



The Code of School Behaviour

Better Behaviour
Better Learning

Condamine State School

Responsible Behaviour Plan for Students – 2016

based on *The Code of School Behaviour*

1. Purpose

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

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

2. Consultation and data review

Condamine State School developed this plan in collaboration with our school community and in conjunction with the implementation of School-Wide Positive Behaviour Support Strategy.

A review of school data relating to current processes and procedures and recorded behaviour incidents also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and our Assistant Regional Director in April 2015, and will be reviewed in 2016 as required in legislation.

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. At Condamine State School we use the **School-wide Positive Behaviour Support (SWPBS)** framework. SWPBS is “a systems approach to establishing the social culture and behavioural supports needed for all students in a school to achieve both social and academic success. SWPBS is not a packaged curriculum but an approach that defines core elements that can be achieved through a variety of strategies.” (G.Sugai, R. Horner; 2007).

Positive behaviour supports can effectively address a range of behavioural needs – from those students who just need minor supports to those who require more intensive in-depth supports. The goal of SWPBS is to enhance the capacity of our school to educate all students in our care, including students with challenging social behaviours. Throughout 2016 we are continuing to work towards developing effective SWPBS systems and practices.

Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Condamine State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our Responsible Behaviour Plan is underpinned by the following **principles**:

- Our school teaches and expects high standards of *personal* achievement and behaviour
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students
- Positive behaviour is enhanced through a whole school approach and effective school organisation and leadership
- Partnerships with parents/carers, the wider school community and other support agencies contribute to positive behaviour in our school
- Staff expertise is valued and developed
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences

Responses to inappropriate behaviour will consider both the individual circumstances and actions of the student and the needs and rights of school community members.

School Rules

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

- **Learn**
- **Be Safe**
- **Respect, and**
- **Co-operate**

To be a successful learner at Condamine State School means students need to be safe, respectful and co-operative. Our school is committed to creating a positive environment where all students are able to learn and reach their potential.

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

Under the Code of School Behaviour:

Students are expected to:

- Participate actively in their school's education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority.

Parents/Guardians are expected to:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students

- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

Schools are expected to:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management

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 Condamine 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.

A set of behavioural expectations in specific settings has been attached to each of our school rules.

The *School Wide Behaviour Expectations Matrix* below outlines our agreed rules and specific behavioural expectations in all school settings and towards all members of our school community.

CONDAMINE STATE SCHOOL RULES MATRIX									
	Whole School	Playground	Classroom	Tuckshop	Off Campus	Toilets	Walkways	Undercover Area	Open Areas
Be Safe	<ul style="list-style-type: none"> - keep hands and feet to myself - Listen to and follow staff instructions - Play in supervised areas - Use all equipment safely 	<ul style="list-style-type: none"> - Play safely on all equipment - ask permission before collecting ball from over the school fence - Wear school hats 	<ul style="list-style-type: none"> - Put food scraps in the bin - Use the 5 L's - Walk - Listen to staff instructions - push chairs in 	<ul style="list-style-type: none"> - Listen to and follow tuckshop staff instructions 	<ul style="list-style-type: none"> - Wear school uniform - Look both ways before crossing the road - Stay with the group - Wait for staff to lead you to the bus - Wear seatbelt - Walk my bike/scooter across the road - Wear a helmet 	<ul style="list-style-type: none"> - Flush the toilet - Wash my hands using hand soap - Turn off taps - Use soap - Report any issues 	<ul style="list-style-type: none"> - Walk on concrete 	<ul style="list-style-type: none"> - Eat my own food - Sit down in a supervised area while eating 	<ul style="list-style-type: none"> - Wear school hat
Respect	<ul style="list-style-type: none"> - Respect others - Follow rules of the game - Use appropriate language - Respect all school equipment and property 	<ul style="list-style-type: none"> - Take turns - Be respectful of playground and equipment 	<ul style="list-style-type: none"> - Use inside voice - respect others - raise my hand for help and to speak - listen to staff - Use the 5 L's 	<ul style="list-style-type: none"> - Wait my turn - Respect the tuckshop staff by using my manners 	<ul style="list-style-type: none"> - Put all rubbish in the bin - Use manners - Leave areas tidy for others to enjoy 	<ul style="list-style-type: none"> - Use toilets appropriately - Respect others privacy and personal space - Keep toilet area clean 	<ul style="list-style-type: none"> - Allow people to pass - Watch for other people 	<ul style="list-style-type: none"> - Put all rubbish in bins - Wait for staff member on duty to let us play - Be careful of others 	<ul style="list-style-type: none"> - Respect others personal and school property - Speak to each other in a friendly way
Cooperate	<ul style="list-style-type: none"> - Help out fellow students - Include others in games 	<ul style="list-style-type: none"> - Share when using equipment - Include others in games 	<ul style="list-style-type: none"> - Help my fellow students when working in groups - Listen when staff and students are speaking 	<ul style="list-style-type: none"> - Stand in one line quietly - Listen to the tuckshop staff 		<ul style="list-style-type: none"> - Wait sensibly to use toilets 		<ul style="list-style-type: none"> - Wait for staff instruction before going to play 	<ul style="list-style-type: none"> - Use my Condamine "High 5" - Follow the rules of the game - Share equipment - Return equipment

Learn	<ul style="list-style-type: none"> - Be an active listener - Take responsibility for my own actions - Set a positive example 	<ul style="list-style-type: none"> - Set a positive example 	<ul style="list-style-type: none"> - Always complete my work - Be ready for learning - Raise my hand for help and to speak - concentrate on class tasks - Use the 5 L's 		<ul style="list-style-type: none"> - Be an active listener - listen to the guide 				
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These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons during weekly school parades and during active supervision by staff during classroom and non-classroom activities;
- Development and reinforcement of classroom rules;
- Further reinforcement established through the presentation of awards and acknowledgements during weekly parades where class teachers make explicit links to the four school rules.

Condamine State School implements the following School Wide Positive Behaviour Support processes and strategies to support student behaviour:

- School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Condamine State School Responsible Behaviour Plan for Students delivered to new students (by class teacher), as well as new and relief staff (via the RBP for students Handbook).
- Providing support and feedback to Classroom Teachers through Classroom Profiling and Essential Skills For Classroom Management professional development.
- Individual support profiles/engagement plans 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 (**See Appendix 1**)
 - Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (**See Appendix 2**).

Reinforcing Expected School Behaviour

At Condamine State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system (Condamine Coins – Classroom and Condamine Coin Tickets - Playground) has been developed. (**See Appendices 3 and 4 - Positive Rewards Flow Charts**) This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards with the view to developing habitual positive learning practices (**See Appendix 5 - Recognising Positive Behaviours**). The notion of the rewards is for school staff to acknowledge consistent appropriate behaviour and to further develop relationships and rapport with students.

• Condamine Coins

Staff members hand Condamine Coins out each day to students as they observe them following school rules in the Classroom, ie "Catch Them Being Good". This reinforcement should occur immediately the student displays desirable behaviour or as close to the time as possible, not just at the end of a lesson/activity. The coin should be given with positive feedback such as; "I am giving you a coin because you are *being a learner by having all you things ready on time for our lesson to begin.*"

Students then take their coin to their Condamine Coin Box and deposit their coin. Coin tallys will be updated Wednesday afternoons and individual tally sheets should be updated and made visible for all staff and students to see.

• Condamine Tickets

Staff members hand Condamine Tickets out each day to students as they observe them following school rules in the Playground, ie "Catch Them Being Good". This reinforcement should occur immediately the student displays desirable behaviour or as close to the time as possible, not just at the end of a lesson/activity. The ticket should be given with positive feedback such as; "I am giving you a ticket because you are being safe by using the playground equipment correctly."

Students then take their ticket to their Ticket Box (Yellow – Prep/3, Green – Year 4/6) and deposit their ticket. A draw will occur at Parade on a Friday afternoon. 2 students from both upper and lower classes will receive a prize given to them by the principal. Prizes can include but are not limited to ice-blocks, chocolate bars, stationary and Xbox passes.

- **Milestones – Teachers will keep track of points on Condi Coins Recording Sheets and Classroom Thermometers**

School Level

Recognition of Success

- When students accumulate 100 Coins they are awarded with a prize from the prize cupboard.
- Accumulation of 200 Coins will result in student being able to choose from the 200 point shelf. Students who reach this level will be recognised through our school website.
- This continues as students progress through the levels over the term.

School Level	Coins Level	Delivered By Class/Year Level Teachers
	100 coins earned	Students choose prize from 100 point shelf
	200 coins earned	Students choose prize from 200 point shelf
	400 coins earned	Students choose prize from 400 point shelf
	600 coins earned	Students choose prize from 600 point shelf
	800 coins earned	Students choose prize from 800 point shelf
	1000 coins earned	Students choose prize from 1000 point shelf
	1200 coins earned	Students choose prize from 1200 point shelf
	1400 coins earned	Students choose prize from 1400 point shelf
	1600 coins earned	Students choose prize from 1600 point shelf
	1800 coins earned	Students choose prize from 1800 point shelf
	2000 coins earned	Students choose prize from 2000 point shelf

Celebrations

At the end of each term students participate in a celebration activity in recognition of their efforts throughout the term.

The table below provides some examples of the types of activities offered to students.

At the start of each term, students participate in the decision making processes through class discussions and vote to decide the celebratory activity for the semester.

Condi Coin Tallies continue throughout the year with students monitoring progress on Condi Coin Recording Sheets.

Sample Celebration Activities- per term

Posters are placed around the school each term advertising activities and targets. The reward may be a large group activity with a minimum number of coins needed to receive an invite to the day.

Below are some examples of activities.

Coins achieved	100	200	300	400+
Celebration suggestions of possible whole school rewards – delivered in Last week of each term.	Free Dress	Movie Craft Activities	Popcorn Cooking	Snacks Pool Activities

Guidelines for Distribution of Coins

- Coins are unique to Condamine State School. They are small plastic tokens with 'CONDI COIN' embossed onto the coin.
- Teachers tally Coins on individual charts and whole of class record sheets for display in or outside each primary classroom or displayed in read only form on the school G:\ drive. All teachers monitor the Coins tally for every student they are responsible for on Wednesday Afternoons.
- Coins or access to rewards, based on the earning of Coins, is **never to be removed** as a consequence for problem behaviour.

High Five Strategy

At Condamine State School, students are explicitly taught to use the 'High Five' strategy to resolve conflicts in a positive way (**See Appendix 6 – Condamine State School High Five**). The use of the 'High Five' at school encourages students to become independent in managing difficult social situations and resolving minor conflicts.

Lunchtime Activities

At Condamine State School, students have the option of participating in lunchtime activities throughout the school week (**See Appendix 7 – Lunchtime Activity Roster**). These activities are planned by teachers and implemented during playtimes for all students who wish to participate. Some examples of lunchtime activities implemented at Condamine State School are, Garden Club, Xbox, Choir, and teacher lead sports/games.

Managing Behaviour

At the start of each lesson teachers **explicitly outline the behavioural expectations** for that lesson in terms that **all** the students can comprehend (What? Why? How?)

1. Behavioural incident 1 – Verbal warning and student to move picture on the behaviour board to first warning.
2. Behavioural incident 2 – Verbal warning and student to move picture to the 2nd warning part of board. Teacher to remind student about expectations or they are choosing to work alone in time out. (There should be little or no interruption to the flow of the lesson at this point)
3. Behavioural infraction 3 -
 - a. At this point language similar to the following could be used:
E.g. *NAME* your choice of behaviour is affecting others in the room it is now time for you to reflect on your choices. “Where do you need to go to now?” or “You need to move to the class time out space/buddy classroom.”
 - b. Move to “time out space” within the classroom or “buddy classroom” and student completes reflection sheet in an agreed time limit (the student may be given an office referral by the buddy class teacher should they refuse to comply. A referral form must be completed and sent with the student or an adult/other student)
 - c. Student returns to class when reflection sheet completed and should indicate they are ready to reengage in learning
4. Conference with teacher and re-entry to class activity.
 - a. Discussion with student will include:
 - i. Debrief around incident
 - ii. Student’s plan with the teacher to modify their behaviour
5. Continued Behavioural incidents after Steps 1 -6 completed– referred to principal
6. Student completes the Behaviour Reflection Sheet (**See Appendix 8**) with relevant school staff and this may also include introducing a Behaviour Monitoring Sheet (**See Appendix 9**) and sending a letter to the parents (**See Appendix 10**). At this point an entry should be made on One School recording contact.
7. Case Manager - Class teacher or Principal monitors behaviour:
 - a. If behaviour is positive then no further action is necessary
 - b. If a behavioural incident occurs the student will be referred to the principal
 - i. Consequences relative to the incident to be put in place (i.e. detention, natural consequences, suspension etc.) and monitored by Case Manager - Class Teacher or Principal.
 - ii. Parents may be contacted at this point.

Critical Incident

If a behavioural infraction occurs which involves swearing, aggressive behaviours, throwing objects, bullying, verbal abuse or overt non-compliance the student is to be immediately exited to the office to see the Principal.

Lunchtime Procedure

1. Behavioural incident 1 – warning – recorded on sheet in folder
2. Behavioural incident 2 – warning – recorded as above
3. Behavioural incident 3 – recorded
4. Staff on duty report to class teacher if there have been 3 incidents in one play time and complete One School report ensuring report is referred to the Principal.
5. Class teachers then discuss with the student/s and reflect on incident with Behaviour Reflection Sheet (**See Appendix 8**) appropriate consequences to be set in place.

Critical Incident

If a behavioural infraction occurs which involves abusive swearing directed toward an individual, aggressive behaviours, throwing objects, bullying, verbal abuse or overt non-compliance the student is to be immediately referred to the office to see the Principal. The Principal will then contact class teacher and parents. An investigation into the incident will be undertaken and appropriate consequences set.

Suspensions

Suspensions will occur relative to the Responsible Behaviour Plan for Students.

When a student returns from a suspension:

1. A re-entry meeting will take place with the involved student, caregiver, staff and/or admin
2. A re-entry target behaviour goal is set using the Behaviour Monitoring Sheet decided in re-entry meeting (**See Appendix 9**). The student's behaviour will be monitored by the class teacher in conjunction with Principal and parents
 - a. All staff are notified – implementation of the sheet and target behaviour goal for the student
 - b. At the start of each break the behaviour monitoring sheet will be presented to the class teacher.
 - c. At the end of each day the sheet will be returned to the class teacher.
3. Principal and class teacher will follow up with the student to monitor behaviour.
4. If an infraction of the re-entry plan or consistent negative classroom behaviour occurs, the class teacher in conjunction with the Principal will:
 - a. Notify parents of continued behavioural incidents
 - b. Apply appropriate consequences in consultation with Class Teacher, Parents and Principal

Responding to Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. A *behaviour referral system* is in place for individual students with specific needs and may include support from DDSW Student Services Department, Advisory Visiting Teachers, CTC Youth Support Workers or Guidance Officer.

Re-directing low-level and infrequent problem behaviour

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. The Sequence for Student Misbehaviour tables (**See Appendices 11 and 12**) outlines recommendations on how this level of behaviour can be addressed by school staff.

Targeted Behaviour Support: Respond Program

Within each cohort of students at Condamine State School there are a small number of students who require an added layer of support to assist them in displaying appropriate behaviours. 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.

Teachers may seek the support of parents by contacting them through letters or phone to discuss the frequency of behaviour, to determine possible reasons for the behaviour and to describe the range of behaviours being exhibited by the student.

The Student Monitoring Process:

- Class teacher/year level teacher determine if a monitoring sheet should be used to track student behaviour and may consult with the principal.
- Class/year level teacher sends a letter (**See Appendix 10**) home and/or makes a phone call to parents informing them of the reasons for implementing the use of the monitoring sheet.
- The monitoring sheet (**See Appendix 9**) is explained to the student and expectations clearly established with the student.
- The class/year level teacher monitors the behaviour of the student using the monitoring sheet to track the student's behaviour throughout the week.
- Monitoring Sheet will be kept in the teacher's classroom folder/playground folder.
- The monitoring sheet remains at school for the week. A copy of the behaviour sheet will remain with the class/year level teacher and kept with our behaviour files.

- The decision to continue the monitoring sheet for a further period of time may be determined by teacher, admin team, parents and student if this process is assisting the student to remain focused on their learning.
- If a monitoring sheet is necessary for a period longer than 1 week then a further parent/teacher conference will be necessary.
- Should the student's behaviour remain unchanged after a period of 2 weeks then a referral to SWPBS team to develop more intensive behaviour support for the student. This support may include the development of additional support plans. External and internal support agencies (Behaviour Support Teacher, Head of Special Education Services, Guidance Officer) may be involved as part of the intervention process.

Handling Monitoring Sheet

- Teachers will use their own monitoring system to track students' engagement in the learning/lesson/activity/playtime.
- At the end of each session teachers will record the scores for the student on their monitoring sheet and discuss with the student progress. Teachers are required to provide constructive feedback to the student around their expectations.
- The monitoring sheet is placed in a folder and given to a class monitor or the student to take to the next class/teacher.
- Monitoring sheets may be provided to admin team at the end of each day for further monitoring if necessary and together with teacher/Principal can confer on appropriate consequences for the student.

Buddy Classroom:

The school has developed a process for the purpose of withdrawing students whenever necessary and may withdraw to another classroom. The classroom teacher needs to contact the Buddy Classroom teacher, provide a description of student's behaviour, and arrange suitable work for student to complete whilst in Buddy Classroom.

The goal of the withdrawal process:

- Is to enable the student to return to class as soon as possible to develop a plan with the teacher (at a time that does not further interrupt the learning) for future actions that can assist them to modify their behaviour.
- Is an opportunity for the staff involved to support the student in instances of replacement behaviour teaching in the hopes of engaging students in a process of long term behaviour change.

The withdrawal process is fully outlined in the Behaviour Flowchart (**See Appendix 13**).

This Process:

- Allows a student to be withdrawn from the classroom environment to a buddy classroom when negative behaviours are displayed to such an extent that the learning of other students in the class is being disrupted.
- When the student has calmed a Reflection Sheet (front page only back page is completed by the class teacher during discussion with the student) (**See Appendix 8**) is completed. This gives the student the opportunity to reflect on an event or incident and assist staff determining the function/reason for the behaviour.
- Students exhibiting inappropriate behaviour have the opportunity to reflect on an event or incident, the reasons behind their behaviours and steps that can be taken in the future to ensure that they do not occur again.
- May also include contacting parents to discuss behaviour being displayed by the student.
- Parent must be contacted for support and assistance with serious, prolonged or problematic behaviour.

Integral to this process is an environment of support where a staff member external to the incident can guide the student through the reflection process.

Students whose behaviour does not improve after 2 days of continuous participation in this process, or whose previous behaviour indicates a need for specialised intervention, are provided with Intensive Behaviour Support.

Intensive behaviour support: Student Services Support Team

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

Case Management:

The case manager for each student who is identified as "seriously at risk" should be the class teacher or year level co-ordinator. However a support team approach is adopted with staff working collaboratively.

Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion from a previous school, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of
 - (a) problematic behaviours
 - (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion with Class Teacher/Year Level Coordinator/ST:LaN/Inclusion Teacher
- referral to Special Needs team and Guidance Officer for assessment and preliminary behavioural support
- referral to parents for consultation and support
- referral to Principal for consultation and support
- a full team collaboration to undertake a functional behavioural assessment and develop an Individual Student Engagement/Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the actions taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the actions taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective- the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Student Engagement/Behaviour Support Plan.

All behaviour that is not supportive of the school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of breaches of behaviour and consequences will be developed based on individual circumstances.

5. Consequences for unacceptable behaviour

Condamine State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Our Classroom/Playground Behaviour Folders are used to record minor or major problem behaviours. Major referrals are to be added to Oneschool and Principal notified.

Minor Behaviours

Minor Behaviours are any behaviour that are minor breeches of the school rules, there is no violation of the rights of others and is not part of a pattern of problem behaviours. Minor behaviours can be dealt with timeout in 5 minutes circle, for repeated behaviour 10 minutes in the circle. These behaviours need to be reported on the Behaviour Incident Recording Sheet and any time spent in the 5/10 minute circles need to be recorded on the Five/Ten Minute Tracking Sheet (**See Appendix 14 and Appendix 15**). These behaviours require the support of the classroom teacher. Repeated minor behaviours should be referred to parents. A Oneschool Minor behaviour referral is required. If a level 2 minor behaviour is repeated 3 times it is then regarded as a major behaviour and recorded on Oneschool.

Major Behaviours - Office Discipline Referrals (ODRs)

Major behaviours could be any behaviour which significantly violates the rights of others / puts self or others at risk of harm. These behaviours require some level of involvement of school administration or immediately or as soon as possible.

Immediate Response

Behaviour Incidents in which the safety of staff or students (including the focus student) is at risk and an immediate response from administration, crisis team, other staff, and/or community support is required. A Oneschool Major behaviour referral is also required.

Delayed Response

Behaviour incidents of a severity that warrants administration management but this may be delayed due to staff being able to manage situation until Admin are free to support. A One-School Major Behaviour referral is required.

These behaviours can be dealt with by missing out of a playtime (sitting in behaviour circles), Walk and Talk with teacher/aide on duty, Buddy Classrooms or Referral to Principal.

Relate Problem Behaviours To Expected School Behaviours

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

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

Should 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. The staff member may seek to confer with the year level coordinator, Head of Student Services or Principal or all to develop further support strategies for the student.

Ensuring Consistent Responses to Problem Behaviour

At Condamine State School staff members authorised to issue consequences for problem behaviour are participating in ongoing appropriate professional development and/or training when it becomes available. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Teachers work with students to ensure they understand 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. Staff have been trained in Non-Violent Crisis Intervention and a team of staff members have been trained and accredited in Non-Violent Physical Crisis Intervention. This intervention will only be used when there is a risk of harm to the student or others in the immediate vicinity.

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

The school had developed a critical incident plan which will be implemented should a serious risk be posed to any person.

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 as recommended by Education Queensland

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable

distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Condamine State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Written Documents

At Condamine State School, if we have knowledge that a student's behaviour is likely to lead to an emergency situation, we will prepare a Crisis Management Plan to reduce the likelihood of an event, defuse the incident if it happens and to have a well thought out response if physical intervention or crisis management is necessary

- Crisis management plan (**See Appendix 16**)

Record Keeping

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

- Incident report (**See Appendix 17**)
- Health and Safety incident record (**See Appendix 18**)
- Debriefing report (for student and staff) (**See Appendix 19**)

7. Network of student support

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

SCHOOL BASED SERVICES	DISTRICT AND OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none">• Classroom teachers• Guidance Officer• Special Services support staff• School Administration• Teacher aides• School Chaplain• Youth Attainment Aide	<ul style="list-style-type: none">• Cluster Advisory Visiting Teacher for Behaviour Support• Senior Guidance Officer• Guidance Officer Intensive Behaviour Support	<ul style="list-style-type: none">• Department of Child Safety• Police Liaison Officer• Qld Health Services (School Nurse)• CTC Youth Services• Lifeline• Child Youth Mental Health workers• RAI Program Workers• Parents/caregivers

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.

Condamine 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 (See Appendices 11 and 12) 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

Endorsement

Principal

P&C President

Assistant Regional Director

Effective Date: February 2016 – January 2016

Appendix 1: The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected by a parent 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 by either the student or by a parent if the principal decides on this course of action, 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 if deemed necessary by the Principal.

Personal Technology Device (e.g. mobile phone) Etiquette

Bringing personal technology devices (e.g. mobile phones) to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed into the school office for safe keeping when the student arrives at school. Personal technology devices may be collected from the school office and at the end of the school day.

The school provides parents with a permission form upon student enrolment that outlines the purpose for the student to have a personal technology device at school and ensures the student has parent permission to bring the device to school. Parents are made aware upon enrolment of the conditions students must adhere to.

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 Condamine State School. Students using personal technology devices (e.g. mobile phones) 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 and parents of the students.

A student at school who uses a personal technology device (e.g. mobile phone) to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies or

as directed by a teacher for the purpose of Art assignment, portfolios) 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 bullying¹ 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

A breach of this policy will be subject to discipline (including suspension and/or 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 – should the student not comply with school policy

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.*

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

Appendix 2: Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Condamine 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 Condamine 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 Condamine State School include persistent name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet (eg Email, Facebook), 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 Condamine State School common processes (social skills activities/discussions, SWPBS lessons) exist to ensure there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

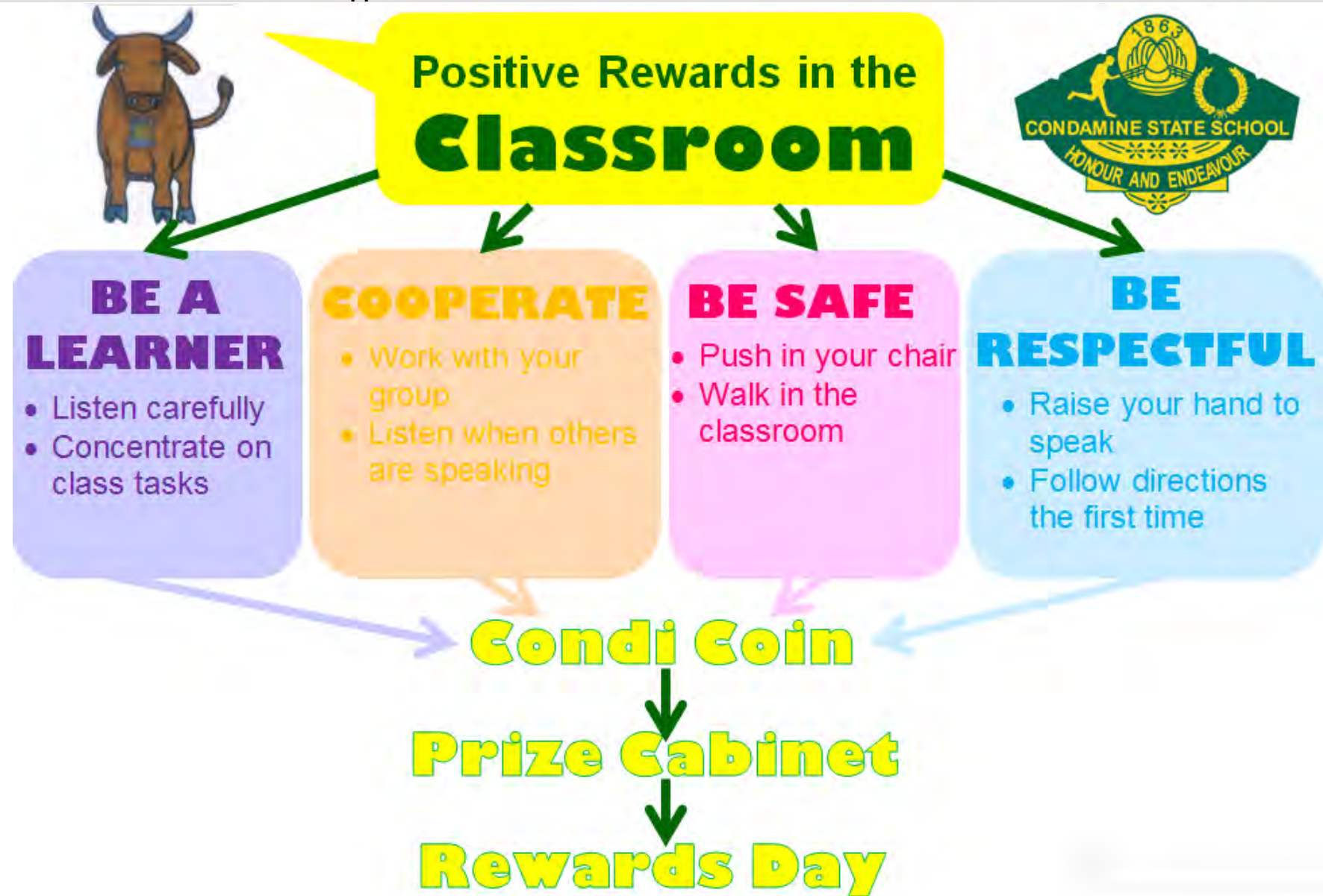
Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Condamine State School are an addition to our already research-validated School Wide Positive Behaviour Support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to

prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 4 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.
9. The SWPBS lessons taught by all teachers in all classrooms to a school wide schedule of instruction consist of anti-bullying strategies. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. Teachers have a range of strategies and resources available to them to ensure students are taught a range of techniques they are able to utilise in a bullying incident. Students are encouraged to make use of these strategies when experiencing bullying behaviour either as a person being bullied, the person bullying or as a bystander.
11. Some lessons will focus on bullying behaviours. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying strategies 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 Condamine State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Condamine State School uses behavioural data for decision-making. This data is entered into our database regularly and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.





Appendix 5: Recognising Positive Behaviours





LEVEL 3 ADMINISTRATION	AREA OF RECOGNITION	POSSIBLE METHOD OF RECOGNITION
	<ul style="list-style-type: none"> • Academic Achievement • Positive behaviour demonstrated in 3 or more classes • Consistent positive behaviour in a range of school settings 	<ul style="list-style-type: none"> • Condamine Coins • Condamine Coin - Tickets • End of term celebration for accumulated Coins • Celebration Activity • Post cards home • Awards Night • Administration Awards • Student Leadership positions

LEVEL 2 CLASS TEACHER	AREA OF RECOGNITION	POSSIBLE METHOD OF RECOGNITION
	<ul style="list-style-type: none"> • Positive behaviour demonstrated several times in particular subject/class/lesson • Consistent behaviour in a subject over a school term • Positive behaviour consistently demonstrated out of class • Over 90% attendance rate 	<ul style="list-style-type: none"> • Condamine Coins • Condamine Coin - Tickets • Tally of Coins each term • Letter of commendation • Teacher awards • Post Card Home • Attendance Award

LEVEL 1 – STAFF MEMBERS	BE A LEARNER	BE SAFE	BE COOPERATIVE	BE RESPECTFUL	POSSIBLE METHOD OF RECOGNITION
	<ul style="list-style-type: none"> • Trying your best • Asking for help • Being a problem solver • Being on time • Being prepared and ready to work • Participating actively • Regular daily attendance at school 	<ul style="list-style-type: none"> • Using equipment appropriately • Keeping hands feet and objects to self • Staying in designated areas • Wearing the school uniform • Walking on concrete areas and around buildings • Moving quietly between classes • Cleaning up the learning area • Exiting and entering the room in an orderly manner • Asking permission to leave your seat or the teaching area 	<ul style="list-style-type: none"> • Waiting your turn • Following instructions • Being honest • Being a good listener • Keeping work area clean • Giving everyone a fair go • Lining up quietly for class 	<ul style="list-style-type: none"> • Caring for yourself and others • Using appropriate language and tone • Being tolerant of others • Caring for the environment • Caring for school equipment • Always asking to use someone else's belongings • Hand up to speak • Respecting other's right to learn • Show respect towards all adults • Wearing full school uniform 	<ul style="list-style-type: none"> • Condamine Coins • Condamine Coin Tickets • Verbal Praise • Smiling • Encouraging Gestures • Stickers / Prize Box • Compliment good behaviour • Positive comments written on student work • Informal positive feedback • Class award/Student of the week <p>THERE IS AN EXPECTATION THAT TEACHERS WILL ENSURE THERE ARE 4:1 REINFORCEMENT OF POSITIVE/EXPECTED BEHAVIOURS</p>



Appendix 7: Lunchtime Activity Roster

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<p>First Play</p> <p>11:10am – 11:30am</p>	 <p>CHOIR – Mrs Bidgood</p>				
<p>Second Play</p> <p>1:10pm – 1:45pm</p>		 <p>XBOX – Mr Duffy</p>	 <p>SPORT – Mr Duffy</p>	 <p>GARDEN CLUB – Miss Walker</p>	

Appendix 8: Condamine State School Behaviour Reflection Sheet



Name: _____ Date: _____ Class: _____

What did I do?



Throwing talking/yelling refusing back chatting running



Fighting punching wandering kicking teasing disobey
 hitting around pushing threatening

To what degree was I doing this?

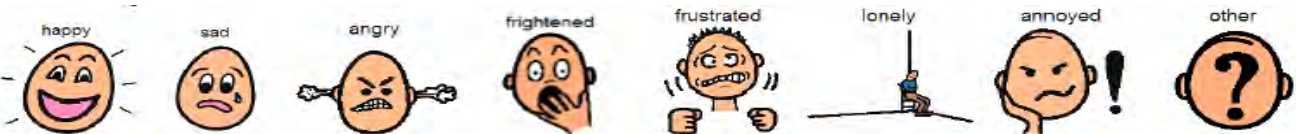
- once
- a few times
- constantly
- seriously distracting others

Why did I do it?

- to gain attention from the teacher
- to gain attention from my classmates
- to avoid doing my work
- I needed help with my work
- I didn't understand what I had to do
- Other

What would my teacher say I did?

How did I feel?



What school rules did I break?

- Be a Learner Be Safe Be Respectful Be Co-operative

What can I do next time to make things better? (My Plan) Teachers in Early Years will need to assist the student.

If you do this how will your feel?



Appendix 9: Condamine State School – Monitoring Sheet

Name: _____ Year Level: _____

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>Before School</i>					
<i>Eating Time</i>					
<i>First Play</i>					
<i>Eating Time</i>					
<i>Second Play</i>					

Appendix 10: Letter to Parents

Sample letter to parents informing them of the introduction of a Monitoring Sheet This letter must be placed on school letterhead.

Dear _____

This is to inform you that _____ has been put onto a Monitoring Sheet as a result of the following behaviours he/she is currently exhibiting at school.

- CONSISTENTLY REFUSING TO PARTICIPATE IN PROGRAM OF INSTRUCTION
- DISRESPECT FOR PEERS AND/OR SCHOOL STAFF
- CONSISTENTLY DISRUPTING THE RIGHT OF OTHER STUDENTS TO LEARN AND TEACHERS TO TEACH
- USE OF LANGUAGE NOT SUITABLE FOR OUR SCHOOL ENVIRONMENT
- INCOMPLETE ASSESSMENT/HOMEWORK
- PHYSICAL MISCONDUCT TOWARDS A FELLOW STUDENT
- HARRASSMENT OF A FELLOW STUDENT
- REGULARLY BEING UNPREPARED FOR LESSONS
- _____

I will monitor _____'s behaviour for the week, provide feedback to him/her and evaluate the need for further monitoring using the school behaviour card at the end of the week.

Should there be no improvement to _____'s behaviour I will contact you by the end of the week to discuss further support measures that may be required.

Should you wish to discuss their behaviour I am very happy to meet with you. Please contact the office on 41694333 to arrange an appointment with me before or after school on the following days _____.

Yours Sincerely

Class Teacher/Year Level Coordinator

Appendix 11: Sequence for Student Misbehaviour in Class

	LEVEL 3 – MAJOR ADMINISTRATION	<ul style="list-style-type: none"> • Assault / Violence/severe physical aggression causing injury • Mass intimidation / Harassment / Bullying • Gross insolence, Vandalism • Possession of major banned items eg: alcohol, drugs and weapons • Gross swearing directed towards an individual • Misuse of personal technology devices • Defamation on social networking sites • Continued repeated Level 2 behaviours (3 times in 1 day) 	<p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> • Contact parent / guardian • Withdrawal of privileges • Behaviour Card • Suspension (IN or OUT) / Exclusion • Referral to Student Services team and student engagement plan developed • Withdrawal from class • Contact with Police <p>➤ CONSEQUENCES AT THE PRINCIPAL’S DISCRETION BASED ON INVESTIGATION FINDINGS</p> <p>➤ A COMPLETED BEHAVIOUR REFERRAL FORM IS REQUIRED AND A RECORD ON ONE SCHOOL</p>	
	LEVEL 2 – MINOR CLASS TEACHER	<p>GROSS OR CONTINUED WILFUL DISTURBANCES</p> <ul style="list-style-type: none"> • Insolence • Inappropriate verbal remarks including swearing • Denigrating comments. • Failure to follow instructions • Disturbing the learning of other students • Continued refusal to do work. • Cheating using notes or electronic devices • Continued repeated Level 1 behaviours (3 times in a day) 	<p>POSSIBLE CONSEQUENCES</p> <ol style="list-style-type: none"> 1. Discussion of problem with Student and Teacher 2. Withdrawal to an agreed time out space (Buddy Class) 3. Reflection Process and Re-entry plan developed with the class teacher/year level coordinator 4. Parents/guardians contacted 5. Student Behaviour Card AND/OR Detention OR Short In-School suspension OR restitution AND/OR Referral to Special Needs team and other specialists. <p>Steps 1-4 before proceeding to Level 3</p> <p>LEVEL 2 CLASS TEACHER TO COMPLETE BEHAVIOUR REFERRAL FORM and RECORD ON ONE SCHOOL</p>	
LEVEL 1 – MINOR SCHOOL STAFF	<p>MISBEHAVIOURS</p> <ul style="list-style-type: none"> • Disruption eg. calling out/persistent talking • Wandering around room • Insolence • Making annoying noises • Throwing objects • Failure to follow instructions • Eating in class • Minor conflicts/ bullying/ physical contact • Petty Theft 	<p>BANNED ITEMS</p> <ul style="list-style-type: none"> • Chewing gum • Metal rulers • Lighters • Aerosol cans • Liquid Paper • Mobile Phone • Permanent Markers • Make Up 	<p>SUBJECT RELATED</p> <ul style="list-style-type: none"> • Equipment not brought • Homework not done • Assignment not submitted • Classwork not done • Not being punctual 	<p>POSSIBLE CONSEQUENCES</p> <ol style="list-style-type: none"> 1. Verbal warning AND Explain choices 2. Stay after class to discuss problem 3. Isolation in class OR Sent to another class (buddy Class)AND/OR Detention 4. Parent/guardians contacted 5. Teacher Monitoring notes <p>Steps 1-5 before proceeding to Level 2</p> <p>CLASS TEACHER TO COMPLETE BEHAVIOUR RECORD ON ONE SCHOOL</p>

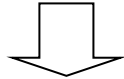
Appendix 12: Sequence for Student Misbehaviour out of Class

	LEVEL 3 – MAJOR ADMISTRATION	<ul style="list-style-type: none"> • Assault / Violence/Severe physical aggression causing injury • Mass intimidation / Harassment / Bullying • Gross swearing directed towards an individual • Gross insolence, vandalism • Possession of major banned items eg: alcohol, drugs and weapons • Misuse of person technology devices • Defamation on social networking sites • Continued repeated Level 2 behaviours 	<p>POSSIBLE CONSEQUENCES</p> <ul style="list-style-type: none"> • Contact parent / guardian • Withdrawal of privileges • Behaviour card • Suspension (IN or OUT)/ Exclusion • Referral to Student Services Team • Withdrawal from playground • Contact with Police <p>➤ CONSEQUENCES AT THE PRINCIPAL'S DISCRETION BASED ON INVESTIGATION FINDINGS</p> <p>➤ A COMPLETED BEHAVIOUR REFERRAL FORM IS REQUIRED AND A RECORD ON ONE SCHOOL</p>
	LEVEL 2 – MINOR CLASS TEACHER	<p>GROSS OR CONTINUED WILFUL DISTURBANCES</p> <ul style="list-style-type: none"> • Insolence • Inappropriate verbal remarks including swearing • Denigrating comments. • Failure to follow instructions • Bullying • Violence • Continued repeated Level 1 behaviours 	<p>POSSIBLE CONSEQUENCES</p> <ol style="list-style-type: none"> 1. Discussion of problem with Student 2. Class teacher contacted 3. Reflection Process and plan developed with the class teacher/year level coordinator 4. Parent/guardian Contact 5. Student Behaviour Card AND/OR Detention, OR restitution, OR short In-School suspension <p>Steps 1-3 before proceeding to Level 3</p> <p>LEVEL 2 CLASS TEACHER TO COMPLETE BEHAVIOUR REFERRAL FORM and RECORD ON ONE SCHOOL</p>
LEVEL 1 – MINOR STAFF ON DUTY	<p>MISBEHAVIOURS</p> <ul style="list-style-type: none"> • Insolence • Throwing objects • Failure to follow instructions • Minor conflicts/ bullying/ physical contact • Out of bounds/school grounds • Loitering between classes • Swearing • Minor food/water incidents • Littering 	<p>BANNED ITEMS</p> <ol style="list-style-type: none"> 6. Chewing gum 7. Metal rulers 8. Lighters 9. Aerosol cans 10. Liquid Paper 11. Mobile Phone 12. Permanent Markers 13. Make Up 	<p>POSSIBLE CONSEQUENCES</p> <ol style="list-style-type: none"> 1. Verbal warning AND Explain choices 2. Timeout from play/restitution 3. Class teacher contacted 4. Class teacher discuss problem with student 5. Parent/guardians contacted <p>Steps 1-4 before proceeding to Level 2</p> <p>CLASS TEACHER TO COMPLETE BEHAVIOUR REFERRAL FORM and RECORD ON ONE SCHOOL</p>

5 minutes in Circle

5 minutes in the circle is a strategy we use for minor behavioural incidents. Students are to sit in circle located in and around the undercover area. Students are not to talk to friends or have friends sit anywhere near them. If they do not follow this rule or are not willing to follow your instructions, the time will increase to 10 minutes in the circle.

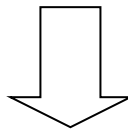
(eg. calling out, not following teacher instructions, time wasting, talking when should be working)



10 minutes in circle

10 minutes in the circle is a strategy we use for continued behavioural incidents. Students are to sit in circle located in and around the undercover area. Students are not to talk to friends or have friends sit anywhere near them. If they do not follow this rule or are not willing to follow your instructions, the time will increase to lunch time out of the playground.

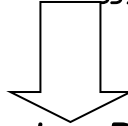
(Insolence, Inappropriate verbal remarks including swearing, Denigrating comments, Violence)



Teacher Walk and Talk

Students are to walk with teacher/aide on duty. Teacher takes this opportunity to speak with the student. Restate behavioural expectations at our school. Suggested strategies students could use in the future. Teacher walk and talk goes for the entire playtime.

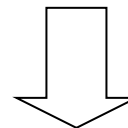
(Assault, Violence, Physical Aggression, Intimidation, Harassment, Bullying, Vandalism, Banned Items, Misuse technology)



Referral to Principal

When students behaviour is not improving or if an incident is serious enough for principal involvement.

(Harassment, Bullying, Vandalism)



Buddy Classrooms

Buddy classrooms are used to give a student or student's time out from their classroom if their behaviour has been on going and all other behaviour management strategies have been exhausted. Students are to be sent with work and are to be escorted by a responsible member of the class.

Class	Buddy Class
Prep - Three	Year 4-7

Minor Behaviours

Minor Behaviours are any behaviour that are minor breeches of the school rules, there is no violation of the rights of others and is not part of a pattern of problem behaviours. These behaviours require the support of the classroom teacher. Repeated minor behaviours should be referred to parents and Class Teachers. A One School Minor behaviour referral may be required.

Major Behaviours

Major behaviours could be any behaviours which significantly violate the rights of others / puts self or others at risk of harm. These behaviours require some level of involvement of school administration or immediately or as soon as possible.

Immediate Response

Behaviour Incidents in which the safety of staff or students (including the focus student) is at risk and an immediate response from administration, crisis team, other staff, and/or community support is required. A One School Major behaviour referral is also required.

Delayed Response

Behaviour incidents of a severity that warrants administration management but this may be delayed due to staff being able to manage situation until Admin are free to support. A One-School Major Behaviour referral is required.

Condi Coins

Staff members hand Condamine Coins out each day to students as they observe them following school rules in both classroom and non-classroom areas, ie "Catch Them Being Good". This reinforcement should occur immediately the student displays desirable behaviour or as close to the time as possible, not just at the end of a lesson/activity. The coin should be given with positive feedback such as; "I am giving you a coin because you are being a learner by having all you things ready on time for our lesson to begin."

Students then take their coin to their Condamine Coin Box and deposit their coin. Coin totals will be updated Wednesday afternoons and individual tally sheets should be updated and made visible for all staff and students to see.

Playground Condi Coins (tickets)

Condi tickets work exactly the same as Condi Coins. However, they are to be used in the playground (no cross over into the classroom). Students are given Condi Tickets for "being good" and following our school rules. Students in Prep-3 put their tickets into the yellow box and Year 4-7 students will put their tickets into the

green box. Each week at parade we will draw 2 winners from the lower school and 2 winners from the upper school. The winners will then receive a prize for their efforts.

Early Arrivals

If students arrive at school early the following procedure needs to be followed:

Arrival before 8:45am – Students are to put their bags away, take out their nightly reader and go sit and read at the green tables in the undercover area. This is a silent exercise and not a playtime. Students are to remain here until 8:45am. At this time students will then be let go to play whilst being supervised by a Teacher Aide. Parents are required to pre arrange with the Principal any early arrivals.

Appendix 14: Behaviour Incident Recording Sheet

Term ___ 20__

Condamine State School Behaviour Incident Recording Sheet

<i>When</i>	<i>Where</i>	<i>Who</i>	<i>What</i>	<i>Why</i>	
Date: _/_/___ Time:					<input type="checkbox"/> <i>Minor</i> <input type="checkbox"/> <i>Major</i> <input type="checkbox"/> <i>Referral</i> <i>Signature:</i> _____
Date: _/_/___ Time:					<input type="checkbox"/> <i>Minor</i> <input type="checkbox"/> <i>Major</i> <input type="checkbox"/> <i>Referral</i> <i>Signature:</i> _____
Date: _/_/___ Time:					<input type="checkbox"/> <i>Minor</i> <input type="checkbox"/> <i>Major</i> <input type="checkbox"/> <i>Referral</i> <i>Signature:</i> _____

First Aid Incident Recording Sheet

<i>When</i>	<i>Where</i>	<i>Who</i>	<i>What</i>	<i>Why</i>	
Date: _/_/___ Time:					<input type="checkbox"/> <i>Minor</i> <input type="checkbox"/> <i>Major</i> <input type="checkbox"/> <i>Referral</i> <i>Signature:</i> _____

Appendix 16: Crisis Management Plan for Rapid Safe Control

1. Establish the context	4. Evaluate risks
2. Identify risks	5. Treat risks
3. Analyse risks	6. Communication and monitor

Student Name: _____
Date: _____ **Place:** _____ **Time:** _____
Recorder: _____

What is the behavioural risk?

Where is the behavioural risk most likely to occur?

What happens when the behavioural risk occurs? (Describe the possible phases of behavioural escalation and its effects)

A) To the child

B) To the adult

C) To others

D) To the environment

What actions are likely to reduce/stop the risk?

What will you do to gain rapid safe control?

1. _____
2. _____
3. _____
4. _____

What can others do to assist?

Peers: _____

Other Staff: _____

Admin: _____

Parents: _____

Contact Details of Significant Others

Parents/Carers: _____

Medical Specialist: _____

Other: _____

Appendix 17: Incident Report

Name: _____ **Date:** _____

Person Completing Form: _____

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
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 18: Health and Safety Incident Form

Health and Safety Incident – SMS Data Entry Form (Effective version 2010.1 SMS release)

PRIVACY: The Department is collecting personal information on this form in accordance with the *Workplace Health and Safety Act 1995 (Qld)*, *Workplace Health and Safety Regulation 1997*, *Electrical Safety Act 2002 (Qld)* and/or *Electricity Safety Regulation*. The form will be securely stored within the relevant Workplace, Central Office, Regional Office or District Office. The information may be disclosed to third parties, including Government Superannuation Office, Australian Taxation Office, Workplace Health and Safety Queensland, Electrical Safety Office Queensland, Workcover Queensland, Industrial organisations or other entities in accordance with or where requested by law or industrial instrument.

Injury/Illness Details Summary

Date: _____ **Time:** _____ am pm

Was any person injured or ill as a result of this incident? Yes No (if "no" – only complete form if incident was a dangerous event)

1. Injured Person's Details

(√ please tick) Staff Member School Student Other Person e.g. volunteer

Given Name:	Surname:	EQ ID (if known):
Further information if the person was an "other person"- leave blank if staff or student	Address:	Association with school: <input type="checkbox"/> Parent <input type="checkbox"/> Public <input type="checkbox"/> Visitor <input type="checkbox"/> Volunteer <input type="checkbox"/> Other: _____
	Suburb:	
	Post Code:	
	Phone: _____ Why on school property: _____	

If more than one person was injure/ill complete the details on another form

2. First Person Informed of the Incident – Details (who was the first person informed of the incident?)

(√ please tick) Staff Member School Student Other Person (e.g. volunteer)

Given Name:	Surname:	EQ ID (if known):
Further information if the person was an "other person"- leave blank if staff or student	Address:	Association with school: <input type="checkbox"/> Parent <input type="checkbox"/> Public <input type="checkbox"/> Visitor <input type="checkbox"/> Volunteer <input type="checkbox"/> Other: _____
	Suburb:	
	Post Code:	
	Phone: _____ Why on school property: _____	

3. Location – Where the Incident Occurred

Location:	Name of the facility (if known):
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4. What Happened?

Detailed description of incident (consider the activity, what happened and why).

5. Recommended Control Strategies to Prevent Recurrence – MANDATORY

To be completed in consultation with the school Workplace Health and Safety Officer (WHSO) and/or Principal/Officer-in-Charge.

6. Incident Information

Activity (√ please tick) – what was the activity at the time of the incident?

<input type="checkbox"/> Admin General	<input type="checkbox"/> Playground Duty	<input type="checkbox"/> Lifting/Manual Handling	<input type="checkbox"/> Play – supervised	<input type="checkbox"/> Excursion/Trip
<input type="checkbox"/> Camp	<input type="checkbox"/> Equipment Usage	<input type="checkbox"/> Meeting	<input type="checkbox"/> Play – unsupervised	<input type="checkbox"/> Tuckshop
<input type="checkbox"/> Chemicals/Poisons	<input type="checkbox"/> Maintenance	<input type="checkbox"/> Movement Around School	<input type="checkbox"/> Lesson Prep/Cleanup	<input type="checkbox"/> Unauthorised Activity
<input type="checkbox"/> Computer Work	<input type="checkbox"/> First Aid	<input type="checkbox"/> Grounds Care	<input type="checkbox"/> Restraining Student	<input type="checkbox"/> Work General
<input type="checkbox"/> Curriculum Prac	<input type="checkbox"/> School Activity	<input type="checkbox"/> Non-School Activity	<input type="checkbox"/> Sport	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Curriculum Theory	<input type="checkbox"/> Assisting Student		<input type="checkbox"/> Travel to/from School	

Cause (√ please tick) – what caused the injury?

<input type="checkbox"/> Caught In / Between	<input type="checkbox"/> Exposure to ...	<input type="checkbox"/> Lifting/Handling	<input type="checkbox"/> Stepping On / In	<input type="checkbox"/> Other:
<input type="checkbox"/> Contact with ...	<input type="checkbox"/> Object Falling/Flying	<input type="checkbox"/> Repetitive Movement	<input type="checkbox"/> Walking	
	<input type="checkbox"/> Person Falling	<input type="checkbox"/> Running/Jumping	<input type="checkbox"/> Struck by / or against	

Severity (√ please tick)	<input type="checkbox"/> Minor (first aid / no time lost)	<input type="checkbox"/> Moderate (needs medical care)	<input type="checkbox"/> Serious (> 4 days away /permanent injury/damage)	<input type="checkbox"/> Fatal
Treatment Required (√ please tick)	<input type="checkbox"/> Nil (none / not applicable)	<input type="checkbox"/> First Aid (on site by staff/ambulance officer)	<input type="checkbox"/> Doctor / Out Patients (medical treatment)	<input type="checkbox"/> Hospitalisation (overnight stay or longer)

If Hospitalised – what is hospital name?

Who provided first aid? (name)

If first aid – what first aid was provided?

Possible number of days absent (estimate)

Actual number of days absent

Uncontrolled copy. Refer to [HLS-PR-005: Health and Safety Incident Reporting and Notification](http://education.qld.gov.au/strategic/eppr/health/hlspr005/) at <http://education.qld.gov.au/strategic/eppr/health/hlspr005/> for master. TRIM 10/44728

Page 1 of 2

Possible WorkCover Claim? – Is a claim for compensation likely? (staff only)	Yes <input type="checkbox"/> No <input type="checkbox"/>	Possible Legal Action – Is legal action against the department likely /pending	Yes <input type="checkbox"/> No <input type="checkbox"/>
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7. Injury / Illness Details

Injury/Illness			Location on Body		
<input type="checkbox"/> Ache/Pain	<input type="checkbox"/> Cut/Laceration	<input type="checkbox"/> Poisoning	<input type="checkbox"/> Head	<input type="checkbox"/> Chest	<input type="checkbox"/> Leg(s)
<input type="checkbox"/> Amputation	<input type="checkbox"/> Dislocation	<input type="checkbox"/> Respiratory	<input type="checkbox"/> Face	<input type="checkbox"/> Shoulder(s)	<input type="checkbox"/> Knee(s)
<input type="checkbox"/> Bite/Sting	<input type="checkbox"/> Fracture	<input type="checkbox"/> Sprain/Strain	<input type="checkbox"/> Eye(s)	<input type="checkbox"/> Arm(s)	<input type="checkbox"/> Ankle(s)
<input type="checkbox"/> Bruise/Crush	<input type="checkbox"/> Headache	<input type="checkbox"/> Stress Reaction	<input type="checkbox"/> Nose	<input type="checkbox"/> Elbow(s)	<input type="checkbox"/> Foot/Feet
<input type="checkbox"/> Bump/Knock	<input type="checkbox"/> Hearing Loss	<input type="checkbox"/> Unconscious	<input type="checkbox"/> Mouth	<input type="checkbox"/> Wrist(s)	<input type="checkbox"/> Toe(s)
<input type="checkbox"/> Burn/Scald	<input type="checkbox"/> Infection/Disease	<input type="checkbox"/> Unspecified	<input type="checkbox"/> Tooth/Teeth	<input type="checkbox"/> Hand(s)	<input type="checkbox"/> Skin
<input type="checkbox"/> Concussion	<input type="checkbox"/> Irritation/Allergy	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Ear(s)	<input type="checkbox"/> Finger(s)	<input type="checkbox"/> Respiratory System
<input type="checkbox"/> Cumulative	<input type="checkbox"/> Nausea		<input type="checkbox"/> Neck	<input type="checkbox"/> Stomach	<input type="checkbox"/> Internal
			<input type="checkbox"/> Back Upper	<input type="checkbox"/> Hip(s)	<input type="checkbox"/> Stress Related
			<input type="checkbox"/> Back Lower	<input type="checkbox"/> Groin	<input type="checkbox"/> Other: _____

8. Emergency Contact Details

Has the injured person's emergency contact been notified?	<input type="checkbox"/> Yes (please complete contact details)	<input type="checkbox"/> No (please complete – "reason not contacted" below)
Emergency Contact:	First Name:	Surname:
Phone No:		Date: Time: <input type="checkbox"/> am <input type="checkbox"/> pm
If "no" - reason not notified:		

Was the injury/illness caused by a confrontation or aggressive act? Yes No

Aggressor?	<input type="checkbox"/> Parent	<input type="checkbox"/> Visitor	<input type="checkbox"/> Student	<input type="checkbox"/> Primary
	<input type="checkbox"/> Member of Public	<input type="checkbox"/> Volunteer		<input type="checkbox"/> Secondary
	<input type="checkbox"/> Staff	<input type="checkbox"/> Other		<input type="checkbox"/> SEU/SEDU/Special
Type of Confrontation	<input type="radio"/> Physical <input type="radio"/> Verbal <input type="radio"/> Both Physical and Verbal			

10. Hazard Information – MANDATORY (if necessary seek assistance from school WHSO to determine the hazard)

What was the primary hazard that caused the incident?			
Contributing Hazard Category (√ please tick)			
<input type="checkbox"/> Animal/Insect	<input type="checkbox"/> Equipment (eg. playground)	<input type="checkbox"/> Non Powered Tool	<input type="checkbox"/> Radiation / Arc Flash
<input type="checkbox"/> Blood / Body Substance	<input type="checkbox"/> Fire / Explosion	<input type="checkbox"/> Person/People	<input type="checkbox"/> Virus / Disease
<input type="checkbox"/> Building Fixtures	<input type="checkbox"/> Floor / Ground	<input type="checkbox"/> Stairs/Steps	<input type="checkbox"/> Water / Pool
<input type="checkbox"/> Built Environment	<input type="checkbox"/> Foreign Object (eg. splinter)	<input type="checkbox"/> Stress / Trauma	<input type="checkbox"/> Working / Learning Environment
<input type="checkbox"/> Electricity / Gas	<input type="checkbox"/> Furniture	<input type="checkbox"/> Sunburn / UV Radiation	<input type="checkbox"/> Other _____
<input type="checkbox"/> Electrical Appliance	<input type="checkbox"/> Machinery (Fixed)	<input type="checkbox"/> Temperature	
<input type="checkbox"/> Environmental Factors	<input type="checkbox"/> Machinery (Mobile)	<input type="checkbox"/> Travel	
Associated Equipment?		When was the hazard identified?	Date:
			Time: <input type="checkbox"/> am <input type="checkbox"/> pm
Who identified the Hazard?			

11. Details of Witnesses (if any)

(√ please tick) Staff Member School Student Other Person e.g. volunteer

Details if "Staff" or "Student"

Given Name:	Surname:	EQ ID (if known):
--------------------	-----------------	--------------------------

Further information if the person was an "other person"- leave blank if staff or student	Address:	Association with school:
	Suburb:	
	Phone:	<input type="checkbox"/> Public
	Post Code:	<input type="checkbox"/> Visitor
Why on school property:	<input type="checkbox"/> Volunteer	
	<input type="checkbox"/> Other: _____	

If there are other significant witnesses please complete their details on another form and attach to this one.

Signature of person completing form: _____ Date: _____

Name: _____ Job title: _____

- Further Actions:**
- Consult the school Workplace Health and Safety Officer (WHSO) on hazard details and the recommended control strategies.
 - Provide to data entry form to school administration for data entry into SMS – Workplace Health and Safety Module.
 - Enter the details from this form into SMS to produce a Health and Safety Incident Report for recording and notification purposes.
 - Ensure that the Principal/Officer-in-Charge signs the second page.
 - Notify via fax as instructed in the fax header of the SMS generated Health and Safety Incident Report
 - Place the original SMS Health and Safety Incident Report on file at school and provide a copy to the school WHSO for their information.
 - Provide a copy of the SMS Health and Safety Incident Report to the injured person for their records.
 - Note: a copy of a student incident report may be provided to the parent/caregiver on request through the Principal. Details of other parties (e.g. other student's names should be obscured)

RESET

Appendix 19: 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**

It is recommended that visual supports for communication be used, eg comic strip conversations.

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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