



Proserpine State School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Robert Templeton
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Principal Signature:	
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Date:	1/12/20
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P/C President	Kristy Wilson
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P/C President	
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Date:	01-12-2020
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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 Student Code of Conduct is designed to:

- a. communicate to the School Community and the General Public, the behaviour expectations and policies of Proserpine State School and the school's commitment to providing 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.

Principal's Foreword

Introduction

Our commitment is to create a learning environment in which our children and staff are *"Learning Together-Making a Difference"* allowing each child to thrive and become an independent, creative and connected learner. The new Student Code of Conduct provides the standards and systems to ensure students are provided with a safe and supportive learning environment.

Proserpine State School provides an education that prepares our students for life. We recognise the individuality and varied abilities of our students and provide every opportunity for them to find their passion, take risks, strive to improve and succeed.

Our teachers use proven, high-yield teaching practices such as Explicit Instruction and Learning Consolidations to maximise student learning. Structured programs in mathematics, reading, writing and spelling are taught across the school to achieve high levels of literacy and numeracy.

At Proserpine State School we work to continually foster positive relationships with our families, local businesses, surrounding schools, clubs and professional associations. It is through these productive partnerships that we are able to deliver dynamic educational experiences for our students.

We look forward to working with you.

Rob Templeton

Principal

As president of the Proserpine State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Templeton and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Proserpine State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Proserpine State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. 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 their proactive 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. The welfare of all students is of high priority at Proserpine State School, reflected in their mantra of “Learning together – Making a difference” and their understandings that students learn best when their wellbeing and positive sense of ‘self’ is optimised.

Proserpine State School values an education where the learning needs of all children regardless of gender, race, ability or ethnicity as well as different learning styles are catered for. They nurture positive relationships between staff, students, parents and the general community, while encouraging and acknowledging students’ efforts to uphold the school expectations.

As president of the Proserpine State School P&C Committee, I am proud to endorse the new Student Code of Conduct. I value their overarching belief that all students should be given the opportunity to learn to their potential and am grateful that my children have the opportunity to be a part of such a supportive school.

Any parents who wish to discuss the Proserpine State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Proserpine State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and supported to meet their individual social and learning needs.

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff

On the following page are the results of the Proserpine State School 2020 School Opinion Survey.

Proserpine State School 2020 School Opinion Survey

Parent Survey

Survey item	n	Total agreement
My child likes being at this school.	98	98.0%
My child feels safe at this school.	98	98.0%
My child's learning needs are being met at this school.	98	94.9%
My child is making good progress at this school.	98	93.9%
Teachers at this school expect my child to do his or her best.	98	99.0%
Teachers at this school provide my child with useful feedback about his or her school work.	95	93.7%
Teachers at this school motivate my child to learn.	98	96.9%
Teachers at this school treat students fairly.	98	96.9%
I can talk to my child's teachers about my concerns.	98	94.9%
This school works with me to support my child's learning.	97	96.9%
This school takes parents' opinions seriously.	93	96.8%
Student behaviour is well managed at this school.	96	94.8%
This school looks for ways to improve.	97	99.0%
This school is well maintained.	98	96.9%
This is a good school.	98	100.0%

Student Survey

Survey item	n	Total agreement
I like being at my school.	112	93.8%
I feel safe at my school.	112	100.0%
My teachers motivate me to learn.	112	100.0%
My teachers expect me to do my best.	112	100.0%
My teachers provide me with useful feedback about my school work.	112	99.1%
Teachers at my school treat students fairly.	112	96.4%
I can talk to my teachers about my concerns.	110	93.6%
My school takes students' opinions seriously.	112	99.1%
Student behaviour is well managed at my school.	112	98.2%
My school looks for ways to improve.	112	100.0%
My school is well maintained.	112	98.2%
My school gives me opportunities to do interesting things.	112	99.1%
This is a good school.	112	98.2%

Staff Survey

Survey item	n	Total agreement
I feel this school is a safe place in which to work.	34	100.0%
This school looks for ways to improve.	34	100.0%
I have access to quality professional development.	32	93.8%
I can access necessary information and communication technologies to do my job at my school.	34	94.1%
The wellbeing of employees is a priority for my school.	34	94.1%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	34	97.1%
This is a good school.	34	100.0%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

PROSERPINE STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	14	8	10
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Consultation

The opinion of our parents and staff is of high priority in the delivery of our core business at Proserpine State School. The School Opinion Surveys in past years have affirmed that our parent body, staff and students approve of the way we do business. However, the opinions expressed in the School Opinion Survey are general in nature and to determine the approval of school specific systems, both staff and parents were surveyed with questions relating to each system within our behaviour support strategy.

As a precursor to the survey, fortnightly fact sheets were included in the newsletter to give details of each system and links to these fact sheets were included in the survey for both staff and parents to reference. The following areas were addressed – Discipline, Whole of School Acknowledgment, Mean on Purpose (Bully) Prevention, Differentiation, Common Purpose and Approach and General Opinion.

The results of these surveys were then used by the Tier 1 and Tier 2 teams to determine the strengths and weaknesses of our systems and consequently develop an action plan to maintain and improve. The first draft of our Student Code of Conduct was then developed.

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:

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 Student discipline

procedure, Learning and Wellbeing Framework 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.

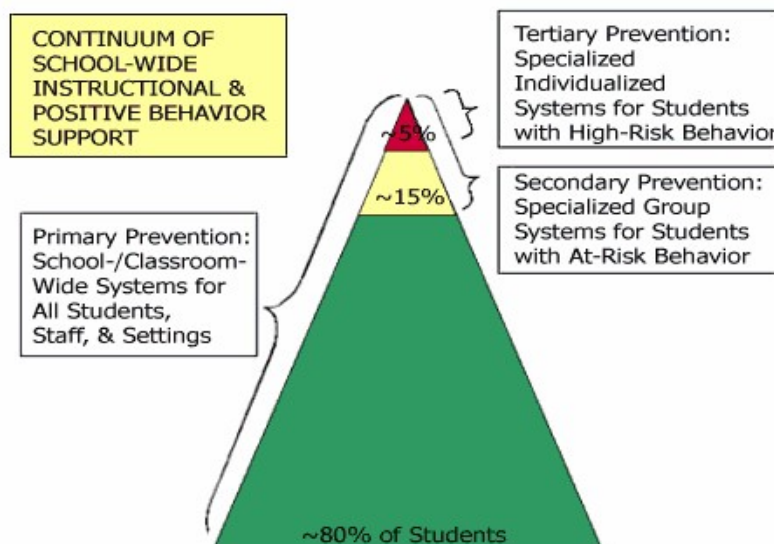
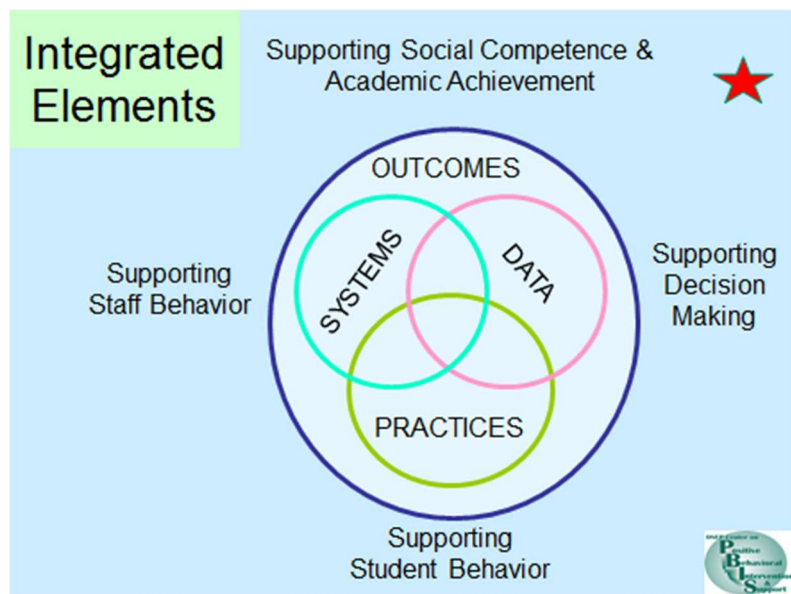
Our overarching belief is that all students should be given the opportunity to learn to their potential.

Whole School Approach to Discipline

Proserpine State School refers to the blueprints of PBL as the foundation for our integrated approach to learning and behaviour.

The use of data maintained and analysed with integrity is the basis of decision making to create effective systems that support staff. These systems are implemented using evidence based practices to support student behaviour and learning.

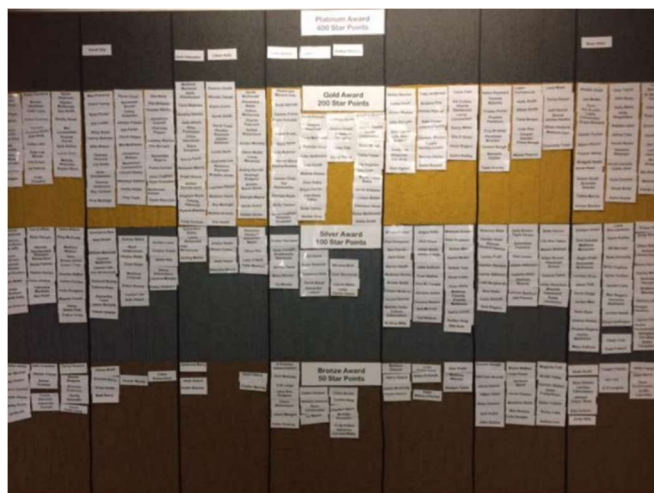
All staff have access to an electronic Behaviour Support Handbook which explains the systems of Proserpine State School for both positive and negative behaviours. This document is reviewed annually. Proserpine State School has utilised the PBL Continuum for Positive Behaviour Support for all facets of 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.



At Proserpine State School, the 7 elements of PBL are used to guide the integrity of our whole of school discipline system.

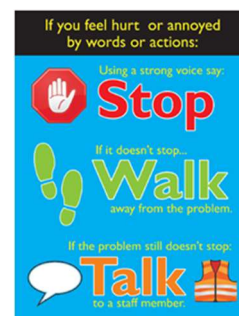
1. **Leadership** – decisions are collaboratively made in consultation with the Lead Team, the PBL Team and Student Support Services with common personnel involved in all teams. The Principal sits on all these teams to ensure a cohesive wrap-around approach to maximising support for students and their families.

2. **Common Purpose and Approach** – Staff are explicitly coached in the systems that support positive behaviour in our school on an annual basis. New staff are trained as part of the orientation program. An electronic Behaviour Support Handbook detailing all the behaviour systems of Proserpine State School is available to all staff.
3. **Establishing Expectations** – Proserpine State School's Student Behaviour Matrix (see Appendix Page 28) clearly outlines the expectations of each setting in our school using the four core expectations of **Be Safe, Be Friendly, Be Respectful, Be A Learner**. A supporting matrix is provided to parents to guide them in what they can do to support their students in upholding the school's expectations and a Staff Matrix (Page 29) outlines how staff also need to uphold expectations.
4. **Teaching Expectations** – At the beginning of each year and again at the start of each term, students are explicitly taught and retaught the expectations of the school and the routines of the school. These are revisited on a fortnightly basis in the form of a focussed, dedicated lesson to a particular expectation or a particular setting. This is conveyed to the greater community at assembly, (along with role plays or videos), the fortnightly newsletter and the school electronic notice board.
5. **Encouraging 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 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 stickers, 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.
6. **Discouraging inappropriate behaviours:** At Proserpine State School we employ the following strategies
 - Delivery of a rigorous curriculum that differentiates for all learners to engage and achieve academic success, explicit instruction using "I Do", "We Do", "You Do", and a



gradual release model. Learning support classes for English and Math for Tier 2 students and personalised learning plans for Tier 3 and more able students.

- Positive staff/student relationships are tantamount to the prevention of inappropriate behaviours and with this is the understanding that students come to school with a different set of social skills in their virtual backpack and a range of life experiences that must be recognised in order to connect positively with the child. Proserpine State School has key staff trained in trauma informed practices and Crisis Prevention Management.
- Bully Prevention is explicitly taught at Proserpine State School. Our 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
- Active Supervision – research shows that “highly visible adults reduce student anxiety” and “high rates of positive contact with individuals or groups of students can be expected to significantly reduce student problem behaviour by up to 90% of students.” With this in mind we specifically train our staff in active supervision and make it mandatory for all supervising staff in non-classroom settings to wear hi-viz vests, a hat or umbrella, carry a 2-way radio and a whistle and a belt bag containing office passes, starpoints etc. Staff are trained in how to move around their area, make contact, scan, how to correct inappropriate behaviour discretely and acknowledge appropriate behaviour.
- 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.
- Friendology lessons are part of the Term 1 Health curriculum for Years 1-6. Students learn the strategies to put out friendship fires in a positive manner, recognise unhealthy friendships, and how to manage mean-on-purpose behaviour.
- Key staff are trained in restorative practice and using restorative conversations between students or staff/students is dynamic in creating a fresh start when there has been some conflict.
- Proserpine State School has a suite of visual prompts around the school to remind students of expected behaviours. These include student negotiated rules for games, particular expectations, positive mindset messages, prompts for positive behaviours, Friendology and Bully Prevention signs.
- Cyberbullying and Personal Use of Technology Devices – At Proserpine State School we discourage students from bringing any items of personal value to school as they pose a risk of being stolen, lost or damaged. As per our Mobile Phone and other Electronic Devices Policy, bluetooth capable or internet based electronic equipment may only be brought to school if it is deemed necessary by parents for their student to



have such equipment for their safety. The parent/caregiver must complete a permission form and lodge it with the school. The principal signs off on this document and the student therefore agrees to deposit the item to the school office when arriving at school in the morning and collecting it before departure in the afternoon. Any breaches of the agreement will see the privilege of bringing the item to school being revoked.

Part of this policy is the acknowledgment that students under the age of 13 should not have access to social media and any issues involving social media will be referred back to parents.

Internet use is monitored at a school level by our MIS administrator who vigilantly checks student activity. Education with regard to internet safety and cyberbullying is presented by the Mackay Crime Unit using the “You think you know” program for Years 5 and 6. Years 3 and 4 are delivered a school based program.

7. **Monitoring and Evaluating** – At Proserpine School, the PBL tools for monitoring the effectiveness and fidelity of our systems are used annually. The Tiered Fidelity Inventory and Effective Behaviour Systems Survey are conducted at the end of first term every year. The results provided by these tools guide us in developing our Action Plan for the year. On a monthly basis, school data from OneSchool is analysed to ensure that we are supporting students effectively. Data is analysed according to who is involved, the location, what the behaviours are, and when they are occurring. Interventions are implemented where they are deemed necessary be it for individual students or a particular year level or for whole of school.

Multi-Tiered Systems of Support

At Proserpine State School all students are well versed in the school's expectations and routines at a universal level. Those students (<10%) who do not respond to the explicit teaching of these expectations and routines are referred to Student Support Services for **Tier 2** intervention, be it in Behaviour, Academics, Wellbeing or Attendance or a combination of these. The SSS team meets weekly to determine what interventions are required to best support each student. For academics it may be to attend Learning Support Lessons, for Wellbeing it may be to have sessions with our school based Chaplain or check-ins with a staff member, for attendance it may be a conference with parents and a calendar check in with admin, for behaviour it will involve a practical Functional Behaviour Assessment, based on observations, a competing pathways analysis and an individual behaviour support plan. Those small percentage of students (<3%) who do not respond to the Tier 2 interventions will have intensive support in the particular area/s in which it is needed.

Student Wellbeing and Support Network

The welfare of all students is of high priority at Proserpine State School and tiered levels of support are in place to ensure that our mantra of “Learning together – Making a difference” is validated. Research indicates that students learn best when their wellbeing and positive sense of ‘self’ is optimised.

At a universal level:

- students from Year 1 to Year 6 are given explicit lessons in Friendology as part of our health curriculum. These lessons coach students in identifying healthy friendships and unhealthy friendships, how to put out friendship fires and how to deal with mean-on-purpose behaviour. Visuals around the school prompt students in using these strategies.
- Weekly social skilling lessons that embed social emotional learning and focus on an expectation from our behaviour matrix are provided.
- Staff are coached in the integrated approach so that they are mindful that their behaviour is not a precipitating factor in the behaviour of the student.

- Our staff acknowledge that creating positive teacher/student relationships is imperative to achieving positive academic and social outcomes for students.

At a Secondary level:

- Key staff members are trained in Restorative Justice and the use of restorative conversations is frequently used to resolve issues between peers.
- Our school chaplain is available two days per week to students who require an independent ear.
- The school Guidance Officer, Behaviour Support Teacher and Lead Team members facilitate primary support for students who require social emotional support. Further support is achieved when a referral is made to our Student Support Services and other professionals are engaged.

At a Tertiary level:

- Wrap around support for students who require a high level of support is gained through referrals to Child and Family Connect, Adaptive Strategies SAS program, Specialist Health Professionals including paediatricians, psychologists, psychiatrists, occupational therapists, physiotherapists, speech therapists, Community Health Nurse, Headspace and Counselling services. Indigenous students may be referred to Girudala Health Team. The level of consultation may vary with some of these professionals being consulted externally and others working within our school setting.
- Liaising with other stakeholders with whom the student interacts promotes consistency of approach in all settings.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

The staff at Proserpine State School work closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed by our School Nurse in consultation with medical practitioners for students with specialised health needs. All Staff are made aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Proserpine State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Proserpine State School maintains a minimum of one adrenaline auto-injectors and two asthma reliever/puffers, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Where there is reasonable belief that a student has a mental health condition, Proserpine State School staff liaise with Child Youth Mental Health Support at Proserpine Hospital for consultation and a Student Plan.

Suicide prevention

Proserpine State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Proserpine State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Consideration of Individual Circumstances

Staff at Proserpine State School have a clear understanding that every student comes to our school with different circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environments and care arrangements. It is also understood that these circumstances are not necessarily static and that at any point in time, precipitating factors can alter the behaviour, learning, wellbeing and attendance of some students. These factors are a prime consideration when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. Staff are also mindful of the fact that adult behaviour can impact on that of the student.

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.

The dignity and privacy of students is of high consideration at Proserpine State School. The issuing of consequences for behaviour infractions is the business of the school and the parents of that student. Therefore, while we understand that some parents may wish to know what consequences were delivered to another student, we are not obligated to disclose this information. Our parent body must understand that all behaviour infractions are taken seriously at Proserpine State School and will be addressed appropriately. Parents who have concerns must contact the office to make an appointment with the Principal.

Differentiated and Explicit Teaching

Catering for the individual needs of students is prioritised at Proserpine State School. When classes are formed at the beginning of the year, the placement of students with particular needs (be it in behaviour, academics wellbeing, or attendance), is carefully considered. Support Staff meet with teachers to make a seamless transition into new year levels and classes.

Faces are put to the data and the PBL triangle (Page 12) is used to map students so that their individual needs can be met. The PSS behaviour matrix (Page 27) is the foundation for our discipline and the PSS Continuum (Page 34) provides staff with strategies and interventions to support students with appropriate behaviours.

Teachers are responsible for the explicit teaching of the expectations of the matrix but all staff are responsible for maintaining and monitoring these expectations. When a behaviour error is observed, staff members are encouraged to 'connect before they correct' by approaching students in a calm manner and enquiring as to what is the problem. A solution is negotiated and further action is not required.

Focused Teaching

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 may 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 (Page 32) and write a letter (Page 33) 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 (Page 34) 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 (Page 35) 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 student.

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, social stories playground licences and visual lanyards are used to remind 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 using a reflection sheet. 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.

Intensive Teaching

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 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.

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 a trained MAPA (Management of Actual or Potential Aggression) instructor 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.

Legislation

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
 - [Education \(General Provisions\) Act 2006 Minister's delegations](#)
 - [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
 - [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

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 both the handbook and PSS Teacher Diaries), 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 (Page31) 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.

Page 37 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. The consequences for major behaviours are determined in consultation with other members of the lead team taking all circumstances into consideration.

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. 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 (Page36)

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, 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.

Re-entry following suspension

Students who are suspended from Proserpine State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or carer, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension. The meeting is recorded on the Re-Entry Pro-forma and on One School as a contact.

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.

Key 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).

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 for the student or another who is unable to exit, 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)

School Policies

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

At Proserpine State School, we reserve the right to temporarily remove any items that are deemed to be dangerous, of high value, or are interfering with the learning or good management of the school.

It is the responsibility of the Principal to ensure school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that:

- **consent is not required** to search school property such as tidy trays that are supplied to the student through the school.
- **consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, school staff who temporarily remove a mobile phone from a student are **not authorised to unlock the phone or to read, copy or delete messages stored on the phone**.
- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, school staff should seize the bag immediately and remove it to prevent student's access **prior to seeking search consent** or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- under normal circumstances, staff members **are not permitted to search student property** (e.g. a student's school bag) unless they have the consent of the student or their parent.

- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

Use of mobile phones and other devices by students

Proserpine State School

Mobile Phone and other Electronic Device Policy

Rationale

There is an increasing presence of mobile phones, wearable and other devices with messaging, Internet and Bluetooth capabilities being brought to school. Wearable devices with messaging, internet or Bluetooth capabilities may include digital watches and wearable fitness trackers. The presence of these devices in the school setting, presents the risk of students using the devices inappropriately to:

- Take images and videos of others without their permission
- Post inappropriate comments, images and videos on the internet
- Threaten, harass and intimidate others through messaging
- Communicate with peers at inappropriate times and for purposes that do not uphold the school's expectations

Mobile phones, wearable and other electronic devices will only be permitted at Proserpine State School if there is a compelling reason to do so and if the following conditions are adhered to.

Conditions

1. Students will only be permitted to bring a mobile phone, wearable or other electronic device with messaging, internet or Bluetooth capabilities onto school premises if their parents have completed the Proserpine State School Mobile Phone consent form and subsequent permission has been given by the Principal. This permission can be revoked at any time.
2. These devices must not be used in the school grounds unless supervised by a staff member.
3. These devices must be handed in at the school office before school begins. They will then be collected at the end of the school day and placed in the student's school bag until they have exited the school grounds.
4. The school does not accept responsibility for any theft, loss or damage of mobile phones or wearable devices

Students infringing on the conditions noted above will have their mobile phone or device confiscated and secured for collection by their parents at the office. They will then have a ban for a time to be determined but could be for the school year.

It should be noted that

- A. It is illegal for children under the age of 13 to have unsupervised social media
- B. It is a criminal offence to use an electronic device to menace, harass or offend another person. Students who engage in personal attacks, harass another person or post private information about others will be referred to Queensland Police.
- C.

Preventing and responding to bullying

At Proserpine State School we conduct the Friendology curriculum from Year 1-6 in first term as a Health Unit. Students are taught the skills of identifying friendship fires and “mean on purpose” behaviour. They are also explicitly taught the PBL anti-bullying system of STOP WALK TALK as described earlier in the Tier 1 strategies.

Mackay Police Officers conduct the “You think you know” anti cyberbullying and responsible use of the internet program to Year 5 and 6 students.

Procedure for responding to bullying.

1. Listen to the student and get them to articulate or draw their experiences and feelings.
2. Document in One School as a contact, the details of the bullying including who, what, where, when and the frequency of the events.
3. Restate the information to the student to ensure that you have the correct information.
4. Interview any other witnesses or bystanders.
5. Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue.
6. Conference with lead team members to determine the most effective course of action.
 - Restorative conversation
 - Disciplinary action for perpetrator and possibly bystanders
 - External support services for the student
7. Monitor student and check in regularly on their wellbeing.

Appropriate use of social media

At Proserpine State School we acknowledge that the use of social media networks is illegal for children under the age of 13.

All students who attend Proserpine State School are under the age of 13 and in our ‘Mobile phone and other electronics policy’ we state that if there are issues relating to social media we will, in the first instance refer back to the parents. If the complaint is in reference to illicit material, the police will be notified.

Students are not allowed use of their mobile phones or electronic devices at school but if out of school online behaviours negatively impact the good order and management of the school, the Principal may take one or more of the following actions:

- Have discussions with student’s parents
- Student mediation
- Apology
- ICT/mobile technology ban
- Guidance referral

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

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

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

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

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

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

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- Student Wellbeing Hub
- Triple P Parenting
- Non-violent Crisis Prevention Institute
- Code of Conduct for School Students Travelling on Buses

Classroom	Playroom
<p>1. The teacher is the primary source of information and instruction.</p> <p>2. The teacher controls the pace and direction of the lesson.</p> <p>3. The teacher is the primary source of feedback and evaluation.</p> <p>4. The teacher is the primary source of social interaction and support.</p> <p>5. The teacher is the primary source of emotional support and encouragement.</p> <p>6. The teacher is the primary source of discipline and control.</p> <p>7. The teacher is the primary source of structure and organization.</p> <p>8. The teacher is the primary source of motivation and inspiration.</p> <p>9. The teacher is the primary source of knowledge and skills.</p> <p>10. The teacher is the primary source of learning and growth.</p>	<p>1. The child is the primary source of information and instruction.</p> <p>2. The child controls the pace and direction of the play.</p> <p>3. The child is the primary source of feedback and evaluation.</p> <p>4. The child is the primary source of social interaction and support.</p> <p>5. The child is the primary source of emotional support and encouragement.</p> <p>6. The child is the primary source of discipline and control.</p> <p>7. The child is the primary source of structure and organization.</p> <p>8. The child is the primary source of motivation and inspiration.</p> <p>9. The child is the primary source of knowledge and skills.</p> <p>10. The child is the primary source of learning and growth.</p>

Expectation	All Areas	Classroom	Playground	Toilets	Eating Area	Bus Lines
Be Safe	<ul style="list-style-type: none"> Listen to and follow directions carefully Use equipment for its intended purpose Use appropriate body contact only 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 on pathways around the buildings Play running/chasing games on the oval only Report to your designated area before school Ask permission to leave any setting Stay in approved areas Replenish your body with water regularly 	<ul style="list-style-type: none"> Be in 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 drill Sit calmly in your line-up area until your teacher arrives 	<ul style="list-style-type: none"> Participate in school approved games only Play with handballs only under the buildings. Wear the school hat and black shoes at all times 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Move calmly to your designated eating area and also when you are dismissed Sit down while eating Eat a healthy lunch at school everyday 	<ul style="list-style-type: none"> Report promptly Inform the duty teacher if you need to leave the area Sit in line Follow bus captains' instructions Carry bags safely Use single file to enter the bus
	<ul style="list-style-type: none"> 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 Be aware of your own and others' emotions 	<ul style="list-style-type: none"> Make everyone feel welcome 	<ul style="list-style-type: none"> Include everyone who plays fairly and by the negotiated rules Be a good sport Encourage others 	<ul style="list-style-type: none"> Wait your turn Remind others of toilet rules 	<ul style="list-style-type: none"> Invite others to join your group 	<ul style="list-style-type: none"> Younger children go first Help others
	<ul style="list-style-type: none"> Use good manners and polite/appropriate language 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 prescribed school uniform only Respond appropriately when being corrected or directed by an adult Work to repair any harm you have caused Respect your own and others' property Leave chewing gum at home 	<ul style="list-style-type: none"> Wait patiently for your turn to speak Show interest in what others have to say or do Allow others to work without disruption 	<ul style="list-style-type: none"> Follow the negotiated rules of the game Be a good sport and go out graciously without arguing 	<ul style="list-style-type: none"> Respect others' privacy Leave toilets clean 	<ul style="list-style-type: none"> Eat your own food only Be tidy with your food 	<ul style="list-style-type: none"> Speak quietly Be respectful to your bus driver and bus captain
	<ul style="list-style-type: none"> Use technology for educational purposes only Be involved in team work Take responsibility for your actions Use mistakes as an opportunity to learn 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Learn new games and activities 	<ul style="list-style-type: none"> Go to the toilet before starting each school session Return to class promptly 	<ul style="list-style-type: none"> Understand that good health is achieved, and learning is enhanced, by eating nutritious foods 	<ul style="list-style-type: none"> Follow expectations Make good choices
Be a Learner	Maintaining a positive environment for ourselves and others					
Be Respectful						
Be Friendly						

Proserpine State School Staff Matrix

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

PROSERPINE STATE SCHOOL

How parents can help their children to uphold the expectations of our school.

Be Safe	<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>
Be Friendly	<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>
Be Respectful	<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 & PG).</p>
Be a Learner	<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>

Parents who demonstrate that they value education are making a sound investment for their children's future.



33 Renwick Road, Proserpine Qld 4800

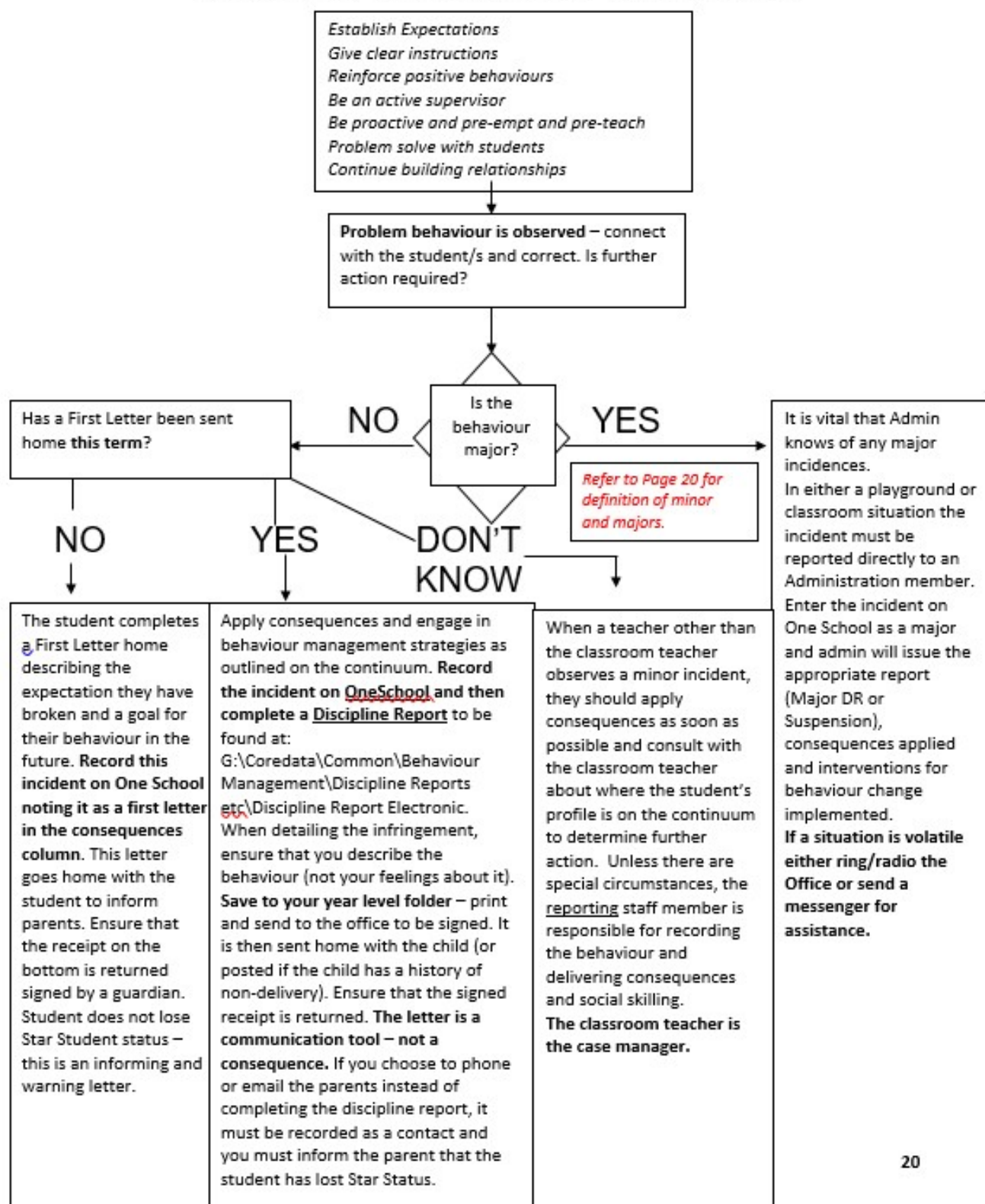
Phone 07 49406333

Email: Principal@proserpiness.eq.edu.au

www.proserpiness.eq.edu.au

Responding to Negative Behaviours

PROSERPINE STATE SCHOOL RESPONSIBLE STUDENT BEHAVIOUR FLOWCHART



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

Be Safe

Be Friendly

Be Respectful

Be a Learner

Date:

☒ Pre contact has been made with parent (✓x)

Dear _____

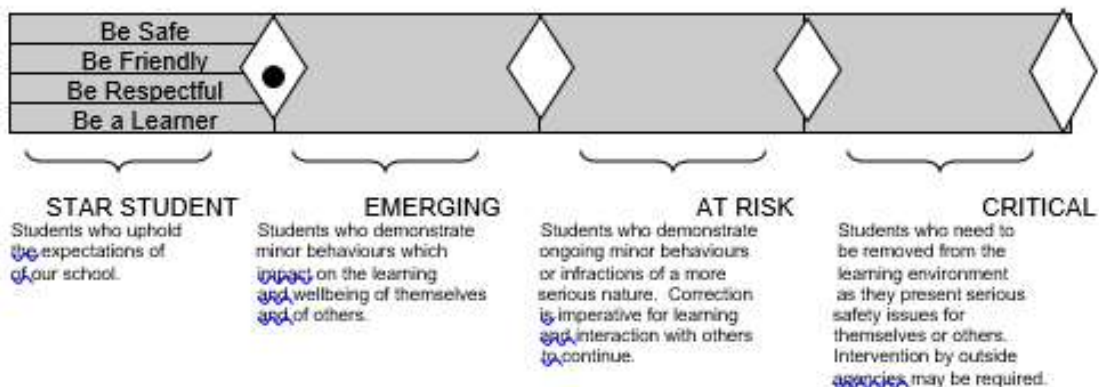
I am at risk of not being a Star Student because I was not being a _____. Today I

My goal for changing my behaviour is:

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 and the student's profile will move along the continuum.



✂ Please return to the Class Teacher

Thank you, I have received the letter regarding the behaviour of my child _____ in _____
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)

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Proserpine State School

33 Renwick Road, Proserpine Qld 4800
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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"/> Special events/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	
Consequences		
<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

Click or tap here to enter text. Teacher

Description of behaviour:

Administration Member

Date:

I have received the discipline report regarding the behaviour of my . I will speak to 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 Behaviour Support plan. A Parent meeting will be arranged to ratify the actions in the plan.

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 skill training at this time.

Suspension 1-5 days with a home based education plan

Suspension 6-20 days with a home based education plan

Be Safe
Be Friendly
Be Respectful
Be a Learner

Emerging

At Risk

Administration Managed

Critical

Exclusion from PSS or exclusion from all SS

- 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 behaviours 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 **OneSchool** and Discipline Reports are sent home to inform parents of continuing behaviour. 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 as case manager. The student's management plan must be implemented and reviewed where necessary. Recording of behaviours and issuing of Discipline Reports, will continue. The BST, HOC, HOSES, Chaplain or GO will be involved where deemed beneficial to the student's management or outside agencies may be deployed—Queensland Health Staff, **Psychiatrists, Child Psychologist**
- The following actions may also occur according to relevance to the exhibited behaviours.
- Intensive social skill training
- Loss of privileges eg excursions, camps, leadership badges
- Restitution
- Supervised Community service in the school eg cleaning
- Monitored play

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

Consequences of minor unacceptable behaviour

Some examples

Example of inappropriate behaviour	Consequence	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.
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.		

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, AND MANAGED BY, AN ADMINISTRATION MEMBER.

One School categories for behaviour

BEHAVIOUR INCIDENT EXAMPLES – MINOR AND MAJOR

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

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

Conclusion

At Proserpine State School, we strive for better learning through better behaviour and creating a school culture that is calm, composed and mindful. We value the support of parents and the contribution they make to making our school a great place for learning, making friends, enhancing talents and navigating the future. We urge parents to communicate to us in the first instance when they need clarification on any aspect of this document or have any concerns with how behaviour is managed at our school.