Withcott State School

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

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

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

2. Consultation and data review
Withcott State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2014. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 – 2014 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in April 2015, and will be reviewed in 2018 as required in legislation.

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our plan, shared expectations for student behaviour are explicit to everyone, assisting Withcott 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 values to teach and promote our high standards of responsible behaviour:
- Responsibility
- Respect
- Resilience

These values are now reflected in the purpose statement, *we take pride in our school and ourselves by being respectful, responsible and resilient. This is enacted through the school motto, real learning through real experiences.*

Our school values and expectations 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.

At Withcott State School, we value joint responsibility and open lines of communication between school and the home. We invite parents to communicate with teachers and if necessary, the school leadership team on behaviour related issues. Likewise, parents will be notified of persistent behavioural incidents that are not conducive to the learning environment.

Withcott State School is a Positive Behaviour for Learning School (PBL). PBL is a process of implementing a framework that provides us with an opportunity to review and build upon our current behaviour management program. The goal of PBL is to improve and maximise academic and social outcomes for ALL students. Part of the PBL process is to define and explicitly teach expected school behaviours, develop systems for acknowledging positive student behaviour and employ consistent procedures for dealing with inappropriate behaviour. Each of these are outlined on the following pages.
4. Processes for facilitating standards of positive behaviour

Facilitating standards of positive behaviour – Universal Behaviour Support

The first step in facilitating standards of positive behaviour is in communicating those standards to all students. At Withcott 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. A set of behavioural expectations in specific settings has been attached to each of our three school values. The Withcott State School Expectations Matrix over the page outlines our agreed values and behavioural expectations in all school settings. These expectations are explicitly taught to students via a number of strategies including:

- lessons conducted by classroom teachers at the beginning of the school year and throughout the year as required
- 6 core expectations are displayed in a consistent way on posters in all classrooms
- focus ‘expectation of the week’ discussed by classroom teachers and by the principal on weekly assemblies
- use of the pre-correction strategy to remind students of what you are looking for before they are asked to demonstrate it, e.g. when the bell goes at the end of morning tea you will swiftly walk to your classroom
- during active supervision by staff during classroom and non-classroom activities.

Furthermore, Withcott State School implements the following proactive and preventative processes and strategies to support student behaviour and the communication of the expectations:

- posters representing the expectations and incorporating a custom designed logo are placed around the school
- flags and a banner depicting the 3 values displayed on assembly and on special occasions
- providing information in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- regular provision of information to staff and parents, and support to others in sharing successful practices
- providing copies of the Withcott State School Responsible Behaviour Plan for Students to new students as well as new and relief staff
- individual behaviour support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- development of specific policies to address including The Use of Personal Technology Devices at School (Appendix 1), Information and Consequences for Knives at School (Appendix 2) and Procedures for Preventing and Responding to Incidents of Bullying, Including Cyberbullying (Appendix 3), as required by the Department of Education, Training and Employment.
<table>
<thead>
<tr>
<th>All Areas (including offsite activities)</th>
<th>Classroom</th>
<th>Playground</th>
<th>Toilet</th>
<th>Eating Area</th>
<th>Arrivals and Departures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>-----------</td>
<td>------------</td>
<td>--------</td>
<td>-------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>- Be organised</td>
<td>- Be ready to learn</td>
<td>- Return equipment</td>
<td>- Use toilets during breaks</td>
<td>- Walk directly to eating area</td>
<td>- Use school crossing</td>
</tr>
<tr>
<td>- Right place, right time</td>
<td>- Follow classroom procedures</td>
<td>- Play only approved games safely</td>
<td>- Straight there, straight back</td>
<td>- Take lunch, water bottle and hat</td>
<td>- Walk bicycle or scooter and place in rack</td>
</tr>
<tr>
<td>- Follow dress code</td>
<td>- Walk safely</td>
<td>- Use the toilet appropriately</td>
<td>- Use the toilet appropriately</td>
<td>- Sit and eat in the correct area</td>
<td>- Use only correct entries</td>
</tr>
<tr>
<td>- Walk safely</td>
<td>- Keep hands, feet and objects to yourself</td>
<td>- Flush toilet</td>
<td>- Eat your own food</td>
<td>- Go to office if leaving early or arriving late</td>
<td>- Go to office if leaving early or arriving late</td>
</tr>
<tr>
<td>- Keep hands, feet and objects to yourself</td>
<td>- Use equipment correctly</td>
<td>- Wash and dry hands</td>
<td>- Place rubbish in bin once dismissed</td>
<td>- Leave school promptly</td>
<td>- Leave school promptly</td>
</tr>
<tr>
<td>- Use equipment correctly</td>
<td>- Bring only appropriate items</td>
<td>- Wait to be dismissed</td>
<td>- Wait to be dismissed</td>
<td>- Follow bus procedures</td>
<td>- Follow bus procedures</td>
</tr>
<tr>
<td>- Follow instructions promptly</td>
<td>- Follow instructions promptly</td>
<td>- Consider others</td>
<td>- Respect privacy</td>
<td>- Ask permission to go to the toilet</td>
<td>- Ask permission to go to the toilet</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>-----------</td>
<td>------------</td>
<td>--------</td>
<td>-------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>- Be honest</td>
<td>- Respond when instructed</td>
<td>- Challenge yourself</td>
<td>- Respect privacy</td>
<td>- Use a quiet voice</td>
<td>- Use a quiet voice</td>
</tr>
<tr>
<td>- Use polite words and actions</td>
<td>- Respond as instructed</td>
<td>- Be a good sport</td>
<td>- Make healthy choices</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Give others personal space</td>
<td>- Enter or exit class correctly</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Take care of property</td>
<td>- Line up correctly</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Listen actively</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>BE RESILIENT</strong></td>
<td>-----------</td>
<td>------------</td>
<td>--------</td>
<td>-------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>- Look for good role models</td>
<td>- Challenge yourself</td>
<td>- Be a good sport</td>
<td>- Make healthy choices</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Learn from experience</td>
<td>- Stay on task</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Make good choices</td>
<td>- Quality work</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Accept consequences</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Show tolerance</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Keep trying</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Report issues to staff</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Set achievable goals</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
5. Processes for reinforcing expected school behaviour

At Withcott State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A custom designed ‘star’ is the symbol and currency for acknowledging positive student behaviour...we develop the 3 r's, as we illuminate our shining stars.

At Withcott State School age-appropriate praise, acknowledgement, rewards and incentives are utilised to support the feedback through the following immediate, short-term, mid-term and long-term processes.

Immediate (free and frequent):
- age-appropriate praise accompanied with feedback that explicitly states the positive behaviour demonstrated
- use of a star self-inking stamp
- issuing of light blue stars that when a group of 10 is collected, can be traded for a larger dark blue ‘shining star’.

Short-term:
- Certificate presented in class for positive behaviour demonstrated according to two criteria:
  - demonstrate initiative without instruction
  - supportive towards others
- Trading (offered weekly) for incentives that have been determined by the students in conjunction with the class teacher. A list of some incentives is included in Appendix 4.

Mid-term:
- A student from each class who demonstrates the most notable improvement in demonstrating positive behaviour over a 5 week period will be acknowledged with a Principal’s Award by way of certificate and recognition on assembly.

Long-term:
- Students who demonstrate consistent positive behaviour and who have no more than 1 major problem behaviour recorded over the period of a term will participate in an event at the end of the term, e.g. movie and popcorn afternoon.
- Students who do not reach this milestone will participate in an alternate activity designed to improve their social and emotional skills, e.g. playing a board game.

6. Processes for responding to unacceptable behaviour

Responding to unacceptable behaviour
Students come to school to learn. Responding to unacceptable behaviour provides an opportunity for learning how to function in ways that are expected within the school. When responding to unacceptable behaviour, the staff member first determines, in the context of school-wide expectations if the problem behaviour is major or minor as outlined in Appendix 5 (an indicative list only, not exhaustive) and then continues with the processes outlined in Consequences for Unacceptable Behaviour.

Minor behaviours are those that:
- are minor breaches of the school-wide expectations
- 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; they are infrequent
- do not require involvement of specialist support staff or Administration (although may be notified and referred for follow-up).

Our preferred way of re-directing minor behaviour is to ask the student to think of how they might be able to act more respectfully, more responsibly, or more resiliently. 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.
Responding to minor problem behaviours involves a re-direction procedure that involves re-teaching of the expected behaviour and relating the problem behaviours to expected school behaviours. The staff member takes the student aside and:

- names the behaviour that student is displaying
- asks student to name expected school behaviour
- explain how their behaviour differs from expected school behaviour
- states and explains expected school behaviour if necessary
- describe the likely consequences if the problem behaviour continues
- ask them what they can do next time to change their behaviour so that it aligns with our school’s expectations
- gives positive verbal acknowledgement for expected school behaviour.

Should a minor problem behaviour be repeated, the staff member does not need to repeat the discussion process but may move directly to the consequence that is logically connected to the problem behaviour.

**Major problem behaviours are those that:**

- significantly violate the rights of others
- put others/self at risk of harm
- may be considered minor but are persistent and continued over time; forming a pattern of problem behaviour
- may require the direct involvement of school Administration.

At Withcott 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.

**7. Consequences for unacceptable behaviour**

Withcott 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.

After identifying if a problem behaviour is major or minor (as outlined in the previous section), a staff member uses the flowchart over page to determine the consequence.

**Consequences for minor problem behaviours** are logically connected to the problem behaviour and may include:

- Apology (written/verbal)
- Restitution
- Forced choice
- Short-term withdrawal from the activity or event for a specified period of time (time out) within class/to buddy classroom
- Further conference with the student

When **major problem** behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. **Consequences for major problem behaviours with no immediate threat** may result in the following consequences:

- Behaviour conference, reteaching expected behaviour
- Apology (written/verbal)
- Restitution
- Withdrawal from a preferred activity
- Withdrawal from activity to another (buddy) classroom or the office
- Feedback to parents/caregivers
- Referral to the reflection room during lunch play period to engage in a reflective and conferencing process. See Appendix 6 for reflection room procedures.
- Loss of privilege (e.g. to participate in excursions/incursions, camps, extra-curricular experiences)
• Referral to administration staff
• In-school suspension
• Suspension
• Referral to Student Support Services (with possible on-referral to Guidance Officer, Behaviour Support Team, Complex Case Management Team or other relevant service)

**Consequences for major problem behaviours with an immediate threat** result in an immediate referral to Administration because of their seriousness. Administration staff collect and review the evidence and implement consequences accordingly. 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.

Suspension and Exclusion will occur in accordance with policy **SMS-PR-021: Safe, Supportive and Disciplined School Environment**.
**Positive Behaviour**

- Acknowledge Positive Behaviour system
- Consider Recording in OneSchool

**Observed Behaviour**

**Problem Behaviour**
- Conference with student(s)

**Minor**

**Minor/Major Behaviour?** Refer to Minor/Major Table

**No immediate threat?**

- The staff member manages the incident as in and gathers details from student(s) involved.
- Record their verbal account and have students write their account.
- Record details on Behaviour Awareness Record.

**Major**

**Immediate threat?**

- Principal, Officer-in-Charge or another staff member signals immediately for assistance. Student(s) withdrawn.

- Staff member gathers details from student(s) involved and refers to Principal/Officer-in-Charge for actioning as per RBP. Record their verbal account and have students write their account. Record details on Behaviour Awareness Record.

- Record incident in OneSchool and refer to Principal for further actioning.

- All Major Behaviours are recorded in OneSchool with a referral to the Principal.

**Repeated minor behaviours may become major and recorded on OneSchool as such if safety, teaching and learning are impacted.**

**Complete the Behaviour Awareness Record and give to the class teacher.**

**Determine if a further consequence is necessary (logically connected to the problem behaviour):**
- Apology (written/verbal)
- Restitution
- Provide choice
- Short-term withdrawal from the activity or event for a specified period of time (time out) within class/to buddy classroom
- Further conference with the student

**Principal behaviour conference, reteaching expected behaviour**
- Apology (written/verbal)
- Restitution
- Withdrawal from a preferred activity
- Withdrawal from activity to another (buddy) classroom or the office
- Referral to reflection room during lunch play

**Classroom teacher informs parent of incident by phone.**
- Record contact in OneSchool.
- (Conference with Principal prior to calling if necessary)
8. Behaviour data gathering

Class teachers record the numbers of ‘stars’ earned each week so that consistent positive behaviour and noteworthy improvement can be acknowledged by way of Principal’s awards. A Behaviour Awareness Record form (Appendix 7) is used to record positive and minor and major problem behaviour during non-classroom activities as follows. A classroom behaviour record (Appendix 8) records behaviour in the classroom. All major behaviours are recorded in OneSchool. Repeated minor behaviours may also be recorded to show patterns of problem behaviour over time.

9. Behaviour Support

Each year a small number of students at Withcott State School are identified through our data as needing extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner. These students attend their normal scheduled classes and activities with appropriate adjustments as required. However, they have increased daily opportunities to receive positive contact with adults. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training. A behaviour management plan including goals for behaviour, may be required. Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are referred for intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Withcott State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support that can be accessed by referral.

The Behaviour Support Team:
- works with school based staff to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the school Behaviour Leadership Team to achieve continuity and consistency.

10. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to 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 Withcott 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 8)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 9).

11. Network of student support

Students at Withcott State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports including:
- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
• Positive Learning Centre Staff
• Senior Guidance Officer
• Youth Support Coordinator.

Support is also available through the following government and community agencies including:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Lockyer Valley Regional Council.

12. 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.

Withcott 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
• 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.

13. 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

14. 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
15. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

[Signatures]

Principal  P&C President  Assistant Regional Director

Effective Date: 22 April 2015 – 31 December 2018
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. *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, 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.

Certain Personal Technology Devices Banned From School

Bringing personal technology devices to school is not encouraged by the school because of the potential for damage, theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed into and collected from the school office at the commencement/end of the day. 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.

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 Withcott State School. Students must not use personal technology devices or other online technologies 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) as it builds a culture of distrust and disharmony and is considered conduct prejudicial to the good order and management of the school.

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 bullying1 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 recording; and/or disseminating material (through text messaging, display, internet uploading etc); and/or, knowingly being a subject of a recording would be considered in breach of this policy.

Breach of this policy may be subject to discipline (including suspension proposal to exclude). 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.

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

12
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.
Appendix 2

Working Together to Keep Withcott State School Safe

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

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

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

What kinds of knife are banned?

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

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

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

How can parents help to keep Withcott State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
Appendix 3

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

Withcott 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.

There is no place for bullying in Withcott State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Withcott 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. Posting (contributing) to internet/social networking sites in such a way that students, staff and/or school are maligned is also not appropriate. Consequences will be applied in line with the management of minor and major behaviours already outlined in this Plan.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Withcott State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Withcott State School are an addition to our already research-validated schoolwide 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.
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 3 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 are receiving 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 nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

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 Withcott 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’.

Withcott State School uses behavioural data for decision-making. This data is entered into our database and 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 4

Incentives – Our Shining Star Rewards (Sample)

Tangible Items

- Coloured chalk
- Balloons
- Stickers
- Stamps
- Woolworths rewards
- Erasers; shaped, scented
- Ribbons
- Small toys; rubber stretchy man, dolls
- Fancy pencils
- Shaped rubber bands
- Crafty items; small pom-pom animals
- Multi-pack items from ‘cheap’ shops
- Badges
- Coloured gel pens
- Mini picture books

Other examples of experience/privileges

1 shining star
1 minute early at breaks
cushion for silent reading
leader for a day
leaving class first
get the tuckshop

2 shining stars
gift box item (eraser)
5 minutes extra drawing time
5 minutes extra reading time
leave 2 minutes early
tuckshop monitor
picnic morning tea with a friend
sit beside a friend (1 session)
free choice home reader (3 nights)

3 shining stars
gift box items (pens or crayons)
leave 3 minutes early
picnic lunch with friend
special chair (1 session)
cooking
free game time

Morning Tea Under the Trees
(Voucher—Monday, Thursday or Friday)  5 Shining Stars
1 Shining Star per guest (no more than 3 guest)

Lunch Under Trees
(Voucher—Tuesday)  5 Shining Stars
1 Shining Stars per guest (no more than 3 guest)

Special Chair
(A Chairs (3), B Chairs (2) C Chairs (2))  5 Shining Stars per day

Buddy Seat (one session)  10 Shining Stars

Pen Licence (per session)  5 Shining Stars

Class Timer (daily)  5 Shining Stars

Banker (Friday only)  3 Shining Stars
First out the door (morning tea or lunch)  2 Shining star
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal misconduct</td>
<td>Student engages in low intensity repeated use of inappropriate language</td>
<td>Disrespectful messages, verbal attacks, including discriminatory comments</td>
</tr>
<tr>
<td></td>
<td>▪ Swearing when they make a mistake</td>
<td>▪ Swearing, use of abusive language or offensive at another person and/or in front of class</td>
</tr>
<tr>
<td></td>
<td>▪ Mumbles obscenity in frustration</td>
<td>▪ Demeaning, provoking comments</td>
</tr>
<tr>
<td></td>
<td>▪ This is &quot;crap&quot;</td>
<td>▪ Name calling</td>
</tr>
<tr>
<td></td>
<td>▪ Talking back</td>
<td>▪ Arguing in an aggressive or disrespectful manner with an adult</td>
</tr>
<tr>
<td></td>
<td>▪ Yelling at another student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Insolent response to instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Muted or inferred swearing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Calling out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Poor attitude - 'whatever'</td>
<td></td>
</tr>
<tr>
<td>Truant/skip class (Absent from class)</td>
<td>Absent from class without permission</td>
<td>Repeated unexplained absence (with or without parent/guardian knowledge)</td>
</tr>
<tr>
<td></td>
<td>▪ Student wandering around school</td>
<td>▪ Leaving school without permission</td>
</tr>
<tr>
<td></td>
<td>▪ Attending a non timetabled class without permission</td>
<td>▪ Repeated failure to attend classes</td>
</tr>
<tr>
<td></td>
<td>▪ Hiding in toilet</td>
<td>▪ Early departure/late arrival without permission or signing in/out</td>
</tr>
<tr>
<td></td>
<td>▪ Hiding in various other locations</td>
<td>▪ Repeated absence from school without carer’s permission</td>
</tr>
<tr>
<td>Threats to others</td>
<td>Student threatens to harm others (low likelihood of it being carried out</td>
<td>Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner</td>
</tr>
<tr>
<td></td>
<td>▪ aggressive body language</td>
<td>▪ Encouraging/instigating others to fight</td>
</tr>
<tr>
<td></td>
<td>▪ verbal taunts</td>
<td>▪ &quot;I'll get you after school&quot;</td>
</tr>
<tr>
<td></td>
<td>▪ written taunts</td>
<td>▪ &quot;You're dead&quot;</td>
</tr>
<tr>
<td>Substance misconduct involving tobacco and other legal substances</td>
<td>Student is in possession, using or assisting another student to access inappropriate legal substances</td>
<td>Alcohol</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tobacco</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prescription medication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sniffing aerosols/glues</td>
</tr>
<tr>
<td>Substance misconduct involving illicit substance</td>
<td>Student is in possession or supporting another student in accessing illicit substance (illegal drugs)</td>
<td>Using mobile devices to contact others dealing in drugs</td>
</tr>
</tbody>
</table>
| Refusal to participate in program of instruction | Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions | • “I’m not doing this”
• Task avoidance
• Refusing to bring required materials
• Arms folded, head on desk
• Walking away or around classroom
• “You can’t make me”
• Refusal to attend specialist lessons | Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks | • Continuing verbal defiance/refusal |
|---|---|---|---|---|
| Property misconduct | Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm. | • Playing with scissors
• Kicking over furniture
• Scribbling or writing in inappropriate areas
• Hiding others school belongings
• Not storing items in their place
• Tearing pages from a book
• Snapping rulers, pencils, crayons, erasers etc
• Taking other’s things to use – but not stealing (e.g. opening other’s tidy trays)
• Throwing waste on the floor | Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property
Stealing - Taking someone else’s property without permission, being in possession of, having passed on, or being involved in the removal of someone else’s/school property | • Damaging property
• Deliberate sabotage of equipment or property
• Deliberate vandalism
• Stealing valuable property that belongs at school, or to the school, or that of others |
| Prohibited items | Student found in possession of prohibited items
Student uses and shows other students non-dangerous, prohibited items | • Spray paint/ liquid paper/ aerosols/ water bombs
• Chewing gum | Student uses/ shows to others - weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers | • Weapons
• Inappropriate published/ downloader pornographic material/ how to construct illegal objects/ materials |
| Physical Misconduct | Non serious, but inappropriate physical contact/touching which does not result in injury | • Pushing/shoving
• Inappropriate physical contact
• Rough play
• Throwing objects, food
• Tripping others
• Spitting on ground | Deliberate action involving serious physical contact where injury may occur
Intent to cause injury, harm to others, or threaten others | • Fighting/Punching
• Biting
• Hitting with an object
• Playing tackle football
• Kicking/Scratching
• Using or intent to use sharp/dangerous object or weapon
• Slapping/Choking
• Tackling/slinging to ground
• Hair pulling
• Spitting at or on another
• Dacking
• Throwing objects at another |
<p>| Other conduct | Unsafe or disruptive | • Running on cement or around buildings | Dangerous behaviour on | • Ongoing breach of minor definition |
| prejudicial to the good order and management of school | behaviour outside classrooms Movement around school not involving hurting anyone else | Sliding down stair railings Riding bikes, scooters or skateboards in school grounds Entering out of bounds areas Climbing trees | school grounds Conduct that damages the school good name inappropriate major problem behaviour while on excursions or in the community while in school uniform | Climbing on top of roofs Smoking outside of school while in school uniform Exposing oneself |
| Non compliant with routine | Brief or low-intensity failure to respond to adult requests Not following class or school expectations, procedures and routines | Response routine Entering/exiting the classroom routine Lining up routine Toilet routine Transition routine Refusal to attend reflection room | Repeated refusal to follow or comply with expected (and taught) routines | Walking away Verbal defiance |
| Misconduct involving object | Engaging in minor, low level, lying/cheating | Starting stories Consistently cheating to win, e.g., during a cricket game Plagiarism | Using objects, equipment as weapons with the intention of causing harm to self, others or property | Using a stick to threaten or risk harm to others Throwing objects (stones, sticks, balls) |
| Lying/cheating | Arrives late at school or class without adequate reason | Arrives up to 5 mins late for school or class | Arrives late repeatedly at school or class without adequate reason | Arrives more than 5 mins late |
| IT misconduct | Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology | Sending inappropriate emails, video material etc. Use of personal technology during school time without permission Refusal to turn off devices when requested | Student engages in serious misuse of personal or school technology (as per IT Policy) | Sending malicious emails, offensive video material etc. Accessing or displaying pornographic material Recording students (self or others) engaging in socially unacceptable behaviour Uploading recording of behaviour violations Repeated use of personal technology in |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Examples</th>
<th>Class despite correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress Code</td>
<td>Failure to comply with school dress standards</td>
<td>Non-school uniform apparel</td>
<td>Lip studs, Boldly coloured hair, Wearing clothing displaying offensive, obscene language or imagery</td>
</tr>
<tr>
<td>Disruptive</td>
<td>Low-intensity inappropriate behavior that disrupts or disturbs teaching and learning</td>
<td>Inappropriate, non-related talking, Talking over teacher/calling out, Tapping pencils or other objects, Playing with objects/toys, Hiding from teacher, Deliberately making distracting noises, Talking to others to distract from learning, Wandering around room</td>
<td>Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time, Sustained loud talking or noises, Constant noises with materials, Out-of-seat behaviour that continually deliberately disturbs others</td>
</tr>
</tbody>
</table>
| Defiant/threat/s to adults | Repeated refusal to follow adult directions Student threatens an adult when given a direction | - Excluding others
  - “Go away we don’t like you”
  - “You play like a girl”
  - Insults                        | Yelling at an adult and refusing to follow instructions, Abusive/threatening language or gestures towards adult, Walking away while being spoken to by an adult |
| Bullying/Harassment | Student engages in low level, repeated behaviour intended to annoy, bother or belittle others. | Student engages in repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters. | Sexual comments intended to intimidate, Verbal and physical threats to harm another person, Inappropriate touching of others, Encouraging/instigating others to fight, Forcing another student to hand over tuckshop money |
| Other             | Student engages in any other minor behaviour which do not fall into the above categories | Rolling eyes
  - Inappropriate hand gestures | Inappropriate hand gestures deliberately directed towards another, Aggressive body language |
Appendix 6

Reflection Room Procedure

Referral
When a student is referred to the reflection room, they attend a supervised classroom during the lunch time play period. Students may be there for all or part of that time depending on how long it takes to complete the reflection process.

Purpose
For the student to engage in a reflection process that includes the re-teaching of the expected behaviour using the Withcott State School behaviour matrix. A conference with the student also takes place around what occurred and how they can take steps to make more appropriate choices if the situation occurs again.

Process
Depending on the year level and ability of the student, one of the following processes (based on the self-reflection questions below) is selected by the supervising teacher

1. Prep – 2. Discussion with supervising teacher and draws a picture
2. Year 3: Student completes the form and discusses with supervising teacher
3. Year 4 – 7: Student write the complete form out and discusses with supervising teacher

The supervising teacher may asking the student to write an apology letter or make an apology outlining the improved choices they are going to make.

At the conclusion of the session, the parent notification sheet is completed and the student takes it and their work back to the class teacher for signing and sighting. Class teachers note if the parent notification is/is not returned.

Self-Reflection Questions
Use these prompts to conference with the student around the incident:
I am in the reflection room today because I chose to ........................................................................
I chose this behaviour because ..................................................................................................................

This resulted in (3 ways your choice affected other people) ....................................................................
However, I could have chosen to (State clearly at least one thing you could have done differently) ............
This would have been a better choice because (consider the 3 ways this choice could have resulted in a more positive outcome for other people) .....................................................................................................

Draw a picture showing how you can make a better choice.
What might the consequence be if you displayed this behaviour in the real world; at your job?
Appendix 7

Withcott State School - Behaviour Awareness Record

**Student Name:**

**Class:**

**Date:** /1/2015

**Time:** am/pm

**Positive Behaviour:** Place details over page

- [ ] Demonstrates initiative without instruction
- [ ] Supportive towards others

**Negative Behaviour:** As identified below and explained over page (if necessary)

<table>
<thead>
<tr>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Undercover Area</td>
</tr>
<tr>
<td>☐ Junior Block</td>
</tr>
<tr>
<td>☐ Senior Block</td>
</tr>
<tr>
<td>☐ Bendigo Block</td>
</tr>
<tr>
<td>☐ Library</td>
</tr>
<tr>
<td>☐ Library Undercover Area</td>
</tr>
<tr>
<td>☐ Grandstand</td>
</tr>
<tr>
<td>☐ Auditorium</td>
</tr>
<tr>
<td>☐ Main Oval</td>
</tr>
<tr>
<td>☐ Little Oval</td>
</tr>
<tr>
<td>☐ Senior Play Area</td>
</tr>
<tr>
<td>☐ Junior Playing Field</td>
</tr>
<tr>
<td>☐ Junior Playground</td>
</tr>
<tr>
<td>☐ Senior Amenities</td>
</tr>
<tr>
<td>☐ Junior Amenities</td>
</tr>
<tr>
<td>☐ Walkway</td>
</tr>
<tr>
<td>☐ Front Gate</td>
</tr>
<tr>
<td>☐ Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Antecedent:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Given instruction</td>
</tr>
<tr>
<td>☐ Given correction</td>
</tr>
<tr>
<td>☐ Alone</td>
</tr>
<tr>
<td>☐ Playing with peers</td>
</tr>
<tr>
<td>☐ Interrupting peers</td>
</tr>
<tr>
<td>☐ Provoking peers</td>
</tr>
<tr>
<td>☐ Transition</td>
</tr>
<tr>
<td>☐ Unknown</td>
</tr>
</tbody>
</table>

Names of peers:

<table>
<thead>
<tr>
<th>Behaviour:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Right place/right time</td>
</tr>
<tr>
<td>☐ Follow dress code</td>
</tr>
<tr>
<td>☐ Walk safely</td>
</tr>
<tr>
<td>☐ Keep hands feet and objects to self</td>
</tr>
<tr>
<td>☐ Use equipment correctly</td>
</tr>
<tr>
<td>☐ Bring only appropriate items</td>
</tr>
<tr>
<td>☐ Follow instructions promptly</td>
</tr>
<tr>
<td>☐ Return equipment</td>
</tr>
<tr>
<td>☐ Play only approved games safely</td>
</tr>
<tr>
<td>☐ Play in correct areas</td>
</tr>
<tr>
<td>☐ Eating area behaviours</td>
</tr>
<tr>
<td>☐ Use toilet appropriately</td>
</tr>
<tr>
<td>☐ Be honest</td>
</tr>
<tr>
<td>☐ Use polite words and actions</td>
</tr>
<tr>
<td>☐ Give others personal space</td>
</tr>
<tr>
<td>☐ Take care of property</td>
</tr>
<tr>
<td>☐ Consider others</td>
</tr>
<tr>
<td>☐ Make good choices</td>
</tr>
<tr>
<td>☐ Accept Consequences</td>
</tr>
</tbody>
</table>

**Consequence:**

- [ ] Staff self-check own composure
- [ ] Behaviour consultation
  - [ ] Prompt
  - [ ] Re-direct
  - [ ] Explain
  - [ ] Re-teach
- [ ] Further consequence?
  - [ ] Natural consequence
  - [ ] Provide choices; you can either do this or that
  - [ ] Short term removal from activity
  - [ ] Restorative justice
    - [ ] Apology
    - [ ] Restitution (make amends)
  - [ ] Referred to teacher
  - [ ] Reflection room

**Staff Name:**

**Entered in OneSchool:** Yes/No

Please give to student’s teacher
Appendix 8

Classroom Behaviour Choices Record

|----------------|-----------|-------------|---------------|-------------|------------|

<table>
<thead>
<tr>
<th>Behaviour Choices Record:</th>
<th>Week:</th>
<th>Term:</th>
<th>Year: 2015</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9
Incident Report

Name: 

Date: 

Person Completing Form:

<table>
<thead>
<tr>
<th>Problem behaviour:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
<tr>
<td>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)</td>
</tr>
</tbody>
</table>
Appendix 10

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 younger students and/or those who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.