SCOTTVILLE STATE SCHOOL

Responsible Behaviour Plan for Students
Based on The Code of School Behaviour

1. Purpose
At Scottville State School, we aim to achieve optimum learning outcomes for every student through a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with an intrinsic love of lifelong learning.

Our school motto, ‘Onward Ever Onward’ reflects our commitment to improving ourselves.

At Scottville School, we align four key rules with the values of Education Queensland and the principles of School-Wide Positive Behaviour Support. These behaviours are:

- Be Safe;
- Be Responsible;
- Be Respectful; and
- Be Committed to Learning.

In an attempt to better prepare students through values education, we have incorporated those that relate specifically to our key rules. These individual concepts are used as regular foci to explicitly teach our main values of being safe, respectful, responsible and committed to learning.

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
Scottville State School developed this plan in collaboration with our school community. Initial broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2013. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from school years prior to and including 2013 also informed the development process.

The initial Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (School Improvement) in June 2013, and will be reviewed in December, 2015, as required in legislation.
3. Learning and behaviour statement

Our school community believes that the establishment of good discipline in our school is key to the learning and safety of all students.

These beliefs operate effectively in a supportive school environment where:
- All members feel safe and valued.
- Social and academic outcomes are maximised through quality curriculum, positive interpersonal relationships and good school organisation.
- Non-discriminatory, non-violent and fair actions are practised.
- There are programs in place to develop and acknowledge good behaviour and procedures to respond to misbehaviour.
- Suspension and exclusion are considered when all other approaches have been exhausted.

The Code of behaviour and classroom rules and procedures should be:
- known to all;
- easily accessible; and
- referred to when appropriate.

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 Scottville State 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.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:
- respect;
- responsibility;
- commitment; and
- safety.

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.
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 Scottville State School, we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Our whole-school approach is based around the four core values of Scottville State School - respect, responsibility, safety and commitement. The school promotes positive discipline and resilience and uses both reactive and proactive strategies when managing and responding to behaviour. We strive to teach children about choices and choosing options that will have a positive outcome. Scottville State School implements items and activities taken from the ‘Bullying; No Way’ program and website and the Daniel Morcombe Curriculum. This information assists in promoting positive relationships and being accountable for one’s behaviour.

**Teaching Positive Behaviour**

Scottville State School embeds the Scottville Way into all aspects of school life. Through the use of a common language, students understand the four school rules that guide all expectations of student behaviour. All rewards are based on student demonstration of the four school rules. All consequences for minor and major negative behaviours are based on the four school rules. An award is given on assembly each week for each class. The focus behaviour is chosen from the four school rules.

School assemblies reward students each week with certificates for various aspects of school life.

Units of work have been developed to teach positive behaviour and are implemented throughout the year. These experiences ensure that students have a good understanding of:
- the Scottville Behaviour Code;
- school rules based on the code; and
- the consequences that can result from inappropriate behaviour.

They help instil within students the internal qualities necessary for achievement and social-emotional development by explicitly teaching the foundations of emotional resilience, getting along, persistence, organisation and cooperation as well as conflict resolution skills and strategies for responding to bullying and harassment.

**Evaluating Student Behaviour**

The school uses a behaviour record and reward system that is reviewed lesson-by-lesson, daily and weekly by staff. Positive behaviour is consistently rewarded through teacher and staff awards.

In the classroom, teachers acknowledge student behaviour relating to our four key rules by tracking behaviour on our behaviour chart. Students who are ‘on track’ can be ‘moved up’ the ladder from neutral white to three levels of green. Students who are ‘off track’ can be moved down the ladder to red and bottom red. There are weekly rewards for student who have all ‘green days’ and consequences for students who have one or more red days.

Students also use self-reflection processes to evaluate their behaviour against the four key rules of Scottville State School. These reflection sheets provide avenues for conversations about appropriate behaviour and the impact of negative behaviour on others.

Students who are continually achieving high levels of behaviour are afforded a number of privileges and get the opportunity to participate in special events held throughout the year.

It is expected that all students will aspire to achieve these rewards.
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, more responsibly or with more commitment. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour and plan how their behaviour can be modified to align with the expectations of our school community.

Targeted Behaviour Support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence. When targeted or individual support occurs in the classroom setting, this support is in alignment with our Whole-School Positive Behaviour Support approach and procedures.

Teachers respond to low level misbehaviour by giving clear directions, reinforcing positive behaviour and using verbal and non-verbal messages to warn or cue the student. These verbal messages may take the form of statements specific to the school environments that include the classroom, the hall, the amenities, the playground and the library (Appendices 6 – 10).

When these misbehaviours continue the teacher may use the following targeted interventions:
- a new seating plan;
- removal from the class to a buddy classroom for one lesson or longer;
- short-term rewards for quick re-engagement – for example relating to seating plans;
- ‘Think Chair’ – student rejoins class after completing reflection sheet and agreeing to comply.
- use of reward/recognition program to encourage on-task and appropriate behaviour.
- revisit the key indicators with the student and reinforcing the positive indicators.
- contact parents if problems persist to develop a supportive and coordinated approach.
- keep a record of the student’s behaviour to gauge when more support is needed – this may involve a ‘Tracking Card’; and
- consult with the school’s Guidance Officer and other support personnel.

Parent involvement must continue through all management stages. Parent interviews with the class teacher, student and principal are focussed on a coordinated approach to setting a more positive pattern of behaviour.

Strategies used for targeted behaviour support include:
- curriculum adjustment;
- verbal and non-verbal;
- increased attention;
- communication with the school community and
- additional responsibilities.

<table>
<thead>
<tr>
<th>Curriculum Adjustment</th>
<th>Staff determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>working with a teacher aide or learning support teacher; adjusted class work; and/or working with a peer or older student.</td>
</tr>
</tbody>
</table>
**Verbal**

Verbal reinforcement, used every day in both the classroom and playground, includes:
- specific reinforcement such as “Thank you for sitting down”; and
- targeted direction giving.

**Non-Verbal**

Non-verbal reinforcement, used every day in both the classroom and playground, includes:
- body language – smile, thumbs up;
- behaviour charts;
- privately understood signals;
- proximity to the child in terms of desk placement or where staff members are standing; and/or
- awards.

**Increased attention**

Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:
- one-on-one curriculum support with the teacher;
- teacher aide support;
- work with another member of school staff; and/or
- curriculum support through an older classmate.

**Communication within the school community**

Communication with the parents and caregivers occurs through all stages of targeted behaviour support, and includes positive and encouraging letters, emails or phone calls home.

**Added responsibilities – meaningful roles**

A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include:
- peer tutoring;
- working with a younger or older classmate;
- school community service;
- classroom jobs; and/or
- school jobs.

More extensive support is warranted when a student’s misbehaviour continues to disrupt the class or when minor infringements become more serious breaches of the school’s plan. A student at this level is withdrawn from the classroom or playground to the administration area where they are supported by a member of the administration to complete a Reflection Sheet, Individual Behaviour Support Plan and possibly also a formal written apology. Parents are informed and incidents are recorded on the school's behaviour records on the OneSchool database to monitor progress.

**Intensive Behaviour Support**

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student’s Individual Behaviour Support Plan has been reviewed regularly and further support is now deemed appropriate. Intensive behaviour support is required when a student continues to exhibit serious breaches of the school's plan and where there is a distinct risk of learning disengagement and or serious injury to students and others. An Individual Behaviour Support Plan is developed by the Principal, class teacher and parents. The plan may include:
- referral to the Guidance Officer for assessment and regular counselling and behavioural support;
- use of a mentor, buddy teacher or teacher aide to encourage positive behaviours;
- modification of the class timetable, an alternative program and structured recess time activities;
• a daily behaviour record (the ‘Tracking Card’) to provide daily updates to administration and parents and/or
• referral to external agencies for specialised support.

Scottville State School implements the following proactive and preventative processes and strategies to support student behaviour:
• a dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations;
• comprehensive induction programs in the Scottville State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
• 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; and
• development of specific policies to address:
  o The Use of Personal Technology Devices* at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Scottville State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. 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.

5. Emergency responses or critical incidents

In alignment with The Code of School Behaviour when applying the consequences overleaf, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Factors taken into consideration may include:

• Age of the child
• Amount of reliable evidence
• Previous behaviour record
• Degree of provocation
• Severity of the incident
• Intent of the action
• Honesty and perceived level of genuine remorse

Scottville State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

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.

If a problem behaviour is repeated, the staff member may not repeat the discussion or explanation process but simply remind the student of the consequences of their problem behaviour.
Ensuring consistent responses to problem behaviour
At Scottville State School, 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 about how to respond when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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

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

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

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

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

Physical Intervention
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; and/or
- posing an immediate danger to himself/herself or to others.

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

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

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and/or
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 4);
- witness statements which are scanned and uploaded to OneSchool;
- Health and Safety incident record (link); and/or
- debriefing report (for student and staff) (Appendix 5).
### 6. Consequences for unacceptable behaviour

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Ignoring the behavioural expectations outlined in the school’s behaviour matrices for school environments (Appendices 6 – 10).</td>
</tr>
<tr>
<td></td>
<td>- Littering</td>
</tr>
<tr>
<td></td>
<td>- Ignoring instruction</td>
</tr>
<tr>
<td></td>
<td>- Lateness to class</td>
</tr>
<tr>
<td></td>
<td>- Uniform/make-up/hair/jewellery transgressions</td>
</tr>
<tr>
<td></td>
<td>- Irresponsible use of school or other equipment</td>
</tr>
<tr>
<td></td>
<td>- Minor safety issues – no hat, running on concrete etc</td>
</tr>
<tr>
<td></td>
<td>- Not meeting work expectations</td>
</tr>
<tr>
<td></td>
<td>- Playing in non-designated areas eg gardens, other year level areas.</td>
</tr>
<tr>
<td></td>
<td>- Eating or drinking in non-designated areas.</td>
</tr>
<tr>
<td></td>
<td>- Bringing toys, game cards, electronic games/media into classroom.</td>
</tr>
<tr>
<td></td>
<td>- Not getting ready for class or activity</td>
</tr>
<tr>
<td></td>
<td>- Minor arguments eg squabble over a ball.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Continued Level 1 behaviours.</td>
</tr>
<tr>
<td></td>
<td>- Refusal to participate in program of instruction.</td>
</tr>
<tr>
<td></td>
<td>- Leaving the classroom without permission.</td>
</tr>
<tr>
<td></td>
<td>- Disruptive behaviour in class.</td>
</tr>
<tr>
<td></td>
<td>- Disruptive behaviour in play ground.</td>
</tr>
<tr>
<td></td>
<td>- Disruptive behaviour at sport activities.</td>
</tr>
<tr>
<td></td>
<td>- Disrespectful behaviour – for example: disobedience.</td>
</tr>
<tr>
<td></td>
<td>- Disruptive behaviour on excursions.</td>
</tr>
<tr>
<td></td>
<td>- Unsafe behaviour.</td>
</tr>
<tr>
<td></td>
<td>- Minor teasing.</td>
</tr>
<tr>
<td></td>
<td>- Inappropriate language (not including abusive language or swearing) – for example: put downs.</td>
</tr>
<tr>
<td></td>
<td>- Rough play and handling.</td>
</tr>
<tr>
<td></td>
<td>- Chewing bubble gum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Continued Level 2 behaviours.</td>
</tr>
<tr>
<td></td>
<td>- Wilful and persistent disobedience</td>
</tr>
<tr>
<td></td>
<td>- Harmful teasing</td>
</tr>
<tr>
<td></td>
<td>- All forms of bullying</td>
</tr>
<tr>
<td></td>
<td>- Physical aggression not resulting in a fight eg pushing, kicking.</td>
</tr>
<tr>
<td></td>
<td>- Abusive language including swearing and racist remarks directed at other students.</td>
</tr>
<tr>
<td></td>
<td>- Use of vulgar language or actions.</td>
</tr>
<tr>
<td></td>
<td>- Significant verbal threats to students and intimidation of students.</td>
</tr>
<tr>
<td></td>
<td>- Vandalism – graffiti and breakage.</td>
</tr>
<tr>
<td></td>
<td>- Leaving school grounds without permission.</td>
</tr>
<tr>
<td></td>
<td>- Theft of valuables.</td>
</tr>
<tr>
<td></td>
<td>- Truancy.</td>
</tr>
<tr>
<td></td>
<td>- Possession and use of mobile phone/electronic device</td>
</tr>
<tr>
<td></td>
<td>- Inciting others to behave inappropriately.</td>
</tr>
<tr>
<td></td>
<td>- Sexual misconduct – for example 'dacking' a student.</td>
</tr>
<tr>
<td></td>
<td>- Cyberbullying.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Continued Level 3 behaviours.</td>
</tr>
<tr>
<td></td>
<td>- Fighting resulting in injury.</td>
</tr>
<tr>
<td></td>
<td>- Concealing a weapon - for example: a knife.</td>
</tr>
<tr>
<td></td>
<td>- Threatening others with a weapon.</td>
</tr>
<tr>
<td></td>
<td>- Using a weapon</td>
</tr>
<tr>
<td></td>
<td>- Assault of other students.</td>
</tr>
<tr>
<td></td>
<td>- Major vandalism.</td>
</tr>
<tr>
<td></td>
<td>- Major theft.</td>
</tr>
<tr>
<td></td>
<td>- Abusive language directed at staff.</td>
</tr>
<tr>
<td></td>
<td>- Intimidation of staff.</td>
</tr>
<tr>
<td></td>
<td>- Smoking cigarettes and/or possession of tobacco products.</td>
</tr>
<tr>
<td></td>
<td>- Possession and/or consumption of alcohol.</td>
</tr>
<tr>
<td></td>
<td>- Gross indecency – for example: exposure.</td>
</tr>
<tr>
<td></td>
<td>- Sexual harassment.</td>
</tr>
<tr>
<td></td>
<td>- Sexual misconduct.</td>
</tr>
<tr>
<td></td>
<td>- Accessing and/or distributing pornography.</td>
</tr>
<tr>
<td></td>
<td>- Using the internet or other electronic means to direct abusive language or make threats.</td>
</tr>
<tr>
<td></td>
<td>- Cyberbullying.</td>
</tr>
<tr>
<td></td>
<td>- Causing bodily harm to peers or staff.</td>
</tr>
</tbody>
</table>

### Possible Consequences

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>Possible consequences could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Verbal negotiation or warning.</td>
</tr>
<tr>
<td></td>
<td>- Reminder of classroom or playground expectations and rules.</td>
</tr>
<tr>
<td></td>
<td>- Asking student to demonstrate understanding of school rule.</td>
</tr>
<tr>
<td></td>
<td>- Temporary confiscation of personal items.</td>
</tr>
<tr>
<td></td>
<td>- Movement down the ladder on the class’s behaviour chart.</td>
</tr>
<tr>
<td></td>
<td>- More than five (5) red days per term excludes a student from participating in a rewards excursion or event.</td>
</tr>
</tbody>
</table>

If repeated applications of the above actions produce no improvement in the student’s behaviour, then a Level 2 consequence may be applied.

<table>
<thead>
<tr>
<th>LEVEL 2</th>
<th>Possible consequences could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Movement to bottom red on the class’s behaviour chart which results in removal from weekly rewards and allocation of lunch detention.</td>
</tr>
<tr>
<td></td>
<td>- In-class separation or isolation to the Think Chair where student completes a Reflection sheet.</td>
</tr>
<tr>
<td></td>
<td>- Removal from classroom for one-on-one resolution with teacher.</td>
</tr>
<tr>
<td></td>
<td>- Removal from classroom to a buddy classroom.</td>
</tr>
<tr>
<td></td>
<td>- Removal from playground activity for one-on-one resolution with teacher.</td>
</tr>
<tr>
<td></td>
<td>- Time out from playground activity or sport activity.</td>
</tr>
<tr>
<td></td>
<td>- Assign student to accompany staff on playground duty.</td>
</tr>
<tr>
<td></td>
<td>- Assign student a supervised lunchtime detention.</td>
</tr>
<tr>
<td></td>
<td>- Withdawal of privileges – excursion, inter-school sport etc.</td>
</tr>
<tr>
<td></td>
<td>- Parents notified for repeated incidents.</td>
</tr>
</tbody>
</table>

If repeated applications of the above actions produce no improvement in the student’s behaviour, then a Level 3 consequence may be applied.

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>Possible consequences could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Details of incident recorded on OneSchool.</td>
</tr>
<tr>
<td></td>
<td>2. Student attends detention session in Admin.</td>
</tr>
<tr>
<td></td>
<td>3. Student completes Reflection form in lunch breaks.</td>
</tr>
<tr>
<td></td>
<td>4. Formal written apology completed.</td>
</tr>
<tr>
<td></td>
<td>5. Tracking Card sent home to parents for them to sign. Children return this to teacher or office next day.</td>
</tr>
</tbody>
</table>

Other possible consequences:

- Referral to Student Support Team for assessment or support – Guidance Officer, STLD, AVT.
- Individual Behaviour Support Plan
- Monitoring program – Daily Behaviour Record (‘Tracking Card’)
- Resolution between coordinator, aggrieved party and student.
- Peer mediation or restorative conference.
- Restitution
- Formal parent interview
- Interagency referral
- Excluded from attending camps, excursions, reward days excursions and events or district sport events.

<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>Possible consequences could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Suspension in line with Education Queensland Policy SM-16 - Student Disciplinary Absences (1-5 days) followed by re-entry meeting with parents and development of Individual Behaviour Support Plan.</td>
</tr>
<tr>
<td></td>
<td>- Restorative conference on return from suspension.</td>
</tr>
<tr>
<td></td>
<td>- Restitution</td>
</tr>
<tr>
<td></td>
<td>- Police notification.</td>
</tr>
<tr>
<td></td>
<td>- Outside agency referral.</td>
</tr>
<tr>
<td></td>
<td>- Leadership badges revoked.</td>
</tr>
</tbody>
</table>
### LEVEL 5

<table>
<thead>
<tr>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
<th>Possible consequences could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extreme or repeated incidence of level 4 behaviour.</td>
<td>• Suspension in line with Education Queensland Policy SM-16 Student Disciplinary Absences (6-20 days) followed by re-entry meeting with parents and development of Individual Behaviour Contract.</td>
</tr>
<tr>
<td>• Possession, use and or supply of illegal drugs.</td>
<td>• Recommendation for exclusion in line with Education Queensland Policy SM-16 Student Disciplinary Absences.</td>
</tr>
<tr>
<td>• Other substance abuse</td>
<td>• Police notification.</td>
</tr>
<tr>
<td>• Possession of a weapon.</td>
<td></td>
</tr>
<tr>
<td>• Use of a weapon.</td>
<td></td>
</tr>
<tr>
<td>• Violent assault.</td>
<td></td>
</tr>
<tr>
<td>• Gross misconduct that is not in the power of the school to address or modify.</td>
<td></td>
</tr>
</tbody>
</table>

Scottville State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Scottville State School staff members are provided with regular professional development to ensure consistent responses to problem behaviour across the school.

OneSchool is used to record some minor and all major problem behaviour.

The effective management of unacceptable behaviours is categorised into five levels:

- **MINOR** Level 1 – Minor unacceptable behaviours:
  - not recorded on OneSchool;
  - Classroom Teacher uses behaviour management strategies and may keep anecdotal records;
  - encourages student to manage their own behaviour; and
  - Teacher consequences which may include restating expectations, detention.

- **MINOR** Level 2 – Significant unacceptable behaviours:
  - recorded on OneSchool as a Minor but no referral;
  - Classroom Teacher uses behaviour management strategies; and
  - Teacher consequences which may include restating expectations, detention, buddy classroom, contact with parents.

- **MAJOR** Level 3 – Pattern of unacceptable behaviour (within a short period)
  - recorded on OneSchool as a Major and referred to Principal using the Third minor referral category;
  - pattern of at least three minor OneSchool incidents for the similar behaviours over a short period; and
  - Classroom Teacher to work with the Principal to improve student behaviour which may include restating expectations, detention, contact with parents, Tracking Card, reflection sheet, modified program, other school support staff.

- **MAJOR** Level 4 – Continuing pattern of unacceptable behaviours
  - recorded on OneSchool as a Major by the Teacher and referred to the Principal;
  - no improvement in the pattern of behaviour despite Principal’s intervention;
  - Teacher is also required to brief the Principal on behaviours and previous strategies.
  - Classroom Teacher and Principal to work to improve student behaviour which may include restating expectations, detention, contact with parents, expectations card, reflection sheet, modified program, other school support staff, external support staff, suspensions, cancellation of enrolment or recommendation for exclusion.
- **MAJOR** Level 5 – Highly unacceptable behaviours
  - recorded on OneSchool as a **Major** by the teacher and referred directly to the Principal; these include:
    - significant incident that requires immediate action such as actions affecting others safety or welfare;
    - directed verbal abuse/threats to a staff member;
    - physical violence to another student or staff member;
    - tobacco or other illegal substances; and/or
    - other incidents as determined by the staff member.

  - Consequences for Level 5 behaviours may include restating expectations, detention, contact with parents, expectations card, reflection sheet, modified program, other school support staff, external support staff, suspensions, cancellation of enrolment or recommendation for exclusion.

Minor behaviours (Level 1 & 2) are those that:
- are minor breaches of the school expectations;
- non-compliance with school policy and procedures;
- 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/or
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in any of the following consequences:
- a minor consequence logically connected to the problem behaviour, such as complete or partial removal from an activity or event for a specified period of time, individual meeting with the student, apology, parent contact, restitution, detention for work completion or other consequences as determined by the staff member.

Major behaviours (Level 3, 4 & 5) are those that:
- significantly or repeatedly violate the rights of others;
- result in repeated non-compliance with school policy and procedures;
- put others / self at risk of harm; and/or
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Principal because of their seriousness.

Major problem behaviours may result in any of the following consequences:
- any consequence from Level 1 and Level 2;
- monitoring program;
- behaviour contracts;
- resolution meeting between student and aggrieved persons;
- peer mediation or restorative conference;
- referral for assessment and specialist support;
- Individual Positive Behaviour Management Support plan;
- interagency referral;
- parent/carer interview;
- Individual Support Plan;
- referral to outside agency;
- internal withdrawal;
- notification to child protection agencies;
- physical restraint procedures within Education Queensland policy;
- police notification if involved in illegal behaviour;
• Short or long term suspensions, cancellation process or Behaviour Improvement Conditions;
• Principal recommendation for exclusion within policy guidelines; and/or
• other consequences as determined by the Principal.

**Grounds for Suspension and Recommendation for Exclusion includes:**
• disobedience;
• misconduct; and/or
• other conduct prejudicial to the good order and management of the school or State schools.

**Note:** Misconduct of a student of a State school includes misconduct happening while the student is attending or representing the school or travelling to or from school

**On Suspension**
• parents/guardians will be contacted;
• reasonable steps will be taken to ensure student is given school work to allow their education to continue;
• for 6 – 20 day suspensions, a ‘case manager’ will be appointed.

**On return from Suspension**
• a re-entry meeting must occur before student is returned to classes;
• a behaviour contract Individual Support Plan may be negotiated with the student;
• monitoring of student may occur to ensure behaviour is appropriate and conducive to learning.

Serious misbehaviour such as supplying or using drugs, bringing of, use of, or carrying of a weapon to school and violent assault will likely result in the most serious consequences, including referral to police. Students must report the presence of any drugs and or weapons to school staff immediately.
7. Network of student support

Scottville State School utilises the support of school administrators, staff, students, parents and members of the wider community and personnel from other agencies when supporting students. This includes:

- all school staff;
- regular visiting Speech and Language Pathologists;
- regular visiting specialist teachers such as music and HPE teachers;
- P&C Committee members; and
- School community members and volunteers.

Regional support includes:
- Guidance Officers;
- NQR Regional Office staff including Principal Education Advisors, Student Services and others.

Outside agencies include:
- Queensland Police Service;
- Department Of Communities, Child Safety and Disability Services;
- Child Youth Mental Health Service;
- Queensland Health Services;
- local youth services organisations;
- community and wider community members, groups and businesses.

The network of support at Scottville State School includes the involvement of the Principal and other agencies. The Scottville school staff meet regularly to develop strategies for students who require more targeted or intensive support.

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Refer to Section 11 for Internet links to resources.

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.

Scottville State 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, socioeconomic situation and their emotional state; and
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time;
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation; and
  o 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

- Safe Supportive and Disciplined School Environment
  - Inclusive Education
    - Enrolment in State Primary, Secondary and Special Schools
      - Student Dress Code
    - Student Protection
      http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx
    - Hostile People on School Premises, Wilful Disturbance and Trespass
    - Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
    - Acceptable Use of 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

Endorsement

Principal  P&C President or  Assistant Regional Director (School Improvement)

Effective Date: 1 July 2013 – 30 June 2016
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students 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 discipline.

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 Scottville State School Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
9. recording; and/or
10. disseminating material (through text messaging, display, internet uploading etc); and/or,
11. knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

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

Special Circumstances Arrangement
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

12. Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

---

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

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

Purpose

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

2. There is no place for bullying at Scottville 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.

3. Bullying behaviours that will not be tolerated at Scottville 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.

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

5. This is where people use electronic communication to harm others. Cyber bullies can use text messages, phone calls, email, instant messaging, social networking sites and web pages to embarrass others. The main forms of cyber bullying are identified as:
   - **flaming**: online fights using electronic messages with angry or vulgar messages;
   - **harassment**: repeatedly sending nasty, mean or insulting messages;
   - **denigration**: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships;
   - **outing**: sharing someone’s secrets or embarrassing information or images online;
   - **exclusion**: Intentionally and cruelly excluding someone from an online group; or
   - **cyberstalking**: repeated, intense harassment and denigration that includes threats or creates significant fear.

6. At Scottville 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 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
7. 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 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.

8. The anti-bullying procedures at Scottville 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
9. 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 schoolwide 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 four (4) school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
   - All students have been or are being taught the specific routines in the nonclassroom 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 receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines from all staff in the nonclassroom areas of the school.
   - A high level of quality active supervision is a permanent staff routine in the non-classroom environments. 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 environments.

10. 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.

The High 5
(response to bullying behaviour)

1. Ignore
2. Walk away
3. Take a deep breath & talk friendly
4. Look directly into the eyes of the person attempting to bully you and speak in a firm, clear voice and say “Stop that, I don’t like it”
5. Go directly to a teacher if the attempts to bully you don’t stop and report what happened
Be assertive. Stand up for yourself and others. However this does not mean you should be physically or verbally aggressive. Be a friend. Listen. Tell someone. You can control what happens.

11. 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.

12. 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.

13. 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 Scottville 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’.

14. Scottville State School uses behavioural data for decision-making. This data is entered into our OneSchool database regularly and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
# Appendix 3

**Scottville State School**  
**Behaviour Referral Form**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Playground</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referring staff member:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Behaviour</th>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect</td>
<td>Low intensity brief failure to follow directions</td>
<td>Continued refusal to follow directions, talking back and/or socially rude interactions.</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>Physical Aggression</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Low intensity language (eg shut up, idiot etc)</td>
<td>Inappropriate / Abusive language</td>
</tr>
<tr>
<td>Disruption</td>
<td>Low intensity but inappropriate disruption.</td>
<td>Disruption</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Low intensity misuse of property.</td>
<td>Vandalism</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td>Dress Code</td>
</tr>
<tr>
<td>Safety</td>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
<td>Safety</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td>Major Dishonesty</td>
</tr>
<tr>
<td>Other</td>
<td>Harassment / Bullying</td>
<td>Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Expectation Category</th>
<th>Be Committed to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be SAFE</td>
<td>Be Respectful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others involved in incident</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Peers</td>
</tr>
</tbody>
</table>
# Appendix 4

## Incident Report

### Name: __________________________  Date: __________________________

**Person Completing Form:** __________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
<td>Time incident started</td>
</tr>
</tbody>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. *(e.g. damage, injury to self/others)*

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. *(e.g. was angry because I asked him/her to stop teasing).*
Appendix 5

Debriefing Report

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

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

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

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

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
## IN THE CLASSROOM

### BE SAFE
- Walk in the room
- Pass equipment from hand-to-hand
- Sit on your chair
- Push your chair in
- Stand behind your chair
- Use equipment appropriately

### BE RESPECTFUL
- Put your hand up to speak
- Wait your turn to speak
- Use your manners: say ‘please’, ‘thank you’ and ‘excuse me’
- Keep your hands to yourself
- Speak quietly
- Look at the speaker
- Speak kindly
- Look after school property

### BE COMMITTED TO LEARNING
- Have a go
- Start your work promptly
- Complete your homework every day
- Try your hardest
- Keep your bookwork neat
- Listen to the instructions
- Ask for help

### BE RESPONSIBLE
- Bring your equipment to class every day
- Pack up all your belongings
- Remember your homework
- Keep your area clean and tidy
- Look after equipment
- Look after each other
- Tell the teacher if anything is wrong
**IN THE TOILETS**

| BE SAFE                  | - Wash your hands  
|                         | - Use the amenities for their intended purpose  
|                         | - Keep the facilities clean  
| BE RESPECTFUL          | - Follow staff instructions  
|                         | - Consider other students’ privacy  
| BE COMMITTED TO LEARNING | - Move to class immediately when the bell goes  
|                         | - Use the toilets during break times  
|                         | - Return to class promptly  
| BE RESPONSIBLE          | - Unlock the cubicle door to leave  
|                         | - Report disturbances to staff  

## IN THE PLAYGROUND

### BE SAFE
- Keep hands and feet to yourself
- Wear hats for play
- Play non-contact sports
- Use sport equipment for its intended purpose
- Use the playground during school hours only
- Look out for younger students

### BE RESPECTFUL
- Follow staff instructions
- Consider other students in the playground
- Speak appropriately

### BE COMMITTED TO LEARNING
- Follow the rules of the sport being played
- Move to class immediately when the bell goes

### BE RESPONSIBLE
- Look out for other people in the playground
- Sign out playground equipment
- Look after playground equipment
- Return playground equipment
| **BE SAFE**       | - Walk in the building  
|                  | - Keep shoes on  
|                  | - Get permission to operate roller doors  
|                  | - Use equipment appropriately  
|                  | - Access the stage via the steps  
|                  | - Access the hall with permission of staff  |
| **BE RESPECTFUL** | - Take off your hat when you enter the hall  
|                  | - Keep your hands to yourself  
|                  | - Look at the speaker on assembly  
|                  | - Sing the National Anthem on assembly  
|                  | - Look after school property  |
| **BE COMMITTED TO LEARNING** | - Listen to instructions  
|                  | - Pay attention during assembly  |
| **BE RESPONSIBLE** | - Stand up to sing the National Anthem  
|                  | - Have your arms at your side to sing the National Anthem  
|                  | - Look after equipment  
|                  | - Walk on cement flooring  
|                  | - Tell the teacher if anything is wrong  |
Library