



# RESPONSIBLE BEHAVIOUR PLAN 2019

School Expectations:

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

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## ***Purpose***

Positive Behaviour for Learning whole school evidence-based approach to promoting positive behaviour and maintaining teaching and learning environments that support learning and wellbeing for all students. Proston State School employs this framework to inform a consistent behavioural management system of students.

Our school has developed this plan in collaboration with our school community and in conjunction with the implementation of *Positive Behaviour for Learning* (PBL) strategy. Positive behaviour is enhanced through a whole school approach, effective school organisation and leadership and family support.

Proston State School is currently working at Tier 1; establishing universal schoolwide strategies across all settings. These expectations utilize a common language and focus on preventative and proactive measures and consistent responses/management of behaviour within the school.

## ***Learning and Behaviour Statement***

Proston State School is committed to providing a safe, supportive environment in which all members of the school community have the opportunity to learn. This Responsible Behaviour Plan addresses the diverse academic and social needs of students, promoting respectful relationships, positive reinforcement and celebrating success.

Proston State School expectations are:

***Be a Learner, Be cooperative, Be safe and Be responsible.***

These values underpin everything that we do and form part of a common understanding between students, staff and the community.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix (See Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

## ***Consultation and Data Review***

Proston State School and its PBL Team consult their appointed DDSW Behaviour Coach each term to discuss;

- School improvement agenda
- Behavioural data collection and analysis
- Staff Profiling Opportunities
- Targeted training for school environment and staff
- Classroom Management Practices
- Review Action Plans and Responsible Behaviour Guide
- Complete EBS Survey and assist in analysing data
- Coaching Team Leader

Proston State School completes its Effective Behaviour Support survey annually in Term 2. The outcome of the survey dictates the review and development of the following documents.

- Behaviour Matrix (expectations review)
- Action Plan for following year
- Benchmarks of Quality Check
- Policy and Procedure

## Parent & Community Involvement

Parents and the wider community play an important role in creating a safe and supportive school environment. Schools benefit when school staff engage in regular positive, respectful interactions with students and their family.

This helps to align the behavior expectations of the school to community expectations and means everyone shares an understanding of what is expected.

Proston P- 10 State School aims to communicate clearly the school's expectations for student behaviour via the following avenues;

- *Fortnightly Newsletter Articles*  
Detailing PBL news and updates about systems currently in place, school focus lessons, data and PBL meeting dates.
- *Newsletter Articles displayed on Community Bulletin Boards*  
Inform the community about the school focus for behaviour, promote community involvement in discussing these behaviours with students and promote community involvement in PBL meetings.

## PBL Team

Knowing what is happening in a school means the school staff can focus on providing the right support to students to help them learn and achieve.

The PBL Team uses student behaviour data (both positive behaviour and inappropriate behaviour), parent feedback and staff questionnaires to evaluate the practices at Proston State School and inform revision

Specifically:

- what, where, when and why students engage in particular behaviours
- the staff members involved
- the accuracy and consistency of implementation of the positive whole-school approach.

The PBL Team meets fortnightly to analyse data and evaluate the implementation of the positive whole-school approach. Sharing this information with staff, parents and students allows everyone in the school community to focus on developing a safe and supportive learning environment.

Other Roles	Responsibilities Before Team Meeting	Responsibilities During Team Meeting	Responsibilities After Team Meeting
<b>Team Leader</b>	<ul style="list-style-type: none"> <li>• Develop agenda with input from team</li> <li>• Send to team members</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate meeting</li> <li>• Sets specific tasks/ outcomes</li> <li>• Engages all team members</li> <li>• Establishes and follows operating procedures</li> <li>• Encourage the team to view decisions through a 'PBL' lens</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up on assigned tasks, seek input from team members/staff</li> <li>• Place agenda on 'G' drive</li> </ul>
<b>Secretary /Recorder</b>	<ul style="list-style-type: none"> <li>• Notify/provide meeting reminder to team</li> </ul>	<ul style="list-style-type: none"> <li>• Keep meeting minutes</li> <li>• Record Discussion / Action or decision /Person responsible and Timeframe (when by)</li> <li>• Maintain neutral stance – factual records only</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute team minutes to team members/ staff/ External Coach/ RC</li> <li>• Copy to 'G' drive</li> </ul>
<b>Data Base Manager</b>	<ul style="list-style-type: none"> <li>• Use DATA Processing guide for teams to prepare summary of data for team analysis and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Present: DATA Processing guide for teams at meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Share data highlights with staff</li> <li>• Collect any other necessary data</li> </ul>
<b>Communication Coordinator</b>	<ul style="list-style-type: none"> <li>• Collect and compile feedback and/or input from staff</li> </ul>		<ul style="list-style-type: none"> <li>• Report to staff (updates)</li> <li>• Coordinate written communication between team/ staff/ families (emails, newsletters)</li> <li>• Ensure copy on 'G' Drive</li> </ul>
<b>Time Keeper</b>	<ul style="list-style-type: none"> <li>• Review / Confirm time slots on agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor start and end times</li> <li>• Monitor agenda times and topics</li> <li>• Be firm and consistent to help team stay on track</li> </ul>	
<b>Cheerleader</b>	<ul style="list-style-type: none"> <li>• Summarise recognition activities for staff</li> </ul>		<ul style="list-style-type: none"> <li>• Plan and carry out targeted recognition to staff</li> </ul>
<b>Historian/Archivist</b>	<ul style="list-style-type: none"> <li>• Disseminate updates of products</li> </ul>	<ul style="list-style-type: none"> <li>• Lead discussion on any new files</li> </ul>	
<b>Snack Coordinator (optional)</b>	<ul style="list-style-type: none"> <li>• Organise / provide snacks for meetings</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure meeting area is left clean and tidy</li> </ul>
<b>ALL members</b>	<ul style="list-style-type: none"> <li>• Review meeting notes</li> <li>• Preview agenda</li> <li>• Bring completed task materials</li> </ul>	<ul style="list-style-type: none"> <li>• Follow meeting norms</li> <li>• Provide input</li> </ul>	<ul style="list-style-type: none"> <li>• Set the positive tone and example</li> <li>• Complete assigned tasks</li> </ul>

## ***Facilitating Standards of Positive Behaviour***

Expectations are explicitly taught, referred to and reviewed with students, staff and the community using various methods of communication. Weekly Expectations are chosen in response to the school behaviour data and the wellbeing of students.

- Monday Morning PBL Assembly 8:50- 9:00am: School Principal delivers the weekly lesson/expectation. Followed by celebration of academic and behavioural success (classroom/grade certificates).
- Daily Expectation Reviews: Classroom/Year Level teacher deliver lesson (emailed weekly) and unpack and explicitly teach what the expectation is and what it looks like.
- Display Posters: Throughout the school, the 4 behavioural expectation posters are displayed (Appendix 2).

## ***Reinforcing Expected Behaviour***

Students are rewarded frequently and consistently to encourage appropriate behaviour and attitude to learning. Each grade is to arrange and provide the following positive incentives to students throughout each week.

- **Students of the Week award**  
Learning and achievement (mandatory weekly at assembly). To be recorded on Oneschool: *Behaviour Support Tab > Record Positive Behaviour > Enter Details*
- **PBL Award:**
- Student consistently following the rules (mandatory weekly at assembly). To be recorded on Oneschool: *Behaviour Support Tab > Record Positive Behaviour > Enter Details*
- **Verbal praise**  
Words of encouragement & written feedback. Maintain ratio of acknowledgement to correction at 4:1. Feedback should be specific, describe the behavior that the teacher would like to see more of, and recognise effort and success. For example:  
  
E.g. *'You started work straight away or Everyone is on time.'*  
  
It is important that feedback sounds sincere and takes into account student preference for public or private acknowledgement. General positive statements, such as *'Good job'* or *'Great'* do not have the same teaching effect because students may be unaware what they are being acknowledged for.
- **Proston Proudie ( Rewards System)**
  - Students have a 100 square grid in their school diary for each term. Students will aim towards filling the grid completely by the end to each term (10 Proudie's a week) to be eligible for Rewards Day and the interim rewards list as listed below. Each square needs to be stamped and signed by administering teacher/aide
  - Classroom/subject rewards systems are to tie in with the whole school system. For example
    - e.g. 5 stamps or tally's equals 1 square,
    - class chain to the ground equals 1 square for each student,
    - all homework completed in one week equals 1 proudy per student

Proston Proudie Rewards Menu		
10 Proudie	Tuckshop Raffle	Class/Home Room teacher record Oneschool
30 Proudie	Postcard	Class/Home Room teacher record Oneschool
60 Proudie	Shop	Class/Home Room teacher to record Oneschool
80 Proudie	Class Menu	Class/Subject Teacher record Oneschool
100 Rewards Day	Term 1 School Based	Class/Subject Teacher record Oneschool
	Term 2 Away	PBL Team Plan and record one school with diary check
	Term 3 School Based	
	Term 4 Away	Student council to present ideas for Rewards Day

- Student Proudie are to be recorded on oneschool in allotments of 10. This is the recommended amount to be handed out each week. You can enter multiple students at once. *Behaviour Support Tab > Record Positive Behaviour > Enter Details.*
- Select Awards on the drop down box and the category you think suits best for the 10 proudie (safety, respect, cooperation, learning)
- Please attempt to do this weekly so that students can be in the weekly draw for a Tuckshop Voucher when they achieve there 10 Proudie
- Record the exact amount when students gets to a specific rewards menu amount.

View	Attachments	Category	School Category	Details	Staff Member	Date	Completed
		Awards	Cooperation	10 Proudie	Beth Stanley	21-Jan-2019	
		Awards	Respect	30 Proudie: Postcard Home	Beth Stanley	21-Jan-2019	
		Awards	Safety	10 Proudie	Beth Stanley	21-Jan-2019	
		Awards	Respect	10 Proudie	Beth Stanley	18-Jan-2019	

#### ➤ Excursions, Camps, Rewards Day

Criteria for special events is developed to ensure that students, families and staff are aware of the behavioural expectations that students need to be consistently demonstrating to qualify for these events. This is prepared and communicated with the students and community before the event.

- Parents are informed by the school administration team if a child is not eligible based on their one school behavioural data.
- The final decision is made by the school principal.
- Criteria is based on the school expectations.

## Active engagement

Actively engaging students results in decreases in disruptive behaviour and increased on-task behaviour. Providing students with multiple opportunities to respond is an effective way to increase active engagement and has been shown in studies to improve academic outcomes. Use of opportunities to respond includes presenting materials, asking questions, checking for understanding and other interactions with students. Teacher talk should be limited to less than 50% of the time to provide more opportunities for student interaction.

Teachers can encourage student participation and engagement by incorporating a variety of teaching methods and activities into lessons.

- Drawing on students' prior experience, and linking new content to examples from students' own experience enables all students to contribute.
- Using student names in worksheets and examples
- Teaching students to work in pairs and groups to check work, Working in pairs or groups needs to be explicitly taught however.
- Personal whiteboards or response cards

Incorporating movement breaks into the school day is another way that teachers can foster engagement. Many students need to move at regular intervals, and all students benefit from physical activity.

- Plan for a movement break at least every 20 minutes; this can be an opportunity to stretch, fetch materials or change seats and need only take a minute.
- Some students may need modified seating arrangements in order to concentrate, such as sitting on a fit ball, standing to work, or sitting on a stool at a bench.
- It can also be useful to give individual students classroom tasks which enable them to move around, such as handing out equipment or managing the light and fan switches.

## Classroom Active Supervision

### What is Active Supervision?

Active supervision is a monitoring procedure that uses 3 components (*De Pry & Sugai,2002*).

- Moving Effectively: When supervising work or activities, circulate among students
- Scanning Effectively: Frequently and intentionally look around at students
- Interacting Frequently: While moving and scanning you should also frequently interact with students

Active supervision, verbally and non-verbally, communicates to students the certainty that you do inspect what you expect.

Actively Supervising students in both classroom;

- Allows for the provision of immediate learning assistance to students.
- Reduces inappropriate behaviour; increases appropriate.
- Provides knowledge on whether students are using expectations.
- Allows for frequent use of encouragement.
- Allows for timely correction of behavioural errors.

When reflecting on behaviours in your classroom or analysing a problem area, task or lesson, self-assessing the set up and teaching practices can highlight what or where the problem may be.

<b>Self-Assessment Features</b>	<b>Yes</b>	<b>No</b>	<b>In Progress</b>
1. I have designed the classroom floor plan to allow for ease of movement for Active Supervision.			
2. I continually monitor all areas of the room by moving and interacting frequently and strategically.			
3. I continually monitor all areas of the room by scanning and interacting frequently and strategically.			
4. When designing a lesson, I consider student groupings, location and activity level.			
5. I provide positive contact, positive and corrective feedback while moving around the room.			
6. 80% of my students can tell the classroom expectations and rules.			

## **Active Playground Supervision**

The best form of management in play/break areas is one that is preventative; preventative of injury, preventive of altercations that distract you from supervising from other students and preventive of issues that may spill over into the classroom and distract from learning.

### Before Duty

- Be Prepared: Collect your supervision kit and have your walkie talkie on (ch 34)
- Be On time: You are responsible to be there at the time of the bell even if this means you pack up your class 3 minutes earlier
- Visibility: Make yourself visible - Wear the Duty Vest
- Model: Wear a wide brimmed hat
- Duty Area: Know your area boundaries

### During Duty

- Scan & Look: Keep your head up, eyes looking & continually scanning
- Actively Circulate: Walk continuously around the nominated play area
- Blind Spots: Actively seek out & move through blind spots
- Teach: Use playground duty as a school wide opportunity to teach focus or non-focus social skills
- Be unpredictable: Regularly change your route / direction
- Interact: Chat & talk with as many students as you can Implement 'Walk and Talk'
- Acknowledgement: Praise students for implementing Expectations , Implement the school reward system consistently
- Early Feedback : Intervene with appropriate/inappropriate behaviour early

### After Duty

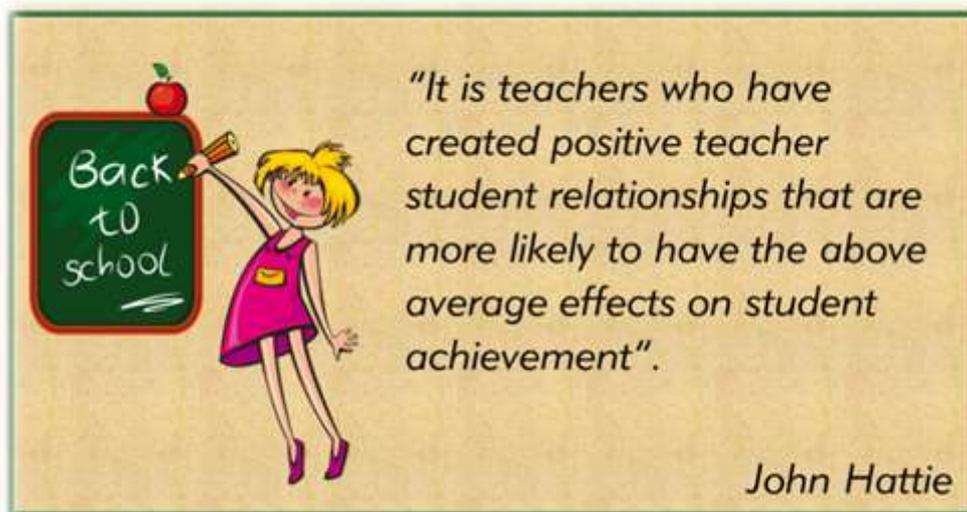
- Stay until relieved: Always avoid leaving the area unsupervised (particularly under A, toilet area and secondary area)
- Return Vests/kits to nominated place (even if you do it at the beginning of the next break) and turn walkie-talkie off.
- Follow Through and complete any forms re incidents: make a phone call to classroom or admin and do incident report at first possible convenience.

## *Responding to Behaviour*

Students from Proston State School come from a diverse range of home environments with differing behavioural expectations and attitudes to learning. This includes students with trauma backgrounds, students from low socio-economic environments, exposure to substance abuse and domestic violence.

Students consider the school as a consistent part of their day-to-day lives and can react adversely when change does occur.

In order to respond to the complex needs of students, strong relationship, positive reinforcement and opportunities for success are essential to managing behaviour.



When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding ([See Appendix 3](#)).

:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Proston P-10 State School first response to managing behaviours utilizes least to most intrusive strategies. This is so it has the least impact on the learning of the other students and on the learning of the student with the inappropriate behaviour.

Providing feedback immediately when behavior is corrected is essential. It makes appropriate behaviour more likely to occur, builds student confidence, strengthens relationships with teachers and creates a positive classroom environment.

### **Tips for teachers**

- ❖ Be consistent and respond to misbehaviours each time they occur.
- ❖ Provide take up time when issuing reminder/instruction

- ❖ Remain focused on the positive (maintain ratio of acknowledgement to correction at 4:1)
- ❖ Provide specific feedback and relate back to class expectations
- ❖ Respond using a calm and professional tone and demeanour
- ❖ Respond privately
- ❖ Be specific and brief in what you want the student to do instead of the problem behaviour – refer to your posted classroom rules and procedures.
- ❖ Draw little attention when dealing with problem behaviours and
- ❖ Refocus class
- ❖ Try to continue teaching when presenting a student with a consequence, rather than stopping your lesson.

### ***Consequences for unacceptable behaviour***

Proston State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences (*See Appendix 4*). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### ***Essential Classroom Management Skills***

A continuum or menu of strategies that use instructional responses to manage minor classroom misbehaviour. Having a range of possible responses helps to avoid over-reaction to problem behaviour. Teachers can select the most appropriate response, based on the seriousness of the behaviour

<b>Strategy</b>	<b>Explanation</b>	<b>Example</b>
<b>Proximity</b>	The strategic placement/movement by the teacher in order to encourage positive behaviour.	Stand next to a struggling student and give her positive specific feedback when she follows rules.
<b>Signal, Nonverbal Cue</b>	Signals the teacher is aware of the behaviour and prepared to intervene if it continues.	Sustained eye contact, hand gestures, a handclap, finger snap, or clearing your throat.
<b>Ignore, Attend, Praise</b>	Praise an appropriately behaving student in the proximity of a student who is not following expectations while not giving eye contact.	Student is off task, ignore him and tell the student next to him how well he is being on task. When student gets on task, give him praise.
<b>Re-direct</b>	Brief, clear, private verbal reminder of the expected behaviour from the classroom rule.	'Please follow the directions and put your book away'. Then later, praise her for following directions.
<b>Re-teach</b>	Specifically instruct the student on exactly what should be done to follow the classroom rule.	Model 'on task' behaviour (have only book, pencil, and paper out, start reading or writing right away and raise hand if you need help). Have students practice.
<b>Provide Choice</b>	Stating two alternatives, the desired behaviour and a less preferred choice (away from peers, work later during fun activity, etc.)	'You can be respectful and work quietly at your seat or you can move to the private student office. Which do you prefer?' later, praise student for working quietly.
<b>Student Conference</b>	An individual re-teaching or problem solving opportunity	Reteach the classroom rule(s). Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future.

## Staff Managed Consequences

Responding to minor behaviours involves the all staff implementing a consequence that relates to the behaviour. For example; if a student continues to not work in class, he may need to work at lunch time to make up for this time. A restorative justice approach allows the teacher/aide to work with the student in the immediate aftermath in accepting responsibility for his or her behaviour and ensuring that the management of behaviour for each student is consistent.

- If the behaviour is repetitive, its needs to be one schooled and parent/caregivers should be contacted.

### Staff Managed Consequences

- Break space (outside of classroom)
- Notification to parents (teacher) (text or call)
- Walk and talk
- Detention with teacher
- Make up Work Time
- Natural Consequence

## Conferencing

Conferencing with a student provides an opportunity for the teacher to have a private conversation with the student concerning behaviour, academic performance, or any other concern the teacher may have. Conferences can be informal, where the teacher may quickly ask a student to step into the hallway and have a brief conversation, or they may be more formal or during lunchtime.

### Implementation

How to respond	What language to use
<ul style="list-style-type: none"> <li>• Verbal tone, volume, pitch, cadence</li> <li>• Proximity</li> <li>• Empathy and understanding</li> <li>• Patience</li> <li>• Calm body language</li> <li>• Active listening</li> <li>• Allow for silence</li> </ul>	<ul style="list-style-type: none"> <li>• Name the problem behaviour</li> <li>• State the expected behaviour that was not met</li> <li>• Model expected behaviour</li> <li>• Have student demonstrate appropriate behaviour then reinforce</li> <li>• Provide responses based on pre-planned hierarchy.</li> </ul>

### Student Conference – 5 Questions

- Why are we having this conversation?
- Are you;
  - Being safe?
  - Being respectful?
  - Being a learner?
  - Being cooperative?
- What should you be doing?

- Incidents that require a conference need to be one schooled and parent/caregivers should be contacted in the aftermath

### **Office Referral**

If student remains, uncompliant and the unacceptable behaviour continues, teacher/aide is required to ask the student

**“Are you refusing to follow the instruction?”**

Allow processing time and repeat again if student has not responded. If student answers affirmatively or provides no response, contact the administration team immediately

- Incidents that require an office referral need to be one schooled. Discuss with administration to determine who will contact parent/caregivers.

Administration Staff will;

- Escort Student (if necessary) and provide processing time for student to calm and be responsive.
- Investigation of incident (looking at incident report, taking witness statements).
- Discussion with Student and review of recent behaviour/success (one school, subject teachers).
- Determine Consequences; suspension, loss of privileges, internal withdrawal, individual contract/initiative, suspension, student support referral
- Enter Administrational Follow up One School and Prepare necessary paperwork.
- Contact Parent (Record of Contact): Inform of incident, consequences and organise appointment to discuss.
- Office to Feedback to Staff Outcomes and seek work for student or set chores if necessary.

Students are then placed on Discipline Improvement Plan (See Appendix 5). The intent of the Discipline Improvement Plan is to:

- Provide support and assistance for the student to achieve improvement in the student's behaviour at school
- Clearly articulate expected behaviours
- Outline consequences for non-compliance with the Discipline Improvement Plan

The student, their parents/caregivers and the principal sign this document to indicate that they understand the conditions of re-entry to the classroom and agree to comply with it. This is affective for a full term after the date of the incident. The Principal or officer in charge will communicate with families and teachers the specific details of the student contract and the completion date.

Students who do not comply with the conditions of their Discipline Improvement Plan will face further suspensions and possible exclusions. The conditions are listed within the contract .

## Examples of Behaviour Management Using the Flowchart

Behaviour	ESCM	Consequence/Conference
Student is not putting hand up to speak	<p><u>(Re-teach)</u> Paul, you are calling out. Remember to put your hand up. This is how you get my attention.'</p>	<p>(Student has not complied- consequence) Paul I have asked you to put your hand up. I will speak with you after class to talk about the importance of respecting your friends and their learning. <i>-Record on one school</i></p>
Student is walking around room during class.	<p><u>(Redirection &amp; Praise)</u> Jason, you are out of your seat. Remember, we need to be sitting at our tables during reading groups. This group is sitting down and working cooperatively. Go and sit with your group now and I'll come and listen to you reading in a minute'. 'You are sitting with your group and listening- that's great learning!'</p>	<p><u>(Student has not complied-consequence)</u> Jason, I need you to sit down at your table now or you will need to do your reading during choice time. <i>-Record on one school</i></p>
Student is becoming elevated	<p><u>(Provide Choice)</u> Jo, I can see you're upset. I can't talk to you when you're yelling. Do you want to have some calm down time here or do you need to go to the office?'</p>	<p><u>(Student has stayed in room and calmed but has elevated again)</u> "Jo you are not calming in here, go for a drink break for 5 minutes and we will discuss this when you come back and are calmer. <i>-Follow up with conference</i> <i>-Record on One school</i></p>
Student is non-compliant with direction	<p><u>(Re-direction &amp; Take up Time)</u> Boyd you need to get on with the task please, it needs to be done in 10 minutes. <u>(Student starts to make burping noises- giving choice)</u> Boyd get in with your work or you can complete it in buddy class.</p>	<p><u>(Student shouts f—k off- Consequence)</u> Boyd you can apologise to the class for speaking like that and then sit silently for the remainder of the lesson. You will be finishing your work with me at lunch time." <u>(Student repeats f—k off and then throws another students bag and storms off)</u> <i>-Contact Administration for referral of incident</i> <i>-record on one school</i></p>

## Recording Incidents on One School

Behaviour incident records are key records not just for the classroom teacher and schools but also for the Department more broadly. These records may be used to inform behaviour support initiatives or may become important detail in a disciplinary decision. It is critical for the behaviour incident to be clear and concise.

- Record the incident as soon as possible to ensure that the facts are fresh in your mind.
- Use non emotive language and do not issue judgment. This is a record of the behaviour that occurred/ was observed.
- Select only one behaviour category: the first behaviour observed that required adult interjection.
- Ensure that you refer Principal (Sam Skerritt) Head of Curriculum (Liz Gundry) if a Student Support (Beth Stanley) and the Classroom Teacher.
- Choose ALL STAFF for the 'Restricted to' field to enable patterns of behaviour to be identified by other staff members. For incidents of a sensitive nature, consult with your line manager and refer to school policy before selecting.
- Use dot points. An asterisk (\*) signifies a dot point in OneSchool.
- The student(s) are the audience: e.g. 'At 11:15am on Monday 13 March 2012, you...'
- Speak about yourself in the third person: 'The teacher instructed you to ...'
- Avoid using the names of other students in a record (if possible). Use initials if needed.
- Quote students directly, including swear words. Only use the actual words if they were heard.
- Be specific when describing the behaviour; *When directed to sit down you gave MM an open hand slap as you passed then said, 'Whatever' and left the room.*
- Leave the motivation field blank unless you have a good idea of the motivation for the behaviour.
- Other behaviours should be noted in the incident details
- Be as specific as possible when selecting the category. The 'Other conduct prejudicial to the good order and management of school' is unlikely to be the most specific option available. Discuss this category with the Principal or their delegate before you select it.
- If recording an incident that involved more than one person, still use the single student record incident.
- If referring to other students, please use initials only.
- Make contact with parent if behaviour has resulted multiple consequences or a parent teacher conference (put as record of contact). Parents will be informed for all majors. Leadership team will review weekly at meetings to ensure that families are aware of reoccurring behaviours

Non Example	Example
I had just started the lesson when Jamie waltzed in interrupting the class and whacking Michelle Mousey as he passed. I directed him to his desk and told him I'd speak to him later. He muttered 'whatever' and took off again. This is a prime example of his ongoing defiance and he will have to apologise before he can re-enter my class.	<p>*We were 10 minutes into Science and students were working in groups when you entered the classroom.i</p> <p>*You yelled out, 'What's up, Miss?'</p> <p>*When directed to sit down you gave MM an open hand slap as you passed then said, 'Whatever' and left the room.</p> <p>* The office was then contacted as you had left the classroom</p>

## Record Incident (Single Student)

### Student Involved \*

Student \* Family name  Given names

Staff member \* Catherine Larkin (LARKCA) 

Date of Incident \* 01-Nov-2016  31

Incident Type \*

Period \*

Location Category \*

Subject

Restricted to \*

Witnesses [Select Witnesses](#)

### Incident Details \*

Incident details should include information on:

- Location
- Staff and students present
- Lesson or event
- Observed behaviour of the student
- Who or what the behaviour was directed toward
- Action taken to de-escalate the behaviour

7000 characters maximum - 7000 characters remaining



### Behaviour Strategies

#### Categories \*

- Bullying/harassment
- Defiant/threat/s to adults
- Disruptive
- Dress code
- IT misconduct
- ...

#### Strategies

- Lunch Time Passport
- Phone call to parent/guardian
- Individual Conference
- Natural Consequence
- Restorative Justice
- ...

#### Motivation for Behaviour

[Select Staff](#)

#### Referrals

### Record of contact

Edit	Date of Contact	Contact Type	Contact Details

### Attachments

Open	Delete	Name

Total found: 0

[Save](#)



In accordance with the *Information Privacy Act 2009* and the *Right to Information Act 2009*, all school-based employees need to be vigilant in the way personal information (of staff and students) is collected, stored, accessed, amended, used and disclosed.

Please remember that any information you record here may be released to the student and their family, and may be used to inform future decisions regarding the student's education.

## *Emergency responses and critical incidents*

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

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

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

### *Basic defusing strategies*

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. 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.
3. 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.
4. 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).
5. 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*

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; or
- posing an immediate danger to him/herself or to others.

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

Students who may have been identified as requiring physical intervention (due to disabilities, unsafe behaviours, trauma and violence) have a signed risk management plan that specifies what physical intervention is to be implemented if needed. The school principal, parent/caregiver and the person who will physically intervene if necessary will sign this document prior to any contact being made with a student.

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

It is important that all staff understand physical intervention cannot be used as a form of punishment.

Physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

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

- property destruction;
- school disruption;

- refusal to comply;
- verbal threats; and
- 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 processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online

## ***Network of Student Support***

Students at Proston State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by Student Support Teacher

- Guidance Officer
- School Chaplain/Student welfare worker
- School Based Police Officer
- School Based Youth Health Nurse
- Advisory Visiting Staff
- PBL coach

Students at Proston State School may be identified through our data as needing targeted or intensive behavioural support. 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 have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

Student who exhibit highly complex and challenging behaviours need a comprehensive system of support that may include;

- Managed Attendance
- Break Schedules
- Functional Behavioural Assessment
- Additional Funding Applications
- Classroom Curriculum Adjustments
- QLD Health referral for paediatrician and/or psychiatrist.

Please follow the student support referral process and discuss any students of concern with the student support teacher.

External support is also available from the following services. Please see the Student Support Teacher for further information

- Local Councillors
- Kids Helpline
- Child and Youth Mental Health
- Laurel Place
- Graham House

## ***Related legislation***

Commonwealth Disability Discrimination Act 1992

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

## ***Related policies***

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

# Appendix 1 Matrix



## PBL Expectations Matrix 2018

	All Areas	Classroom (incl. Specialist Lessons)	Playground / Outdoor Areas	Toilets	Buses
Be a learner	<ul style="list-style-type: none"> <li>Always attempt the task and have a go</li> <li>Be prepared</li> <li>Ignore others' inappropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Participate actively</li> <li>Return to class promptly</li> <li>Follow bookwork policy</li> </ul>		Use toilets during breaks	Follow road rules
Be Co-operative	<ul style="list-style-type: none"> <li>Follow adult instructions the first time they are given</li> <li>Be prepared to work with others</li> <li>Be tolerant of differences</li> </ul>	<ul style="list-style-type: none"> <li>Keep your work area clean and Tidy</li> <li>Line up politely and quietly for class – stand in two lines, standing straight</li> <li>Return equipment to where it belongs when finished</li> </ul>	Follow rules of games		Sit quietly in bus lines until dismissed by the teacher
Be Safe	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Keep hands, feet and objects to yourself</li> <li>Move and walk quietly between spaces during class time</li> <li>Practice personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Sit on the chair safely, with 4 chair legs on the ground and tucked under the table</li> <li>Exit and enter the room in an orderly manner</li> <li>Ask permission to leave your seat or the teaching area</li> </ul>	<ul style="list-style-type: none"> <li>Return equipment to its place</li> <li>Play school approved games</li> <li>Be sun safe</li> <li>Hats on heads</li> </ul>	Use hygienic practices	<ul style="list-style-type: none"> <li>Move in line to the bus</li> <li>Place bags in designated spot of bus</li> <li>Sit in your seat while bus is moving</li> <li>Ask permission to leave the bus line</li> <li>Inform the teacher on duty if you won't be on the bus</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Positive interactions</li> <li>Care for the environment</li> <li>Wear the school uniform</li> </ul>	<ul style="list-style-type: none"> <li>Respect other's right to learn – work quietly, focus on your own learning</li> <li>Help others to learn</li> <li>Raise your hand to contribute appropriately</li> </ul>	Eat in the eating area	Respect others privacy	

## Appendix 2 Behaviour Expectations



### BE COOPERATIVE



#### SUCCESS CRITERIA

- ✓ Follow adult instruction the first time it is given
- ✓ Be prepared to work with others
- ✓ Be tolerant of differences
- ✓ Keep work area clean and tidy
- ✓ Follow rules of games
- ✓ Return equipment to where it belongs when finished



### BE A LEARNER



#### SUCCESS CRITERIA

- ✓ Participate actively
- ✓ Always attempt the task and have a go
- ✓ Be prepared
- ✓ Follow bookwork policy
- ✓ Focus on self; ignore inappropriate behaviour
- ✓ Return to class promptly



### BE SAFE



#### SUCCESS CRITERIA

- ✓ Keep hands, feet and objects to yourself
- ✓ Move and walk quietly between buildings during class and lunch time
- ✓ Practice personal hygiene
- ✓ Sit on the chair appropriately
- ✓ Exit and enter the room in an orderly manner
- ✓ Ask permission to leave your seat or the teaching area
- ✓ Be sun safe



### BE RESPECTFUL



#### SUCCESS CRITERIA

- ✓ Positive Interactions with everyone
- ✓ Care for the environment
- ✓ Wear the school uniform
- ✓ Respect other's right to learn; work quietly, focus on your own learning
- ✓ Help others to learn
- ✓ Raise your hand to contribute appropriately
- ✓ Eat in the eating areas
- ✓ Respect others privacy

## Appendix 3 Minor and Minor Behaviour Definitions



# Proston Behaviour Elaborations



- Swearing; not directed at person
- Littering
- Failure to follow instructions
- Non-aggressive physical contact
- Being in an out-of-bounds area
- Throwing/kicking objects; not directed at a person
- Minor verbal arguments
- Teasing; single, unsustained incident
- Failure to show respect; to others and/or property
- Lateness/loitering between classes
- Refusal to complete work
- Calling out/undue noise; tapping, talking, etc.
- Eating in the classroom
- Inappropriate use of ICT's; playing games/accessing emails, etc. on computers without permission
- Leaving class without permission
- Failure to adhere to school dress code and Sun-Safe Policy; must wear a hat while outside and avoid jewellery/make-up as outlined in prospectus

- Swearing/using derogatory language in a threatening way; directed at a person
- Sustained use of negative language directed towards a single student; bullying
- Possession or use of a prohibited item
- Aggressive physical contact
- Throwing/kicking objects; directed at a person
- Malicious vandalism/destruction of property
- Stealing/possession of stolen goods
- Major incidents of dishonesty/cheating; plagiarism, copying another students assessment piece, etc.
- Truancy; student is present at school but takes lengths to avoid a specific class
- Use of ICT's with the intent to harass or victimise others
- Bystanders as enablers; inciting others

***When determining consequences, individual circumstances will always be considered.***

**Proston State School has a zero tolerance policy on bullying.**

***All bullying is a Major behaviour.***

## Appendix 4 Behaviour Management Flow Chart



# Behaviour Management Flowchart



**Observed Behaviour**

**Major**  
Immediate  
Administration  
Referral

**Minor**  
Teacher/Teacher Aid Managed  
Low Level Behaviour

**Minor**  
Teacher Managed  
Persistent Low Level Behaviour

**Minor incident strategies**

- Prompt – Low key responses (proximity, signal, non-verbal cue, ignore, attend, praise)
- Redirect – restate the expected behaviour
- Reteach – tell, show, practice, acknowledge
- Provide choice eg. Alteration of activity – adjustments to work expectations, participation requirements, equipment to be

Behaviour  
Continues

Behaviour  
Stops

Behaviour  
Continues

**Staff Managed Consequences**

- Break space (outside of classroom)
- Notification to parents (teacher) (text or call)
- Walk and talk
- Detention with teacher
- Make up Work Time
- Natural Consequence

**Positive acknowledgement**

- Adult attention
- Effective, specific positive feedback
- Use of a tangible reinforcement system
- Reaffirm with VIVO
- Certificates/Awards

**Teacher One School Entry & Contact with Parent/Caregiver**

**Student Conference – 5 Questions**

- Why are we having this conversation?
- Are you;
  - Being safe?
  - Being respectful?
  - Being a learner?
  - Being cooperative?
- What should you be doing?
- How will you do this?
- Can I help you to do this?

Ask student "Are you refusing to follow instruction?" (x2)

**If behaviour continues or students says yes, request administration support .**

## **Response to Behaviour in Classroom**

1. Signal the misbehaviour & redirect (restate using **classroom/school matrix**)
  - *Matthew you are not move safely between buildings.*
  - *John you are not interacting nicely with your peers.*
  - *Kate you have been instructed to do something.*
2. Re-teach – tell, show, practise
  - *Matthew go back and show me that you can walk on the concrete*
  - *John rephrase what you just said so that you are being respectful to your peers and teachers*
  - *Kate show me where you are up to and I will help you get started*
3. Provide Take up Time
  - *1-2 minutes to do/show/model what has been instructed*
4. Provide choices
  - *Matthew you can do it now or alternatively you can show me during PE time when your class is swimming*
5. Staff Managed Consequence (**ONESCHOOL and Parent Contact if REPETATIVE**)  
**Ensure that if third party harm occurs, first aid is implemented and parent contact is made either by the staff member of the office**
6. If behaviour is still continual; conference with the student (in the moment/after class) (**ONESCHOOL & Parent Contact**)
  - Tell student what behaviour they are doing that is not appropriate; *“Andrew, you are not demonstrating a commitment to learning”*
  - Ask them to self-reflect on what they need to be doing and how they can be doing this; *“you have been ask to complete the task and you have not attempted this yet have you?”*
  - How will you do this; *“You will be staying in class to complete the task at lunch or talking me with during recess so that I can hear that you understand the content. How will you follow the instruction whilst we are still in class?”*
  - Ask how you can support to comply: *“what can I do to assist you to do this successfully”*
7. Ask student “Are you refusing to follow the instruction?” (x2) (**ONESCHOOL**)
8. Office Referral
  - Escort Student (if necessary) and provide processing time for student to calm and be responsive.
  - Investigation of incident (looking at incident report, taking witness statements).
  - Discussion with Student and review of recent behaviour/success (one school, subject teachers).
  - Determine Consequences; suspension, loss of privileges, internal withdrawal, individual contract/initiative, student support referral
  - Enter Administrative Follow Up One School and Prepare necessary paperwork.
  - Contact Parent (Record of Contact): Inform of incident, consequences and organise appointment to discuss.
  - Office to Feedback to Staff Outcomes and seek work for student or set chores if necessary.
9. Discipline Improvement Plan

## ***Appendix 5 Discipline Improvement Plan***

### **Discipline Improvement Plan for XXXXXXX**

The intent of the Discipline Improvement Plan is to:

- Provide support and assistance for the student to achieve improvement in the student's behaviour at school
- Clearly articulate expected behaviours
- Outline consequences for non-compliance with the Discipline Improvement Plan

#### **Student Problem Behaviour/Incident**

- XXXX needs to follow our school rules with respect to the following: follow teacher's instructions immediately without arguing / back chatting , not engage in any verbal / physical misconduct involving students / staff and do his best every lesson.

#### **School Support**

- XXXX will be able to discuss issues with the teacher / teacher aide he is working with.
- XXXX will be able to access Mrs Skerritt or Miss Gundry to discuss any issues that may arise here at school.
- Miss Stanley will also be available to work with XXXXX.
- XXXXX will be asked the question "Are you refusing to take part in the program of instruction?" 3 times before this plan is enacted, giving him 3 changes to rectify his behaviour.
- Mrs Henderson (GO) will also be available to work with XXX when required.

#### **Expected Behaviour**

- You will be punctual to school and participate in all classroom learning activities everyday.
- You will follow directions immediately from any staff member.
- You will use appropriate language at all times and not physically intimidate / assault anyone.
- You will do your best, every lesson, every day. Including attempting all homework and assignments.
- You will respect your own, school and other student's property.
- You will use technology appropriately and not bring a mobile to school unless it is left in the office between 9am and 3pm.
- You will treat all others with respect at all times.

#### **Consequences for Non-compliance**

1. XXX will be asked the question – "Are you refusing to take part in the program of instruction?"

2. If XXXX answers “no” he will be given a chance to settle and begin trying his best. If this does not happen XXXX will be asked the same question again. If he still does not settle and start doing his best the office will be contacted and we go to step 4.
3. If XXXX answers “yes” or does not answer the office will be contacted and we go to step 4.
4. A member of the admin team will come to XXXX classroom and ask the question a third time. If he answers “no” and settles and starts doing his best – back to step 1. If he answers “yes” and does not settle, he will be asked to come to admin, Parents will be called asked to come to the school where they, the admin member and XXX will discuss the incident and a decision made re consequences.
5. If XXX uses inappropriate language (including sexual) or verbally threatens anyone he will be suspended for 15 days.
6. If XXXX physically threatens or assaults anyone he will be suspended for 20 days with a recommendation for exclusion from Proston State School P-10.
7. If XXX disrespects and / or damages school, his own or anyone else’s property he will be suspended for 15 days.
8. If XXXX refuses to take part in the program of instruction he will be suspended for 10 days.
9. If XXX continues to repeat similar behaviours to those listed above or his behaviour is so severe and all avenues of support have been exhausted then XXXX will be suspended for 20 days with a recommendation of exclusion from Proston State School P-10.
10. XXXX parents will be required to come in for each incident and if they cannot be contacted and XXXX refuses to settle, the Police will be called.
11. If XXXX leaves the classroom / school, the first call will be to his parents and if they cannot be contacted, the second phone call will to the police.

**Programs / People to Support You**

- XXXX will be able to discuss issues with the teacher / teacher aide he is working with.
- XXX will be able to access Mrs Skerritt, Miss Gundry, Miss Stanley to discuss any issues that may arise at school.
- Mrs Henderson (GO) will also be available to work with XXX when required.

**Agreement**

We agree to XXXXX plan outlined above and understand that this plan will begin on Monday 23<sup>rd</sup> August, 2019 and be reviewed at the beginning of the 2020 school year.

**Signatures:**

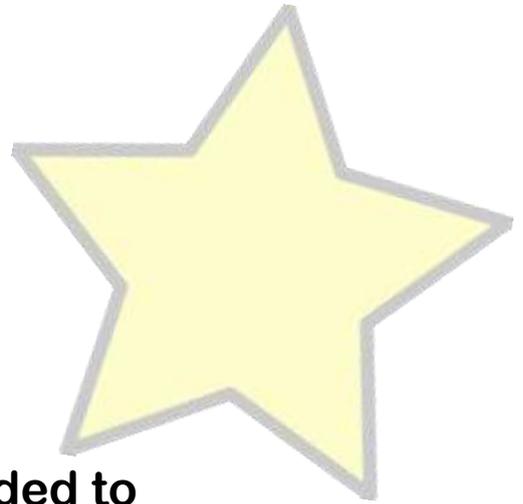
Student: .....Date:...../...../.....

Parent/s: .....Date:...../...../.....

Principal:.....Date:...../...../.....



# PLB Student of the Week 2019



Year level: \_\_\_\_\_

This certificate is awarded to

\_\_\_\_\_

For showing consistency or significant improvement in

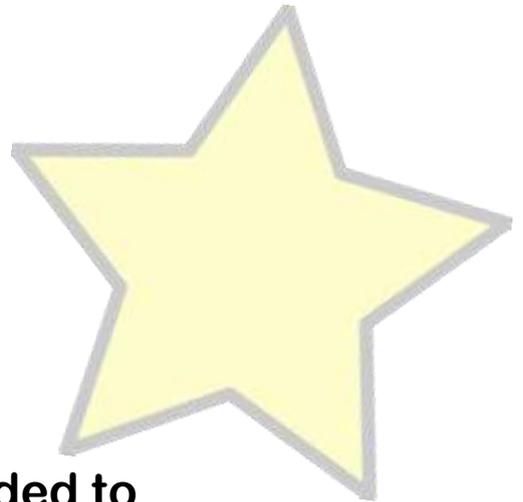
\_\_\_\_\_

*Teacher Signature* \_\_\_\_\_

**BE SAFE - BE COOPERATIVE - BE RESPECTFUL - BE A LEARNER**



# PLB Student of the Week 2019



Year level: \_\_\_\_\_

This certificate is awarded to

\_\_\_\_\_

For showing consistency or significant improvement in

\_\_\_\_\_

*Teacher Signature* \_\_\_\_\_

**BE SAFE - BE COOPERATIVE - BE RESPECTFUL - BE A LEARNER**