CONTENTS:

Page 2: Introduction, Beliefs
Page 4: Aims, strategies and outcomes
Page 5: School expectations and rules
Page 6: Expectations and responsibilities of students
Page 7: Expectations and responsibilities of teachers
Page 8: Expectations and responsibilities of parents / The management of behaviour in the yard or classroom
Page 9: Minor Incidents Flowchart
Page 10: Major Incidents 1 - Flowchart
Page 11: Major Incidents 2 - Flowchart
Page 12: Totally Unacceptable Incidents - Flowchart
Page 13: Computer acceptable use agreement for users
Page 15: Dress Code/Hat & Skin Protection Policy
Page 16: Bus Behaviour Code
Page 17: Bike, Skateboard & Mobile Phone Guidelines
Page 18: Harassment Procedure
Page 19: Harassment Flowchart
Page 20: Appendix
Page 21: Yard Tidiness
Page 22: Attendance Policy
Page 23: Grievance Procedure
Page 24: Study Room Guidelines
Page 26: Time Out Room Guidelines
Page 28+: Proformas/Sample Letters

This policy was last ratified by the Governing Council in.....
This policy will be reviewed as part of the school’s three-year review cycle.
INTRODUCTION:

It is the aim of Clare High School to provide a broad range of academic, social and physical educational opportunities that will enable students to reach their full potential. It is expected that all students will seek to achieve their personal best and will adhere to a code of conduct based on mutual respect and responsible behaviour. Such behaviour requires self-discipline that can best be developed through individual accountability, honesty, respect for self and others and respect for personal property of other and the environment. Responsible behaviour implies that the rights of all students to learn and teachers to teach are not infringed.

The effective management of student behaviour requires that all students be offered a relevant curriculum that extends them educationally and is success oriented. This needs to be supported by a learning environment where they feel they belong, are happy and safe. Students need to be taught to accept responsibility for themselves; teachers have a responsibility to teach the necessary skills and to ensure the school environment is free of verbal and physical harassment based on gender, race or other grounds. Personal growth is to be recognised as a key aspect of a student’s development.

We believe that students, parents and teachers should work together to create a challenging and secure learning environment able to meet the needs of the whole student community.

BELIEFS

At Clare High School we believe that:

- Every person has the right to a safe, caring, orderly learning environment in which the rights of all students to learn and all teachers to teach are supported and protected.

- Developing a positive classroom environment includes negotiating a classroom behaviour code within the school’s behaviour management framework, using inclusive programs and negotiating aspects of the teaching, learning and assessment requirements. Positive reinforcement is the key to successful behaviour management.

- Every person needs to be supported and taught how to accept responsibility for their behaviour. The focus of the policy is on teaching self-discipline, not imposing discipline.

- There needs to be a strong partnership between staff, students and parents/caregivers in order for a behaviour management policy and procedures to work.

- Unconditional positive regard is important for success.

- Staff, students and parents/caregivers need to be involved in reviewing the school’s behaviour management policy and procedures on a regular basis.

This document does not replace the importance of excellent teaching practice, strong relationships or the importance of good communication and conflict resolution skills.
AIMS
At our school we aim for:
- Respectful verbal and non-verbal body language and tone
- Punctuality and regular attendance
- A school uniform which is worn with pride
- Homework to be set and completed
- Safe movement within and beyond the school
- The buses, yard and classrooms to be free of verbal / physical aggression and harassment including psychological.
- An alcohol and drug free environment
- Respect in relation to the school environment and other users of the site.
- Empathy towards others
- Development of social skills
- Active involvement in the community

STRATEGIES
- Develop and maintain success for all students by recognising and acknowledging students’ strengths
- Create opportunities for students to take responsibility
- Develop and implement consistent practices to support the rights of all members of the school community
- Develop partnerships to manage student behaviour
- Policies exist which support students to make decisions about their learning and their behaviour
- Issues are dealt with promptly and efficiently

OUTCOMES
- Student learning has improved
- Relationships at school are based on mutual respect
- Students have understood their social responsibilities
- The rights of all members of the school community have been supported
- The school community has recognised and acknowledged appropriate behaviour
- Appropriate services and support have been provided for students experiencing difficulties
- Student development plans have been managed in partnerships between school, students, families, services and agencies
- The community has agreed on values, expectations and consequences
SCHOOL EXPECTATIONS AND RULES

Treat people with respect:

- Cooperate with reasonable requests received from all Clare High School staff and visitors
- Speak politely at all times
- Resolve conflict without using violence
- Do not harass others either physically, verbally, sexually or racially
- Be honest and fair
- Consider the safety of others

Be considerate of property and the environment:

- Seek permission to use school property or other students’ personal items
- Do not graffiti or vandalise student or school property
- Put litter in a bin
- Do not spit
- Use chairs appropriately

Follow school routines and procedures:

- Be on time and well prepared for lessons
- Attend regularly
- Turn off mobile phones and leave them in bags or lockers while in class
- Follow the school procedures for IPODs and other electronic devices
- Follow school procedures with regard to absence, lateness or when leaving the school grounds
- Wear agreed dress code
- Use the appropriate areas during recess and lunch
- Follow the school procedures for the use of motor vehicles
- Follow the school procedures for skateboards, scooters and bikes
- Do not bring or use harmful substances (drugs, tobacco, alcohol) or weapons
- Submit all homework, assignments and required work on time
- Use diary and planner daily and appropriately
- Stay on task and complete all work set in lessons
EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS

The Clare High School community expects students to:

Have input into the formulation and review of school rules and expectations through:

- The Student Representative Council
- Class groups
- Representation on relevant committees and working groups.

Know, understand and follow class and school expectations and rules by:

- Being honest and cooperative
- Being punctual to school and prepared for lessons
- Participating in class discussions and negotiations

Accept consequences of own actions by:

- Fulfilling any consequences for rule breaking
- Attending time out when required
- Working quietly when internally suspended and negotiating a behaviour plan before returning to class
- Taking home notes/letters regarding behaviour
- Changing unacceptable behaviour
- Asking for help when needing support or counselling

Aim for personal best by:

- Setting high personal learning goals
- Striving for continual personal development
- Participating in school life and events
EXPECTATIONS AND RESPONSIBILITIES OF TEACHERS

The Clare High School community expects:
All teachers to ensure that students know and maintain school expectations and rules by:
- Reinforcing appropriate behaviour regularly
- Implementing consequences consistently and according to policy
- Supporting those students who need to change their behaviour
- Doing rostered yard and time-out duties and following set procedures
- Ensuring parents are informed by notes/letters/emails when required
- Documenting action as required

All teachers to enlist the assistance of other teachers, counsellors and staff in leadership positions with students who do not respond to class and behavioural expectations by:
- Reporting and discussing issues and concerns respectfully
- Working with outside support agencies

All classroom teachers to establish and maintain a supportive classroom environment by:
- Relating to students as individuals
- Negotiating and displaying classroom rules and expectations
- Planning and implementing appropriate learning activities to suit the needs of students
- Structuring classroom activities that will develop students' skills in conflict resolution, problem solving and decision making
- Keeping parents regularly informed about student's behaviour as well as academic work
- Recognising and rewarding appropriate behaviour, effort and success
- Sharing with appropriate teachers the individual needs of students
- Responding to parent comments
- Ensuring that necessary information is available to relief, contract and new teachers
- Modelling appropriate behaviour by: being punctual, being supportive and patient, speaking politely, being consistent and fair, respecting the rights of others and celebrating student success
- Working cooperatively with School Support Officers and other workers within the school

All Roll Class Teachers to ensure that students know and maintain school rules by:
- Facilitating regular Roll Class meetings
- Explaining expectations, rules and consequences to students
- Reading and explaining to Roll Class members relevant messages from the daily bulletin
- Informing new students to Clare High School of the school expectations, rules and consequences as well as specific rules for the yard or classroom
- Displaying school rules prominently
- Encouraging and supporting students and their families to participate in the development, implementation and review of the Behaviour Management Policy
EXPECTATIONS AND RESPONSIBILITIES OF PARENTS

The Clare High School community expects parents to support the Students Behaviour Management Policy by:

- Being familiar with the Clare High School Student Behaviour Management Policy
- Knowing the school and classroom expectations and consequences
- Supporting students in accepting and fulfilling consequences
- Communicating with the school with regard to personal concerns about students
- Encouraging positive student behaviour
- Acknowledging school/home communications such as letters, diary entries, emails and notices
- Attending discussions, meetings and information sessions
- Ensuring school dress code is supported
- Supporting students in attendance and punctuality
- Participating in the development, implementation and review of the Student Behaviour Management Policy

THE MANAGEMENT OF BEHAVIOUR IN THE YARD, CLASSROOM OR SCHOOL FUNCTIONS

Positive reinforcement of good behaviour and involvement in learning is regularly recognised and acknowledged by all staff.

- The following list of examples is not meant to be a comprehensive list.
- The examples are an indication of the type of behaviour that could be dealt within each procedure.
- Teachers are expected to use their professional judgement/discretion
- Teachers are to be respectful to students and parents at all times
- Parent contact may be made at any time by the teacher or Subschool Coordinator
- The Subschool Coordinator may accelerate response level with professional judgement/discretion

Key for acronyms:

<table>
<thead>
<tr>
<th>SSC</th>
<th>Subschool Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>P</td>
<td>Principal</td>
</tr>
<tr>
<td>ISBM</td>
<td>Interagency Student Behaviour Management</td>
</tr>
<tr>
<td>SDP</td>
<td>Student Development Plan</td>
</tr>
<tr>
<td>SEE</td>
<td>Suspension, Exclusion, Expulsion</td>
</tr>
</tbody>
</table>
## Minor Incidents – CHS SBM Process

### Examples of Incidents
- Throwing paper
- Squirt water
- Off task
- Calling out
- Swinging on chair
- Lateness to lesson
- Not listening to instructions
- Moving around classroom
- Low level swearing
- Answering back
- Mobile phone use
- Climbing through windows
- Littering
- Talking
- Incomplete homework
- Loudness
- Attention seeking
- Eating in class
- Answering back
- Mobile phone use
- Climbing through windows
- Littering
- Talking
- Incomplete homework
- Loudness
- Attention seeking
- Eating in class
- No hat
- Rudeness
- Disruptive behaviour
- Not following school rules
- Riding bike/skateboard/scooter on school grounds

### Order of Response
- Reminder of classroom/yard rules
- Warning with next consequence stated
- Withdrawal to designated area (e.g., another desk or outside class or yard area)
- Formal Classroom EXIT or Yard EXIT
- Student reports to Time Out room for Class EXIT or Yard EXIT
- Student returns to classroom/yard after designated time period and reports to sending teacher

### Responsibility
- Roll Class / Subject / Yard Teacher
- Roll Class / Subject / Yard Teacher
- Roll Class / Subject / Yard Teacher
- Roll Class / Subject / Yard Teacher
- Time Out Supervisor OR Yard Coordinator
- Roll Class / Subject / Yard Teacher

### Further Action
- Students may have items confiscated if they are being used inappropriately or against school rules (e.g., mobile phone / IPOD).
- The item is to be placed at Student Services desk for pick-up at the end of the day.
- Roll Class or Subject teacher communicates with parent via diary note, phone or email contact
- Student returns diary note or yard contract to issuing teacher with parent signature next school day
- Roll class or Subject teacher keeps own record of exits/time outs. If pattern emerges then make parent contact by phone

### ACRONYMS:
- T/O Time Out
- AP Assistant Principal
- SSC Sub School Coordinator
- P Principal
### Major Incidents 1 – CHS SBM Process

<table>
<thead>
<tr>
<th>Examples of Incidents</th>
<th>Order of Response</th>
<th>Further Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated minor incidents</td>
<td>Student sent to Class Time Out or Yard Time Out</td>
<td>Issuing teacher makes phone or email contact by the end of the day</td>
</tr>
<tr>
<td>Consistently late to lessons</td>
<td>Student remains in T/O room for remainder of lesson/break</td>
<td>If student causes trouble in T/O room then they automatically go to next level (Major Incident 2)</td>
</tr>
<tr>
<td>Inappropriate physical contact</td>
<td>Contract filled out by student and issuing teacher and is taken home for parent signature</td>
<td>T/O Supervisor to contact SSC/AP/P</td>
</tr>
<tr>
<td>Inappropriate use of property</td>
<td>Student returns contract and negotiates re-entry into class within 3 school days</td>
<td>No contract at re-entry means parent contact by phone and informed/asked if they have sighted contract for T/O</td>
</tr>
<tr>
<td>Wilful indifference to work</td>
<td>Student receives 2nd T/O</td>
<td>Roll class or Subject teacher keeps own record of exits/time outs. If pattern emerges then make parent contact by phone</td>
</tr>
<tr>
<td>Throwing paper, etc and hitting others</td>
<td>Student receives 3rd T/O in 5 week rolling period then refer to Major Incidents 2</td>
<td></td>
</tr>
<tr>
<td>Constantly off task</td>
<td>Harassment</td>
<td></td>
</tr>
<tr>
<td>Not following school rules</td>
<td>Lying/Deception</td>
<td></td>
</tr>
<tr>
<td>Disrespectful</td>
<td>Uniform non-compliance</td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td>Offensive swearing (loud, abusive)</td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention seeking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaking a contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spitting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offensive swearing (loud, abusive)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACRONYMS:**
- T/O: Time Out
- AP: Assistant Principal
- ISBM Team: Internal Student Behaviour Management Team
- SSC: Sub School Coordinator
- P: Principal
### Major Incidents 2 – CHS SBM Process

<table>
<thead>
<tr>
<th>Examples of Incidents</th>
<th>Order of Response</th>
<th>Responsibility</th>
<th>Further Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated minor incidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently late to lessons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate physical contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of property</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilful indifference to work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throwing paper, etc and hitting others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spitting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention seeking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaking a contract</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constantly off task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not following school rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disrespectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offensive swearing (loud, abusive)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lying/Deception</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniform non-compliance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graffiti</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd T/O in 5 week rolling period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Suspension (1 day) OR Withdrawal from subject area (1 week) (at SSC discretion)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T/O received while on Daily accountability slip 10 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further T/O then Internal Suspension (at SSC discretion)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry meeting with parent, student and SSC. Involvement of AP/Roll class teacher at SSC discretion. Review date is set at meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd External Suspension (at SSC discretion) 3-5 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub School Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub School Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub School Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub School Coordinator &amp; AP/P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub School Coordinator &amp; Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub School Coordinator &amp; AP/P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent informed by SSC through phone contact. Letter sent home as well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review meeting occurs between student &amp; SSC, with summative letter sent home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent informed by SSC through phone contact. Letter sent home as well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent informed by SSC through phone contact. Letter sent home as well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily accountability slip (10 days) ISBM form sent by SSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISBM Team and other agencies may be sourced to help support student development. Further action is at SSC &amp; AP/P discretion, based upon SDP. Parental involvement is paramount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student does not go back into class until re-entry process has been completed and an agreement is reached.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACRONYMS:**
- T/O: Time Out
- AP: Assistant Principal
- ISBM Team: Internal Student Behaviour Management Team
- SSC: Sub School Coordinator
- P: Principal
CLARE HIGH SCHOOL COMPUTER ACCEPTABLE USE AGREEMENT FOR USERS

The computer facilities at Clare High School are used to support learning and enhance instruction. At Clare High School we actively pursue making technology and increasing access to learning opportunities, available to all our students and staff. All members of the school community are expected to follow all guidelines stated below as well as those given orally by staff and to demonstrate ethical and responsible behaviour in using the computer facilities. Computing facilities include all hardware, software, peripherals, networks, storage devices and the Internet.

Any actions that may harm the computer facilities, or impair its effective use including vandalism of property or programming will result in loss of computing privileges (time to be specified by IT coordinator). Any action that will impinge on the rights of others will not be tolerated and will also result in a loss of computing privileges (consequences to be specified by IT coordinator or Principal/Assistant Principal).

General Computer Use

Staff and students will be supplied with both a login name and password for the school network and the Internet. It is the user’s responsibility to maintain the confidentiality of his/her password. The student has the right to change a password if this confidentiality is breached; however penalties will be incurred if an individual should need to change his/her password on a too regular basis. The school takes no responsibility for loss of work (files) from password breach or any other event causing inconvenience to users or loss of data.

Computer users will not disadvantage others by monopolising equipment or wasting computing resources. This includes but is not limited to:

- printing unnecessarily
- non-curriculum related uses
- unnecessary Internet or e-mail sessions
- interference with computer equipment

All users must:
1. Use computer facilities for educational purposes only.
2. Always keep passwords secret.
3. Understand that if you share your password and someone else uses your account, even without your permission, you will be held responsible and accountable for the actions of this person.
4. Never try to evade, disable, modify or “crack” passwords.
5. Help to ensure safe computing at home and at school by regularly scanning disks & USB Flash Memory Sticks for viruses and by not intentionally or unintentionally introducing viruses onto the network or workstations.
6. Back up all important work on removable storage devices regularly, or in hard copy form.
7. Observe the rights of others by not using computers to defame, libel, slander or harass others.
8. Observe privacy laws and copyright laws by not copying or accessing programs, files or data belonging to other users without authorisation. In particular, music files from CD or in mp3 or other format must not be saved on the school computer system.
9. Not use obscene, abusive or threatening language nor download, print, copy from Internet/removable storage device or bring software from outside of the school that contains illegal, violent or pornographic text, images, video or data.
10. Maintain the integrity of the computing facility by not copying, printing, down-loading or installing any software or programs from outside of the school including those on removable storage device (floppy disk, CD ROM, USB Flash Memory, removable hard drive, wireless device) and from the Internet.
11. Not interfere with or attempt to modify system facilities, configurations or settings.
Internet Use

The Education Department policy regarding use of the Internet contains the following extract:

“The transmission, retrieval, storage or display of offensive, defamatory or harassing material is strictly forbidden”

This includes accessing any site or forums that deal with:
- Sexually explicit material
- Hate speech or offensive material
- Illicit drugs
- Criminal skills and activities
- Sexual or racial harassment
- Retransmitting “chain” e-mails

If that material does not form part of a legitimate education inquiry.
A responsible Internet user will
1. Use the Internet to research assigned educational tasks.
2. Send and receive electronic mail (e-mail) for educational purposes only under the guidance and instruction of a teacher.
3. Access discussion groups, chat rooms and mailing lists under the direct supervision of a teacher as part of an educational program.
4. Observe the copyright laws and not use the Internet for financial gain, commercial use or any illegal purpose.
5. NOT send personal information such as your home address or telephone number through the Internet. The school’s address or fax number is acceptable but not the school’s phone number.

NOTE – electronic mail is not private. Messages containing inappropriate language will not be delivered to the specified address. Instead, these emails will be delivered to the IT coordinator’s mailbox and action may be taken.

Any member of the school community who is suspected of breaching the above codes of conduct will be thoroughly investigated.

Parents and caregivers should be aware that some material accessible via the Internet may contain items that are illegal, defamatory inaccurate or potentially offensive. While the purpose of the school is to use the Internet resources for constructive educational goals, students may access other material or come across them by accident. The school through filtering systems, monitoring and observation strives to keep students from accessing this inappropriate material. However the school cannot be held responsible for students who should access this material intentionally or unintentionally. Students found to be accessing or trying to access inappropriate material will loose computing privileges for a time to be specified by the IT Coordinator. Continued access or attempts to access inappropriate materials may result in suspension/expulsion via the Student Behaviour Management Policy.

Clare High School believes that the benefits to students from accessing the Internet in the form of information resources and opportunities for collaboration exceed the potential disadvantages. It is important to recognise that information obtained from the Internet is not edited nor moderated and therefore needs to be appraised critically.

School Responsibilities
The school reserves the right to monitor all usage and access any files saved on the school’s computer system. Folders and files may be accessed at any time by the Principal, IT Coordinator or IT Administrators. This includes the EduConnect network server and school server hard drive information to determine the appropriateness of specific use(s) of the network. Persons found to be saving, copying or storing inappropriate materials will loose computer privileges (for a time to be specified by the IT coordinator). Continued abuse of school facilities will result in further action by the school.

The school backs up data on its computer system on a regular basis to prevent inconvenience to users in the event of a system “crash”. However, no backup system is fail safe and users are advised to make their own backups of files to ensure work (data) is not permanently lost.

Access to computing facilities will be removed for any breach of the acceptable use policy. Students should be aware that the school is not accountable for any disadvantage that restricted access to computing facilities through failure to follow the policy may have on their education.
**DRESS CODE**

Roll class teachers are the primary personnel responsible for monitoring and documenting uniform breaches. There is a range of consequences for breaches of the uniform policy. This range should not be viewed as lock step but will be negotiated on the individual merits of each case.

**PROCEDURES/CONSEQUENCES**

*Verbal/Letter*

1*st* offence: Roll class teacher outlines uniform requirements. Note in diary
2*nd* offence: Letter 1 sent home by roll class teacher, with uniform policy attached. Consequence – yard detention.

**After 3*rd* offence**

- Principal contacts home asking for parental/student clarification of position
- If required parents directed to exemption process in consultation with Principal
- School owned uniform provided and/or withdrawal from normal breaks until policy is conformed to or exemption granted
- Persistent and deliberate failure to comply with the Uniform Policy may result in ‘Suspension’ for continually acting in a manner that threatens the good order of the school by persistently refusing to accept the School’s Behaviour Code.

**HAT & SKIN PROTECTION POLICY**

Australia has the highest incidence of skin cancer in the world, with skin cancer accounting for 80% of all new cancers diagnosed each year in Australia. As such our school has adopted the following practices in an attempt to improve student awareness of the need to lead a sun-smart life at school and hopefully out of school.

- During Term 1 and Term 4 of the school year all students and staff are to wear a broad brimmed or bucket hat when they are outside for any activities. They must have an appropriate hat with them at all times in the yard.
- Caps are banned totally from school grounds.
- Beanies may be worn during terms 2 and 3.
- Students not wearing the acceptable hat in Term 1 or Term 4 must sit in designated shade areas. Students needing constant reminding by staff will be sent to the Yard Time Out Room if non-compliance is during recess or lunch, or to the Time Out room if during any structured classroom activity that is being conducted outside.
- Students will not be given any grace/lead-in period in either Term 1 or Term 4.
- Sunscreen SPF 30+ will be provided for HPE lessons, camps, sporting trips, excursions, swimming lessons and sports days all year round.
- Students are required to wear a T-shirt or rash vest for swimming lessons.
- Parents or other adults are encouraged to wear acceptable hats when assisting on camps, excursions, sporting trips, swimming lessons and sports days.
BUS BEHAVIOUR CODE

We expect the same behaviour on school buses as in our classrooms and the yard. Each bus has a nominated senior school student leader (bus monitor) who provides leadership for appropriate behaviour. This responsibility will be shared with others where possible. To report inappropriate behaviour on our buses a Bus Incident Report is expected to be completed and then forwarded to the school’s Bus Coordinator.

It is the right of all school bus travellers to have the safest possible service provided. The driver will treat all students respectfully and in turn will be treated respectfully by all students. It is the responsibility of all bus users to ensure that the driver is able to perform his/her duties free from distraction and worry about the conduct of passengers.

In order for this to occur the following rules apply to all bus passengers:

1. Enter and leave the bus in an orderly manner.
2. Remain in your seat at all times. Students may only stand when all seating positions are occupied. Feet should be on the floor at all times.
3. Do not interfere with, or annoy any passengers.
4. Talk at normal classroom level.
5. No abusive language
6. No throwing anything, both inside or outside of the bus.
7. No eating or drinking unless you have permission from the bus driver.
8. Place bags on the rack (light bags only) or under the seats (not in the aisles).

The driver is responsible for managing behaviour on the bus. It is expected that minor breaches of the rules will be addressed and when these are repeated, the driver will document them. The driver will report serious and/or repeated breaches of these rules, and any incident or concern that interferes with the safe operation of the bus, to the principal or nominee of the school, which the student attends. Both the Principal and the Nominee will determine the procedure and consequence.

PROCEDURES/CONSEQUENCES

Any reported issue will be followed up. This may result in one or both of the following consequences:

A  Step 1. 1st incident - Formal Warning (written letter posted home)   OR
B  Follow Clare High School behaviour process

   Step 2 2nd incident - 3 day suspension from bus travel
   Step 3 3rd incident - 1 week suspension from bus travel
   Step 4 4th incident - 1 month suspension from bus travel.

At the second and subsequent incidents parents will be contacted by phone and the suspension is effective from the time of contact. In the case of a serious breach of the rules, Step 1 and/or Step 2, and or Step 3 may be omitted after consultation and the school suspension and/or exclusion procedures may be invoked.

THE BUS COORDINATOR IS RESPONSIBLE FOR WRITTEN AND PHONE CONTACT WITH PARENTS.
BIKE/SKATEBOARD/SCOOTERS GUIDELINES

Whilst students may use bikes and skateboards as a means of transport to or from school it is in the interest of personal safety to our students, staff and wider school community the following guidelines apply to the use of bikes and skateboards once at school.

1. Bikes, skateboards and scooters are not to be ridden in school grounds.
2. Bikes and scooters are to be walked on school grounds and skateboards are to be carried.
3. Skateboards and scooters are to be stored in an office (e.g. Front Office, AP Principal’s, Coordinator’s or Teacher’s designated office space).

CONSEQUENCES

- First Offence  Warning and reminder of school rules.
- Second Offence Bike/skateboard is confiscated for remainder of day.
- Third Offence Bike/skateboard is confiscated for remainder of day. Yard Time Out given to student. Parent’s contacted.
- Repeated Offences The said item is banned for a period of 5 weeks. Letter is sent home by Subschool Coordinator. For further consequence of additional Time Outs please refer to Major Incidents 1 & 2 Flowchart

MOBILE PHONE USAGE GUIDELINES (INCORPORATING OTHER PERSONAL ELECTRONIC DEVISES)

The school recognises that mobile phones, IPODs, etc. are an ever increasing part of today’s society and play a part in a person’s safety. As such students may bring mobile phones and IPODS, but the following guidelines are to be followed by students at Clare High School in regards to their use.

1. Mobile phones are not to be turned on at any time during the school day (8:45am – 3:25pm) or any other structured school activity or function.
2. Mobile phones are to be stored in student bags or lockable lockers during this time.
3. Mobile phones cannot be used for any functions in class. (e.g. calculator)
4. IPODs are not to be seen or used in the classroom during lesson time. They need to be stored in student bags or lockable lockers during this time.

CONSEQUENCES

- First Offence Mobile phone or IPOD is confiscated for remainder of day. Yard detention given to student.
- Second Offence Mobile phone or IPOD is confiscated for remainder of day. Yard detention given to student.
- Third Offence Mobile phone or IPOD is confiscated for remainder of day. Time Out given to student. Parent’s contacted.
- Repeated Offences The mobile phone or IPOD is banned for a period of 5 weeks. Letter is sent home by the Subschool Coordinator. For further consequence of additional Time Outs please refer to Major Incidents 1 & 2 Flowchart

Please note that the SBM Policy will be followed for repeat offences, meaning that a student may be suspended for continual wilful indifference to these guidelines on bike, skateboard and mobile phone use.
HARASSMENT

DECS has a commitment to providing equal opportunities for all who work and learn in its schools. Harassment is an important issue and at Clare High School we are committed to providing a working and learning environment that is harassment free.

DEFINITIONS

Racist Harassment is one aspect of racist discrimination. It consists of acts or behaviours, which are directed against individuals or groups, and which are experienced as insulting, offensive, demeaning, humiliating or intimidating. It can include belittling comments, ridicule, graffiti, name-calling, put down jokes, attacks on property and physical violence.

Sexual Harassment is any verbal or physical sexual behaviour that is unwanted, unwelcome and unsolicited. It is frequently embarrassing, demeaning, discriminating or compromising. The receiver considers harassment offensive.

Cyber Bullying includes text or images posted on personal websites or transmitted via email or cell phones. Most often, cyber bullying is just another tool for the person who bullies face-to-face. However, it is becoming more common for those who are being bullied in the playground to retaliate online.

Under State and Commonwealth Legislation racist harassment and sexual harassment are unlawful.

Other forms of harassment ranging from teasing to physical bullying are common in schools. While some of these are not specifically unlawful they endanger peoples’ feelings of safety and reduce opportunities to learn.

Harassment:

- Lowers self confidence
- Affects our ability to work and learn
- Reduces participation in school activities
- Damages career prospects for both staff and students

It is imperative that a climate be created where people feel comfortable in reporting incidents of harassment and that the school deals them with effectively. Since behaviour is learned, changing unacceptable behaviour requires new learning. To create a school environment where individuals are protected from the impact of harassment we need to:

- Model appropriate behaviour
- Extend the knowledge and skills of the school community in recognising and dealing with incidents of harassment.

General Procedures to be used when dealing with harassment:

I. The person may deal with the harassment personally without reporting it.
II. The person may seek confidential advice from a contact person, teacher, parent or counsellor to deal personally with the incident/s.
III. The person may seek confidential advice from a contact person, teacher, parent or counsellor to gain support within the school for dealing with the incident/s.
IV. The person may seek confidential advice from the contact person or manager in relation to different options available within the Education Department and other agencies or unions to make complaints of harassment.
Harassment Process

**Steps to Take**

**STEP 1**
- Ignore the 1st occurrence
  - Continue
- Confront the harasser and ask them to stop.
  - Student may enlist support from a support person (e.g., parent, teacher, counsellor)
  - Document incident

**STEP 2**
- Student and support person (e.g., parent, teacher, counsellor)
  - Continue
- Student reports harassment to a support person.
  - Both parties are counselled (SSC/AP/P)
  - SSC informs parents by phone, letter, or email.
  - Document incident

**STEP 3**
- Student and support person (e.g., parent, teacher, counsellor)
  - Continue
- Student / Support person and SSC/AP/P
  - Continue
- Student / Support person and SSC/AP/P
  - Document incident

**STEP 4**
- Report harassment to a support person. Disciplinary action will be taken by SSC/AP/P
  - Action may include loss of privileges or suspension.
  - Document incident

**STEP 5**
- Report harassment to a support person. School involvement terminated.
  - Outside agencies involved (e.g., E.O., D.E.O., Police, CYFS)

**Responsibility**

**Student**

**Desired Outcome**

**Satisfactory Conclusion**

**ACRONYMS:**
- AP: Assistant Principal
- P: Principal
- SSC: Sub School Coordinator
- ISBM: Internal Student Behaviour Management
- E.O.: Office of Commission of Equal Opportunity
- D.E.O.: District Education Office
- CYFS: Children, Youth & Family Services
YARD TIDINESS POLICY

RATIONALE
- To provide the school with a litter free environment.

ACTION
- Staff take active responsibility in directing students to remove litter.
- All staff to implement yard duty slips for inappropriate behaviour or lateness, or take them with you on your yard duty. Students can report to any yard duty teacher.
- Sufficient litter bins shall be provided in the eating areas
- Bins will be emptied once a week by the Groundsman
- The quadrangle, Middle School and paved areas will be vacuumed or raked weekly to remove excess small litter
- Where the grounds in general are left in an unsatisfactory state, a yard assembly can be held to conduct a class cleanup with the time taken from lunch.
- SRC to take an active role to encourage tidiness and support suggested strategies

IMPLICATIONS
- The school environment needs to be neat and attractive
- All members of the school community take an active role in maintaining a litter free school environment
ATTENDANCE POLICY

RATIONALE
• That all students will attend school
• That all students arrive on time

ACTION

LATENESS
1. Students arriving at school after 8.50 am. are to report to Front Office with a note explaining lateness in diary
2. Lateness and time of arrival recorded in diary
3. Lateness Register kept in Front office
4. Roll class teachers are to follow up all cases to satisfy themselves of the legitimacy of lateness and to discourage its frequency. Consequences could include yard duty with you or class clean up at end of lesson.
5. Refer difficult cases to Coordinator.

ABSENCE
1. Roll Class teachers and all subject teachers to maintain daily lesson roll and to check reasons for absence. Refer unsatisfactory explanations to Coordinator.
2. Roll Class teacher phones home on or before the third day of absence if no contact with home after SMS message. Record in student files. (If no response or unacceptable response inform appropriate Coordinator and send departmental form: AT30 to student’s home).

No Response OR Unacceptable Response
3. Coordinator phones home and seeks parent interview to discuss student attendance
   Shares outcome with Roll class teacher and records in student file

No Response?
4. Coordinator sends departmental form: ED171 to inform the student attendance counsellor (for students under compulsion).
**GRIEVANCE PROCEDURE**

At Clare High School we encourage all participants (students, teachers and parents) to continue to give us positives about the many aspects of school life. We have established that you are good at this positive feedback and we want it to continue. Please assist us to build on the good things happening at school and encourage us to develop and improve others.

You may leave a phone message, jot a note, or simply tell us when you meet any of us. As principal, I encourage you to have your praise directed to me as I am able to feed the information back to you and the staff.

At Clare High School we support the right of any member of the school community who believes our school behaviour code is not being supported or enforced appropriately to have their concern addressed.

The usual procedure to be followed in addressing a concern is, in the first instance, to approach the person with whom you have the concern. However, if you feel you are unable to do this, the following is a set of guidelines you may wish to consider. It is important that these concerns are kept confidential.

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>PARENTS</th>
<th>TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• arrange a time to speak to the teacher/student</td>
<td>• arrange a time to speak to the teacher</td>
<td>• arrange a time to speak to the person concerned</td>
</tr>
<tr>
<td>• let the teacher/student know what you consider to be unjust or unfair</td>
<td>• let the teacher know what you consider to be unjust or unfair</td>
<td>• if the concern is not addressed speak to your Line Manager and ask for their support in addressing the concern by speaking to the Line Manager of the person involved</td>
</tr>
<tr>
<td>• if the concern is not addressed let the teacher/student know you will be speaking to someone else</td>
<td>• if the concern is not addressed let the teacher know you will be speaking to someone else</td>
<td>• If the concern has still not been resolved speak to someone in the leadership team with the support of your Line Manager</td>
</tr>
<tr>
<td>• arrange a time to speak to someone in the school leadership team e.g. Counsellor, Subschool Coordinator, Asst. P, Principal</td>
<td>• arrange a time to speak to someone in the school leadership team e.g. Counsellor, Subschool Coordinator, Assistant Principal, Principal or harassment contact persons</td>
<td>• If you are still dissatisfied approach the District Superintendent or his/her Executive Assistant who will try to assist you to resolve the situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If you are still dissatisfied approach the District Superintendent or his/her Executive Assistant who will try to assist you to resolve the situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• services outside the school you may wish to contact for advice or support could include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Student inclusion &amp; wellbeing - Phone 88280513</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Interagency, SBM - Phone (08) 88280509</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Aboriginal Legal Rights - Phone (08) 82118824</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Student inclusion &amp; wellbeing - Phone 88280513</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Interagency, SBM - Phone (08) 88280509</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Aboriginal Legal Rights - Phone (08) 82118824</td>
</tr>
</tbody>
</table>
STUDY ROOM GUIDELINES

YEAR 11 / 12 STUDENTS

Introduction

The achievement of success by students at Clare High School results from a recognition of the strengths of the individual, providing a supportive work environment and developing the partnership between students, teachers and parents.

The following is an outline of the study room program, which includes expectations of students, operating procedures for study room teachers and operational guidelines.

STUDY ROOM PROGRAM

Aim:

To promote good study habits and provide support to students in the effective use of their study time.

Activities

The study area has been established to provide students with a quiet learning environment in which they can:

• read
• prepare notes and summaries.
• prepare for tests and exams.
• produce draft essays, reports and presentations.
• produce word processed documents.
• work on assignment tasks.

Students:

1. Programmes of work have been prepared by the subject teacher and recognise that for each:
   • Year 11 student there is an average of 45 minutes of study room time for each subject per week.
   • Year 12 student there is an average of 90 minutes of study room time for each subject per week.

2. Students are to report to the Study Room supervisor to be checked off the roll.

3. Students are expected to work quietly in the study room. If the study room teacher asks that you work in silence then they are asking individuals to support other students as they work on their tasks.
4. Students who:
   
   a. Have no materials to work on during study will:
      i. Given a Verbal Reminder and asked to sit in silence.
      ii. Be given a Verbal Warning for a repeat in a 5 day working period.
      iii. Be given a Time Out for showing persistent and wilful inattention or indifference to school work.

   b. Are behaving in a way that prevents others working will:
      i. Be given a Verbal Reminder.
      ii. Be given a Verbal Warning.
      iii. Be exited for 10 minutes to the Time Out Room.
      iv. After the Exit a Time Out will be given for interfering with the rights of other students to learn.

5. Students negotiate with subject teacher whose area of learning requires special resources or facilities not available from the study room. Students will:
   • satisfy the teacher that the work could not be done in the study room.
   • complete documentation to provide evidence of such negotiation.
   • use the area responsibly, work safely and remain in the area for the period of time negotiated with the teacher.

6. Students negotiate with Resource Centre staff access to the facilities. Students will:
   • negotiate with the Resource Centre staff prior to the study lesson.
   • satisfy the Resource Centre staff that:
     ⇒ they are working on a subject task.
     (This can be done via a note or presentation of an assignment sheet.)
     ⇒ the work could not be done in the study hall.
   • complete documentation to provide evidence of such negotiation.
   • use the area responsibly, work safely and remain in the area for the period of time negotiated with the Resource Centre staff.

7. Record on student movement register any movement/lateness to/from study.
TIME OUT ROOM GUIDELINES (Classroom and Yard)

Student Responsibility

On arrival to the Time Out Room you are to:

1. Give the Time Out Supervisor the white slip issued by the teacher.
2. Collect a contract to fill out.
3. Sit down in silence and fill out the contract.
4. Show the supervising teacher what you have written.
5. Complete any work given by the sending teacher or the Time Out Supervisor.
6. Sit in silence and do not interact or communicate with any other students for the remainder of your time in the room.
7. Take the filled out agreement to the issuing teacher for their written comment and when satisfied with what is written then they will sign the sheet.
8. Take the contract sheet home for parent/caregiver to sign.
9. Return completed contract to issuing teacher within 3 days or prior to your next lesson with that teacher.
10. Do what you have agreed to do in your agreement upon return to the yard or classroom.

Failure to comply with the above will lead to further consequences in line with the Clare High School – Student Behaviour Management Policy.

Remember you have two choices: Follow the yard/class rules or Disobey the yard/class rules and be removed

Teacher Responsibility

1. Use the Time Out Room option after all other classroom/yard strategies have not brought about a change in the student’s behaviour, unless the behaviour corresponds to a behaviour listed in the Major Incidents 1, Major Incidents 2 or Totally Unacceptable Incidents Flowcharts.
2. Fill out an official time out sheet from the correct booklet.
3. Give white copy to student and send them to the Time Out Room with work to complete, unless student has been sent from the yard.
4. Put blue copy in the respective Subschool Coordinator’s pigeonhole at the next break of lessons (e.g. recess or lunch).
5. Keep an ongoing record of students you send to the Time Out Room.
6. Contact parent/caregiver by phone or email and inform them of their child’s Time Out, within 24 hours of the incident.
7. Write your recollection of the incident on the student contract and sign contract after student has been to Time Out Room.
8. Negotiate an agreement with the student to re-enter your class.
9. Check for parent/caregiver signature. (Within 3 days)
10. If no parent signature on the contract on re-entry then the teacher must contact parent to seek clarification that they have sighted the contract
11. If parent has not been informed by their child then send back to Time Out Room.
12. Keep a copy of contracts in your records.
13. Allow student back into class or yard.

Please note that re-negotiation must occur outside of lesson time with the respective student. Involve SSC or AP when appropriate.
**Time Out Supervisor – Time Out Room**

1. Collect white slip from student upon their arrival at Time Out Room.
2. Record their details on the record sheet.
3. Place white slip in appropriate Subschool section.
4. If the student is on an Exit then they need to sit silently for the time stated on their white slip. Once this time is up send them back to class.
5. If student is on a Time Out they need to fill out a contract for their Subschool. Copies of this contract are in the Time Out Folder.
7. Instruct them to sit silently and fill out the contract and return to you when it is completed.
8. Check what the student has written is appropriate and in line with the rule/s they have not followed.
9. If it needs to be re-done then tell them what changes need to be made and get them to fill it out again.
10. Once the contract is acceptable then instruct student to sit in silence and complete any work set by the sending teacher.
11. If no work has been sent with the student then give them a worksheet from respective folder in the Time Out Room.
12. If a student is non-compliant in the Time Out Room or causing trouble then immediately contact the front office to enlist the support of an Assistant Principal or the Principal.
13. Any student Internally Suspended needs to work silently in the Time Out Room on work supplied from their teachers. Student will go to Student Services Desk at Recess and will need to report to the Yard Detention Room (Room M17) at lunchtimes (1:15PM – 1:40 PM) and remain in Time Out Room after lunch.

**Time Out Supervisor – Yard Detention Room**

1. Follow steps 1, 2 and 3 as for Time Out Room.
2. Meet students in Room M17 at 1:15 PM.
3. If student is on a Yard Time Out they need to fill out a contract for their Subschool. Copies of this contract are in the Time Out Folder.
4. Follow steps 6, 7, 8, 9 and 10 as for Time Out Room. If no work has been set for the student then give them worksheet allocated for that day. You will find the worksheets in the Time Out Folder. Have students copy out the relevant worksheet neatly.
5. If a student is non-compliant in the Detention Room or causing trouble then immediately contact the front office to enlist the support of an Assistant Principal or the Principal.
6. Sign and date the white slip and place in relevant Subschool Coordinator’s pigeon hole at end of duty.
7. Dismiss students at 1:40PM

**Subschool Coordinator**

1. Keeps a central record of students being sent to Time Out Room from your respective Subschool.
2. If a student receives their 3rd Time Out in a 5 week rolling period then refer to Major Incidents 2 – Flowchart. Coordinator discretion is to be used at this step.
3. Follow Flowchart Processes at this point.
4. Consult closely with other Subschool Coordinators, Assistant Principals and Principal as a student progresses further along the SBM process.
5. Record all SBM incidents involving students in your Subschool.