Proserpine State School

Responsible Behaviour Plan
2016

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

The School-Wide Positive Behaviour Support Program (SWPBS) 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 SWPBS meeting and changes to systems are made if deemed necessary. Monitoring of school data relating to attendance, 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 2014 Discipline audit with all areas achieving either 'Outstanding' or "Very High". 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.

A school leadership program commences in Year 5 which requires students to record services performed for the school and greater community but is conditional on exemplary behaviour.

The plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in March 2016 and will be reviewed in 2018 as required by legislation.

3. Learning and behaviour statement

Since 2005, Proserpine State School has implemented a Schoolwide Positive Behaviour Support 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:

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

- **Universal behaviour support**

Proserpine State School has utilised the SWPBS 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.
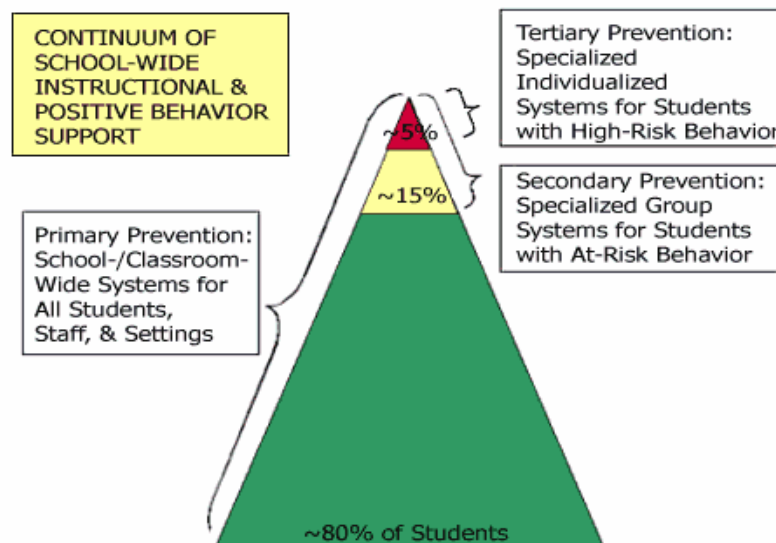
To facilitate the instruction of Primary, Universal or Tier One Prevention we employ the following proactive strategies:

- explicitly teach the expectations on our Behaviour Management Matrix using the process of TELL, SHOW, PRACTISE and using the "Consolidation" approach to constantly revisit and remind students of how to uphold these expectations;
- in addition, a weekly focus expectation is the basis for an explicit social skilling lesson and is conveyed to the wider community in the newsletter and on assembly where a role play is usually performed by students.
- 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 Matrix (Appendix 1);
- all staff are trained in, Tier 1 SWPBS and Kidsmatter and are aware that student behaviour may be changed by precipitating factors eg trauma;
- parents are informed of our behaviour expectations through a dedicated section of the newsletter, P & C Meetings, the issue of a fridge magnet 'Parent Matrix' (Appendix 2) to each family and enrolling families, and by accessing the School Web Site

https://proserpiness.eq.edu.au/Supportandresources/Behaviourmanagement/Pages/Behaviourmanagement.aspx

(On our website can be found the Plan and information about our behaviour systems, and links to the Behaviour Matrices);

PROSERPINE STATE SCHOOL
BEHAVIOUR EXPECTATIONS MATRIX

Expectation		All Areas	Classroom	Playground	Toilets	Eating Area	Bus Lines
Be Safe	Maintaining a positive environment for *ourselves* and others	• Listen to and follow directions carefully • Use equipment for its intended purpose • Keep your body to yourself • Report unsafe/inappropriate behaviours • Deposit all electronic devices at the school office during school hours • Practise good hygiene • Use pathways when moving around the school • Walk calmly around the buildings • *Ask permission to leave any setting* • *Stay in approved areas* • *Replenish your body with water and healthy food regularly*	• Enter classrooms only when a staff member is present • Move calmly around the classroom • Keep all legs of your chair on the floor • Know the procedure for safety drills • Sit calmly in your line-up area until your teacher arrives	• Participate in school approved games only • Handballs only under the buildings. • *Wear the school hat and black shoes at all times*	• Leave food items outside • Put soiled paper in toilet • Flush the toilet after use • Wash hands with soap and dry using dryer • Toilets are not a place for play	• Move calmly to your designated eating area and also when you are dismissed • Sit down while eating • *Bring a healthy lunch to school everyday*	• Report promptly • Sit in line • Follow bus captains' instructions • Walk out calmly in line using the footpath • Carry bags safely • Use single file to enter the bus
Be Friendly		• Greet others with a smile • Help peers who are having difficulties • Ensure that your actions or words do not hurt others • Leave personal valuables at home	• Give at least one compliment per day	• Include everyone who plays fairly and by the negotiated rules • Be a good sport • Encourage others	• Wait your turn • Remind others of toilet rules	• Have interesting conversations during your lunch • Plan what you are going to do during play time and encourage others to join in play	• Younger children go first • Help others
Be Respectful		• Use good manners and polite/appropriate language • Treat others as you would like to be treated • Take turns • Talk about others positively • Make sure that all litter is placed in the bin • Take pride in yourself and in your school, and wear the school uniform proudly • Respond appropriately when being corrected or directed by an adult • Respect your own and others' property • Leave chewing gum at home	• Wait patiently for your turn to speak • Show interest in what others have to say or do • Allow others to work without disruption	• Follow the negotiated rules of the game • Be a good sport and go out graciously without arguing	• Respect others' privacy • Leave toilets clean • Communicate feelings appropriately – writing on walls is inappropriate	• Eat your own food only • Be tidy with your food	• Speak quietly • Be respectful to your bus driver and bus captain
Be a Learner		• Use technology for educational purposes only • Be involved in team work • *Arrive at school between 8.30am and 8.45am and report to your supervised area* • *Attend on each school day unless you have a valid reason* • *Be a problem solver and use Stop Walk Talk* • *Do the best you can in all pursuits and set yourself goals* • *Attempt a task before asking for assistance*	• Be organised and ready for each school session • *Be a Whole Body Listener* • *Be an Active Participant* • *Do your work to the best of your ability* • *Submit assessment tasks by due date*	• Learn new games and activities	• Go to the toilet before starting each school session • Return to class promptly	• Understand that good health is achieved, and learning is enhanced, by eating nutritious foods	• Follow expectations • Make good choices

- all Staff are trained in Active Supervision strategies and are equipped with playground duty bags which contain playground referral forms for recording negative behaviours and "Starpoints" for positive referrals. A high visibility vest and a whistle are also worn so that children's attention can be gained with ease and correction can take place immediately;
- teachers/teacher aides are encouraged to apply relevant consequences as soon as a behaviour error is observed eg a child running on the concrete will practise walking on the concrete in lieu of playing.

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 'caught' 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. Each stage is acknowledged with a certificate and their name placed 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 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', 'Electronic Day', 'Disco Day' etc;
- students who uphold the expectations for the entire year are presented with a gold star lapel pin embossed with the year;
- 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 the SWPBS Team at their regular meetings.

Bully Prevention

Proserpine State School employs 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.

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 3) 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.

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 counselled by school staff.

- **Targeted behaviour support**

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 a compendium (Responsible Student Behaviour Folder), which contains detailed information about 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 write a letter (Appendix 4) 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 5) and the case manager (Classroom Teacher) employs appropriate strategies to promote positive behaviour. The School Wide Positive Behaviour Team at Proserpine State School has devised a continuum (Appendix 6) 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:
- completing the School Behaviour Rating Scale, Student Reflection Sheets (Appendix 7), ABC Competing Pathways and PMI Charts to identify the function of the behaviour and a subsequent Individual Behaviour Plan.(Appendix 8)
- the teacher will do intensive social skilling on the target behaviour using the TELL, SHOW and PRACTISE 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 required to reflect on their own practices by completing a Reflection Sheet (Appendix 9). They are also encouraged to use the strategies outlined in Christine Richmond's "Essential Skills for Classroom Management", access Education Queensland's 'Better Behaviour Better Learning' Suite 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.

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

Intervention from Administration occurs at this point but the classroom teacher remains the case manager. The teacher will refer the student to the Student Needs Committee 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 Whole School Management Plan to support the student. Each case is managed with the particular behaviours in mind and referrals to appropriate staff members are made – Chaplain, Guidance Officer who is a trained psychologist, Behaviour Support Teacher and other key staff members who have been trained in Youth Mental Health First Aid. Interventions that provide sensory stimulation, 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 a trained Crisis Prevention Instructor on site and a core group of staff who are also trained in preventative and non-violent interventions.

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

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

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

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.)

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention
At Proserpine State School we have a trained Non-violent Crisis Prevention Instructor 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 CPI child control or CPI 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
- 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 Crisis Prevention Institute (CPI) 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 10) –to be uploaded to OneSchool
- Workplace Health and Safety Report
- Risk Management (Appendix 11) Plans must be in place for all students whose behaviour is deemed to be at risk of episodic critical behaviour events. 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.

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 Planning Room sessions 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, 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.

Definitions of Consequences

Time out	A principal or a teacher may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be directly supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Detention	A principal or a teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour.
Community Service within the school	A principal or teacher may apply a community service order on a student during recess. This may include running errands, litter collection, gardening etc
Temporary Removal of Property	A principal or staff member of Proserpine State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*. Removed items will be kept in the Administration Block. Students will sign the removal of property register when collecting removed items at 3pm on the day of removal. When the removed property is of a dangerous nature, it will be retained by the school and the parents/guardian informed. Depending on the nature of the item it can be collected by parents/guardian or handed to Police.
Discipline Improvement Plan/Re-entry Document	A written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following grounds: • disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: • persistent disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school
Cancellation of Enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

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 RSB 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 12) 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 issue an immediate and relevant consequence before the behaviour could escalate?
- Did you go through the process of Show-Tell-Practise 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.

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds	• Deliberate actions that impair the safe movement of others around the school
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects • Possession of weapons
	Physical contact	• Minor physical contact (for example, pushing and shoving)	• Serious physical aggression • Fighting
	Correct Attire	• Not wearing a hat in playground • Not wearing shoes outside	
	Other	• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• Possession or selling of drugs • Weapons including knives and any other items which could be considered a weapon being taken to school • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Friendly	Peers	• One off events of name calling or teasing • Excluding peers for no apparent reason • Passing information to others to inflame them • Pushing or shoving • Not following the rules of games • Inapppropriate conversations	• Verbal bullying • Emotional bullying • Physical bullying
Being Respectful	Language (including while online)	• Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone	• Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	• Petty theft • Lack of care for the environment	• Stealing / major theft • Wilful property damage Vandalism
	Others	• Minor disruption to class • Minor defiance • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• Major disruption to class • Blatant disrespect • Major defiance • Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Be a Learner	Attendance	• Tardiness or regular non-attendance	• Chronic non-attendance
	Organisation	• Not having correct equipment • Failing to submit set tasks by the due date • Refusing to start or complete work •	•

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.

7. Network of student support
The network for support at Proserpine State School includes the involvement of a team of personnel and agencies. The Schoolwide Positive Behaviour 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 administration;
- parents;
- Chaplain
- Behaviour Support Teacher;
- Advisory Visiting Teachers;
- 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 Friday in readiness for weekly Monday 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 Crisis and Counselling
- Juvenile Aid Bureau;
- Department of Child Safety;
- Child and Youth Mental Health; and
- Child and Family Connect
- Piccaninnis (Aboriginal and Torres Strait Island Family support)
- 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

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
- Receive adjustments appropriate to their

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
- Weapons Act 1990
- Education(Strengthening Discipline in State School) Amendment Bill 2013

10. Related policies
- The Code of School Behaviour
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Accidents, Incidents and Incident Investigations
- Code of Conduct for Queensland Public Service
- Department of Education, Training and Employment Standard of Practice
- Health, Safety and Wellbeing Policy Statement
- Managing Risks in School Curriculum Activities
- Working with Children Check – Blue Cards
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Code of Conduct for School Students Travelling on Buses
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources
- National Safe Schools Framework
- Bullying. No Way!
- Kidsmatter
- Take a Stand Together
- Working Together resources for schools
- Cybersafety and schools resources
- Safe Schools Hub
- School Wide Positive Behaviour Support
- Non-violent Crisis Prevention Institute
- 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

Principal	P&C President	Assistant Regional Director

Effective from 01 January 2016 to 31 December 2018