



## The Code of School Behaviour

Better Behaviour  
Better Learning

# Responsible Behaviour Plan for Students

## 1. Purpose

Proserpine State School is committed to providing a supportive school environment where all members feel safe and are valued and where social and academic learning outcomes are maximised for all. This is achieved through the delivery of a quality curriculum, a predominantly proactive rather than reactive approach to behaviour and a culture of inclusivity that provides opportunities for all students to achieve their goals and acquire values supportive of lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to:

- a. communicate to the School Community and the General Public, the behaviour expectations of Proserpine State School and the school's commitment to provide a disciplined learning environment;
- b. support administration and staff in implementing positive behaviour systems to facilitate effective socialisation and high standards of conduct from our students; and
- c. facilitate the core business of education to occur with minimal disruption.

## 2. Consultation and data review

Positive Behaviour for Learning (PBL) forms the foundation of the school's Responsible Behaviour Plan and our expected positive behaviours have been developed through consultation with parents, staff and students. The initial consultation was undertaken through survey distribution in 2009 and community meetings held during 2008. Ongoing feedback from parents, staff and students is examined monthly at PBL meeting and changes to systems are made if deemed necessary. Monitoring of school data relating to absenteeism, school disciplinary absences and behaviour incidents also guides the development process. Proserpine State School's behaviour systems were ratified by the Department of Education and Training in the 2018 (August) Teaching and Learning Audit – "The school maintains an excellent reputation within the local community. Parents and students express their great pride in the school. High levels of confidence are apparent with strong traditions underpinning positive relationships with the community. The school is highly regarded by staff members, students and parents alike." Ongoing monitoring of community support for the Responsible Behaviour Plan is determined through the School Opinion Survey, the annual SET data (School Evaluation Tool) and EBS (Effective Behaviour Systems) Survey.

The Plan was endorsed by the Principal and the President of the P&C.

## 3. Learning and behaviour statement

Since 2005, Proserpine State School has implemented a Schoolwide Positive Behaviour Support (now PBL) approach to behaviour management. This is based on a broad range of systemic and individualised strategies that are designed to respond to current social and educational challenges in order to meet the needs of all students in all school settings.

In order to promote and maintain a safe and orderly learning environment for learning and teaching, we at Proserpine State School have four clearly defined expected behaviours:





## The Code of School Behaviour

Better Behaviour  
Better Learning



These expectations emerged as a result of data gathering from the school and the wider community and are endorsed by all stakeholders. They are aligned with the values, principles and expected standards outlined in Education Queensland's Learning and Wellbeing Framework, Code of School Behaviour and Making

Every Day Count Initiative. We believe that to support these expectations we must:

- foster a school and greater community ethos that has a high value on education;
- cater for the learning needs of all children regardless of gender, race, ability or ethnicity as well as different learning styles;
- nurture positive relationships between staff, students, parents and the general community;
- teach explicitly, and practise the social skills necessary for life's journey;
- provide positive adult and peer models;
- deliver a rich curriculum in positive learning and teaching environments; and
- encourage and acknowledge students' efforts to uphold our expectations.

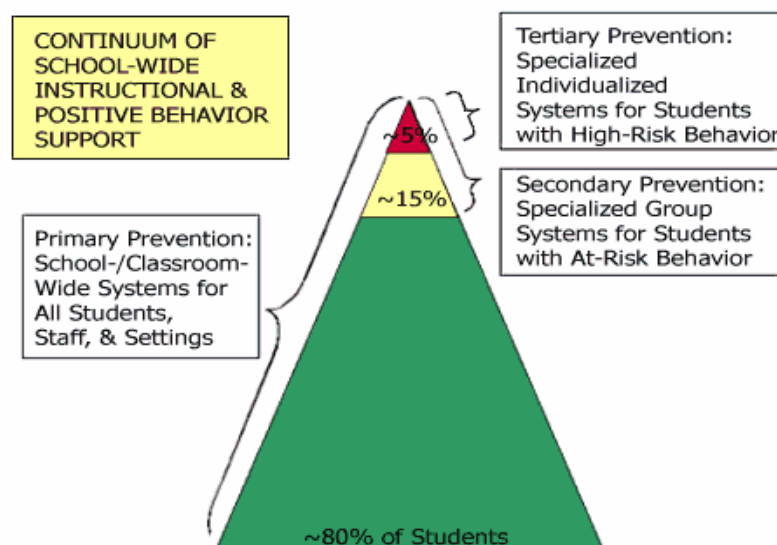
Our overarching belief is that all students should be given the opportunity to learn to their potential.

#### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

All staff have access to an electronic Behaviour Support Handbook which explains the systems of Proserpine State School for both positive and negative behaviours.

##### • Universal behaviour support

Proserpine State School has utilised the PBL Continuum for Positive Behaviour Support for all facets of school planning including curriculum delivery, learning support, building staff capacity and behaviour support. This model shows that support for students occurs at three (3) distinct levels.



To



## The Code of School Behaviour

Better Behaviour  
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facilitate the instruction of Primary, Universal or Tier One Prevention we employ the following proactive strategies:

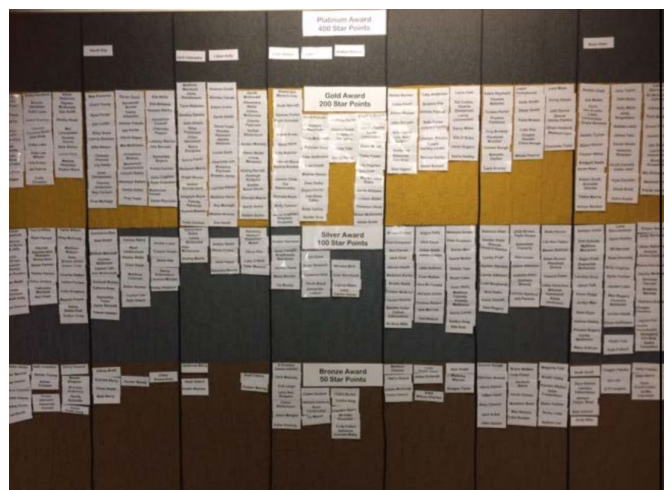
- explicitly teach the expectations of our Student Behaviour Support Matrix (Appendix 1) using the process of “I DO”, “WE DO”, “YOU DO” and acknowledging students who demonstrate these expectations;
- a focus weekly expectation is explicitly taught in classrooms. This is conveyed to the greater community at assembly along with role plays or videos, the fortnightly newsletter and the school electronic notice board;
- provide verbal pre-correction and visual prompts of the expectations around the school;
- allow students to negotiate game rules and post these in appropriate areas;
- teachers are expected to model the expectations as per the Staff Behaviour Support Matrix (Appendix 2);
- staff are trained in Tier 1 PBL, Kismatter and basic Restorative Practice conversations and have an understanding of precipitating factors eg trauma;
- parents are informed of our behaviour expectations through the newsletter, P & C meetings, assemblies and the Parent Matrix (Appendix 3) which is issued to all new families in the form of a fridge magnet. The school website contains links to the Responsible Behaviour Plan and Behaviour Matrices.
- Staff are trained in active supervision strategies annually and as required. Staff are equipped with 2 way radios, hi-viz vests, a whistle and playground duty bags containing office passes, starpoints and office referrals.
- Staff are encouraged to apply relevant consequences as soon as a behaviour error is observed or facilitate a restorative conversation if required.



### Acknowledging Positive Behaviour

At Proserpine State School we acknowledge the efforts of students in upholding the expectations of our school with the following:

- a schoolwide “Star Point” system, where students who are observed demonstrating positive behaviours in all settings are issued with a starpoint card. When they accumulate 50 Star Points they receive a Bronze Award, 100 Star Points a Silver Award, 200 Star Points a Gold Award and 400 Star Points a Platinum Award. When they achieve Platinum status a Platinum Plus ticket is issued for every 50







## The Code of School Behaviour

Better Behaviour  
Better Learning

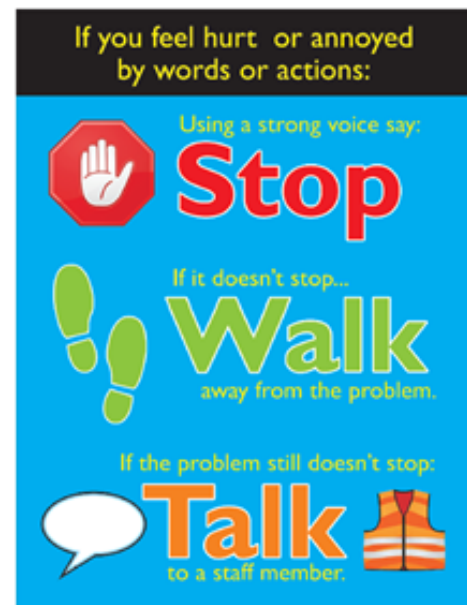
starpoints. These tickets are entered into a draw for a major prize at the end of the year. Each stage is recorded on One School and acknowledged with a certificate and their name posted in the relevant sector on the Wall of Fame in the administration building;

- individual class sticker, Dojos, and class acknowledgement aligned with the Star Points;
- weekly Student of the Week class awards for behaviour and academic effort are recorded on One School and are presented on assembly;
- those students who have upheld the expectations of the school for the whole term are treated to a session of 'Star Student' Activities which include 'Wet Days', 'Treasure Hunt', 'Disco Day' etc;
- students who uphold the expectations for the entire year are presented with a gold star lapel pin embossed with the year;
- a vertically structured house points system which uses a group contingency, is used on a term basis. The team earning the most points at the end of each term is awarded the house points cup and earn a free dress day.
- commendation letters for conduct and academia are presented at the end of each semester; and
- weekly class awards for "Making Every Day Count" are presented on assembly with the class with the least demerit points receiving a certificate and a tuckshop voucher.

Staff who go the extra mile in implementing the School's Behaviour Management systems are acknowledged by earning a reprieve from a duty or some extra non-contact time. The recipient is nominated by colleagues or the PBL Team at their monthly meetings.

### Bully Prevention

Proserpine State School class teachers coach students in the PBS Bully Prevention Program of STOP. WALK. TALK whereby students are empowered to let their peers know that they do not like a particular behaviour. If the negative behaviour continues the student is encouraged to remove herself/himself from the conflict without retort. If the perpetrator persists, the student 'talks' (or reports) to a teacher. The role of the bystander is also emphasised in this program to support others who are being targeted. When a student reports the behaviour, the teacher will ask them if they had followed the appropriate steps and will then take the appropriate action – either send them back to employ the strategies or investigate the issue further. Signage around the school prompts students to use this process.



In 2019, Friendology 101 is being embedded into the Health Units in Term 1. This program equips students in understanding that friendships aren't perfect but that some friendships are unhealthy. Lessons will be delivered in how to put out friendship fires and strategies for when someone is mean-on-purpose.



## The Code of School Behaviour

Better Behaviour  
Better Learning

### Cyberbullying and Personal Use of Technology Devices

It is a breach of the expectations of Proserpine State School to bring any personal electronic devices to school as there is a risk of theft, damage and misuse. The expectation "Leave your personal valuables at home" refers to any items that are not necessary for educational purposes including toys, large amounts of money, swap cards and other valuables.

There is a ban on all electronic devices with the exception of:

- mobile phones where a parent may request that a student needs to have a phone for after-school contact. In this case our policy is for the student to deposit the phone with their teacher or at the Administration office on arrival at school and then to collect it when departing in the afternoon. This requirement is stated explicitly in the Behaviour Management Section of our Information Prospectus for Students, Parents and Staff and is reiterated regularly in the fortnightly newsletter; and
- specific classes that use devices that supports apps for ICT or other areas of the curriculum. These devices are lodged with the teacher before school and collected at the end of the day.

Vigilant checking of student activity on the internet by our MIS administrator minimises the misuse of school technology. All computers at our school have the Cybersafety Help Button on the Desktop.

Students in the senior school are instructed on the impact of cyberbullying as per the attached definition (Appendix 4) as part of the Personal Development component of the Health Syllabus. They are informed of the laws that apply to social networking sites and to taking of illicit images and footage. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Parents are reminded in Newsletters and Facebook of the age restrictions on social media sites such as Instagram, Facebook and video games which are connected to the internet.

**Bus Behaviour** – Almost 50 percent of the student population of Proserpine State School travel to and from school by bus. All families using the bus are issued with a brochure "The Code of Conduct for School Bus Travel" and parents are responsible for sharing this information with their students, to ensure that the expectations of this code are upheld. At the beginning of each school year, all children who travel by bus participate in a session where the expectations of bus travel are explicitly taught and there is a dedicated section of our behaviour matrix for bus lines. In the event of behaviour infractions occurring on the bus, parents are advised to contact the bus company to report the incident and students are conferenced by school staff and consequences issued where necessary.

### Responding to Unacceptable Behaviour (See Appendix 5 – Flowchart)

#### 1. Redirecting low-level behaviours

When a behaviour error is observed, staff members are encouraged to 'connect before they correct' by approaching the student/s in a non-threatening manner and enquiring as to what is the problem. A solution is negotiated and further action is not required.





## The Code of School Behaviour

Better Behaviour  
Better Learning

### 2. Targeted Behaviour Support -Managing low-level repeated behaviours

At Proserpine State School we recognise that all children come to school with a set of Social Skills – however for a small percentage of our population their repertoire of social skills does not match that of the school Behaviour Matrix. It is our responsibility to support these students and to explicitly coach them in the skills that are acceptable. To support all Staff (we view Behaviour Management as everyone's business) in this process, the school provides an electronic Behaviour Support Handbook, which contains detailed information about systems, the management process as well as resources to assist in supporting students. All staff members are provided with ongoing training and upskilling in effective behaviour strategies. A student who has not responded to Universal Behaviour Strategies will complete a reflection sheet (Appendix 6) and write a letter (Appendix 7) home to their parent/carer asking their assistance in helping to change behaviour. The staff member then follows through with consequences and social skilling to correct the behaviour. Subsequent infractions will incur discipline referrals (Appendix 8) and the case manager (Classroom Teacher) employs appropriate strategies to promote positive behaviour. The Positive Behaviour Learning Team at Proserpine State School has devised a continuum (Appendix 9) which gives both students and teachers a visual cue to the student's behaviour profile and provides teachers with a menu of interventions that can be employed to facilitate behaviour change. The emphasis of the continua for all students is the left side – being a star.

Some of the interventions are:

- restorative conversations, completing the School Behaviour Rating Scale, Student Reflection Sheets, and ABC Competing Pathways to identify the function of the behaviour.
- the teacher will do intensive social skilling on the target behaviour using the "I DO, WE DO, YOU DO" strategy;
- visual prompts, playground licences and visual lanyards are used to prompt the student of the expected behaviour;
- checklists, sticker charts, and communication books are employed to record time/frequency and location of indiscretions and to highlight positive behaviours;
- teachers are expected to reflect on their own practices by completing a Reflection Sheet (Appendix 10). They are also encouraged to use the strategies outlined in Christine Richmond's "Essential Skills for Classroom Management", or to request to be profiled by a trained Classroom Profiler on Staff. Christine Richmond states "before intervention can take place, it is vitally important that teachers and parents reflect on their own behaviour and ensure that they are consistently respectful whatever the provocation and are providing accessible learning experiences."

All disciplinary behaviours will be recorded on Oneschool and failure to self-correct will require intensive behaviour support for the student. Data gathered will not only record individual infractions but where they occurred, when they occurred and what the motivation was, so that changes can be made to the systems or the physical environment to negate reoccurring events.

### 3. Intensive Behaviour Support

A student's profile enters the AT RISK sector of the Proserpine State School Behaviour Continuum when they have had three or more minor indiscretions in a





## The Code of School Behaviour

Better Behaviour  
Better Learning

term or they have had a One-Off Major incident. (Minor/Major incidents are clearly defined in the Behaviour Support Handbook).

Intervention from Administration occurs at this point but the classroom teacher remains the case manager. The teacher will refer the student to the Student Support Services team, providing details of the behaviour, supporting data and the interventions that have been employed. A meeting of all stakeholders (including parents/carers) will be convened to develop a Practical Functional Behaviour Analysis and an Individual Behaviour Support Plan. (Appendix 11) Each case is managed with the particular behaviours in mind and referrals to appropriate staff members are made – Chaplain, Guidance Officer, Behaviour Support Teacher and other key staff members who have been trained in Youth Mental Health First Aid. Interventions that provide or reduce sensory input, voluntary time out to a safe place, communication books or a check in/check out daily procedure may be implemented. Outside agencies, such as Child Youth Mental Health, Behavioural Psychologist, Paediatrician, etc, may be deployed as a result of this Plan. The focus of the Plan will be to rehabilitate and re-engage the student and stem the spiral of behaviour. Follow up meetings will be conducted regularly to monitor the student's progress and to make any necessary changes to the plan. Failure of the student to respond positively to the plan will lead to suspension or ultimately, exclusion. In the event of a crisis situation, the school has two trained MAPA (Management of Actual or Potential Aggression) instructors on site and a core group of staff who are also trained in preventative and non-violent interventions. Physical restraint is used only as a last resort if personnel are at risk of harm.

### 5. Emergency responses for 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.

All staff at Proserpine State School have had inservice on MAPA (Management of Actual and Potentially Aggressive Behaviours) de-escalating strategies. Staff are aware that their response to student behaviour is critical in de-fusing and minimising the impact of risk behaviours. General responses are listed below but responses for individuals are included in their Behaviour Support Plans and usually in the form of an emotional thermometer (zones of regulation).

1. Student is becoming anxious/agitated

*Staff need to be supportive and 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).

2. Student is defensive/refusal

*Maintain calmness, respect and detachment, divert the student by suggesting a movement to a preferred area thus removing the audience.*

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, set limits by redirecting or using 'When and Then', 'If and Then', choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally – rational detachment).



## The Code of School Behaviour

Better Behaviour  
Better Learning

### 3. Student is demonstrating at-risk behaviour

*Exit other students from the classroom or incident area.*

(Using a controlled voice, direct other students to calmly leave the scene and move to a safe spot if their safety is at risk.)

*Deploy assistance from other staff members. If environment is safe, allow the student time and space to self calm.*

*If the behaviour is unsafe, approach the student (ensuring another staff member is available to support you) using the MAPA supportive stance and engage the MAPA children's control position or adult's control position.*

### 4. Student is exhibiting tension reduction

*Give them time and space to regain rationality and composure.*

(Offer a drink of water and a place to move to where it is safe and not public.)

### 5. Debrief

*This phase is critical in rebuilding rapport with the student but can only be considered when the student is in a calm (green) emotional state.*

(A restorative conversation will 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

At Proserpine State School we have two trained MAPA Instructors and key staff members have also been trained in the preventative measures to take and the physical interventions that can be used as a last resort. Ideally these interventions are to be used in a team situation to maintain safety and ensure professionalism.

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; or
- causing or likely to cause serious property damage.

Appropriate physical intervention may be used to ensure that Proserpine 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. Students at risk may have physical restraint included in their crisis plan section of their Individual Behaviour Plan.

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 such as the MAPA child control or MAPA adult control positions.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and
- the underlying function of the behaviour.

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





## The Code of School Behaviour

Better Behaviour  
Better Learning

- take into account the age, stature, disability, understanding and gender of the student.

### Staff training

Professional Development in the correct approach and procedures to physical intervention using the Management of Aggressive and Potentially Aggressive Behaviours (MAPA) model will be provided to key staff on an annual basis.

### Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Physical Restraint and Removal Form (Appendix 12) –to be uploaded to OneSchool
- Workplace Health and Safety Report
- Risk Management Plans must be in place for all students whose behaviour is deemed to be at risk of episodic critical behaviour events. At Proserpine State School these are in the form of an Individual Emotional Thermometer (Appendix 13) which describes what the behaviour looks like and what action staff need to take. All staff must be aware of these plans and have ready access to them.

## 6. Consequences for unacceptable behaviour

Where practicable the consequences for behaviour at Proserpine State School will be immediate and relevant. At all times they will be fair and consistent (ie consistent in consideration of individual circumstances). The emphasis on consistency and certainty (that it will be followed through) rather than severity (Bill Rogers 1990) is the maxim that we aim for. Examples of consequences (Appendix 14)

**Star Student** – Student is upholding the expectations of the school and will be awarded privileges and acknowledgement in various forms.

**Emerging Behaviours** – Classroom teachers/teacher aides will deal with these minor behaviours. Consequences will include short periods of time-out within a designated area in the classroom or buddy class, detention during playtimes (during which correction of the behaviour will occur), removal of privileges, or the performance of a service as restitution.

**At Risk Behaviours** – Administration staff will deal with these major behaviours. Consequences will include sessions at recess during which Counselling, Social Skilling and Restitution Tasks will be completed in accordance with the nature of the behaviour. In the event a Student exhibits unsafe behaviours, the procedures set down in “Safe Supportive and Disciplined School Environment v7.3” - Physical Restraint and Time Out Procedures will be followed.

**Critical Behaviours** – Students who have demonstrated chronic major behaviours will be withdrawn from the setting in which their infringements occurred. If that setting is in the classroom, the student will participate in curriculum tasks provided by the class teacher. Another incident of a serious nature will have the student suspended for a period of **1-10 days or 11-20 days** (with an Educational Program provided by the school), dependent on the nature of the incident.

Any student who commits physical assault without provocation, has possession of a weapon with intent to harm, or has in their possession,





## The Code of School Behaviour

Better Behaviour  
Better Learning

drugs of any description (including alcohol or nicotine) will be asked to show cause why they should not be placed on a **6-20 day suspension or recommended for Exclusion depending on the severity of the infraction**. This stance will also be taken should serious harm (of any description) with intent, to any student, group of students or any adult occurs.

The Principal will make judgements with regard to how critical incidences are managed based on relevant information provided by stakeholders and other circumstances impacting on the incident.

### Minor and Major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is minor or major (Guidelines are listed in their RBS folder), with the following agreed understanding:

- **minor** problem behaviour is handled by the witnessing staff member in collaboration with the class teacher who is the case manager; and
- **major** problem behaviour is referred immediately to the Principal or Deputy Principal.

Staff members need to follow the processes as indicated in the flow chart (Appendix 5) and to consider the following when taking action:

- the intent of the behaviour – Did the student set out to hurt another party or was it an accident? Was it “play” that became rough?
- Was anyone injured?
- Did you apply de-escalating strategies before the behaviour could escalate?
- Did you go through the process of I DO, WE DO, YOU DO with the child so that they had an opportunity to correct their behaviour?
- These behaviours would only be considered for referring if they are persistent after reasonable correction and skilling. The topography (what the behaviour looks like) and the circumstances around.
- Where prohibited items eg phones are brought to school or jewellery that does not conform to the uniform code is worn, teachers will withdraw the items and place them in the office for collection at 3pm. Repeat offenders will have the item retained until the parent collects it.
- When a dangerous item is confiscated a parent will be informed and asked to come to the school to collect it.

Appendix 15 contains a comprehensive list of major and minor behaviours aligned with the categories of One School.

### Ensuring consistent responses to problem behaviour

At Proserpine State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.





## The Code of School Behaviour

Better Behaviour  
Better Learning



### 7. Network of student support

The network for support at Proserpine State School includes the involvement of a team of personnel and agencies. The Positive Behaviour for Learning Team and the Student Support Services Committee (of which a core membership- Administration, Guidance Officer, Behaviour Support Teacher and Head of Special Education Services - is the same) are the basis of a network of people within the school to support students whose behaviours are challenging. From these two groups, various arms radiate to support students in a best-fit way. These include:

#### School Based

- school teaching and support staff;
- school leadership team;
- parents;
- Chaplain;
- Behaviour Support Teacher;
- Early Childhood Development Program;
- Advisory Visiting Teachers;
- Speech Pathologist;
- School Nurse; and
- School Guidance Officer.

Student Support Services are accessed by completing a referral form on the school's portal. This is completed prior to COB Thursday in readiness for weekly Friday morning meetings. Teachers and parents will be advised by letter of the actions decided upon by the team.

#### Government and Community Based

- Police Liaison Officer;
- Visiting psychologist
- Whitsunday Counselling Service
- Child Protection Investigation Unit;
- Department of Child Safety and Communities;
- Child and Youth Mental Health; and
- Child and Family Connect
- Back on Track
- Headspace
- Livin;
- Community Resources (Health Nurse, Neighbourhood Centre)

#### On-line Services

- Kids Helpline; Kids Helpline
- Bullying-No Way;
- Cybersafety Help Button; and Cybersmart - Online help and reporting
- R U Okay.

### 8. Consideration of individual circumstances





## The Code of School Behaviour

Better Behaviour  
Better Learning

Proserpine State School is proud of its record of inclusivity and considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students;
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- Taking into account student's age, gender, disability, cultural background, emotional wellbeing, and socio-economic situation ;
- Recognising the rights of all students to express opinions in an appropriate manner and at the appropriate time, work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation

Other individual circumstances that must be considered are:

- learning and/or impairment needs.
- previous behaviour record;
- severity of the incident;
- amount of reliable evidence;
- degree of provocation;
- intent of the action; and
- honesty and perceived level of remorse.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. A notion of equity not necessarily equality is the premise.

### 9. Related legislation

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

### 10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions





## The Code of School Behaviour

Better Behaviour  
Better Learning

- 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
- Student Wellbeing Hub
- Non-violent Crisis Prevention Institute
- Code of Conduct for School Students Travelling on Buses
- Richmond, C (1996) Behaviour Management Skills Training Package Department of Education, Queensland
- Rogers, W (1990) You Know the Fair Rule ACER, Hawthorne, Victoria.
- Resilience and Drug Education Information.
- Better Behaviour Better Learning Professional Development Suite
- Professional Standards for Teachers: Guidelines for Professional Practice (Education Queensland)

### Endorsement

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Principal

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P&C President

Date effective: from 1 January 2019 to 31 December 2021





## The Code of School Behaviour

Better Behaviour  
Better Learning

- Temporary Removal of Student Property by School Staff

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- Resilience and Drug Education Information.
- Better Behaviour Better Learning Professional Development Suite
- Professional Standards for Teachers: Guidelines for Professional Practice  
(Education Queensland)

### Endorsement

Principal

P&C President

Date effective: from 1 January 2019 to 31 December 2021



<b>Appendix</b>	<b>Document</b>
<b>1</b>	<b>Responsible Student Behaviour Matrix</b>
<b>2</b>	<b>Staff Behaviour Matrix</b>
<b>3</b>	<b>Parent Behaviour Matrix</b>
<b>4</b>	<b>Cyberbullying Definitions</b>
<b>5</b>	<b>Behaviour Flowchart</b>
<b>6</b>	<b>Student Reflection Sheet</b>
<b>7</b>	<b>First Letter</b>
<b>8</b>	<b>Discipline Report</b>
<b>9</b>	<b>Behaviour Continuum</b>
<b>10</b>	<b>Teacher Reflection Sheet</b>
<b>11</b>	<b>Individual Behaviour Support Plan</b>
<b>12</b>	<b>Physical Restraint and Removal</b>
<b>13</b>	<b>Risk Management Plan – Individual Emotional Thermometer</b>
<b>14</b>	<b>Consequences Chart</b>
<b>15</b>	<b>Minors/Majors Chart</b>

**PROSERPINE STATE SCHOOL**  
**BEHAVIOUR EXPECTATIONS MATRIX**

Expectation	All Areas	Classroom	Playground	Toilets	Eating Area	Bus Lines
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Listen to and follow directions carefully</li> <li>Use equipment for its intended purpose</li> <li>Keep your body to yourself</li> <li>Report unsafe/inappropriate behaviours</li> <li>Deposit all electronic devices at the school office during school hours</li> <li>Practise good hygiene</li> <li>Use pathways when moving around the school</li> <li>Walk calmly around the buildings</li> <li>Ask permission to leave any setting</li> <li>Stay in approved areas</li> <li>Replenish your body with water and healthy food regularly</li> </ul>	<ul style="list-style-type: none"> <li>Enter classrooms only when a staff member is present</li> <li>Move calmly around the classroom</li> <li>Keep all legs of your chair on the floor</li> <li>Know the procedure for safety drills</li> <li>Sit calmly in your line-up area until your teacher arrives</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games only</li> <li>Handballs only under the buildings</li> <li>Wear the school hat and black shoes at all times</li> </ul>	<ul style="list-style-type: none"> <li>Leave food items outside</li> <li>Put soiled paper in toilet</li> <li>Flush the toilet after use</li> <li>Wash hands with soap and dry using dryer</li> <li>Toilets are not a place for play</li> </ul>	<ul style="list-style-type: none"> <li>Move calmly to your designated eating area and also when you are dismissed</li> <li>Sit down while eating</li> <li>Bring a healthy lunch to school everyday</li> </ul>	<ul style="list-style-type: none"> <li>Report promptly</li> <li>Inform the duty teacher if you need to leave the area</li> <li>Sit in line</li> <li>Follow bus captains' instructions</li> <li>Walk out calmly in line using paths</li> <li>Carry bags safely</li> <li>Use single file to enter the bus</li> </ul>
<b>Be Friendly</b>	<ul style="list-style-type: none"> <li>Greet others with a smile</li> <li>Help peers who are having difficulties</li> <li>Ensure that your actions or words do not hurt others</li> <li>Leave personal valuables at home</li> </ul>	<ul style="list-style-type: none"> <li>Give at least one compliment per day</li> </ul>	<ul style="list-style-type: none"> <li>Include everyone who plays fairly and by the negotiated rules</li> <li>Be a good sport</li> <li>Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Remind others of toilet rules</li> </ul>	<ul style="list-style-type: none"> <li>Have interesting conversations during your lunch</li> <li>Plan what you are going to do during play time and encourage others to join in play</li> </ul>	<ul style="list-style-type: none"> <li>Younger children go first</li> <li>Help others</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Use good manners and polite appropriate language</li> <li>Treat others as you would like to be treated</li> <li>Take turns</li> <li>Talk about others positively</li> <li>Make sure that all litter is placed in the bin</li> <li>Take pride in yourself and in your school, and wear the school uniform proudly</li> <li>Respond appropriately when being corrected or directed by an adult</li> <li>Respect your own and others' property</li> <li>Leave chewing gum at home</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently for your turn to speak</li> <li>Show interest in what others have to say or do</li> <li>Allow others to work without disruption</li> </ul>	<ul style="list-style-type: none"> <li>Follow the negotiated rules of the game</li> <li>Be a good sport and go out graciously without arguing</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' privacy</li> <li>Leave toilets clean</li> <li>Communicate feelings appropriately – writing on walls is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own food only</li> <li>Be tidy with your food</li> </ul>	<ul style="list-style-type: none"> <li>Speak quietly</li> <li>Be respectful to your bus driver and bus captain</li> </ul>
<b>Be a Learner</b>	<p style="text-align: center;"><b>Maintaining a positive environment for <i>ourselves</i> and others</b></p> <ul style="list-style-type: none"> <li>Use technology for educational purposes only</li> <li>Be involved in team work</li> <li>Arrive at school between 8.30am and 8.45am and report to your supervised area</li> <li>Attend on each school day unless you have a valid reason</li> <li>Be a problem solver and use Stop Walk Talk</li> <li>Do the best you can in all pursuits and set yourself goals</li> <li>Attempt a task before asking for assistance</li> </ul>	<ul style="list-style-type: none"> <li>Be organised and ready for each school session</li> <li>Be a Whole Body Listener</li> <li>Be an Active Participant</li> <li>Do your work to the best of your ability</li> <li>Submit assessment tasks by due date</li> </ul>	<ul style="list-style-type: none"> <li>Learn new games and activities</li> </ul>	<ul style="list-style-type: none"> <li>Go to the toilet before starting each school session</li> <li>Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>Understand that good health is achieved, and learning is enhanced, by eating nutritious foods</li> </ul>	<ul style="list-style-type: none"> <li>Follow expectations</li> <li>Make good choices</li> </ul>

Proserpine State School Staff Matrix

	All Areas	Classroom	Non-classroom	Staffroom
Be Safe	<ul style="list-style-type: none"> <li>Report unsafe or faulty equipment</li> <li>Use equipment safely</li> <li>Know evacuation and other emergency procedures</li> <li>Wear appropriate shoes</li> <li>Complete risk assessment where required</li> <li>Adhere to workplace health and safety regulations and school policies and procedures</li> <li>Be aware of students' health and medical needs</li> <li>Model self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of risks with electrical equipment</li> <li>Keep any chemicals in a secure area</li> <li>Lock your classroom when you leave it</li> <li>Remove class when behaviour of others is threatening</li> </ul>	<ul style="list-style-type: none"> <li>Be sun-safe</li> <li>Wear a <b>hi-viz</b> vest</li> <li>Always carry a PGD <b>bumbag</b> and radio</li> <li>Carry only cold drinks when walking around the school or on duty</li> <li>Drive slowly through the school grounds</li> <li>Know emergency procedures for "at risk" students</li> <li>Redirect unsafe play</li> </ul>	<ul style="list-style-type: none"> <li>Take care when handling hot foods and liquids</li> </ul>
Be Friendly	<ul style="list-style-type: none"> <li>Be welcoming and greet everyone with a hello or a smile</li> <li>Work cooperatively in teams</li> <li>Agree to disagree</li> <li>Support colleagues who are having difficulty</li> <li>Be encouraging</li> </ul>	<ul style="list-style-type: none"> <li>Create a warm and welcoming learning environment</li> <li>Acknowledge extra curricula achievements</li> </ul>	<ul style="list-style-type: none"> <li>Make small talk with a variety of students on duty</li> <li>Issue Star Points to students upholding the expectations</li> <li>Show a positive outlook when walking around the school</li> </ul>	<ul style="list-style-type: none"> <li>Introduce yourself to new or visiting staff members and <b>make</b> them welcome.</li> <li>Provide positive feedback only - particularly with regard to appearance</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Ensure you are positive when speaking to and about colleagues</li> <li>Respect others' personal space</li> <li>Listen to what others have to say</li> <li>Show professional courtesy always</li> <li>Dress professionally</li> <li>Put phones on silent during meetings</li> <li>Be attentive at staff meetings and PD</li> <li>Observe the Code of Conduct</li> <li>Respect others' belongings</li> <li>Attend to duties on time</li> <li>Be mindful of your surroundings and voice level when discussing students' sensitive issues</li> </ul>	<ul style="list-style-type: none"> <li>Use a firm, clear voice when redirecting behaviour</li> <li>Connect before you correct student behaviour</li> <li>Respect all cultures and contributions</li> <li>Model good manners</li> <li>Leave detailed plans for relief teachers</li> <li>Be attentive to social/emotional needs of students</li> </ul>	<ul style="list-style-type: none"> <li>Discuss school affairs in appropriate forums only</li> <li>Be on time for duties</li> <li>Engage in positive and productive conversations with parents</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of your audience when discussing sensitive subjects</li> <li>Wash your own dishes</li> <li>Ensure that you leave appliances in a clean state</li> <li>Eat your own food only</li> <li>Return utensils and crockery to staffroom.</li> </ul>
Be a Learner	<ul style="list-style-type: none"> <li>Be organised</li> <li>Ensure you attend your quota of PD</li> <li>Attend meetings</li> <li>Be punctual</li> <li>Share resources and ideas</li> <li>Seek <b>self-improvement</b></li> <li>Set personal goals</li> <li>Seek assistance when required</li> <li>Welcome constructive feedback</li> <li>Model patience, perseverance and goal setting</li> </ul>	<ul style="list-style-type: none"> <li>Seek out new learning experiences</li> <li>Turn mobiles phones off in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Learn the rules of games</li> <li>Know the expectations of each area and enforce them</li> <li>Be aware of particular needs of students in your area</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas</li> </ul>



## Appendix 3

### PROSERPINE STATE SCHOOL

How parents can help their children to uphold the expectations of our school.	
<b>Be Safe</b>	<p>Encourage them to use the STOP, WALK and TALK strategy to avoid unwanted attention from peers.</p> <p>Discourage retaliation.</p> <p>Practise road, (stop, drop and go), pedestrian crossing, bicycle and bus safety routines.</p> <p>Ensure that your child knows and uses hygienic toilet practices.</p> <p>Provide your child with a PSS hat and closed-in black shoes every day.</p> <p>Regularly check your child's hair for head lice and treat if necessary.</p>
<b>Be Friendly</b>	<p>Model smiling and greeting people appropriately.</p> <p>Promote positive talk about others.</p> <p>Encourage children to be empathetic to those children whose skills are not as good as theirs or who may have differences.</p> <p>Be open-minded when your children complain about other children.</p> <p>Be aware when you are engaging in adult conversations that your children may be listening.</p> <p>Encourage children to engage with other children in outdoor games that involve physical activity and interaction.</p>
<b>Be Respectful</b>	<p>Treat school staff with respect and work collaboratively to enable children's potential to be developed.</p> <p>Insist on polite manners at all times.</p> <p>Promote the notion of "Treat others as you would like to be treated".</p> <p>Play games at home that encourage taking turns, sharing and losing graciously.</p> <p>Ensure that your child's presentation at school each day satisfies the requirements of the dress code.</p> <p>Select movies and TV shows which are age appropriate (G &amp; PG).</p>
<b>Be a Learner</b>	<p>Ensure that your child attends school unless they are sick, injured or have another genuine reason for non-attendance.</p> <p>Inform the school when your child is absent - 49406333 – automated response any time.</p> <p>Observe the optimal times for arrival at school (between 8.30am and 8.45am).</p> <p>Provide your children with all the necessary equipment for school.</p> <p>Limit the amount of time children watch television and play video games.</p> <p>Set aside a specific time for homework and check that it has been completed.</p> <p>Attach assessment schedules to a prominent spot so that you know when they are due.</p> <p>Turn the television off and converse with your children at meal times.</p> <p>Make yourself known to your child's teacher.</p> <p>Encourage your child to read every night.</p>
<p><b>Parents who demonstrate that they value education are making a sound investment for their children's future.</b></p>	



**33 Renwick Road, Proserpine Qld 4800**  
**Phone 07 49406333**  
**Email: [Principal@proserpiness.eq.edu.au](mailto:Principal@proserpiness.eq.edu.au)**  
**[www.proserpiness.eq.edu.au](http://www.proserpiness.eq.edu.au)**

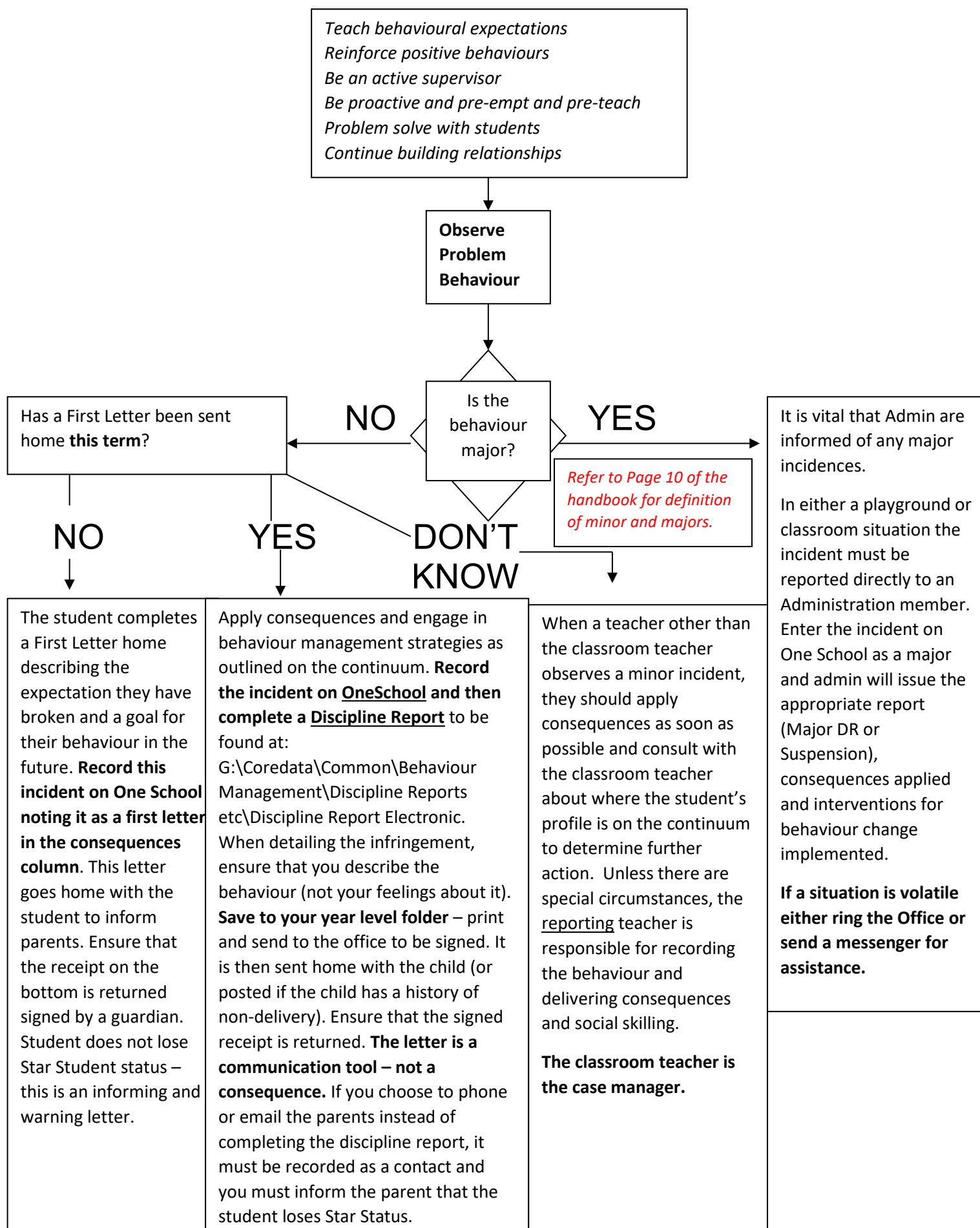
## Appendix 4

### CYBER BULLYING –

This is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others. The main forms of cyber bullying are identified as:

- **Flaming:** online fights using electronic messages with angry or vulgar messages
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing:** sharing someone's secrets or embarrassing information or images online
- **Exclusion:** Intentionally and cruelly excluding someone from an online group
- **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.
- **Sexting:** Text messages containing sexually explicit material

# PROSERPINE STATE SCHOOL RESPONSIBLE STUDENT BEHAVIOUR FLOWCHART



## Appendix 6

Be Safe

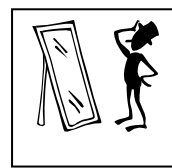
Be Friendly

Be Respectful

Be a Learner

Date \_\_\_\_\_

### Student Reflection Sheet



Student Name \_\_\_\_\_ Class \_\_\_\_\_

What School Expectation have you broken?

\_\_\_\_\_

What made you behave in this way?

\_\_\_\_\_

Did you gain anything by behaving in this way?

\_\_\_\_\_

Have you lost anything by behaving in this manner?

\_\_\_\_\_

Who has your behaviour impacted upon?

\_\_\_\_\_

What will you do the next time that you are in a similar situation?

\_\_\_\_\_







# Proserpine State School

33 Renwick Road, Proserpine Qld 4800  
Phone: 07 4940 6333 [www.proserpiness.eq.edu.au](http://www.proserpiness.eq.edu.au)

Be Safe

Be Friendly

Be Respectful

Be a Learner

Date:

☐

Pre contact has been made with parent (✓x)

Dear \_\_\_\_\_

I am at risk of not being a Star Student because I was not being \_\_\_\_\_. Today I

---



---



---



---

My goal for changing my behaviour is:

---



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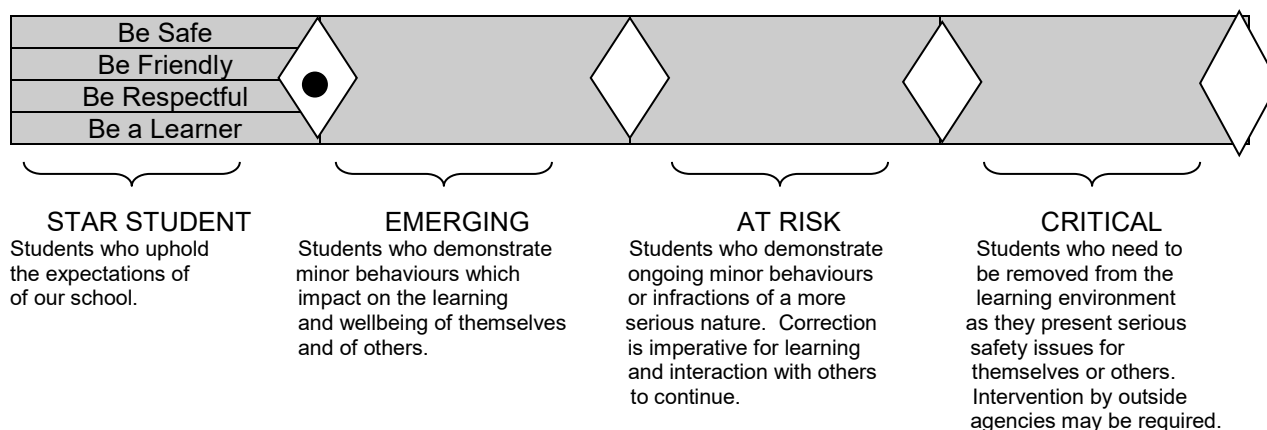


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Student \_\_\_\_\_ Class \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

The dot shows where the student's behaviour profile is on our school's behaviour continuum. This is the Window of Opportunity meaning that the student will not lose their star student status. However, if the student incurs any further infractions this term, star student status will be revoked



✂ \_\_\_\_\_ Please return to the Class Teacher \_\_\_\_\_

Thank you, I have received the letter regarding the behaviour of my child \_\_\_\_\_ in \_\_\_\_\_. I will speak to my child about acceptable behaviours in order to help him/her retain his/her Star Student status.

\_\_\_\_\_ Signed (Parent/Carer) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Parent/Carer Name (Please Print)



# Proserpine State School

33 Renwick Road, Proserpine Qld 4800

Phone: 07 4940 6333 [www.proserpiness.eq.edu.au](http://www.proserpiness.eq.edu.au)

## Discipline Report

☐ Has received a First Letter this term

Name: Click or tap here to enter text. Class: Click or tap here to enter text. Date: Click or tap here to enter text.

Reported by: Click or tap here to enter text. Time: Click or tap here to enter text.

Others involved: ☐None ☐Peers ☐Staff ☐Unknown ☐Other

Problem Behaviour (Minor only)	Location	Possible Motivation
<input type="checkbox"/> Defiance	<input type="checkbox"/> Classroom	<input type="checkbox"/> Obtain peer attention
<input type="checkbox"/> Disruptive	<input type="checkbox"/> Playground	<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Eating Area	<input type="checkbox"/> Obtain tangible object
<input type="checkbox"/> IT misconduct	<input type="checkbox"/> Walkways	<input type="checkbox"/> Obtain activity or event
<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Tuckshop	<input type="checkbox"/> Obtain sensory stimulation
<input type="checkbox"/> Misconduct involving object	<input type="checkbox"/> Toilets	<input type="checkbox"/> Avoid peer attention
<input type="checkbox"/> Physical misconduct	<input type="checkbox"/> Resource Centre	<input type="checkbox"/> Avoid adult attention
<input type="checkbox"/> Refusal to participate in program of instruction	<input type="checkbox"/> Specialevents/Excursion/Assembly	<input type="checkbox"/> Avoid instructional task
<input type="checkbox"/> Threat/s to others	<input type="checkbox"/> Bus lines	<input type="checkbox"/> Avoid activity or event
<input type="checkbox"/> Late/Truant/Skip Class	<input type="checkbox"/> Bus	<input type="checkbox"/> Avoid sensory stimulation
<input type="checkbox"/> Verbal misconduct	<input type="checkbox"/> Office	<input type="checkbox"/> Don't know
<input type="checkbox"/> Other	<input type="checkbox"/> Other	
<b>Consequences</b>		
<input type="checkbox"/> Restorative justice	<input type="checkbox"/> Detention	<input type="checkbox"/> Time in office
<input type="checkbox"/> Loss of privileges	<input type="checkbox"/> Disable login	<input type="checkbox"/> Natural consequence

\_\_\_\_\_  
Classroom Teacher

\_\_\_\_\_  
Administration Member

## Description of behaviour:

-----

Date:

I have received the discipline report regarding the behaviour of my [Choose an item.](#) in [Click or tap here to enter text..](#) I will speak to [Choose an item.](#) about acceptable behaviours in order to avoid future reports of this nature.

\_\_\_\_\_  
Parent/Carers Signature

\_\_\_\_\_  
Please print name

## Continuum

**Star Students**  
The aim is for all  
Students to be  
STARS

Student's behaviour is not being corrected with general behavior teaching and initial prompts. The expectation not being upheld must be revised with the student and the first letter is sent home. This letter is written by with the student and signed by the student and the class teacher. The receipt on the bottom is to be returned and filed in the student's file. The incident is recorded on OneSchool by the reporting staff member. Student does not lose star status.

**Student is not responding to teacher intervention—** The teacher will refer the student to the SSS Team. If deemed necessary by the team, the student will be referred to the BST. BST will arrange for the teacher to complete an SBRS and together they will create a *Behavioral Support plan*. A Parent meeting will be arranged to ratify the actions in the plan.

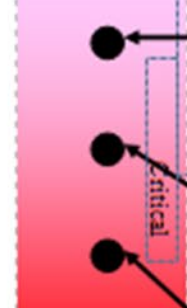
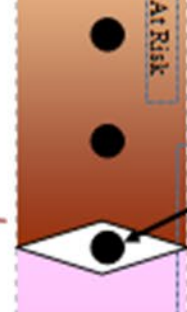
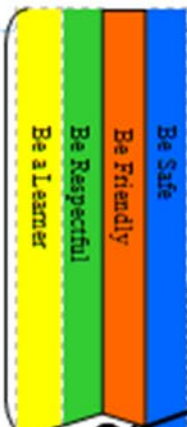
**One-off major incident.** Admin need to be informed and will follow through with consequences.

Student is at high risk of suspension. A request to Parents is sent home for a further management plan meeting. An FBA may be carried out.

**Withdrawal.** Student will attend school but will be withdrawn from the school setting in which the infraction occurred. The student will receive appropriate social skills at this time.

**Suspension 1-5 days with a home based education plan**

**Suspension of 20 days with a home based education**



- ★ Student is on task and demonstrating the social skills of the matrix. Teacher responds with positive acknowledgement, privileges and tangible rewards such as Star Points, certificates, stickers etc
- ★ Students who remain Star Students for the term are rewarded with Star Student activities at the end of term.
- ★ All students return to Star Student status at the beginning of each term. Those students who maintain Star Student status for the whole year receive a gold Star pin.

Student is continuing to demonstrate low level behaviors in the classroom or in the playground. The observing staff member must apply secondary interventions to record and correct the behavior.

- Complete a reflection sheet
  - Teach the expected behavior
  - Apply appropriate consequences
  - Inform other stakeholders of the **behaviour** and the strategies applied
  - Acknowledgement when positive **behaviour** is demonstrated
  - Pre-correct student prior to a high probability event **eg assembly, play time**
  - Maintain anecdotal records or establish a communication book
  - Change of environment (**eg desk placement**)
  - Introduce a new system (**eg later arrival eg 8.45 am**)
- Incidents are recorded on **QuesSchool** and Discipline Reports are sent home to inform parents of continuing **behaviours**. If a phone call is made instead of the discipline report, the parent must be made aware that it constitutes a letter.

Student has demonstrated further high level behaviour or chronic minor behaviours. The student's behaviour will be monitored by personnel from Administration but the Teacher will remain at risk of removal.

- Out the SACER will remain as case manager. The student's management plan must be implemented and reviewed where necessary. Recording of behaviour and issuing of Discipline Reports, will continue. The BST, HOC, HOSES, Chaplain or GO will be utilised where deemed beneficial to the student's management or outside agencies may be deployed—Queensland Health Staff, RadiantCare, Child Psychologist
- The following actions may also occur according to relevance to the exhibited behaviours:
  - Intensive social skilling
  - Loss of privileges e.g. excursions, camps, leadership badges
  - Restitution
  - Supervised Community service in the school e.g. cleaning
  - Monitored play

**Exclusion**  
from PSS or  
exclusion from  
all SS

Any student who commits physical assault without provocation, has possession of a weapon with intent to harm, or has in their possession, or drugs of any description (including alcohol or nicotine), will be asked to show cause why they should not be placed on a 5-20 day suspension or recommended for exclusion (which may include a Behaviour Improvement Condition) depending on the severity of the infraction. This stance will also be taken should a serious harm (or any description) with intent, to any student, group of students or any adult occurs.





# Proserpine State School

33 Renwick Road, Proserpine Qld 4800  
Phone: 07 4940 6333 Fax: 07 4945 1497 [www.proserpnss.eq.edu.au](http://www.proserpnss.eq.edu.au)

## Teacher Reflection Sheet

To be submitted with the Referral Form to Student Needs Committee to request Administration Intervention in behaviours. (At Risk Behaviours)

DATE \_\_\_\_\_

STUDENT NAME \_\_\_\_\_

CLASS \_\_\_\_\_

BEHAVIOUR \_\_\_\_\_

Be Safe

Be Friendly

Be Respectful

Be a Learner

To achieve positive behaviours for this student I have:

☐ Ensured that the student's learning needs are being met. What adjustments have been made?

\_\_\_\_\_

\_\_\_\_\_

☐ Identified the triggers/motivation

\_\_\_\_\_

☐ Precorrected (social skilling) in the following way

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ Made the following changes to the student's environment

\_\_\_\_\_

\_\_\_\_\_

☐ Used the following specific support strategies – goal setting and positive rewards

\_\_\_\_\_

\_\_\_\_\_

☐ The following plan of action has been put into place for this student

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_



Proserpine State School

Individual Behaviour Plan

Date of Plan Click here to enter a date. Review Click here to enter a date: Case Manager



**TARGET BEHAVIOUR EXPECTATIONS**  
Click here to enter text.

Name \_\_\_\_\_  
Class \_\_\_\_\_ Click here to enter text.  
DOB \_\_\_\_\_

**RESTITUTION PLAN**

**ACKNOWLEDGEMENT PLAN**  
Click here to enter text.

**CRISIS PLAN**

**Factors for Consideration**

**CORRECTION/INTERVENTION STRATEGIES**

The individual circumstance of each case will be taken into account when deciding and applying consequences.

Yes

IS STUDENT CO-OPERATIVE?

No

**SUPPORT TEAM**

Yes **APPROPRIATE BEHAVIOUR?** No **SAFE? MANAGEABLE?** Yes




# Proserpine State School

## Physical Restraint or Removal Record

Reporting Staff Member	Click here to enter text.	Date of incident	Click here to enter a date.
Location of incident	Click here to enter text.	Time of incident	Click here to enter text.
<b>Details of Student</b>			
Name	Click here to enter text.	Class	Click here to enter text.
Teacher			
Click here to enter text.			
<b>Details of Staff involved</b>			
Name	Click here to enter text.	Role	Click here to enter text.
Name	Click here to enter text.	Role	Click here to enter text.
Name	Click here to enter text.	Role	Click here to enter text.
<b>Reason for Restrain</b>			
To avert immediate danger of personal injury to the student			<input type="checkbox"/>
To avert immediate danger of harm to others			<input type="checkbox"/>
To avoid serious damage			<input type="checkbox"/>
To prevent a student from absconding			<input type="checkbox"/>
To prevent conduct that is prejudicial to the good order of the school			<input type="checkbox"/>
<b>Details of incident (including location, antecedent and duration of the restraint)</b>			
Click here to enter text.			
<b>Non-violent Crisis Prevention Technique applied</b>			
Children's Control Position <input type="checkbox"/>	Team Control Position <input type="checkbox"/>	Transport position <input type="checkbox"/>	Interim Control Position <input type="checkbox"/>
<b>Post Incident</b>			
Click here to enter text.			
<p><b>Was there any injuries to staff or students?</b></p> <p><input type="checkbox"/> <b>Yes</b> ➡ complete a Health and Safety Data Collection Form located in the Administration office and then follow the actions below.</p> <p><input type="checkbox"/> <b>No</b> ➡ save this document to G:\Coredata\Common\Behaviour Management\DISCIPLINE REPORTS ETC\Parent Letters and then select the students year level and personal file. In OneSchool, attach the restraint record to the incident that preceded the restraint.</p>			

Emotion	I will....	Student Behaviour	Staff Response
5	...need you to watch me as I will	Student is demonstrating high risk behaviour	Physical Intervention
4	...need you to isolate me	Student is demonstrating risk behaviour	Removal/Isolation
3	...need some time to cool down.	Student is becoming defensive	Directive
2	...ask for help	Student is becoming anxious	Supportive
1	...keep on smiling and following my teacher's direction.	Student is doing well <ul style="list-style-type: none"> <li>• Looks calm and relaxed</li> <li>• Following instructions</li> <li>• Doing work</li> <li>• Interacting with teacher/peers appropriately</li> </ul>	Acknowledgement

Consequences of minor unacceptable behaviour		
Some examples		
Example of inappropriate behaviour	Consequence	
Incessant talking/calling out	Ban on contribution for 10 minutes Seating plan – move away from peers Move to an assigned place in the classroom for reflection. Move to Buddy Class	
Arguing or failing to comply with rules of a game	Sit out of game for a short time initially and for the whole session if continued Restricted play area	
Non-compliance/work refusal	Repeat request and allow take-up time. Use of own time to complete unfinished work. Negotiate with parent for work to be completed at home. Move student to buddy class Referral to admin if ongoing or unsafe/disruptive	
Disrespectful responses to students and staff	Conference with student which should include social skilling on what an appropriate response looks like Apology to the person involved Referral to admin if ongoing	
Swearing Name calling	Conference with student and social skilling Apology if directed at an audience Movement to reflection area or buddy class	
Intentional minor physical contact with a peer eg pushing	Apology Removal from the area or sit out of play if in the playground Loss of privileges	
Loitering or playing in the toilets during class time	Loss of privilege to go to the toilet during class time for a period of time	
Playing with an item (not authorised) during learning time	Temporary removal of property from the student eg Until home time.	
The certainty not the severity of the consequence is the important element.		
Initially student is reminded of the expectation and the consequence of not doing so. Failure to comply will involve communication to parents with a first letter or discipline report. On most occasions a reflection sheet will also be completed.		

If using time-out as a consequence in the classroom, ensure that the length of time is equivalent in minutes to the age of the student.

All major incidents must be reported to a leadership team member and consequences will be determined based on the best fit for the student with a goal for behaviour change. Eg loss of privileges, limited play areas, restitution, office detentions, community service, suspension, exclusion.



## Appendix 15

### BEHAVIOUR INCIDENT EXAMPLES – MINOR AND MAJOR

Category	Minor	Major
	Minor incidents are teacher managed	May be teacher managed but admin <b>must</b> be informed
<ul style="list-style-type: none"> <li>When student behaviour is compromising the teaching and learning process and they have not responded to teacher direction, they must, in the first instance, be sent to a buddy class.</li> <li>If a student's behaviour is unsafe for themselves or others, other students must be removed and 9 is dialled on the intercom to call for support.</li> <li>Behaviour incidents are recorded on One School and the parent must be informed by either a discipline report, a phone call or email. Relevant consequences must be issued.</li> </ul>		
BULLY/HARRASSMENT	<b>One-off incidences of:</b> <ul style="list-style-type: none"> <li>Teasing/name calling</li> <li>Non-verbal harassment (death stares, rude gestures)</li> <li>Exclusion</li> </ul>	<b>Ongoing incidences of:</b> <ul style="list-style-type: none"> <li>Teasing/name calling</li> <li>Non-verbal harassment</li> <li>Exclusion</li> <li>Fighting (power imbalance)</li> <li>Intimidation (threats, teasing, pushing, shoving)</li> <li>Use of electronic equipment to harass or infringe on the privacy of others</li> </ul>
DEFIANT/THREAT TO ADULTS	<ul style="list-style-type: none"> <li>One-off failure to follow staff direction</li> </ul>	<ul style="list-style-type: none"> <li>Continuous failure to follow staff direction</li> <li>Verbal/physical threat to adult</li> </ul>
DISRUPTIVE	<ul style="list-style-type: none"> <li>Low level disruption of the learning environment or other students</li> <li>One-off disruption of other classes</li> </ul>	<ul style="list-style-type: none"> <li>Disrupting during special activities</li> <li>Continuous disruption of the teaching and learning process</li> </ul>
DRESS CODE	<ul style="list-style-type: none"> <li>Not following school uniform policy</li> </ul>	
IT MISCONDUCT	<ul style="list-style-type: none"> <li>Unauthorised changes to settings or physical environment</li> <li>Accessing non-school programs</li> <li>Using another's password</li> </ul>	<ul style="list-style-type: none"> <li>Damage to technology</li> </ul>
LATE	<ul style="list-style-type: none"> <li>Ongoing lateness to classes</li> </ul>	
LYING/CHEATING	<ul style="list-style-type: none"> <li>Being untruthful to benefit self but not harming others</li> </ul>	<ul style="list-style-type: none"> <li>Being untruthful to the detriment of others</li> </ul>
MISCONDUCT INVOLVING OBJECT	<ul style="list-style-type: none"> <li>Throwing objects inappropriately</li> <li>Using an object to poke or prod another student</li> <li>Stealing (minor) eg a pen, a hat</li> </ul>	<ul style="list-style-type: none"> <li>Possession of an object that could be considered a weapon but no intent to use</li> <li>Stealing (major) eg money</li> <li>Throwing or using objects with intent to harm</li> </ul>

Category	Minor	Major
TRUANT/SKIP CLASS	<ul style="list-style-type: none"> <li>Ongoing unexplained absence from school</li> </ul>	<ul style="list-style-type: none"> <li>Hiding around the school instead of attending a class</li> </ul>
NON-COMPLIANT WITH ROUTINE	<ul style="list-style-type: none"> <li>Being in a non-approved area on more than one occasion</li> <li>Running on pathways and stairs</li> </ul>	<ul style="list-style-type: none"> <li>Absconding from the school grounds</li> </ul>
PHYSICAL MISCONDUCT	<ul style="list-style-type: none"> <li>Play fighting</li> <li>Pushing and shoving – non aggressive</li> <li>One-off inappropriate touching (hugging, kissing, tripping, hair tugging)</li> </ul>	<ul style="list-style-type: none"> <li>Physical violence that results in a significant injury to a staff member</li> <li>Fighting with intent to cause serious harm and or injury to another student/s</li> <li>Biting, kicking, punching, head butting another person</li> <li>Inappropriate touching of a serious nature</li> </ul>
POSSESS PROHIBITED ITEMS	<ul style="list-style-type: none"> <li>Having possession of banned substances <ul style="list-style-type: none"> <li>*aerosol cans</li> <li>*chewing gum</li> <li>*paper wasps</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Bringing a dangerous or prohibited item to school</li> </ul>
PROPERTY MISCONDUCT	<ul style="list-style-type: none"> <li>Damaging school property (minor)</li> <li>Damaging others' property (minor)</li> </ul>	<ul style="list-style-type: none"> <li>Damaging school property (major)</li> <li>Damaging others' property (major)</li> </ul>
REFUSAL TO PARTICIPATE IN PROGRAM OF INSTRUCTION	<ul style="list-style-type: none"> <li>Off task behaviour</li> <li>One off failure to start work or follow teacher direction</li> <li>Non- completion of class work</li> <li>Not bringing equipment to school/class</li> <li>Non-compliance with homework</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing refusal to complete class work</li> </ul>
SUBSTANCE MISCONDUCT INVOLVING ILLICIT SUBSTANCE		<ul style="list-style-type: none"> <li>Taking drugs or alcohol at school or school events</li> </ul>
SUBSTANCE MISCONDUCT INVOLVING TOBACCO AND OTHER LEGAL SUBSTANCES		<ul style="list-style-type: none"> <li>Possessing cigarettes</li> </ul>
VERBAL MISCONDUCT AND THREAT/S TO OTHERS	<ul style="list-style-type: none"> <li>General swearing not directed at another person</li> </ul>	<ul style="list-style-type: none"> <li>Obscene language directed aggressively at another person or persons.</li> <li>Slander or discriminatory language directed at others</li> <li>Verbal threat</li> </ul>
OTHER CONDUCT PREJUDICIAL TO THE GOOD ORDER AND MANAGEMENT OF SCHOOL		