



The Code of School Behaviour

Better Behaviour
Better Learning

Karara State School



'Strive to Succeed'

Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

At Karara State School we are committed to providing a school environment which maximises the educational outcomes and opportunities of all students. This is only achieved through a supportive school environment that is developed in partnership with students, staff, parents and the wider community.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teacher's fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

We are committed to ensuring that all members of the school community have a right to feel safe and valued. To achieve this all members of our school community need to:

- Maintain privacy, rights, dignity and a concern for the welfare of others;
- Maintain and enhance self esteem;
- Develop a caring environment for behaviour;
- Promote responsible, informed decision-making;
- Increase co-operation and respect;
- Develop self control;
- Promote equity.

2. Consultation and data review

Karara State School has developed this plan in collaboration with our school community. Expectations of parents, staff and students were considered through conversations and review of School Opinion Surveys from previous years. A continuation of outcomes and opportunities provided to all students was the reported and hence the review and acceptance of the Responsible Behaviour Plan.

3. Learning and behaviour statement

The Karara State School community believes that students have the responsibility to make choices about their behaviour and work standards. Students are provided with guidance to build and strengthen decision making, time management and social skills.

We believe that all members of our school community have rights that need to be respected and the belief that with rights go responsibilities and that individual's must accept various responsibilities according to the rights they wish to adopt.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour. These values follow on from the School's Motto 'Strive to Succeed'.

SAFETY
TOLERANCE
RESPONSIBILITY
INTEGRITY
VISION
EFFORT

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 Karara State School we emphasise the importance of directly teaching students the values and 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. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

ALL AREAS	SAFETY	TOLERANCE	RESPONSIBILITY	INTEGRITY	VISION	EFFORT
	<ul style="list-style-type: none"> - Use equipment appropriately - Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> - Demonstrate Empathy - Be inclusive - Respect Feelings of others - Accept yourself and others 	<ul style="list-style-type: none"> - Take responsibility for own actions - Be honest. Always tell the truth - Leave valuable property at home e.g. toys, electronic devices, etc) - Be a proud ambassador of our school - Place waste in the appropriate places - Be in the right place at the right time - Clean up after yourself 	<ul style="list-style-type: none"> - Actions match words - Be Truthful and Trustworthy 	<ul style="list-style-type: none"> - Believe in yourself - Solve Problems 	<ul style="list-style-type: none"> - Give 100% - Do not give up when faced with difficult challenges
GLASS	<ul style="list-style-type: none"> - Walk - Sit still - Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> - Respect others' opinions - Listen and consider others' views - Be open minded 	<ul style="list-style-type: none"> - Listen with attention - Be on time - Be prepared with necessary equipment - Complete set tasks with effort and to the best of your ability at all times - Ask permission to leave classroom - Keep work space tidy 	<ul style="list-style-type: none"> - Keep eyes on own work - Be honest 	<ul style="list-style-type: none"> - Have SMART goals - Understand assessment items - Ask relevant questions - Collaborate with others 	<ul style="list-style-type: none"> - Listen to teacher - Know class times - Be prepared for each lesson - Ensure you have correct equipment - Complete all tasks to the best of your ability
BREAK TIMES	<ul style="list-style-type: none"> - Participate in school approved games - Wear shoes and socks at all times - Be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> - Include others - Value uniqueness - Settle or prevent conflict between and amongst ourselves 	<ul style="list-style-type: none"> - Eat in designated eating areas - Sit during eating times until dismissed by the adult on duty. - Care for environment by reducing waste and conserving energy & water 	<ul style="list-style-type: none"> - Keep in bounds - Be honest when playing with others 	<ul style="list-style-type: none"> - Know when the bell times are 	<ul style="list-style-type: none"> - Put equipment away after use - Ensure rubbish goes into the bin
TOILETS	<ul style="list-style-type: none"> - Respect privacy of others - Respect facility use and cleanliness - Wash hand 	<ul style="list-style-type: none"> - Wait patiently 	<ul style="list-style-type: none"> - Use toilets during breaks - Keep noise to a minimum - Do your business then exit - Use soap and toilet paper Appropriately 			
EXCURSIONS / SPORT	<ul style="list-style-type: none"> - Remove or tape jewellery for sport - Use all required safety equipment, including hat 	<ul style="list-style-type: none"> - Be aware of others skill levels 	<ul style="list-style-type: none"> - Demonstrate sensible behaviour at all times - Follow agreed rules of game 	<ul style="list-style-type: none"> - Congratulate others - Encourage all 	<ul style="list-style-type: none"> - Be an active team member 	<ul style="list-style-type: none"> - Try your hardest
COMPUTERS	<ul style="list-style-type: none"> - Keep passwords private - Keep personal details private - Only communicate with people you know 	<ul style="list-style-type: none"> - Wait for programs to load 	<ul style="list-style-type: none"> - Follow procedures for looking after ICT equipment - Report inappropriate use immediately - At school, use ICT equipment for school related purposes - Use school internet for school related Topics 	<ul style="list-style-type: none"> - Use only your password - Use computers appropriately 		<ul style="list-style-type: none"> - Ensure computers are shut down properly

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

- Behaviour lessons conducted by classroom teachers using the Second Step Social and Emotional Program
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Karara 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.
- School Principal regular provision of information to staff and parents, and support to others in sharing successful practices.
- Individual support profiles (where required) 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.
- Inclusion of Values and Strategies into Whole School Assemblies

Reinforcing expected school behaviour

At Karara State School, communication of our key messages about behaviour is backed up through positive 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.

Positive Reinforcements

Class Stamp Chart – The class stamp chart is used by teaching staff to reward student for neat work, organised bookwork, organised desks, raising hands, sitting correctly on chairs and any other general classroom activity which the teacher would like to recognise.

													
													
							EARLY MARK LUNCH						
													

Raffle Tickets – Raffle tickets are given to students for when they achieve certain milestones with classwork. For example, when a student beats their previous week score on Friday's maths tasks or receives greater than 16/20 for their post spelling test. Raffle Tickets can also be awarded at a teacher's discretion for good work or following the School Rules. A winner is drawn at the end of the week and receives a prize.

General Behaviour

Class Behaviour Track – The Class Behaviour track is a whole school behaviour approach which rewards students for positive behaviour and is a visual reminder for students who are not on the right path. Each student has their own peg and moves it according to their behaviour throughout the day. Each day students place their peg on 'Ready to Learn'. If a student reaches "Outstanding" then a raffle ticket is awarded. If they end the day there, they receive another raffle ticket. If a student makes a choice that is against school rules, they move down the track. If they end up on consequences, they will need to complete a 'Reflection Form' (see Appendix 1).



Student of the Week – Each week a Student of the Week is selected and awarded at the following week's assembly. The recipient is usually selected from someone who has displayed one or more of the school's values. The recipient receives a certificate and name is mentioned at assembly.

Encouraging and maintaining positive behaviours

Classroom rules and expectations:

- reflect the values of the wider school community
- embody the key messages and a common language
- recognise and focus on positive practices and behaviours are fair, clear and framed in a positive way
- are developed collaboratively with the class and continually revisited
- are modelled by staff
- are implemented in a consistent, fair and just manner.

Understanding Expectations Process

The process for developing an understanding of the expected behaviours involves:

- working collaboratively with the whole school community;
- modelling of expected behaviours by all staff at all times;
- developing a supportive and more productive school environment for all students and staff;
- assisting students and the community to develop a more productive means to determine appropriate human responses to real-life situations;
- systematically teaching and reinforcing the expectations at the whole school level (assemblies, newsletters, special events etc) and at the classroom level (focussed lessons on relevant topics and using a common teaching framework along with incidental but focussed learning situations);
- all staff repeatedly re-teaching the expectations and correcting students as part of their everyday practice.

Responding to unacceptable behaviour

At Karara State School positive reinforcement is always the first port of call. Behaviour is constantly monitored by all staff and depending on the unacceptable behaviour, response may vary.

1. **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 and school values, 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, show more tolerance, demonstrate responsibility, respond with innovation or vision or increase effort (**STRIVE**). 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.

2. **Targeted behaviour support:** Due to the size of Karara State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. If unsatisfactory behaviour is constant, student data is accessed and contact is then made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Staff meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher.

Strategies used for targeted behaviour support include:

- curriculum adjustment
- verbal and non-verbal
- increased attention
- added responsibilities

Curriculum Adjustment	Staff determines whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: <ul style="list-style-type: none"> • working with a teacher aide or learning support teacher • adjusted class work • working with a peer or older student.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • Specific reinforcement e.g. Thank you for sitting down. • Targeted direction giving.
Non-Verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: <ul style="list-style-type: none"> • 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 • awards.
Increased	Students may require increased attention for either curriculum needs or to reinforce

attention	acceptable behaviour. This may occur through: <ul style="list-style-type: none"> • One on one curriculum support with the teacher • Teacher aide support • Work with another member of school staff • Curriculum support through an older classmate.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters 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: <ul style="list-style-type: none"> • Peer tutoring • Working with a younger or older classmate • Classroom jobs • School jobs.

3. **Intensive behaviour support: Behaviour Support Team:** At Karara State School, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Advisory Visiting Teacher for Behaviour Support for consultation or support
- full team collaboration to undertake a functional behavioral assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

Consequences for unacceptable behaviour

Karara 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.

Minor and major behaviours

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

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

Minor 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.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, 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.
- a 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.

Major behaviours are those that:

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

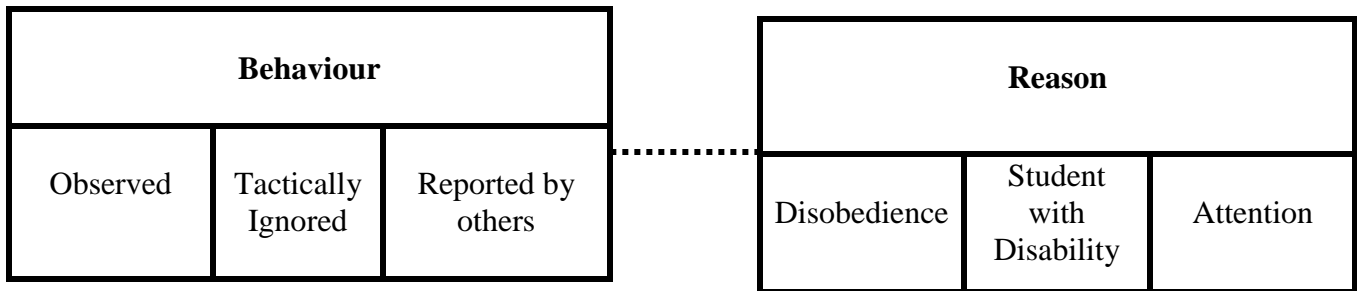
Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral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

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** 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.

Focus on appropriate behaviours

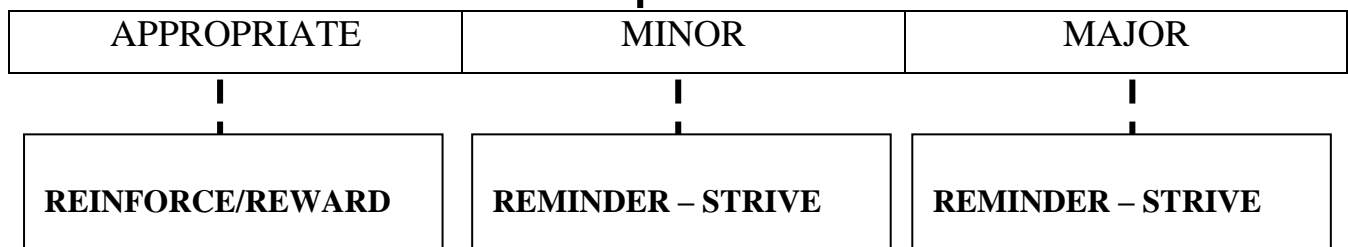
STEPS IN THE MANAGEMENT OF BEHAVIOUR AT KARARA STATE SCHOOL FOR STAFF and SUPPORT



Approach student/students regarding appropriateness of behaviour – Question and feedback or State Rule or Simple direction

**** PROVIDE CLEAR CHOICES TO THE STUDENT ****

Evaluate student's responses Determine appropriate action



Focus on appropriate behaviours

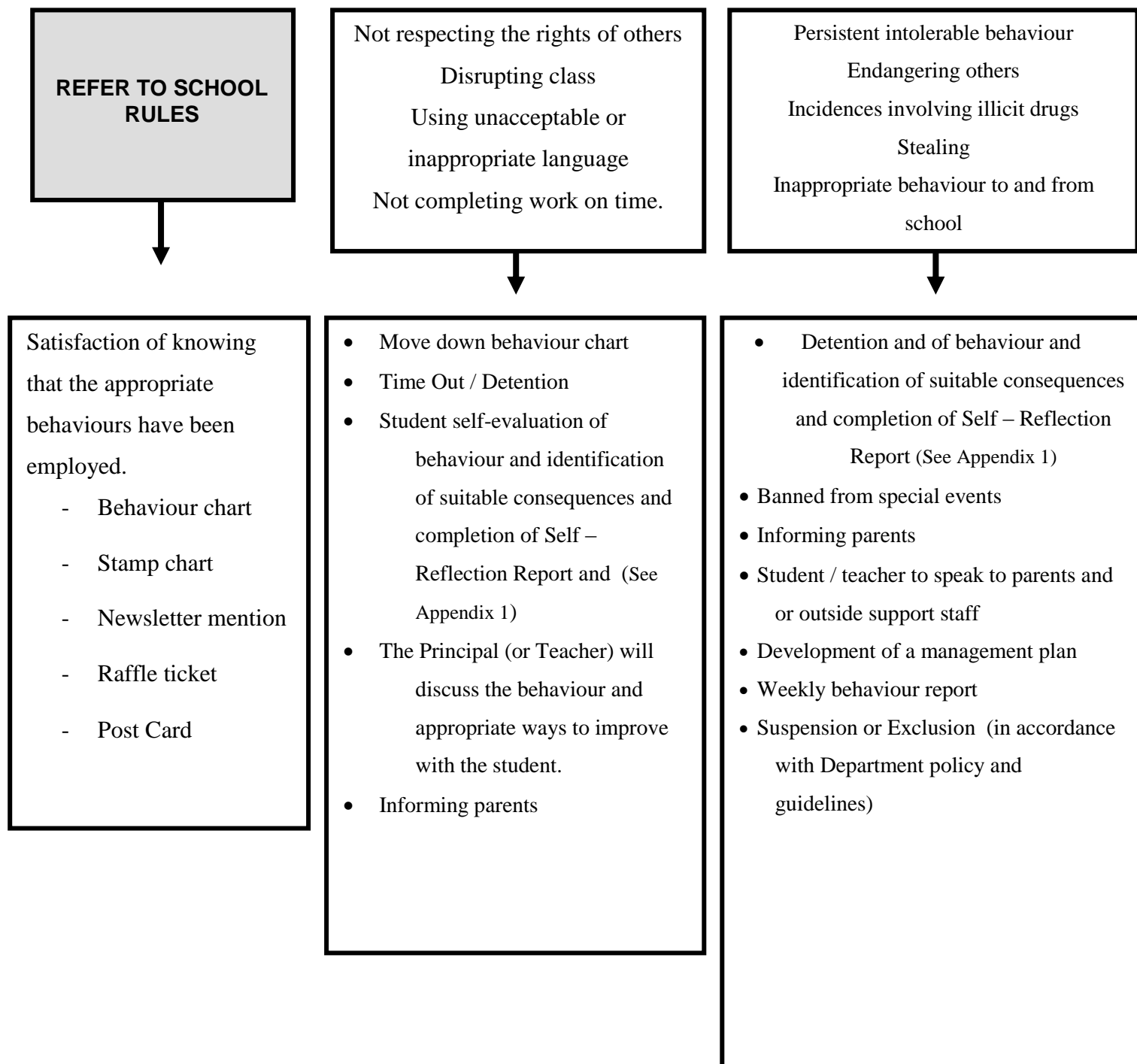
- Behaviour chart
- Stamp chart
- Newsletter mention
- Raffle ticket
- Post Card

RESTORATIVE / CONSEQUENCES

These Behaviours and Consequences are outlined overleaf

Behaviours and Consequences

The following table provides examples of behaviours and their relevant consequences. It is possible that a comment may be placed on a student's file as a consequence of any behaviour – appropriate or otherwise.



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

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

Appropriate physical intervention may be used to ensure that Karara 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
- 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 2)
- [Health and Safety incident record](#) (link)
- Debriefing report (for student and staff) (Appendix 3).

6. Consequences for unacceptable behaviour

In 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.

At Karara State School, the following are **examples** of sequential logical consequences for unacceptable behaviour. Note that all consequences are relevant and related to the behaviour exhibited. Please note that a **Reflection Sheet** can include contact to parents and a lunchtime detention.

Example of Inappropriate Behaviour	Example of Sequential Consequences
Not wearing Hat	<ol style="list-style-type: none"> 1. Play under the school 2. Sit outside the office
Late for parade	<ol style="list-style-type: none"> 1. Rule reminder (bell times) 2. Make up 5 minutes of parade at lunch/snack
Incessant talking / Calling Out	<ol style="list-style-type: none"> 1. Seating plan - Movement away from peers 2. Movement to Time Out desk and/or Lunchtime detention to make up time
Homework / Reading	<ol style="list-style-type: none"> 1. Use of own time to complete unfinished work

not completed	2. Contact with parents if recurring
Swearing or use of inappropriate language	1. Reflection sheet / Restorative Practice 2. Possible suspension based on circumstances – Abusive language
Unsafe Playground Behaviour (eg throwing rocks/sticks)	1. Warning and /or short term withdrawal 2. Reflection sheet / Lunchtime detention 3. Possible follow-up with Principal depending on circumstances
'Back-Chatting' - Disrespect to staff / visitors	1. Reminder about respect 2. Reflection sheet
Stealing	1. Referral to Principal & parent contact & replace or return any items stolen & playground withdrawal 2. Sessions with Guidance Officer/Adopt-A-Cop & possible suspension based on circumstances
Striking / Use of Force	1. Referral to principal/ Reflection sheet / playground withdrawal/ Restorative Practice/ possible suspension based on circumstances 2. Suspension & Sessions with Behaviour Management Support Teacher (eg Anger Management)
Non-Compliance / Work Refusal	1. STEPS
Bullying (Verbal and Physical)	1. Apology / Discussion about bullying/ strategy building 2. Thinking sheet 3. Classroom &/or playground withdrawal with Parent contact 4. Suspension
Possession of Weapons / Drugs	Immediate referral to Principal & Immediate Parent Contact & Consultation with District Office regarding Police involvement & 6-20 day Suspension pending further action & Possible exclusion* based on circumstances.

This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. Mindful of this, some behaviour would result in immediate exclusion (eg. selling/supplying drugs, use of a weapon).

Time Out – Teacher and Principal Responsibility

- keep the student in any time out area under supervision at all times
- ensure the student is safe
- give the student opportunity to rejoin class in intervals of no more than 10 minutes
- provide the student with opportunities to complete assignments or assessments to fulfil educational requirements

7. Network of student support

Support for students at Karara State School is provided by:

- School Staff (including Principal, Teachers, Teacher-Aides and Auxillary Staff)
- Parents
- Student Peers
- Community Members
- Education Queensland District and Regional Office Staff (including Executive Director Schools Guidance Officers)
- Speech-Language Pathologists
- Support Teacher-Learning Difficulties (STLD)
- Behaviour Management Support Staff and access to funding
- Advisory Visiting Teachers (AVTs; and)
- Health Professionals (visiting Nurses and Dentists)

8. Consideration of individual circumstances

At Karara State School, we believe that each individual student develops at their own rate, both academically and socially. For this reason, responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members, whilst maintaining a fair and just social practice. We value the contributions made by all school community members (staff, students, parents, community, and other health and education professionals) when assisting any child to develop their social and academic skills.

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management

- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

Support Documents and School Rules attached Bullying Prevention Strategies attached

Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Date effective: 01st September 2014

APPENDIX 1 – Reflection Form

Reflection Form Name: _____ Date: _____

THINKING ABOUT MY BEHAVIOUR WILL HELP ME MAKE A BETTER CHOICE NEXT TIME

Behaviour (What Happened?) _____

Who was Involved? _____

How I felt			
Sad <input type="radio"/>	Angry <input type="radio"/>	Hurt <input type="radio"/>	Lonely <input type="radio"/>
Frustrated <input type="radio"/>	Jealous <input type="radio"/>	Confused <input type="radio"/>	Overwhelmed <input type="radio"/>

Why is this behaviour not acceptable? _____

What I will do next time _____

How I make amends with those I affected _____

Teacher: _____	Comment: _____
Recorded in OS: YES NO	

APPENDIX 2 – Incident Report

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where were 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).		

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APPENDIX 3– Debriefing Report

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 your 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 be modified to accommodate their specific receptive and expressive needs.