

Where Everyone is an Achiever



The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



# Dajarra State School

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

## 1. Purpose

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

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

At Dajarra State School we are committed to a school where "Everyone is an Achiever". Our four core values are:

### **RESPECT:**

- For everyone's opportunity to learn
- For ourselves and how we treat others
- For school and community property/ environment

### **RESPONSIBILITY:**

- To engage in the teaching & learning that is available
- To be on time and ready to work
- To produce work you and the community would be proud to display

### **RESILIENCE:**

- To keep striving to continually improve
- To bounce back from disappointments
- To learn from our mistakes and strive for excellence

### **SAFETY:**

- To make choices that enable self and others to be safe
- To foster safety within the school and community
- To be proactive, keeping self and others from harm

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## 2. Consultation and data review

Dajarra State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held throughout the year.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in February 2017, and will be reviewed in 2020 as required in legislation.

## 3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Dajarra State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Flexibility is required in the application of consequences to ensure consideration is given to an individual's circumstance, background and ability.

This Responsible Behaviour Plan allows teachers and school administration to make professional judgements relating to student behaviour in each specific situation and focuses upon solving the issue, restoring relationships and re-engaging in learning.

Positive behaviour supports can effectively address a range of behavioural needs – from those students who just need minor supports to those who require more intensive in-depth supports. The goal of PBL is to enhance the capacity of our school to educate all students in our care, including students with challenging social behaviours. In 2017 we are working towards developing effective PBL systems and practices.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour

- Be Respectful
- Be Responsible
- Be Resilient
- Be Safe

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Dajarra State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix (Appendix 5 & 6) outlines our agreed rules and specific behavioural expectations in all school settings.

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

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- Explicit behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Parade
- Saturation in school newsletter and school signage
- Active supervision by staff during classroom and non-classroom activities.

Dajarra State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the student newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School behaviour section in weekly staff meetings.
- Comprehensive induction programs in the Dajarra State School Responsible Behaviour Plan for Students delivered to new enrolments as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Weekly introduction of Social Skill Focus on Parade, followed by explicit lessons in the classroom.
- Clear and consistent signage in all classrooms and learning areas.
- Clear and consistent behaviour process that is communicated to parents on a fortnightly basis.
- School Rules are communicated in classroom and non-classroom settings within the school.
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School ([Appendix 1](#))
  - Procedures for Preventing and Responding to Incidents of Bullying ([Appendix 2](#))

### **Reinforcing Expected School Behaviour**

#### **Whole School Expectations**

Dajarra State School is a Positive Behaviour for Learning (PBL) School. Communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Expected behaviours are **explicitly taught** each week in classes and saturated throughout each week on parade, in the newsletter and in duty folders. Positive and Negative behaviours are meticulously tracked and data used to inform strategic directions and behaviour decisions at staff meetings as well as Positive Behaviour for Learning (PBL) meetings. Appropriate behaviour is acknowledged in four main ways:

i. Deadly Awards

Students receive “Deadly Awards” to reinforce the four core values at school. These are then tallied and recorded by the staff at the end of each week and students receive rewards that correspond with every 50, 80, 120, 160 Deadly Awards received.

Staff members hand out Deadly Awards out each day to students as they are observed following the school rules. This reinforcement occurs continuously throughout the day. The intent is for Deadly Awards to be handed out freely and frequently.

ii. Assembly Awards

Student of the Week and Achievement awards may be rewarded via certificates presented at weekly assemblies. These awards are published in the fortnightly newsletter.

iii. Gold Behaviour Champion Awards

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These certificates are awarded to students who have consistently demonstrated positive behaviour throughout the term and have received no red cards. These awards will be presented at the final parade of each term.

### iv. Behaviour Award Medallion

At the annual Presentation Night, students who have received four Gold Behaviour Champion Awards for the four terms of the year, will be presented with a Behaviour Award medallion.


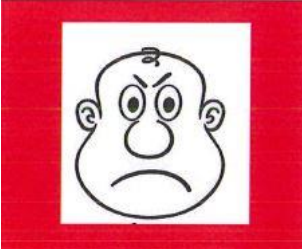
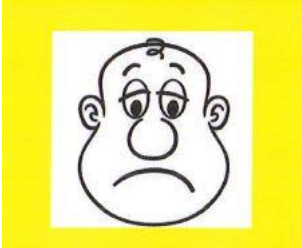
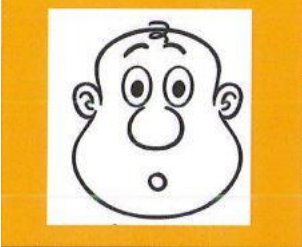

### **Teacher Expectations**

- Engage in quality teaching and learning
  - Ensure learning experiences are relevant and meaningful
  - Ensure that there is an appropriate level of challenge for each student
  - Match learning experiences and assessment techniques with student interests, learning styles and ability
  - Encourage co-operative learning
  - Provide opportunities for students to make decisions about their own learning
  - Clearly communicate fair and reasonable
  - Encourage students to set goals and persist in problem solving situations
  - Assist students to develop time management and study skills
  
- Develop supportive interpersonal relationships
  - Actively look for and acknowledge positive student behaviour
  - Communicate a genuine interest in and care for the students
  - Establish rapport with and welcome the involvement of parents
  - Develop a sense of responsibility for students' own progress and personal behaviour goals
  
- Establish ways to develop self esteem
  - Plan for success by breaking tasks into manageable steps which ensure individual success
  - Acknowledge success – use praise, notes, awards and certificates to communicate success to parents and students
  - Minimise criticism and accept mistakes as part of the learning process
  - Encourage appropriate risk taking
  - Communicate regularly with all students
  - Create a sense of belonging to the classroom group
  - Give students responsibility

### **Responding to Unacceptable Behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. In line with the Code of School Behaviour, when applying behaviour consequences for unacceptable behaviour, the individual circumstances and actions of the student are viewed in conjunction with the needs and rights of school community members. At Dajarra State School we believe in proactive actions and processes when dealing with unacceptable behaviour, and the use of internal and external suspensions or exclusions are used as the last resort. At Dajarra State School, we use the following behaviour process:

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	<p>Behaviour Choice : to Break Rules</p>	<p><b>Level 4</b></p> <ol style="list-style-type: none"> <li>1. Phone call home to parents / carers</li> <li>2. Reflection Sheet             <ul style="list-style-type: none"> <li>- to be completed by student</li> <li>- photocopy to be given to Principal</li> <li>- original sent home for parents to sign and return to school next day</li> <li>-</li> </ul> </li> </ol>
	<p>Behaviour Choice : to Break Rules</p>	<p><b>Level 3</b></p> <ol style="list-style-type: none"> <li>1. One Red Card</li> <li>2. Lunchtime Detention</li> <li>3. Red Note home to parents</li> </ol>
	<p>Behaviour Choice : to Break Rules</p>	<p><b>Level 2</b></p> <ol style="list-style-type: none"> <li>1. One Red Card</li> <li>2. 10 minute lunchtime detention</li> </ol>
	<p>Behaviour Choice : to Break Rules</p>	<p><b>Level 1</b></p> <ol style="list-style-type: none"> <li>1. Verbal Warning</li> </ol>
	<p>Positive Happy Enthusiastic Cooperative Being Respectful Being Responsible Being Resilient Being Safe</p>	<p>Children can strive to achieve "Deadly Awards" for positive behaviour choices and for following the School Rules.</p>

## **Redirecting low-level and infrequent problem behaviour**

When students' exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of the expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more responsibility, with more respect or showing more resilience. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

## **Targeted behaviour support:**

Occasionally an individual at Dajarra State School is identified through behavioural data as requiring additional targeted behaviour support. In most cases the problem behaviours may not be immediately regarded as severe, but the frequency of the behaviour may put this students' learning and social success at risk if not addressed in a timely manner.

Students identified as requiring support would participate in their regular classes and activities with appropriate adjustments and interventions as required. Such adjustments and interventions may include:

- social and curriculum program adjustments
- verbal and non-verbal redirections
- increased attention from key staff including ESCM trained personnel
- communication with key stakeholders including support personnel and parents/caregivers

Students whose behaviour does not improve after the targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention may be provided with intensive behaviour support.

## **Intensive behaviour support:**

Dajarra State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Support Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student
- works with staff, parents/carers and students to achieve continuity and consistency
- can consist of: Principal, Class teacher, Guidance Officer, Learning Support Teacher

Students identified as needing intensive behaviour support are those who have had targeted support through the described strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. At Dajarra State School, all students who are considered to be "seriously at risk" of significant educational underachievement due to their inappropriate behaviours are supported. A functional behaviour analysis approach to assessing behavioural problems may be adopted involving a systems approach which looks at the 'whole' child. All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

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

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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. This could also include referrals to external support agencies, providing additional support to parents/carers

**Corrective** – the actions teachers taken when disruptive behaviour occurs. This includes positive correction strategies.

## **Case Management:**

The case manager for each student who is identified as “seriously at risk” should be the class teacher. However a support team approach is adopted with staff working collaboratively.

## **Individual Behaviour Plans:**

Students identified as required support may require an Individual Behaviour Plan. Teachers, the student and parents/carers are involved in the collaborative process of preparing the Individual Behaviour Plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on an Individual Behaviour Plan are required to have negotiated goals. Individual Behaviour Plans are reviewed regularly.

## **5. Consequences for unacceptable behaviour**

Dajarra State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An Admin referral form ([Appendix 3](#)) is used to record major problem behaviours. Incidents of a serious nature are recorded in One School by the Principal.

### **Minor and major behaviours:**

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

- Minor problem behaviour is handled by staff members at the time it happens (continued minor behaviour may constitute a major)
- Major problem behaviour is referred directly to the Principal.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Principal

Minor behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology or other restitution strategy.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying;
  2. asks student to name expected school behaviour;



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3. states and explains the expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Principal

Major behaviours result in an immediate referral to Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then, or shortly afterwards, fills out the Admin referral form and arranges for the student to be sent to the Principal's office.

Problem behaviours may result in the following consequences:

- Level One :
  - Admin time out;
  - Admin referral from class;
  - Out of play;
  - Supervised play;
  - Detention;
  - Reflection sheets (Appendix 4);
  - Alternate lunchtime activities;
  - Loss of privilege;
  - Warnings regarding future consequence for repeated offence;
  - Referral to restitution deemed appropriate.
- Level Two:
  - Parent contact;
  - Internal suspension;
  - Referral to Intensive Behaviour Support Team;
  - Suspension;
  - Following suspension, a re-entry meeting between the Principal, student and parent/carer is required. This meeting sets a proactive course of action necessary to ensure a smooth transition back into the school for the student. A re-entry plan is agreed to by all parties.
- Level Three:
  - Students who engage in repeated, serious problem behaviour or very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension. Case management and individual behaviour plans may be implemented in these instances.

The following table outlines some indicative examples only of major and minor problem behaviours.



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### Level 1:

Behaviours in level 1 are managed by classroom and specialist teachers. These behaviours are not required to be recorded on One School unless the teacher elects to keep additional documentation. Where level 1 behaviours are continuing and consequences are not resulting in a change of student behaviours choices, administration are to be notified and become involved. If at any point a parent is contacted, the teacher is required to enter One School referral and behaviour report. Teachers will use the DSS Responsible Behaviour Plan to decide consequences.

<b>Level 1 Minor Behaviours – Teacher managed – not reported on OneSchool</b>			
<b>Behaviour</b>	<b>Definition</b>	<b>Examples</b>	<b>Non-examples</b>
Disrespect	Behaviour which shows contempt for authority	<ul style="list-style-type: none"> <li>○ Rolling eyes</li> <li>○ Calling out</li> <li>○ Making faces</li> <li>○ Eating in class</li> <li>○ No entry without teacher</li> </ul>	<ul style="list-style-type: none"> <li>○ Culturally sensitive behaviours</li> <li>○ For example: Indigenous students - making eye contact is rude when directed to an elder. Discussing a person who has passed away.</li> <li>○ Asian students - inappropriate to touch them on the head or beckon using hand gestures.</li> </ul>
Disruption	<b>Low</b> intensity but inappropriate interference that takes away from the learning environment but not cause physical harm to self or others	<ul style="list-style-type: none"> <li>○ Inappropriate non-related comments</li> <li>○ Talking to others</li> <li>○ Touching other people and their property</li> <li>○ Repeated noise – tapping, fiddling</li> <li>○ Calling out</li> </ul>	<ul style="list-style-type: none"> <li>○ Unintentional dislocation of objects, EG. dropping pencils or rubbers on the floor.</li> <li>○ Not arriving with materials due to factors outside of students' control.</li> <li>○ Arriving late due to factors outside of the students' control.</li> </ul>
Lying	Student delivers a message that is untrue or deliberately violates rules	<ul style="list-style-type: none"> <li>○ Not owning up to behaviour when asked by an adult</li> </ul>	<ul style="list-style-type: none"> <li>○ Misinterpretation of a message</li> </ul>
Missed Classroom Consequence	Student has failed to attend/complete classroom consequence adequately  <b>Repeat behaviour moves to level 2</b>	<ul style="list-style-type: none"> <li>○ Student has failed to comply with teacher applied consequence</li> <li>○ Does not adequately complete the applied consequence</li> </ul>	<ul style="list-style-type: none"> <li>○ Student has not attended due to an approved absence from school</li> </ul>
Non-compliance/Work refusal	Brief or low intensity failure to respond to a reasonable adult request	<ul style="list-style-type: none"> <li>○ Student fails to follow an instruction</li> <li>○ Is slow to respond but eventually does what is asked</li> <li>○ Saying, “ This is stupid”, “You can’t make me”</li> </ul>	<ul style="list-style-type: none"> <li>○ Students who have difficulty maintaining focus due to medical condition</li> <li>○ Reluctance to complete work that is well beyond ability – skill deficit</li> </ul>
Property misuse/misconduct	<ul style="list-style-type: none"> <li>○ Taking someone else’s property</li> <li>○ Low intensity misuse of property for a purpose for which it is not intended and does not cause harm to self or others</li> </ul>	<ul style="list-style-type: none"> <li>○ Breaking pencils</li> <li>○ Ripping paper or work</li> <li>○ Taking bags/kicking bags</li> <li>○ Wastage of materials</li> <li>○ Rough handling of equipment or furniture</li> </ul>	<ul style="list-style-type: none"> <li>○ Playing with pencils in a non-obtrusive way (consider age appropriateness)</li> </ul>
Tardy/Truancy	Not in class at the appropriate time	<ul style="list-style-type: none"> <li>○ Student returns late from breaks or class.</li> <li>○ Deliberate failure to return to class after an acceptable amount of time.</li> </ul>	<ul style="list-style-type: none"> <li>○ Late due to circumstances out of their control</li> </ul>
Teasing/Taunting including using technology	Low level inappropriate comments and/or unwanted verbal or	<ul style="list-style-type: none"> <li>○ Encouraging/supporting wrong behaviour in other people</li> </ul>	<ul style="list-style-type: none"> <li>○ Acceptable humour without malice</li> </ul>

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	emotional advances  <b>Repeat behaviour moves to level 2</b>	<ul style="list-style-type: none"> <li>o Name calling</li> <li>o Through the use of technology (making inappropriate comments)</li> </ul>	
Unsafe behaviours	Behaviours which have the potential to cause physical harm to self or others	<ul style="list-style-type: none"> <li>o Jumping over benches</li> <li>o Riding scooters/bikes in school grounds</li> <li>o Running on cement</li> <li>o Being in 'out of bounds' area</li> <li>o Playing ball games out of designated area</li> <li>o Pushing (e.g. to get in to line)</li> </ul>	<ul style="list-style-type: none"> <li>o Making unintentional contact with peers as part of a game – bumping into someone</li> </ul>

### Level 2:

Behaviours in level 2 are to be managed by classroom teacher in consultation with the Principal. These behaviours are required to be recorded on One School through behaviour incidents. Parents need to be contacted by classroom teacher or Principal if level 2 behaviours occur. Teacher and Principal will use the DSS Responsible Behaviour Plan to decide consequences.

<b>Level 2 Behaviours – Teacher managed in consultation with Principal – reported on OneSchool</b>			
Behaviour	Definition	Examples	Non-examples
Disrespect	Behaviour which shows contempt for authority	<ul style="list-style-type: none"> <li>o Walking away when addressed by an adult</li> <li>o Vandalism of school or peers property</li> </ul>	
Inappropriate verbal language	Low intensity instance of inappropriate language which is not directed at a person	<ul style="list-style-type: none"> <li>o Swearing in the classroom and does not respond to redirection</li> </ul>	
Disruption	Persistent behaviour causing an interruption to learning in a class or activity for a prolonged period of time	<ul style="list-style-type: none"> <li>o Yelling/persistent calling out</li> <li>o Turning over furniture</li> <li>o Sustained loud talking</li> <li>o Out of seat behaviour</li> <li>o Student not responding to "Essential Skills" strategies</li> <li>o Hand up to speak</li> </ul>	<ul style="list-style-type: none"> <li>o Disability related loud noises</li> <li>o Calling out answers to questions through enthusiasm</li> </ul>
Property damage / vandalism	Students participating in an activity that results in destruction or disfigurement of property	<ul style="list-style-type: none"> <li>o Graffiti</li> <li>o Throwing rocks/sticks at buildings</li> <li>o Computer misuse</li> </ul>	

### Level 3:

Behaviours in level 3 are to be managed by the Principal in consultation with classroom teachers. These behaviours are to be recorded on One School through behaviour incidents. Parents will need to be contacted by Principal. Principal will use the DSS Responsible Behaviour Plan to decide consequences.

<b>Level 3 Major Behaviours – Principal managed in consultation with Teacher – reported on OneSchool</b>			
Behaviour	Definition	Examples	Non-examples
Bullying	An ongoing act aimed at hurting or upsetting another student (including using technology)	<ul style="list-style-type: none"> <li>o Repeated verbal taunts</li> <li>o Repeated derogatory comments made to a person</li> <li>o Repeated derogatory comments made to another person about another student</li> <li>o Repeated physical aggression toward another student or students</li> <li>o Any repeated act which intentionally causes discomfort to another</li> </ul>	Isolated one-off incidents

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		person	
Defiance	Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult	<ul style="list-style-type: none"> <li>○ Persistent yelling at an adult</li> <li>○ Leaving class without permission</li> <li>○ Repeatedly walking away when addressed by an adult</li> <li>○ Repeatedly refusing to follow staff directions</li> <li>○ Failure to adhere to mobile phone policy</li> <li>○ Repeated 'back chatting' to adults</li> </ul>	Refusal to follow directions due to a skill deficit
Abusive language	Swearing or curse words directed towards another person in a provoking or demeaning way Repeated intentional use of inappropriate language (including the use of technology as a medium)	<ul style="list-style-type: none"> <li>○ Saying, "F... you" to any person</li> <li>○ Repeated name calling and personal attacks about self, peers and family members</li> </ul>	Saying "stupid" or "ugly" and it is not directed at another person
Fighting/physical aggression	Physical contact with intent or outcome of causing injury or harm to others	<ul style="list-style-type: none"> <li>○ Hitting/Punching/Kicking</li> <li>○ Hitting using an object</li> <li>○ Actions using sharp items such as scissors</li> <li>○ Play fighting</li> <li>○ Arguments</li> </ul>	
Property damage/vandalism	Students participating in an activity that results in substantial destruction or disfigurement property	<ul style="list-style-type: none"> <li>○ Throwing rocks at buildings</li> <li>○ Intentionally damaging school equipment</li> </ul>	
Possession of a prohibited item/combustibles	Students possess on their person or in their bag an item which has been declared by the school as prohibited	<ul style="list-style-type: none"> <li>○ Aerosol cans</li> <li>○ Fire crackers</li> <li>○ Water bombs</li> <li>○ Matches/lighters</li> </ul>	
Truancy	Unexplained absence/s with or without parent's knowledge	<ul style="list-style-type: none"> <li>○ Leaving school without permission</li> <li>○ Repeated failure to attend classes</li> </ul>	Authorised cool down time
Theft	The acquisition of other's property without permission and with intent to permanently deprive	<ul style="list-style-type: none"> <li>○ Removing property from another's desk or school bag</li> <li>○ Removing items from teacher's desk</li> </ul>	
Unsafe Behaviours	Behaviours which endanger self or others	<ul style="list-style-type: none"> <li>○ Climbing on structures to an unsafe height</li> <li>○ Repeated running on concrete</li> <li>○ Using equipment unsafely</li> <li>○ Projectiles e.g. water bombs</li> <li>○ Spitting on surfaces</li> </ul>	

### **Relating problem behaviours to expected school behaviours**

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### **Ensuring consistent responses to problem behaviour**

At Dajarra State School all staff members are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

## **6. Emergency or critical incident responses**

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

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

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

### **Basic defusing strategies**

- Avoid escalating the problem behaviour  
(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language)
- Maintain calmness, respect and detachment  
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally)
- Approach the student in a non-threatening manner  
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates)
- Follow through  
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour)
- Debrief  
(Help the student to identify the sequence of events that led to the

## Dajarra State School Responsible Behaviour Plan for Students. 2017 - 2020

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/himself or to others.

Appropriate physical intervention may be used to ensure that Dajarra 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
- formally documented by the staff member and submitted to the school principal.

### **7. Network of student support**

Students at Dajarra State School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Office
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Adopt-a-Cop Program
- Behaviour Support Teacher

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Support is also available through the following government and community agencies:

- Disabilities Services Queensland
- Child and Youth Mental Health
- Queensland Health
- North West Remote Health
- Family Child Connect
- Department of Communities (Child Safety Services)
- Police
- Local Council

## 8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Dajarra State School considers the individual circumstances when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent with student disciplinary absences only implemented after consideration has been given to all other response
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs

## 9. Related legislation

- [\*Commonwealth Disability Discrimination Act 1992\*](#)
- [\*Commonwealth Disability Standards for Education 2005\*](#)
- [\*Education \(General Provisions\) Act 2006\*](#)
- [\*Education \(General Provisions\) Regulation 2006\*](#)
- [\*Criminal Code Act 1899\*](#)
- [\*Anti-Discrimination Act 1991\*](#)
- [\*Commission for Children and Young People and Child Guardian Act 2000\*](#)
- [\*Judicial Review Act 1991\*](#)
- [\*Weapons Act 1990\*](#)
- [\*Work Health and Safety Act 2011\*](#)
- [\*Work Health and Safety Regulation 2011\*](#)
- [\*Right to Information Act 2009\*](#)
- [\*Information Privacy \(IP\) Act 2009\*](#)

## 10. Related policies

- [\*Safe, Supportive and Disciplined School Environment\*](#)
- [\*Inclusive Education\*](#)
- [\*Enrolment in State Primary, Secondary and Special Schools\*](#)
- [\*Student Dress Code\*](#)
- [\*Student Protection\*](#)
- [\*Hostile People on School Premises, Wilful Disturbance and Trespass\*](#)

## Dajarra State School Responsible Behaviour Plan for Students. 2017 - 2020

- *Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions*
- *Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems*
- *Managing Electronic Identities and Identity Management*
- *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
- *Temporary Removal of Student Property by School Staff*

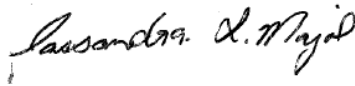
### 11. Related policies

- *Schoolwide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*

### 12. Endorsement



**Miebaka Dede**  
Principal



**Miss Cassandra Major**  
P&C President

**Lyal Giles**  
Assistant Regional Director

**Effective Date:** 23 January 2017 to 1 February 2020



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, mobile phones, personal iPads or MP3 players or any other personal technology device 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/can 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 handed into the school office to be collected at the end of day.

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

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> 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

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

## Dajarra State School Responsible Behaviour Plan for Students. 2017 - 2020

- 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.

### **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 iPads, 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.*

## Appendix 2

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

#### Purpose

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

#### 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 schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour

## Dajarra State School Responsible Behaviour Plan for Students. 2017 - 2020

- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
  - All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
  - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
  - A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide 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 DSS 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. DSS 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.

Appendix 3

## Dajarra State School

### Behaviour Referral Form

<b>Grade:</b> ____ <b>Date:</b> / / <b>Time:</b> ____	<b>Referring Staff member:</b> _____ <input type="checkbox"/> <b>One School recorded</b>			
<b>Student/s involved</b>				
<b>Witnesses</b>	Staff : _____  Students: _____  External: _____			
<b>Behaviour</b> <i>(Only 1 to be selected)</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Defiant/ Threat to adults  <input type="checkbox"/> Lying/Cheating  <input type="checkbox"/> Dress code  <input type="checkbox"/> Disruptive  <input type="checkbox"/> Threat/s to others  <input type="checkbox"/> IT misconduct  <input type="checkbox"/> Other (provide details): _____                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Non-compliant with routine  <input type="checkbox"/> Bullying/ Harassment  <input type="checkbox"/> Substance misconduct  <input type="checkbox"/> Refusal to participate  <input type="checkbox"/> Late  <input type="checkbox"/> Physical misconduct                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Possess prohibited items  <input type="checkbox"/> Third minor referral  <input type="checkbox"/> Verbal misconduct  <input type="checkbox"/> Misconduct involving an object  <input type="checkbox"/> Property misconduct  <input type="checkbox"/> Other conduct prejudicial to the good order and management of the school                 </td> </tr> </table>	<input type="checkbox"/> Defiant/ Threat to adults <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Dress code <input type="checkbox"/> Disruptive <input type="checkbox"/> Threat/s to others <input type="checkbox"/> IT misconduct <input type="checkbox"/> Other (provide details): _____	<input type="checkbox"/> Non-compliant with routine <input type="checkbox"/> Bullying/ Harassment <input type="checkbox"/> Substance misconduct <input type="checkbox"/> Refusal to participate <input type="checkbox"/> Late <input type="checkbox"/> Physical misconduct	<input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Third minor referral <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Misconduct involving an object <input type="checkbox"/> Property misconduct <input type="checkbox"/> Other conduct prejudicial to the good order and management of the school
<input type="checkbox"/> Defiant/ Threat to adults <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Dress code <input type="checkbox"/> Disruptive <input type="checkbox"/> Threat/s to others <input type="checkbox"/> IT misconduct <input type="checkbox"/> Other (provide details): _____	<input type="checkbox"/> Non-compliant with routine <input type="checkbox"/> Bullying/ Harassment <input type="checkbox"/> Substance misconduct <input type="checkbox"/> Refusal to participate <input type="checkbox"/> Late <input type="checkbox"/> Physical misconduct	<input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Third minor referral <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Misconduct involving an object <input type="checkbox"/> Property misconduct <input type="checkbox"/> Other conduct prejudicial to the good order and management of the school		
<b>Location</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Classroom  <input type="checkbox"/> Outside classrooms  <input type="checkbox"/> Technology Lab  <input type="checkbox"/> Library  <input type="checkbox"/> Off campus                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Oval  <input type="checkbox"/> Basketball courts  <input type="checkbox"/> Adventure Playground  <input type="checkbox"/> Cricket Pitch  <input type="checkbox"/> Undercover Area                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Eating area  <input type="checkbox"/> Culture Garden  <input type="checkbox"/> Toilets  <input type="checkbox"/> Other (provide details): _____                 </td> </tr> </table>	<input type="checkbox"/> Classroom <input type="checkbox"/> Outside classrooms <input type="checkbox"/> Technology Lab <input type="checkbox"/> Library <input type="checkbox"/> Off campus	<input type="checkbox"/> Oval <input type="checkbox"/> Basketball courts <input type="checkbox"/> Adventure Playground <input type="checkbox"/> Cricket Pitch <input type="checkbox"/> Undercover Area	<input type="checkbox"/> Eating area <input type="checkbox"/> Culture Garden <input type="checkbox"/> Toilets <input type="checkbox"/> Other (provide details): _____
<input type="checkbox"/> Classroom <input type="checkbox"/> Outside classrooms <input type="checkbox"/> Technology Lab <input type="checkbox"/> Library <input type="checkbox"/> Off campus	<input type="checkbox"/> Oval <input type="checkbox"/> Basketball courts <input type="checkbox"/> Adventure Playground <input type="checkbox"/> Cricket Pitch <input type="checkbox"/> Undercover Area	<input type="checkbox"/> Eating area <input type="checkbox"/> Culture Garden <input type="checkbox"/> Toilets <input type="checkbox"/> Other (provide details): _____		
<b>Subject</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> Maths  <input type="checkbox"/> English – other _____  <input type="checkbox"/> Geography  <input type="checkbox"/> PE  <input type="checkbox"/> Health  <input type="checkbox"/> Visual Art                 </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> English – reading  <input type="checkbox"/> Science  <input type="checkbox"/> History  <input type="checkbox"/> Music  <input type="checkbox"/> Dance/Drama/Media  <input type="checkbox"/> </td> <td style="width: 33%; border: none; vertical-align: top;"> <input type="checkbox"/> English - writing  <input type="checkbox"/> Technology  <input type="checkbox"/> Library  <input type="checkbox"/> LOTE  <input type="checkbox"/> Culture  <input type="checkbox"/> Other : _____                 </td> </tr> </table>	<input type="checkbox"/> Maths <input type="checkbox"/> English – other _____ <input type="checkbox"/> Geography <input type="checkbox"/> PE <input type="checkbox"/> Health <input type="checkbox"/> Visual Art	<input type="checkbox"/> English – reading <input type="checkbox"/> Science <input type="checkbox"/> History <input type="checkbox"/> Music <input type="checkbox"/> Dance/Drama/Media <input type="checkbox"/>	<input type="checkbox"/> English - writing <input type="checkbox"/> Technology <input type="checkbox"/> Library <input type="checkbox"/> LOTE <input type="checkbox"/> Culture <input type="checkbox"/> Other : _____
<input type="checkbox"/> Maths <input type="checkbox"/> English – other _____ <input type="checkbox"/> Geography <input type="checkbox"/> PE <input type="checkbox"/> Health <input type="checkbox"/> Visual Art	<input type="checkbox"/> English – reading <input type="checkbox"/> Science <input type="checkbox"/> History <input type="checkbox"/> Music <input type="checkbox"/> Dance/Drama/Media <input type="checkbox"/>	<input type="checkbox"/> English - writing <input type="checkbox"/> Technology <input type="checkbox"/> Library <input type="checkbox"/> LOTE <input type="checkbox"/> Culture <input type="checkbox"/> Other : _____		
<b>Incident Details</b>	<input type="checkbox"/> observed <input type="checkbox"/> reported to  _____ _____ _____ _____ _____			
<b>Motivation</b>	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain tangible object			

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	<input type="checkbox"/> Obtain sensory stimulation <input type="checkbox"/> Unknown	<input type="checkbox"/> Avoid task/work <input type="checkbox"/> Other : _____	<input type="checkbox"/> Avoid instructions _____
<b>Level of referral</b>	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4	
<b>Strategies already implemented by class teacher</b>	<input type="checkbox"/> Time out <input type="checkbox"/> Buddy class <input type="checkbox"/> Referred straight to Admin <input type="checkbox"/> Warning	<input type="checkbox"/> Lunchtime detention <input type="checkbox"/> Chaplain <input type="checkbox"/> Guidance officer <input type="checkbox"/> Redirection	<input type="checkbox"/> Parent/ Carer contact ____ / ____ (Date) <input type="checkbox"/> Class behaviour plan <input type="checkbox"/> Other : _____
<b>Consequence for actions</b> <i>(For office use only)</i>	<input type="checkbox"/> Warning <input type="checkbox"/> Time out with Admin <input type="checkbox"/> Sent home	<input type="checkbox"/> Parent contact <input type="checkbox"/> Work from office <input type="checkbox"/> Other _____	<input type="checkbox"/> Detention ____ days <input type="checkbox"/> After school detention <input type="checkbox"/> Suspension ____ day

**Appendix 4**

**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 <b>immediately</b> 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).		



### 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.**

Appendix 6 – Weekly class Behaviour Records

	Think					Reflect	Stop (Note home)	ODR
	1st	Lunch	2 <sup>nd</sup>	Lunch	3rd			

To be completed by all class room teachers for any behaviour incidents.  
 The session of behaviour reminder is to be marked by the students name e.g. session 1 mark 1 beside name.  
 More than 2 reminders in a day is automatically a referral form.