



The Code of
**School
Behaviour**
Better Behaviour
Better Learning



Pimpama State Primary College's Responsible Behaviour Plan for Students

1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Pimpama State Primary College developed this plan in collaboration with our school community.

The Plan was endorsed by the Principal and the School Council.

3. Learning and behaviour statement

All areas of Pimpama State Primary College 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 school-wide framework for managing behaviour is Positive Behaviour for Learning.

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

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

- **Be safe**
- **Be kind**
- **Be an active learner**

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 the Department of Education's Code of School Behaviour.

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

• Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Pimpama State Primary College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support -a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules.



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The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

	Be Safe	Be Kind	Be an Active Learner
In the Classroom	<ul style="list-style-type: none"> • Participate in use of approved online sites and educational games. • Be courteous and polite in all online communications. • Use equipment appropriately. • Keep hands, feet and objects to yourself. • Ask permission to leave the classroom. • Keep hands, feet and objects to yourself. • Use equipment safely. • Follow instructions without debate. • Sit safely and comfortably on chairs. • Be in the right place at the right time. • Enter and exit the room in an orderly manner. 	<ul style="list-style-type: none"> • Be prepared. • Complete set tasks. • Take an active role in classroom activities. • Keep work space tidy. • Be honest. • Share and take turns. • Speak positively. • Use a friendly voice. • Help each other. • Look after others' belongings. • Use your manners. • Value others' input and opinions. • Be an Upstander. • Respect others' right to use online resources free from interference or bullying. 	<ul style="list-style-type: none"> • Be prepared for learning. • Complete set tasks. • Take an active role in classroom activities. • Keep work space tidy. • Be an Active Listener. • Follow directions. • Ask questions. • Do your best. • Be a leader of learning. • Be a positive thinker. • Challenge yourself. • Be a role model. • Learn from your mistakes. • Take pride in your work. • Participate in learning. • Listen to feedback. • Respect others' right to use online resources free from interference or bullying. • Keep any usernames or passwords private. • Follow all teacher instructions about keeping private information off online sites.
In the Playground	<ul style="list-style-type: none"> • Be on time. • Be in the right place at the right time. • Follow instructions without debate. • Participate in school approved games. • Wear shoes and socks at all times. • Be sun safe; wear a school bucket hat. • Run on the grass. • Walk on the concrete. • Use equipment as intended. • Stay in bounds. • Listen/look for staff on duty. • Report wildlife. • Tackle free footy. • Follow the rules of the game 	<ul style="list-style-type: none"> • Use your manners. • Value others' input and opinions. • Be an Upstander. • Everybody plays. • Take turns. • Follow the rules of the game. • Encourage and invite others to play. • Acknowledge others. • Be patient. • Feedback to your friends. 	<ul style="list-style-type: none"> • Report any unacceptable behaviour to a teacher. • Be a problem solver. • Play fairly - take turns, invite others to join in and follow rules. • Care for the environment. • Learn the rules of the game. • Show persistence during games. • Bring a solution.
In the Community	<ul style="list-style-type: none"> • Respect others' personal space and property. • Clean up after yourself. • Use polite language. • Travel smart. • Be road and bike safe. • Look for construction. • Check signs. 	<ul style="list-style-type: none"> • Respect others' property. • Be helpful to others in the community. • Talk in turns. • Be a good listener. • Litter free zone. • Use your manners. • Be an Upstander. • Report damage straight away. • Care for wildlife if safe to do so. 	<ul style="list-style-type: none"> • Listen to others. • Invite community members to share their skills and expertise. • Ask questions. • Be pro-active. • Be the best you can.



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These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Pimpama State Primary College implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Pimpama State Primary College's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Explicit teaching of the Social Skills Program – 'You Can Do It'.
- Students at Pimpama State Primary College are given opportunities to participate in 'Pathways', which is a program held on Friday afternoons where students select a learning activity that interests them. The program includes all students from Prep to Year 6.
- Teachers offer before school and lunch-time clubs to provide students with a variety of 'play' options.
- Individual support profiles 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.

• Reinforcing expected school behaviour

At Pimpama State Primary College, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed called Step-Ups. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

The Step-Ups are collected weekly and a number of students are selected at random to be recognised and rewarded on assembly.

We also host an end of term, 'Step-Ups' positive behaviour Reward Day of schoolwide activities for the students at different levels of our Step-Up rewards system. These reward days include lunch with the principals and various other fun and engaging educational activities.

The teachers at Pimpama State Primary College explicitly teach the Social Skills Program – You Can Do It. Each week on assembly an award per class is given for one of the YCDI keys.

At Pimpama State Primary College, communication of our key messages about behaviour are backed up through reminders, reinforcement, and feedback. This occurs through class and school newsletters, emails and assemblies.

We celebrate success through awards which are presented on assembly as well as regular classroom awards. Assembly Awards include Student of the Week, You Can Do It awards, class attendance and learning awards plus Happy Hour calls or emails from the principal and teachers.

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• Responding to unacceptable behaviour

Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

• Targeted behaviour support

Each year a small number of students at Pimpama State Primary College are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Programs are coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in these activities, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

• Intensive behaviour support

Pimpama State Primary College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The Student Support Team:

- facilitates a Practical Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Leadership Team to achieve continuity and consistency.

The Student Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff





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members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

5. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

1. **Avoid escalating the problem behaviour.** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment.** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner.** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. **Debrief.** Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Pimpama State Primary College'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.





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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at

<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording.-Notification-and-Management.aspx> online.

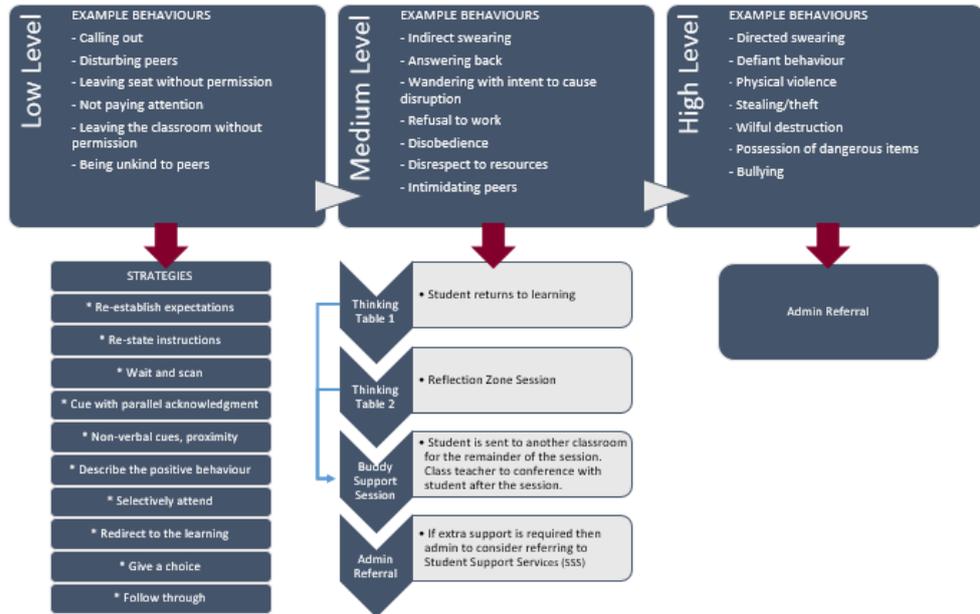


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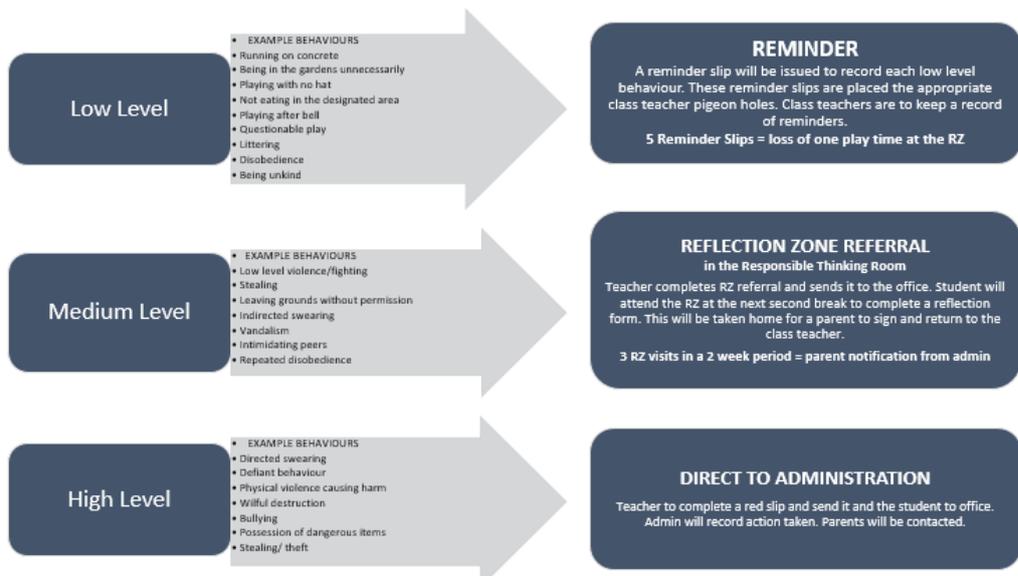
6. Consequences for unacceptable behaviour

Pimpama State Primary College 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. Referrals are done through OneSchool for follow up by administration.

Student Welfare Action Plan – CLASSROOM



Student Welfare Action Plan – PLAYGROUND





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Low, Medium and High Level behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is low level, medium level or high level, by using the flowchart.

Low level behaviours are those that:

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

Low level or medium level problem behaviours may result in the following consequences:

- such as; complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that the student is displaying;
 2. asks the student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

High Level behaviours are those that:

- Significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

High Level behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Problem behaviours may result in the following consequences:

- Warning regarding future consequence for repeated offence
- Time in office
- Alternate lunchtime activities
- Loss of break times
- Referral to Guidance Officer
- Restitution
- Removal to withdrawal room
- Loss of privilege
- Parent contact
- Referral to Student Support Team
- Suspension from school

Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.





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Definition of Consequences

Time out	<p>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.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 30 minutes during school lunch</p>
Temporary Removal of Property	<p>A principal or staff member has the power to temporarily remove property from a student.</p>
School Disciplinary Absences (SDA) Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> • disobedience by the student • misconduct by the student • other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>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.</p> <p>A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> • reasonably appropriate to the challenging behaviour • conducted by an appropriately qualified person • designed to help the student not to re-engage in the challenging behaviour • no longer than three months.
Proposed exclusion or recommended exclusion	<p>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:</p> <ul style="list-style-type: none"> • disobedience • misconduct • other conduct that is prejudicial to the good order and management of the school, or • breach of Behaviour Improvement Conditions.





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The following table outlines examples of minor and major problem behaviours:

	Area	Low and Medium Level	High Level
Be Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings. Not walking bike in school grounds. 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment. Not playing school approved games. Playing in toilets. 	<ul style="list-style-type: none"> Throwing objects. Possession of weapons.
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving). 	<ul style="list-style-type: none"> Serious physical aggression. Fighting.
	Correct Attire	<ul style="list-style-type: none"> Not wearing a school hat in playground. Not wearing shoes outside. 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school. 	<ul style="list-style-type: none"> Possession or selling of drugs. Weapons including knives and any other items which could be considered a weapon being taken to school. Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.
Be an Active Learner	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level. 	
	Being in the right place	<ul style="list-style-type: none"> Refusing to work. Not being punctual (eg: lateness after breaks). 	<ul style="list-style-type: none"> Leaving class without permission (out of sight). Leaving school without permission.
	Follow instructions	<ul style="list-style-type: none"> Not in the right place at the right time. Low intensity failure to respond to adult request. Non-compliance. Unco-operative behaviour. 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low level incident). 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others.
	Rubbish	<ul style="list-style-type: none"> Littering. 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phones MUST be switched off and handed into the office on arrival to school 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation. Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.
Be Kind	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying /victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / Victimisation / harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school



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Relate problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- 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 not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Pimpama State Primary College, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

7. Network of student support

Students at Pimpama State Primary College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer

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

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





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8. Consideration of individual circumstances

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

Pimpama State Primary College 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, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Workplace Health and Safety 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](#)
- [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](#)



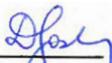
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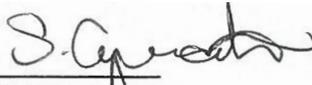
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11. Some related resources

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

Endorsement


Principal


P&C President or
Chair, School Council

Date effective: from 12.02.18 to 12.02.20