necessary, pre-arranged strategies and methods (of physical restraint/mechanical restraint/clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practises procedure.**

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional forseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practises.

All incidents of restrictive practises will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the students under rapid and safe control. It is not a time to try to punish or discipline the students; it is crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving in the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. 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.
3. 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.
4. 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 school behaviour, then remind them of the school behaviour and identify consequences of continuing unacceptable behaviour.
5. Debrief: At an appropriate time when there is a low risk of re-escalation, 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 options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. *This may include reference to*

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Legislative Delegations

Legislation

The Student Code of Conduct is linked to the following relevant legislation that informs the overall Student Discipline procedure.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Conclusion

Clifton State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents/carers need to raise a concern or make a complaint about an issue you feel is adversely affecting their child/student's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.