



PINE RIVERS STATE HIGH SCHOOL

"By different ways to excellence"

**RESPONSIBLE
BEHAVIOUR
PLAN**

2017 - 2019

Pine Rivers State High School's

Responsible Behaviour Plan

1. Purpose

Welcome to Pine Rivers State High School. Our school vision is '**Informed citizens building harmonious communities**' and improving student learning is our main goal. We educate the whole student, including academic, emotional and social development, in partnership with parents and caregivers, to ensure that all students leave school with the 21st century skills necessary to successfully contribute to the wider world.

Each member of the Pine Rivers High School community has a role to play in a whole school approach to promote the best possible climate for learning, teaching, individual self-development and self-responsibility. To ensure positive relationships between all members of the school community and to maximise the effective learning of students, it is important that everyone understands and enacts our Responsible Behaviour Plan. Our rules and procedures are organised around the School Code of **Respect, Pride, Effort** and **Safety**. Compliance with these rules will ensure that everyone enjoys the right to learn in a harmonious, safe and supportive environment.

Everyone at Pine Rivers State High School is expected to take responsibility for his or her own behaviour. Help is available for those who need support with this. We encourage you to read carefully and become familiar with the contents of this document, including identifying those who can assist you. Remember, school is a **place for learning** and learning how to conduct oneself and interact with others in a respectful manner is vital for success at school and in the future.

J Schuh
Principal Pine Rivers State High School

2. Consultation and data review

It is important that everyone understands that our Responsible Behaviour Plan involves a whole school approach, with our rules and procedures organised around the School Code of **Respect, Pride, Effort** and **Safety**.

Pine Rivers State High School developed this plan in collaboration with the wider school community. The school has a process of continuous review of its Responsible Behaviour Plan through the Behaviour Support Committee, the student welfare team and the Leadership team in consultation with the P&C. Pine Rivers State High School also conducts surveys of parent/caregivers, students and staff. The data collected from these surveys is used to inform our policy development to ensure our Responsible Behaviour Plan reflects the values and requirements of our school community.

In formulating and implementing this plan, the school continuously reviews data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents. Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

This Responsible Behaviour Plan was endorsed in 2016 by the current Principal, the President of the P&C/Chair of the School Council and the **Regional Executive Director or Executive Director (Schools)**. It will be reviewed in accordance with the timelines outlined within legislation.

3. Learning and behaviour statement

All areas of Pine Rivers State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are committed to providing a caring and harmonious environment, where students are offered opportunities to set and attain goals of mutual

respect and courtesy in all personal dealings. We especially stress respect for self, for others and for the community.

Our Responsible Behaviour Plan outlines our system for promoting positive behaviours, limiting problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations of student behaviour are plain to everyone, assisting Pine Rivers State High School to create and maintain a positive and productive learning and teaching environment, where **ALL** school community members have clear and consistent expectations and understandings of their role in the educational process.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The Pine Rivers State High School community incorporates all those associated with the school, including students, teachers, parents, caregivers, ancillary staff, support personnel and regular visitors. Each member of the Pine Rivers State High School community has a role to play in a whole school approach to promote the best possible climate for learning, teaching, individual self-development and self-responsibility.

To ensure the safety of all members of the school community, and to maximise the effective learning of students, it is expected that all students comply with the school rules which are organised around the school Code of **Respect, Pride, Effort** and **Safety**. To ensure the safety of all members of the school community, and to maximise the effective learning of students, it is expected that all students comply with the school rules. Posters displaying these rules can be found in all classrooms.

All members of the Pine Rivers State High School community are to:

- be respected and valued with their diverse needs addressed
- be treated equally, regardless of belief, gender, age, race, disability or socio-economic status
- enjoy a supportive school environment
- have a safe environment in which opportunities exist to experience, learn and model appropriate behaviour

Expectations and Rights of Community Members

Students are expected to:

- participate actively in the school's education programs
- take responsibility for their behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with all staff and others in authority

Students have the right to:

- be treated fairly
- learn in a safe, supportive and clean environment
- enjoy the privileges of access to all the school's resources

Parents and caregivers are expected to:

- show an active interest in their child's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support Pine Rivers State High School staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with staff regarding their child's learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child

Parents and caregivers have a right to:

- know their child is receiving a quality education in a safe and supportive environment
- fair and natural justice for their child
- request and obtain information regarding their child's schooling, behaviour, progress and achievements

Pine Rivers State High School is expected to:

- provide safe and supportive learning environments
- provide inclusive, engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/ caregivers
- teach and promote the skills of responsible self-management

Pine Rivers State High School Staff members are expected to:

- demonstrate integrity in everything they do
- model active citizenship
- display care, compassion, understanding, tolerance, inclusion and respect for others
- provide a stimulating learning environment
- be honest and trustworthy
- be respectful of their colleagues and work consistently to apply the school's policies and procedures

Pine Rivers State High School Principal is expected to:

- play a strong leadership role in implementing and communicating the school's Code to the school community
- ensure consistency and fairness in implementing the school's Responsible Behaviour Plan
- communicate high expectations for individual achievement and behaviour
- review and monitor the effectiveness of school practices and their impact on student learning
- support staff in ensuring compliance with the school's Code
- facilitate professional development to improve the skills of staff in promoting responsible behaviour

Pine Rivers State High School Staff have the right to:

- be treated as professionals
- feel supported and have their concerns heard
- work in a safe, supportive and clean environment
- teach in a safe, calm and disciplined classroom environment
- teach their approved curriculum free of disruptive student behaviour
- enjoy a workplace that is free from unnecessary interference or harassment
- be treated respectfully by parents, students and colleagues

Maintaining the supportive culture within the school is the responsibility of all members of the Pine Rivers State High School community. People who support this include:

- | | |
|--------------------------|-----------------------------------|
| • Students | • Support Centre Staff |
| • Parents and Caregivers | • Senior Guidance Officer |
| • Teachers | • School Chaplain |
| • Support Staff | • School Based Police Officer |
| • Heads of Department | • School Based Youth Health Nurse |
| • Administration Staff | • Youth Support Coordinator |
| • Guidance Officer | • Advisory Visiting Teachers |

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

A range of supportive programs are implemented as needed to support individual students. Examples include:

- Rock and Water
- RAGE (Re-Negotiating Angry and Guilty Emotions)
- Girls Groups
- Men Emerging
- Model Making

Essential Skills for Classroom Management

Excellent teachers model our expectations of Respect, Pride, Effort and Safety at all times. Firm, fair and consistent practices are the keys to building effective relationships. Excellent teachers at Pine Rivers State High School embed the **Essential Skills for Classroom Management (ESCM)** in their daily practice to create positive and supportive learning environments.

Excellent teachers encourage positive student behaviour by focussing on the desirable actions of the student rather than the negative behaviours of the individual. By engaging in extra-curricular activities with students, teachers are often seen in a more positive light which can be transferred by students into the classroom. The school is committed to working with students in both proactive and reactive ways to assist them to maximise their individual learning outcomes and ultimately to help them develop into good, productive citizens in the wider community.

These school rules and other parts of this Plan, including the “Whole School Approach to Harassment and Bullying”, apply at school, during movements to and from school and at other times when the good name of the school and/or the emotional or physical health of members of the school community are affected.

Pine Rivers State High School encourages all teachers to implement the Essential Skills of Classroom Management. The core elements that allow for successful learning are:

- teachers setting clear expectations,
- acknowledging appropriate behaviour, and
- timely correction of inappropriate behaviour.

The Essential Skills of Classroom Management include:

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

Teachers are encouraged to refine these skills by inviting a Classroom Profiler to observe their implementation in the classroom and provide confidential feedback.

Recognition for Appropriate Behaviour

Pine Rivers State High School employs a variety of methods to acknowledge, reward and encourage appropriate behaviour and achievement. These range from in-class actions by teachers through to school-wide initiatives. Some of these include:

- Principal’s Morning Teas which acknowledge students who consistently show good behaviour and industry across all classes
- formal Excellence, Merit and Achievement Awards presented on school assemblies
- positive postcards (academic and/or behaviour focused) which are sent home by teachers
- positive phone calls which can be made by teachers
- a variety of other teacher-specific methods such as stamps, stickers and comments on students’ work.

EXAMPLES OF APPROPRIATE BEHAVIOUR

	All Settings	Assemblies, Special Events	Tuckshop	Break Periods and Transitions	Off Site Activities
Respect	<ul style="list-style-type: none"> • Follow staff instructions at all times • Treat all staff and students respectfully • No violence, harassment, or bullying • Remove headwear when indoors • Follow ICT Responsible Use Policy and Personal Technology Device Policy • Accept the consequences of your actions • Respect the property of the school and others • Respect the rights and personal space of others • Speak politely and positively, using appropriate language • Be honest 	<ul style="list-style-type: none"> • Walk into the Hall in a quiet, respectful manner • Always give the National Anthem its due respect • Remove hats • Sit in an appropriate fashion (ie legs to the front of the chair, arms in lap, keep still and quiet) • Actively listen • Be polite and attentive • Applaud performances, guest speakers and achievements; not information • Applaud respectfully and appropriately 	<ul style="list-style-type: none"> • Move away from the tuckshop once you have made your purchase • Pay for your food with your own money/card • Wait your turn • Always use manners • Allow others to eat in peace 	<ul style="list-style-type: none"> • Follow the directions of teachers on playground duty • Encourage fair play • Be tolerant and patient • Use school facilities and amenities in an appropriate manner • Respect personal boundaries • Use positive and polite language • Make room for others • Be considerate of others • Care for the environment • Respect others' belongings 	<ul style="list-style-type: none"> • Show respect, courtesy and manners to community members and respect their property • Show sensitivity to the needs and feelings of others • Follow teacher instructions at all times
Pride	<ul style="list-style-type: none"> • Always wear uniform and hat correctly • Aim for 100% attendance • Behave so you, your school and your family are proud of your actions • Protect and care for your own and the school's belongings • Always place litter in the bin 	<ul style="list-style-type: none"> • Wear correct uniform • Behave in a dignified manner • Show self-discipline and sit quietly 	<ul style="list-style-type: none"> • Keep the tuckshop area clean and tidy 	<ul style="list-style-type: none"> • Assist peers to ensure school grounds are clean and tidy • Place all rubbish in the provided bins • Be proud of the area you sit in 	<ul style="list-style-type: none"> • Show pride in our school and represent it positively • Be a good ambassador for the school • Always wear your uniform correctly

Effort	<ul style="list-style-type: none"> • Always have your student diary and timetable • Be the best you can be • Arrive on time to school • Be ready to learn • Complete all class and home work to the best of your ability • Manage your time efficiently so your assignments reflect your best effort • Review your learning progress and do your best to improve • Be resilient 	<ul style="list-style-type: none"> • Participate as directed 	<ul style="list-style-type: none"> • Show appreciation to volunteers who support the school • Ensure you are ready to order and pay when it is your turn 	<ul style="list-style-type: none"> • Know your timetables and your scheduled rooms • Stand quietly outside the classroom to wait for the teacher to arrive • Arrive on time to class and other commitments • Move quickly between classes • Enjoy a relaxed and safe break • Enjoy yourself and participate in lunchtime activities 	<ul style="list-style-type: none"> • Participate in all activities • Complete all tasks to the best of your ability • Keep an open mind and a positive attitude • Benefit from new experiences
Safety	<ul style="list-style-type: none"> • Behave in a way that promotes a safe classroom where other students feel safe to express opinions, present spoken tasks, ask questions, etc. • Behave with safety in mind • Follow all directions during lockdown and evacuation drills • Have your diary signed when leaving the classroom or activity • Keep hands and feet to yourself • Report all incidents of bullying to staff • Get staff help in case of accidents and emergencies • Walk bikes to and from the racks • Keep away from unsafe or out of bounds areas • Be hygienic 	<ul style="list-style-type: none"> • Enter and leave in a safe, orderly fashion • Refrain from climbing over chairs • Keep all legs of chairs on the ground at all times 	<ul style="list-style-type: none"> • Wait in an orderly fashion • Allow people who have purchased to leave the area safely • Use the bins to keep the area clean and hygienic 	<ul style="list-style-type: none"> • Be safe in all areas • Comply with out of bounds rules • Wear bucket hats • Follow safe practices, including those outlined by teachers • Comply with sun safety procedures • Keep to the left of the walkways • Stay in approved areas • Stay alert to unauthorised visitors and inform teaching or office staff • Show self-control 	<ul style="list-style-type: none"> • Follow the safety rules of any activity • Obey the law • Follow all road rules at all times when moving to and from school • Act safely on public transport at all times • Follow instructions from officers such as Police, QR staff, bus drivers and other authorities

Reinforcing expected school behaviour

At Pine Rivers State High School, communication of our key messages about behaviour is reinforced by providing students with positive feedback for engaging in expected school behaviour. Rules are displayed in all classrooms along with positive and negative consequences. A formal recognition and monitoring system, aligned with the Essential Skills of Classroom Management, has been developed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

A Whole School Approach to Harassment and Bullying

The Pine Rivers State High School community does not tolerate bullying and/or harassment. Under the school's Responsible Behaviour Plan, the people responsible for dealing with issues of harassment and bullying are as follows.

- In classrooms: the relevant teacher (with curriculum HOD and other support staff assistance as needed)
- In the grounds during breaks: staff on PGD (with non-curriculum HOD support as needed)
- In significant cases (e.g. those involving violence, abuse or threats) support should be sought from the Student Support Centre or Administration by sending for assistance.

All members of the school community have a responsibility to report harassment. Students who feel they are being regularly harassed (multiple times and/or locations) **must** report it to the Student Support Centre each time it occurs so that appropriate action can be taken.

These expectations are communicated to students in a number of ways, including:

- behaviour lessons conducted by Form and classroom teachers;
- reinforcement of learning from behaviour lessons at School Assemblies and during class time.

Pine Rivers State High School implements the following proactive and preventative processes and strategies to support student behaviour.

- Regular notices in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support of others in sharing successful practices
- Comprehensive induction programs for new students as well as new, relieving and pre-service staff in the Pine Rivers State High School's Responsible Behaviour Plan for Students
- Individual Support Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School;
- Procedures for Preventing and Responding to Incidents of Bullying; and
- Appropriate Use of Social Media.

5. Consequences for unacceptable behaviour

Pine Rivers State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Consistent procedures for the recording of **minor** and **major** incidents are explained to staff to enable evidence-based decision making and the implementation of proactive strategies to address unacceptable behaviour.

EXAMPLES OF INNAPROPRIATE MINOR AND MAJOR BEHAVIOUR

Related Code of Behaviour	Behaviour Examples	Teacher/Teacher Aide/YLC/HOD ESCM, behaviour contracts, detentions, consultation with colleagues, liaison with HODs or Year Level Co-ordinators		HOD (Student Welfare/Inclusive Ed) / GO / SBPO / DP / PRINCIPAL) One School record, referred to HOD Student Welfare, Support Centre involvement, Internal Retrieval, Suspension, Exclusion (Refer to YLC for information)
RESPECT PRIDE EFFORT SAFETY	Definition	<p>Minor behaviours are those that:</p> <ul style="list-style-type: none"> • are minor breaches of the school rules • do not seriously harm others or cause you to suspect that a student may be harmed • do not violate the rights of others in any other serious way • are not part of a pattern of problem behaviours • do not require the involvement of specialist support or Administration staff. 		<p>Major behaviours are those that:</p> <ul style="list-style-type: none"> • significantly violate the rights of others • put others / self at risk of harm • require the involvement of school Administration <p>Major behaviours result in an immediate referral to the Support Centre and/or Administration due to their seriousness. When major problem behaviour occurs, staff members ensure the safety of others and notify Administration for further support if required.</p>
	BEHAVIOUR	MINOR	NOT EXAMPLES OF MINOR INCIDENTS	MAJOR
RESPECT	Bullying/harassment	<p>Student delivers repeated (2-3) disrespectful messages* (verbal, cyber, written or gestural) to another person</p> <p><i>*Disrespectful messages include teasing and put downs</i></p>	<p>“One-off” altercation, physical misconduct which is not repeated, not talking to someone due to conflict, one-off ‘name-calling’.</p>	<p>Physical misconduct. Student delivers repeated disrespectful messages* (verbal, cyber, written or gestural) to another person which includes threats and intimidation, obscene gestures, pictures, or written notes as well as targeted social exclusion.</p> <p><i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i></p>
RESPECT SAFETY	Defiant/threat/s to adults	<p>Student engages in isolated refusal to follow directions, or talks back and/or uses non-directed swearing when given direction.</p>	<p>“One-off” initial refusal to follow direction but then making choice to follow the direction; raising voice; challenging direction.</p>	<p>Student engages in the persistent refusal to follow directions, talks back and/or delivers socially rude interactions.</p> <p>Makes verbal or physical threat, including use of proximity</p>
RESPECT	Disruptive	<p>Student engages in isolated behaviour causing short interruptions to a class or activity. Disruption includes calling out, talking, noise with materials, boisterousness and/or out-of-seat behaviour.</p>	<p>Calling out answers as a result of enthusiasm.</p>	<p>Student engages escalating behaviour causing frequent or continual interruptions in a class or activity. Disruption includes sustained loud talk, yelling or screaming, noise with materials, boisterousness, and/or sustained out-of-seat behaviour.</p>
PRIDE	Dress Code	<p>Student wears clothing, make-up or accessories not included in the dress code guidelines defined by the school on two occasions within a month</p>	<p>Not wearing an item of clothing due to an unforeseen incident. Make-up other than of a protective nature</p>	<p>Student continues to wear clothing, make-up or accessories not included in the dress code guidelines defined by the school after support has been offered and home contact made.</p>

		without a note of explanation signed by Year Level Coordinator or Deputy Principal.
SAFETY	IT Misconduct	Student engages in inappropriate use as defined by school's IT Agreement / Personal Devices Policy
RESPECT	Late	Student is late to class or the start of the school day three times in one month.
RESPECT	Lying/ Cheating	Student delivers an isolated message that is untrue and/or violates rules. Student has engaged in plagiarism unintentionally.
SAFETY	Misconduct involving object	Student engages in actions using an object (e.g. stick, school equipment) with potential to distract or interrupt.
SAFETY	Physical misconduct	Student engages in actions involving physical contact where unintentional injury may occur (e.g., play fighting, boisterousness, running, rough play etc.).
SAFETY	Possess prohibited items	Student is in possession of accessory or toys, cards, games etc. not allowed in school
RESPECT	Property misconduct	Student participates in an activity that results in minor damage to property

"One-off" use of personal technology device which is immediately turned off and put away when seen by a staff member.
Isolated incident where lateness has a legitimate reason and was unavoidable. (e.g. teacher has held up students and so will accompany student or provide a note to state reason)
Exaggeration, tall tales and embellishing the truth.
Doodling on books, throwing objects
Friendly punch in the arm, accidental contact during activity
Students has items listed in the prohibited items list e.g. liquid paper, permanent marker
Accidentally breaking material without intent.



Student engages in inappropriate use of mobile phone, music/video player, camera, computer and or/electronic device (as defined by the school's IT agreement). Either illegal or harassment offence or repeated minor offences.
Student is consistently late to class or the start of the school day after appropriate discussions have taken place with Administration.
Student repeatedly speaks untruths and/or deliberately violates rules. Student has knowingly breached the school's assessment policy and plagiarism rule.
Student deliberately engages in actions using an object (e.g. stick, school equipment, paper wasps, food, water) with potential to harm self or others.
Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, water fights, etc.).
Student is in possession of an accessory of knives or guns (real or imitation), or other object readily capable of causing bodily harm and/or property damage (eg matches, lighter, firecracker, gasoline, lighter fluid, aerosol can).
Student participates in an activity that results in theft, destruction or disfigurement of property (e.g. sporting equipment, school property)

Relating unacceptable behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour
- refer to the displayed expected behaviours and explain how their behaviour differs from the expected school behaviour
- describe the likely consequence/s if the problem behaviour continues (referring to the displayed consequences within the room),
- identify what they will do to change their behaviour in line with expected school behaviour

Should a problem behaviour be repeated, the staff member may choose not to repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour and apply that consequence.

Ensuring consistent responses to unacceptable behaviour

At Pine Rivers State High School staff members are provided with appropriate professional development and/or training in behaviour management and are authorised to issue consequences for unacceptable behaviour. Through training activities, we aim to ensure a consistency of responses to problem behaviour across the school. A **flowchart** of the roles and responsibilities of members of the Pine Rivers State High School staff has been produced to ensure a clear understanding of how to respond to unacceptable behaviours and to develop consistent practices across the school.

Students are taught how to respond appropriately when other students display problem behaviour, and are shown the courteous way to respond when a staff member re-directs their behaviour or applies consequences for problem behaviour.

Restorative Practices may include:

Classification of Students in terms of Behaviour:

Tier 1 Students:

The majority of students managed within classrooms and playground by teachers using the Essential Skills of Classroom Management and support structures outlined in this Responsible Behaviour Plan. For these students, teachers generally seek support and guidance from the relevant Head of Department.

Buddy Process

For one-off incidents which require a “cooling off” period, teachers may remove students from the class for a period of time. The student may remain outside the room, but should be within view of the teacher to ensure suitable duty of care. If a student needs to be removed for the remainder of the lesson the student should be sent to the HoD or withdrawn to another classroom where another teacher takes responsibility for duty of care.

If a student’s behaviour significantly affects the learning of others and/or the good management of the classroom, and persists after implementation of classroom management techniques as described in the Responsible Behaviour Plan, or a student does not have suitable equipment for the lesson, then the student should be referred to the Head of Department (HoD) who may implement a buddy program. (See Appendix C for full details)

Prior to students re-entering the classroom they should engage with the classroom teacher to discuss and consider the behaviour that caused them to be Buddied. Typical questions during this discussion include:

- What did you do?
- What rule did you break?
- What needs to be done to fix things?
- What might you do differently next time?

- What should happen if the same or different behaviour occurs in the next lesson/ next five minutes/ when we line up next time?

Tier 2 Students:

Students whose behaviours are frequently classified as major (e.g. persistent and/or serious) and who have not modified their intrusive behaviours despite intervention by teachers and Heads of Department. These students should be referred to the Student Support Centre for individual interventions such as Retrieval, alternative programs, parent case meetings, etc.

Tier 3 Students:

Students who demonstrate the following behaviours in a consistent and persistent manner may be classified as a Tier 3 student:

Code	Unacceptable Behaviour
RESPECT	<ul style="list-style-type: none">• Not following directions and/or requests from several staff members• Verbal abuse or threats directed at staff• Bullying of others including cyberbullying• Incorrect use of personal technology devices• Not following basic directions and instructions from staff
PRIDE	<ul style="list-style-type: none">• Disrupting the learning of others• Refusing to wear the uniform including the hat• Wearing make-up and/or jewellery• Unacceptable behaviour outside school
EFFORT	<ul style="list-style-type: none">• Attendance rate falls below 80%• Truancy from class and/or school• Non-submission of assessment items or assessment items submitted without a satisfactory attempt• Failure to attend catch-up sessions or detentions when directed
SAFETY	<ul style="list-style-type: none">• Involvement in physical assaults• Vandalism and damage of property• Possession of, or involvement with, illegal drugs and/or alcohol

Engaging in any one of these behaviours does not necessarily mean a student will be classified as a Tier 3 student and consequences will be applied after careful consideration of the individual student's circumstances. However, many of the above behaviours do warrant a suspension ranging from 1 to 20 days. Suspensions not only convey a strong message to the student involved but also serve as a deterrent to others.

Likely consequences of being classified as a Tier 3 student include:

- not being permitted to represent the school at outside events such as sport, district and regional trials, arts events, excursions, camps and competitions
- limited access to the general grounds during lunchtimes
- development of an individual Discipline Improvement Plan (DIP) outlining problem behaviours and strategies to improve
- being assigned a Case Manager to assist in the successful re-engagement with education

These consequences will be applied for a set length of time (usually 10 weeks) and students who do not modify their behaviour will remain as a Tier 3 student after this time lapses.

Year 10 students who fail to reform during the set time frame will have a show-cause interview with the Deputy Principal before their enrolment into Year 11 is accepted. Year 11 and 12 students will be placed on a cancellation watch by the Deputy Principal with the possibility of cancellation of enrolment.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to keep staff and students safe. It is important that staff members try to understand the underlying function of the behaviour so they can respond appropriately.

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 include

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/or 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 towards 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 (rather than eye contact), be brief, stay on topic, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice (without perceived sarcasm) and re-direct other student's attention towards his or her usual work/activity. If the student continues with the problem behaviour then restate the expected school behaviour and identify and implement consequences of continued unacceptable behaviour).

Debrief

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

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to self or others

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

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, steering 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.

Physical intervention must not be used when a less severe response can effectively resolve the situation, and it must never be used as a form of punishment.

Physical intervention is not to be used as a response to

- property destruction
- school disruption
- refusal to comply
- verbal threats

- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must

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

Record keeping

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

- OneSchool incident report
- Health and Safety incident record

7. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Pine Rivers State High School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the Code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, personal situation and emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment
 - receive adjustments appropriate to their needs.

Student with Disability Plans

Disability Plans are developed through a collaborative process between teachers, parents/caregivers and the student. All identified students receive specialist support from the Learning Connections team. These plans focus on the adjustments required for students to meet their learning outcomes in a safe and supportive environment. Such plans should be referred to when determining consequences for inappropriate behaviour. Pine Rivers State High School staff members are encouraged to know students with disabilities or specific behaviour needs so that their individual circumstances can be considered when dealing with unacceptable behaviours in the classroom and playground. This information is regularly communicated to staff by the Inclusive Education HoSES and HoD Student Welfare.

Discipline Improvement Plan (DIP)

Some students requiring more varied or alternative programs to assist their behaviour and/or learning will have a DIP. Students with a DIP are expected to follow school rules in the same way as other students in accordance with their plan.

8. Other Related School Policies:

- Assessment Policy
- Attendance Policy
- Make-up and Jewellery
- Personal Technology Devices
- Sun Safe
- Uniform
- Pedagogical Framework and related documents

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education Statement
- 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

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Office of the eSafety Commissioner
- Kids Helpline
- eheadspace
- Parentline

Endorsement



Principal



P&C President

Effective Date: 1 January 2017 – 31 December 2019