



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

Booyal Central State School

Responsible Behaviour Plan for Students

1. Purpose

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

Booyal Central State School upholds this commitment through the promotion and consistent implementation of its *Responsible Behaviour Plan for Students*. This plan reflects not only the values and beliefs of Booyal Central State School students, staff and community, but also upholds the basic principles and guidelines of departmental policy, including behaviour-specific documents such as *The Code of School Behaviour, SM-06 (Management of Behaviour in a Supportive School Environment)*, and *HR-07-1 (Code of Conduct)*. The practices within are consistent with Professional Standards for Teachers (National and State), Principles of Effective Teaching and Learning, the National Safe Schools Framework, and the philosophy of inclusion relating to gender, culture and disability.

The Booyal Responsible Behaviour Plan was developed through consultation with various members of the Booyal Central State School community. There is a shared commitment to learning and respect which creates a secure, supportive and safe environment. Our school has a well established reputation of being a place where students are happy to come and where quality learning takes place.

Like other key learning areas in the school curriculum, socially responsible and appropriate behaviour is viewed as a vital skill that can lead to success in both the workforce and in life. Through the implementation of the *Responsible Behaviour Plan for Students*, this skill is addressed and developed both discretely (as a stand-alone curriculum topic) and intrinsically (within other curriculum contexts).

The Booyal Central State School Responsible Plan for students is based on the values contained in the Code of School Behaviour-

- Professionalism
- Respect
- Innovation and creativity
- Diversity and inclusiveness
- Excellence

And; the Nine Values For Australian Schooling:

- **Care and Compassion** – our community will treat all people with kindness, empathy, and friendliness. Through nurturing these qualities a strong feeling of calm will be established and supported through personal respect and a positive sense of community.
- **Doing Your Best** – Our community will encourage and celebrate achievements, risk taking, industriousness, personal development and learning from mistakes. Through nurturing these qualities and building on self-confidence and self-esteem, a sense of personal pride and fulfilment will grow.
- **Fair Go** – Our community will commit to and practise the principles of social justice where people's opinions and feelings are sought and considered resulting in a shared, supportive and safe environment.
- **Freedom** – Our community will value individuality, creativity, tolerance, another's personal space and the right to be heard and make choices within a safe, secure and democratic environment where opportunity to participate is encouraged.
- **Honesty and Trustworthiness** – Our community will expect all members to demonstrate sincerity, responsibility, reliability, and accountability and show genuine respect for self and others, creating a sense of pride, loyalty and personal satisfaction.



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- **Integrity** – Our community will respect personal inner strength and self belief, where fair and just practices, the strength to do what one believes is right even if it means standing alone and being seen to practise what one preaches are modelled.
- **Respect** – Our community will show good manners and consideration and empathy towards the needs of others and care for their belongings thereby showing understanding, valuing and acknowledgement of and for social and cultural diversity.
- **Responsibility** – Our community will undertake duties, take on ownership, use initiative and engage in shared community and personal commitments that reflect accountable behaviours.
- **Understanding, Tolerance and Inclusion** – Our community will demonstrate a willingness to accept change, experience diversity and celebrate differences in order to accommodate, value and appreciate all.

2. Consultation and data review

Booyal Central State School developed this plan in collaboration with our school community in 2009 and it was reviewed in 2012 and again in 2014. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

Like other key learning areas in the school curriculum, socially-responsible and appropriate behaviour is viewed as a vital skill that can lead to success in both the workforce and in life.

Through the implementation of the Responsible Behaviour Plan for Students, this skill is addressed and developed both discretely (as a stand-alone curriculum topic) and intrinsically (within other curriculum contexts).

3. Context

Booyal Central State School is a small, Prep -7, multi-age school that belongs to a cluster of schools in the North Coast Region. Our school is situated in a predominately rural area, approximately 70 km from the major centre of Bundaberg, and midway between the two smaller centres of Childers and Gin Gin. The area is a traditional farming community with several children coming from surrounding cattle or cane farms and rural lifestyle blocks.

Most years there was a fulltime teaching principal, numerous support staff and visiting specialists employed at the school. We are fortunate to also have regular and timely support from itinerant personnel. When enrolments are sufficient there is also a part time teacher employed.

We pride ourselves on providing extremely high quality student learning opportunities through a differentiated curriculum in a supportive, small school family-type atmosphere. A valued strength of our school is the extremely close, supportive relationship that is maintained between the school staff and families/local community.

Booyal Central State School is a part of the Isis Cluster of Schools: Childers S.S., Isis District State High School, Goodwood S.S., St. Joseph's School, and Booyal Central S.S. Linkages between these schools exist through the following:

- Childers Local Area Plan
- Isis District Cluster Principals
- Small Schools Sports Association

Unilateral links established between Booyal Central State School and cluster schools have provided opportunities for shared policy development and collegiality between staff. The school is supported by the Wide Bay North District Office.



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4. Learning and behaviour statement

The School Community of Booyal Central State School are focussed on providing all the students at this school with a quality education tailored to best suit their personal needs.

We believe that education at Booyal should be a pleasant, creative process which is child centred. To achieve our mission we believe the following beliefs are inherent in its success.

- The school environment is friendly, aesthetically pleasing and conducive to learning.
- students set their own personal goals within the parameters of the curriculum.
- parents and community members play an active, concerned role in the educational process.
- the curriculum is creative, interesting and challenging and is tailored to meet student's abilities including gifted and talented and learning support.
- physical, social, mental and emotional development in each individual student is recognised by all staff.
- the relationship between staff and community be a positive and co-operative one with common goals

At Booyal Central State School, our Vision is the promotion and development of a safe and supportive environment in which all people are:

- Independent Learners
- Confident and Self-managing
- Socially Responsible
- Effective communicators and
- Happy and Involved

Everyone in our school has responsibilities. We all need to care about ourselves, other students, parents, teachers, belongings, our school environment and equipment. The following examples show some of our responsibilities: to listen, to discuss, to act responsibly, to help, to encourage, to try our best, to be polite, to make time for others, to help others understand, to ask for help, to try and work out problems in a fair manner, to be honest, to be on time, to respect others (including verbally, physically and via communication devices such as email), to work and play safely, to share attention, to share equipment, to share time, to co-operate, to ask for opinions and ideas, to have a go, to try and understand each other.

The following are the expectations/responsibilities of the Booyal Central School community for all students, staff and parents participating in its educational program:

Children:

- *That children come to our school to play and learn in a safe environment*
- *That children will be treated with courtesy and respect*
- *That children have the freedom to express their views and opinions*
- *That children have an equitable access of facilities and resources and use these with respect*
- *That children will receive support in resolving their problems*
- *That children have the right to learn and achieve to their potential with out being disrupted by others*

Staff:

- *That staff work in physical and emotional safety*
- *That staff receive professional support and development*
- *That staff receive respect and support from children, parents and other teachers*
- *That the environment is conducive to teaching and learning*
- *That staff receive relevant information regarding the children in their care*
- *That staff are included in decision making*
- *That staff are able to teach without interference from disruptive behaviour.*



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Parents:

- That parents are prepared to work with and support staff for the betterment of their child's education and welfare.
- That parents are consulted in aspects of the school that affect them or their children
- That parents have an appropriate educational program provided for their children
- That parents are to be treated with courtesy and respect.
- That parents have ongoing opportunities for open and honest communication with staff regarding all issues.
- That parents are made to feel safe and welcome in the school.
- That car-park gossip sessions are to be avoided. Everyone has the responsibility to eliminate this behaviour from the Booyal school community.

This document is based upon the shared values and beliefs of students, teachers and parents. They include the following:

Codes of Behaviour:

At Booyal Central State School everyone commits to doing their '*Booyal Best...and nothing less.*' Under the umbrella of '*Booyal Best*' we believe that rules can be broken into three sections:

- 1) Acting responsibly 2) Acting respectfully 3) Acting safely

Various rules, (see following page), inform how students act responsibly, respectfully & safely.



Students know that they are doing their '*Booyal Best...and nothing less*' if they are behaving:

- Responsibly
- Respectfully
- Safely



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Learning Rule

This rule covers the way children learn and behave in the school. It ensures that the disruptive behaviour of one child does not interfere with the other children's right to learn and the teacher's right to teach.

Students

Right: Students have the right to learn.

Responsibility: To endeavour to learn and allow others to learn.

Students will endeavour to learn and allow others to learn by:

- Working independently and as a part of a group while accepting responsibility for own learning, (keeping on task)
- Listening attentively and being receptive to new knowledge and skills,
- Helping others and displaying courtesy, (considering others)
- Accepting help
- Using appropriate means to receive attention and support,
- Maintaining an acceptable noise level.

Communication Rule

This rule covers how we interact with other people.

Students

Right: Students have the right to communicate.

Responsibility: To communicate effectively and appropriately with all people at the school.

Students will communicate by:

- Putting up their hands to speak,
- Using polite language (no swearing or hurtful language)
- Being courteous listeners, looking at the speaker
- Following the directions of teachers and adults who are helping us,
- Valuing all opinions
- Expressing our own opinions freely
- Controlling speaking voice to an acceptable indoor level.
- Using cyberspace to communicate with their peers showing respect and using the resource in an acceptable manner (e-mail etc.) (Refer to Appendices 1 & 2)

Treatment Rule

This rule covers using manners and treating each other with equality and respecting the rights and individual differences of other people. The treatment of school buildings and property and the property of others is an important aspect of this rule.

Students

Right: To be treated with respect.

Responsibility: To display respect for others and self.

Students will display respect for themselves and others by:

- using good manners,
- showing respect for others opinions,
- working co-operatively and
- showing consideration.

The following behaviours are unacceptable:

- bullying (including cyber bullying)
- teasing
- physical and verbal aggression (including swearing and threatening) and
- persistent non-compliance and significant breaches of safety.



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Problem Solving Rule

This rule covers how we solve problems with other people. Problems should be solved peacefully and help should be sought from others when needed.

Students

Right: Students have the right to solve differences and the right to make reasonable mistakes.

Responsibility: To solve problems amicably and to display tolerance.

Students will show tolerance by:

- accepting that others and themselves make genuine mistakes and
- learning from mistakes.

Movement Rule

This rule covers the way people move around the school.

Students

Right: Students have the right to feel safe.

Responsibility: To contribute towards a safe environment at all times.

The movement rule will assist with the safety of the students themselves and others whilst at school by:

- walking on cement,
- walking in the classroom,
- being mindful of others when moving around the school,
- walking bikes into the school grounds,
- moving safely and quietly on verandas,
- always gaining permission before leaving the class or school grounds.

Safety Rule

This rule covers the way students will assist with their own safety and the safety of others whilst at school.

Students

Right: Students have the right to feel safe. Students have the right to coexist in a hygienic environment.

Responsibility: To contribute to a safe environment at all times.

5. Goals For Managing Behaviour

The goal of this Policy is to develop and encourage self-discipline and mutual respect within a supportive environment with knowledge that children, staff and parents have rights in a school, but also that these rights are accompanied by responsibilities.

INDIVIDUAL RESPONSIBILITIES

A “right” is something, which belongs to you and cannot be taken away by anyone. We all have the same rights. **There are no rights without responsibilities.**

“Responsibilities” are things you should do without being told. Some of the things you should do for others and some of these you should do for yourself.



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RIGHTS	RESPONSIBILITIES	RULES
1. I have the right to be safe	<input type="checkbox"/> I have the responsibility to make the school safe by not threatening, hitting or hurting anyone in any way, or creating an unsafe environment. <input type="checkbox"/> I accept that teachers have a duty of care to me and may more readily see dangers than I do. I will follow their instructions.	1. Safety 2. Movement 3. Communication 4. Treatment
2. I have the right to expect my property to be safe.	<input type="checkbox"/> I have the responsibility to respect all other property by not stealing, damaging or destroying it.	1. Treatment 2. Movement
3. I have the right to be happy and to be treated with understanding.	<input type="checkbox"/> I have the responsibility to treat others with understanding – not to laugh at others, tease or try to hurt their feelings. <input type="checkbox"/> Do something to stop bullying	1. Safety 2. Treatment 3. Communication 4. Problem Solving
4. I have the right to be treated with respect and politeness.	<input type="checkbox"/> I have the responsibility to treat others politely and with respect.	1. Treatment 2. Communication
5. I have the right to reach my maximum potential – others will not deprive me of this through their behaviour	<input type="checkbox"/> I have the responsibility to cooperate with others to make sure that lessons proceed for our advantage and that I keep up-to-date with required work. <input type="checkbox"/> I will not behave so as to interfere with the rights of others to learn and succeed. <input type="checkbox"/> I also have the responsibility to be punctual, to attend school regularly and to take part in the activities that are provided for my benefit. <input type="checkbox"/> I have the responsibility to seek additional support and assistance, when needed, from appropriate personnel.	1. Learning 2. Communication 3. Movement 4. Treatment 5. Problem Solving 6. Safety
6. I have the right to have a pleasant, clean, safe and well-maintained school and grounds.	<input type="checkbox"/> I have the responsibility to care for the school environment, to keep it clean and be prepared to remove litter.	1. Safety 2. Treatment
7. I have the right to demonstrate and promote pride in our school.	<input type="checkbox"/> I have the responsibility to behave so that the community will respect our school.	1. Learning 2. Communication 3. Movement 4. Safety
8. I have the right to be involved in the education process, receiving feedback on how my education is going.	<input type="checkbox"/> I have the responsibility to be actively involved in the school community.	1. Communication 2. Learning

6. Cyber Bullying

Cyber Bullying?

Bullying is usually defined as any offensive or aggressive behaviour directed at another person, repeated over time. It may be physical, emotional or social.

Cyber bullying, as it has become known, includes text or images posted on personal websites or transmitted via email or cell phones.

Most often, cyber bullying is just another tool for the person who bullies face-to-face. However, it is becoming more common for those who are being bullied in the playground to retaliate online.

Sometimes cyber bullying happens as a result of a relationship break up. It can also be based on fear or prejudice. And sometimes, some young people just think it is a “fun game”.



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What's the issue?

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own web sites, post intimate personal news in blogs (online interactive diaries), send text messages and images via cell phone, message each other through IMs (instant messages), chat in chat rooms, post to discussion boards, and seek out new friends in teen community sites.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

Whether it's cyber or face-to-face, bullying is not acceptable!

If you are aware that this is happening to someone or it is happening to you then the best thing to do is to tell someone.

(Refer to Appendices 2 & 3)

WORKING TOGETHER TO KEEP BOOYAL CENTRAL STATE SCHOOL SAFE

We can work together to keep knives out of school. At Booyal Central 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 at 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 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, including suspension.
- 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.



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How can parents help to keep Booyal Central 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.



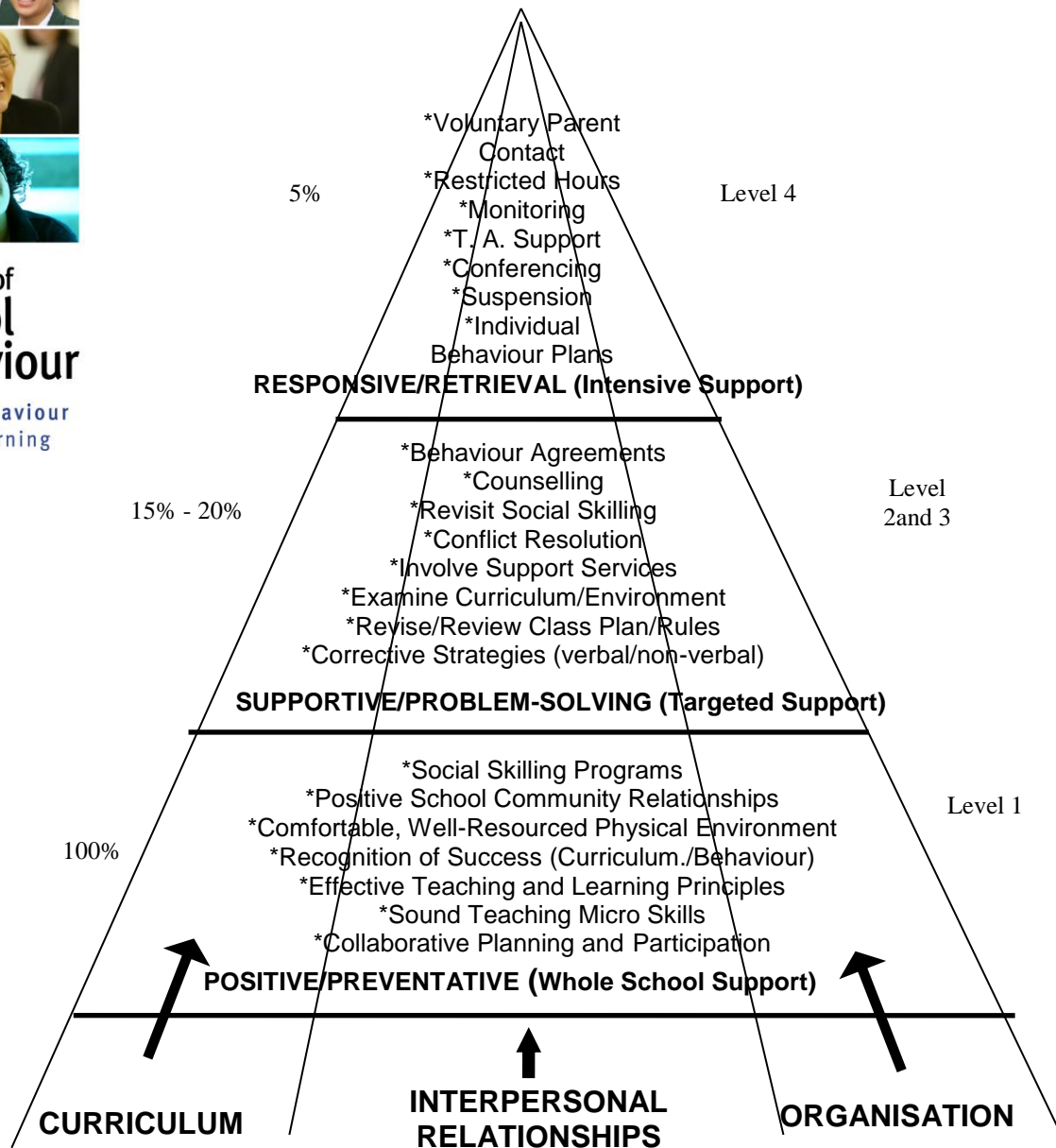
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7. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Booyal Central State School, our behaviour management processes can be represented in the following Supportive School Environment model. Refer to Appendix 4 for behaviours associated with each level.



As the model depicts, at all levels of behaviour support and intervention there is still some focus on relevant curriculum, positive interpersonal relationships and sound organisational practices in order to promote effective teaching and learning practices and attempt to maintain the student within the school and classroom environment.

In relation to student behaviour support, Booyal Central State School recognises that different students require different levels of support (in relation to the nature of strategies and number of personnel) in order to be able to uphold or at least operate within the behaviour code of the school. These levels are not labels of 'goodness' or 'badness', but rather assist teachers, parents and support personnel to recognise their roles and responsibilities and support networks in assisting the individual student.



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Levels Of Student Behaviour Support

Level 1 Self-Managed (Student alone)

School Response – Positive/Preventative

Level 2 Self-Managed + Teacher Support

School Response – Supportive/Problem-Solving (Targeted)

Level 3 Self-Managed + Teacher Support + Parent

School Response – Supportive/Problem-Solving (Targeted)

Level 4 Self-Managed + Teacher Support + Parent + Behaviour Teacher/Principal/G.O.

School Response – Responsive/Retrieval (Intensive)

****NOTE** At Level 4 formal referral to other agencies and support personnel may also take place. Informal approaches to such personnel, including the Guidance Officer, may be instigated by the class teacher as early as Level 2.

Booyal Central State School has a number of processes for effective behaviour support for students. These processes include:

- ☐ The creation of a positive school culture
- ☐ Quality learning and teaching practices
- ☐ A balanced, relevant and engaging curriculum
- ☐ Supportive and proactive school network
- ☐ Professional development opportunities and sharing between staff
- ☐ Programs provided by external providers

Positive School Culture

Booyal State School promotes and fosters a positive school culture through the close relationship between staff, students and parents at a whole school level. Being a multi-age classroom with a teaching principal, the structure of the daily program reflects positive relationships between staff and students, and students and peers. The welfare and support of students, as well as expectations and standards associated with school policies, and a sense of belonging and pride in their school are promoted. Praise and encouragement, (verbal and nonverbal) form a part of daily life around Booyal Central.

Booyal Central State School promotes a positive school culture through a range of opportunities for students in cultural, sporting, citizenship and academic pursuits.

In addition, there is a range of leadership opportunities within the school and student council structures. Incentives such as '*Student of the Week*' and positive reinforcement certificates, prizes, Gotchas and rewards also promote friendly rivalry whilst maintaining student expectations in relation to school policies and procedures.

Other strategies include: (but are not limited to):

Individual Class-Level Rewards: Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities, Computer Time, Whole Class Rewards: Parties, Fun Days, Game time, Sport, DVDS, Phone calls to Parents, Sharing Work With Others: Principal, Other Children, Parents, Teacher Evaluations: Marks/Comments on work/Behaviour Reporting, Celebrations: Birthdays, "Outside" achievements, Notes in School Newsletter, Principal's Awards



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Whole School Support

Students at Booyal Central State School participate in a multi-age setting across all year levels with a common purpose. The role of the Teaching Principal and Staff, in regard to achieving support for **whole school behaviour** is to:

- ☐ Provide an environment that supports, encourages and celebrates success.
- ☐ Monitor and promote high standards with regard to school policies such as uniform, jewellery, attendance, etc.
- ☐ Maintain expectations and standards with regard to school policies.
- ☐ Inspire school spirit and develop a sense of belonging.
- ☐ Try to achieve the best possible outcomes for the students.
- ☐ Provide quality learning and teaching, and engaging curriculum.
- ☐ Provide opportunities for Staff Professional Development.

In regard to the **individual student**, the role of the teacher will be:

- ☐ To look out for the student's welfare at school.
- Help student enjoy his/her time at school.
- Help student when he/she may have problems.
- ☐ Monitor the student's progress.
- Be available for individual support and guidance.
- Recognise and celebrate the good things the student does and achieve.
- ☐ Act as a link between school and student's parents.
- ☐ Monitor student's individual standards with regard to school policies.
- ☐ Identify and mentor future leaders within lower grades.
- ☐ Coordinate work requests for students with extended absence or as per parental request.

Quality Learning and Teaching Practices and Engaging Curriculum

At the core of effective student management is effective teaching and learning and an engaging and responsive curriculum. Underpinning this is the focus of enhancing relationships between teacher and student.

Booyal Central State School is predominantly staffed, in ancillary, teaching and administrative roles, by very experienced staff who have fulfilled their roles successfully for many years. However, there is a general recognition amongst staff members that we are all 'lifelong learners', and an acceptance of the need for change and development in the area of education. Staff therefore undertake to maintain and develop their teaching skills in line with Education Queensland initiatives in policy and practice and to collaboratively plan with other schools in the Bundaberg area in order to combine expertise and knowledge for the benefit of students.

A balanced, relevant and engaging curriculum and collaboratively developed programs and procedures are offered at Booyal Central.

A variety of resources and learning activities are incorporated into curriculum delivery to cater for differences in learning style, ability and interest. Student input into curriculum content and delivery becomes more prevalent in the upper year levels, in accordance with developments in student maturity and self-responsibility

Supportive School Network

Underpinning effective teaching and learning at Booyal Central is a strong social support structure. The purpose of this support is to provide every student with the opportunity to succeed and learn, regardless of external socio-economic factors. Support networks include those offered by Guidance Counselling, Responsible Behaviour Management Facilitator and the Centre for Learning Management (Alternate Programs).

Supporting Strategies:

Strategies that underpin and support this policy include:

- ☐ Consistency
- ☐ Effective teaching and Learning
- ☐ Seeking advice when/where necessary
- ☐ Regular class meetings
- ☐ Reconciliation process



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Professional Development

Teachers are provided with a range of professional development opportunities to enhance student management behaviours, along with improved pedagogy. Such strategies include:

- ☐ Behaviour Management professional development
- ☐ Best practice, sharing of curriculum unit frameworks

External Programs

A range of whole school programs provided by external providers is accessed by the school to support student needs. Eg, Life Ed Van, Adopt-A-Cop program. These programs commonly address bullying, self esteem, self awareness, resilience and conflict resolution.

Targeted Behaviour Support

Students who do not respond to initial intervention are referred to the Teaching Principal. At this level Booyal Central Behaviour Management Pathway – Level 2) the Principal may access external assistance in providing support for the student. This external support may include:

- ☐ Guidance Officer.
- ☐ AVTS

Typically a student can be expected to be monitored on a subject or weekly basis at this level. Support mechanisms available at this level include:

- ☐ Subject/Recess withdrawal
- ☐ Central withdrawal
- ☐ Monitoring
- ☐ Alternate programs
- ☐ "Time Out" Processes
- ☐ External support (as listed above)
- ☐ Extensive parental communication
- ☐ Referral to Principal.

Staff are encouraged to utilise a 'least intrusive' approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions. In order to do this, staff may use a 'risk assessment' process to determine their course of action, as follows:

Step 1: What behaviour code or class rule is being broken?

Step 2: What is the current or potential impact of this behaviour on learning and teaching?

Step 3: Should I get involved and if I do, what is the simplest, least intrusive approach?

Step 4: Apply the first strategy and monitor its results. If unsuccessful, go to Step 5.

Step 5: Apply a more intrusive strategy and monitor results. If unsuccessful, go to

Step 6: Apply a more intrusive strategy. This may include an 'exit' consequence if unsuccessful.

Stages of Intervention

In order to help students to develop a sense of responsibility for their own behaviour, the consequences for breaking school rules need to be logical, natural and public.

The stages of intervention are intended to provide an emphasis on the need to constantly establish a positive relationship and to re-establish this relationship as quickly as possible after consequences have concluded.

It must be noted that students identified with Special Needs may require flexible consideration when interpreting the Behaviour Management pathways. In some cases individualised behaviour programs will be developed as part of the student's placement and ongoing Individual Education Plans.



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Least intrusive to most intrusive strategies utilised by school staff in correcting student behaviour include the following, in order of level of intrusion:

- TACTICAL IGNORING
- SELECTIVE ATTENDING
- PROXIMITY
- PROXIMITY WITH TOUCH INTERFERENCE
- BODY LANGUAGE ENCOURAGING
- WAITING AND SCANNING
- PAUSE IN TALK
- CUEING (Verbal/Non-verbal/Parallel)
- DESCRIPTIVE ENCOURAGING
- NON-VERBAL REDIRECTION (eg Flashcards/Private Signals)
- DISTRACTION/DIVERSION
- NON-VERBAL DIRECTIONAL ACTION (eg Bell/Whistle/Clapping)
- ORAL DIRECTIONAL PHRASE (eg 1-2-3, eyes on me)
- CURRICULUM REDIRECTION
- CALLING THE STUDENT'S NAME
- QUESTIONING TO RE-DIRECT (eg Rule Questions)
- INDIVIDUAL CLOSE TALK
- VERBAL REDIRECTION – DIRECTIVE QUESTION
- VERBAL REDIRECTION – DIRECTIVE STATEMENT
- GIVE CHOICES (INCORPORATING CONSEQUENCES)
- STATE LOGICAL CONSEQUENCE
- FOLLOW THROUGH – ENFORCE CONSEQUENCES
- MOVE STUDENT IN ROOM/PLAYGROUND
- MOVE STUDENT TO REFLECTION/TIME-OUT AREA
- REMOVE STUDENT FROM CLASSROOM/PLAYGROUND
- HAVE THIRD PARTY REMOVE STUDENT FROM CLASSROOM/PLAYGROUND
- REMOVE REST OF CLASS FROM ROOM/ AREA
- PHYSICAL RESTRAINT (Non-Violent Crisis Intervention)



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FOCUS OF INTERVENTION STRATEGIES

LEAST INTRUSIVE

LEAST
RESISTANT
TO
CHANGE

PHYSICAL ENVIRONMENT
Seating Plan/Class Set-up
Lighting/Furniture
Visual Distractions
Location of Resources
Teacher Proximity
Lesson Venue

TASK REQUIREMENTS
Length of Activities
Hands-On Lesson elements
Use of Technology
Goal Setting
Use of Stretch Breaks
Variety of Activities
Flow of Lesson Activities
Transition between Activities
Relevance/Level of Content

SOCIAL INTERACTIONS
Non-Verbal Signals
Least Intrusive Strategies
Peer Influence
Monitoring Systems
Reward Systems
Positive and Reframing Strategies

STUDENT
(Medical, Emotional, Environmental)

Parent Conferences
Special Needs Committee Referral
Guidance Officer/BMST Referral
Paediatric Referral
Referral to other community support agencies

MOST INTRUSIVE

MOST RESISTANT TO CHANGE



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Intensive behaviour support

Students who require intensive behaviour support are provided with individualised behaviour plans and progress is monitored by administration. Support is provided in a multi-faceted approach, taking into account the student's academic and social needs.

Examples of support and/or intervention strategies at this level include:

- ☐ Professional counselling by the Guidance Officer
- ☐ Alternate programs organised by Centre for Learning Management staff.
- ☐ Mentoring program linking students to external community personnel
- ☐ Use of external agencies to provide support (Juvenile Aid Bureau, CYMHS, Child Safety)
- ☐ Alternate timetabling
- ☐ Extensive parental communication and involvement
- ☐ Learning support needs / consultation
- ☐ Short and long term suspensions

Students who do not respond at this level may face enrolment cancellation or exclusion or linking to alternate learning pathways.

Consequences for unacceptable behaviour

The range of correction and intervention strategies utilised by the school in preventing, responding to and intervening in student behaviour problems has been listed in previous sections. In the early stages of correction, the general aim is to modify acute inappropriate behaviour and have the individual back on task in the learning environment with minimal disruption to their learning and to the environment itself. This is the rationale of the "Least intrusive" approach. Similarly, the intervention strategies for students with chronic behaviour issues are generally supportive management strategies. However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical consequence, aimed at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing reparation and restitution to those who may be the 'victims' of the behaviour. There is no 'prescription' for logical consequences in the school (e.g. Behaviour A = Consequence A), because of the realisation that the individual circumstances of each situation must be taken into account.

At Booyal Central State School, a set of logical consequences for unacceptable behaviour can be found in Appendix Six. It should be noted that these consequences were arrived at after extensive discussion within the school community.

Suspension of a student from Booyal State School is a consequence which is used generally as a last resort (for a student with chronic behaviour issues who is resistant to attempts to modify their behaviour) or as a natural restitution and reparation process for high level, unsafe behaviours (e.g. physical violence or verbal abuse directed at a student or teacher). Use of suspension serves to initiate increased support for the student upon their re-entry, with the aim of preventing a repeat of the behaviour and assisting the student to re-integrate into the school environment. Compulsory re-entry meetings for students returning from suspension participated in by the student, parent-caregivers, school administration and school support personnel (e.g. Behaviour Support Teacher, Guidance Officer), help to create a supportive network for the student and define the support processes to be used.

8. Emergency responses or critical incidents

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

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

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



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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 Booyal Central 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.



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Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (Appendix 5)
- [Health and Safety incident record](#) (link)
- debriefing report(s) (for student and staff) (Appendices 6 & 7).

9. Network Of Student Support

As mentioned previously, Booyal Central State School utilises a School Case Management approach to deal with student behaviour issues and classifies all students according to their support needs, from Level 1 for the self-managing student through to Level 4 for the student unable to manage behaviour without intensive intervention. For students with socially appropriate behaviours, and those with minor classroom misbehaviour (Level 2 Support Needs), the teacher is the case manager and will provide support for the student in the form of correction and acknowledgement of improvement and achievement. If the teacher's efforts prove unsuccessful or the teacher becomes concerned about aspects of a student's behaviour, Level 3 support is initiated via parent interviews, whereupon the assistance and advice of the parent is sought to bring about student behaviour change. In a small learning community such as Booyal Central State School the role of parents and other family support groups is essential.

If student behaviour fails to improve after this level of support, Level 4 support is initiated, through introduction of intervention assistance from localised school support services – the Behaviour Management Support Teacher, and/or the Guidance Officer. Introduction of the school support services may then lead to formal diagnostic assessments and contact with external support agencies, through referral to health and welfare services such as the ADHD Clinic, the SCAN team, Child and Youth Mental Health Services, and the Department of Child Safety.

10. Consideration of individual circumstances

Teachers and support staff are able to ensure that behaviour management processes in the school cater for the individual circumstances of the student and situation through:

- a) the development and maintenance of positive and collaborative relationships with students, fellow staff, parents and school support personnel,
- b) the careful assessment of the behaviour situation, including gathering of relevant information, before taking action, and the application of non-emotive, systematic and logical correction and intervention strategies.

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



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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

- National Safe Schools Framework
(ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools
(www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
(www.education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
(www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

Endorsement

Dawn Dolinski
Principal

Tanya Vellacott
P&C President



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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.



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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 (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the Invasion of Privacy Act 1971

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

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



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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, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, I Pods® and devices of a similar nature.



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Appendix 2

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

Purpose

1. Booyal Central State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Booyal Central State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Booyal Central State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Booyal Central 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.

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 response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.



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

Prevention

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 school wide 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 no classroom 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.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
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.
12. 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 Booyal Central 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'.
13. Booyal Central State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



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Appendix 3

Appendix 3: CYBER BULLYING

Reference: www.bullyingnoway.com.au

Disclaimer: While all care has been taken this document may contain hyperlinks to website operated by parties other than Education Queensland. Such hyperlinks are provided for your reference only. Education Queensland does not control such websites, and is not responsible for their contents. The inclusion of hyperlinks to such websites does not imply any endorsement of the material on such websites or any association with their operators. Education Queensland disclaims any liability for any damage resulting from using this site. All users access and use this site and its content at their own risk.

So what can we do?

Because most incidents of bullying occur off adults' radar screens, it's important that young people learn to protect themselves online and respond to cyber bullying among peers when they encounter it. **Prevention** Cyber bullying is everyone's business and the best response is a proactive or preventative one. To be proactive you can:

Guard your contact information. Only give your cell phone number, instant messaging name or e-mail address to trusted friends, and keep a note of who you've given it to. Consider using caller ID blocking to hide your phone number when making calls. Similarly, don't leave your name on your voicemail. Don't give your details to people you don't know – or don't want to know!

Take a stand against cyber bullying. Speak out whenever you see someone being mean to another person online. Most people respond better to criticism from their peers than to disapproval from adults.

"I can PERFECTLY well say that bullying is not fun without trying it!"

Action If you are being harassed online, take the following actions immediately:

Tell an adult you trust. This can be a teacher, parent, older sibling or grandparent – someone who can help you to do something about it.

Leave the area or stop the activity. People who bully get their kicks from knowing they've upset their target. Don't let them know they've upset you, and you've taken away half their "fun". Easier said than done when it's face-to-face, but if it's on your mobile or the Internet – easy!

Block the sender's messages. If you are being bullied through e-mail or instant messaging, block the sender's messages. Never reply to harassing messages.

Keep a record. Save any harassing messages and record the time and date that you received them.

Advise your Service Provider. Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.

Report to police. If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it's a criminal offence to use a mobile phone or any form of communication to menace or harass or offend another person.

Support services

Kids Help Line (1800 55 1800) is a free and confidential, telephone counselling service for 5 to 25 year olds in Australia. www.kidshelp.com.au

Lifeline (13 11 14) is a free and confidential service staffed by trained volunteer telephone counsellors who are ready to take calls 24-hour a day, any day of the week from anywhere in Australia. <http://www.lifeline.org.au>

Referene:NET ALERT www.netalert.gov.au

NetAlert is part of the Australian Government's ongoing commitment to providing a safe online environment for all families, especially children.

Help

- ☐ Internet content filters
- ☐ Frequently asked questions
- ☐ Internet complaints
- ☐ Enquiries and feedback
- ☐ Helpline: 1800 880 176 (Interpreters available)



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CONSEQUENCES

All children start here: -

- Students as well as all staff and visitors have rights;
- Students have responsibilities to accept;
- Students are given guidance to which to respond;
- Students have six focus rules for protection.

Positive Consequences: -

- A warm supportive, safe and co-operative environment;
- Enjoy school;
- Positive relationships;
- Performance to potential;
- Effective teaching and learning;
- Clean, well-maintained environment;
- School pride;
- Opportunities;
- Tangible form of recognition for excellence.

LEVEL 1

One occurrence will put you here: -

- Sexual based harassment;
- Absence without permission;
- Missing a lesson;
- Littering;
- Non compliance;
- Graffiti;
- Damage to school/personal property;
- Offensive language;
- Disrupting class;
- Spitting;
- Fighting (minor incident).
- Cyber bullying (minor incident)
- Showing Mrs D anything frog related

Consequences: -

- Warning;
- School service;
- Parental contact;
- Counselling;
- Make up time;
- Withdrawal (lunch/recess);
- Re-positioning;
- Written reflection/apology or lines
-

Detention

LEVEL 2

One occurrence will put you here: -

- Sexual Harassment;
- Gross disruption in class;
- Non compliance;
- Banned items of safety concern;
- Minor theft;
- Truancy;
- Graffiti/vandalism;



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- Damage to school/personal property;
- Smoking;
- Cheating;
- Minor harassment;
- Bullying – verbal/physical;
- Insolence;
- Out of school grounds without permission;
- Physical abuse – striking, hitting, spitting, fighting, at students/staff;
- Cyber bullying (minor offence)
- Repeated Level 1 behaviours

LEVEL 3

One occurrence will put you here: -

- Sexual harassment;
- Bullying/fighting/physical abuse of students (Major incident);
- Serious vandalism;
- Verbal abuse (verbal harassment of students/staff);
- Gross Insolence;
- Serious offences against staff/students;
- Alcohol/offensive literature;
- Stealing – major/repeated offences;
- Persistent serious classroom disruptions;
- Failure to correct any of the proceeding and in level one and two, and after extended school support, the student exhibits no improvement in behaviour;
- Serious breaches of community and school standards.
- Cyber bullying (major offence – reoccurring)
- Repeated Level 2 behaviours

Consequences: -

- Restitution;
- Monitoring sheet/positive action plan;
- Detention;
- Guidance Officer contract;
- Lunch/recess withdrawal;
- School service;
- Counselling;
- Parental contact;
- Suspension#

LEVEL 4

One occurrence will put you here: -

- Sexual Harassment;
- Drugs;
- Assault;
- Gross moral offences;
- Illegal substances;
- Persistent offences;
- Failure to correct any of the preceding and also on level one, two and three.
- Cyber bullying (reoccurring with prior warnings)

Consequences: -

Police contact
Exclusion
Mandatory suspension#
Or appropriate alternative.



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Appendix 5

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR

Date of incident

Time incident started

Time incident ended

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where 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, and event.

Describe what the student did during the incident.

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

Describe who or what the incident was directed at.

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

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



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Appendix 6

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.



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Appendix 7: Student Debrief

WORKING IT OUT CONTRACT

WHAT I DID	WHAT HAPPENED
WHAT SHOULD I HAVE DONE?	WHAT AM I GOING TO DO TO MAKE THINGS RIGHT?



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