

# ***Responsible Behaviour Plan for Students***

Based on the Code of School Behaviour  
<http://education.qld.gov.au/behaviour/code-behaviour.html>

Better Behaviour, Better Learning

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## **PURPOSE**

Payne Road State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of positive relationships and active membership of a democratic society. We recognise that positive behaviours and good relationships have a direct influence on student achievement, social competencies and the life skills of all students.

The school's Responsible Behaviour Plan

- establishes standards and expectations for student behaviour,
- outlines a range of positive strategies and support across the school
- identifies inappropriate behaviour and school wide responses to addressing these behaviours

The collection and analysis of school behavior data will assist in monitoring and responding to student behavior in terms and determining the effectiveness of strategies aimed at providing a positive learning environment for all students.

## **CONSULTATION AND DATA REVIEW**

Payne Road State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through small group meetings and invitations for feedback during 2014.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2012 to 2014 also informed the development process.

## **LEARNING AND BEHAVIOUR STATEMENT**

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Shared expectations for student behaviour are clear, and assist our school to maintain a positive, productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

We believe that each individual:

- Can make choices about how they act and treat each other.
- Is responsible for their behaviour and the choices they make.
- Should accept the consequences of their actions and understand the importance of making amends.
- Can choose to change their behaviour.

Effective learning environments need to be safe, supportive and disciplined and respect

The learning environment operates effectively when the following rights are taken into consideration:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe and valued.
- the rights of all to be treated with respect and dignity

### **THREE BASIC SCHOOL RULES**

Our school community has identified three basic school rules to teach and promote our high standards of responsible behaviour. These rules have been agreed upon, endorsed by all staff and the P & C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

**Be respectful**

**Be responsible**

**Be safe**

Clear expectations for these basic rules are reflected in classroom rules that can be displayed, known and understood easily by students. They will be regularly communicated through class social skills programs, class discussions, assembly messages, newsletters and as necessary through school incidents and situations that provide a vehicle for discussing and addressing behaviour.

### **FIVE KEY VALUES**

*Five key values are taught as five keys to success and are embedded in the You Can Do It program delivered in classrooms. Our school is committed to sustaining a positive focus on developing important qualities for personal development, high standards of responsible behaviour and social/emotional well-being in age-appropriate ways. Our five key values are:*

- *Persistence*
- *Resilience*
- *Confidence*
- *Self-Organisation*
- *Respect*

### **BEHAVIOUR EXPECTATIONS AND RULES IN CONTEXT**

A set of behavioural expectations in specific settings has been attached to each of our three core school rules and our five key values. The following School-wide Expectations grid links the school rules and the Keys to Success with specific behavioural expectations in a range of school setting.

**PAYNE ROAD STATE SCHOOL: BEHAVIOUR EXPECTATIONS AND RULES IN CONTEXT**

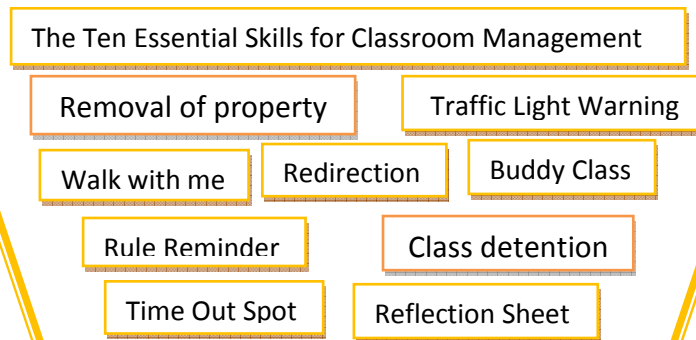
<b>RULE</b>	<b>KEY</b>	<b>AT ALL TIMES</b>	<b>CLASSROOM</b>	<b>PLAYGROUND</b>	<b>TEAM OR EXCURSIONS</b>	<b>EATING/ TUCKSHOP</b>	<b>TRANSITIONS</b> (moving around the school)	<b>AUDIENCE</b>	<b>COMPUTERS, IPADS, DIGITAL TECHNOLOGY</b>	<b>TOILETS</b>
<b>Be Responsible</b>	<b>Persistence</b>	<ul style="list-style-type: none"> <li>Always try my best.</li> <li>Participate well</li> <li>Be a problem solver.</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help when needed</li> <li>Attempt all tasks</li> <li>Keep going when the going gets tough.</li> </ul>	<ul style="list-style-type: none"> <li>Participate and play well</li> <li>Use kind words and stay calm to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt all activities</li> <li>Do your best from beginning to end</li> <li>Be a team player</li> </ul>	<ul style="list-style-type: none"> <li>Eat lunch before play</li> <li>Eat healthy food first</li> <li>Wait your turn in line.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules.</li> </ul>	<ul style="list-style-type: none"> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task</li> </ul>	
	<b>Resilience</b>	<ul style="list-style-type: none"> <li>Bounce back</li> <li>Accept consequences</li> <li>Make amends</li> </ul>	<ul style="list-style-type: none"> <li>Work hard and don't give up</li> <li>Take on learning challenges</li> <li>Use feedback to strive for personal best</li> </ul>	<ul style="list-style-type: none"> <li>Use the High 5 strategies</li> <li>Own your behaviour</li> <li>Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Accept the umpire's decision</li> <li>Think "I can do it."</li> <li>Be a good sport whether you win or lose</li> </ul>	<ul style="list-style-type: none"> <li>Eat what you have been given or take it home.</li> </ul>	<ul style="list-style-type: none"> <li>Be patient</li> </ul>	<ul style="list-style-type: none"> <li>Be patient</li> </ul>	<ul style="list-style-type: none"> <li>Try another way</li> <li>Seek help if you need it</li> </ul>	
	<b>Self-organisation</b>	<ul style="list-style-type: none"> <li>Be in the right place at the right time.</li> <li>Be prepared with the right materials</li> <li>Wear the correct uniform</li> </ul>	<ul style="list-style-type: none"> <li>Keep your workplace clean and tidy.</li> <li>Turn up to learn</li> <li>Plan and think ahead</li> </ul>	<ul style="list-style-type: none"> <li>Take your hat and lunchbox at eating times</li> <li>Put equipment away on the bell</li> <li>Get to class on time after play</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Return permission forms early</li> <li>Bring your equipment</li> </ul>	<ul style="list-style-type: none"> <li>Order before 9 a.m.</li> <li>Bring fruit for fruit breaks</li> <li>Use break time to get a drink</li> </ul>	<ul style="list-style-type: none"> <li>Find a partner, face the front</li> <li>Be ready and organised for the next activity</li> </ul>	<ul style="list-style-type: none"> <li>Make a good neighbour choice</li> </ul>	<ul style="list-style-type: none"> <li>Log off when you finish</li> <li>Know your password</li> <li>Hand in I-pods and mobile phones.</li> </ul>	<ul style="list-style-type: none"> <li>Go in break times</li> <li>If in school time, return to class quickly</li> </ul>
<b>Be Respectful</b>	<b>Show Respect</b>	<ul style="list-style-type: none"> <li>Use good manners</li> <li>Be honest.</li> <li>No put downs</li> <li>Follow directions first time, every time</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate of others</li> <li>Wait your turn</li> <li>Allow the teacher to teacher and others to learn</li> </ul>	<ul style="list-style-type: none"> <li>Play fair and by the rules.</li> <li>Share and take turns</li> <li>Take care of your own and others' property</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous and well mannered.</li> <li>Follow the rules that apply to where you are.</li> <li>Behave in a way that brings credit to yourself and your school.</li> </ul>	<ul style="list-style-type: none"> <li>Put rubbish in the right bins.</li> <li>Say please and thank you.</li> <li>Wait your turn</li> <li>Spend only your own money</li> </ul>	<ul style="list-style-type: none"> <li>Stay together and in line</li> <li>Walk and wait quietly</li> <li>Hands, feet and objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Lips closed, ears open, face the front.</li> <li>Applaud others</li> </ul>	<ul style="list-style-type: none"> <li>Use digital technology only for school purposes</li> <li>Think before you send</li> <li>Treat school equipment carefully.</li> </ul>	<ul style="list-style-type: none"> <li>Respect others and their privacy</li> <li>Report inappropriate behaviour to an adult.</li> </ul>
<b>Be Safe</b>	<b>Safety</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to myself.</li> <li>Think before you act</li> <li>Use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Enter a room only when an adult is present.</li> </ul>	<ul style="list-style-type: none"> <li>Leave sticks and stones alone</li> <li>Wear a broad brimmed hat</li> <li>Run on grass, walk on concrete</li> </ul>	<ul style="list-style-type: none"> <li>Stay with your group/team</li> <li>Listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>Sit down to eat.</li> <li>Eat only your own food.</li> <li>Wait until you are dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>Line up where the teacher has taught me.</li> <li>Listen and follow the teachers' instructions</li> </ul>	<ul style="list-style-type: none"> <li>Legs crossed, hands in lap.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your passwords to yourself.</li> <li>Keep your personal details private.</li> <li>Report bad content on the internet or emails.</li> </ul>	<ul style="list-style-type: none"> <li>Consider personal hygiene</li> <li>Wash your hands well.</li> <li>Go with a buddy</li> <li>No playing</li> </ul>

**Proactive Strategies for All Students**



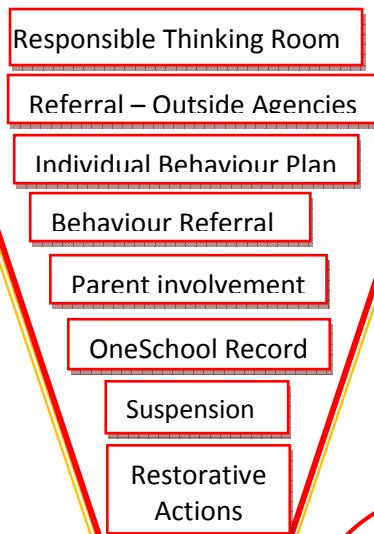
**Targeted Strategies - Minor Incidents**

One or more of.....



**Intensive Targeted Support Major Incidents**

One or more of .....



Repeated incidents at this level may result in recommendation for exclusion.

## ESTABLISHING EXPECTATIONS AND HIGH STANDARDS OF BEHAVIOUR

Productive learning environments are constructed when expectations are clear, behaviours and values are modelled by others and where teachers create learning opportunities that enable students to recognise and develop the skills necessary to build relationships and interact with others in positive ways.

The Payne Road State School School-wide Positive Behaviour Support (SWPBS) team leads the development and review of the Responsible Behaviour Plan and with a strong focus on consistency and continuity in the shaping and management of student behavior across the school.

Our school has a broad range of strategies to convey important expectations to all of our students about what our school values and implements programs to teach effective social skills. Our plan is built around three key components:

- **Educative and proactive strategies** are embedded in
  - Explicit teaching of school rules
  - Explicit teaching of positive interactive behaviours to ensure students are aware of the expectations for managing their own behaviour and responding to the behaviour of others
  - Explicit teaching of Five Keys to Success from the You Can Do It program with a fortnightly focus on each key throughout the term, acknowledged with awards.
  - Acknowledgement and reinforcement of demonstrations of positive behaviour
  - Clear and regular communication that informs the school community of school expectations, approaches and responses to managing student behaviour
  - Staff training, development and feedback on essential positive classroom management skills, student engagement and effective learning programs
  - Documenting by each teacher of Class Rules and an individual Class Behaviour Management Plan aligned to the school's Responsible Behaviour Plan

### Positive Reinforcement

Positive reinforcement focuses attention on preferred appropriate behaviours and acknowledges the efforts of students who demonstrate them. At Payne Road state School, our staff support and reinforce demonstrations of positive behaviour through actions such as:

- ✓ Verbal praise with a focus on describing the behaviour
- ✓ Written praise – notes to students
- ✓ Emails, letters or phone calls to parents/caregivers
- ✓ Awards and certificates presented in class or at assembly
- ✓ Other awards decided by the class teacher
- ✓ Whole School Reward System



### **Specific policies that address**

- The use of personal property technology devices at school, Appendix 1,
- Preventing And Responding To Incidents Of Bullying (Including Cyberbullying And Recording Incidents For Data Collection) –Appendix 2
- Working Together To Keep Payne Road State School Safe: Procedures Regarding The Use Or Possession Of Weapons Including Knives And Any Other Items That Could Be Considered A Weapon In School –Appendix 3

### **Targeted behaviour support – Early intervention** in inappropriate behaviours at a minor level enacted through

- Teachers consistently implementing positive corrective strategies embedding essential management skills in their classroom practices
- Responses that address and reshape the inappropriate behaviours through actions that promote thinking time, alternative positive responses, possible restorative practices, reminders of expectations and quick return to regular classroom learning or play.
- Where appropriate, additional case management and monitoring through:
  - Contact and discussion with parents or carers
  - Development of individual behaviour goals, playground/classroom/classroom monitoring and feedback, negotiated reinforcement
  - Class You Can Do It activities which focus on specific key skills
  - Teacher monitors individual student progress and advised principal of plan and student progress towards improvement.

### **Intensive targeted support** for significant major inappropriate behaviours including repeated and continuing minor behaviours.

While we are committed to educating all students including those with the complex and challenging behaviours, our key priority must be the need for a safe and secure and productive learning environment for all students, staff and other members of our school community. We recognise that students who present with complex behavioural challenges require continuing individualised support, feedback and monitoring designed to assist them develop the skills needed for positive social interactions. They may also require the school to access support services and expertise from outside the school environment.

Students requiring intensive behaviour support will be referred to the Principal, Guidance Officer and to the Student Services Committee. Specific follow up actions will include some or all of the following:

- One School recording of incident/s
- Relevant consequences as outlined in the table in this document
- Restorative Practices
- Communication and meeting with parents for information sharing and informing of school responses
- Development of an individualised Behaviour Support Plan advised to school staff
- Ongoing monitoring and data collection
- Accessing school Guidance Officer services
- Contact with external agencies for information and support, including CYMHS, supporting specialist professionals
- Referral to District Behaviour services



<b>EXAMPLES OF MINOR AND MAJOR INCIDENTS</b>		
	<b>Minor</b>	<b>Major (includes repeated and persistent minor behaviours)</b>
<i>Being respectful</i>	<ul style="list-style-type: none"> <li>• Discourteous or disrespectful behaviour</li> <li>• Unfriendly play</li> <li>• Low level name calling, teasing</li> <li>• Inappropriate language – crude or inappropriate words spoken or written</li> <li>• Not playing fairly, unsporting behaviour</li> <li>• Lack of care for the environment</li> <li>• Misuse of sporting equipment or other student's property</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying behaviour – repeated incidents of targeted teasing, harassment or hurtful statements aimed at individuals and/or their family members</li> <li>• Serious name calling, insults</li> <li>• Racial or sexual comments or inappropriate sexual behaviour</li> <li>• Offensive language</li> <li>• Threatening or intimidating behaviour</li> <li>• Deliberate or thoughtless damaging of personal, another student's, or school property through actions, vandalism or graffiti</li> </ul>
<i>Being Responsible</i>	<ul style="list-style-type: none"> <li>• Lateness for class</li> <li>• Playing in toilets</li> <li>• Being 'out-of-bounds' before school, at eating or play time</li> <li>• Uncooperative behaviour</li> <li>• Refusal to do schoolwork</li> <li>• Minor dishonesty</li> <li>• Having unauthorised digital technology at school</li> <li>• Mobile phone switched on in any part of the school at any time without authorisation</li> <li>• Littering</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving class or an activity without permission and going out of sight of the teacher</li> <li>• Leaving school without permission or truancy</li> <li>• Breaking into school buildings</li> <li>• Wilful disobedience or repeated misconduct,</li> <li>• Continuing disregard for school and class rules</li> <li>• Wilful ignoring or adult instructions</li> <li>• Actions that may impact negatively on the good reputation of the school</li> <li>• Major dishonesty that impacts on others</li> <li>• Theft</li> <li>• Deliberate use of school IT for purposes other than specific educational purposes</li> <li>• Use of a mobile phone or other digital device in any part of the school for voicemail, email, text messaging, photography or filming purposes without authorisation</li> <li>• Inappropriate use of personal technology devices related to use of school computers</li> <li>• Inappropriate use of social networking sites that impacts on the good order, reputation or management of the school</li> </ul>
<i>Being Safe</i>	<ul style="list-style-type: none"> <li>• Being in the sun or playing without a sun-safe hat</li> <li>• Running on concrete or around buildings</li> <li>• Risky behaviour on equipment and in play areas</li> <li>• Playing during eating times</li> <li>• Incorrect use of equipment</li> <li>• Playing in stairwells</li> <li>• Playing in area that are out of bounds</li> <li>• Riding in the school ground</li> <li>• Minor physical contact (e.g. pushing and shoving without injury to someone else)</li> </ul>	<ul style="list-style-type: none"> <li>• Aggressive physical behaviour (intentional or results in injury)</li> <li>• Bullying/physical intimidation</li> <li>• Fighting or kicking, biting or spitting, hitting or punching, tackling</li> <li>• Throwing or using rocks, sticks, stones or other objects that can cause physical injury to others</li> <li>• Possession of drugs (including alcohol, cigarettes) on school premises or supplying these to other students</li> <li>• Weapons including knives and any other items which could be considered a weapon being brought to school</li> <li>• Flammable liquids or items for igniting flame being brought to school</li> </ul>

## **DEALING WITH INAPPROPRIATE BEHAVIOURS**

Payne Road State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable, consistent and proportionate to the nature of the behaviour.

Responding to unacceptable behaviours provides an important learning opportunity to reinforce school standards and expectations of behaviour and for learning appropriate social behaviours.

Playground duty packs include summary information related to playground behaviours and supervision. The Behavioural Incident Follow-Up Process flowchart identifies the sequence of actions required for staff to respond to inappropriate behaviours.

### **MINOR AND MAJOR BEHAVIOURS**

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- Minor behaviour incidents are handled by staff members at the time it happens
- Major behaviour incidents are referred to the school Administration team along with a Responsible Thinking Referral Form

**MINOR PROBLEM BEHAVIOURS** are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

### **DEALING WITH MINOR BEHAVIOURS – Strategies to implement supportive, fair, logical and consistent consequences:**

The Ten Essential Classroom Management Skills provide a framework of responses for teachers and teacher aides for active student management in responding positively and appropriately to minor inappropriate behaviours. Regular profiling of teachers in these skills occurs throughout the year.

Key strategies in responding to minor behaviours include clear directions, reinforcing positive behaviours and using non-verbal cues, verbal rule reminders.

### **CONSEQUENCES FOR MINOR BEHAVIOURS:**

A minor consequence logically connected to the inappropriate behaviour such as

- **Natural consequences** appropriate to the context of the behaviour.
- **Restatement and Rule Reminders** Staff members use a combination of the following strategies: restatement of the rule, giving specific direction, giving the student a choice e.g. to work or play appropriately or move to a different area/activity
- **Time Out:** a strategy for students to manage their own behaviour and to assist the student to calm down. The student is sent to a designated time out space for no more than 10 minutes, supervised and given an opportunity to re-join the class or activity and demonstrate the expected behaviours. In the playground, these areas are identified as a PAWs square.

- **Time Away:** students who continue to exhibit inappropriate behaviour of a minor nature may be required to spend time away in a buddy class for further reflection. This time is supervised and students are given an opportunity to re-join the class or activity and demonstrate the expected behaviours.
- **Responsible Thinking reflection:** for repeated incidents of minor behaviours, teachers may wish to complete a Responsible Thinking reflection form and refer these students to the Admin team. These forms will be completed by students and sent home to be signed by parents. The guidelines for detention are outlined in the Definition of Consequences.

*The writing of lines is not considered an appropriate consequence for behaviour.*

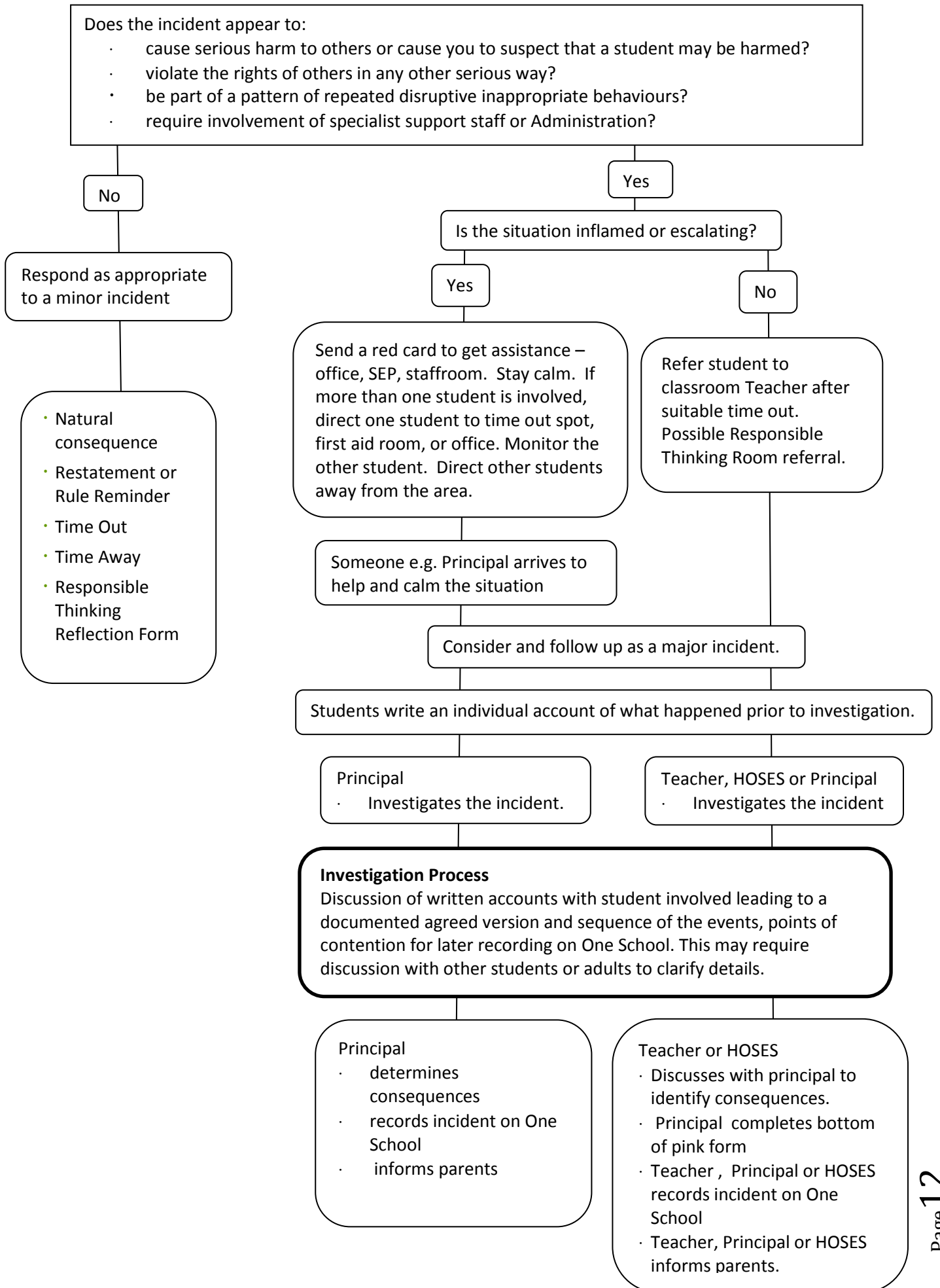
*Where a pattern of minor behaviours begins to establish, teachers are expected to be proactive in responding by*

- *Contact with parents to advise them accordingly*
- *Focused observations to identify patterns or triggers for these behaviours*
- *Consideration of individualised adaptations to shape more positive behaviours*
- *Provision of timely feedback to parents on the student's responses to these measures*
- *Behaviour Referral to Student Support Services Team for consideration of behaviour plan*

### **Levels of consequences**

<b>Level</b>	<b>Action</b>
One	Redirection, Rule reminder, confiscation of item or similar
Two	Time-out, time away or Community service under teachers' supervision, withdrawal from class or similar
Three	Student assigned 20 minute Responsible Thinking reflection. Parents are required to sign, date and return this form to office. Parents will be telephoned or sent a letter after fourth Responsible Thinking reflection form. Students completing a form on Friday will not be permitted to attend interschool sport on that day. Students who do not return a signed form will return to the office for further time out unless we have received verbal confirmation of receiving the form at home.
Four	On the identification of a fifth Responsible Thinking reflection form (over a Semester) students will receive an in-school suspension for 3 days. A further reflection form in that Semester will result in a 4 day in-school suspension followed by a 5 day in-school suspension. Any reflection forms received in that semester after a 5 day in-school suspension may result in an out-of-school suspension.
Five	Suspension and/or Exclusion

## BEHAVIOURAL INCIDENT FOLLOW-UP PROCESS.



## DEALING WITH MAJOR BEHAVIOURS

### **Major behaviours are those that:**

- significantly violate the rights of others
- put others or self at risk of harm
- reflect a pattern of recurring inappropriate behaviours
- require the involvement of specialist school staff or school Administration.

The processes for responding to major behaviours are outlined in the Behavioural Incident Follow-Up Process flowchart. Where this escalates into a critical incident, staff members need to follow the procedures as outline in Emergency Situation or Critical Incident Responses.

Major unacceptable behaviours may result in a range of consequences determined by the nature of the incident, its frequency and its impact on others. The imposition of consequences will be determined by the Principal in consultation with relevant staff. The recording of significant behavioural incidents on One School is an essential accountability requirement in establishing ongoing records of inappropriate student behaviour, consequences and interventions. These records also provide the school with data on student incidents and patterns of behaviour to inform and shape modifications to the school's behaviour plan.

<b>CONSEQUENCES FOR MAJOR INAPPROPRIATE/UNACCEPTABLE BEHAVIOUR</b>		
<b>Less serious incidents or/for non-repeat offenders</b>	<b>Repeated or more serious incidents, consequences</b>	<b>Continual major behaviours or the most serious unacceptable behaviours</b>
Some or all of the following <ul style="list-style-type: none"> <li>• Time out</li> <li>• Time away</li> <li>• Relocation to a support class,</li> <li>• Detention time in the Responsible Thinking reflection</li> <li>• Loss of privilege</li> <li>• Restitution and making amends</li> <li>• Written apology</li> <li>• Completion of a <i>Responsible Playground Behaviour Plan</i></li> <li>• Parent Contact</li> </ul>	Some or all of those for less serious levels and/or some of the following <ul style="list-style-type: none"> <li>• Exclusion from an event, excursion or school camp</li> <li>• An individual behaviour plan</li> <li>• A designated playground plan with a check in and check out</li> <li>• Referral to the Student Support Team</li> <li>• Referral to the Guidance Officer,</li> <li>• Referral to specialist behaviour services</li> <li>• Suspension from school</li> <li>• Behaviour improvement conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Suspension</li> <li>• Referral to specialist behaviour services for off campus intervention</li> <li>• Recommendation for exclusion from school.</li> </ul>

## **OFF-CAMPUS ACTIVITIES AND BEHAVIOURAL EXPECTATIONS**

By their nature, camps and excursions place significantly increased expectations, responsibilities and accountabilities on staff in terms of duty of care and risk management. Children who demonstrate regular, problematic, inappropriate and unacceptable behaviours in the classroom or in the playground are likely to pose an unacceptable risk to the school's obligations under duty of care. This may be due to frequent minor behaviours or in relation to significant major behaviours. The safety of children is of critical significance both at school and away from the school. Where this poses undue and unacceptable risks, these students will be excluded from participation in the camp or other excursions.

Where there are students at risk of not attending or where there are incidents of significant concern, the class teacher will contact parents to ensure they are fully informed of the details of what has occurred and the consequences that will be applied. Decisions about whether a student will attend camp will be made by the principal in consultation with the class teacher and the parent and student advised accordingly. Students who are unable to attend will have alternative arrangements made for a program of work to be undertaken at school for the duration of the camp.

While on off campus activities, the same high standards of behaviour at school are expected of all students. Incidents where a student's behaviour compromises the duty of care of staff or is identified as a major inappropriate behaviour, that student is likely to be withdrawn from such off-campus activities e.g. camps, excursions and interschool sport. The same expectations, guidelines and consequences of the Responsible Behaviour Plan for Students apply to all off campus activities.

In a situation where withdrawal from camp or an excursion is being considered, teachers will contact the principal who will make the final decision. Once this decision to withdraw a student from camp has been made, the following process will be followed:

- The principal or delegate will contact the parents.
- Arrangements will be made with the parent regarding the method of transport and pick up.
- Transport arrangements will be at the parent's cost
- On return to school, the student, parents, and administration will meet to discuss the incident and any further follow up consequences.

See Appendix 5 for sample letter to parents for camps and excursions.

## Definition of Consequences \*

\*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

<b>Time out</b>	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
<b>Time away</b>	A principal or school staff may use time away as a strategy for students to manage their own behaviour and to assist the student to calm down. The student is sent to a buddy class away from their class. They are supervised and given an opportunity to re-join the class.
<b>Responsible Thinking Reflection</b>	A principal or teacher may use this specific detention as a consequence for disobedience, misconduct, or other breaches of school expectations.  A detention is no more than 20 minutes during school lunch. The parent will receive a reflection form completed by the student outlining the incident for them to sign and return to school the following day.
<b>Temporary Removal of Property</b>	A principal or staff member of Payne Road State School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a> .
School Disciplinary Absences (SDA)	
<b>Suspension</b>	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> <li>• disobedience by the student</li> <li>• misconduct by the student</li> <li>• other conduct that is prejudicial to the good order and management of the school.</li> </ul>
<b>Behaviour Improvement Condition</b>	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: <ul style="list-style-type: none"> <li>• reasonably appropriate to the challenging behaviour</li> <li>• conducted by an appropriately qualified person</li> <li>• designed to help the student not to re-engage in the challenging behaviour</li> <li>• no longer than three months.</li> </ul>
<b>Proposed exclusion or recommended exclusion</b>	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> <li>• disobedience</li> <li>• misconduct</li> <li>• other conduct that is prejudicial to the good order and management of the school, or breach of Behaviour Improvement Conditions.</li> </ul>
<b>Cancellation of enrolment</b>	<i>The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.</i>

## **EMERGENCY SITUATION 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as *behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.*

### **Immediate Strategies**

#### **Avoid escalating the unacceptable 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 situation or incident, 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

#### **Reinforcement and Correction Strategies**

- If the student responds by displaying more positive behaviour, acknowledge their choice and cooperation and re-direct the other students' attention to the work or activity.
- If the student continues with the problem behaviours, remind them of the process for dealing with their concerns – being calm before discussing the incident, consequences of continued unacceptable behaviour. Take steps to ensure the safety of everyone.

#### **Maintain a safe environment for self and students**

- Be aware of options for obtaining assistance to ensure the safety of other students and exiting students from the classroom.
- Seek help if you feel you do not have the skills to deal with the situation or attempts to calm the situation or the student is not responding.
- Exit yourself and other students from the situation.
- Monitor or have a support person monitor the student's location or movements and seek assistance from administration.

### **Follow Up Strategies**

Restore normal school operations as soon as possible.

Provide post incident opportunities that include:

- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
- Assisting the individual 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.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.



## ***Physical Intervention***

Staff may make legitimate the 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 Payne Road State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student

*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.

## ***Record Keeping***

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

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

## Cyber-safety

### Rationale

The Mount Coot-tha Cluster of schools value the emotional, social and physical wellbeing of their students and staff. As such the schools and their communities are committed to the prevention of all types of bullying including cyber-bullying behaviours. Schools have worked together to develop a consistent approach to the acceptable use of electronic devices within an educational environment.

The use of the internet and mobile electronic devices are an important aspect of teaching and learning. Understanding the appropriate use of these tools and being cyber-safe will assist students in their role as responsible citizens within the school and wider community.

The scope of this policy may extend beyond school based online behaviour to behaviour that occurs outside of school hours or the school grounds but which involves or impacts on students from the school.

### Definitions

Cyber-Safety is about ensuring the safety of staff and students online. This includes providing information regarding the rights and responsibilities involving the use and access of the internet and emerging technologies. Potential risks when online include but are not limited to, cyber-bullying, identity theft, inappropriate contact and exposure to inappropriate content.

Cyber-bullying is 'the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others.'

### Some examples of cyber-bullying include:

Bullying by **text message** has become an unfortunate and unpleasant by-product of the convenience that SMS (short message service) offers. Sometimes text messages are sent to embarrass, threaten or bully someone.

**Bullying via websites** is also an issue. Such bullying generally takes the form of web pages or social networking profiles that mock, torment, harass or are otherwise offensive, often aimed at an individual or group of people.

**Bullying by email** provides another method of communication which bullies have seized upon to harass their victims.

**Bullying by chat rooms and social networking websites** have an element of anonymity so students may often have the confidence to say things online which they would not say face to face.

### Responsibilities:

Education Queensland has provided details of responsibilities of schools and parents outlining acceptable and unacceptable use of the school network. Refer to <http://education.qld.gov.au/strategic/eppr/ict/ictpr004/>

For consequences of breaches under the policy, refer to individual schools Responsible Behaviour Plan for Students.

## Other Considerations in Developing the Payne Road State School Positive Behaviour Support Plan

### Network of student support

The network for support at Payne Road State School includes the involvement of a team of personnel and agencies. This network includes:

- School teaching and support staff
- School administration staff
- Student services team
- Behaviour support services
- School chaplain
- SWPBS team
- Parents/caregivers

### Consideration of individual circumstances

Payne Road State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour. To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

### 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](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

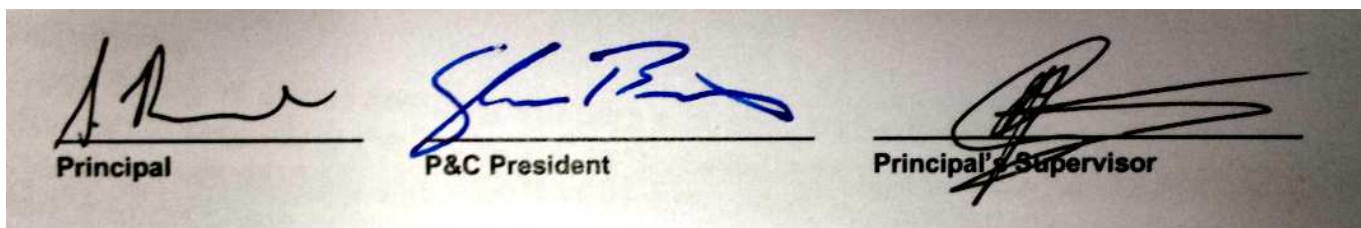
### Related procedures

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

## Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)

## Endorsement



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Date reviewed: November 2015

**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 must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary 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 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 for at least one month, or longer if deemed necessary by the Principal.

**Personal Technology Device Etiquette**

Bringing personal technology devices 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 out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

**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 Payne Road State School Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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<sup>1</sup>, 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

Breach of this policy may be subject to discipline (including suspension and proposal/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 the Queensland Police Service.

### **Text communication**

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 assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

\* *Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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

## **Purpose**

Payne Road State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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.

There is no place for bullying in Payne Road State School. 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.

Bullying behaviours that will not be tolerated at Payne Road State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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.

At Payne Road State School 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**

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.

The anti-bullying procedures at Payne Road State School are an addition to our already research-validated school wide positive behaviour support 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**

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 5 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.

Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Payne Road State School will then investigate and respond to any incident of cyberbullying.

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

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Payne Road State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.



Research indicates that a common outcome of anti-bullying programming 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 Payne Road State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Payne Road State School uses behavioural data for decision-making. This data is entered into our database on a daily basis 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.

## **WORKING TOGETHER TO KEEP PAYNE ROAD STATE SCHOOL SAFE**

We can work together to keep knives out of school. At Payne Road State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

### **What kinds of knife are banned?**

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences [such as suspension].
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

### **How can parents help to keep Payne Road State School safe?**

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.

## Appendix 4

### *The Ten Essential Skills of Classroom Management – A summary*

*More detailed material is available to teachers as a Teacher's Flip Book*

1. Establish expectations – clear simple rules on display and referred to regularly
2. Giving instructions:
  - Gain attention with verbal or non verbal prompts,
  - Wait and scan
  - Give descriptive encouragers
  - Start with a verb
  - Make instructions short and clear
  - Use visual cues to assist
3. Wait and scan
  - 5 – 10 seconds
  - stand still, facing the group
  - use this as your think ahead time
  - scan and link with a descriptive encourager or redirection as necessary
4. Cue with Parallel Acknowledgement when a student is off task
  - Acknowledge and praise someone in close proximity
  - Follow up with low key acknowledgement once on task with verbal or non verbal language
5. Body Language Encouragement
  - Praise, prompt, push off
  - Non verbal signals (smile, thumbs up, pat or other classroom signals)
6. Descriptive Encouragement
  - Describe the behaviours you see and hear
  - Use with the whole group or in a quiet way up close to individual students
  - Use frequently
7. Selectively Attend
  - Keep student in peripheral vision
  - Attend to student when on-task, when behaviour disturbs others, when maintained over extended time.
  - Praise, prompt, push off
8. Redirect to the Learning
  - Non Verbal - signal, proximity, pause in talk
  - Verbal – redirection, individual close talk, where should you be? What should you be doing? Humour, call student's name,
  - Calm, clear, firm and positive tone.
9. Give a Choice (Use after a redirection hasn't worked)
  - In close proximity, calm measured voice
  - Your choices are ..... or ....
  - Walk away, scan back intermittently
  - Allow time for choice to be mad
  - Follow through with consequence if right choice not made
10. Follow Through
  - Do what you planned and said you would do
  - In a crisis, send for help immediately and follow crisis procedure
  - Follow up with a class discussion, take a short break if n

## Appendix 5

### Sample Behavioural Expectations and Camps and Excursions

Dear Parents/Carers,

Students have been given preliminary information about the camp intended for early Term 4 and parents asked to advise an expression of interest in having their child/children attend. Camps and excursions are exciting and interesting opportunities to learn in different environments. In reality, they are school learning activities conducted in an alternative setting.

Students and their families should be aware that there are clear expectations around behaviour at school in relation to responsible, respectful and safe behaviour and that directly link with attendance at camps or excursions. These expectations are outlined in our Responsible Behaviour Plan and regularly reinforced by the school in proactive ways and in response to misbehaviour by students both in the classroom and in the playground.

Today I have spoken with the Year 4 students to ensure they fully understand that attendance at camp (or any other excursion) is subject to them consistently being able to demonstrate their ability to act according to school rules and expectations.

By their nature, camps and excursions place significantly increased expectations, responsibilities and accountabilities on staff in terms of duty of care and risk management. Children who demonstrate regular, problematic, inappropriate and unacceptable behaviours in the classroom or in the playground are likely to pose an unacceptable risk to the school's obligations under duty of care. This may be due to frequent minor behaviours or in relation to significant major behaviours. The safety of children is of critical significance both at school and away from the school. Where this poses undue and unacceptable risks, these students will be excluded from participation in the camp or other excursions.

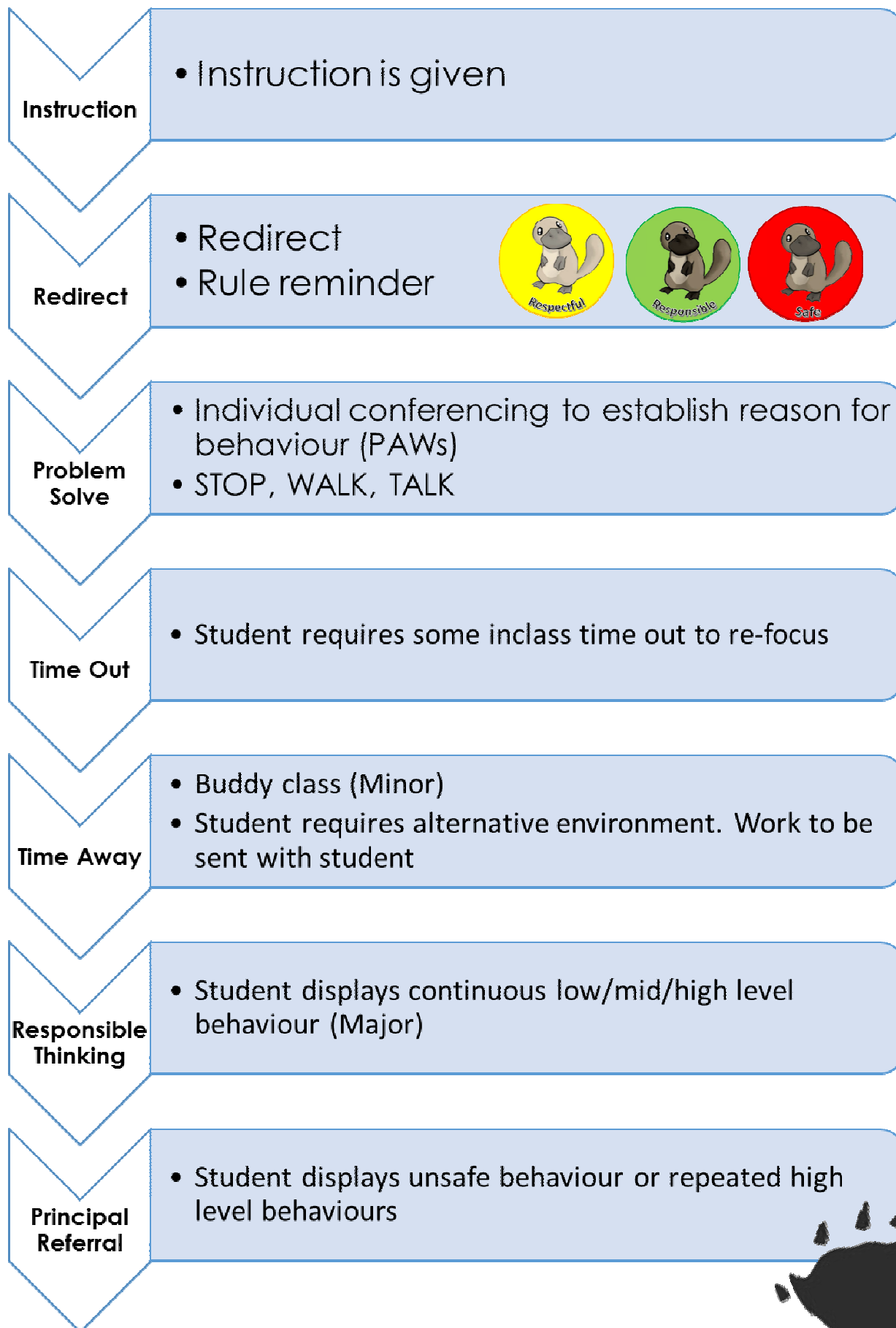
Where there are students at risk of not attending or where there are incidents of significant concern, the class teacher will contact parents to ensure they are fully informed of the details of what has occurred and the consequences that will be applied. Decisions about whether a student will attend camp will be made by the principal in consultation with the class teacher and the parent and student advised accordingly. Students who are unable to attend will have alternative arrangements made for a program of work to be undertaken at school for the duration of the camp.

We will continue to be mindful that students will sometimes make mistakes from time to time and need to be given opportunities to learn and change their behaviour. We are also aware that affirmation of positive behaviours and the learning of appropriate boundaries and social skills are ongoing processes for all students. That is part of learning. However it is important that we set high standards for student behaviour and that the behaviour of some students does not impact negatively on the opportunities available to others or reflect poorly on the good name and reputation of the school in the wider community.

We trust that these reminders to students and this communication to parents will provide clarity around expectations for attendance at camp. Should parents wish to discuss this further or to seek clarification, please email me [the.principal@paynroadss.eq.edu.au](mailto:the.principal@paynroadss.eq.edu.au) or phone the school on 3511 3111.

Regards,

Stephen Rowe  
Principal Payne Road State School



# ***THE HIGH FIVE***

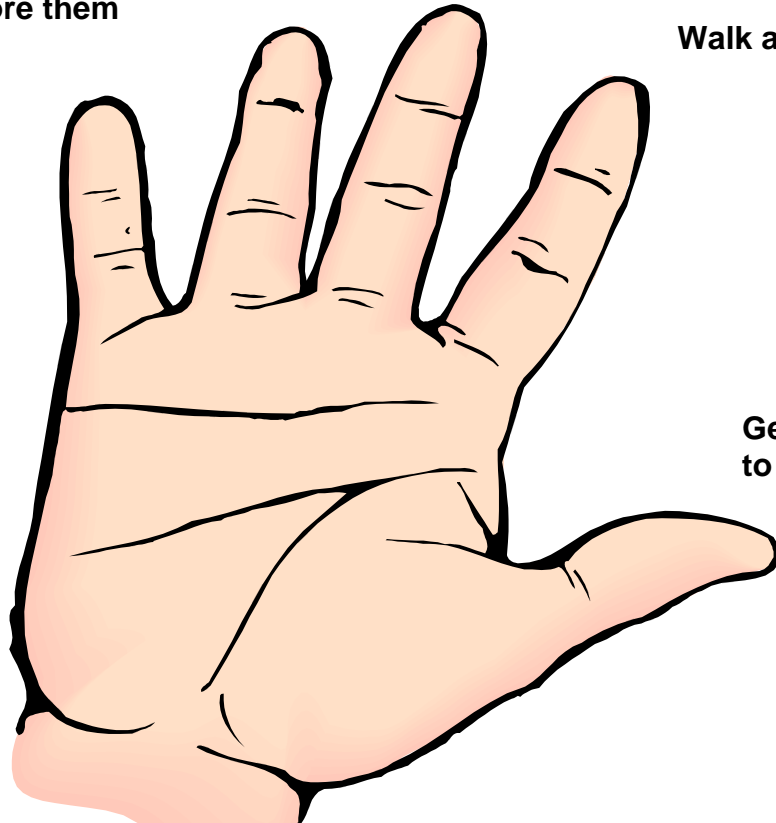
~Five basic strategies for dealing with unwanted behaviours~

**Talk friendly**

**Talk firmly**

**Ignore them**

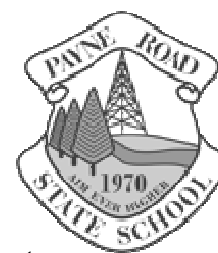
**Walk away**



**Get a teacher  
to help**

# Payne Road State School

171 Payne Road, The Gap, Qld 4061  
Ph: 07 3511 3111 | Fax: 07 3511 3100  
[admin@paynroadss.eq.edu.au](mailto:admin@paynroadss.eq.edu.au)



Dear Parent / Carer

Our school operates effective classroom and playground discipline policies, which involve setting clearly explained rules to maintain a positive learning environment. The Responsible Thinking time out operates at lunch time for children who have displayed inappropriate behaviour. Whilst children are in the Responsible Thinking time out, they are required to reflect on their behaviour and complete this form. Included on this form are details of the child's detention, as well as their responses to the problem solving questions. Please discuss these with your child, sign on the reverse of this form, and return this page to the office before school on the next school day. If you have any queries or concerns in regard to this form, please contact the teacher who issued the form.

We thank you for your support in our endeavours to maintain a safe and supportive school environment.

Student's name: \_\_\_\_\_ Class: \_\_\_\_\_  
Date given: \_\_\_\_\_ Teacher who gave detention: \_\_\_\_\_ Time: \_\_\_\_\_

Where the incident took place: a) Classroom b) Playground c) Other \_\_\_\_\_

### Reason/s for time out for Responsible Thinking reflection:

Child's signature: \_\_\_\_\_

This is to verify that your child is aware of the reasons he / she is receiving a Responsible Thinking time out form.

Teacher's signature: \_\_\_\_\_

**Teachers please upload incident onto OneSchool as per our Responsible Behaviour Plan**

**TO BE COMPLETED AT SCHOOL**

**Responsible Thinking time out reflection**

1. What did you do to be in the office reflecting on your behaviour? (What rule did you break)

---

---

---

2. How did / could this affect others?

---

---

---

3. What else could you have done instead?

---

---

---

Child's signature when work is completed: \_\_\_\_\_ Date work completed: \_\_\_\_\_

---

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For Year 1 & 2 Students ONLY**



What did you do?


What should you have done?



## Student Support Services Request: New Item

OK Cancel

 Attach File | 
  Spelling...
 \* indicates a required field

<b>Students Name *</b>	<input type="text"/>
<b>Class *</b>	<input type="text"/>
<b>Year Level *</b>	<input type="text"/>
<b>Referral initiated by</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Other <input type="checkbox"/> Specify your own value: <input type="text"/>
<b>Teacher *</b>	<input type="text"/>
<b>Referral Type</b>	<input checked="" type="checkbox"/> Intervention <input checked="" type="checkbox"/> Behaviour <input type="checkbox"/> Extension
<b>Reason for referral *</b>	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; margin-bottom: 5px;"> <span style="font-size: small;">A A↑   B I U   [List Icons]   [Color Icons]   [Text Icons]</span> </div> <div style="height: 60px;"></div> </div>
<b>Discussion with child's parents</b>	<input checked="" type="checkbox"/>
<b>Date of discussion</b>	<input type="text"/> 
<b>Outline strategies implemented *</b>	<div style="border: 1px solid #ccc; padding: 5px;"> <div style="border-bottom: 1px solid #ccc; margin-bottom: 5px;"> <span style="font-size: small;">A A↑   B I U   [List Icons]   [Color Icons]   [Text Icons]</span> </div> <div style="height: 60px;"></div> </div>

**Appendix 10**

**PAYNE ROAD STATE SCHOOL PLAYGROUND INCIDENT REFERRAL  
MINOR / MAJOR**

Reported By:			Date:		
<b>Time Period</b>					
Before School	1 <sup>st</sup> Break Eating	1 <sup>st</sup> Break Play	2 <sup>nd</sup> Break Eating	2 <sup>nd</sup> Break Play	Class time
<b>Location</b>					
A Block	D Block	Junior Playground	Adventure Playground	Oval	Other
Students involved:					
Incident details					
Strategies:			Category		
Apology Natural consequence Principal Referral PAWs – Time Out Short term withdrawal e.g. walk with me Temporary Alternate Location Time away in office Withdrawal			Bullying/Harassment Defiant/threats to adults Disruptive Lying/Cheating Misconduct involving an object Non-compliant with routine Physical misconduct Refusal to participate in programs of instruction Threats to others Truancy / Skip class Verbal misconduct Other		
Signed:					
Date					
Notes					

**Appendix 11**

Check in	Check out	Check in	Check out	Check in	Check out	Check in	Check out	Check in	Check out
<b>MORNING TEA</b> Adventure Playground		<b>MORNING TEA</b> Oval		<b>MORNING TEA</b> Library		<b>MORNING TEA</b> Oval		<b>MORNING TEA</b> Visit Mrs Henrich	
<b>Monday</b>		<b>Tuesday</b>		<b>Wednesday</b>		<b>Thursday</b>		<b>Friday</b>	
<b>LUNCH</b> Library		<b>LUNCH</b> Environment Club		<b>LUNCH</b> Oval		<b>LUNCH</b> Adventure Playground		<b>LUNCH</b> Oval	
Check in	Check out	Check in	Check out	Check in	Check out	Check in	Check out	Check in	Check out

# Individual Positive Behaviour Support Plan

<b>Student:</b>	<b>Yr. Level:</b>	<b>Date:</b>
<b>School:</b>	<b>Diagnosis</b>	
<b>Behaviours of Concern:</b>	<b>School Goals:</b>	

<b>Triggers to behaviour:</b>	<b>Hypothesis:</b>
<b>Strengths:</b>	<b>Preferred Learning Style/Environment:</b>

## PROACTIVE STRATEGIES

Environmental Changes	Responsible	commence
<b>Physical Environment</b> (Class & Non-Class settings):		
<b>Program Environment</b> (Curriculum & Instruction):		
<b>Interpersonal Environment</b> (Adults & Peers):		

Replacement Behaviour Teaching & Reinforcement	Responsible	When
<b>Communication Skills:</b>		
<b>Social Skills:</b>		
<b>Organisational Skills:</b>		
<b>Reinforcements:</b>		

## REACTIVE STRATEGIES

Situational Management	Responsible	When
Redirection/Prompt		
Escalated Behaviour Plan (for minor/moderate behaviours)		
Non-Violent Crisis intervention when safety of others or self or property damage is possible –		
Restitution Plan (when calm)		
Possible Consequences (Natural where possible)		

Date:

Recommended Review Date:

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Specialist Teacher

\_\_\_\_\_  
GO

\_\_\_\_\_  
Parents

\_\_\_\_\_  
HOSES

\_\_\_\_\_  
Principal

