Southbrook Central School

Responsible Behaviour Plan for Students
based on *The Code of School Behaviour*
2014-2017

1. Purpose
Southbrook Central State School is committed to providing a safe, respectful and disciplined learning environment based on School Wide Positive Behaviour Support 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.

The Southbrook Central Responsible Behaviour Plan for Students details, and subsequently guides, our school practice. It should be read in conjunction with our Pedagogical Framework and Learning and Well-being Framework.

Our current plan focuses on supporting and promoting the positive behaviours of all students whilst acknowledging that contextually inappropriate behaviours may occur, and need to be addressed within a framework of positive behaviour support. We endeavour to support students to demonstrate Consideration for others, Care for themselves, their school and their community, Courtesy in all situations, Commitment to always doing their best and Courage to do what is right.

2. Consultation and Data Review
This plan has been developed in consultation with all staff – teaching and non-teaching, and with our school community. Consultation with parents, staff and students was undertaken following the review of our Responsible Behaviour Plan for Students 2014-2017. A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents and SWPBS data collection tools from 2010-2013 also informed the development process.

In 2010 the school joined the Schoolwide Positive Behaviour Support Program.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in December 2009, reviewed in 2014. The 2014 plan is endorsed by the Principal, the President of the P&C and the Assistant Regional Director, Schools and is to be again reviewed in 2017 as required in legislation.

3. Learning and Behaviour Statement
Our values and beliefs about teaching and learning are underpinned by School Wide Positive Behaviour Support (SWPBS), Applied Behaviour Analysis (ABA), and the Pyramid Model for promoting social and emotional competence. These frameworks directly influence and shape our school wide systems and practices.

All areas of Southbrook Central 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 (how we do this), preventing problem behaviour and responding to unacceptable
behaviours. Our Responsible Behaviour Plan outlines shared, clear and consistent expectations for student behaviour and is based on Schoolwide Positive Behaviour Program. This assists staff and school community to create and maintain a positive and productive learning and teaching environment and provides understanding of their role in the educational process.

Our school community has identified the following values (Titled the ‘5Cs’) to promote our high standards of responsible behaviour and we have clearly defined expectations that are centred around the five areas we value.

- Commitment
- Courage
- Consideration
- Courtesy
- Care

Our school expectations have been agreed upon and endorsed by all staff. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

SWPBS THREE-TIERED APPROACH TO INSTRUCTIONAL & POSITIVE BEHAVIOUR SUPPORT

WHOLE SCHOOL PREVENTION
Preventing the development of new cases of problem behaviour.
FOCUS ON: all students and staff across all settings – whole school, classroom and non-classroom settings

Tier 1

Low Level and Infrequent Problem Behaviour
- Specialist staff trained in Positive Behaviour Support strategies and ESCM
- Schoolwide Positive Behaviour Support
- Campus Expectations Matrix and Explicit Teaching of same
- Students are encouraged to reflect on, and own their behaviour
- Explicit teaching of social skills
- Positive reinforcement for all
- Active supervision and monitoring
- Effective classroom management

Tier 2

Targeted Behaviour Support
As below, plus
- Classroom problem solving teams
- Whole class multi-element plan detailing ecological strategies, positive programming, focus support
- Small group social skills training and support

Tier 3

Intensive Behaviour Support
As Below, plus
- FBA and IBSPs
- PLC Program
- Intensive social skilling
- Intensive academic support
- Complex Case Management involving a multi-agency / multi-disciplinary approach
4. Processes for facilitating standards of positive behaviour

Universal Behaviour Support (Tier 1)

At Southbrook Central State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to both acceptable and unacceptable behaviour.

Schoolwide Expectations Teaching Matrix

<table>
<thead>
<tr>
<th>Values</th>
<th>All Areas</th>
<th>Transitions</th>
<th>Learning Area</th>
<th>Library</th>
<th>Toilets</th>
<th>Tuckshop/ Eating Area</th>
<th>Playground</th>
<th>Bus Travel/ Time After School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration</td>
<td>• Help and encourage others&lt;br&gt;• Active listening&lt;br&gt;• Follow directions&lt;br&gt;• Include others</td>
<td>Walk quietly&lt;br&gt;Line up quietly and quickly</td>
<td>• Chairs up&lt;br&gt;• Tidy desk area&lt;br&gt;• Floor clean</td>
<td>• Be quiet&lt;br&gt;• Put books where they belong</td>
<td>• Flush toilet</td>
<td>• Line up&lt;br&gt;• Be patient&lt;br&gt;• Stay seated in eating area</td>
<td>• Agree on game rules&lt;br&gt;• Play fairly&lt;br&gt;• Share areas&lt;br&gt;• Take turns</td>
<td>• Sit quietly and wait for teacher&lt;br&gt;• Line up</td>
</tr>
<tr>
<td>Care</td>
<td>• Look after and put away belongings and equipment&lt;br&gt;• Rubbish in bins&lt;br&gt;• Look after school grounds&lt;br&gt;• Hands and feet to yourself&lt;br&gt;• Be safe</td>
<td>Walk safely on paths</td>
<td>• Clean shoes for inside</td>
<td>• Use a library bag</td>
<td>• Wash hands with soap&lt;br&gt;• Keep toilets tidy</td>
<td></td>
<td>• Wear hat, shoes and sunscreen</td>
<td>• Walk to bus&lt;br&gt;• Answer name clearly</td>
</tr>
<tr>
<td>Caring for</td>
<td>• ourselves&lt;br&gt;• our school&lt;br&gt;• our community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtesy</td>
<td>• Speak politely&lt;br&gt;• Share school equipment&lt;br&gt;• Use appropriate language&lt;br&gt;• Be a good sport</td>
<td>• Speak quietly</td>
<td>• Raise your hand</td>
<td>• Be quick&lt;br&gt;• Respect privacy&lt;br&gt;• Wait your turn</td>
<td></td>
<td></td>
<td></td>
<td>• Ask to leave</td>
</tr>
<tr>
<td>Commitment</td>
<td>• Be organised&lt;br&gt;• Be on time&lt;br&gt;• Be a positive role model</td>
<td>• Go directly to your lesson teacher</td>
<td>• Complete set tasks</td>
<td>• Return books on time</td>
<td>• Responsibly use paper &amp; soap</td>
<td>• Orders and money on time</td>
<td></td>
<td>• Notify of change in travel arrangements</td>
</tr>
<tr>
<td>Courage</td>
<td>• Knowing what is right and acting upon it&lt;br&gt;• Be Positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Eat own food</td>
</tr>
</tbody>
</table>
A set of behavioural expectations in specific settings has been attached to each of our five school values. The Schoolwide Expectations Teaching Matrix outlines our behavioural expectations in all school settings.

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

- A schedule of explicit weekly lessons focusing on a core value across each school term. An example seen below.

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Care</th>
<th>Courage</th>
<th>Commitment</th>
<th>Courtesy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1 and 2</td>
<td>Weeks 3 and 4</td>
<td>Weeks 5 and 6</td>
<td>Weeks 7 and 8</td>
<td>Weeks 9 and 10</td>
</tr>
</tbody>
</table>

(A term schedule, although set according to previous term behaviour data, must also allow flexibility in order to respond to current behaviour data analysis)

- Reinforcement of learning from behaviour lessons occurs during active supervision by staff during classroom and non-classroom activities.
- Behaviour Expectation Walls in each teaching space
- Focus value is revisited during weekly assemblies
- School Values and fortnightly focus value is highlighted in the school Newsletters
- Website

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

- Professional development, education or training for all staff members.
- Creation of a positive whole school culture through the Learning and Wellbeing Framework.
- Quality learning and teaching practices, utilising explicit teaching strategies, Essential Skills for Classroom Management and Symphony of Teaching and Learning.
- A balanced, relevant and engaging curriculum based on the National Curriculum.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour team members’ regular discussion during staff meetings to support each other in sharing successful practices.
- Induction programs in the Southbrook Central Responsible Behaviour Plan for Students - delivered to new students as well as new and relief staff using a variety of strategies: face/face interview discussions, summary information in classroom roll folder for all relief teachers, School Handbook and website. Specialist teachers are provided with a copy of the school’s Positive Behaviour Plan.
- Individual support folders developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 2)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3).
  - Removal of Student’s Property (Appendix 4)
  - School Reporting Policy containing ‘Effort and Behaviour’ Matrix for a consistent teacher reference when reporting student behaviour in Student Report Cards (Appendix 5)

Facilitating/Reinforcing Positive School Behaviour

<table>
<thead>
<tr>
<th>Short Term Rewards</th>
<th>Mid Term Rewards</th>
<th>Long Term Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and frequent rewards based on Essential Skills for Classroom Management – verbal and non-verbal encouragement.</td>
<td>After staff consultation - ‘Sensational Southbrook Student Postcards’ are sent home to parents to acknowledge a single exceptional example of student behaviour which demonstrates the school values</td>
<td>End of term Golden Pentagon day to celebrate students’ achieving behavioural rewards – 3 coloured pentagons = a Golden Pentagon (participation in celebration day) 5 Coloured pentagons = 2 Golden Pentagons (participation in celebration day + tuckshop voucher)</td>
</tr>
<tr>
<td>Classrooms points based upon rewarding appropriate behaviour – leading to mid-term reward prizes presented weekly to qualifying students</td>
<td>Classrooms points based upon rewarding appropriate behaviour. Prizes presented weekly to qualifying students</td>
<td></td>
</tr>
<tr>
<td>Positive Behaviour Slips (appendix 4)</td>
<td>Positive Behaviour Slips (appendix 4)</td>
<td></td>
</tr>
<tr>
<td>Fortnightly Golden Pentagon reward are awarded to students who have displayed focus behaviour.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Free and Frequent
The free and frequent rewards are those based on the Essential Skills for Classroom Management – Language of Expectations and, in particular, Language of Acknowledgement. Teachers regularly review the Essential Skills for Classroom Management. To aid in the consistent use of these skills, each classroom has an ESCM ‘At a Glance’ chart. (Appendix 1)

Responding to Unacceptable Behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to use strategies from Essential Skills for Classroom Management- Language of Correction, aligned to our school values. An example below.

Relate problem behaviours to expected school behaviours
ESCM management skill – ‘Redirecting’
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;
• identify what they will do to change their behaviour in line with expected school behaviour.

Should 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. See appendix 6. This is consistent with the Major/Minor Table and makes use of the Behaviour Referral Form. (Appendix 7)

Data Collection and Use
Southbrook Central State School uses behavioural data for decision-making. The data is collected via playground bags used by teachers on duty in the playground or in the classrooms. The appropriate slip is filled in and left in the playground bag. At the end of second break, Tuesday, Wednesday and Thursday, a teacher aide collects playground bags, replenishes slips etc and enters all data into OneSchool. This data is then recalled as summary report during SWPBS meetings or at any other time necessary. This facility allows our school to track the effectiveness of our teaching programs, anti-bullying process and to identify problem behaviours/areas/times in order to make any necessary adjustments to focus values and lessons and any current structures or processes related to the management of our students’ behaviour.

5. Consequences for Unacceptable Behaviour
Southbrook Central 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 agreed upon by the community, consistent and proportionate to the nature of the behaviour.

Minor and Major behaviours
When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
• Minor problem behaviour is handled by staff members at the time it happens
• Major problem behaviour is referred directly to the Principal

Minor behaviours are those that:
• are minor breeches of the school expectations
• do not seriously harm others or cause you to suspect that the student may be harmed
• do not violate the rights of others in any other serious way
• are not part of a pattern of problem behaviours
• do not require involvement of specialist support staff or Administration

*Minor problem behaviours may result in the consequences outlined in the following MINOR/MAJOR Table.*

The Thinking Table (included in the Major/Minor Table) provides opportunity for the student to reflect on behaviour through a reflection process. This provides a teaching opportunity for the teacher and student and allows restitution and ownership of consequences if further problem behaviour occurs.

**Major** behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Principal

**Major** behaviours result in an immediate referral to the 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 escorts the student to the Principal.

*Major problem behaviours may result in the consequences outlined in the following MINOR/MAJOR Table.*

A Major-MAJOR behaviour incident will result in immediate contact with parents and may result in the student being asked to leave the school grounds. A re-entry meeting will be arranged prior to recommencing their program.

One Major-MAJOR behaviour incident, 2 Minor-MAJOR or persistent Major-MINORS over the course of a term, will require a full stakeholders meeting and include the cluster external behaviour coach. Options listed on the following Major/Minor Table will be discussed and actions developed.
<table>
<thead>
<tr>
<th>Minor - MINOR</th>
<th>Major - MINOR</th>
<th>Minor – MAJOR (Tier 2)</th>
<th>Major - MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate behaviour that is managed in-situ by the supervising teacher and recorded using behaviour referral form. Behaviour does not put person or others at risk.</td>
<td>Inappropriate behaviour that is <strong>persistent</strong> or for which ESCM strategies are not effective. These behaviours are managed by supervising teachers / staff who may consult with colleagues.</td>
<td>Inappropriate behaviour that is <strong>chronically persistent</strong> (over a long period of time) or has severe consequences for self and others. This behaviour can be managed by the supervising teacher, however will often be in consultation with the Principal and Behaviour Team.</td>
<td>Inappropriate behaviour that is chronically persistent or has severe consequences for self and others. This behaviour is managed in consultation with administration staff.</td>
</tr>
<tr>
<td><strong>Consequences</strong> ESCM strategies Behaviour referral form to record behaviour and frequency Thinking time out of play – 5min, 10min, Minor-MAJOR consequence.</td>
<td><strong>Consequences</strong> (third Minor - MINOR in a short space of time) Reflection Table – in class Loss of privileges – during lunch breaks Completion of work – during lunch breaks Buddy Teacher – class time</td>
<td><strong>Consequences</strong> (third Minor - MINOR in a short space of time after having been on an Individual Behaviour Monitor Plan) Meeting with parents Functional behaviour analysis Community Service appropriate to misdemeanour</td>
<td><strong>Consequences</strong> Immediate contact with parents - meeting Individual Behaviour plan Referral to Behaviour Coach and other specialist as appropriate Internal suspension Disciplinary absences</td>
</tr>
</tbody>
</table>
| Non-preparedness  
- Late returning to class after break  
- Not having equipment ready |  |  |  |
|  |  |  |  |
| **Physical Aggression**  
- Direct physical contact to others or self |  |  |  |
| Disruptive Behaviours  
- Roaming around the class area  
- Back chatting & arguing  
- Calling out  
- Talking over the staff member  
- Noise making |  |  |  |
| Bullying & Harassment  
- Persistent targeted teasing & gossip | Bullying & Harassment  
- Indirect verbal threats to others.  
- Racist comments |  |  |
| Aggression  
- Direct verbal threats to others  
- Bullying & harassment via technology e.g. internet & phone |  |  |  |
| Use of personal technology at school e.g. iPads, iPods, mobiles etc. | IT misconduct - Using technology inappropriately e.g. photographing, videoing, accessing blocked websites |  |  |
| Indirect swearing e.g. upset or in general conversation | Direct swearing at others | Continued direct swearing at adults/students | Combined verbal and physical aggression directed at students or adults |
| Off task behaviours | Defiance/refusal to follow instructions |  |  |
| Low level vandalism e.g. scratching furniture / breaking small items  
- Littering |  | Deliberate property damage & misuse of own or other's | Malicious damage of property eg. Lighting fires, interfering with cars, |
| Dishonesty  
- Unfair play  
- Cheating / copying work |  | Plagiarism  
- Intentional theft | Intentional theft of a major item |
|  |  |  | Possession of prohibited items –medications, weapons, drugs, alcohol, cigarettes |
**Targeted behaviour support: Tier 2 interventions**

At times, a small number of students at Southbrook Central State School are identified as needing extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Tier 2 interventions are targeted, specific strategies for a small percentage of the student population who fall into the social behavioural and/or academic at-risk category, students need to be referred for Tier 2 interventions. Students referred for Tier 2 interventions typically exhibit common problem behaviours in several settings across the school. Therefore the interventions involve strategies to achieve continuity and generalisation of social skills instruction, students' skill competency and feedback from teachers and adults across settings.

Tier 2 interventions require the training and collaboration of multiple teachers and other staff members as required. As for Tier 1, interventions are managed by teachers and school leaders.

Students can be 'grouped' according to the problem behaviours they have in common, enabling the school to tailor 'one size fits all' interventions, with room for specific individualised adaptations. The need for individual adaptations is established through brief or 'practical' functional behaviour assessments, especially designed for use by school personnel.

There are a small range of interventions introduced to target at-risk students in Tier 2. These strategies have been chosen for their high levels of research validation. It is not unusual for students to be supported by a combination of two of these interventions.

Some interventions used in Tier 2 are:
- check in/check out
- small social skills and/or academic instructional groups
- above interventions including an individualised feature
- adult mentoring as a stand-alone, but more likely as an adjunct to the above

This is coordinated by a school-based team with support from the external coach and school staff involvement.

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support assisted by our external coach.

**Intensive behaviour support: Behaviour Support Team, Tier 3**

Southbrook Central 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 school staff, in consultation with the student’s parents:
- Work together, with advice from our external behavioural coach, to develop appropriate behaviour support strategies
- Monitor the impact of support for individual students through data collection
- Makes adjustments as required for the student, and
- Work together to achieve continuity and consistency

In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.
Ensuring consistent responses to problem behaviour
At Southbrook Central State School staff members authorised to issue consequences for problem behaviour are provided with training and opportunities for discussion and feedback at staff meetings as we work to ensure consistent responses to problem behaviour across the school.

Students also receive instruction 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 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
Members of staff are trained in ‘Non Violent Crisis Intervention’ techniques. Appropriate physical intervention may be used to ensure that Southbrook 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/shoulder, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:
- be reasonable in the particular circumstances
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (Appendix 8)
- **Health and Safety incident record**
- debriefing report (for student and staff) (Appendix 9)

7. Network of student support
Students at Southbrook Central State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Teachers
- Parents
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- Nurse
Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

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.

Southbrook Central State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socio-economic 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
- Workplace Health and Safety Act 2011
- Workplace 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
- 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. Some related resources
• 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
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses

Endorsement

Principal
Mrs Terri-Anne Simpson

P&C President
Mr Clint Roberts

Assistant Regional Director
Mr Don Grobe

Effective Date: 1 January 2014 – 31 December 2017
Appendix 1

The 10 Essential Skills for Classroom Management

**Language of Expectation**

**Skill 1. Establishing Expectations – Making rules**
So that everyone is clear about what is, and what is not, regarded as responsible and safe in a particular context.

**Skill 2. Giving Instructions – Telling students what to do**
Clear, short instructions help students understand what they are expected to do and cue that they need to be actively engaged with the curriculum.

**Skill 3. Waiting and Scanning – Stopping to assess what is happening**
It gives students’ time to process the direction and indicates non-verbally to students that you mean what you say.

**Skill 4. Cueing with Parallel Acknowledgment – Praising a particular student to prompt others**
It cues other students to match the behaviour that is being acknowledged. It is an alternative to a redirection, so can help you to avoid nagging or becoming too prescriptive.

*If Student on task, then . . .*

**Language of Acknowledgement**

**Skill 5. Body Language Encouraging – Smiling, nodding, gesturing and moving near**
It takes no time. It promotes a positive tone in the classroom. It is an integral part of communication and strengthens relationships.

**Skill 6. Descriptive Encouraging – Praise describing behaviour**
It describes to students the behaviour that will enable them to learn. It reinforces the rules. It tells students about their competence. It strengthens your relationship with students.

*If Student off task, then*

**Language of Correction**

**Skill 7. Selective Attending – Not obviously reacting to some bad behaviour**
It avoids unintentionally reinforcing off-task or disruptive behaviour, decreasing the likelihood that this behaviour will be repeated. It gives you time to think about how to handle the student’s behaviour in a productive way. It gives you time to attend to other students who are on-task. It is a powerful modelling device implying: “I can stay focused on my work despite the disruption.”

**Skill 8. Redirecting to the Learning – Prompting on-task behaviour**
Initially, it provides a least-intrusive, positive, learning-focused prompt to resume on-task activity, reducing the need for further correction. It puts the responsibility onto the student.

**Skill 9. Giving a choice – Describing the student’s options and likely consequences of their behaviour**
It provides the student, or group, with information about your expectations and the logical consequences of the choice. It puts the responsibility on the student.

**Skill 10. Following through – Doing what you said you would**
It clearly establishes that you mean what you say. It models assertive behaviour in the face of threat.
Appendix 2

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 telephones, 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 Principal. Breaches of this prohibition may result in discipline.

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.

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 Principal 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.

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 Southbrook 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.

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.

---

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

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

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

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

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices laptop computers, PDAs, Blackberries®, iPads, iPods, MP3 Players, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, and devices of a similar nature.*
Appendix 3

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

Purpose
1. Southbrook 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 Southbrook 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 Southbrook 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 Southbrook 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
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, we teach students to respond in such a way that those who bully are not socially reinforced for demonstrating it.

Prevention
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 positive behaviour support lessons and practices are maintained at all times. This will ensure that:

- Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school values 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 non-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 non-classroom areas of the school
• A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.

The School Wide Positive Behaviour support program consists of lessons aligned to our school values and are consistently taught by teachers in all classrooms.

Data Collection and Use
Southbrook Central State School uses behavioural data for decision-making. The data is collected via playground bags used by teachers on duty in the playground or in the classrooms. The appropriate slip is filled in and left in the playground bag. At the end of second break, Tuesday, Wednesday and Thursday, a teacher aide collects playground bags, replenishes slips etc and enters all data into OneSchool. This data is then recalled as summary report during SWPBS meetings or at any other time necessary. This facility allows our school to track the effectiveness of our teaching programs, anti-bullying process and to identify problem behaviours/areas/times in order to make any necessary adjustments to focus values and lessons and any current structures or processes related to the management of our students’ behaviour.
Appendix 4

Removal of Student Property at Southbrook Central State School

This procedure outlines the conditions under which a principal or staff member of Southbrook Central State School has the power to temporarily remove property from a student and outlines the procedures to follow when property is temporarily removed.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal will retain the property for handing to police.

The principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances the principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an EpiPen for an anaphylactic emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

The principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

Responsibilities

The Principal will:

- Will ensure staff are aware of their powers and responsibilities to temporarily remove property from students
- ensure parents and students are:
  - informed of the powers and responsibilities of staff to temporarily remove property from students
  - aware of the expectations in relation to property students may bring to school.
- include information within their Responsible Behaviour Plan for Students
- provide examples of property that may be temporarily removed
- provide examples of the amount of time certain property may be temporarily removed.

Staff members (including principals) will follow appropriate processes regarding:

- confiscation of property
- return of confiscated property
- circumstances where confiscated property need not be made available for collection
- following the Southbrook Central SS agreed and reasonable time to make confiscated property available for collection.

Students will ensure they do not bring property onto school grounds that:

- is illegal
- puts at risk the safety or wellbeing of other students or staff
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect
- is prohibited according to the school’s Responsible Behaviour Plan for Students.

Students will collect their property when advised by staff.

**Parents** ensure children do not bring property onto schools grounds that:

- is illegal to possess
- puts at risk the safety or wellbeing of other students or staff
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect
- is prohibited according to the school’s Responsible Behaviour Plan for Students.

Parents are to collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.

**Process**

**Confiscation of property**

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.

At Southbrook Central State School these items include:

*Personal Technology Devices such as but not limited to, games devices (such as Portable gaming devices laptop computers, PDAs, Blackberrys®, IPads, IPods, MP3 Players, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, and devices of a similar nature. These items are permitted if necessary for a student to access the curriculum and as part of a modified education program.*

*Expensive items such as cameras, electronic games and CD players and large amounts of money should be left at home. We encourage toys be left at home. It is preferable that children make use of equipment and games available at the school. Mobile phones, i-pads, i-pods and other such devices are not permitted at school. Children are asked not to bring aerosol cans to school. It is prohibited to bring knives and weapons or any item that is deemed to be a weapon by school staff into the school grounds. Such items will be confiscated immediately and the student withdrawn following our emergency or critical incident plan.*
Jewellery is not regarded as suitable school attire and therefore is not to be worn to school. The exceptions are that a child who has pierced ears may have sleepers or studs and the wearing of a watch. Teachers may confiscate other items of jewellery worn to school as being a safety issue.

Return of confiscated property

Property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so:

- given its condition, nature or value, and/or
- to ensure the safety of the student or staff, and/or
- for the good order and management, administration and control of the school.
- where the child is an independent student it may not be appropriate to make the property available for collection by the student’s parents and the property should be returned to the student.

School staff will ensure that when the property is made available for collection, it is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection

If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:

- the police will be notified about the removal of the property, and
- if police state that they will come to the school to investigate matters relating to the property, the property will not be made available for collection until they do so, or
- If the police seize the property under the Police Powers and Responsibilities Act 2000 (Qld) http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowResA00.pdf the property will not be made available by the school for collection.
- If police decide not to seize the property, the item will be made available for collection by the student’s parents
- Where staff have made reasonable efforts to notify the student or the student’s parents that the property is available for collection but has not been able to make contact, need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff will not make the property available for collection. In this case, staff will make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection

When property is confiscated the Principal or staff will consider, in deciding a reasonable time for making property available for collection:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the students from whom the property was removed, other students or staff members
• good management, administration and control of the school.

For items of minor infringement of school policy, property will be returned at the end of the day. If the same infringement occurs, the Principal or staff member will contact parents and hold property until the parents are able to collect it.

**Definitions**

**Staff member**
A state school staff member employed by the chief executive at the school. This includes, but is not limited to:

• principals
• deputy principals
• teaching staff
• non-teaching staff.

This does not include:

• chaplains
• school-based police officers
• school-based youth health nurses
• volunteers
• youth support coordinators
## Effort and Behaviour Matrix

<table>
<thead>
<tr>
<th>Effort</th>
<th>A: Excellent (Independently and consistently)</th>
<th>B: Very Good</th>
<th>C: Satisfactory</th>
<th>D: Needs Attention</th>
<th>E: Unacceptable</th>
<th>Rarely:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>remains on task</td>
<td>remains on task</td>
<td>works independently without distracting others</td>
<td>works independently without distracting others</td>
<td>works independently without distracting others</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>remains focused</td>
<td>remains focused</td>
<td>applies effort and aims for mastery</td>
<td>applies effort and aims for mastery</td>
<td>applies effort and aims for mastery</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>applies effort and aims for mastery</td>
<td>applies effort and aims for mastery</td>
<td>adapts to any learning approach</td>
<td>adapts to any learning approach</td>
<td>adapts to any learning approach</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>extension work</td>
<td>extension work</td>
<td>adapts to any learning approach</td>
<td>adapts to any learning approach</td>
<td>adapts to any learning approach</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>completes set tasks</td>
<td>completes set tasks</td>
<td>completes set tasks</td>
<td>completes set tasks</td>
<td>completes set tasks</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>keeps own area / equipment tidy</td>
<td>keeps own area / equipment tidy</td>
<td>keeps own area / equipment tidy</td>
<td>keeps own area / equipment tidy</td>
<td>keeps own area / equipment tidy</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>starts tasks promptly</td>
<td>starts tasks promptly</td>
<td>starts tasks promptly</td>
<td>starts tasks promptly</td>
<td>starts tasks promptly</td>
<td>frequently</td>
</tr>
</tbody>
</table>

### Behaviour

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>A: Interacts appropriately in the playground</th>
<th>B: Interacts appropriately in a group within the classroom</th>
<th>C: Interacts appropriately within a group in the classroom</th>
<th>D: Interacts appropriately within a group in the classroom</th>
<th>E: Interacts appropriately in the playground</th>
<th>Rarely:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>interacts appropriately in the playground</td>
<td>interacts appropriately within a group in the classroom</td>
<td>interacts appropriately within a group in the classroom</td>
<td>interacts appropriately within a group in the classroom</td>
<td>interacts appropriately in the playground</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>cooperates within a group in the classroom</td>
<td>shows respect and consideration for others</td>
<td>shows empathy to others</td>
<td>shows empathy to others</td>
<td>frequently</td>
<td></td>
</tr>
<tr>
<td></td>
<td>shows respect and consideration for others</td>
<td>shows respect and consideration for others</td>
<td>shows respect and consideration for others</td>
<td>shows respect and consideration for others</td>
<td>shows respect and consideration for others</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>shows empathy to others</td>
<td>shows empathy to others</td>
<td>shows empathy to others</td>
<td>shows empathy to others</td>
<td>shows empathy to others</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>actively discourages bullying behaviours</td>
<td>actively discourages bullying behaviours</td>
<td>actively discourages bullying behaviours</td>
<td>actively discourages bullying behaviours</td>
<td>actively discourages bullying behaviours</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>takes turns, shares things</td>
<td>takes turns, shares things</td>
<td>uses humour appropriately</td>
<td>uses humour appropriately</td>
<td>uses humour appropriately</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>uses humour appropriately</td>
<td>uses humour appropriately</td>
<td>uses humour appropriately</td>
<td>uses humour appropriately</td>
<td>uses humour appropriately</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>does not use put-downs</td>
<td>does not use put-downs</td>
<td>does not use put-downs</td>
<td>does not use put-downs</td>
<td>does not use put-downs</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>encourages all team members</td>
<td>encourages all team members</td>
<td>encourages all team members</td>
<td>encourages all team members</td>
<td>encourages all team members</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>seeks to include everybody</td>
<td>seeks to include everybody</td>
<td>seeks to include everybody</td>
<td>seeks to include everybody</td>
<td>seeks to include everybody</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>respects property</td>
<td>respects property</td>
<td>respects property</td>
<td>respects property</td>
<td>respects property</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>uses appropriate conflict resolution skills</td>
<td>uses appropriate conflict resolution skills</td>
<td>uses appropriate conflict resolution skills</td>
<td>uses appropriate conflict resolution skills</td>
<td>uses appropriate conflict resolution skills</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>reacts to situations reasonably</td>
<td>reacts to situations reasonably</td>
<td>reacts to situations reasonably</td>
<td>reacts to situations reasonably</td>
<td>reacts to situations reasonably</td>
<td>frequently</td>
</tr>
<tr>
<td></td>
<td>copes with change</td>
<td>copes with change</td>
<td>copes with change</td>
<td>copes with change</td>
<td>copes with change</td>
<td>frequently</td>
</tr>
</tbody>
</table>
Appendix 7

Southbrook Central State School

Behaviour Referral Form

Student Name: 

Date: 

Location: 

Referring staff member: 

Description of Behaviour:

<table>
<thead>
<tr>
<th>Behaviour Category</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving learning area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Echoing comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistent targeted teasing &amp; gossip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT misconduct - Using technology inappropriately e.g. photographing, videoing, accessing blocked websites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct swearing at others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiance/refusal to follow instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct physical contact to others or self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated/continuous disruptive behaviours detrimental to learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racist comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued direct swearing at adults/students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliberate property damage &amp; misuse of own or other's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plagiarism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Behaviour Category

<table>
<thead>
<tr>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent absenteeism and truancy</td>
<td></td>
</tr>
<tr>
<td>Physical aggression resulting in serious injury</td>
<td></td>
</tr>
<tr>
<td>Sexual harassment</td>
<td></td>
</tr>
<tr>
<td>Misconduct involving dangerous object</td>
<td></td>
</tr>
<tr>
<td>Leaving school grounds without permission</td>
<td></td>
</tr>
<tr>
<td>Direct verbal threats to others</td>
<td></td>
</tr>
<tr>
<td>Bullying &amp; harassment via technology e.g. internet &amp; phone</td>
<td></td>
</tr>
<tr>
<td>Combined verbal and physical aggression directed at students or adults</td>
<td></td>
</tr>
<tr>
<td>Malicious damage of property eg. Lighting fires, interfering with cars,</td>
<td></td>
</tr>
<tr>
<td>Intentional theft</td>
<td></td>
</tr>
<tr>
<td>Possession of prohibited items - medications, weapons, drugs, alcohol, cigarettes</td>
<td></td>
</tr>
</tbody>
</table>

School Expectation Category

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Commitment</th>
<th>Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courteous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Others involved in incident

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

ACTIONS

Rang Parents

OneSchool

Southbrook Central State School

Positive Behaviour Referral Form

Student Name:

Date: 

Location: 

Referring staff member: 

Description of Behaviour:

School Expectation Category

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Commitment</th>
<th>Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courteous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Postcard

Student of the Week

Coloured Pentagon

Leadership Responsibilities

Student Award

ACTIONS
Appendix 8

Incident Report

Name:  

Date:  

Person Completing Form:  

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

Where was the student when the incident occurred?  

Who was working with the student when the incident occurred?  

Where was staff when the incident occurred?  

Who was next to the student when the incident occurred?  

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

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

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

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

Describe what the student did during the incident.  

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

Describe who or what the incident was directed at.  

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

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Appendix 9

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 modified to accommodate their specific receptive and expressive needs.