1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. At Clover Hill State School our practices are aligned to our school vision ‘Expect Excellence’ and the Nine Values of Australian Schooling. Our school’s ultimate aim is to create a productive and sustainable community partnership inclusive of all stakeholders – students, staff and families. Our plan focuses on developing a supportive school environment and responsible appropriate behaviour in all students. Our plan details the strategies and programs that facilitate acceptable standards of behaviour as well as the educational support or intervention in responding to unacceptable or potentially unacceptable behaviour.

2. Consultation and data review

Clover Hill State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during February 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process. The Plan was endorsed by the Principal, President of the P&C and Regional Executive Director (Schools) in December 2009, and reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

Clover Hill State School is committed to achieving the best educational outcomes for all students. We believe effective learning will flourish in a safe and supportive environment that respects:
- The rights of all students to learn – free from disruption.
- The rights of teachers to teach – free from disruption.
- The rights of all to be safe – free from physical, verbal or emotional abuse or threats.
- The rights of all to be treated with respect and dignity.

At Clover Hill we believe that all children can learn and have a fundamental right to receive an education of the highest quality. It is essential that to improve learning outcomes for all students, our school community need to establish standards and high expectations for all.

To support learning we believe that individual learning styles, needs and abilities must be catered for within a relevant, engaging inquiry based curriculum and appropriate behaviours need to be taught, modelled, encouraged and developed.

To support this goal a set of **three rules** and associated expectations underpin our plan:

<table>
<thead>
<tr>
<th>CARE OF SELF</th>
<th>CARE FOR OTHERS</th>
<th>CARE FOR PROPERTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Accept responsibility</td>
<td>o Promote cooperative teamwork</td>
<td>o Look after yours and others belongings</td>
</tr>
<tr>
<td>o Acknowledge your strengths and weaknesses</td>
<td>o Be inclusive of all</td>
<td>o Take pride in school grounds</td>
</tr>
<tr>
<td>o Resist negative peer pressure</td>
<td>o Support students’ learning and teachers’ teaching</td>
<td>o Maintain clean, physical environment</td>
</tr>
<tr>
<td>o Behave responsibly</td>
<td>o Move around school grounds without disruption</td>
<td>o Use equipment and facilities safely</td>
</tr>
<tr>
<td>o Manage feelings and emotions</td>
<td>o Respect the rights of others</td>
<td></td>
</tr>
<tr>
<td>o Communicate beliefs and decisions</td>
<td>o Keep hands and feet to yourself</td>
<td></td>
</tr>
<tr>
<td>o Look after your health and appearance</td>
<td>o Solve problems in a peaceful way</td>
<td></td>
</tr>
<tr>
<td>o Appreciate compliments</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>o Share feelings with someone you trust</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>o Value yourself</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>o Build relationships with others</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>o Wear our uniform with pride</td>
<td>o</td>
<td></td>
</tr>
</tbody>
</table>

Our school plan is based on the premise that students should be encouraged to take responsibility for their own behaviour and to make appropriate choices in order to be responsible citizens.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Our processes are based upon the rights and responsibilities of all school community members:

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>RIGHTS</th>
<th>RULES</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To a quality education</td>
<td>Care for Self</td>
<td>• Participate in learning to the best of their ability</td>
<td></td>
</tr>
<tr>
<td>• To learn in a safe and pleasant environment - free from physical and/or verbal abuse</td>
<td>Care for Others</td>
<td>• Be prepared and on time for classes</td>
<td></td>
</tr>
<tr>
<td>• To be free from discrimination</td>
<td>Care for Property</td>
<td>• Care for our school environment</td>
<td></td>
</tr>
<tr>
<td>• To communicate with others and express our opinions in a socially acceptable manner</td>
<td></td>
<td>• Respect the rights and needs of others to learn and participate/enjoy school activities.</td>
<td></td>
</tr>
<tr>
<td>• To be treated with courtesy by other students, staff and adults</td>
<td></td>
<td>• Conduct themselves in a manner which guarantees the safety of others – remember safety regulations and avoid dangerous practices.</td>
<td></td>
</tr>
<tr>
<td>• To feel proud of their school</td>
<td></td>
<td>• Accept responsibility for their actions.</td>
<td></td>
</tr>
<tr>
<td>• To expect their property to be safe</td>
<td></td>
<td>• Demonstrate a courteous, supportive and caring attitude – use common courtesies when addressing others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF</th>
<th>RIGHTS</th>
<th>RULES</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be recognised as professional educators</td>
<td>Care for Self</td>
<td>• Consistently implement the school plan for managing behaviour in a fair and just manner</td>
<td></td>
</tr>
<tr>
<td>• To be free from discrimination</td>
<td>Care for Others</td>
<td>• Enact a professional and collegial manner</td>
<td></td>
</tr>
<tr>
<td>• To carry out duties in a safe and supportive environment - free from physical and/or verbal abuse</td>
<td>Care for Property</td>
<td>• Provide support for our school plan by teaching and modelling appropriate behaviours.</td>
<td></td>
</tr>
<tr>
<td>• To be treated with courtesy by students and other members of the school community</td>
<td></td>
<td>• Create a caring, safe and orderly environment where students are taught responsibility for their own behaviours.</td>
<td></td>
</tr>
<tr>
<td>• To have reasonable requests carried out promptly</td>
<td></td>
<td>• Reinforce with students the expectations that our school community have about behaviour.</td>
<td></td>
</tr>
<tr>
<td>• To discipline children fairly and according to Education Queensland Regulations</td>
<td></td>
<td>• Prepare curriculum and teaching programs that are relevant and cater for students needs, interests and abilities in accordance with departmental guidelines</td>
<td></td>
</tr>
<tr>
<td>• To expect their property to be safe.</td>
<td></td>
<td>• Access support programs provided by the school to encourage their child to accept school regulations</td>
<td></td>
</tr>
<tr>
<td>• To communicate with others and express our opinions in a socially acceptable manner</td>
<td></td>
<td>• Support the goals and aspirations of our school</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAREGIVERS</th>
<th>RIGHTS</th>
<th>RULES</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To expect their child will be educated in a supportive environment</td>
<td>Care for Self</td>
<td>• Become familiar with and be supportive of our school policies.</td>
<td></td>
</tr>
<tr>
<td>• To communicate with others and express our opinions in a socially acceptable manner</td>
<td>Care for Others</td>
<td>• Demonstrate a duty of care for all children when they are in the school grounds.</td>
<td></td>
</tr>
<tr>
<td>• To be treated with courtesy by staff, students and other members of the school community</td>
<td>Care for Property</td>
<td>• Follow up any concerns from the staff regarding their child’s behaviour.</td>
<td></td>
</tr>
<tr>
<td>• To have access to school personnel at mutually arranged times</td>
<td></td>
<td>• Communicate concerns openly and honestly with staff within our school.</td>
<td></td>
</tr>
<tr>
<td>• To educational support from the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To be kept informed on all aspects of their child’s Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When the rights of others are interfered with by another person, it is expected that an effort is made by this person to correct his/her inappropriate behaviour, with support staff, to an appropriate level.
• **Universal behaviour support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Clover Hill State School 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 designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Clover Hill State School – Behavioural Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

**CLOVER HILL STATE SCHOOL - BEHAVIOURAL EXPECTATIONS**

<table>
<thead>
<tr>
<th>School Expectations</th>
<th>Care for Self</th>
<th>Care for Others</th>
<th>Care for Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>Be on task</td>
<td>Follow directions</td>
<td>Clean up after yourselves</td>
</tr>
<tr>
<td></td>
<td>Giving effort</td>
<td>Be tolerant – accept others</td>
<td>Take care of belongings</td>
</tr>
<tr>
<td></td>
<td>Being independent</td>
<td>Speak politely</td>
<td>Respect property</td>
</tr>
<tr>
<td></td>
<td>Setting goals</td>
<td>Playing by the rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work cooperatively</td>
<td></td>
</tr>
<tr>
<td>Walkways</td>
<td>Walk only</td>
<td>Walk to the left</td>
<td>Keep it clean</td>
</tr>
<tr>
<td></td>
<td>Walk quietly</td>
<td>Use appropriate voices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain personal space</td>
<td>Keep safe &amp; calm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keep moving</td>
<td></td>
</tr>
<tr>
<td>Playgrounds</td>
<td>Wear a hat</td>
<td>Play safe</td>
<td>Pick up rubbish</td>
</tr>
<tr>
<td>(Undercover, Ovals,</td>
<td>Play in the right place</td>
<td>Include others</td>
<td>Use equipment properly</td>
</tr>
<tr>
<td>Play Equipment, Multi-</td>
<td>Play safe</td>
<td>Share equipment</td>
<td>Return equipment to correct</td>
</tr>
<tr>
<td>purpose Courts)</td>
<td></td>
<td>Take turns</td>
<td>place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage others</td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>Ask for permission</td>
<td>Respect privacy</td>
<td>Keep the toilets clean</td>
</tr>
<tr>
<td></td>
<td>Take a buddy</td>
<td>Use soft voices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flush the toilet</td>
<td>Wait patiently</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wash your hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating areas</td>
<td>Sit down while eating</td>
<td>Follow directions</td>
<td>Keep area clean</td>
</tr>
<tr>
<td></td>
<td>Eat your own food</td>
<td>Practice good manners</td>
<td>Place lunch box in appropriate</td>
</tr>
<tr>
<td></td>
<td>Come prepared</td>
<td>Speak politely</td>
<td>place</td>
</tr>
<tr>
<td></td>
<td>Hats on for all times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library &amp; Computer &amp;</td>
<td>Follow directions &amp; room</td>
<td>Use soft polite voices</td>
<td>Respect ALL property</td>
</tr>
<tr>
<td>Science Lab</td>
<td>expectations</td>
<td>Consider other classes</td>
<td>Return equipment to correct</td>
</tr>
<tr>
<td></td>
<td>Come prepared</td>
<td>Keep safe &amp; calm</td>
<td>place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td>Stay in your space</td>
<td>Sit quietly</td>
<td>Come prepared</td>
</tr>
<tr>
<td></td>
<td>Use your listening skills</td>
<td>Eyes on speaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(whole body listening)</td>
<td>Appropriate singing &amp; applauds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain personal space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canteen</td>
<td>Wait patiently in defined areas</td>
<td>Follow directions</td>
<td>Keep it clean</td>
</tr>
<tr>
<td></td>
<td>Be prepared</td>
<td>Use manners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take turns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use polite talking voices</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keep safe &amp; calm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eat in B1 area</td>
<td></td>
</tr>
<tr>
<td>Buses</td>
<td>Walk safely &amp; calmly to appropriate area</td>
<td>Follow directions</td>
<td>Keep bus clean</td>
</tr>
<tr>
<td></td>
<td>Wait safely &amp; calmly</td>
<td>Use soft polite voices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Come prepared</td>
<td>Be respectful</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain personal space</td>
<td></td>
</tr>
<tr>
<td>Pick Up Areas</td>
<td>Walk safely &amp; calmly to appropriate area</td>
<td>Follow directions</td>
<td>Keep it clean</td>
</tr>
<tr>
<td></td>
<td>Waiting safely &amp; calmly</td>
<td>Use soft polite voices</td>
<td>Leave with all belongings</td>
</tr>
<tr>
<td></td>
<td>Come prepared</td>
<td>Maintain personal space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leave area with appropriate person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL Classrooms</td>
<td>Think first</td>
<td>Be tolerant of others</td>
<td>Clean up after yourselves</td>
</tr>
<tr>
<td>including Specialists</td>
<td>Accept myself</td>
<td>Cooperate</td>
<td>Take care of belongings</td>
</tr>
<tr>
<td>(D.A.T., Music, P.E.,</td>
<td>Plan my time</td>
<td>Be prepared</td>
<td>Respect property</td>
</tr>
<tr>
<td>L.O.T.E., Science)</td>
<td>Set goals and give effort</td>
<td>Use polite voices</td>
<td>Return equipment to correct</td>
</tr>
<tr>
<td></td>
<td>Be independent</td>
<td>Work together</td>
<td>place</td>
</tr>
<tr>
<td></td>
<td>Take risks</td>
<td>Play by the rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the 5 keys to success</td>
<td>Maintain personal space</td>
<td></td>
</tr>
</tbody>
</table>

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 Assemblies and during active supervision by staff during classroom and non-classroom activities.
Our plan includes a wide variety of proactive strategies with contingencies in place to deal with critical incidents and persistent non-compliance of the Code. The emphasis is on encouraging and rewarding positive behaviours, as well as strategies for realigning students who exhibit inappropriate behaviours.

The following strategies support all students to maintain appropriate behaviour:
- Programs and procedures that address harassment, bullying, violence and child protection.
- Staff and parent access to professional development or training on appropriate prevention and response strategies for addressing harassment, violence and child protection.
- Management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists.
- Access to the full range of school activities and excursions to students who are making appropriate behavioural choices (as per our Management Framework Levels).

**Engaging Curriculum and Effective Teaching:** At Clover Hill State School classroom teachers retain primary responsibility for the management of students in their class. We believe that students behave best when parents and teachers work closely to communicate consistent expectations and high standards of behaviour. We believe it is of the utmost importance to build a cooperative and honest relationship with caregivers to share information openly about student progress.

Teachers also have a responsibility for implementing curriculum and dealing with issues that arise in a manner that helps students’ make good behaviour choices. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Teachers are expected to negotiate classroom rules with students at the beginning of the school year.

The classroom rules and procedures are to be clearly visible in each classroom for reference by students, class teachers and visiting personnel.

Classroom teachers are supported in these endeavours through:
- access to relevant Professional Development
- mentoring from the Senior Teachers, Assistant Principals and Principal
- programs and in-class support from Advancement Teachers and Inclusive Education Teachers

**Positive Reinforcement:** Positive behaviour is recognised through the following initiatives:
- *Excellent Achievement Awards:* Class teachers are to nominate a student to receive a certificate on assembly recognising their achievement/progress in learning or behavioural excellence. These awards align with the ‘You Can Do It’ Program taught throughout the school.
- *Principal’s or Assistant Principal’s Award:* Each week the Principal or Assistant Principal may select a student who has shown positive citizenship for a special award acknowledged on assembly – at the end of each term a morning tea is held for recipients of these awards.
- *Acknowledgment Awards:* Staff can nominate a student who makes a significant contribution in extracurricular activities to receive an award on school assemblies.
- *Expect Excellence Vouchers:* Raffle tickets are given to students demonstrating appropriate classroom and playground behaviour. Winners drawn on assembly receive a tuckshop reward voucher.
- *Classroom Incentive/Reward schemes* may vary from class to class however includes the use of encouraging language in acknowledging improvement and achievement.
- *Gold Card Award:* A gold card is given to all students who demonstrate excellent class behaviour. At the end of the school year, students who have maintained their gold card each term are given a gold pin/certificate to recognise their contribution to our school community. Students who have been referred to the office for behaviour at any time throughout the year will not be eligible for a gold pin. (Refer to Appendices)
Anti-Bullying/Harassment Plan: We are proactive when dealing with issues around bullying. Our approach is based around providing children with effective strategies to deal with bullying. (Refer to Appendices)

School Dress Code: Our school community supports the wearing of a uniform. Clover Hill State School's expectation is that all students wear the appropriate uniform each day. Students not in full school uniform are sent to administration for a slip if they breach this expectation. This breach is logged in 'IDAttend' with reports being sent to Assistant Principals on a weekly basis for further follow-up. Consequences can be applied for breaches of the school dress code. This includes having students remove inappropriate clothing or jewellery or request a parent to bring clothing to the school. Reference: Education Queensland policy: Student Dress Code. (Refer to Appendices)

Social Skills Program: Positive behaviours are actively taught through planned class social skill lessons and the ‘You Can Do It’ Program. At Clover Hill State School, a systematic, detailed and developmentally appropriate program including a strong focus on positive relationships, relationship building, relationship restoration, bullying, harassment, violence and child protection is implemented.

Playground Leaders: A lunch program initiative to reduce playground incidences.

Active Student Involvement: Students are encouraged to make a positive contribution to our school through programs such as our student council program, student leadership program and proactive programs run by external agencies i.e. Arts Council.

Strategies will be reviewed periodically to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data will form the basis upon which any change and modification to processes and procedures will take place.

- Targeted behaviour support
Some students require more support to make appropriate choices. Our school applies consequences from least intrusive through to the most intrusive. Assistant Principals provide teachers, students and parents with assistance in implementing the following strategies:
  - Individual Responsible Behaviour Plans encourage and motivate students towards being self-managing. The plans have clearly stated goals where by all parties involved are informed and reinforce a consistent approach to assisting the student to achieve successful learning and social outcomes.
  - Referral to the CLC for supervised time out, goal setting and planning, break time reflective thinking sessions, reinforcing behaviour expectation matrix.
  - Classroom and Playground Contracts can be implemented for a variety of needs e.g.: tracking behaviour of students, providing safe play areas for students, encouraging appropriate play activities.
  - Teacher ‘Connect’ time may be used to release provided to staff to enable staff to rebuild the relationship with students whose behaviour has disrupted the teaching/learning process.
  - Meetings with parents
  - Re-entry meetings after return from school suspension.
  - Behavioural support programs i.e. individual and/or small group social skills, anger management.
  - Modification of learning programs to further engage students in collaboration with Head of Differentiation (HOD).

Centre for Learning Connections (CLC): A space for students who require more support in managing their own behaviour. Use of this space is coordinated and managed by the Assistant Principals.

- Intensive behaviour support
A small number of students require intensive support to ensure they make appropriate choices at school. These students are given in addition to the above support the following services:
Access to the school Guidance Officer Services.

**Case Management Conferences** involving caregivers, teachers, administrators and members of our Advancement Team (Special Needs).

Liaison with **external agencies** i.e. CYMHS, Child safety, Adopt a Cop, Child Health. Students who continue to disrupt the learning of the classroom or the safe environment of our playground will be sent to the CLC to reflect on their actions and make a plan to change their behaviour in order to return to the class or playground environment. The school administration maintains the right to increase or decrease the severity and nature of the consequences depending on the circumstances surrounding a particular incident.

### 5. Emergency responses or critical incidents

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

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

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

**Basic defusing strategies**

**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.

**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.

**Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Clover Hill 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. A number of key staff in the school have completed the Non-Violent Crisis Intervention training and are to be called in such incidences.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented in OneSchool. The following records must be maintained:
- incident report
- Health and Safety incident record
- debriefing report (for student and staff)

Further information can be attained through reference to the Clover Hill State School Critical Incident Policy.

6. Consequences for unacceptable behaviour
We expect all children to take responsibility for their actions and that consequences apply for their inappropriate actions in the classroom and in the playground. Common sense, logical and natural consequences are applied as a matter of course in dealing with unacceptable behaviour but always with firmness, fairness and consistency. In most cases, every effort will be made to resolve/solve the issue at the classroom level.

Whilst our focus is on proactive and preventative whole school approaches, certain types of behaviours are unacceptable and have consequences. Students who seriously harm the rights of others or are unwilling to comply with our Responsible Behaviour Plan choose to be separated from school activities at the school office or at home.

At Clover Hill State School the following consequences are applied for unacceptable behaviour:
- Time out/chill out areas in classroom and playground;
- Referral to buddy teacher classrooms;
- Referral to the CLC (for medium level / high level behaviours);
- Phone contact with caregivers from teachers informing them of incidents;
- Application of the Management system;
- Restrictions or exclusion from school activities and/or excursions;
- In school withdrawal;
- After school detention;
- Restricted re-entry - partial return to school for a negotiated period of time;
- Suspension;
- Behaviour Improvement Condition (BIC);
- Exclusion.

Consequences are applied after consideration has been given to the unique circumstances of each situation. It is the responsibility of staff to enter data in relation to behavioural incidents into OneSchool. Staff are required to refer behaviour to their respective administrator at step 4 so behaviour can be followed up.
**Examples of Student Behaviour**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Management Strategies - Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Level:</strong> Student displays misbehaviour that causes minimal disruption/harm/inconvenience to self or other/s or is brought about in an unintentional manner.</td>
<td></td>
</tr>
<tr>
<td>Inappropriate talking and/or calling out</td>
<td>1. Give a verbal rule reminder</td>
</tr>
<tr>
<td>Continually out of place; off task</td>
<td>2. Where the reminder is ignored there must be immediate TIME OUT/Reflection time for 10 minutes in classroom/playground.</td>
</tr>
<tr>
<td>Name-calling (not swearing); Not completing work without valid reason</td>
<td>3. If the misbehaviour continues the student is sent to a Buddy Class (class) with work for the remainder of the session.</td>
</tr>
<tr>
<td>Uniform/hair/makeup/jewellery transgressions</td>
<td>Other strategies could include:</td>
</tr>
<tr>
<td>Littering</td>
<td>• Tactical ignoring and non-verbal messages</td>
</tr>
<tr>
<td>Running on concrete, Inappropriate water play/wastage, Out of bounds - climbing trees/walls/in gardens, playing in/around toilets</td>
<td>• Give clear choices or rule reminders</td>
</tr>
<tr>
<td>Throwing non-harmful projectiles</td>
<td>• Give clear instructions</td>
</tr>
<tr>
<td>Rough play</td>
<td>• Remind students or rules and/or class behaviour system</td>
</tr>
<tr>
<td>Not sitting down during eating time</td>
<td>• Apologise to person/s involved</td>
</tr>
<tr>
<td>Yelling</td>
<td>• Removal of litter (provide gloves – in folder)</td>
</tr>
<tr>
<td>Playing with sticks</td>
<td>• Clean/Tidy mess made by student</td>
</tr>
<tr>
<td>Playing after the bell</td>
<td>• Separate student</td>
</tr>
<tr>
<td>Sliding or jumping down stairs</td>
<td></td>
</tr>
</tbody>
</table>

| **Medium Level:** Misbehaviour is considered to be of a more serious nature. Student displays behaviour that causes, or potentially causes, harm/disruption/inconvenience to self or other/s. Harm/disruption is brought about in an intentional manner. |
| Disobeying teacher’s instructions | In consultation with the class teacher, the Assistant Principal will initiate actions which could include: |
| Frequently demonstrating low level behaviours | • Referral to the CLC or Buddy Classroom |
| Continually annoying other children | • Monitoring program |
| Continually answering back; disrupting the learning process | • Resolution meeting as required between aggrieved party and student |
| Some forms of bullying (unintentional but unwanted) including cyberbullying | • Peer mediation or restorative conference |
| Play fighting which hurts others or unwelcome | • Individual Behaviour Support Plan |
| Ongoing teasing/consistent name calling | • Restitution |
| Throwing projectiles at or towards other/s | • Parent contact |
| Leaving school grounds without permission | • Suspension in line with Education Queensland Policy Safe, Supportive and Disciplined School Environment and Ed.(GP) Act 2006. |
| Wasting school resources | All incidents and actions need to be recorded – student profiles/data base. |
| Inappropriate gesturing | |
| Dangerous play - throwing or playing with stones, sticks, tackling in sport etc. | |

| **High Level Major incident:** Misbehaviour is at a dangerous/offensive level. Harm/disruption to self or other/s is deliberate, intentional or a result of uncontrolled emotions (anger). |
| Abusive language; uses sexually explicit words or actions | Referral to Assistant Principal or Principal. In cases of safety concerns/urgency a RED CARD should be sent to administration for immediate assistance: |
| Ongoing middle level behaviours – ongoing defiance and disruption, depriving others of their right to learn and/or safety, bullying | • Review Individual Behaviour Support Plan |
| Fighting, intimidation - both physical and emotional bullying including cyberbullying, continual teasing that constitutes harassment (sexual, physical, racial, verbal) – endangering safety of self and others | • Parent/carer interview |
| Vandalism/damage to property | • Detention |
| Theft | • External agencies |
| Behaviour likely to endanger the health of others (spitting, urinating) | • CLC referral |
| Continued deterioration of behaviour, ignoring attempts to help by refusing to follow Individual Responsible Behaviour Plan | • Suspension |
| Blatant disrespect for teachers or other adults | • Individual Behaviour Agreement |
| Possession of dangerous or banned objects and illegal substances e.g. knives, cigarettes, lighters, matches, razor blades, projectiles, weapons. | • Police notification (if illegal behaviour) |
## Levels of Support and Procedures in Managing Behaviour

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Management Strategies</th>
<th>Extra Support</th>
</tr>
</thead>
</table>
| **1  Self-Managing Behaviour** | Students respect the rights of self, others and property – is cooperative and self-managing. Independently and consistently follows school rules. | Positively reinforce behaviour through school/class incentives  
• Stickers, Notes home  
• Praise, Raffle tickets  
• ‘Pay It Forward’  
• Record in OneSchool | Involve administrators, parents and colleagues in celebrating achievement. Use assembly, newsletter. **Gold Card.** |
| **2  Indicates the student requires teacher intervention to manage their behaviour (2 people to manage behaviour)** | Generally respects the rights of others but has difficulties. Some degree of frustration, low concentration levels. Minor disruptions such as inappropriate talking, calling out, off task and annoying others, inconsistency shown in following rules and responsibilities. Refer to list of low level behaviours. | Classroom:  
Give a verbal rule reminder  
• Where the reminder is ignored there must be immediate TIME OUT/Reflection time for 10 minutes in classroom  
• Teacher/student conference to establish appropriate expectations. | Teacher contact parent/caregiver before a pattern emerges – develop communication process with parent and shared understanding of expectations. |
| **3  Indicates the student requires 3 people to manage their behaviour** | Student continuing to show poor attitude. Disruptive behaviour is affecting others. Ongoing poor relationship with peers/teacher is apparent. Refer also to list of low/medium level behaviours. | Classroom:  
• If the misbehaviour continues the student is sent to a Buddy Class with work for the remainder of the session  
• Teacher / Student conference to discuss outcomes.  
• Record in OneSchool | Teacher contacts parents to advise of ongoing concerns. Consult with Assistant Principal and/or Head of Advancement to assist in defining problem and developing Individual Behaviour Plan. Assistant Principal initiates follow up actions/consequences as appropriate. |
| **4  Indicates the student requires 4 people to manage their behaviour** | As above however records indicate an emerging and ongoing pattern of inappropriate behaviour. Class interventions not working. Refer to list of medium level behaviours. | Case Management Process activated.  
• Teacher telephones parent to organise meeting (parent, teacher and Assistant Principal).  
• Teacher to document meeting outcomes.  
• Teacher may implement an individual behaviour contract or other communication system with parents.  
• Review date set to monitor actions/interventions.  
• Record in OneSchool | Assistant Principal will support teacher at parent meeting. Assistant Principal will follow-up with teacher and student re interventions:  
Social skills lessons  
Optional withdrawal from class/school activities  
Time out in CLC  
Re-connect time |
| **5  Indicates the student requires 5 people to manage their behaviour** | Student exhibiting high level behaviour. Student seriously violates the rights of others and shows no signs of response to extrinsic or intrinsic reinforcements i.e. abusive, poor effect on peers, negative effect on the learning of others, unsafe behaviour, no control over emotions. | Case Management continued to the second stage.  
• Review Individual Responsible Behaviour Plan  
• Meeting with Student, Teacher, Parent, and Assistant Principal.  
• Tracking/monitoring of all sessions.  
• Review date set.  
• Record in OneSchool. | Support and involvement of Assistant Principal re interventions:  
Skills training as appropriate  
Optional withdrawal from class/school activities  
Optional exclusion from school excursions/privileges  
In school withdrawal  
After school detention  
Short term 1-5 day suspension  
Involvement of Principal/Support staff if required:  
Suspension if appropriate.  
External agencies referral as appropriate.  
Counselling – external referrals |
| **6  Indicates the student requires 6 people to manage their behaviour** | Student behaviour requires support beyond the school. Persistent/wilful disobedience. Continual failure to follow school and social expectations. Little or no remorse shown after displays of inappropriate behaviour. | Case Management continued to the third and final stage.  
• Interview with all agencies involved.  
• Individual Responsible Behaviour plan renegotiated.  
• Optional exclusion from school activities.  
• Record in OneSchool. | Support as above maintained. Application of Student Disciplinary Absences:  
6-20 days suspension with restricted/partial return  
Behaviour Improvement Condition enacted.  
Exclusion as final sanction if appropriate. |
Interpretation of Management Framework:
The framework above is not necessarily progressive or hierarchical. 
Students may move up, down or across the framework as determined by the:
- individual circumstances;
- seriousness of the student actions;
- needs and rights of the school community members.

Points for consideration when determining position on framework:
- Persistent disobedience in the classroom or the playground;
- Excessive number of referrals to the CLC;
- Behaviour that is ongoing or extreme and requires further action;
- A pattern of improvement has emerged;
- Significant improvement warrants a change of level.

Suspension and Exclusion Policy
The Education Act (General Provision) gives Principals authority to suspend a student for up to 20 school days. Furthermore, the Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.

A student can be suspended for:
- Disobedience
- Misconduct or,
- Conduct that is prejudicial to the good order and management of the school.

Suspensions at Clover Hill State School will be considered for:
- Persistent and wilful disobedience
- Violent behaviour
- Verbal harassment of staff or students
- Failure to comply with individual Responsible Behaviour Plans
- Failure to follow Re-entry Plan
- Persistent bullying or harassment – threatening students and/or staff
- Vandalism
- Theft
- Verbal misconduct
- Grossly immoral behaviour
- Bringing contraband to school including cigarettes, drugs or weapons
- Use of harmful substances at school
- Failure to follow a program on instruction.

Plus other circumstances that threaten the good order and management of the school as determined by the Principal. If a student is suspended, arrangements will be made for providing the student with an education program that allows their education to continue. Support is negotiated with the purpose of the student re-entering the school. The re-entry support may include possible recommendation to external community agencies.

Travel to and from school
Students travelling to and from school will be subject to disciplinary action for misconduct. Under the “Code of Conduct for Students Travelling on Buses” bus companies may also impose consequences including a refusal to travel.

In School Withdrawal
If behaviour warrants it, an in school withdrawal will be initiated. This will result in a student working independently at the office for the whole day. Play breaks will also be taken at the office.

Detention of Students
The Education Act (General Provisions) gives Principals and/or teachers the right to detain a student as a punishment for disobedience, misconduct and wilful neglect to prepare homework or for other breaches of school discipline.
A period of detention must not be more than:
- 20 minutes during the lunch recess or
- 30 minutes after the school program for the day is finished.

**Behaviour Improvement Condition**

A *Behaviour Improvement Condition* is an option to be used only when the student's behaviour warrants grounds for exclusion i.e.: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour. The Principal may decide that the student's continued attendance at Clover Hill State School is subject to the student complying with a behaviour improvement condition for the challenging behaviour and requires the student to undertake a behaviour management program. The program must be:

- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour.

**Exclusion**

The Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.

Additionally, the principal can suspend with a proposal to exclude for the student's contravention of a behaviour improvement condition.

The Principal will only recommend the exclusion to their supervisor if they determine it is inappropriate for them to make the exclusion decision.

**Re-entry Plans**

It is a condition of re-entry after a school suspension that students and their caregivers attend a re-entry meeting with the School Administration. At this meeting a plan is determined so the student can successfully return to school. Some strategies may include:

- Partial return to school (for part of the day)
- Formulation of an individual responsible behaviour plan
- Establishment of a restricted play area for the student
- Alternate playtime plan
- Alternate classroom sessions with other classes for a period of time
- Time out in the CLC

**7. Network of student support**

The network for support at Clover Hill State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff;
- School administration;
- Parents/Caregivers;
- School Chaplain;
- School Guidance Officer;
- District Senior Guidance Officer;
- SNAC - Learning Support Teacher;
- Head Of Curriculum.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

**8. Consideration of individual circumstances**

When applying consequences, individual circumstances and actions of the student, and the needs and the rights of the school community are considered at all times. Considerations include, but are not limited to:

- Age of the student;
- Cultural background;
- Emotional state;
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 departmental procedures

- 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

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

Endorsement

Principal   P&C President or   Principal’s Supervisor
Chair, School Council

Date effective:

from …………………………………………. to ………………………………………..
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras 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.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and stored in the front office for collection after school.

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 Clover Hill State School. We believe that when 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\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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 (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

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

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment 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 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 Deputy Principal or Principal.

*Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, IPods, IPhones, 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.*

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\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

Anti-Bullying and Harassment Policy (including Cyberbullying)

Bullying behaviour and harassment are learned behaviours which will not be tolerated in our school. Bullying is repeated oppression, psychological or physical, to obtain power over others. It is deliberate and persistent. School bullying behaviours may include:

- Physical behaviours (e.g. striking, kicking, gestures, damaging or taking belongings).
- Verbal behaviours (e.g. name calling, teasing, insulting, racist remarks).
- Emotional/Psychological behaviours (e.g. spreading rumours, exclusion from social group, persistent mockery, manipulation of friendship group).
- Cyberbullying

Harassment is often used to describe negative behaviour toward someone on the basis of difference such as:

- Gender
- Racial Background
- Religious or Cultural Beliefs
- Sexual Orientation
- Ability and Disability
- Socio-Economic Status

At Clover Hill State School children are taught to identify the characteristics of bullying and harassment. They are also taught to deal with these situations. The following strategies need to be taught and reinforced in classrooms on a regular basis:

- Walk away and ignore
- Use an assertive statement “Stop that! I don’t like it when you do that!”
- Tell an adult. They may approach any of the following personnel – Class Teacher, Duty Teacher, Administration staff (Principal or Assistant Principal)
- Lodge a bullying or harassment complaint. Forms are accessible from the office or from duty teachers.

Cyberbullying is using technology to deliberately and repeatedly bully someone. It can happen to anyone, anytime, anywhere and can leave you feeling unsafe and alone.

It can include:

- Abusive texts and emails
- Posting unkind message or images
- Imitating others online
- Excluding others online
- Inappropriate image tagging
- Inappropriate discussions.

How is it different to face-to-face bullying?

While cyberbullying is similar to face-to-face bullying, it also differs in the following ways:

- the bully can have a sense of being anonymous
- it can occur 24/7 and be difficult to escape
- it is invasive and you can be targeted while at home
- it can have a large audience - sent to groups or posted on a public forum which can be permanent.

How do I deal with it?

- don’t retaliate or respond, no matter how tempting
- block the person doing the bullying and change your privacy settings
- report it - click the report abuse button
- collect the evidence - keep mobile phone messages and print emails or social networking conversations
- talk to someone you trust, like a family member, friend, teachers or school administrators

Procedures for dealing with a reported incident of bullying or harassment including cyberbullying

- Ascertain whether it is a bullying situation
- Ask the child what they have done about the situation themselves
- Determine what will happen next, for example:
  - No further action
  - Apply a consequence
  - Talk to the bully
  - Lodge further bullying or harassment complaints
  - Discuss with parents

The person to whom the complaint is made will decide whether to deal with the situation themselves or refer to the Guidance Officer, Assistant Principal or Principal. When a complaint is lodged (remembering that each case is to be treated individually) the following process should occur and be explained to the student.

Student reporting incident completes a Conflict Resolution Form.

- All parties involved have their versions recorded in their own words.
- All incidents will be treated seriously, heard and investigated.
- Options will be presented in support of the victim (e.g. mediation, buddy system, safe play plan and counselling) to ensure that the bullying will be addressed.
- The bully will be counselled and assisted to change their behaviour (e.g. anger management and conflict resolution program, administration counselling).
- Resistance to behaviour change and repeated offending by the bully will lead to more serious consequences such as suspension or exclusion.
- Continual monitoring of the individual to check for any reoccurrence.
- Resolutions and further actions are negotiated by working with both the parents of the victim and the bully.
- Copies of the forms and action taken will be filed and documented in OneSchool.

Any person who chooses to bully or harass anyone else is also choosing serious consequences. Bullying must be reported so it can be dealt with effectively. The whole school community is responsible for the elimination of bullying and harassment.
Appendix 3

Student Protection Policy

Clover Hill State School is committed to providing a safe and supportive learning environment for its students and requires all staff to model and encourage behaviour which upholds the dignity and safety of students. Our school observes two central principles of student protection:

- The welfare and best interests of the student are paramount
- Every student has a right to protection from harm

The Student Protection Policy outlines appropriate staff responses to the prevention and management of four categories of harm to students:

- Harm to students caused by events outside of school
- Harm to students caused by other students
- Harm to students caused by employees
- Self-harm

The department’s Code of Conduct establishes clear professional standards of conduct for all employees to follow. All staff must undertake in-service training on child protection and code of conduct issues. The Student Protection Policy and the Code of Conduct are available from the school library or viewed on the internet at [http://education.qld.gov.au](http://education.qld.gov.au)

Staff must:

- Report to the Principal (or Assistant Principal) any allegation or information about an employee that raises a reasonable suspicion of official misconduct, or other conduct that could constitute a criminal offence. Unless otherwise directed, they must not inform the person who is the subject of the allegations of the referral. If the accusation is against the Principal it must be reported to the Executive Director
- Make an oral or written statement to the school principal and keep appropriate records if allegations have been made, or it is reasonable to suspect a student will be, is being, or has been the subject unwelcome behaviour by an employee such as harassment, intimidation, bullying or other improper behaviour, which has harmed, or could harm a student
- Make an oral or written statement to the Principal (Assistant Principal) and keep appropriate anecdotal records if allegations have been made, or it is reasonable to suspect a student will be, is being or has been the subject of unwelcome behaviour by another student such as harassment, intimidation, bullying or other improper behaviour, which has harmed, or could harm a student
- Make an oral or written statement to the school principal and keep appropriate anecdotal records if it is reasonable to suspect that a student is in need of protection from harm, or the risk of harm arising from a situation outside the control of the school environment
- Make an oral or written statement to the school principal and keep appropriate anecdotal records if it is reasonable to suspect that a student is in need of protection from self-harm
- Notify their principal if they enter a boarding or lodging arrangement with, or provide emergent or respite accommodation to an EQ student who attends the same school as the employee, and is not related to the employee
- Immediately notify the Director-General of Education in writing if they are charged with or convicted of an offence
- Undertake training in student protection procedures
- Maintain a professional relationship with students at all times

Student safety is promoted by:

- Students always moving around the school with a partner
- All visitors to the school “signing in” at administration and wearing a ‘visitor’ badge
- All staff members wearing an identification badge
- Students not being alone with a staff member or visitor
- Individual photographs of students not being published
- Student names not being attached to photographs
Gold Card Awards and Golden Time

Gold Cards
A gold card is given to all students who demonstrate self-managing class behaviour.
- Gold cards are given to each student at the start of each term or upon placement in a class.
- Gold Cards are to be displayed in a prominent position within the class.

Removal of Gold Cards
A student may ‘lose’ their Gold Card for breaches of the School’s Responsible Behaviour Plan. This includes children who have reached level 2 or repeatedly receive rule reminders.
- Decisions to remove Gold Cards should be moderated at team levels to ensure polarity and respective administrators should be informed.
- A child’s Gold Card is removed from the display and placed in an area separate from other Gold Cards.
- Parents should be notified for the loss of Gold Cards.

Re-earning Gold Cards
A student can potentially ‘re-earn’ their Gold Card.
- This decision is to be negotiated by the teacher and administrators and should be an option for more minor behaviour. (Level 4 behaviour does not indicate minor behaviour.)
- Staff should negotiate goals which target the behaviour leading to the loss of the Gold Card. Students must achieve an agreed goal before the decision to return the Gold Card is made.
- Parents should be notified of the process.
- This process should not be used more than once a term and is at the discretion of administrators.

Golden Time
Golden Time is used to acknowledge students who have maintained their Gold Cards.
- Staff could use Golden Time as weekly reward for students who maintain their high levels of behaviour during the week. This could be game time, additional art/craft etc.
- During the term, a special Golden Time event may occur to acknowledge, on a larger scale, those students who have maintained their Gold Cards. This could be in the form of a disco, sticker presentations, ice blocks, etc.
- Year groups could organise an event i.e. disco, etc. which could be supported by admin and occur either during lunch times or during an afternoon session. Students who have maintained their Gold Cards would be eligible to attend the event and those who don’t would be supervised by a year level staff member.

Gold Pins/Certificates
At the end of the school year, students who have received a gold card each term are given a gold pin or certificate to recognise their contribution to our school community. It should be noted that, students who have been referred to administration at any time throughout the year will become ineligible for Gold Certificates and Gold Pins. Students who do not maintain B’s or better on their overall behaviour in their reports for Semester 1 and 2 will be ineligible for a Gold Pin/Certificate.

Students in:
- Prep – Year 2 – who have maintained their Gold Cards for each of the four terms will receive a special Gold Certificate.
- Year 3 – Year 7 – who have maintained their Gold Cards for each of the four terms will receive a Gold Pin.
BUDDY CLASS PROCEDURES

When to use a buddy class

- Redirection to buddy class may be appropriate if a student requires time away from their own class however this may not be needed in all situations. It is more educationally sound if students remain in their own classrooms where possible.
- It is not compulsory to send a student to buddy class – some students are better served by additional time out in their own classroom with their own teacher.
- Students may only be sent to buddy teacher after discussion with their own teacher about the inappropriateness of the behaviour(s) and some positive statements about expectations.

Criteria for selection of a buddy class

- Buddy classes where the student has a sibling/close friendship/history of conflict is generally not appropriate.
- Select a classroom close to your own to avoid time wasted moving around the school.
- Select a buddy teacher that you have a connection/relationship with.

Procedures when sending a student to buddy class

- Direct student to time out area until you can discuss behaviour and consequences.
- Ensure student understands which behaviour(s) has led to the consequence.
- Contact the class teacher to ensure the buddy class are in their room and the teacher is able to accommodate buddy student.
- Send sufficient engaging work for the student or negotiate for the student to participate in the lesson being conducted in the buddy class (you may wish to negotiate leaving a folder of suitable work in the buddy class).
- Reconnect with student on their return and use positive and encouraging statements to remind student of expectations.
- Ignore secondary behaviours.

Procedures when a student is sent to your class

- Have an appropriate area set aside for buddy class students.
- Negotiate for the student to participate in the lesson being conducted in your class, if appropriate.
- Buddy students who arrive without work may be returned to their own class – students must be engaged in some form of educational activity during class time.
- When time permits support the student with positive statements and help with their work.
BUDDY CLASSROOM REFERRAL FORM

DATE:__________  CLASS:______  BUDDY CLASS:______

STUDENT NAME:_____________________________________

TIME LEFT CLASSROOM:__________

TIME ARRIVED AT BUDDY CLASS:__________

Circle or highlight the appropriate behaviours displayed by student resulting in Buddy Classroom Referral:

☐ Continual disruption of class
☐ Teacher backchat
☐ Swearing
☐ Swearing at students
☐ Calling out
☐ Hitting
☐ Kicking
☐ Punching
☐ Making inappropriate noises
☐ Blatant refusal to teacher
☐ Interrupting others learning
☐ Ignoring teacher instructions
☐ Rude Finger Gestures
☐ Threatening behaviour towards others

If not listed above please add here:

________________________________________________________________

In the Buddy Classroom please allow the student to: (Tick one)

☐ Have some quiet time -- ___ min then return to class.
☐ Complete their behaviour plan/thinking/reflective sheet then return to class.
☐ Complete work that they have brought with them.
☐ To complete work already organised in Buddy Classroom.
☐ Other:______________________________________________________

BUDDY CLASSROOM TEACHER TO COMPLETE:

Comment from the Buddy Classroom Teacher:  e.g.:  Worked quietly, completed work, settled well…

________________________________________________________________

REFERRAL TO THE CONNECT TEACHER FROM THE BUDDY TEACHER:

Briefly describe the SEVERE CLAUSE/RED ALERT disruption the student has caused in the buddy classroom:

________________________________________________________________

Time Sent to Office:____________________

Signed by Administration:____________________
Appendix 6

CONTACTING PARENTS

It is school policy to keep parents informed of their child's progress in all aspects of school life.

Parental support in helping students to develop self-managing behaviours is vital. Involving parents as soon as a problem becomes evident and maintaining communication will provide the student with a clear and consistent message about the desired outcomes.

<table>
<thead>
<tr>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers</td>
<td>➢ Teachers must contact parents as soon as a pattern of inappropriate behaviour becomes evident. This can be via a telephone call or a letter if the student has spent time out of the classroom.</td>
</tr>
<tr>
<td></td>
<td>➢ Teachers must contact parents if a student displays a high level behaviour that presents a danger, either physical or emotional, to themselves, another student or staff member. This can be via a telephone call or a letter if the student has spent time out of the classroom.</td>
</tr>
<tr>
<td></td>
<td>➢ Teachers must contact parents prior to placing a student on a classroom behaviour contract.</td>
</tr>
<tr>
<td>2. Administration</td>
<td>➢ Administration will contact parents of students referred to the Centre for Learning Connections (CLC) for high level playground behaviour incidents. This may be via a telephone call or a letter at their discretion.</td>
</tr>
<tr>
<td></td>
<td>➢ Administration will contact parents of students as soon as a pattern of inappropriate behaviour in the playground becomes evident. Contact will be maintained and positive feedback provided also.</td>
</tr>
<tr>
<td></td>
<td>➢ Administration must contact parents prior to placing a student on a playground behaviour contract.</td>
</tr>
<tr>
<td>3. Principal/ Assistant</td>
<td>➢ Principal/Assistant Principal will contact parents when a student's behaviour is approaching suspension. This may be via a telephone call or a letter at their discretion.</td>
</tr>
<tr>
<td>Principal</td>
<td>➢ Principal/Assistant Principal will contact parents when a student demonstrates a high level behaviour which results in a period of suspension. This requires notification by telephone and a formal letter.</td>
</tr>
</tbody>
</table>

All contact with parents should be documented using One School.
Implementing Student Contracts

Behaviour contracts are a tool that can be used to monitor student behaviour in a given situation. They provide boundaries for the student and progress information for the teacher. Behaviour contracts alone will not create self-managing behaviour in students.

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>• Teachers may develop a student behaviour contract for the classroom whenever a pattern of inappropriate behaviour emerges. This contract may be for all lessons or a specific lesson or situation.</td>
</tr>
<tr>
<td></td>
<td>• Parents should be contacted prior to the student commencing a behaviour contract and regular communication commenced.</td>
</tr>
<tr>
<td></td>
<td>• Supervision of this contract will be conducted by the teacher.</td>
</tr>
<tr>
<td></td>
<td>• Contracts must be signed and copied before they are sent home. Copy placed in classroom student file and the Connecting Space.</td>
</tr>
<tr>
<td></td>
<td>• Duty teachers to sign playground contracts while on duty if required.</td>
</tr>
<tr>
<td>Administration</td>
<td>• Administration may develop a student behaviour contract whenever a pattern on inappropriate playground behaviour emerges.</td>
</tr>
<tr>
<td></td>
<td>• Parents should be contacted prior to the student commencing a behaviour contract and regular communication commenced.</td>
</tr>
<tr>
<td></td>
<td>• Supervision of this contract will be conducted by the Administration.</td>
</tr>
<tr>
<td>Principal/ Assistant Principal</td>
<td>• Principal/Assistant may develop a student behaviour contract subsequent to a period of suspension.</td>
</tr>
<tr>
<td></td>
<td>• Parents will be notified during the re-entry meeting.</td>
</tr>
<tr>
<td></td>
<td>• Supervision of this contract will be conducted by the Principal/Assistant Principal.</td>
</tr>
</tbody>
</table>
Appendix 8

CLOVER HILL STATE SCHOOL
Playground Behavioural Expectations - Protocols

During Breaks – Eating Time
1. Move straight to eating area when dismissed.
2. Remain seated whilst eating.
3. Ask permission to go to the toilet.
4. Placing rubbish in the bin and getting a drink should be done when dismissed.
5. Do not leave the area until dismissed.
6. Anyone caught littering should be allocated a rubbish duty.
7. Children to be seated within clear view of the teacher on duty i.e. avoid stair wells etc.
8. TUCKSHOP PURCHASES by Year 5-7 Students – Students may only leave their area and purchase at the tuckshop once they have been dismissed from their eating area at the play bell. They are to use the lift stairwell only. Any food/drink items purchased over the counter at the tuckshop must be consumed in the tuckshop vicinity – blue tables. They are then released by the teacher on duty after they have checked for rubbish. Students are then to return to the area straight away. Students are to be sent straight back to their correct area if they don’t make any purchases.

During Breaks – Play Time

Acceptable Behaviours
1. All children must wear a hat to play.
2. Children do not leave the eating area until dismissed.
3. Sports equipment should only be used on ovals.
4. Lining up at the tuckshop for purchasing items not requiring an order.

Unacceptable Behaviours
1. Using sports equipment (other than tennis balls for handball) in any area other than the ovals.
2. Eating outside the designated areas – except ice blocks.
3. Playing with toys.
4. Going in and out of bounds areas.
5. Entering classrooms or the verandahs without permission.
6. Cutting through gardens.
7. Getting balls out of gardens or off roofs.
8. Blocking access ways.
10. Littering.
11. Engaging in any unsafe behaviours including sitting on top of play equipment.

Staff Responsibilities
1. Arrive on time for all duties.
2. Carry a duty folder.
3. Model sun safe behaviours (wear an appropriate hat).
4. Manage behaviours as per Behaviour Management policy.
5. Record playground incidents.
6. Issue cautions as per the Behaviour Management Plan.
7. Send students in need of first aid to the Administration (Gloves and band aids are in back of Duty Folder). There will be a first aid trained personal on duty from 1.10 to 1.40 pm each day.
CLOVER HILL STATE SCHOOL
After school Behavioural Expectations - Protocols

Acceptable Behaviours
1. All bus children must present to the assembly area prior to getting on the bus. (Outside Music Room)
2. Children should leave the grounds in a safe and orderly manner.
3. Children should behave in a way that shows pride in our school.
4. Children being picked up by their parents must wait inside the fence line (at top gate nearest prep rooms) until they have sighted their parents.
5. Children riding bikes must walk or wheel their pushbikes from the bike stands past the front of the School, crossing the lower drive way into the staff car park. From this point children can mount their bike and ride home.
6. Students sit quietly and wait until collected by After School Care providers under I Block.

Unacceptable Behaviour
1. Running, yelling and rough behaviour.
2. Crossing the car park or roads away from the designated crossings.
3. Playing on the equipment
4. Hanging around to talk / play with friends other than waiting to be picked up.
5. Wandering around prior to presenting at the bus area.
6. Children are not to wait at the gate leading into the Admin Building.
7. Children (other than bus children) are not to use the stairway linking admin to the lower staff car park.

Staff Responsibilities
1. Let children out on time – especially those that travel by bus.
2. Police the guidelines when you become aware of breaches. If you see students breaking rules (minor incidents) please deal with them through rule reminders and cautions.
3. Refer any serious breaches (as defined in the Behaviour Management policy) and recurring incidents to Admin. Admin carry primary responsibility for Behaviour Management during this time.
4. Accept complaints from parents on incidents that occur regardless of the time it happens.
# Appendix 9

## Clover Hill State School

### Behavioural Referral Form

<table>
<thead>
<tr>
<th>Referring Teacher:</th>
<th>Date: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name/s</td>
<td>Class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Before School (Prior to 9:00am)</td>
<td>Classroom (Subject)</td>
<td>□</td>
</tr>
<tr>
<td>□ 1st Session (9:00am to 11:00am)</td>
<td>□ Maths</td>
<td>□ PE</td>
</tr>
<tr>
<td>□ 1st Lunch - Eating (11:00am – 11:15am)</td>
<td>□ English</td>
<td>□ Music</td>
</tr>
<tr>
<td>□ 1st Lunch - Play (11:15am to 11:30am)</td>
<td>□ SOSE</td>
<td>□ LOTE</td>
</tr>
<tr>
<td>□ 2nd Session (11:30am – 1:00pm)</td>
<td>□ Science</td>
<td>□ Chill Central</td>
</tr>
<tr>
<td>□ 2nd Lunch - Eating (1:00pm – 1:15pm)</td>
<td>□ ICT/Tech</td>
<td>□ Learning Support</td>
</tr>
<tr>
<td>□ 2nd Lunch - Play (1:15pm to 1:45pm)</td>
<td>□ Playground</td>
<td>□</td>
</tr>
<tr>
<td>□ 3rd Session (1:45pm to 3:00pm)</td>
<td>□ A1 Eating</td>
<td>□ C1 Play</td>
</tr>
<tr>
<td>□ After School (3:00pm +)</td>
<td>□ A1 Play</td>
<td>□ C2 Snr Oval</td>
</tr>
<tr>
<td>□ A2 Eating</td>
<td>□ P2 Eating/Play</td>
<td></td>
</tr>
<tr>
<td>□ A2 Top, s/pit, play</td>
<td>□ P3 Eating/Play</td>
<td></td>
</tr>
<tr>
<td>□ A4 Jnr Oval</td>
<td>□ Chill Central</td>
<td></td>
</tr>
<tr>
<td>□ B1 Eating</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>□ B1 Undercover</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>□ B2 Middle Playground</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>□ C1 Eating</td>
<td>□ Transition Time</td>
<td></td>
</tr>
<tr>
<td>□ Outside School Grounds</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

### Incident Details

<table>
<thead>
<tr>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Anti-Social Behaviour</td>
</tr>
<tr>
<td>□ Avoidance Behaviour</td>
</tr>
<tr>
<td>□ Bullying/Harassment</td>
</tr>
<tr>
<td>□ IT Abuse</td>
</tr>
<tr>
<td>□ Non-compliance</td>
</tr>
<tr>
<td>□ Physical Aggression</td>
</tr>
<tr>
<td>□ Serious Misdemeanour</td>
</tr>
<tr>
<td>□ Vandalism</td>
</tr>
<tr>
<td>□ Verbal Aggression</td>
</tr>
<tr>
<td>□ Other: Uniform Breech</td>
</tr>
<tr>
<td>□ Other</td>
</tr>
</tbody>
</table>

### Recommended Behaviour Level

<table>
<thead>
<tr>
<th>Behaviour Strategies used by Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Individual Plan</td>
</tr>
<tr>
<td>□ Individual Conference</td>
</tr>
</tbody>
</table>

---

Template Version Control: July 2012
CLOVER HILL STATE SCHOOL

STUDENT CONFLICT NOTIFICATION

for Teacher – Student discussion

NAME: …………………………………………………………………………………

CLASS: ……………………… DATE: …………………………………………

NAME OF STUDENT(S) INVOLVED: ……………………………………………

What happened?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What did you do when this happened?

____________________________________________________________________

____________________________________________________________________

Have you had trouble with this person before? YES NO

I am prepared to tell the other person how I felt. YES NO

Teacher Use:
Referral to Admin required? YES / NO

Admin Use:
Name: ……………………………….. Notification made by:
……………………………..

Date: ………………………………..

P.T.O
TEACHER NOTES (results of investigation / details of plan / restitution etc)

☐ Individual Discussion
☐ Group Discussion
☐ Parent(s) Contacted

Teacher Signature: ...................................... Date: ..................
# Appendix 11

<table>
<thead>
<tr>
<th>Name: __________________</th>
<th>Class: __________</th>
<th>Date: <strong><strong>/</strong></strong>/____</th>
</tr>
</thead>
</table>

## CLC – Thinking Time Reflection Sheet

### STOP

**What have I done?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### THINK

**How do my actions affect others?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**I didn’t think I was being**

### DO

**What will I do when I return to class?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### Step 4

**What happens if you get on to step 4 when you return to class?**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

_______________, please discuss this sheet with your parents tonight, have them sign it and return it to your class teacher the next school day.

CLC Teacher: __________ Class Teacher: __________ Parent: __________
## Clover Hill State School
### School Dress Code
**(Uniform Policy)**

The Clover Hill State School P&C have determined that our school is a full uniform school. The School Uniform is regarded by the school community as being important in its role in encouraging a sense of self-esteem, belonging and self-discipline in students through to their adolescence. The School Uniform of Clover Hill State School is designed to give students a sense of purpose that lends itself to the process of education. The wearing of school uniform also ensures that outsiders who wish to intrude into our school grounds are readily identifiable.

The uniform has been designed with elements of comfort, climate, modesty, cost, efficiency, social equity and activity taken into account. All students are expected to observe the details of correct attire while on their way to, during and on their way home from school.

The School and the Parents' and Citizens’ Association have agreed that the information contained in this brochure outlines expectations of students with regard to uniform and personal appearance.

We look forward to your support and cooperation.

Gayle Alessio—Principal

### Expectation

<table>
<thead>
<tr>
<th>Wearing Uniforms:</th>
<th>Behaviour</th>
<th>Consequences/Procedure</th>
</tr>
</thead>
</table>
| Students must at all times be dressed neatly in the correct school uniform, as outlined in the Parent Handbook and Student Diary. For trips, camps and excursions, students are expected to meet the dress requirements specified by their teacher or leaders. | Out of uniform or not in the correct school uniform. Parents/caregivers should contact the administration if they are unable to provide the correct uniform. | Minor/Initial Occasions  
Teacher provides verbal reminder about Uniform Policy.  
Student should remove, correct or change out of inappropriate items. If unable to be in the correct uniform, students should be directed to the office to collect a uniform slip and/or to borrow the correct uniform.  
For trips, camps or excursions students’ participation may be limited or prevented. Unable to partake in leadership roles such as parade speaking, representing the student council at meetings etc.  
**Major/Repeated/Ongoing**  
Parents/caregivers will be contacted if students persist in not wearing the appropriate uniform or dress requirements. Assistant Principal will decide on consequences and inform teacher—persistently not wearing the appropriate uniform or dress may be regarded as disobedience and the consequences for disobedience may be applied i.e. Lunchtime detention, litter duty, confiscation of the accessory for up to one term.  
Students may be prevented from attending classes, sporting activities, trips, camps or excursions until the problem is resolved, especially when Workplace Health and Safety standards need to be met. They will also be unable to partake in leadership roles such as parade speaking, representing the student council at meetings etc. |

### Appearance:

| Accessorising in excess of that outlined in the Uniform Requirements and Dress Code. | Minor/Initial Occasions  
Teacher provides verbal reminder about Uniform Policy.  
Student should remove accessories to meet the policy requirements.  
**Major/Repeated/Ongoing**  
Confiscation of the accessory for up to 1 term. Parents contacted. |

### BEHAVIOUR AND CONSEQUENCES

*For the behaviours listed: Any one of the consequences listed for that behaviour may be applied. Any combination of the consequences listed for that behaviour may be applied. Any other reasonable/appropriate or logical consequences that are not listed may also be applied under the appropriate circumstances. The consequences applied need not follow in the order they are listed.*

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequences/Procedure</th>
</tr>
</thead>
</table>
| **PROCEDURES**  
Student out of uniform is required to present to the office with a note of explanation from parents.  
Student receives a Uniform Slip.  
If available, student is given a uniform to replace the incorrect item. The replacement uniform is to be laundered by the family and returned to school.  
Student keeps the slip and presents it as required during the day as evidence they have followed the policy. |

**Template Version Control: July 2012**
### Uniform Requirements

The uniform is to be worn in its complete form at school and when travelling to and from school.

#### Formal Uniform
The formal uniform is to be worn every day except when the student has a P.E lesson. On this day the student wears the *sports uniform*. Complete formal uniform is to be worn on all excursions unless otherwise stated.

#### Formal School Shoes
School shoes should be:
- All Black
- Lace-up or Velcro
- Leather or leather like
- Volleys or slip-on shoes are not appropriate.

#### Sports Shoes
Sports shoes should be:
- Functional sports shoes
- Predominantly black or white
- No fluro or multi-coloured laces

#### School Hats
School hats must be worn by all students while outside the classroom.

#### Uniform Free Days
Clothing must be modest, appropriate for the school setting and comply with Health and Safety requirements. T-shirts must have a sleeve, no bare midriffs, short shorts or short skirts.

#### Out of Uniform
A note from parents must be provided to the office to explain and excuse the unavoidable occasions when correct uniform is not worn. If a replacement uniform item is available for loan from the office on such occasions, students are expected to wear this item for the day. Students who do not follow set procedures regarding uniform are subject to the same consequences as students who do not comply with rules and procedures in other areas of the school’s operations.

---

### Uniform Description

<table>
<thead>
<tr>
<th>GIRLS UNIFORM</th>
<th>BOYS UNIFORM</th>
<th>Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal Uniform</strong></td>
<td><strong>Formal Uniform</strong></td>
<td></td>
</tr>
<tr>
<td>Chambray Blouse</td>
<td>Chambray Shirt</td>
<td></td>
</tr>
<tr>
<td>Navy Skort</td>
<td>Navy Shorts</td>
<td></td>
</tr>
<tr>
<td>Checked Dress</td>
<td>Clover Hill white sports socks</td>
<td></td>
</tr>
<tr>
<td>[above ankle]</td>
<td>[above ankle]</td>
<td></td>
</tr>
<tr>
<td>All Black lace-up or Velcro shoes</td>
<td>All Black lace-up or Velcro shoes</td>
<td></td>
</tr>
<tr>
<td><strong>Winter Uniform</strong></td>
<td><strong>Winter Uniform</strong></td>
<td></td>
</tr>
<tr>
<td>School issue pullover</td>
<td>School issue pullover</td>
<td></td>
</tr>
<tr>
<td>School issue jacket</td>
<td>School issue jacket</td>
<td></td>
</tr>
<tr>
<td>Track suit pants—navy blue</td>
<td>Track suit pants—navy blue</td>
<td></td>
</tr>
<tr>
<td><strong>Sports Uniform</strong></td>
<td><strong>Sports Uniform</strong></td>
<td></td>
</tr>
<tr>
<td>Sports polo shirt</td>
<td>Sports polo shirt</td>
<td></td>
</tr>
<tr>
<td>Unisex sport shorts</td>
<td>Unisex sport shorts</td>
<td></td>
</tr>
<tr>
<td>Clover Hill white sports socks</td>
<td>Clover Hill white sports socks</td>
<td></td>
</tr>
<tr>
<td>[above ankle]</td>
<td>[above ankle]</td>
<td></td>
</tr>
<tr>
<td>Functional sports shoes</td>
<td>Functional sports shoes</td>
<td></td>
</tr>
<tr>
<td>[predominantly black or white]</td>
<td>[predominantly black or white]</td>
<td></td>
</tr>
<tr>
<td>School issue wide brim hat [navy]</td>
<td>School issue wide brim hat [navy]</td>
<td></td>
</tr>
<tr>
<td><strong>PREP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal Uniform as above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clover Hill blue sports socks [above ankle]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter uniform as above</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADDITIONAL ITEMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue School Bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water proof library bag</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Jewellery**
A watch, two earrings (sleepers or studs) in each ear for pierced ears is the only jewellery items permitted to be worn to school. Medical bracelets or necklaces are exempt from this policy. No other jewellery is acceptable. (e.g. arm bands, friendship bands). Cultural or religious necklaces can be worn concealed beneath the blouse or shirt. They are not to be visible.

**Nail Polish and Make-up**
Nail polish should not be worn to school. Make-up remover is available at the Administration Office.

**Hair**
Hairstyles must be neat, clean and tidy and a minimum length is a No. 2 blade. Extreme hairstyles or significant variation in length or colour are not acceptable. Natural tonings only are allowed. Hair which is shoulder length or longer needs to be tied back—regardless of gender.

**Head/Hair Accessories**
Hair accessories should be simple, in school colours (navy, heritage green and maroon) and appropriate for the school setting (no bandannas, scarves or beanies).

**Undershirts/Undergarments**
No undershirts or undergarments should show outside or through uniform.

**Removal of Items**
Students will be asked to remove items that are not part of the school uniform. Repeated offences will mean the item may be held in safekeeping until 3.00 p.m. Further offences will mean students may collect the item at the end of term. A parent note requesting return of the item/s will be required.