Responsible Behaviour Plan 2017
A consistent, fair approach to behaviour management guided by the PBL ideals

Our Motto: Strive To Excel

Our School Rules: Be a Learner – Be Safe - Be Respectful – Be Co-operative
Proston State School P-10

Responsible Behaviour Plan for Students – 2017 based on The Code of School Behaviour

1. Purpose
Proston State School P-10 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.

Essential to effective learning is a safe, supportive and disciplined environment that respects:
- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe

This Responsible Behaviour Plan for Students is 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
Proston State School P-10 developed this plan in collaboration with our school community and in conjunction with the implementation of the School-Wide Positive Behaviour for Learning Strategy.

A review of school data relating to current processes and procedures and recorded behaviour incidents also informed the development process and continues to inform refinements in the plan.

The Plan was endorsed by the Principal, the President of the P&C and our Assistant Regional Director in February 2013, and was reviewed in 2015 as required in legislation.

3. Learning and behaviour statement
All areas of Proston State School P-10 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 behaviours, preventing problem behaviour and responding to unacceptable behaviours. It has strong links with School-wide Positive Behaviour for Learning (SWPBL) which is “a systems approach to establishing the social culture and behavioural supports needed for all students in a school to achieve both social and academic success. SWPBL is not a packaged curriculum but an approach that defines core elements that can be achieved through a variety of strategies.” (G. Sugai, R. Horner; 2007).

Positive behaviour supports can effectively address a range of behavioural needs – from those students who just need minor supports to those who require more intensive in-depth supports. The goal of SWPBL is to enhance the capacity of our school to educate all students in our care, including students with challenging social behaviours. Throughout 2016 we will continue to refine and develop an effective SWPBL system.

Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Proston State School P-10 to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.
Our Responsible Behaviour Plan is underpinned by the following principles:

- Our school teaches and expects high standards of personal achievement.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership.
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in our school.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.

Responses to inappropriate behaviour will consider both the individual circumstances and actions of the student and the needs and rights of school community members.

School Rules
Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be a Learner
- Be Safe
- Be Respectful
- Be Co-operative

To be a learner at Proston State School P-10 means students need to be safe, respectful and co-operative. Our school is committed to creating a positive environment where all students are able to learn and reach their potential.

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.

Under the Code of School Behaviour:

Students are expected to:
- Participate actively in their school’s education program.
- Take responsibility for their own behaviour and learning.
- Demonstrate respect for themselves, other members of the school community and the school environment.
- Behave in a manner that respects the rights of others, including the right to learn.
- Cooperate with staff and others in authority.

Parents/Guardians are expected to:
- Show an active interest in their child’s schooling and progress.
- Cooperate with the school to achieve the best outcomes for their child.
- Support school staff in maintaining a safe and respectful learning environment for all students.
- Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour.
- Contribute positively to behaviour support plans that concern their child.

Schools are expected to:
- Provide safe and supportive learning environments.
- Provide inclusive and engaging curriculum and teaching.
- Initiate and maintain constructive communication and relationships with students and parents/carers.
- Promote the skills of responsible self-management.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Proston State School P-10 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - 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 school rules. The **School Wide Behaviour Expectations Matrix** (Table 1) below outlines our agreed rules and specific behavioural expectations in all school settings and towards all members of our school community.

<table>
<thead>
<tr>
<th>Be a learner</th>
<th>Classroom (incl. Specialist Lessons)</th>
<th>Playground / Outdoor Areas</th>
<th>Toilets</th>
<th>Buses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participate actively. Return to class promptly.</td>
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<tr>
<th>Be Co-operative</th>
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<tr>
<th>Be Safe</th>
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</thead>
<tbody>
<tr>
<td>Use equipment appropriately. Keep hands, feet and objects to yourself.</td>
<td>Clean up the learning area. Exit and enter the room in an orderly manner. Ask permission to leave your seat or the teaching area.</td>
<td>Return equipment to its place. Play school approved games. Be sun safe.</td>
<td>Use hygienic practices.</td>
<td>Move in lines to the bus. Place bags in designated spot on bus. Sit in your seat while bus is moving. Ask permission to leave the bus line. Inform the teacher on duty if you won’t be on the bus.</td>
</tr>
<tr>
<td>Stay in designated area. Wear the school uniform. Walk on concrete areas and around buildings. Move quietly between classes Know emergency procedures.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Respectful</th>
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</thead>
<tbody>
<tr>
<td>Care for yourself and others. Use appropriate language and tone. Be tolerant of others. Care for the environment. Care for school equipment. Always ask to use someone else’s belongings.</td>
<td>Respect other’s right to learn. Hand up to speak.</td>
<td>Eat in the eating area.</td>
<td>Respect others privacy.</td>
<td>Show respect and courtesy to bus drivers. Sit quietly in bus seats while the bus is travelling.</td>
</tr>
</tbody>
</table>
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers.
- Reinforcement of learning from behaviour lessons during weekly school Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Development and reinforcement of classroom rules.
- Further reinforcement established through the presentation of awards and acknowledgements during weekly assemblies where class/year level coordinators make explicit links to the four school rules.
- An explicit incident management framework available in every classroom and on the schools website.
- Proston State School’s SWAT or Social Wellbeing Achievable Targets.

Proston State School P-10 implements the following School Wide Positive Behaviour for Learning processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Proston State School P-10 Responsible Behaviour Plan for Students delivered to new students (by year level coordinators), as well as new and relief staff (via the SWPBL Staff Handbook).
- Providing support and feedback to classroom teachers through Classroom Profiling and Essential Skills For Classroom Management professional development via mentor teachers and our clusters Guidance Officer.
- Individual support profiles/engagement plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1).
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing Expected School Behaviour

At Proston State School P-10 communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system (Vivo Miles) has been adopted. 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 and appropriate acknowledgement and rewards with the view to developing habitual positive learning practices. The notion of the rewards is for school staff to acknowledge consistent appropriate behaviour and to further develop relationships and rapport with students.

- **Vivo Miles**

  Staff members hand Vivo Points out each day to students as they observe them following school rules in both classroom and non-classroom areas, ie. “Catch Them Being Good”. This reinforcement should occur immediately when the student displays desirable behaviour or as close to the time of behaviour as possible, not at the end of a lesson/activity. The Vivo should be given with positive feedback like, “I am giving you a Vivo because you are being a learner by having all you things ready on time for our lesson to begin.”

  Students then record themselves or take their Vivo to their Class Teacher (Primary) who enters the Vivo’s onto the child’s account which keeps a record of the student’s Vivo’s. Students, Staff and Parents have the ability to track Vivo’s on the students website. A sample list of Vivo Categories are listed below:
Vivo Categories

How to earn Vivo’s

**Achieving RAVES**
Students that are achieving their RAVES in Literacy and Numeracy will be awarded five Vivos for each of the RAVES achieved.

**Attendance**
Everyday a student turns up to school they are awarded with one Vivo point.

**Be Respectful**
Students demonstrate respect to their peers, teachers and community members. This is demonstrated by using appropriate manners, active listening in and out of the classroom, using appropriate language, and caring for the school environment.

**Being a Learner**
Students are being an active learner when in the classroom or on break times. Students demonstrate this by always trying their best, asking for help, being a problem solver and coming prepared for class with everything required for a lesson.

**Being Active**
Students that are seen being active during school break times will be awarded three Vivo points. These activities include all school clubs and playing active games. This excludes handball.

**Being Cooperative**
Students are being cooperative in and out of the school grounds with their peers, school staff and community members. This is demonstrated by following instructions, actively listening, being honest and waiting your turn.

**Being Safe**
Students are being safe while at school or out in the community. Students demonstrate being safe by using equipment safely, keeping hands to themselves, walking on concrete, knowing the emergency procedures and waiting patiently for class to begin.

**Book Work**
Students consistently following the school’s bookwork policy will be awarded three Vivo points.

**Bus Behaviour**
Students that demonstrate appropriate behaviour in bus lines and on their bus run will be awarded two Vivo points.

**Clean School Award**
Students that are seen caring for the school grounds by picking up rubbish will receive two Vivo points from the staff member.

**Punctuality**
Students that demonstrate the ability to be in class lines and ready to learn for the start of their classes will be awarded one Vivo point.

**School Spirit**
Students that are identified by staff members during school spirit or team building activities as being the most enthusiastic will awarded ten Vivo points.

**Uniform**
Students arriving at school with the proper uniform as per the schools uniform policy will be awarded two Vivo points.

**SWPBS Award Winner**
Students who win the SWPBS Award for their year level will receive 25 Vivo points.
• **Milestones** — Vivo Miles automatically generates certificates of achievement for certain levels of Vivo attainment which students are presented with on Parade and can viewed and printed off from their Vivo account.

**Vivo Points**
As students accumulate Vivos they have the ability to purchase a wide variety of items on the Vivo Miles Shop. Items range from basic stationary to iPad Mini’s where the student can choose to save their Vivo points to make a larger purchase. Students may also choose to spend their Vivo points at the internal school menu which is selectable in the regular online Vivo shop. Secondary students also have the ability to purchase ‘Chill-Out Zone’ time (details on zone P.8). More about Vivo Miles can be found on their website at [www.vivomiles.com.au](http://www.vivomiles.com.au). Below is a sample of what is available for purchase on the Vivo Shop.

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Description</th>
<th>Price</th>
<th>Stock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massive clearance sale! Earphones - Sandal</td>
<td>Life’s a beach...</td>
<td>$548</td>
<td>View</td>
</tr>
<tr>
<td>Head Massager</td>
<td>The ultimate in head massage</td>
<td>$510</td>
<td>View</td>
</tr>
<tr>
<td>Diamond Blocks - Smiley Face</td>
<td>Collect the set! Just search ‘Diamond Blocks’ in the VShop</td>
<td>$504</td>
<td>View</td>
</tr>
<tr>
<td>Diamond Blocks - Panda</td>
<td>Pandas spend over half of their time eating!</td>
<td>$504</td>
<td>View</td>
</tr>
<tr>
<td>Earphones - Sandal</td>
<td>Life’s a beach...</td>
<td>$731</td>
<td>View</td>
</tr>
<tr>
<td>Artist Pencils - Watercolours</td>
<td>Ideal for art classes or personal projects.</td>
<td>$501</td>
<td>View</td>
</tr>
</tbody>
</table>
Chill Out Zone

The Chill Out Zone is an exclusive secondary zone. Here the secondary’s can take advantage of a space that incorporates Xbox 360’s, beanbags, chairs, music players, magazines and desks to use their devices on. This zone is rewarded to secondary students who are demonstrating exemplary behaviour. PBL winners are able to access the zone for the week, which other students who wish to join can purchase ‘zone time’ from the school’s internal Vivo menu. Students who demonstrated the ability to not get a ‘warning’, as per the school’s Incident Management Framework, from the previous week will also win the opportunity to access the Chill Out Zone. School captains will also have unlimited access to the zone at anytime, unless their behaviour is put into question.

Below are the rules and conditions to enter the Chill Out Zone.

**Chill Out Room Access Rules**

- Room can be accessed at both breaks for playtime only.
- PBL weekly award winners have unlimited daily access to the room for the week that they have received their award.
- School captain and vice-captain have unlimited access unless they get warning or late on assessments.
- Year 7/8 students can access the Chill Out Room on Mondays and Tuesdays if they did not receive a warning at all during the previous week.
- Year 9/10 students can access the Chill Out Room on Wednesdays and Thursdays if they did not receive a warning at all during the previous week.
- Students can purchase a Chill Out Room pass from the Vivo shop. 50 Vivo’s for 1 session, 100 Vivo’s for 2 sessions and 300 Vivo’s for an 8 session pass.
- Chill Out Room will be manned by the PBL teacher. PBL is located in B03.
- Students will be given a pass to access the Chill Out Room and their name will be checked off. Only those who are on the list will have access.
### Proston State School

#### RECOGNISING POSITIVE BEHAVIOURS

Table: 2

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#### LEVEL 3 ADMINISTRATION

**AREA OF RECOGNITION**
- Academic Achievement
- Positive behaviour demonstrated in 3 or more classes
- Consistent positive behaviour in a range of school settings

**POSSIBLE METHOD OF RECOGNITION**
- Vivo Points
- Using Vivo Points to purchase an item
- Certificates Printed from Vivo site
- Awards Night
- Student Leadership positions

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#### LEVEL 2 YEAR LEVEL CO-ORDINATOR

**AREA OF RECOGNITION**
- Positive behaviour demonstrated several times in particular subject/class/lesson
- Consistent behaviour in a subject over a school term
- Positive behaviour consistently demonstrated out of class
- Over 90% attendance rate

**POSSIBLE METHOD OF RECOGNITION**
- Vivo Point
- Tally of Vivo Points
- Letter of commendation
- Teacher awards
- Certificates Printed from Vivo site
- Weekly Sports Award
- Attendance Award

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#### LEVEL 1 STAFF MEMBER

**BE A LEARNER**
- Trying your best
- Asking for help
- Being a problem solver
- Being on time
- Being prepared and ready to work
- Participating actively
- Regular daily attendance at school

**BE SAFE**
- Using equipment appropriately
- Keeping hands feet and objects to self
- Staying in designated areas
- Wearing the school uniform
- Walking on concrete areas and around buildings
- Moving quietly between classes
- Cleaning up the learning area
- Exiting and entering the room in an orderly manner
- Asking permission to leave your seat or the teaching area

**BE COOPERATIVE**
- Waiting your turn
- Following instructions
- Being honest
- Being a good listener
- Keeping work area clean
- Giving everyone a fair go
- Lining up quietly for class

**BE RESPECTFUL**
- Caring for yourself and others
- Using appropriate language and tone
- Being tolerant of others
- Caring for the environment
- Caring for school equipment
- Always asking to use someone else’s belongings
- Hand up to speak
- Respecting other’s right to learn
- Show respect towards all adults
- Wearing full school uniform

**POSSIBLE METHOD OF RECOGNITION**
- Vivo Points
- Verbal Praise
- Smiling
- Encouraging Gestures
- Stickers / Prize Box
- Compliment good behaviour
- Positive comments written on student work
- Informal positive feedback
- Class award/Student of the week

**THERE IS AN EXPECTATION THAT TEACHERS WILL ENSURE THERE ARE 4:1 REINFORCEMENT OF POSITIVE/EXPECTED BEHAVIOURS**
Guidelines for Distribution of Vivo Points

- Vivos are printed on paper and available to all members of staff upon request to Katrina Hayward or Selena Salter as administrators of the Vivo account.
- Vivo points can be entered electronically by the teacher or teacher aide on the website or can be distributed to students in the form of tickets. Once the ticket is redeemed it is unusable and can be disposed of.
- Staff choose to reward Vivos based on categories established by the school. Different categories are valued differently as it allows the school to better reinforce SWPBL behaviour areas focused on throughout the term. For example Being a Learner is valued at 3 Vivo points and is governed by the characteristics listed in Table 2.
- Each student is responsible for the Vivo slip they receive from staff members and need to enter the Vivo onto their account or seek the assistance of a teacher, teacher aide or a parent to enter it for them.
- Teachers reward Vivos via a website or a credit slip. Teacher may also display anonymous tables stimulating competition in their classrooms. Students or visiting parents will not know who has earned how many Vivos unless the child chooses to tell others how many Vivos he has earned.
- All teachers encourage students to actively track their Vivo count at school and at home. Computers are available to students in the library Monday-Thursday, during morning and afternoon break times.
- Vivo Miles or access to rewards, based on the earning of Vivos, are never to be removed as a consequence for problem behaviour and negative behaviours are to be guided using the school’s Incident Management Framework.
Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. An Incident Management Framework is in place for all of the school’s students. Specific support from DDSW Student Services Department, Advisory Visiting Teachers, CTC Youth Support Workers or Guidance Officer is available for students with specific needs.

The schools Incident Management Framework targets minor classroom, playground and major behaviours.

- **Re-directing low-level and infrequent problem behaviour**
  When any student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

  Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. The tables on page 16,17 and 18 outline behaviour management processes we have put in place at the school.

- **PBL Room (Positive Behaviour for Learning Room)**
  Students who are sent to this room have exhibited undesired behaviour within the classroom or during playtime. Students who attend the PBL room must arrive there with a referral slip. This referral slip is taken by the supervising teacher and used in helping students fill out behaviour contracts. Once completed the behaviour contracts are copied. The student must then take the contract to the teacher who completed the PBL referral. The student and teacher discuss the students return to class and expected behaviour. The behaviour contracts are sent home with the student to be signed by the parent and returned to the PBL room the following day.

  A PBL referral will be followed up with a phone call home by either the teacher or principal ensuring the contract has been sighted and signed by the parent.

  Work is to be supplied to the PBL room by the classroom teacher to ensure that students are completing the work they are potential missing in class due to behaviour issues.

**SWAT: Social Wellbeing Achievable Targets**

Within various cohorts of students at Proston State School P-10 there are a small number of students who require an added layer of support to assist them in displaying appropriate behaviours. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students who are continually demonstrating these behaviours will be referred to the schools SWAT Program. The program takes into consideration the frequency, and continued incidents when planning the programing. It targets specific identified behaviours and re-teaches these desired behaviours in an explicit yet positive manner.
Student Behaviour Card

The Behaviour Card Implementation Process:
- Class teacher/year level coordinator to determine if a behaviour card (Appendix 3) should be used to monitor student behaviour and may consult with the principal if necessary.
- Class/year level teacher sends a letter (Appendix 4) home and/or makes a phone call to parents informing them of the reasons for implementing the use of the behaviour card.
- The behaviour card is explained to the student and expectations clearly established with the student (see reverse side of behaviour card) including establishing a “Targeted Behaviour Goal”.
- The class/year level teacher monitors the behaviour of the student using the behaviour card to track the student’s behaviour throughout the week.
- Teachers may use a folder to pass the behaviour card from one lesson/teacher to the next.
- At the end of each day the teacher/year level coordinator and student discuss the scores awarded by various staff members responsible for the student’s supervision throughout the day.
- The behaviour card remains at school for the week, is photocopied by the class/year level teacher and sent home on Friday. A copy of the behaviour card will remain with the class/year level teacher and a scanned copy uploaded into OneSchool application.
- The decision to continue the behaviour card for a further period of time may be determined by teacher, admin team, parents and student if this process is assisting the student to remain focused on their learning.
- If a behaviour card is necessary for a period longer than 1 week then a further parent/teacher conference will be necessary.
- Should the student’s behaviour remain unchanged after a period of 2 weeks then a referral to the Administration Team occurs to develop more intensive behaviour support for the student. This support may include the development of a Student Engagement Support Plan (Appendix 5) or a Functional Behaviour Analysis conducted. External and internal support agencies (Guidance Officer, Chaplain) may be involved as part of the intervention process.
- Should the student be unwilling to participate in the process then they will be referred to Administration Team for Targetted Behaviour Support.

Behaviour Card scoring
In order to achieve consistency with the implementation of Behaviour Cards the following scoring system has been devised and links directly to the four school rules and the School Wide Behaviour Expectations Matrix.

Scoring the Behaviour (this information is provided on the reverse side of the Card)
- 5 – means the student has been respectful, cooperative, safe and participating in the class program for the entire lesson/period.
- 4 – means the student has been redirected no more than 2 times back to their learning/task
- 3 – means the student has been redirected no more than 3-5 times back to their learning/task
- 2 – means the student has completed minimal work/learning, been mostly unsafe, disrespectful and uncooperative and will be given a detention by the teacher/year level coordinator.
- 1 – means the student is not participating in the lesson/activity in any way and will be given a detention by the teacher/year level coordinator.

Handling the Behaviour Card
- Teachers will use their own monitoring system to track the occurrence of redirection and student engagement in the learning/lesson/activity.
- At the end of each lesson teachers will record the scores for the student on their behaviour card and discuss with the student evidence recorded during the lesson/activity that has determined the score. Teachers are required to provide constructive feedback to the student around their expectations outlined at the beginning of the lesson and the student’s engagement evident during the lesson/activity.
- The behaviour card is placed in a folder and given to a class monitor or the student to take to the next class/teacher.
• Behaviour Cards may be provided to admin team at the end of each day for further monitoring if necessary and together with teacher/year level coordinator can confer on appropriate consequences for the student.

The Withdrawal Process:
The school has developed a process for the purpose of withdrawing students whenever necessary and may withdraw to the office or other suitable area depending on the circumstances or the need for withdrawal. The student should be sent with the Referral Form (Appendix 6) or given to another student or adult.

The goal of the withdrawal process:
• Is to enable the student to return to class as soon as possible to develop a plan with the teacher (at a time that does not further interrupt the learning) for future actions that can assist them to modify their behaviour.
• Is an opportunity for the staff involved to support the student in instances of replacement behaviour teaching in the hopes of engaging students in a process of long term behaviour change.

The withdrawal process is fully outlined in Appendix 7.

This Process:
• Allows a student to be withdrawn from the classroom environment to a buddy classroom when negative behaviours are displayed to such an extent that the learning of other students in the class is being disrupted.
• Students exhibiting inappropriate behaviour have the opportunity to reflect on an event or incident, the reasons behind their behaviours and steps that can be taken in the future to ensure that they do not occur again.
• May also include contacting parents to discuss behaviour being displayed by the student.
• Parent must be contacted for support and assistance with serious, prolonged or problematic behaviour.

Integral to this process is an environment of support where a staff member external to the incident can guide the student through the reflection process.

Students whose behaviour does not improve after 2 days of continuous participation in this process, or whose previous behaviour indicates a need for specialised intervention, are provided with Targetted Behaviour Support.
Targetted behaviour support: Student Services Support Team

At Proston State School P-10, all students who are considered to be seriously at risk of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach and may involve parent support in the development of a Behaviour Support Plan (Appendix 5) or an Individual Learning Contract (Appendix 9).

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the ‘whole’ child. It covers such areas as:

Case Management:
The case manager for each student who is identified as “seriously at risk” should be the class teacher or year level co-ordinator. However a support team approach is adopted with staff working collaboratively.

Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion from a previous school, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of
  - (a) problematic behaviours
  - (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion with Class Teacher/Year Level Coordinator/ST:LaN/Inclusion Teacher;
- referral to Special Needs team and Guidance Officer for assessment and preliminary behavioural support
- referral to parents for consultation and support
- referral to Principal for consultation and support
- a full team collaboration to undertake a functional behavioural assessment and develop an Individual Student Engagement/Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the actions taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the actions taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective - the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Student Engagement/Behaviour Support Plan.

All behaviour that is not supportive of the school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of breaches of behaviour and consequences will be developed based on individual circumstances.
5. Consequences for unacceptable behaviour

Proston State School P-10 makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predicted consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Behaviour Referral Form (Appendix 6) is used to record minor or major problem behaviours. This referral form must be used for all in-class step 4 and out of class step 3 referrals.

Minor Behaviours

Minor Behaviours are any behaviour that are minor breeches of the school rules, there is no violation of the rights of others and is not part of a pattern of problem behaviours. These behaviours require the support of the classroom teacher. Repeated minor behaviours should be referred to parents and year level coordinators and/or the principal. A OneSchool Minor behaviour referral is required.

Teachers are to ensure that the IMF is followed at all times and a consistent approach to behaviour management is taken at all times.

Major Behaviours - Office Discipline Referrals (ODRs)

Major behaviours could be any behaviours which significantly violate the rights of others / puts self or others at risk of harm. These behaviours require the involvement of school administration immediately or as soon as practicable.

Immediate Response

Behaviour Incidents in which the safety of staff or students (including the focus student) is at risk and an immediate response from administration, crisis team, other staff, and/or community support is required. A red Major Referral slip is required to be sent to the office with the student and a Teacher / Principal to take place immediately or as soon as practicable. A OneSchool Major behaviour referral is also required and a phone call home to the parents is conducted by the Principal.

Delayed Response

Behaviour incidents of a severity that warrants administration management but this may be delayed due to staff being able to manage situation until Admin are free to support. All efforts should be made at the time of the incident to contact the Principal. A OneSchool Major Behaviour referral is required and a phone call home to the parents is conducted by the Principal.
Sequence for student minor behaviour

In Class
Flowchart: 3

Example Classroom Disruptive to learning Behaviours
- Throwing objects
- Inappropriate language
- Lateness
- Calling out
- Teasing
- Refusal to work
- Running on cement
- Dishonesty
- Minor disruption
- Unsafe or rough play
- Disrespectful tone or attitude
- Disrespect towards property

Example Classroom Banned Items
- Chewing gum
- Metal rulers
- Lighters
- Aerosol cans
- Liquid paper
- Mobile phone
- iPod/Music player
- Permanent markers
- Make-up
- Jewellery (earrings, necklaces, etc.)
- Hair Adornments

Everyday is a new day for Primary students. Every week is a new week for secondary students.

Minor Incident Behaviour Flowchart
Proston State School P-10

School Rules
1. Be Safe
2. Be A Learner
3. Be Respectful
4. Be Cooperative

Observe and Identify the Problem Behaviour

Behavior Card

Step 1
Teacher Warning/ Reaffirmation of appropriate behaviour

Step 2
Name on the board

Step 3
Check beside name on the board

Step 4
Buddy Class

Step 5
PBS Room

Step 6
Administration

PBS Room (ISS)

Self-Referral

Re-entry to class and further consequences will be negotiated by student and teacher and details of re-entry recorded in a contract. Dependent on the contract another breach of the rules could constitute a jump to Step 5 and/or bypassing buddy class. This condition also applies to the bypassing of Step 6.
Sequence for student minor behaviour

Out of Class

Flowchart: 4

Example Out of Classroom Behaviours
- Insolence
- Throwing objects
- Failure to follow instructions
- Minor conflicts/verbal arguments
- Bullying
- Physical contact
- Out of bounds/school grounds
- Loitering between classes
- Swearing
- Minor food/water incidents
- Littering

Example Out of Classroom Banned Items
- Chewing gum
- Metal rules
- Lighters
- Aerosol cans
- Liquid paper
- Mobile phone
- iPod/Music player
- Permanent markers
- Make up

Minor Incident Behaviour Flowchart
Proston State School P-10

School Rules
1. Be Safe
2. Be A Learner
3. Be Respectful
4. Be Cooperative

Observe and Identify the Problem Behaviour

On Duty Staff

Step 1
Teacher Warning/time-out

Step 2
PBS Room

Step 3
PBS room for remainder of playtime with reflection sheet.
Detention of remaining playtime.

Step 4
Automatic 3 playtime detention with reflection sheet.
Students to work on school work while missing playtime.
Phone call home to parents by principal to explain incidents.
Minor incident to be entered into OneSchool.
Behaviour referral form to be sent home with student.
Phone call home to parents by teacher to explain incident.

Step 5
Weekly long detention during playtime with reflection sheet.
To be able to re-enter playtimes students must write to their parents explaining why they are in detention. Letter must come back signed by parents.
Minor/Major Incident to be entered into OneSchool.
Behaviour referral form to be sent home with student.
Phone call home to parents by teacher to explain incident.

Step 6
Automatic referral to the administration.
Escalation to a major incident.
Consequence to be considered jointly by teacher and principal.
Major incident to be entered into OneSchool.
Behaviour referral form to be sent home with student.
Phone call home to parents by principal to explain incident.

Everyday is a new day for Primary students. Every week is a new week for secondary students.
Sequence for student major behaviour

Flowchart:5

Example Major Behaviours
- Throwing objects with intent to cause harm
- Assault/Violence
- Mass Intimidation
- Swearing at another person abusively
- Gross Insolence, Vandalism
- Possession of major banned items eg: alcohol, drugs and weapons
- Continued repeated minor behaviours

Teacher

Step 1
Immediate office referral from teacher.

Step 2
Automatic week long detention in PBS room with reflection sheet and letter home to parents written by the students and signed by the teacher explaining incidents.
Phone call home to parents by principal to explain incidents.
Minor/Major incident to be added onto original OneSchool report through consultation with teacher and principal.

Administration

Step 3
In School Suspension. Served in the PBS room with school work prescribed by the teacher.
Step 3 only reached through consultation with teacher and principal. Length of suspension will be determined mutually.
Parents notified of decision.
Major incident to be reported in OneSchool through consultation with teacher and principal.

PBS Room (ISS)

Suspension

Step 4
Out of School Suspension. Served at home with school work prescribed by the teacher.
Step 5 only reached through consultation with teacher and principal. Length of suspension will be determined mutually.
Parents notified of decision.
Major incident to be reported in OneSchool through consultation with teacher and principal.

Exclusion

Step 5
School Exclusion. Exclusion decision reached through consultations with all key stakeholders. Exclusion determined only after all other avenues have regards to reform of behaviour have been taken place.
Major incident to be reported in OneSchool by principal.

School Rules
1. Be Safe
2. Be A Learner
3. Be Respectful
4. Be Cooperative

Observe and Identify the Problem Behaviour

Major Incident Behaviour Flowchart
Proston State School P-10
Relate Problem Behaviours To Expected School Behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour,
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences (see pages 15 & 16) if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. The staff member may seek to confer with either the year level coordinator or Principal to develop further support strategies for the student.

Ensuring Consistent Responses to Problem Behaviour

At Proston State School P-10 staff members authorised to issue consequences for problem behaviour are given ongoing appropriate professional development and/or training as it becomes available. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Teachers work with students to ensure they understand 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.

6. 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. A team of staff members have been trained and accredited in Non-Violent Physical Crisis Intervention. This intervention will only been used when there is a risk of harm to the student or others in the immediate vicinity.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. The school has developed a critical incident plan which is to be implemented should a serious risk be posed to any person.

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

Basic defusing strategies as recommended by Education Queensland

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

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

Debrief

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

Physical Intervention
If physical intervention is required staff should first attempt to contact the office and request the assistance of the Principal. If the Principal is unavailable, Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Appropriate physical intervention may be used to ensure that Proston State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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 containing 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
- the underlying function or reason of the behaviour.

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:

- Health and Safety incident record (Appendix 11)
- Debriefing Report (for student and staff) (Appendix 12).
7. Network of student support
Students at Proston State School P-10 are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

<table>
<thead>
<tr>
<th>SCHOOL BASED SERVICES</th>
<th>DISTRICT AND OTHER E.Q. SERVICES</th>
<th>COMMUNITY SERVICES</th>
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<tbody>
<tr>
<td>Classroom teachers</td>
<td>Cluster Advisory Visiting Teacher for Behaviour Support</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td>Senior Guidance Officer</td>
<td>Police Liaison Officer</td>
</tr>
<tr>
<td>Special Services support staff</td>
<td>Guidance Officer Intensive Behaviour Support</td>
<td>Qld Health Services (School Nurse)</td>
</tr>
<tr>
<td>School Administration</td>
<td></td>
<td>CTC Youth Services</td>
</tr>
<tr>
<td>Teacher aides</td>
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<td>Lifeline</td>
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<td>School Chaplain</td>
<td></td>
<td>Child Youth Mental Health workers</td>
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<tr>
<td></td>
<td></td>
<td>Graham House</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents/caregivers</td>
</tr>
</tbody>
</table>

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.

Proston State School P-10 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 (see pages 15 & 16 – Flowcharts 3 and 4) 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
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

10. Related policies
- **SMS-PR-021**: Safe, Supportive and Disciplined School Environment
- **CRP-PR-009**: Inclusive Education
- **SMS-PR-027**: Enrolment in State Primary, Secondary and Special Schools
- **SMS-PR-022**: Student Dress Code
- **SMS-PR-012**: Student Protection
- **SCM-PR-006**: Hostile People on School Premises, Wilful Disturbance and Trespass
- **GVR-PR-001**: Police Interviews and Police or Staff Searches at State Educational Institutions
- **ICT-PR-004**: Using the Department's Corporate ICT Network
- **IFM-PR-010**: Managing Electronic Identities and Identity Management
- **SCM-PR-003**: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

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

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**Endorsement**

<table>
<thead>
<tr>
<th>Acting Principal</th>
<th>P&amp;C President</th>
<th>Acting Assistant Regional Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katrina Hayward</td>
<td>Karen Fisher</td>
<td>Ross Higgins</td>
</tr>
</tbody>
</table>

Effective Date: February 2015 – January 2017
Appendix 1: The Use of Personal Technology Devices* at School

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

**Certain Personal Technology Devices Banned From School**

Students may bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school, however, these devices need to be dropped off at the office upon arrival and picked up upon the student leaving. Devices will not be in possession of students during school hours. Such devices will be confiscated by school staff and may be collected by a parent from the school office. Breaches of having devices in the students possession during school time may result in consequences.

**Confiscation**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day by either the student or by a parent if the principal decides on this course of action, unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school if deemed necessary by the Principal.

**Personal Technology Device (eg mobile phone) Etiquette**

Bringing personal technology devices (eg mobile phones) to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed into the school office for safe keeping when the student arrives at school. Personal technology devices may be collected from the school office and at the end of the school day.

The school provides parents with a permission form upon student enrolment that outlines the purpose for the student to have a personal technology device at school and ensures the student has parent permission to bring the device to school. Parents are made aware upon enrolment of the conditions students must adhere to.

**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 Proston State School P-10. Students using personal technology devices (eg mobile phones) 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) builds 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 and parents of the students.
A student at school who uses a personal technology device (e.g., mobile phone) to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies or as directed by a teacher for the purpose of Art assignment, portfolios) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. 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
A breach of this policy will be subject to discipline (including suspension and/or 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 QPS.

Text communication – should the student not comply with school policy
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline 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.

Recording Private Conversations and the Invasion of Privacy Act 1971
It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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 Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberries®, 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.

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

**Purpose**

1. Proston State School P-10 strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Proston State School P-10. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Proston State School P-10 include persistent name-calling, taunting, mocking, making of offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet (eg Email, Facebook), producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Proston State School P-10 common processes (social skills activities/discussions, SWPBL lessons) exist to ensure there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Proston State School P-10 are an addition to our already research-validated School Wide Positive Behaviour for Learning processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The SWPBL lessons taught by all teachers in all classrooms to a school wide schedule of instruction consist of anti-bullying strategies. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. Teachers have a range of strategies and resources available to them to ensure students are taught a range of techniques they are able to utilise in a bullying incident. Students are encouraged to make use of these strategies when experiencing bullying behaviour either as a person being bullied, the person bullying or as a bystander.

11. Some lessons will focus on bullying behaviours. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying strategies is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Proston State School P-10 takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Proston State School P-10 uses behavioural data for decision-making. This data is entered into our database regularly and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
# PROSTON STATE SCHOOL P-10
## STUDENT BEHAVIOUR CARD

### Target Behaviour Goal

Student Name: ________________________  Year Level Co-ordinator: ________________________

Students must give the behaviour card to the class teacher/playground duty supervisor at the **beginning of each session**. Students must report to the year level co-ordinator, with the signed behaviour card, each afternoon during out of class time. They are also responsible for attaining a parent/guardian signature at the end of each week.

<table>
<thead>
<tr>
<th>Session</th>
<th>Monday Date</th>
<th>Tuesday Date</th>
<th>Wednesday Date</th>
<th>Thursday Date</th>
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</tr>
<tr>
<td>4 12:25 – 1:20</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td></td>
</tr>
<tr>
<td>Lunch 1:20 – 2:00</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td></td>
</tr>
<tr>
<td>5 2:00 – 3:00</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>L 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td></td>
</tr>
<tr>
<td>Bus Lines</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
<td>R 1 2 3 4 5  C 1 2 3 4 5  S 1 2 3 4 5</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td></td>
</tr>
</tbody>
</table>

**Start date:**

**End date:**
Behaviour Card Scoring System (this appears on the reverse side of the card)

5 – Student is respectful, cooperative, safe and participating in the class program for the entire lesson/period.
4 – Student is redirected no more than two occasions to follow the school rules.
3 – Student is redirected no more than 3 to 5 occasions to follow the school rules.
2 – Student is completing minimal work, being mildly unsafe, mostly disrespectful and/or mostly uncooperative.
1 – Student is not participating in the lesson in any way.

If the student received a score which is less than 3 on two or more occasions in a day there will be a consultation with the year level co-ordinator and an extra day on the behaviour card.
Repeated unsatisfactory behaviour (less than 3) will result in further consequences to be determined in consultation with case manager, parents and if necessary a member of the Administration team.
Sample letter to parents informing them of the introduction of a behaviour card
This letter must be placed on school letterhead.

Dear ___________________

This is to inform you that __________________ has been put onto a behaviour card as a result of the following behaviours he/she is currently exhibiting at school.

☐ CONSISTENTLY REFUSING TO PARTICIPATE IN PROGRAM OF INSTRUCTION
☐ DISRESPECT FOR PEERS AND/OR SCHOOL STAFF
☐ CONSISTENLY DISRUPTING THE RIGHT OF OTHER STUDENTS TO LEARN AND TEACHERS TO TEACH
☐ USE OF LANGUAGE NOT SUITABLE FOR OUR SCHOOL ENVIRONMENT
☐ INCOMPLETE ASSESSMENT/HOMEWORK
☐ PHYSICAL MISCONDUCT TOWARDS A FELLOW STUDENT
☐ HARRASSMENT OF A FELLOW STUDENT
☐ REGULARLY BEING UNPREPARED FOR LESSONS
☐ ______________________________

I will monitor __________’s behaviour for the week, provide feedback to him/her and evaluate the need for further monitoring using the school behaviour card at the end of the week.

Should there be no improvement to __________’s behaviour I will contact you by the end of the week to discuss further support measures that may be required.

Should you wish to discuss their behaviour I am very happy to meet with you. Please contact the office on 41694333 to arrange an appointment with me before or after school on the following days______________________________.

Yours Sincerely

Class Teacher/Year Level Coordinator
Appendix 5: SAMPLE Behaviour Support Plan

Proston State School
Behaviour Support Plan

‘For behaviour interfering with students learning or the learning of the student’s peers’

<table>
<thead>
<tr>
<th>Student Name</th>
<th>DOB</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQ ID</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Year Level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stakeholders involved in plan development</th>
<th>Phone</th>
<th>Email</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Case Manager</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal/Deputy Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO/STLaN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Teacher/YLC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BST Case Manager</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tasks</td>
<td>Person Responsible</td>
<td>By When</td>
<td>Review Date</td>
<td>Evaluation Decision (Monitor / Modify / Discontinue)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------</td>
<td>---------</td>
<td>-------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Prevention:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make problem behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>irrelevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(environmental redesign)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make problem behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inefficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(teach new skills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extinction:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make problem behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ineffective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(minimize reward for problem behaviour)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforcement:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make desired behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>more rewarding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to Problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prompt alternative behaviour and consequence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure safety of all (what to do in dangerous situations, if required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attach crisis / risk plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Behavioural Goal:** (Use specific, observable, measurable descriptions of goal)

<table>
<thead>
<tr>
<th>What is the short-term behavioural goal?</th>
<th>Expected Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is the long-term behavioural goal?</th>
<th>Expected Date:</th>
</tr>
</thead>
</table>

**Evaluation Procedures:**

<table>
<thead>
<tr>
<th>Data to be collected</th>
<th>Procedures for Data Collection</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is plan being implemented?</td>
<td>Details:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is plan making a difference?</td>
<td>Details:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6: Proston State School P-10 – Minor/Major Behaviour Referral Form

The recording of three minor behaviours constitutes a major behaviour.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
<th>Specific Location (circle):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialist Lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Toilets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Traffic Areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be Safe</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Minor Incident Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Minor Behaviour</td>
</tr>
<tr>
<td>Minor/Minor Issue:</td>
</tr>
<tr>
<td>Physical Contact:</td>
</tr>
<tr>
<td>Inappropriate Language:</td>
</tr>
<tr>
<td>Disruption:</td>
</tr>
<tr>
<td>Property Damage:</td>
</tr>
<tr>
<td>Safety:</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Incident Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified Major Behaviour</td>
</tr>
<tr>
<td>Major/Minor Issue:</td>
</tr>
<tr>
<td>Physical Contact:</td>
</tr>
<tr>
<td>Inappropriate Language:</td>
</tr>
<tr>
<td>Disruption:</td>
</tr>
<tr>
<td>Property Damage:</td>
</tr>
<tr>
<td>Safety:</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor Incident Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequences - Minor Incident</td>
</tr>
<tr>
<td>Verbal reminder:</td>
</tr>
<tr>
<td>Verbal redirection with possible consequences stated:</td>
</tr>
<tr>
<td>Time out (5-10 mins):</td>
</tr>
<tr>
<td>Buddy Class:</td>
</tr>
<tr>
<td>PBIS Room:</td>
</tr>
<tr>
<td>Details:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Incident Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequences - Major Incident</td>
</tr>
<tr>
<td>Admin Referral:</td>
</tr>
<tr>
<td>Details:</td>
</tr>
</tbody>
</table>

Entered on system: By: Others involved:
Appendix 7: Proston State School P-10 – Referral/Withdrawal Process

Recommended Classroom Procedure

It is an expectation that school staff use the Essential Skills for Classroom Management (ESCM’s) when working with students.

1. At the start of each lesson teachers **explicitly outline the behavioural expectations** for that lesson in terms that **all** the students can comprehend (WALT, WILF and TiB)
2. Behavioural infraction 1 – Verbal Redirection
3. Behavioural infraction 2 – Name on board
4. Behavioural infraction 3 – Mark beside name
   (There should be little or no interruption to the flow of the lesson at this point)
5. Behavioural infraction 4 – Buddy class and One loss of playtime with reflection sheet (PBL Room)
   a. At this point language similar to the following could be used:
      E.g. **NAME** your choice of behaviour is affecting others in the room it is now time for you to attend buddy class. “Where do you need to go to now?” or “You need to move to the buddy classroom.” **Student completes the Reflection Sheet in the PBL Room (Appendix 8).**
   b. A move to “buddy classroom” means the student will bring their work with them for the remainder of that classroom session.
   c. **Student returns to class for the following session and discusses re-entry conditions with the teacher.**
6. Conference with teacher and re-entry to class activity.
   a. Discussion with student will include:
      i. Debrief around incident – using the Reflection Sheet (completed in PBL Room) as a stimulus.
      ii. **Student’s discuss with the teacher to modify their behaviour.**
   b. If the behaviour does not escalate the teacher should either:
      i. Make a phone call home at a convenient time and One School contact recorded or
      ii. Ensure the reflection sheet is sent home (Appendix 10) and One School contact recorded.
      iii. Arrange a time to discuss with year level co-ordinator or a member of admin team.
**N.B. Every day is a new day for primary students and the step process resets itself. Every week is a new week for secondary students and their steps reset every Monday.**

7. Continued Behavioural infraction after Steps 1 - 5 completed – referred to admin team (referral form Appendix 8 is sent home to be signed by the parent to be returned the following day. Entry on One School required by referring teacher.)
   a. At this point language similar to the following could be used:
      E.g. **NAME** you have continued to make the choice to not comply with the class expectations. You will complete this referral in the PBL Room and go and see **NAME** (teacher or year level co-ordinator) to sign and discuss so re-entry into the classroom can be negotiated. See sample (Appendix 13)
8. Student completes “Reflective Process” with PBL staff member and this will also include contacting parents, and potentially introducing a behaviour card (Appendix 3):
   a. Year Level Coordinator or Admin conference with class teacher when reflective process completed with student.
   b. Discussion with student may include:
      i. Debrief around incident
      ii. **Student’s plan to modify their behaviour which will be developed into a learning contract (Appendix 9).**
      iii. Strategies the teacher will use to support plan success
   c. At this point a form letter (Appendix 10) should be sent home by the class teacher and entry made on One School recording contact.
9. Case Manager - Class teacher (Primary) or Year Level teacher (Secondary) monitors behaviour relative to the plan:
   a. If behaviour relative to plan is positive then no further action is necessary
   b. If a behavioural infraction relative to the plan occurs the student will be referred to admin with plan and referral form (Appendix 6).
      i. Consequences relative to the infraction to be put in place (i.e. PBL Room, natural consequences, suspension etc.) and monitored by Case Manager - Year Level Coordinator/Class Teacher in conjunction with Admin.
      ii. Parents may be contacted at this point.

**Critical Incident**
If a behavioural infraction occurs which involves excessive swearing, aggressive behaviours, throwing objects, bullying, verbal abuse or overt non-compliance the student is to be immediately exited to the office with a referral form (or send the form with another student).

**Lunchtime Procedure**
1. Staff on playground duty must wear vest (to ensure they are easily identified by all students) and carry their duty folder.
2. Behavioural infraction 1 – warning – recorded in folder
3. Behavioural infraction 2 – Referral to PBL Room and loss of remaining playtime
4. Staff on duty report to class or year level coordinator if there have been 3 infractions in one day of play time and complete One School report ensuring report is referred to the relevant class or year level coordinator and/or admin personnel.
5. Class teachers or year level co-ordinator then discuss with the student/s and reflect on incident with Reflection Sheet (Appendix 8) appropriate consequences to be set in place (i.e. reflective sessions in break time, out of play detention etc.)

**Critical Incident**
If a behavioural infraction occurs which involves abusive swearing directed toward an individual, aggressive behaviours, throwing objects, bullying, verbal abuse or overt non-compliance the student is to be immediately referred to admin team members and with a referral form (Appendix 6) (or send the form with another student). Admin team will then contact class teacher/year level coordinator and parents. An investigation into the incident will be undertaken and appropriate consequences set.

**Suspensions**
Suspensions will occur relative to the Responsible Behaviour Plan for Students.
When a student returns from a suspension:
1. A re-entry meeting will take place with the involved student, caregiver, staff and/or admin
2. A re-entry target behaviour goal is set using the Behaviour Monitoring Card decided in re-entry meeting (Appendix 3). The student’s behaviour will be monitored by the class teacher/year level coordinator (case manager) in conjunction with Administration staff and parents
   a. All staff are notified – implementation of the card and target behaviour goal for the student
   b. At the start of each break the behaviour monitoring card will be presented to the case manager.
   c. At the end of each day the card will be returned to the Case Manager - class/year level coordinator
3. Admin and case manager will follow up with the student to monitor behaviour.
4. If an infraction of the re-entry plan or consistent negative classroom behaviour occurs Case Manager in conjunction with Admin will:
   a. Notify parents of continued behavioural infractions
   b. Apply appropriate consequences in consultation with Case Manager, Parents and Admin
Appendix 8: Proston State School P-10 Lower/Upper Primary Behaviour Reflection Sheet

Proston State School SWPBL Behaviour Contract (P – 4)

Student: __________________ Referring teacher: __________________ Class: ______ Date of incident: __/__/__ Review date: __/__/__

Why did I act out?

____________________
____________________
____________________
____________________

What did I do?

____________________
____________________
____________________
____________________

What happened next?

How I feel

____________________

How others feel

____________________

What I have to do

____________________

Next time, I will make this positive choice:
____________________

My teacher can help me by:
____________________

Student signature: __________________ Parent signature: __________________ Teacher signature: __________________

Proston State School SWPBL Behaviour Contract (5-10)

Student: __________________ Referring teacher: __________________ Class: ______ Date of incident: __/__/__ Review date: __/__/__

Reasons for my behaviour:
(Why did I act out?)

____________________
____________________
____________________
____________________

Description of my behaviour:
(What did I do?)

____________________
____________________
____________________
____________________

Consequences of my behaviour:
(What happened next?)

How I feel

____________________

What I have to do

____________________

How I affected others

____________________

Next time, I will improve my behaviour by making these positive choices:
____________________
____________________
____________________
____________________

My teacher can help me by:
____________________
____________________

Student signature: __________________ Parent signature: __________________ Teacher signature: __________________
Appendix 9: Sample Individual Learning Contract

This contract may be used by teachers to assist students to focus on expected learning behaviours.

Student: _______________________ Year Level: ________________________
Date of Intervention Meeting: ____________ Review Date: ____________
Meeting Attended by: ____________________________________________________
________________________________________________________________________

Issues Identified:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Possible Strategies to address issues:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Goals or Targets to be met by _____________________________
Between 1 and 4 goals can be set depending on the circumstances for the individual student.
1. _______________________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________

Consequences for failing to meet targets or achieve goals
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Agreement:
I have read and understand the conditions outlined in my Individual Student Learning Contract. I am prepared and willing to work towards the goals. I have spoken to my Class Teacher/ Year Level Coordinator and am aware of the support available to me in meeting the requirements of my contract.

                      Student                          Case Manager                          Parent

Admin Representative______________________________
Appendix 10: Proston State School P-10 – Sample Letter to Parents

Teachers may post a letter such as this home when they have been unable to contact parents by telephone.

(On School Letterhead)

Dear Parent/Care Giver,

RE: Student’s Behaviour

This letter is to inform you that __________ has been given consequences by me as a result of an incident today.

____________________ has broken follow school rule/s:

☐ Be a Learner
☐ Be Respectful
☐ Be Cooperative
☐ Be Safe

By:

THE TEACHER PROVIDES A BRIEF DESCRIPTION OF THE INCIDENT

The consequences for this incident are:

☐ Detention for _________________ lunch breaks
☐ Exclusion from the following activity _________________________
☐ Other __________________________________________________

I invite you to discuss this matter and suggest you contact the school to arrange a suitable time for an appointment at your earliest possible convenience.

Kind Regards

Class Teacher/Year Level Coordinator
Appendix 11: Health and Safety Incident Form

Health and Safety Incident – SMS Data Entry Form
(Effective version 2010.1 SMS release)

PRIVACY: The Department is collecting personal information on this form in accordance with the Workplace Health and Safety Act 1994 (Qld), Workplace Health and Safety Regulation 1997, Electrical Safety Act 2002 (Qld) and/or Electrical Safety Regulation. The information may be disclosed to third parties, including Government Superannuation Office, Australian Taxation Office, Workplace Health and Safety Queensland, Electrical Safety Office Queensland, Workcover Queensland, industrial organisations or other entities in accordance with or where requested by law or industrial instrument.

Injury/Illness Details Summary

Date: ____________________________  Time: ____________________________
Was any person injured or ill as a result of this incident? Yes ☐ No ☐ (if "no" – only complete form if incident was a dangerous event)

1. Injured/Person’s Details
   (Please tick) ☐ Staff Member ☐ School Student ☐ Other Person e.g. volunteer

   Given Name: ____________________________  Surname: ____________________________  EQ ID (if known): ____________________________

   Address: ____________________________  Suburb: ____________________________  Post Code: ____________________________

   Phone: ____________________________  Why on school property: ____________________________

   Further information if the person was an "other person" – leave blank if staff or student

   If more than one person was injured complete the details on another form

2. First Person Informed of the Incident – Details
   (Who was the first person informed of the incident?)

   Please tick) ☐ Staff Member ☐ School Student ☐ Other Person (e.g. volunteer)

   Given Name: ____________________________  Surname: ____________________________  EQ ID (if known): ____________________________

   Address: ____________________________  Suburb: ____________________________  Post Code: ____________________________

   Phone: ____________________________  Why on school property: ____________________________

   Further information if the person was an "other person" – leave blank if staff or student

3. Location – Where the Incident Occurred

   Location: ____________________________  Name of the facility (if known): ____________________________

4. What Happened?

   Detailed description of incident (consider the activity, what happened and why).

5. Recommended Control Strategies to Prevent Recurrence – MANDATORY

   To be completed in consultation with the school Workplace Health and Safety Officer (WHSO) and/or Principal/Officer-in-Charge.

6. Incident Information

   Activity (Please tick) – what was the activity at the time of the incident?

   ☐ Admin General  ☐ Camp  ☐ Chemicals/Toxins  ☐ Computer Work  ☐ Curriculum & Prac  ☐ Curriculum Theory  ☐ Librarian
   ☐ Playground Duty  ☐ Equipment Usage  ☐ Maintenance  ☐ Movement Around School  ☐ School Activity  ☐ Assisting Student
   ☐ Lifting/Manual Handling  ☐ Meeting  ☐ Movement Around School  ☐ Non-School Activity  ☐ Teacher/Assistant
   ☐ Play  ☐ Supervised  ☐ Play  ☐ Unsupervised  ☐ Lesson Prep/Cleanup  ☐ Restraining Student  ☐ Sport  ☐ Travel to/From School
   ☐ Excursion/Trip  ☐ Tuckshop  ☐ Unauthorised Activity  ☐ Work General  ☐ Other:

   Cause (Please tick) – what caused the injury?

   ☐ Caught in / Between  ☐ Exposed to  ☐ Lifting/Hauling  ☐ Slipping/Hazardous  ☐ Stopping On / In
   ☐ Contact with…  ☐ Object, Falling/Flying  ☐ Resistive Movement  ☐ Striking/Loss of  ☐ Walking
   ☐ Person Falling  ☐ Running/Jumping  ☐ Struck by / against  ☐ Other:

   Severity (Please tick) ☐ Minor (first aid / no time lost) ☐ Moderate (needs medical care) ☐ Serious (4-7 days away / permanent injury / damage)

   Treatment Required (Please tick) ☐ Nil (none / not applicable) ☐ First Aid (on site by staff/ambulance officer) ☐ Doctor / Out Patients (medical treatment)
   ☐ Hospitalisation (overnight stay or longer)

   If Hospitalised – What is hospital name?
   Who provided first aid? (name)
   If first aid – what first aid was provided?
   Possible number of days absent (estimate)  Actual number of days absent

7. Injury / Illness Details

Injury/Illness

- Ache/Pain
- Arm/Elbow/Pronation
- Broken/Chip
- Burn/Scar
- Concussion
- Cumulative
- Dizziness
- Dislocation
- Ear
- Exposed
- Fatigue
- Headache
- Hearing Loss
- Infection/Disease
- Inhalation/Injury
- Hemorrhage
- Heart
- Head
- Horse
- Joint
- Knee
- Leg
- Nose
- Oblique
- Pain
- Personal
- Pressure
- Respiratory
- Rash
- Sheep/Strain
- Shock/Tourniquet
- Stress Reaction
- Toenail
- Unconscious
- Unspecified
- Vision
- Wrist
- Whiplash
- Wound
- X-ray
- Other:

Location on Body

- Chest
- Shoulder
- Knee
- Ankle
- Foot/Feet
- Hand
- Finger
- Respiratory
- Intestinal
- Skin
- Other:

8. Emergency Contact Details

Has the injured person's emergency contact been notified? Yes ☐ No ☐

Emergency Contact: First Name: (please complete contact details) Surname: (please complete – "reason not contacted" below)

Phone No: Date: Time: __ __ __ __ __ __ __ __

If "No" - reason not notified:

Was the injury/illness caused by a confrontation or aggressive act? Yes ☐ No ☐

Aggressor:

- Parent
- Member of Public
- Visitor
- Volunteer
- Student
- Other:

Type of Confrontation

- Physical
- Verbal
- Both Physical and Verbal

9. Hazard Information – MANDATORY (if necessary seek assistance from school WHSO to determine the hazard)

What was the primary hazard that caused the incident?

Contributing Hazard Category (\ please tick) ☐

- Animal/Exposure
- Blood / Body Substance
- Building/Fixed
- Building Environment
- Electricity/Gas
- Environmental Factors
- Equipment (e.g. playground)
- Fire / Explosion
- Foreign Object (e.g. splinters)
- Furniture
- Machinery (Fixed)
- Machinery (Mobile)
- Non-Powered Tool
- Person/People
- Plant/Steps
- Stress / Trauma
- Sunburn / UV Radiation
- Temperature
- Travel
- Radiation / Arc Flash
- Virus / Disease
- Water / Pool
- Working / Learning
- Environment
- Other

Assisted Equipment:

When was the hazard identified? Date: __ __ __ __ __ __ __ __

Time: __ __ __ __ __ __ __ __

Who identified the hazard?

10. Details of Witnesses (if any)

(\ please tick) ☐ Staff Member ☐ School Student ☐ Other Person e.g. volunteer

Details if "Staff" or "Student":

Given Name: Surname: EQID (if known):

Further information if the person was a "other person" leave blank if staff or student

If there are other significant witnesses please complete their details on another form and attach to this one.

Signature of person completing form: __________________________ Date: __ __ __ __ __ __

Name: __________________________ Job title: __________________________

Further Actions:

- Consult the school Workplace Health and Safety Officer (WHSO) on hazard details and the recommended control strategies.
- Provide to data entry form to school administration for data entry into SMS – Workplace Health and Safety Module.
- Enter the details from this form into SMS to produce a Health and Safety Incident Report for recording and notification purposes.
- Ensure that the Principal/OFFicer-in-Charge signs the second page.
- Notify via fax as instructed in the fax header of the SMS generated Health and Safety Incident Report.
- Place the original SMS Health and Safety Incident Report on file at school and provide a copy to the school WHSO for their information.
- Provide a copy of the SMS Health and Safety Incident Report to the injured person for their records.
- Note: a copy of a student incident report may be provided to the parents/caregiver on request through the Principal. Details of other parties (e.g. other student’s names should be obscured).

Appendix 12: Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

It is recommended that visual supports for communication be used, eg comic strip conversations.

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

**Questions for staff**

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you emotional state at the time of the escalation?

**Questions for student**

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
Proston State School
Suspension Booklet

Student reflective booklet based on their behaviour

This is a mandatory for re-entry into the school after a suspension. Failure to satisfactorily complete this document may lead to a student not being allowed to return to school.

Student Name: _____________________
Form Class: _____________________

Date of Suspension: _____________________
Number of Days: _____________________
Return Date: _____________________
**Reflection**

1. What happened that resulted in my suspension?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Using the School Rules, p.8 what expectation did I choose not to follow?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. What rights of others did I infringe upon with my actions?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4. Using the school rules what are your expectations as a student at Proston State School?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

5. Who did I affect with my actions?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

6. Using using the suggestion list on p. 7, what might I do now to improve my relationship with each person on my list above?

<table>
<thead>
<tr>
<th>Person</th>
<th>Action</th>
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</tbody>
</table>
7. What intervention would be the most appropriate in my case?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

8. This would be an appropriate intervention because?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

9. Which teacher will I choose to help me with my intervention strategy?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

10. How will this person support me in my intervention strategy?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

11. What incentive does the school offer to encourage me to make positive contributions to the school community?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

12. What could I do to help me take a step in the right direction, in making sure these behaviours are not repeated again?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
13. When a person is called ‘respectable’, what does that mean?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

14. What are the positive things about being respectable?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

15. What are the hardest things for me about being respectful?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

**Personal Behaviour/Learning Plan**

Student: _______________________ Year Level: _____________________

Date of Intervention Meeting: ______________ Review Date: __________

Meeting Attended by: _____________________________________________

___________________________________________________________________________

Issues Identified:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Possible Strategies to address issues:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Goals or Targets to be met by _____________________________
Between 1 and 4 goals can be set depending on the circumstances for the individual student.

1.______________________________________________________________

2.______________________________________________________________
Consequences for failing to meet targets or achieve goals

Student: _____________________
Case Manager: _____________________
Parent: _____________________
Admin Representative _____________________
How to be respectful to others:

1. **Listen harder.** We already know that proactive listening should be your first social skill. We know this because we love when people listen to us, so we find it safe to assume that other people love when we listen to them.
2. **Be considerate.** Once you’ve listened, it’s time to act accordingly. If there was anything about the person’s tone of voice or body language that gave a hint as to how they were feeling, use that information in your interaction.
3. **Keep your promise.** By keeping your word to someone, you not only establish yourself as a person of integrity, but make the other person feel as though you value them.
4. **Be on time.** Another way to demonstrate that you value someone, is by treating their time as though it is valuable. Nothing says this better than being punctual. If you have a problem with being chronically late, read my post Always Late? Let’s fix it.
5. **Have manners.** This is pretty simple. Do not interrupt a conversation, be polite and watch your ‘please’ and ‘thank you’. By showing manners towards someone, you make them feel valuable.
6. **Encourage.** Sometimes when we hear a silly idea, it’s easy to shoot down someone’s hopes and dreams, or otherwise make them feel unimportant. Genuinely encouraging someone could be very empowering and liberating.
7. **Be fair.** We often find ourselves in a position of power over someone else; to some extent. Having power enables the opportunity to be corrupt. Avoid corruption, give people what they earn-deserve, and they’ll appreciate it.
8. **Go out of your way.** You don’t have to always do the bare minimum. If you want to show someone that they’re valuable, and that you respect them, go the extra mile without expecting a reward.
9. **Preserve dignity.** When wronged, mistreated, or otherwise upset in some way handle the dispute with finesse. This means approaching the person in such a way as to preserve their dignity. The best way to handle it is via a calm and private conversation, as opposed to a public screaming match.
BE SAFE
- Clean up the learning areas
- Exit and enter the room in an orderly fashion
- Ask permission to leave your seat or learning area
- Use equipment appropriately
- Keep hands, feet and objects to yourself
- Walk on hard surfaces

BE A LEARNER
- Be prepared and ready to work
- Participate actively
- Return to class promptly
- Try your best
- Ask for help
- Be a Problem Solver
- Bring everything needed for a lesson

BE CO-OPERATIVE
- Keep your work area clean
- Give everything a fair go
- Wait your turn
- Follow Instructions
- Be honest

BE RESPECTFUL
- Care for yourself and others
- Use appropriate language and tone
- Be tolerant of others
- Care for the environment
- Care for school equipment
- Always ask to use someone else's belongings