**Responsible Behaviour Plan for Students**

based on *The Code of School Behaviour*

1. **Purpose**

Proserpine State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Underpinning this Responsible Behaviour Plan for Students are four core values designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. **Consultation and data review**

Proserpine State High School developed this plan, after a review of data and in collaboration with our school community in semester 2, 2018. The school's Behaviour Expectations Matrix is based on the ethos of a whole school positive support program which forms the foundation of the school's Responsible Behaviour Plan. Our expected positive behaviours have been developed through consultation with parents, staff and students.

The Plan has been endorsed by the Principal and the President of the P&C September 2018, and will be reviewed in 2020 as required in legislation.

3. **Learning and behaviour statement**

All areas of Proserpine State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive and mindful behaviours, preventing problem behaviour and responding to unacceptable behaviours. It aligns with our Learning and Wellbeing Framework. Through our Responsible Behaviour Plan, shared expectations for student behaviour are evident to everyone, assisting Proserpine State High School to create and maintain a positive and productive learning and teaching environment; where wellbeing is paramount to success; and all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our four core values are:

- Be Respectful
- Be Responsible
- Be Engaged
- Be Safe/Caring

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

We maintain that when parents enroll their students into Proserpine State High School they enter into a partnership with the school. This partnership is based upon shared responsibility and mutual respect and an understanding that a safe school environment exists. We aim to develop partnerships with parents such that the school environment is both productive and harmonious. The partnership must strive to create in the students an understanding of the values and ethics within our school community and foster the social outcomes of schooling.

Universal Support or Primary Prevention is provided to ALL students at Proserpine State High School where students are taught explicitly the expected positive behaviours. Data tells us that the majority of students (80%-90%) will demonstrate these positive behaviours. However about 10% to 15% of students may need additional support and timely intervention (Secondary Prevention). For a variety of reasons, 2% to 5% of students may not respond to the secondary prevention strategies and may need more intensive support (Tertiary Prevention) and/or flexible learning options to assist them to continue their learning. (e.g. “Stand up” Anti-Bullying Program appendix 4)

Proserpine State High School’s positive behaviour support ethos supports students at three (3) distinct levels:

**Category 1 (100%):**
School/Classroom-Wide Systems for All Students, Staff, & Settings

**Category 2 (10-15%):**
Specialised Group Systems for Students with At-Risk Behaviour

**Category 3 (2-5%):**
Specialized Individualised Systems for Students with High-Risk Behaviour

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**Universal Behaviour Support or Primary Prevention**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Proserpine State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. These behaviours are underpinned by Dr. Costa’s 16 Habits of Mind which contribute to the development of highly successful citizens. Communicating behavioural expectations is a form of universal behaviour support or primary prevention - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The school wide Behaviour Expectations Matrix below outlines our agreed rules and specific behavioural expectations in some school settings.
## Behaviour Expectations Matrix

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Whole School</th>
<th>Classroom</th>
<th>To and from school / excursions</th>
</tr>
</thead>
</table>
| Be Respectful | • Follow staff directions promptly  
• Treat school and personal property with respect  
• Use equipment for intended purposes  
• Maintain a clear walkway for others  
• Consider other people and their belongings  
• Use respectful language  
• Wear correct uniform according to activity  
• Respect personal space  
• Use electronic devices respectfully | • Follow staff instructions promptly  
• Turn off phones, portable media devices and place out of sight  
• Be honest and patient towards others  
• Raise your hand to question/share  
• Respect the right of others to learn, express their opinion and be heard  
• Use respectful language  
• Follow classroom expectations  
• Solve problems in a calm manner | • Listen to adult instructions  
• Enter bus calmly  
• Represent the school proudly  
• Listen to community members who are instructing the group  
• Actively show respect  
• Follow expectations of staff on duty |
| Be Responsible | • Conform to routine/procedures  
• Put own rubbish in bins and collect rubbish when needed  
• Use port racks for school bags/equipment  
• Eat in appropriate areas  
• Use technology as per computer agreement & student laptop charter  
• Ensure your activity is occurring in the appropriate area  
• Stop activity on the first bell and move to class  
• Play on the oval with approved games only | • Be at class on time  
• Be prepared (bring all necessary equipment and have laptop charged)  
• Use homework diary  
• Use equipment and materials correctly  
• Eat food at appropriate eating times  
• Use break time to get drinks or use the toilet  
• Ask permission before leaving and use an out of class pass | • Keep bus lines orderly  
• Move calmly  
• Wear approved clothes and foot wear  
• Use laptops in a safe environment |
| Be Engaged | • Attend school every day  
• Move to class on first bell  
• Move quietly at all times so others can continue learning  
• Return to class promptly (i.e., from library)  
• Use computing resources and materials correctly  
• Follow adult instructions promptly  
• Be a problem solver | • Attend every class  
• Give class tasks your maximum effort  
• Recognise the right of all students to learn  
• Complete homework and assessments on time  
• Use software programs and computer equipment as directed by the teacher | • Carry out your responsibilities  
• Make good choices  
• Keep an open mind and a positive attitude |
| Be Safe/Caring | • Use lockers to secure computers and any valuables  
• Report broken/vandalised equipment  
• Maintain personal hygiene and presentation  
• Keep laptops in their cases and use in approved areas  
• Resolve conflict without violence or threatening behaviour | • Be mindful of potential risks  
• Be a team player  
• Be mindful of others  
• Push in chairs and clean-up work spaces  
• Enter classroom only when a teacher is present  
• Junior school students are to line up in an orderly manner before class  
• Wear appropriate safety equipment and uniform | • Move calmly  
• Listen to and follow adult instructions in a timely manner  
• Wear appropriate safety equipment and uniform |
These behavioural expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom/care group teachers;
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities;
- Signs in all areas of the school;
- School Website; and
- Student Diary.

Proserpine State High School implements the following proactive and preventative processes and strategies to support student behaviour:
- Various articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
- Rock and Water program;
- Drumbat Resilience program;
- School Farm program;
- Three Strike Process; and
- Other programs as identified to meet our students’ needs (e.g. Y-Bloom, RAGE)

Whole-school behaviour support
To complement our student expectations we have in place the following proactive / preventative behaviour management strategies.

Whole-school Behaviour Support options include, but are not limited to ...
- Behaviour Expectations Matrix: A Behaviour Expectations Matrix which emphasises to students, parents/caregivers and the community the standards of behaviour expected at Proserpine State High School.
- Literacy and Numeracy Support: A learning support team provide specialised assistance to students with learning difficulties. In-class and individual support is provided to these students. As disengagement is a clear link to negative behaviour, this support service is key in empowering ‘at risk’ students. As identified by NAPLAN data, an intensive literacy and numeracy program will be delivered for year 8’s.
- Junior Secondary: During year level parades, students are recognised for their achievements. Transition to the Classroom (TIC), is a strategy to quickly settle and switch students on for learning as they begin each lesson. It is designed to support our students’ learning and wellbeing. The 5 P’s approach contributes to the development of a positive classroom environment.
- Camps: are organised to inspire and motivate our students into a leadership team worthy of the responsibilities entrusted to them.
- Behaviour Incentive Program:
  This program includes term awards/certificates. This culminates in an end-of-year rewards program for junior students that have demonstrated exemplary behaviour throughout the year.
- Values Education in HPE Curriculum;
- Values Education via CARE group system;
- CARE Structure: The vertical CARE group structure provides opportunities for peer support and mediation. It develops rapport between staff and students. A sense of belonging helps empower students in leadership and decision making processes.
- Boys/Girls Day Out
- Visiting motivational/behavioural activities: Such as “Cybersmart”, ‘Verbal Combat’ and ‘One Punch Can Kill’ which are activities designed to promote thoughtfulness towards others.

Targeted Behaviour Support
For students who have challenging behaviours and are at risk of disengaging from school, we provide the following opportunities for support.

Targeted Behaviour Support options include, but are not limited to ....
- Youth Attainment Training and Transition, Youth Pathways:
  Students at risk of not completing their education are identified and guided towards education, employment or training. A school farm is one medium through which this is achieved.
- Work Experience Program:
  Designed to organise and support students undertaking work experience in the local community.
- Attendance cards
- Behaviour monitoring cards
- Counselling – The Guidance Officer is available by appointment for any student and/or parent. At times, students will be referred to the Guidance Officer for ongoing counselling and support.
- SET Plans/ Crossroads:
  A ‘living’ plan that assists a student in determining the pathway best suited to their developing career path, and an introductory career transition program that involves students planning for their future.
The Behaviour Management Flow Chart

LEVEL 1 – The Teacher

Preventative Positive Behaviour Management
- Building and modelling positive respectful relationships
- Ongoing use and reflection on the Essential Skills of Classroom Management (ESCM)
- Positive acknowledgment and rewards systems
- Positive parental contact

'Major' Behaviour
- Referral to HOP (Cat 2) and DP (Cat 3): phone or email for urgent matters.
- One School Incident referral (Major)
- 'Intervention and Support' or 'Admin follow up' record on One School

'Minor' Behaviour
SUCCESSFUL

Repair relationship
Reteach expectations
Model respectful relationships

Minor Behaviour Incidents
Category 1
- Modify classroom management practices (eg. seating plan, modified work etc.)
- Re-teaching of expectations
- Rebuilding and modelling positive respectful relationships
- Parent contact (optional)
- One School record preferred but not mandatory (no referral required)

SUCCESSFUL

LEVEL 2 - HOD
- Parental contact (HOD)
- HOD/HOSES Case management
- Targeted Intervention Strategies
  - HOD Student Behaviour Referral (Form 2)
  - Reflection form 'Working It Out'
  - HOD withdrawal
  - Conditions of re-entry
  - Referrals – BST, DP, GO, SBYHN
  - Individual Management Plans

LEVEL 3 – DP & P
- Parental contact (P)
- DP Case management
- Intensive Intervention (Red) Strategies
  - Behaviour Monitoring Program
  - DP withdrawal
  - External Suspensions
  - Cancellation of Enrolment Process
  - Alternative Program
  - Recommendation to Exclude
  - Referral police, GO DOCS

Ongoing Minor Behaviour Incidents
- Re-teaching of expectations
- Student Behaviour Referral (Form 1)
- Detention
- Buddy class
- Parent contact
- One School referral 'BST or HOD' strike 3 only
- Rebuilding and modelling positive respectful relationships

BLATANT REFUSAL
Call office 120
Add one strike
OneSchool referral to attending HOP

SUCCESSFUL

Strike 1
Strike 2
SUCCESSFUL

Strike 3

Key: Positive behaviour response Green
Escalating negative behaviour Red
Student Welfare Blue
Behaviour choice juncture Orange

A student at HOD or DP level does NOT need 3 strikes/changes when back in the classroom.

ALL LEVELS – Student Welfare Concerns
- Case Management meetings
- Phone or email for GO for urgent matters
- GO to be informed immediately of 'at risk of harm' incidents
- Intervention strategies:
  - Support programs
  - Case management
  - Referral to external support agencies (SBYHN)
  - Parental contact
  - One School record 'Support and Intervention'
**Intensive Behaviour Support**

This level of support is offered to a small group of students who have highly challenging behaviours and have disengaged from school. They require specialised, intensive support. Our strategy consists of a Case Management Team that may include the Guidance Officer, Behaviour Support Teacher, Deputy Principal and the parents/guardians of the student. Information is collated and shared amongst the members of this team to devise a re-engagement plan. The plan is shared with the student and modified where necessary. Regular meetings with the student are conducted and monitoring continues until improvement is made. The Principal has a high degree of flexibility in approving alternative programs that provide intensive support to students. Therefore, Intensive Behaviour Support options include, but are not limited to ...

- **Behaviour Monitoring Cards:**
  Students who demonstrate Category II & III behaviours are placed on a Weekly Behaviour Monitoring Card (Blue Card). These blue cards are monitored by the Behaviour Support Teacher in collaboration with the Deputy Principal. Consequences are attached to negative behaviours. Students who fail to comply with the expectations of the blue cards may be suspended and/or placed on a daily Behaviour Monitoring Card (Red Card). Red cards are monitored by the Deputy Principal. Behaviour Monitoring Cards are completed in consultation with the relevant parent/carer.

- **Individual Student Behaviour Support Plan:**
  Students who demonstrate Category II & III behaviours may be placed on an Individual Student Behaviour Support Plan. These plans are developed in full consultation with the parent/carer, a case manager and the student. They are tailored to address the individual behaviour support needs of the student. Students failing to comply with the requirements and expectations addressed in the individual Student Behaviour Support Plan may be suspended or excluded by the Principal.

- **Advisory Visiting Teacher (twice per term):**
  - Hearing Impaired;
  - Intellectual Impairment;
  - Visual impairment; and
  - Consultation between HOSE/admin/BST if disability specific behaviour.

- **Alternative 'Primary School' Program:**
  'At risk' students are identified and organised to gain teacher aid skills in the primary school setting.

- **Alternative program/flexible timetable:**
  An individualised timetable designed to support the student to achieve clearly stated goals.

**Student Support Services**

- Guidance Officer
- Youth Support Worker
- Youth Support Coordinator
- School Based Youth Health Nurse
- Behaviour Support Teacher/s
- Flexible family support
- Department of Child Safety
- QLD Health Service (Child Youth Mental Health)
- Disability Services Queensland
- Youth Connections (visiting service from Mackay)
- Youth Space
- Case Management
- Welfare Officer
- Community Education Councillor
- Behaviour Management Funding

**Reinforcing Expected School Behaviour**

At Proserpine State High School, communication of our key messages about behaviour is supported through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent, positive and appropriate acknowledgement and rewards. A Behaviour Incentive Program runs throughout the year - Gold, silver & bronze certificates are awarded to students who behave appropriately in class. Finally, students who demonstrate exemplary behaviour standards are rewarded with end-of-year activities at a behaviour incentive day.

At Proserpine State High School there is no differentiation between the classroom and the playground with regards to behaviour expectations. The high standard of behaviour expected and enforced is identical. This is also the case in the instance of sports, extracurricular and other celebratory events.
5. Emergency or critical incident responses

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

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Physical intervention may be necessary. Keep other students away from the emergency situation or critical incident. Remain calm. Seek assistance from other staff.

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. Physical intervention may be necessary. Keep other students away from the emergency situation or critical incident. Remain calm. Seek assistance from other staff.

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

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

Appropriate physical intervention may be used to ensure that Proserpine State High School 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.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- physical intervention may serve to escalate the situation if not used as a last resort.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

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

- Physical Intervention Incident Report
- Health and Safety incident record (Link)
- Debriefing Report (for student and staff)
6. Consequences for unacceptable behaviour

Proserpine State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor (Category I) behaviours** are those that:
- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

**Major (Category 2 & 3) behaviours** are those that:
- significantly violate the rights of others;
- put others self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to HOD, BST or Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then refers to HOD, BST or admin depending on whether Category 2 or 3 behaviour. The staff member writes a OneSchool referral.

**Categories of Behaviour & Possible Responses**
For the Steps in the Behaviour Support Process outlined here to be effective students cannot be referred to Step 2 and onwards for minor misbehaviour without adequate intervention. By the same token serious misbehaviour (such as violent behaviour and wilful destruction of school property) should go directly to Step 3. Teachers must use their professional judgement to categorise behaviour. Any one type of behaviour can develop from Category I into Categories II and III. The definitions and examples below outline the main types of misbehaviour but there cannot be hard and fast rules about categorising these in all instances.

<table>
<thead>
<tr>
<th>CATEGORIES OF BEHAVIOUR</th>
<th>PERSON RESPONSIBLE</th>
<th>EXAMPLES OF INAPPROPRIATE BEHAVIOURS</th>
<th>POSSIBLE RESPONSES</th>
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</thead>
<tbody>
<tr>
<td><strong>Category I</strong></td>
<td></td>
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<td></td>
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</tbody>
</table>
| Minor -                | Deal with by classroom teacher (and buddy if needed). Parental contact recommended. | This list is not exhaustive  
- Persistent talking in class  
- Moving around teaching area without permission  
- Lateness to class  
- Chewing gum  
- Wearing hats indoors  
- Prodding and niggling other students  
- Minor disruptions  
- Failing to complete homework  
- Littering  
- Not bringing materials to class  
- Swearing (not directed at others)  
- Failing to attend detention  
- Negative comments towards others  
- Minor technology infringements e.g. mobile phone use during class time, Using software/internet not specified by teacher (including games, movies). Using another student's logon details. Careless treatment of computing equipment, Not bringing laptop to class. | This list is not exhaustive and 1 or more responses may be applied depending on the situation.  
- Isolation within the classroom  
- Classroom behaviour contract  
- Teacher monitoring cards / charts  
- Removal from room to another class or teacher's supervision  
- Detention in student's own time  
- Student writes out "Core Values Sheet"  
- Meeting with parents/guardians  
- Verbal/written apologies  
- Restitution  
- Student property may be confiscated  
- Involvement of support personnel  
- Building/grounds improvement.  
- Withdrawal from class/activity  
- Loss of privileges |

| **Category II**         |                    |                                      |                    |
| Major -                | Deal with by HOD (after discussion with classroom teacher). Parental contact recommended. Classroom teacher is responsible for supporting the HOD's Behaviour Management strategies and ongoing management. | This list is not exhaustive  
- Persistent repeating of Category I behaviours  
- Fighting  
- Harassment/Bullying  
- Direct disobedience of a teacher's directions  
- Continual obscene language (not directed at teacher)  
- Aggressive language  
- Challenging behaviour  
- Defiant language  
- Minor damage or defacing of property, throwing of food  
- Mild technology infringements e.g. Removal of software, Unlicensed software, games, movies, | This list is not exhaustive and 1 or more responses may be applied depending on the situation.  
- Parents/Guardians notified  
- HOD interview  
- Detention  
- Loss of lunch privileges  
- Student property may be confiscated  
- Alternative program  
- Case management  
- Time out |
Principals will make determinations on what they contest has reasonably occurred based around the balance of probabilities from the evidence gathered. At Proserpine State High School the Principal has flexibility in decision-making when applying consequences to students for inappropriate behaviour.

At Proserpine State High School the Principal has the right to exclude a student on the following grounds:
- Disobedience; and/or
- Misconduct; and/or
- Other conduct prejudicial to the good order and management of the school.

Proserpine State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Students also receive coaching about how to respond 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.

At Proserpine State High School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. All staff are expected to adhere to the 'Code of Conduct for the Queensland Public Service'. Through training activities, we work to ensure consistent responses to problem behaviour across the school.
Teaching staff are also supported and trained in an extrapolated version of this Responsible Behaviour Plan that focuses on Behaviour Management from the teachers' perspective. It also provides a sample of relevant support documentation and their usage.

**TIME OUT**

At Proserpine State High School, Time Out is used as a possible consequence to inappropriate behaviour. Time Out is an increasing period of isolation used as a possible consequence to inappropriate behaviour. For example; Time Out I, Time Out II, & Time Out III. At Proserpine State High School, Time Out I is managed by the classroom teacher; Time Out II is organised by the Head of Department and Time Out III is determined by the Deputy Principal or Principal.

The purpose of Time Out is to encourage reflection and choice and develop self-control in order to be allowed to join normal activities in a regular classroom. In Time Out, the student must have some work to occupy him/her. At Proserpine State High School, 'duty of care' is always considered when placing a student on Time Out.

At Proserpine State High School, detention of students is considered a form of Time Out and is also used as a consequence to inappropriate behaviour. Detention of students is permitted under Education Queensland policy. A teacher will always supervise such detentions. At Proserpine State High School, 'after school detentions' must be done by prior arrangements with parents.

**TIME OUTSIDE**

At Proserpine State High School when a student becomes a serious risk to the wellbeing of others in the school he/she can be suspended or excluded (Powers of Principals to exclude). At Proserpine State High School serious misbehaviour where a student has disregarded others rights in such a way that is unacceptable on any grounds is referred to as Category III behaviour. At Proserpine State High School, Category III behaviour may result in suspension or exclusion. Each of the following is a ground for suspending a student from Proserpine State High School:

- disobedience of the student;
- misconduct of the student;
- other conduct of the student that is prejudicial to the good order and management of this school.

**Suspension**

At Proserpine State High School, Suspension is used as a possible consequence to inappropriate behaviour. At Proserpine State High School, a student may be suspended - removed from the high school - between 1 to 20 school days. A student may be suspended for more than 5 days if the Principal is satisfied the behaviour was so serious that suspension should be longer. If the student is suspended for more than 5 school days, the Principal must coordinate arrangements for placing the student in an alternative education program that allows the student to continue with the student's education. The Behaviour Support Teacher will usually evaluate and do this on behalf of the Principal.

At Proserpine State High School, a student while under suspension is not entitled to partake in any school activity, with the exception of assessment. This includes entering the school grounds, attending school functions or using school buses for travel. Bus drivers will be notified about such students. On returning to school after a period of suspension both the student and his/her parent or guardian must be interviewed by the Principal or Principal's delegate where expectations for re-entry will be discussed.

After the re-entry interview, the student is monitored for two weeks at a higher level than the rest of the students (Step 3 Deputy Principal) usually by using a Blue Behaviour Monitoring Card. During this two week period the student may not participate in extra-curricular activities. After two weeks of satisfactory behaviour, the student steps down (step 2) to Head of Department and Behaviour Support Teacher level monitoring. Continued satisfactory behaviour standards are required before the student begins again at Step 1 of the behaviour support process – the classroom teacher.

**Follow up after suspension**

- Interview of student and parents with the principal's delegate;
- Student and Parent/guardian are made aware of the behavioural expectations under the Proserpine State High School's Responsible Behaviour Plan for students and agree to abide by them;
• Expectations for re-entry to classroom clarified by Principal's delegate;
• Emphases by principal's delegate on the positives of abiding by our four core values: Be Respectful; Be Responsible; Be Engaged and Be Safe/Caring;
• Consequences of further unacceptable behaviour are outlined;
• Allocated a Case Manager (if required);
• Completion of Individual Behaviour Support Plan in consultation with Parent/carer, student, Case Manager (if required); and
• Student placed on blue weekly conduct card (if required).

For behaviour that is so serious that suspension is inadequate to deal with the behaviour an option for consideration could be a Behaviour Improvement Condition (BIC).

Exclusion
Students may be permanently excluded from Proserpine State High School, or excluded for a stated period of time with the approval of the Director General of Education through the Regional Executive Director. Students involved in illegal acts (e.g. possession/use of illegal substances, carrying a weapon) may be excluded from Proserpine State High School on the first offence.

Cancellation of Enrolment
Students over the compulsory age of schooling (16 years) who, through their actions demonstrate:
• refusal to engage productively in the program of instruction;
• failure to attend school on a regular basis or truancy from class on a regular basis, may have their enrolment at our school cancelled (a warning will generally be given in writing prior to such action inviting the student to "Show Cause" why the cancellation should not be enacted; and
• students may appeal a Cancellation.

Serious Breaches of the Code of Conduct and School wide Personal expectations
Our school takes a firm stand on behaviour. Suspension is a temporary withdrawal of the right to attend school. It provides reflection time for the student, sends a clear and serious message and involves parents in the resolution of the problem.

Types of offences that invoke suspensions at this school include, but are not limited to: smoking, fighting, alcohol offences, provocative/ aggressive swearing, dangerous behaviour, gross disrespect or “E-offences” (e.g. electronically recording, storing, forwarding, or posting to the internet violent, sexually explicit or illegal images or material)/ possessing knives or other weapons.

The principal will issue a proposal for Exclusion (expulsion) for:
Failure to respond to repeated suspension
Possession of illicit or illegal drugs
Threatening use of weapons
Immediate and serious threat to the safety of staff or students
Posting on the internet of grossly inappropriate material concerning a staff member e.g. threats, abuse, gross denigration, insinuations or privacy breaches
Or other very serious misbehaviour which threatens the good order and management of the school.

Before applying suspension with a Proposal to exclude, the Principal may consider using a Notice of Behaviour Improvement Condition. Post compulsory students can have their enrolment Cancelled for failure to actively participate satisfactorily in the program of instruction.

7. Network of student support

Students at Proserpine State High School are supported through positive reinforcement and a system of Category 1, Category 2 and Category 3 behaviour support. Together with the support received from parents, Proserpine State High School has a range of staff available to support positive student behaviour.

These include:
• Teachers
• Learning Support Staff
• Student Heads of Department
• Year Coordinators
• Community Education Counsellors
- Administration Staff
- Guidance Officer
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Behaviour Support Teacher

Support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Youthspace
- Queensland Health
- Department of Communities (Child Safety Services)
- Police

Support is also available through the following online services:
- Kids helpline
- Lifeline
- Headspace
- Youth Beyondblue

8. Consideration of individual circumstances

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 are considered at all times.

Proserpine State High School 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
- recognising and taking into account students’ age, gender, disability, cultural background, socio-economic situation and their emotional state
- 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, and
  - receive adjustments appropriate to their learning and/or impairment needs,
- Student Disciplinary Absences are used after consideration has been given to all other responses but with consideration for the welfare and safety of other students and staff.

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 Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Weapons Act 1990
- Education (Strengthening Discipline in State Schools) Amendment Bill 2013
10. Related procedures
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department’s Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
- Classroom Co-operation Policy
- Non-Compliance with Routine Policy
- The Code of School Behaviour
- Statement of Expectations for a Disciplined School Environment
- Accidents, Incidents and Incident Investigations
- Code of Conduct for the Queensland Public Service
- Department of Education Training and Employment Standard of Practice
- Health, Safety and Wellbeing Policy Statement, Managing Risks in School Curriculum Activities
- Work Experience Placements for School Students
- Working with Children Check- Blue Card

11. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President

Effective Date: 1 October 2019 – 31 December 2020
Appendix 1

CLARIFICATION OF STEPS IN THE BEHAVIOUR SUPPORT PROCESS

**Principles**
- Encouragement and respect in supporting behaviour promotes a positive, supportive school environment;
- Preparation is the foundation for success in creating a supportive school environment;
- Consistency in following the policy establishes confidence in it and builds trust amongst member of the school community.

**Step 4 - Principal**
**Proactive Strategies** – Leads the whole school community in maintaining the tone of the school, setting expectations for whole school supportive environment and implementation of behaviour support policy – intervenes in a prompt fashion to address serious whole of school issues regarding behaviour.

**Reactive Strategies/Consequences** – Lengthy suspension (Time Outside), exclusion, BIC, referral to police, SP4, etc.

**Behaviour Category** – Category 3 level behaviours with serious incidents prejudicial to safety and good order of the school

**Time Outside** – Suspensions 5 – 20 days – alternate education plan by B.S. teacher mandatory – OneSchool documentation done by Deputies – negotiation of re-entry done with parents/guardians and DP and/or BST on return to school

Exclusion – outside of school – full documentation done by principal – the principal liaises with Regional office re: exclusion and any appeals

**Step 3 - Deputy Principal**
**Proactive Strategies** – Liaises with staff, students and parents to reinforce expectations for the tone of the school, monitors supportive school environment and intervenes in a timely fashion to address whole of school issues regarding behaviour. Supports Principal by also intervening in a prompt fashion to address serious whole of school issues regarding behaviour. Students at risk may be supported with Individual Behaviour Plan.

**Reactive Strategies/Consequence** – As per Step 2 – Deputies use professional judgement in determining consequences of more serious nature but must be consistent with the principles of the policy - issue of Student Conduct Cards either blue or red, Time Out at school, Time Outside - suspension, parental contact, etc.

**Behaviour Category** – Category 3 – but also follow up on unsatisfactory report card and non-compulsory student compliance with contract

**Time Out III** – At office, with B.S. teacher, G.O., - withdrawal from one to all classes – DP updates OneSchool documentation (or advices BST if more appropriate) - negotiation of re-entry may be required.

**Time Outside** – Admin withdrawal or external suspension – 3 or more days requires Alternative Education Programme. Negotiation of re-entry done with parents/guardians and DP and/or BST on return to school. – DP updates OneSchool documentation (or advices BST if more appropriate)

Referral to Principal/Step 4 – Ongoing Category 3 behaviour despite intervention at this and previous steps – serious incidents prejudicial to safety and good order of the school – DP updates documentation

**Step 2 - Head of Department**
**Proactive Strategies** – Sets departmental policy for supportive, engaging classroom environments – establishes expectations for behaviour support process within the department consistent with school behaviour management policy, advises DP on whole school issues

**Reactive Strategies/Consequences** – Time Out II, detentions, parental contact, apology, restitution, institution of 3 strikes, etc.

**Behaviour Category** – Category 2

**Time Out II** – Isolation with HOD – 1 lesson first referral, 2-3 lessons for secon referral – negotiation of re-entry verbal or written – HOD updates documentation

Referral to Deputy/Step 3 – Ongoing Category 2 behaviour despite intervention and parental contact – can be determined by 3 strikes process – any Category 3 behaviour – OneSchool documentation updated by HOD on referral to next step

*Once a student is referred to the deputy the consequence of any further unsatisfactory behaviour will be direct referral of the student to the deputy principal.

**Step 1 - Classroom Teacher**
**Proactive Strategies** – Implementing a supportive, engaging classroom environment, including a behaviour plan consistent with the school policy, supporting whole school strategies to address tone of school issues

**Reactive Strategies/Consequences** – Time Out I, warnings, detention, parental contact, apology, restitution, homework tasks, buddy teacher, classroom monitoring, withdrawal from class activity, begin referral process, etc.

**Behaviour Category** – Category 1 and 2 (if not persistent)

**Time Out I** – Isolation within the classroom, isolation outside the classroom but within sight of the teacher, isolation with buddy teacher – re-entry to be negotiated verbally or in writing, removal due to Blatant Refusal (refer Appendix 13)

**Referral to the Head of Department/Step 2** – Persistent Category 2 behaviour, parental contact, contact HOD, enter OneSchool documentation, copy any handwritten documentation to give to HOD (or attach to OneSchool entry), provide work for the student while in withdrawal with HOD – Once a student is referred to the HOD/ Step 2, the consequence of any further unsatisfactory behaviour within a short time frame, will be referral back to that step.

**Referral to Deputy/Step 3** – Any Category 3 behaviour – update OneSchool documentation as soon as possible – Students on blue conduct cards (not including light blue cards from reporting data) are referred directly to the Deputy when unsatisfactory behaviour occurs that warrants Category 2 or 3 behaviours (and require OneSchool documentation).
Appendix 2

COMPUTING EQUIPMENT AND NETWORK USAGE

What is acceptable/appropriate use/behaviour by a student?

It is acceptable for students to use school computers, laptops and network infrastructure for: assigned class work and assignments set by teachers; developing literacy, communication and information skills; authoring text, artwork, audio and visual material for publication on the Intranet or Internet, solely for educational purposes as supervised and approved by the school; conducting research for school activities and projects; communicating with other students, teachers, parents or experts in relation to school work; and access to online references such as dictionaries, encyclopaedias, etc. Students can also collaborate, research and learn through Education Queensland’s e-learning environment. When in class, students use all computing equipment under the direction of their teacher.

All students have a responsibility for school property. This includes responsible care and management of all computing equipment and laptops. Students in the eLearning Take Home program should have their laptops with them at all times. If this is not practicable, a safe alternative needs to be sought.

Data files stored on the school’s server are solely for educational purposes. Students in the eLearning Take Home program may have elevated access allowing the installation of software on the laptop’s hard drive. A valid software licence is required and applications installed must be suitable to a school environment and adhere to national copyright guidelines. School software installed on student laptops is essential for the student’s education and must be available when required.

What is unacceptable/inappropriate use/behaviour by a student?

It is unacceptable for students to: download, distribute or publish offensive messages or pictures; use obscene or abusive language to harass, insult or attack others; deliberately waste printing and Internet resources; damage computers, printers or the network equipment; violate copyright laws which includes plagiarism; use unsupervised internet chat; and use online email services (e.g. hotmail), send chain letters or Spam e-mail (junk mail).

It is unacceptable for students to use computing equipment, software programs and/or internet resources that have not been requested by the teacher. Any illegal (unlicensed) software, games, movies, pirated music, defamatory documents, images or any content not suitable for viewing by persons under the age of 18 are deemed inappropriate to be stored on any computing device. Additionally, the distribution, copying or removal of school installed software is not permitted.

Wilful, deliberate or malicious actions causing damage is unacceptable. Computers cannot be used for conducting a personal business, illegal or criminal purposes. Attempts to break in/hack a computer or school network are unacceptable.

Usernames and passwords are to be kept by the student and not divulged to any other individual (e.g. a student should not give their fellow students their username and password). Students cannot use another student or staff member’s username or password to access the school’s network, including not trespassing in another person’s files, home drive or e-mail. Additionally, students should not divulge personal information (e.g. name, parent’s name, address), via the internet or e-mail, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

What awareness is expected of students and their parents?

Students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the school’s ICT network facilities and ensure they have the skills to report and discontinue access to harmful information if presented via the internet or e-mail;

Students and their parents should be aware:

- access to ICT facilities provides valuable learning experiences, therefore giving the student educational benefits in line with the school’s educational program;
• the Internet gives access to information on and from a wide variety of organisations, subjects, people, places with origins from around the world; the school cannot control information accessed through the internet, and information may be accessed or accidentally displayed which could be illegal, dangerous or offensive, with or without the student’s immediate knowledge;
• teachers will always exercise their duty of care, but protection, mitigation and discontinued access to harmful information requires responsible use by the student;
• cyber safety help button provides access to online resources on cyber safety help and information. Students are encouraged to use this should they feel uncomfortable with any online interactions; and
• ICT facilities should be utilised appropriately with acceptable behaviour. Students breaking these rules will be subject to appropriate action by the school. This may include restricted access, the suspension of network and/or internet resources temporarily or permanently. Additionally, restitution can be sought and/or removal from the eLearning Take Home program. For more serious matters, further disciplinary action may be taken as deemed appropriate by the school.
Appendix 3

Policy - Personal Technology Use*

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

Students who bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school do so at their own risk of damage or theft. No liability shall be accepted by the school in the event of loss, theft or damage of any device. The use of these devices in class can be disruptive to the learning environment of all students, have potential to cause disruption within the school environment and are, therefore, strongly discouraged. Teachers may use professional discretion, however, allowing use which genuinely enhances curriculum outcomes.

If the devices are brought to school, they must be turned off and out of sight during assemblies or classes and change of classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school. All such devices are totally banned in an exam or test. This policy also applies to students during school excursions, camps and extra-curricular activities.

Inappropriate use of these devices will result in disciplinary procedures being applied.

Consequences of Misuse

Permitted personal technology devices used contrary to this policy will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day, unless required to be kept for purposes of disciplinary investigation, and only after the student has done a lunch time detention.

Students who have a personal technology item confiscated more than once will be referred to a Deputy who will contact the parents and negotiate consequences for the student.

Those students in possession of devices potentially containing evidence of criminal offences may be reported to the Queensland Police Service (QPS). Be aware that the police may take possession of such devices for investigation purposes. If this occurs, students and parents will be advised to contact QPS directly.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Proserpine State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Such incidences shall be referred directly to the Administration.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is
done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording, breaching this policy and may be subject to disciplinary procedures (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to Queensland Police Service.

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

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices), Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.
Appendix 4

“STAND UP” Anti-bullying Program

Proserpine State High School believes that students and teachers must have a safe and supportive environment to perform to the best of their ability. To achieve this, it is our aim to make the school a bully-free environment.

Staff, students and the community are educated on what is and isn’t bullying. Guest speakers present to students, staff and parents. E.g. Brad Huddleston on cyberbullying and Rachel Downing on the necessity to work together to combat bullying and the STYMIE program – where students are encouraged to “stand up” to bullying by reporting anonymously incidents of harassment and bullying they witness. CARE groups have regular focus topics, managed by a wellbeing committee, which include anti-bullying & healthy relationships.

Proserpine State High School runs programs to support both the victim and perpetrator of bullying. Whole school programs such as: Healthy Relationships; Healthy Choices; Success Together and Girls/Boys day out. Targeted programs such as Rock n Water, Drumbeat, Shine, Sensibility, Friends and NQ Mind Skills. Student Services staff review programs for suitability to address current issues.

Staff are encouraged to manage bullying as follows (considering the minor and major categories of behaviour):

- Zero tolerance of inappropriate comments to others and model appropriate communication.

- If any bullying (negative comment or behaviour) occurs in the classroom, is witnessed in the playground, or elsewhere in the school the teacher is to deal with issue where possible (may need assistance from HOD or BST). If a referral is required, record the incident and refer via OneSchool.

- Staff may send the student (victim) to the office to fill out an incident report. In the case of personal putdowns, talk with the victim privately, if bullying is identified refer to BST.

- Speak to student (Bully) and complete OneSchool record:
  - Make sure they are aware of “What is Bullying?” (behaviour eliciting negative responses)
  - Discuss with student the unwanted behaviours they are displaying towards others
  - Contact parents as appropriate (that is major or ongoing bullying)
  - Discuss the consequences if they continue their unwanted behaviour
  - Record on OneSchool

- Students are encouraged to “Stand up” against bullying by sending an anonymous email via STYMIE.com.

- Counselling by SBYHN/BST/GO or teacher (whichever most appropriate) and strategies provided to help them (Bully) address the inappropriate behaviour including mediation, where appropriate.

- If the behaviour continues once initial incident has had consequences applied, suspension may follow (refer to BST/admin).

- Meet with victim and discuss above procedures and response options. Attempt to empower the victim and develop emotional resilience positive self-esteem. Stress the importance for them to report any other unwanted behaviour, especially from the above student. Counselling by SBYHN/BST/GO/YSC/YWO or teacher (whichever most appropriate) and strategies provided to help the victim.

- Monitor the situation e.g. use ID Attend to email teachers of the alleged bully to notify them of the behaviour and request them to maintain vigilance and report findings verbally or via email.

*Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
HEALTH PROMOTING SCHOOLS POLICY

Students are asked not to bring and/or consume energy drinks containing caffeine and high sugar carbonated drinks. Use of these substances contradicts our Health Promoting School Policy. Caffeine has a known negative affect on the growing brain and may cause a decline in the immune system of students. These drinks may affect mood, behaviour and learning abilities in teenagers. As a result, consequences may be linked to student use at school if it is perceived to have an effect on their inability to display responsible behaviour.

Smoking is not permitted on Government property. Students caught smoking, in possession of cigarettes, e-cigarettes, matches or lighter, or with another student who is smoking, will be given three days after school detention on the first offence and suspended from school for any subsequent offence within the same school semester.

Students using illicit and/or licit drugs (tobacco, alcohol, pharmaceuticals, image and performance enhancing, inhalants), in possession of such drugs, attend school under the influence of these drugs, or with another student who is using or in possession of such drugs may be suspended or excluded on the first offence upon the discretion of the Principal.
### Appendix 6

**PROSERPINE STATE HIGH SCHOOL CLASSROOM TEACHER**

**STUDENT BEHAVIOUR REFERRAL FORM 1**

<table>
<thead>
<tr>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late for class</td>
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<tr>
<td>Disruptive on entering the classroom</td>
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<tr>
<td>Without equipment, books, computer</td>
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<tr>
<td>Without homework attempted</td>
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<tr>
<td>Reluctant to start work, Repeatedly off task</td>
</tr>
<tr>
<td>Moving out of place without permission</td>
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<tr>
<td>Persistently talking, Calling out</td>
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<tr>
<td>Questioning directions in a negative manner</td>
</tr>
<tr>
<td>Distracting other students</td>
</tr>
<tr>
<td>Using inappropriate language</td>
</tr>
<tr>
<td>Interfering with property</td>
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<tr>
<td>Throwing objects</td>
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<tr>
<td><strong>Working well</strong></td>
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<tr>
<td><strong>Good attention, listening</strong></td>
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<tr>
<td><strong>Worked independently</strong></td>
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<tr>
<td><strong>Helping others</strong></td>
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<tr>
<td>Inappropriate use of ICT's</td>
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<tr>
<td>Other -</td>
</tr>
</tbody>
</table>

| Consequences Teacher Behaviour Management Strategies | show dates & + or -- for positive or negative response. |

### Strike One Consequences
- Warning of a formal nature
- Isolation – in room/outside
- Separation from others
- Discussion at end of lesson – show student this form
- Restitution
- Other

### Strike Two Consequences
- Any of the above
- Name on board & ✓ to show arrival at strike two
- Detention & discussion during lunch hour (show form & step diagram)
- Parental phone call

### Strike Three Consequences
- Referral to HOD
- Details entered on one school as incident report. Attach this form
<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactical/Selective ignoring</td>
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<td>Proximity/Proximity with touch</td>
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<tr>
<td>Body language</td>
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<td>Waiting and scanning</td>
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<td>Pause in talk</td>
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<tr>
<td>Cueing</td>
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<tr>
<td>Non-verbal redirection</td>
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<td>Calling students name</td>
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<td>Questioning to redirect</td>
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<td>Individual close talk</td>
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<td>Verbal redirect</td>
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<tr>
<td>Given choices with consequences</td>
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<tr>
<td>Relationship to board</td>
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<tr>
<td>Proximity to teacher</td>
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<tr>
<td>Proximity to specific students</td>
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<tr>
<td>Withdrawn for assistance</td>
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<tr>
<td>Numeracy visuals</td>
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<tr>
<td>Literacy visuals</td>
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<tr>
<td>List of instructions on the board</td>
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<tr>
<td>Adjusted worksheets/tasks</td>
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<td>Alternative worksheets/tasks</td>
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<td>Use computer for writing tasks</td>
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<td>Predictable routines</td>
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<td>Individual support</td>
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<td>Positive reinforcement for motivation</td>
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<td>Extra time needed</td>
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<tr>
<td>More/less content</td>
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<td>Extra scaffolding of content</td>
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<tr>
<td>Hands-on activities</td>
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<td>Small group instruction</td>
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<tr>
<td>Requires regular breaks</td>
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<td>Extra time</td>
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<tr>
<td>Buddy class</td>
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</tbody>
</table>
PROSERPINE STATE HIGH SCHOOL
HEAD OF DEPARTMENT

STUDENT BEHAVIOUR REFERRAL – FORM 2

3 strikes process

**Purpose:** Recording of essential details prior to entry onto OneSchool.

<table>
<thead>
<tr>
<th>DEPARTMENT:</th>
<th>HOD CODE:</th>
</tr>
</thead>
</table>

### Student Name

### Referring Teacher

### Class

#### Strike One Consequences
- Formal Warning
- Explanation of process at HOD level
- Outline further consequences
- Withdrawal from class (show number of lessons)
- Completion of written reflection (eg 'Working it Out' form)
- Ascertaining of problem and redirection
- Conditions of re-entry (written or oral) MANDATORY
- Optional:
  - Parental Contact
  - Referral to BM Teacher
- Other
  - 
  - 
  - 

#### Strike Two Consequences
- Any of the above
- Referral to BM Teacher of withdrawal and negotiation of re-entry (show number of lessons)
- Parental Contact
- Enter on One School as support/intervention or incident

#### Strike Three Consequences
- Referral to administration (show administration member code)
- Enter on One School as support/intervention or incident MANDATORY
- Put on One School, teacher and HOD behaviour record forms MANDATORY
## Appendix 9
### Habits of Mind

<table>
<thead>
<tr>
<th>1. Persisting</th>
<th>2. Managing impulsivity</th>
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<tbody>
<tr>
<td>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</td>
<td>Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Listening with understanding and empathy</th>
<th>4. Thinking flexibly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</td>
<td>Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Thinking about your thinking (Metacognition)</th>
<th>6. Striving for accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</td>
<td>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Questioning and problem posing</th>
<th>8. Applying past knowledge to new situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</td>
<td>Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Thinking and communicating with clarity and precision</th>
<th>10. Gather data through all senses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</td>
<td>Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Creating, imagining, and innovating</th>
<th>12. Responding with wonderment and awe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try a different way! Generating new and novel ideas, fluency, originality</td>
<td>Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Venture out! Being adventurous; living on the edge of one's competence. Try new things constantly.</td>
<td>Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Thinking interdependently</th>
<th>16. Remaining open to continuous learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work together! Being able to work in and learn from others in reciprocal situations. Team work.</td>
<td>Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.</td>
</tr>
</tbody>
</table>
Appendix 10

Corrective Strategies – Teacher Checklist

Least Intrusive

☐ TACTICAL IGNORING
☐ SELECTIVE ATTENDING
☐ PROXIMITY
☐ PROXIMITY WITH TOUCH INTERFERENCE
☐ BODY LANGUAGE ENCOURAGING
☐ WAITING AND SCANNING
☐ PAUSE IN TALK
☐ CUEING
☐ DESCRIPTIVE ENCOURAGING
☐ NON-VERBAL REDIRECTION
☐ DISTRACTION/DIVERSION
☐ NON-VERBAL REDIRECTION
☐ ORAL DIRECTIONAL PHRASE
☐ CURRICULUM REDIRECTION
☐ CALLING THE STUDENT’S NAME
☐ QUESTIONING TO RE-DIRECT
☐ INDIVIDUAL CLOSE TALK
☐ VERBAL REDIRECTION – DIRECTIVE QUESTION
☐ VERBAL REDIRECTION – DIRECTIVE STATEMENT
☐ GIVE CHOICES (INCORPORATING CONSEQUENCES)
☐ STATE LOGICAL CONSEQUENCE
☐ FOLLOW THROUGH – ENFORCE CONSEQUENCES
☐ MOVE STUDENT IN ROOM
☐ MOVE STUDENT TO REFLECTION/TIME-OUT AREA
☐ REMOVE STUDENT FROM CLASSROOM
☐ HAVE THIRD PARTY REMOVE STUDENTS FROM CLASSROOM
☐ REMOVE REST OF CLASS FROM ROOM/AREA
☐ PHYSICAL RESTRAINT

Most Intrusive

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### Appendix 11

**POSITIVE BEHAVIOUR SUPPORT (PBS)**

**“Working it out” - Form**

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Teacher:</th>
<th>Period:</th>
<th>1. Using the Positive behaviours stated in your student planner write down the exact behaviours that you have chosen not to follow.</th>
</tr>
</thead>
</table>
| Be Respectful | | | Demonstrates poor listening skills.  
Rarely considers the feelings of others.  
Shows little understanding of manners.  
Fails to care for own or others’ belongings.  
Often fails to follow teacher instructions.  
Communicates inappropriately. |
| Be Responsible | | | Often lacks required equipment.  
Ignores instructions.  
Avoids dealing with problems.  
Fails to adopt procedures/routines.  
Denies responsibility for own actions.  
Fails to wear uniform.  
Reacts poorly to changes in teacher/routine.  
Rarely recognises effect of behaviour on other people/students. |
| Be Engaged | | | Lacks punctuality.  
Needs prompting to begin set tasks.  
Rarely completes homework.  
Avoids doing written work.  
Participates reluctantly.  
Demonstrates little interest in subjects.  
Produces little satisfactory work. |
| Be Safe/Caring | | | Often uses playground and classroom equipment in an unsafe manner.  
Demonstrates little awareness of personal space of others.  
Rarely follows rules and routines.  
Frequently resolves conflicts with aggression - physical and verbal abuse. |
| Be Empathetic | | | How might others be affected by your behaviour? |
| Problem Solving | | | How could you solve the issue in a positive manner if it happened again? |
| Applying Knowledge | | | What have you learned from the situation? How will you improve your behaviour? |
| Flexibility in Thinking | | | Restitution means seeking to correct an error or make amends to another person. How might you fix the problem? Discuss this plan with your teacher. |

I understand that if I do not follow my plan my teacher will ask me to re-do it.  
If I am not able to work out a suitable plan and improve my behaviour my parents/carers, Year Coordinator and Subject Head of Department will be contacted. I understand there will be further consequences should my inappropriate behaviour continue.

| Student Signature | Teacher Signature | Date |
# Positive Behaviour Support (PBS)

## Behaviour Reflection and Improvement Plan

**Student Name:**

**Care Group:**

**Date:**

**Subject:**

**Teacher:**

**Period:**

<table>
<thead>
<tr>
<th>Positive Behaviour Support and the Habits of Mind</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
</tr>
<tr>
<td>- Listening with Empathy and Understanding — understand others</td>
</tr>
<tr>
<td>- Thinking and Communicating with Clarity and Precision — be clear</td>
</tr>
<tr>
<td>- Thinking Interdependently — work together</td>
</tr>
</tbody>
</table>

**Be Engaged**

- Persisting — stick to it
- Thinking Flexibly — look at it another way
- Thinking about your Thinking [Metacognition] — know your knowing
- Striving for Accuracy — check it again
- Questioning and Problem Posing — how do you know?  
- Finding Humour — laugh a little
- Applying Past Knowledge to New Situations — use what you learn
- Gathering Data through all Senses — use your natural pathways
- Creating, Imagining and Innovating — try a different way
- Remaining Open to Continuous Learning — learn from experiences
- Responding with Wonderment and Awe — have fun figuring it out

**Be Safe**

- Taking Responsible Risks — venture out
- Managing Impulsivity — take your time

## Instructions

2. Using the Positive behaviours stated in your student planner write down the exact behaviours that you have chosen not to follow.

2. Managing Impulsivity: Without blaming others, explain how your behaviour was inappropriate today? [Be honest]

3. Thinking about your Thinking [Metacognition]: What caused you to behave this way?

4. Be Empathetic: How might others be affected by your behaviour?

5. Problem Solving: How could you solve the issue in a positive manner if it happened again?

6. Applying Knowledge: What have you learned from the situation? How will you improve your behaviour?

7. Flexibility in Thinking: Restitution means seeking to correct an error or make amends to another person. How might you fix the problem? Discuss this plan with your teacher.

---

*I understand that if I do not follow my plan my teacher will ask me to re-do it.*

*I am not able to work out a suitable plan and improve my behaviour my parents/carers, Year Coordinator and Subject Head of Department will be contacted. I understand there will be further consequences should my inappropriate behaviour continue.*

---

**Student Signature**

**Teacher Signature**

**Date**

---

TRUE
CLASSROOM COOPERATION
(Blatant refusal to follow the reasonable directions of the teacher and expectations of the classroom, detracting from a positive learning environment)

- Blatant disruption to the learning of other students
- Blatant disruption to teacher lesson delivery
- Deliberate refusal and argumentative behaviour towards a teacher

CLASSROOM LEVEL
Teachers must be proactive and apply positive reinforcement strategies
- Inform / correct / redirect (could go outside for 2min)
- Strike 1 and warn of consequence of further behaviour
- Apply proactive BM strategies (e.g. move to another seat)

Clarifying when policy applies.
EG 1 Student refuses to hand over phone. Teacher has asked several times and provided time to think.
Blatant refusal and strike.
EG 2 Student asked to move. Student argues and eventually moves. Strike
EG 3 Student asked to move argues and eventually moves. Student then gets out of seat and walks around.
Blatant refusal and strike
EG 4 Student not working not disruptive. Strike
This procedure works best when used early, before behaviours have escalated.

Procedure:
- Teacher calls office 120
- Office calls BST or DP, HOD, Principal to see student
- Student spoken to. Returns to class or withdrawn
- Teacher rings parents with script. Failing to make contact send email or get HELLCI to send text.
- Teacher oneschools and refers to attending BST,HOD, DP, Principal.
- Teacher adds behaviour to Behaviour Support Form and gives student a strike.
- Attending BST,HOD, DP, Principal adds action to oneschool and adds student to Blatant Refusal list.
- contact BST if suspension is likely.

2nd time on the day or 2/3 times in a week or consistently over three weeks could / will result in suspension

Teacher redirection example
- You need to follow the directions given to you without argument or delay
- Let everyone get on with their learning
- Let the teacher get on with teaching
- You need to sit where you’ve been asked / as directed

Other points
- Students are only to be removed for brief periods of time (max 5 mins) outside a classroom
- Teacher language is crucial
- Does not void BM policy (including Behaviour Matrix / Behaviour Flow Chart / TIC)
1st referral
- Address behaviour with student and warn of possible suspension
  - Twice in a day
  - Twice within a week
- Discuss alternative strategies with the student to negotiate with teacher
- Confirm with teacher if making the phone call on their behalf (depending on situation)
- Complete entry in blatant refusal register.
- Admin Follow-up entry in OneSchool

2nd referral (if within week)
- Will most likely suspended and discuss with admin, if needed
- Make the call to parent
- Suspension letter form – completed and approved (and given to RNE) (or if not suspending, Admin Follow-up entry in OneSchool)

ADMIN
- Approve suspension and processing of letter

TEACHER PHONE SCRIPT – for parent/guardian phone call after 1st referral
Introduce yourself and explain that your son/daughter has been spoken to about
- Blatant disruption to the learning of other students
- Blatant disruption to teacher lesson delivery
- Deliberate refusal and argumentative behaviour towards a teacher

Explain that the school was in forcing a zero tolerance for these sorts of behaviour because of the disruption it causes in class. Parents can read the February school newsletter for a further explanation from Don on the subject.
Explain exactly what the problem in the class was and that you had to REPEATLY redirect the student which they still refused. Explain that you gave them some thinking time and a warning of where this behaviour will lead them but still they continued with this unacceptable behaviour. You then had to call the Behaviour support teacher who removed the student and explained what is expected and the future consequences if this continues. They also discussed how best to resolve these kinds of problems without getting into trouble. Explain if the student was returned to class because an agreement had been arranged or they were kept out of class because the BST was still not able to get some sort of agreement.

Explain next that should this happen again in the near future your son/daughter may well be suspended. Ask them to discuss this with their son/daughter and emphasis how best to behave or how to better deal with conflicts.

TEACHER email or HELLO Text message
Your child was removed from class today for blatant refusal, as per the classroom cooperation policy. Repeat offences can lead to suspension. Please contact the class teacher (name) to discuss details.