Monogorilby State School developed this plan in collaboration with the school community. Broad consultation with parents, staff and students was undertaken through community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director Schools, and will be reviewed as required by legislation.

In 2015 the plan will be reviewed by the P&C, principal and ARD.

Responsible Behaviour Plan for Students
– based on the Code of School Behaviour

Rationale

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to, and receive, a quality education. The community of Monogorilby State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment which recognises and accepts individual differences; and where all school community members are willing to abide by the ethics and expectations that are intrinsic to EQ’s Code of School Behaviour. Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

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 develop responsibility for their actions by teaching explicitly and practising problem solving skills.

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

School beliefs about behaviour and learning

Our strategy is grounded in the belief that the practices and behaviours of teachers and other adult staff at the school can, and do, influence student behaviours.
Our Philosophy

Staff and students at Monogorilby State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of rules has been developed for students at our school. Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass such qualities as respect, politeness, self-discipline and co-operation, as outlined in the Code of School Behaviour.

We respect the importance of the individual’s intellectual, social, emotional and physical growth whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the Supportive School Environment at this school.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

**Whole School Behaviour Support**

Our whole school approach provides a supportive learning environment through:

- open communication with the school community on *The Code of School Behaviour* and the school’s Responsible Behaviour Plan for Students
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent access to professional development, education or training
- managing of incidents through clear and well-understood processes
- supporting students and building strong community relationships.

**Procedures For Upholding The Code Of School Behaviour and Responsible Behaviour Plan for Students**

**Encouraging and maintaining positive behaviours**

Classroom rules and expectations:

- reflect the values of the wider school community
- use 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.

**Teaching Expected Behaviours**

**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
- 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)
Targeted behaviour support

Due to the size of Monogorilby State School, it is important to recognise that all staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and often in the local community. Staff meetings will be used to identify students who may require targeted support, and a team approach will be used to formulate and record strategies for implementation. Parents/caregivers would of course be involved in the support through the classroom teacher.

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

| Curriculum Adjustment | The teacher would determine whether a student may need further support in curriculum related areas, and adjustments would be made where necessary. This may involve:  
|----------------------|---------------------------------------------------------------|
|                      | • working individually with a teacher aide  
|                      | • adjusted class work  
|                      | • working with a peer or older student.  

| Verbal | Verbal reinforcement, used every day in both the classroom and playground, includes:  
|--------|----------------------------------------------------------------------------------|
|        | • 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:  
|------------|----------------------------------------------------------------------------------|
|            | • body language – smile, thumbs up  
|            | • privately understood signals  
|            | • proximity to the child in terms of desk placement or where staff members are standing  
|            | • rewards.  

| Increased attention | Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:  
|---------------------|--------------------------------------------------------------------|
|                     | • One on one curriculum support with the teacher  
|                     | • Teacher aide support  
|                     | • 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:  
|------------------------------------------|----------------------------------------------------------------------------------|
|                                          | • Peer tutoring  
|                                          | • Working with a younger or older classmate  
|                                          | • Classroom jobs  


Intensive behaviour support

At Monogorilby State school, all students who may be considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours would be supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems will be adopted involving a systems approach which looks at the ‘whole’ child. It covers such areas as:

Case Management:
The case manager for any student who is identified as “seriously at risk” will be the teacher. However a support team approach is adopted with staff working collaboratively. 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 behavioural 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 that would be 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 according to individual circumstances.
Examples of Unacceptable Behaviours

Behaviours that are considered unacceptable include:

**Bullying** - deliberate actions causing embarrassment or physical or emotional pain/discomfort to another on a regular basis.

**Harassment** - demonstrations of intolerance or dislike based on another’s race, religion, socio-economic status, dis/ability, gender.

**Disruptions** – any noises or behaviours that inhibit the learning or teaching processes in the school.

Consequences will be based on the severity of each individual occurrence, and will include the series of steps outlined in the following section.

Consequences for unacceptable behaviour

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

**Strategies to implement supportive, fair, logical and consistent consequences include:**

1: **Classroom Management**
The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non verbal messages to alert or cue the student.

2: **Restatement, Rule Reminders**
The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

3: **Time Away/Time Out**
The student is sent to a different part of the current classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances will result in the parents/carers being notified.

4: **Teacher and Student Plan of Action**
If a student’s behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers are contacted.
5: School Intervention and Recording of Student’s Inappropriate Behaviour
The school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded in the school’s Student Management System.

6: External Assistance
A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teacher, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

7: Monitoring and Review
Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used, after consideration has been given to all other responses.

Step 8: Suspension Procedures
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

Step 9: Recommendation for Exclusion
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.

Network of Student Support
In the event of behaviour issues arising, the following ladder of support and assistance will be used:
- parents/student/teacher
- Behaviour Management teacher (based in Gayndah)
- Guidance Officer (based in Murgon)
- Family support through Community Health – Child and Adolescent Mental Health Unit.

Consideration of Individual Circumstances
Monogorilby State School will use strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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 will be considered at all times.
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 responsible, 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 Monorilby 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 facility in OneSchool and appendix 4
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).
RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Information Privacy (IP) Act 2009
- 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 Regulation 1997
- Right to Information Act 2009

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

Some related resources

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

Endorsement

_________________________  ______________________  ______________________
Principal                  P&C President           Regional Executive Director
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

Students should note that the recording or dissemination of images that are considered indecent is against the law and if detected by the school will result in a referral to QPS.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages while 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 Deputy Principal or Principal.

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

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

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

Purpose

1. Monogorilby 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 for:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

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

3. Bullying behaviours that will not be tolerated at Monogorilby 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 and spreading hurtful and untruthful rumours.

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

5. At this 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.

Rationale

6. 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 responses to all problem behaviour, including bullying.
7. The anti-bullying procedures at Monogorilby State school are an addition to our already research-validated positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

There is no bullying in evidence at Monogorilby State School; however, in order to prepare the students for their next schools, and other social situations, specific teaching of anti-bullying strategies will occur, along with discussions about the causes and effects of bullying.

8. 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 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 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 for exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas and 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 all areas of the school
   - A high level of quality active supervision is a permanent staff routine in all areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught to the whole school. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
# Monogorilby State School

## Behaviour Referral Form

### Problem Behaviour

<table>
<thead>
<tr>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect</td>
<td>Physical Contact</td>
</tr>
<tr>
<td>Low intensity brief failure to follow directions.</td>
<td>Student engages in non-serious but inappropriate physical contact.</td>
</tr>
<tr>
<td>Defiance/Disrespect</td>
<td>Inappropriate language</td>
</tr>
<tr>
<td>Continued refusal to follow directions, talking back and/or socially rude interactions.</td>
<td>Low intensity language (eg shut up, idiot etc)</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Inappropriate / Abusive language</td>
</tr>
<tr>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Disruption</td>
</tr>
<tr>
<td>Low intensity language</td>
<td>Disruption</td>
</tr>
<tr>
<td>(eg shut up, idiot etc)</td>
<td>Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).</td>
</tr>
<tr>
<td>Disruption</td>
<td>Vandalism</td>
</tr>
<tr>
<td>Low intensity but inappropriate disruption.</td>
<td>Student engages in an activity that results in substantial destruction or disfigurement of property.</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Dress Code</td>
</tr>
<tr>
<td>Low intensity misuse of property.</td>
<td>Refusal to comply with school dress code.</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Safety</td>
</tr>
<tr>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td>Student engages in frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td>Safety</td>
<td>Dishonesty</td>
</tr>
<tr>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
<td>Student engages in minor lying/cheating not involving any other person.</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Harassment / Bullying</td>
</tr>
<tr>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td>Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

### School Expectation

<table>
<thead>
<tr>
<th>Category</th>
<th>Be SAFE</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
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<tbody>
<tr>
<td></td>
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### Others involved in incident

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Peers</td>
<td>Staff</td>
<td>Other</td>
</tr>
</tbody>
</table>

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**Student Name:**

**Location (please tick):**

<p>| | | |</p>
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</table>

**Date:**

**Time:**

**Class:**

**Referring staff member:**

**Specialist Lesson**

**Classroom**

**Other**
Appendix 4

Incident Report

Name: 
Date: 

Person Completing Form: 

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

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

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

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

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

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

Describe what the student did during the incident.

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

Describe who or what the incident was directed at.

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

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

Debriefing Report

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

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

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

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

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

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