Jarvisfield State School

Responsible Behaviour Plan for Students

1. Purpose

Jarvisfield State School's Responsible Behaviour Plan is designed to educate staff, parents and children on the rights and responsibilities towards others and encourage moral development in each child.

The School Responsible Behaviour Plan for Students needs to reflect a caring attitude where all stakeholders feel safe, and supported. It needs to be consistent, realistic and explicit. All School Community Members and parents of children attending our school need to be aware of and understand the implications of, Education Queensland's Code of Behaviour legislation and policies, regarding student behaviour and the consequences of inappropriate behaviour.

We recognise the importance of modelling and rewarding acceptable standards of behaviour in these formative years. As well, it is our responsibility as a school community to actively pursue a set of standards of behaviour that is acceptable to all. As part of the new strategy, parents will fill a vital role and be involved at all levels of action. For staff, documentation, teaching strategies and the School Responsible Behaviour Plan will be encouraged so that the integrity of the program is maintained.

2. Consultation and data review

Jarvisfield State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2010-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in February 2013, and will be reviewed in February 2015 as required in legislation.

3. Learning and behaviour statement

We believe that it is important that members of Jarvisfield State School conduct themselves in a manner which enables all school members to work. Essential to learning therefore includes:

- The rights of all students to learn;
- The rights of all teachers to teach;
- The rights of all to be safe.


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 Jarvisfield 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 unacceptable behaviour (See Appendix 1).

A set of behavioural expectations in specific settings has been attached to each of our 5 C's school values. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. School Code of Behaviour examples, that can be discussed with students for further understanding. (See Appendix 2).

<table>
<thead>
<tr>
<th>5 C's school values</th>
<th>Our School Rules</th>
<th>Our Classroom Rules</th>
<th>Playground</th>
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</thead>
</table>

Expectations are communicated to students via a number of strategies, including:
- 'School Code of Behaviour' displayed around our school.
- 'School Code of Behaviour' discussed with students on a regular basis, and when they have failed to demonstrate a particular behaviour.
- Recognition/acknowledgement of students demonstrating School Code of Behaviour and awarding students/congratulating them with a sticker on their 'My School Values Card' (See Appendix 2A)

These expectations are communicated to students via a number of strategies, including:
- Regular discussions about 'School Code of Behaviour' conducted by classroom teachers;

Jarvisfield State School implements the following proactive and preventative processes and strategies to support student behaviour:
- positive reward systems such as team points, stickers, acknowledgement/s through the school newsletter, and awards;
- individual support developed for students with high behavioural needs. For transparency and fairness staff have developed a Weekly Verandah Detention Tally Sheet monitoring detention of students who are not displaying the 'School Code of Behaviour'. This enables staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings (see appendix 2B)
Development of specific policies to address:
- The Use of Personal Technology Devices* at School (See Appendix 3);
- Procedures for Preventing and Responding to Incidents of Bullying (See Appendix 4);
- The Use of Knives at School Fact Sheet (See Appendix 5);
- Temporary Removal of Student Property by School Staff (See Appendix 6).

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

Process
Confiscation of property:
- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary for the health and safety of all students.

Return of confiscated property:
- Ensure property held by the school is made available for collection within a week 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.

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.

Reinforcing expected school behaviour
Jarvisfield State School implements the following proactive and preventative processes and strategies to support student behaviour:

- ensuring all students old and new know and abide by our ‘School Code of Behaviour’ and know the consequences of not abiding by those rules ie: verandah detention, and/or worst case scenario suspension;
- use of our classroom/sporting teams ‘Red Backs’ and ‘Banana Splits’ strategies. Students are awarded points to their teams for demonstrating ‘School Code of Behaviour’. Points are deducted if students are not displaying appropriate ‘School Code of Behaviour.’ Team with the highest points each term wins. The winning team gets awarded 10 points towards our annual mini-sporting carnival where both teams are vying for the ‘Ray & Del Martin Perpetual Mini-sports Carnival Shield’ (see appendix 6A)
- during staff meetings ensure all staff are up to date with any behaviour issues;
- reward the good behaviour, to encourage the students who might be having some behavioural issues; and
- work closely with behaviour management support such as - Learning Support Teacher/Guidance Officer, or behaviour management specialist teacher.

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

Some students may require a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

These students are given support with Staff having regular one to one check-in sessions to support and see how the student is travelling. Meetings are held with the Parent/Guardians of the student to keep them informed. Behaviour is reviewed every fortnight.

Children who do not respond to this support are then moved to our intensive behaviour support program.

Rock and Water Program

Each year, a small number of students at Jarvisfield State School are identified through our data as needing 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. All students are involved in the program.

The intention of the Rock and Water Program is to empower students with the skills to reach a level of self-awareness, self-confidence and self-respect so they can effectively interact and adapt to the dynamic nature of today’s modern society. The program focuses on the development of self-realisation of every student and the qualities they possess and skills them to become ever alert of the dangers, shortfalls and complexities that present at any given point in time while participating in society. Rock and Water helps students to make strong individual decisions so they may develop the respect for self and others that will allow them to be worthwhile and contributing members of our society.

The Rock and Water Program stems from its two main basic elements:
ROCK: standing up for yourself, being strong when needed, inflexible and immovable;
WATER: free flowing, representing communication, peace, friendship and solidarity.

The program revolves around the basic concepts of Rock (the tough, strong, inflexible and immovable Rock Attitude) versus the mobile, communicative Water Attitude. Each concept is developed and applied at various levels; therefore each component has a Physical Rock, Mental Rock and Social Rock aspect versus a Physical Water, Mental Water and Social Water aspect. Students are taught and encouraged to understand themselves, their mental thoughts and the social situations that may confront them at any given point in time to determine which attitude (i.e.: either Rock: physical, social or mental; or Water: social, physical or mental) they need to apply to render the best outcome for themselves.

The martial arts aspect of the program teaches students to stand strong and remain calm and focussed when placed in uncertain situations. For example, at a physical level it means that a physical attack may be met with firmly strained muscles (i.e: hard like a rock). The program gives students the opportunity to become aware of their own bodies (body awareness), emotional awareness and self-awareness. Communication is taught and developed through the physical activities, which are then used to foster discussion and other forms of communication. For example, at a social level during a conversation...
it is possible to choose between a ROCK or a WATER attitude and the same choice may apply also to the way one maintains relationships with others.

The Rock and Water Program covers thirteen (13) distinct lessons with each lesson having ten (10) sub sections to be taught. The program is termed a psycho-physical method of delivering important life, personal and social skills that accounts for reflection, discussion and physical activity within its lessons.

Students whose behaviour does not improve after participation in the Rock and Water Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

- **Intensive behaviour support**

Jarvisfield 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:
- work with other staff members to develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through continuous data collection through OneSchool, Verandah detention tally sheets, and staff feedback;
- make adjustments as required for the student; and
- work to achieve continuity and consistency.

For Intensive Behaviour, (for students who have not responded to discussion of ‘School code of Behaviour sessions or Debriefing sessions. A staff member contacts parents to form a support team and begin the assessment and support process. In many cases, the support 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.

5. **Emergency responses or critical incidents**

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

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

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

**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).

(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) (See appendix 8, 8A & 8B)

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; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Jarvisfield’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; and
- 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; and
- 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.
Training
Suitable training will be offered to staff when it becomes available and practicable to attend or participate.

Record keeping
Each instance involving the use of physical intervention must be formally documented on OneSchool. The following records must be maintained:
- (optional) Staff Recording Sheet (used by some staff prior to logging information into OneSchool (See Appendix 7);
- Health and Safety incident record;
- debriefing report (for student and staff), Incident report for P-2 and Students With Disabilities (See Appendix 8, 8A & 8B).

6. Consequences for unacceptable behaviour
Whilst proactive and preventive approaches are used mostly, certain types of behaviour are unacceptable. The Procedure for Documentation and Actions will be followed if the inappropriate behaviour continues. The Behaviour Incident report in OneSchool (See Appendix 9) is used to record all minor and major behaviour incidents. The recording of three minor behaviours constitutes a major behaviour.

The most stringent step of exclusion is considered only when other approaches have been exhausted and the individual circumstances have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons can expect to be recommended for exclusion.

Student Disciplinary Absences are only to be used after all other responses with due consideration for the welfare and safety of other students and staff.

Infringement of the code/s
LOW LEVEL INFRINGEMENTS:
These are only some examples of inappropriate behaviour that fall under low-level infringements.

EXAMPLES
- talking in class during teaching activities;
- not listening;
- calling out/not putting hand up when wishing to speak;
- displaying a lack of concentration by looking in all directions except where teaching is taking place;
- moving around the classroom during direct teaching times;
- failure to complete set task/s appropriately;
- lack of respect for others’ feelings and possessions;
- interfering with the learning of others;
- misuse of electronic devices;
- disobeying safety rules ie. running on the concrete;
- persistent/unnecessary reporting i.e. telling tales.

Strategies to Correct:
- non-verbal cues;
- reinforce/praise correct behaviour;
- stating student’s name;
- code re-instatement;
- conferencing;
- confiscation;
- consider classroom seating plans.

**MEDIUM LEVEL INFRINGEMENTS:**
These are only some examples of inappropriate behaviour that falls under medium level infringements.

**EXAMPLES**
- continuation of behaviours in Low Level;
- inappropriate language;
- bullying and cyberbullying behaviour;
- rough play;
- teasing (verbal and written);
- disruptive behaviour;
- back chatting;
- lying;
- stealing;
- racism;
- sexism;
- invasion of privacy;
- smoking.

**Strategies to Correct:**
- give direction;
- individual conference (clearly stating expectations/asking for compliance to uphold expectations);
- give child choice – do the right thing – lose privileges;
- follow through with appropriate consequences;
- confiscation;
- possible parent interview.

**HIGH LEVEL INFRINGEMENTS:**
These are only some examples of inappropriate behaviour that fall under high level infringements.

**EXAMPLES:**
- continuation of behaviours in low and middle levels;
- endangering other students;
- defiant behaviour;
- swearing;
- violent behaviour;
- sexual harassment;
- truancy;
- vandalism/damage to school property.

**Strategies to Correct:**
- conference with staff;
- conference with Parents/child;
- conference with Guidance Officer (GO);
- provision of documentation;
- confiscation;
7. **Network of student support**

At Jarvisfield State School, a whole-of-school approach to behaviour support is offered to all students. Acceptable behaviours are praised and rewarded, students are aware of school rules and consequences of inappropriate behaviour. Behaviour Management is a three-level system. Level One is for low-level occasional inappropriate behaviour, Level two is reoccurrence of Level one, with Level three dealing with more serious behaviours and involves possible consequences such as withdrawal, suspension or exclusion. Students who require behavioural support have access to the following personnel:

- school administration;
- staff;
- Learning Support Teacher;
- adopt-a-Cop;
- parents;
- Behaviour Management Advisory Teacher.

All school staff have access to a wide network of support personnel at District Office and across the Burdekin school cluster to access ideas/strategies or debriefing (Refer to Section 11 for online resources).

8. **Consideration of individual circumstances**

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances and actions of the student and the needs and rights of school community members.

*To ensure that educational outcomes for students are maximised, Jarvisfield State School aims to ensure that individual behaviour plans reflect the diverse needs of students and are created through a collaborative approach between Administration, Teachers, Parents and Student (see Appendix 10).*

9. **Related legislation**

- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Information Privacy (IP) Act 2009
- Invasion of Privacy Act 1971
- Judicial Review Act 1991
- Right to Information Act 2009
- Workplace Health and Safety Regulation 1997

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 Education Institutions
- Acceptable Use of 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

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

**Endorsement**

Principal

P&C President or Chair, School Council

Assistant Regional Director

Date effective: Update

from 22/10/14 to 22/4/15

Appendix 1

Preventative measures:
Preventative Measures are already in place at Jarvisfield State School to enhance a Supportive School Environment. We believe that the most effective learning environment is where the children are spoken to warmly and where courteous interactions are modelled by the teacher and other staff members through:

1. Interpersonal Relationships;
2. Curriculum;

1. INTERPERSONAL RELATIONSHIPS (between Teacher/Child)
We offer a warm, friendly and supportive environment by:
- one to one interaction with each child;
- acknowledging their presence;
- sharing – taking a personal interest;
- encouraging courteous manners child/staff;
- being sensitive to children’s/parent’s needs and feelings;
- praising and reinforcing correct behaviour;
- maintaining confidences;
- listening;
- showing appreciation (modelling);
- acknowledging effort and contributions;
- creating a ‘safe’ environment.

2. SUPPORTIVE SCHOOL ENVIRONMENT IN THE CLASSROOM CURRICULUM
We ensure that a Supportive School Environment exists in the Classroom Curriculum by:
- ensuring success;
- providing appropriate learning experiences for individual levels;
- catering for a range of learning styles;
- being flexible to meet class/individual needs;
- providing opportunities for children to be actively involved in learning activities;
- provision of peer tutoring/support - children;
  - teacher;
  - teacher Aide;
  - parents;
- Learning Support Teacher/Guidance Officer etc.

Offered through:
- extension activities;
- challenging activities/programs for learners;
- inclusive curriculum;
- catering for individual special needs/gifted and talented with the establishment of learning partnerships and individual educational programs (I.E.P).

3. SCHOOL ORGANISATION
At Jarvisfield SS we ensure School Organisation by:
- classroom planning;
- establishment of suitable routines;
- being flexible;
- providing access to learning resources by all educational stakeholders;
- record keeping/accountability;
- accessing support personnel;
- awards presentations once a week

Appendix 2

Code of Behaviour – An example of some of the strategies we use inspired by the KidsMatter social and emotional wellbeing philosophies.

**School Code of Behaviour** - The 5 C’s – ‘*Courtesy, Caring, Common Sense, Co-operation, and Consideration*’

1. **Be Courteous**
   - Use polite language;
   - Obey Staff request/s;
   - Act courteously at all times in and out of the classroom;
   - Explain lateness and or absenteeism.

2. **Be Caring**
   - Fighting and striking is unacceptable;
   - Verbal abuse is unacceptable;
   - School uniform is the acceptable dress standard;
   - Show respect for others;
   - Keep the school tidy.

3. **Use Common Sense.**
   - Use playground equipment correctly;
   - Only balls are to be thrown (no throwing of other objects);
   - Rough and dangerous play is unsafe;
   - Wear hats outdoors;
   - Only watches, sleepers and studs to be worn as jewellery.

4. **Be Co-Operative**
   - Share class/school resources at all times;
   - Try to complete tasks;
   - Co-operate with others;
   - Talk through problems;
   - Play in designated areas.

5. **Show Consideration**
   - Move quietly around the school buildings at all times;
   - Consider others in common areas;
   - Allow others to work without disruption;
   - Show respect for property;
   - Respect personal space of others;
   - Deliberate vandalism is unacceptable;
   - Sexual harassment, racism and discrimination are unlawful.
### My 5C's School Values Card

<table>
<thead>
<tr>
<th>Term</th>
<th>Care</th>
<th>Courtesy</th>
<th>Co-Operation</th>
<th>Consideration</th>
<th>Common Sense</th>
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**Student Name:**

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<table>
<thead>
<tr>
<th>School value definitions</th>
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<tbody>
<tr>
<td></td>
<td>To look after other students, and their property.</td>
<td>To be respectful of others, and have very good manners.</td>
<td>To work well with others, in pairs, and in groups.</td>
<td>To be considerate of other students' feelings.</td>
<td>To behave, and be sensible when working with others.</td>
</tr>
</tbody>
</table>
During lessons staff will reward students who are demonstrating our classroom rules good/desired student behaviour by giving points to either ‘Red Backs’ or ‘Banana Splits’ teams. If students are not following our classroom rules, they will be given three warnings, and be directed back on task. On the third warning students will be informed that they will be on the verandah for detention. At morning tea/big lunch students who have not demonstrated the desired classroom behaviour will stay back while staff discuss with each of them. The incorrect behaviour shown, 2. How to correct that behaviour, 3. Students will then sit on the verandah, and write out classroom rules for ten minutes.

If school rules are not adhered to during play the concept will repeat as above. Complete tally sheet B for playground misdemeanours.

If a student is on the verandah six or more times in one fortnight parents/guardians will be contacted for an interview regarding their child/children’s behaviour. If this behaviour continues parents will be contacted again, ‘Individual Behaviour Plan’ will be entered in to.

The tally sheet is filled out firstly putting the tally for the number of warnings/reminders, and then fill out the classroom/school rule that has not been demonstrated. Harry was reminded once to ‘Stay seated’ on Monday. On Wednesday he was reminded twice to ‘Look after all property’.

<table>
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<tr>
<th>Name</th>
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**Our Classroom Rules**

C1. Stay seated.
C2. Hands up.
C3. Look after all property.
C5. Work quietly.
C6. Do your best work.
C7. Smile 😊
This tally sheet is filled out while on playground duty.

Cindy was reminded once to ‘Walk everywhere’ on Monday.

On Wednesday she was reminded twice to ‘Play fair’.

---

**OUR School Values – 5 C’s**

Cindy

Our School Code of Behaviour

Care;

Courtesy;

Co-operation;

Consideration;

Common sense.

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**Our School Rules**

S1. Walk everywhere.

S2. Be polite to everyone.

S3. Look after all property.

S4. Treat everyone with respect.

S5. Treat others as you want to be treated.

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**Playground**

P1. Be sun safe.

P2. Play fair.

P3. Stay in your area.

P4. Wear shoes & socks at all times.

P5. Return equipment.

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This tally sheet is filled out while on playground duty.

*Cindy was reminded once to 'Walk everywhere' on Monday.*

*On Wednesday she was reminded twice to 'Play fair'.*
Appendix 3
The Use of Personal Technology Devices* at School

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

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

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

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

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

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

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

We uphold the value of trust and the right to privacy at Jarvissfield 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.

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

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

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the Invasion of Privacy Act 1971

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

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

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, 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 4

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

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

Purpose

1. Jarvisfield 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 Jarvisfield 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 Jarvisfield 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.

   The main forms of cyber bullying are identified as:
   - Flaming: online fights using electronic messages with angry or vulgar messages;
   - Harassment: repeatedly sending nasty, mean or insulting messages;
   - Denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships;
   - Outing: sharing someone's secrets or embarrassing information or images online;
   - Exclusion: Intentionally and cruelly excluding someone from an online group;
   - Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

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 Jarvisfield 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.

6. Rationale

7. 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.

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

Prevention

9. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the 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.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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

12. 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.

13. 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 Jarvisfield State School takes care to combine knowledge with practice in a
process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

14. Jarvisfield State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Jarvisfield State School

Bully Prevention Strategy
To be read in conjunction with Responsible Behaviour Plan for students.

Rationale
State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Jarvisfield State School is committed to upholding this rationale.

School community beliefs about bullying

“Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or groups of persons”

“Bullying might include:
1. Direct physical threats or assaults;
2. Social exclusion of one by another or a group;
3. Verbal insults or spreading rumours;
4. Sending of threatening or demeaning messages by SMS, Email, Internet;
5. Non verbal signals.

At Jarvisfield State School bullying in all its forms is not accepted and all members of Jarvisfield State School accept their responsibility to promote positive relationships and to prevent bullying.

Educational Programs
It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at Jarvisfield State School. At Jarvisfield we use the following educational strategies.
For example:
- Class meetings;
- Brochure to parents
- Behaviour management teacher
- Guidance Officer support.

Prevention Programs
Effective social skill and positive relationships act to prevent bullying. At Jarvisfield State School we promote effective social skills and positive relationships by,
For example:
- Student Leadership Opportunities;
- Rewards and acknowledgements for acceptable behaviour.
Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

At Jarvisfield State School we support victims and perpetrators by:
- Providing support;
- Increased supervision of at risk areas;
- Behaviour management programs targeting victims and perpetrators.

At Jarvisfield State School the consequences for bullying might include the following:
- Bully interviews;
- Detention;
- Family meetings;
- Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate.

The Code of School Behaviour

Reporting and monitoring bullying

At Jarvisfield State School reports of bullying are taken seriously. Students and parents may report bullying in the following ways:
- Directly to a member of staff;
- Email to the.principal@jarvisfiss.eq.edu.au;
- Telephone the school on 47 824254;
- Contacting the principal directly.

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

Related legislation

Education (General Provisions) Act 2006
Education (General Provisions) Regulation 2006
Anti-Discrimination Act 1991
Commission for Children and Young People and Child Guardian Act 2000
Workplace Health and Safety Act 1995
Workplace Health and Safety Regulation 1997

Appendix 5
The Use of Knives at School
Fact Sheet

Working together to keep Jarvisfield State School Safe

We can work together to keep knives out of school. At Jarvisfield State School:
- Every student has the right to feel safe and be safe at school;
- No knives are allowed to be taken to school by students;
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as a complaint or criminal charges filed with police. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

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

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

How can students help to keep Jarvisfield State School safe?:
• Make sure you know the laws and rules about knives;
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit;
• Contact your teacher if you are being bullied or threatened at school;
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school;
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Jarvisfield State School safe?:
• Make sure your child knows what the laws and rules are about knives;
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits;
• Contact your school principal if you believe your child is being bullied or threatened at school;
• If you want to talk about students and knives at school, please contact the principal.

Appendix 6

Temporary Removal of Student Property by School Staff

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

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; or
• ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated of property
• Ensure 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;
  • to ensure the safety of the student or staff; or
  • for the good order and management, administration and control of the school.

• Ensure property made available for collection 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:
  • notify police about the removal of the property;
  • if police state that they will come to the school to investigate matters relating to the property, the property need 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) the property need not be made available by the school for collection.
  • if police decide not to seize the property, it must be made available for collection as soon as practicable thereafter;
  • 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 need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection
• 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; and
  • good management, administration and control of the school.

Student Responsibilities
• 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; or
  • is prohibited according to the school’s Responsible Behaviour Plan for Students;
Collect their property when advised by staff.

**Parent Responsibilities**
- Ensure children do not bring property onto school 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; or
  - is prohibited according to the school’s Responsible Behaviour Plan for Students.
- Collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.

**Appendix 6A**

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**‘Red Backs’ and ‘Banana Splits’ Teams**

‘Red Backs’ and ‘Banana Splits’ academic and sporting teams are Jarvisfield State School’s main Behaviour Management Strategy.

The philosophy is to encourage all team members to gain points for their respective teams through a variety of learning and sporting experiences and opportunities.

Students are rewarded points for good behaviour, hard work, good results, completion of set tasks, for demonstrating the ‘School Code of Behaviour’, and just being a respectful student who demonstrates good manners.

Points are also removed from student’s teams if they are not demonstrating the ‘School Code of Behaviour’.

On enrolment at Jarvisfield State School children are put into either the ‘Red Backs’ or ‘Banana Splits’ team. Students who have an older sibling are put in the same team. Students who have no siblings at the school are put in the team that has the least members, to ensure fairness, and equal numbers in both teams.

On enrolment at Jarvisfield State School children are put into either the ‘Red Backs’ or ‘Banana Splits’ team. Students who have an older sibling are put in the same team. Students who have no siblings at the school are put in the team that has the least members, to ensure fairness, and equal numbers in both teams.

On arrival at the school new staff members are also given a team, and become very active supportive members of their team. Staff participate in all ‘Red Back’ and ‘Banana Split’ activities. Staff find that this membership to a team encourages a very warm respectful relationship between staff and students.

On PE days students wear their respective team colours ‘Red Backs’ (Red), and ‘Banana Splits’ (yellow). Students are awarded points for wearing their correct uniform on this day.

All points are tallied at the end of each term. The winning team is awarded 10 points towards the annual culminating activity which is the Jarvisfield State School’s Annual Minisports Carnival. If a team wins three terms, then they will be given a 30 point head start for the carnival. The carnival is held annually in term 3. The winning team is awarded the ‘Ray & Del Martin Annual Perpetual Sporting team shield.

Students who participate on the day are all (regardless of sporting prowess) given the opportunity to be awarded the ‘Sportsperson’ trophy.

### Appendix 7
Optional Staff Recording Sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Completing Form:</td>
<td></td>
</tr>
</tbody>
</table>

**Name PROBLEM BEHAVIOUR**

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</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).

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Appendix 8

My Working It Out Plan

Name: __________________ Date: __________ Time: __________ Debrief: __________ Return to class: __________

What behaviour has caused me to miss

What do I need to do to earn the chance to be involved/attend?

- When did it happen? - Who was involved? - Where did it happen?
- Which teacher gave you the consequence? - What happened first?
- What did you see? - What did you do? - What did you say?
- What made it happen?
- What happened? - Tell me the story

- What could you do next time? - How are you going to remember?
- What does this look/sound like? - How can we tell?
- How could this have been different?
- What will happen if... - What could you do instead of... - How can we tell if...

What good advice can I give myself

Only use the lines that are needed!

How does my behaviour affect the school & people in it?

Who did I hurt / what did I damage / or both?
Emotionally

What do I need to repair & what are the consequences?

The Code of School Behaviour

Am I willing to do this? Yes ☐ No ☐

Do I need any help? Yes ☐ No ☐

Teacher Use Only

Does the student appear to be working towards striving to achieve their goal?

Yes ☐ No ☐

Did the student understand the cause/effect relationship between behaviour and consequences? Yes ☐ No ☐

Teachers Signature: ____________________________ My Signature: ____________________________

Appendix 8B
Questioning that supports Debriefing Report & Incident Report

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

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

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

Debriefing should provide information on:

- Who was involved;
- What happened;
- Where it happened;
- Why it happened;
- What we learned.

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

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

Questions for staff

- “What were the first signs?”
- “What de-escalation techniques were used?”
- “What worked and what did not?”
- “What would you do differently next time?”
- “How can physical intervention be avoided in this situation in the future?”
- “What emotional impact does using physical intervention have on you?”
- “What was you emotional state at the time of the escalation?”

Questions for student

- “What was it that you needed?”
- “What upset you most?”
- “What did we do that was helpful?”
- “What did we do that got it that way?”
- “What can we do better next time?”
- “Is there anything that you would do differently?”
- “Would you do something differently next time?”
- “What could we have done to make the physical intervention less invasive?”

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

Appendix 9

Behaviour Incident Record (single student)

Behaviour Incident Record (multiple students)

Appendix 10

Responses to Inappropriate Behaviour

Step 1
- student recognises own behaviour ("What are you doing?");
- student identifies correct behaviour ("What should you be doing?");
- student makes a verbal commitment to behave appropriately and begins to act accordingly, e.g. apologise, and walk away quietly.

Step 2
- remove from activity;
- redirect student behaviour;
- student must earn right for re-admittance to group/learning activity;
- student may be requested to write out school/classroom/playground rules on verandah.

Step 3
- allocated to designated area or ‘time out’ (verandah) area in the playground/classroom or consequences implemented under teacher supervision;
- student must earn right for re-admittance to group/learning activity;
- behaviour is recorded (on verandah tally sheet).

Step 4
- allocated to ‘time out’ area for a longer period;
- parents to be notified of continued inappropriate behaviour (reviewed each fortnight) or serious misdemeanours, immediately by way of phone or letter;
- if need arises contact is made with GO for a consultation;
- plan is adopted and put into place, and revisited as needed;
- student must earn right for readmittance to group/learning activity;
- learning privileges could be withheld e.g. sport, excursion;
- parents will be notified that continued inappropriate behaviour may result in suspension.

Step 5
- suspension/exclusion as per Department regulations;
- guided by Principal, in consultation with Parents.