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

1. Purpose

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

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

Our aim is to create the conditions for each student to progress towards responsible self-management. Because we focus on catering for individual differences, we realise that all children will move towards this goal at their own pace and that they will also have individual needs along the way.

The use of a non-coercive and proactive approach that builds relationships, encourages self-evaluation and focuses on quality is evident in all we do.

By the time they leave us, we want our students to be:
- Happy, confident, self-managed individuals; and
- Socially responsible citizens

Nooaville State School aims at providing an environment that maximises the educational opportunities and outcomes for all students by endeavouring to ensure that learning and teaching:
- responds to the needs of all;
- fosters full participation;
- achieves effective outcomes;
- provides equal opportunity for all;
- occurs within a framework of accountability;
- promotes socially acceptable behaviour of all school members, and:
- improves continually through reflection and review of practices and procedures.

2. Consultation and data review

This revised plan for 2013 has been developed in consultation with the School-wide Positive Behaviour Support committee members and provided to the P & C executive for endorsement. Along with other key documents, the Responsible Behaviour Plan for Students will be reviewed again as part of the Quadrennial School Review. Data from 2012 School Opinion Surveys has already been reviewed for behaviour management. This data shows strong support for school practice compared to state and like school means. This data was used in conjunction with a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2013.

The Principal, the President of the P&C, and the Executive Director, endorsed this plan in December 2013. The Responsible Behaviour Plan for Students will be reviewed in 2015 as required in legislation.
3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Noosaville 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 school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Care for yourself
- Care for others
- Care for your school
- Care for your learning

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.

Our school community believes in:
- the development of respect for the safety and well-being of all its members;
- respecting the right of everyone to learn/teach to their potential;
- the development of responsible and peaceful behaviour through problem resolution in a fair and equitable way;
- respecting the traditions of school, state and nation;
- the adherence of routines essential to the operation of the school; and
- caring for the school environment and for one another.

These beliefs operate effectively in a supportive school environment where:
- all members feel safe and are valued;
- quality curriculum programs, interpersonal relationships and the organisation of the school produce worthwhile social and academic outcomes for all;
- non-discriminatory, non-violent and equitable actions are practised and reinforced;
- school policy reflects both proactive steps to encourage self worth and self discipline, and reactive procedures to deal with various situations that may arise; and
- through a graduation of procedures, all avenues of management are employed prior to the use of suspension and exclusion.

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 Noosaville 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. Ongoing behaviour lessons explicitly teach students the behaviours we expect to be demonstrated at school.
These behaviour lessons have been designed by teachers from Noosaville State School’s Schoolwide Behaviour Expectations Matrix (outlined on opposite page). Teaching students expected behaviour is a form of universal behaviour support, supporting students to demonstrate positive behaviours. Consequently this prevents problem behaviour and provides a framework for responding to unacceptable behaviour.
The Schoolwide Behaviour Expectations Matrix identifies the behavioural expectations in specific settings. These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

We have added ‘aspirations’ into our matrix. They are identified in italics.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>* I keep my hands and feet to myself</td>
<td>* I walk around the room</td>
<td>* I use the gates</td>
<td>* I wear the shoes and a broad brimmed hat</td>
<td>* I sit while eating</td>
<td>* I wash hands</td>
<td>* I wait when moving around school</td>
<td>* I follow adult directions</td>
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<tr>
<td>* I walk when moving around school</td>
<td>* I use scissors and equipment safely</td>
<td>* I use the crossing</td>
<td>* I use toilets properly</td>
<td>* I eat my own food</td>
<td>* I use toilets properly</td>
<td>* I hand money to the volunteer</td>
<td>* I follow the Bus Code of Conduct</td>
<td></td>
</tr>
<tr>
<td>* I wait at the bus shelter before 8.00am</td>
<td>* I use furniture properly</td>
<td>* I obey crossing supervisors</td>
<td>* I wear the crossing</td>
<td>* I eat my own food</td>
<td>* I walk</td>
<td>* I am honest</td>
<td>* I stay with the group</td>
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<tr>
<td>* I solve problems with my words</td>
<td>* I ask permission to leave the room</td>
<td>* I follow Road Rules</td>
<td>* I obey crossing supervisors</td>
<td>* I play school approved games</td>
<td>* I take a buddy during class time</td>
<td>* I look after my buddy</td>
<td>* I stay alert</td>
<td></td>
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<tr>
<td>* I use Stop, Think, Do strategies</td>
<td>* I am only in the classroom when a teacher is present</td>
<td>* I follow Bus Code of Conduct</td>
<td>* I stay in bounds</td>
<td>* I visit the toilet and have a drink before lining up</td>
<td>* I return to class promptly</td>
<td>* I return to my eating area after purchasing</td>
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<td>* I report any concerns</td>
<td>* I have written permission when leaving the school grounds early</td>
<td>* I walk</td>
<td>* I follow eating etiquette</td>
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<td>* I model sensible behaviour</td>
<td>* I wear shoes and a broad brimmed hat</td>
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<td>* I stay with the group</td>
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### Care for yourself

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### Care for others

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</tr>
</thead>
<tbody>
<tr>
<td>* I follow adult directions</td>
<td>* I follow adult directions</td>
<td>* I keep noise to a minimum</td>
<td>* I invite others to join in</td>
<td>* I ask for permission to leave</td>
<td>* I respect privacy of others</td>
<td>* I return</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I use polite language</td>
<td>* I use polite language</td>
<td>* I keep noise to a minimum</td>
<td>* I invite others to join in</td>
<td>* I ask for permission to leave</td>
<td>* I respect privacy of others</td>
<td>* I return</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I use manners when entering other classes/speaking to others</td>
<td>* I use manners when entering other classes/speaking to others</td>
<td>* I keep noise to a minimum</td>
<td>* I invite others to join in</td>
<td>* I ask for permission to leave</td>
<td>* I respect privacy of others</td>
<td>* I return</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I trust others the way I want to be treated</td>
<td>* I trust others the way I want to be treated</td>
<td>* I keep noise to a minimum</td>
<td>* I invite others to join in</td>
<td>* I ask for permission to leave</td>
<td>* I respect privacy of others</td>
<td>* I return</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I am a good friend</td>
<td>* I am a good friend</td>
<td>* I keep noise to a minimum</td>
<td>* I invite others to join in</td>
<td>* I ask for permission to leave</td>
<td>* I respect privacy of others</td>
<td>* I return</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I encourage and support others</td>
<td>* I encourage and support others</td>
<td>* I keep noise to a minimum</td>
<td>* I invite others to join in</td>
<td>* I ask for permission to leave</td>
<td>* I respect privacy of others</td>
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### Care for your school

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</thead>
<tbody>
<tr>
<td>* I am honest</td>
<td>* I keep the classroom tidy</td>
<td>* I sign in if arriving late &amp; tell teacher</td>
<td>* I look after equipment</td>
<td>* I put rubbish in the bins</td>
<td>* I use water responsibly</td>
<td>* I return tuckshop boxes</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I am responsible for my behaviour</td>
<td>* I keep the classroom tidy</td>
<td>* I sign in if arriving late &amp; tell teacher</td>
<td>* I look after equipment</td>
<td>* I put rubbish in the bins</td>
<td>* I use water responsibly</td>
<td>* I return tuckshop boxes</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I follow the 4 Cs</td>
<td>* I keep the classroom tidy</td>
<td>* I sign in if arriving late &amp; tell teacher</td>
<td>* I look after equipment</td>
<td>* I put rubbish in the bins</td>
<td>* I use water responsibly</td>
<td>* I return tuckshop boxes</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I wear my school uniform</td>
<td>* I keep the classroom tidy</td>
<td>* I sign in if arriving late &amp; tell teacher</td>
<td>* I look after equipment</td>
<td>* I put rubbish in the bins</td>
<td>* I use water responsibly</td>
<td>* I return tuckshop boxes</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I am a positive role model</td>
<td>* I keep the classroom tidy</td>
<td>* I sign in if arriving late &amp; tell teacher</td>
<td>* I look after equipment</td>
<td>* I put rubbish in the bins</td>
<td>* I use water responsibly</td>
<td>* I return tuckshop boxes</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I take responsibility for solving my own problems</td>
<td>* I keep the classroom tidy</td>
<td>* I sign in if arriving late &amp; tell teacher</td>
<td>* I look after equipment</td>
<td>* I put rubbish in the bins</td>
<td>* I use water responsibly</td>
<td>* I return tuckshop boxes</td>
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### Care for your learning

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<tbody>
<tr>
<td>* I have a listener</td>
<td>* I participate fully</td>
<td>* I learn Road Rules</td>
<td>* I learn new games and activities</td>
<td>* I dress myself appropriately</td>
<td>* I am on time</td>
<td>* I am a listener</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I know the 4 Cs</td>
<td>* I participate fully</td>
<td>* I learn Road Rules</td>
<td>* I learn new games and activities</td>
<td>* I dress myself appropriately</td>
<td>* I am on time</td>
<td>* I am a listener</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I am on time</td>
<td>* I participate fully</td>
<td>* I learn Road Rules</td>
<td>* I learn new games and activities</td>
<td>* I dress myself appropriately</td>
<td>* I am on time</td>
<td>* I am a listener</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I ask for help</td>
<td>* I participate fully</td>
<td>* I learn Road Rules</td>
<td>* I learn new games and activities</td>
<td>* I dress myself appropriately</td>
<td>* I am on time</td>
<td>* I am a listener</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I try my best</td>
<td>* I participate fully</td>
<td>* I learn Road Rules</td>
<td>* I learn new games and activities</td>
<td>* I dress myself appropriately</td>
<td>* I am on time</td>
<td>* I am a listener</td>
<td>* I follow adult directions</td>
<td></td>
</tr>
<tr>
<td>* I am the best participant that I can be</td>
<td>* I participate fully</td>
<td>* I learn Road Rules</td>
<td>* I learn new games and activities</td>
<td>* I dress myself appropriately</td>
<td>* I am on time</td>
<td>* I am a listener</td>
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Noosaville State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Periodic updates of the school newsletter enable parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures to Prevent and Respond to Incidents of Bullying (Appendix 2).
  - Data Management Plan (Appendix 7)

Noosaville State School has a variety of proactive and preventative whole-school processes and strategies for developing positive behaviour for all students. This includes rewards for acceptable behaviour and processes for management of critical incidents, such as:

**Rainbow Rooms**

Regularly (eg fortnightly) the students at Noosaville State School participate in Rainbow Room lessons. These lessons are designed straight from our Expectations Matrix and Values Education. Rainbow Rooms are in two groupings, Prep-Year 3 and Years 4-7. The students have the opportunity at this time to learn the behaviour expectations of Noosaville State School and to build community in the school by meeting students and teachers from different year levels. Rainbow Rooms may also be used to conduct our anti-bullying and cyber safety education program.

**Lunchtime Activities**

Each term a variety of lunchtime activities are offered to students as an alternative to general outside play. This provides students with the opportunity to participate in a more structured environment.

**Reinforcing Expected School Behaviour**

At Noosaville 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 has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**Noosaville State School Gotcha**

Staff members hand Gotcha slips out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Gotcha slip. When students are given a Gotcha slip they drop the slip in the designated collection point in the administration building.

Each week the Gotcha slips are tallied. When a student reaches identified goals, they will receive recognition. These will be in the form of a certificate, postcard sent home and a school ‘care’ badge. Gotcha slips are never removed as a consequence for problem behaviour.
‘Caring’ Certificates
These are handed out on assembly as recognition of behaviour which reflects the school’s expectations of caring for yourself, others, your school and your learning.

Diamond, Gold, Silver, Bronze Awards
Currently not in use due to our 100% commitment to using Oneschool to record all behaviour. Investigations in to alternative methodology to be further discussed.

Breakfast Club
Our free breakfast club program operates every school day and offers students not only breakfast but also a safe and welcoming place to come before school. The program provides a place for students to connect with other students and volunteers and is used by many as an alternative place to spend the morning rather than in the playground.

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

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations (see Appendix 3).

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act to appropriately care for themselves, others, their school or their learning. 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.

Every classroom in the school (including specialists) has a visual Behaviour Stairway. Students who display inappropriate low-level behaviours are given a warning, then moved to a designated time-out area and lastly to a buddy class.

Targeted behaviour support
Each year a small number of students at Noosaville State School are identified through our data as needing 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. The following initiatives are used to support students:-

Targeted Alternative Lunchtime Activities  Prep-7
Children are referred to alternative lunchtime activities for a set period of time to provide them with a more structured environment.

You Are Beautiful Year 7 girls
This is a school-based program aimed at raising the self-esteem of year 7 girls through high interest activities.

Shine
The aim of the Shine Program is to enable each participant to develop an understanding of her own personal worth, strength and purpose and realise their potential within. This program builds peer bonds and personal growth.

**Circle Time**
Circle time is used in targeted classes to resolve issues and provide social skill development to whole class group.

**Individual Behaviour Support Plans**
After consultation with parents, teachers and support staff, an individual behaviour support plan is constructed. Intensive Individual Behaviour Support Plans are based on a template put together by Sunshine Coast North District Behaviour Personnel. The plans are a way of collaboratively setting goals both short and long term, stating who is to be involved, what will happen, strategies to be used and dates for review.

Students whose behaviour does not improve after participation in Targeted Support initiatives, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support**
We acknowledge that all behaviours have meaning – when we know the meaning, we can address the real problem.

At Noosaville State School, we use a functional behavioural assessment approach for students requiring more intensive support. Positive Behaviour interventions and supports involve teaching new skills that replace problem behaviour over time, assisting the individual to change their interactions (physically and socially) and must be based on their conduct and evidence based Functional Behaviour Assessment.

Through a functional behavioural assessment, the purposes of specific behaviours are identified which helps teams select interventions to directly address the problem behaviour. Strategies and processes are incorporated into Individual Behaviour Support Plans, which are developed and implemented by a network of support staff. The Individual Behaviour Support Plan is reviewed regularly through the collection of further data.

Functional behavioural assessment:
- is integrated, as appropriate, throughout the process of developing, reviewing, and, if necessary, revising a student’s Individual Behaviour Support Plan
- looks beyond the behaviour itself
- identifies significant, pupil-specific social, affective, cognitive and/or environmental factors associated with the occurrence or non-occurrence of the specific behaviours.

In support of the Functional Behaviour Assessment, Risk Assessments will be completed by teachers for all non-routine activities, e.g. camps and excursions to address behaviour issues. In the case of intensive behaviour support, the teacher, in consultation with behaviour support personnel, would construct Risk Assessments and Contingency Plans to address potential safety issues.

Support at this level would be provided by a team of people from Noosaville SS, region-based behaviour support staff and, in some cases, outside agencies.
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).

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- incident report (4)
- debriefing report (for student and staff) (Appendix 5).

6. Consequences for unacceptable behaviour

In 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.

Noosaville State School aims for students to be self-managing. As students require further support, they are deemed to move down through the layers of support. As students demonstrate less need of support they move back towards self-managing.

Noosaville 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. A Noosaville State School Behaviour Referral form (Appendix 6) is used to record all incidences of problem behaviour. The referral will be for the student to go to the buddy class (during class instruction time), planning room (before school, during breaks and after school) or be a record of an incident that was dealt with in another way.

<table>
<thead>
<tr>
<th>Possible people involved</th>
<th>Behaviour Examples</th>
<th>Possible Consequences and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole School Support</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Student self managing    |                   | Positive reinforcement of appropriate behaviours and positive achievements for child include:  
  | At this level, all students are on task and no disciplinary action is required. Expectations of the school are followed. |  
  | record of achievements for formal acknowledgment  
<p>| phone calls/letters/emails to parents for good |</p>
<table>
<thead>
<tr>
<th>behaviours/achievements.</th>
<th>Involvement in all relevant school activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher support</td>
<td>Teacher initiated actions could include:</td>
</tr>
<tr>
<td></td>
<td>- verbal negotiation</td>
</tr>
<tr>
<td></td>
<td>- reminder of classroom/school expectations</td>
</tr>
<tr>
<td></td>
<td>- Taken through Behaviour Stairway</td>
</tr>
<tr>
<td></td>
<td>- assign student to accompany you on yard</td>
</tr>
<tr>
<td></td>
<td>- assign a lunchtime Planning Room</td>
</tr>
<tr>
<td></td>
<td>(Playground incidents only)</td>
</tr>
<tr>
<td></td>
<td>- informal contact with parents.</td>
</tr>
<tr>
<td></td>
<td>- anecdotal records kept</td>
</tr>
<tr>
<td></td>
<td>- possible loss of class/year level reward</td>
</tr>
<tr>
<td></td>
<td>- If repeated applications of the above actions produce no improvement in the student’s behaviour, then Targeted Support is considered</td>
</tr>
</tbody>
</table>

**Targeted Support**

<table>
<thead>
<tr>
<th>Teacher, Deputy Principal or Behaviour Support</th>
<th>Inappropriate student behaviours that may be managed with at this level include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- continued level two behaviours</td>
</tr>
<tr>
<td></td>
<td>- serious breaches of level two behaviours</td>
</tr>
<tr>
<td></td>
<td>- truancy</td>
</tr>
<tr>
<td></td>
<td>- repeated defiance/disrespect</td>
</tr>
<tr>
<td></td>
<td>- all forms of racial/sexual abuse</td>
</tr>
<tr>
<td></td>
<td>- vandalism</td>
</tr>
<tr>
<td></td>
<td>- theft</td>
</tr>
<tr>
<td></td>
<td>- serious breaches of safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour Support Teacher or Admin in consultation with the class teacher will initiate actions which could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- monitoring program/Daily Behaviour Reports</td>
</tr>
<tr>
<td>- referral for assessment and specialist support/counselling - Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer (GO)</td>
</tr>
<tr>
<td>- Individual Behaviour Support Plan</td>
</tr>
<tr>
<td>- supervised recess times</td>
</tr>
<tr>
<td>- Planning Room (Playground incidents only)</td>
</tr>
<tr>
<td>- restitution/repair/apology</td>
</tr>
<tr>
<td>- parent contacted formally</td>
</tr>
<tr>
<td>- possible exclusion from out of school activities</td>
</tr>
<tr>
<td>- loss of class/year level reward day</td>
</tr>
<tr>
<td>- Inclusion in targeted support programs</td>
</tr>
</tbody>
</table>

**Intensive Support**

<table>
<thead>
<tr>
<th>Admin, HOSES, Behaviour Support and other internal specialists</th>
<th>Inappropriate student behaviours that may be managed with at this level include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- continued level three behaviours</td>
</tr>
<tr>
<td></td>
<td>- immoral acts</td>
</tr>
<tr>
<td></td>
<td>- gross act of misbehaviour</td>
</tr>
<tr>
<td></td>
<td>- possession of inappropriate substances</td>
</tr>
<tr>
<td></td>
<td>- unprompted physical violence</td>
</tr>
<tr>
<td></td>
<td>- possession of pornography</td>
</tr>
<tr>
<td></td>
<td>- intimidation of staff</td>
</tr>
<tr>
<td></td>
<td>- sexual harassment/misconduct</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal/Deputy Principal/Behaviour Support/HOSES initiated actions in response to inappropriate student behaviour which could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- internal withdrawal</td>
</tr>
<tr>
<td>- parent/carer interview</td>
</tr>
<tr>
<td>- referral to outside agency</td>
</tr>
<tr>
<td>- restorative conference on return from internal withdrawal</td>
</tr>
<tr>
<td>- police notification</td>
</tr>
<tr>
<td>- Inclusion in targeted support programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admin, HOSES, Behaviour Support, internal specialists and outside agencies</th>
<th>Inappropriate student behaviours to be dealt with at this level include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- extreme or repeated incidence of level four behaviour</td>
</tr>
<tr>
<td></td>
<td>- possession /supply of drugs/illegal substances</td>
</tr>
<tr>
<td></td>
<td>- possession of a weapon</td>
</tr>
<tr>
<td></td>
<td>- use of a weapon</td>
</tr>
<tr>
<td></td>
<td>- violent physical/verbal assault</td>
</tr>
<tr>
<td></td>
<td>- criminal act</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal in consultation with Special Needs Committee, HOSES, Behaviour Support and Deputy Principal determines the most appropriate course of action which may include any of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Individual Behaviour Agreement</td>
</tr>
<tr>
<td>- Parent/carer interview</td>
</tr>
<tr>
<td>- suspension in line with Education Queensland Policy SM -16 Student Disciplinary Absences</td>
</tr>
<tr>
<td>- recommendation for exclusion in line with Education Queensland Policy SM -16 Student Disciplinary Absences</td>
</tr>
</tbody>
</table>

NB: Whilst normally a student may progress through each layer of support, serious breaches of the School’s Code of Student Behaviour may result in a student being immediately requiring a higher layer of support. eg Serious misbehaviour such as supplying drugs, use of a weapon and violent assault might progress straight to intensive support and will likely result in the most serious of consequences. Noosasville State School layers of behaviour support provide students with increased support as their needs indicate. Should a student require more than
intensive support, expertise beyond the school is accessed before external withdrawal is implemented.

School Disciplinary Absences (suspension) will be used after the unique circumstances of the situation and all other responses have been considered. Certain types of behaviour are serious enough to warrant the consequence of recommendation for exclusion. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect to be recommended for exclusion.

7. Network of student support

The network for support at Noosaville State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

- School teaching and support staff
- Parents
- District Senior Guidance Officer
- Police Liaison Officer
- Guidance Officer Intensive Behaviour Support
- Scedlinq (CYMHS)
- School administration
- School Guidance Officer
- Behaviour Support Consultant
- Special Needs Committee
- School Chaplain

The Special Needs Committee meets once a fortnight and provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, the Head of Special Education Services, and a teacher representative from each of the early, middle and upper school.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

8. Consideration of individual circumstances

Consequences for breaking the rules or breaching the school’s Responsible Behaviour Plan for Students vary according to a number of factors, which may include:

- Age of the child
- Severity of the incident
- Degree of provocation
- Culture, gender, emotional well-being, socioeconomic situation and impairment
- Honesty and perceived level of genuine remorse.

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 will be considered at all times. ‘Consistency will be in responding to the behaviour, but not necessarily in the nature of the response’.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o 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 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

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- Bullying. No Way! (www.bullingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- Dr William Glasser’s “Choice Theory, Reality Theory and Lead Management”
Christine Richmond’s “Ten Classic Micro-Skills For Maintaining Confidence and Poise in the Classroom”
Linda Kavelin Popov’s “The Virtues Project- Educator’s Guide”

**Endorsement**

Principal

Date effective:

from .................................................. to ..................................................

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)
Appendix 1

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. However, if they are brought to school, they must be turned off and out of sight for the entire school day. 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.

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 Noosaville 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.

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as 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. Noosaville 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 Noosaville 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 Noosaville State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   • race, religion or culture
   • disability
   • appearance or health conditions
   • sexual orientation
   • sexist or sexual language
   • children in care.

5. At Noosaville State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses 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 Noosaville 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. This happens in our Rainbow Rooms fortnightly and regular classroom each week.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- 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 nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

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

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

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Noosaville 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. Noosaville 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.
Appendix 3

In Class Correction Plan

TARGET BEHAVIOUR
- Caring for yourself
- Caring for others
- Caring for your school
- Caring for your learning

Non-Compliance

Step 1: Redirect
"______, What should you be doing?"
Allow take-up time.

Yes

NO

Step 2: Rule Reminder
"______, the rule is ..
Allow take-up time.
Name placed at warning on behaviour stairway

Yes

NO

Step 3: Offer Choice
" ____ you can choose to ...
or you can ..."
Name placed at time out on behaviour stairway

Yes

NO

Step 4: Follow Through
"______, you have chosen
not to ... you will need to ...
Child sent to Buddy classroom (Possible admin, behaviour support or parent involvement)
Referral slip completed

Yes

Compliance

Acknowledge appropriate behaviour immediately:
Eg.
- Gotcha
- Body language
- Descriptive encouragement
- Parallel encouragement
- Allocate points
- Stickers
- Notes home
- Free time
- Marbles in a jar
- Star chart
- Free choice for seating
- Vouchers
- Computer time
- Go for a run
- Tell the class a joke
- Read magazines
- Homework cancellation
- Library time
- Tuckshop voucher
- Game with the teacher
- Class photographer
- Pen licence for a day
- Visit another class
# Incident Report

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Person Completing Form:

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Where was the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who was working with the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Where was staff when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who was next to the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who else was in the immediate area when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the general atmosphere like at the time of the incident?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the student doing at the time of the incident?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What occurred immediately before the incident? Describe the activity, task, event.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe what the student did during the incident.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe who or what the incident was directed at.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What action was taken to de-escalate or re-direct the problem?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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).</th>
</tr>
</thead>
</table>
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

**Questions for staff**
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was 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 6**

<table>
<thead>
<tr>
<th>MINOR</th>
<th>Noosaville SS Behavioural Referral</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care for yourself</td>
<td>Care for others</td>
<td>Care for your school</td>
</tr>
</tbody>
</table>

| Name: __________________________ | Where: □Classroom | □Oval 3-4 | □Bus |
| Class: _______ Date: __________ | □Advent. Playground (P-2) | □Oval 4-7 | □MPA |
| Referred by: _________________ | □Bus shelter | □Music | □JCA |
| | □Computer lab | □Tuckshop | □PE |
| | □Multi Purpose Courts | □Library | □SCA |
| | □Out of Bounds | □LOTE | □SEU |
| | | □Transition | | |
| | □Other: ____________ | | |

**Planning room / Incident report**

Consequences completed on: ___________ ___________ signed (planning room teacher)

**Buddy Class / Incident report**

Sent at: ________ am / pm

Please send him/her back at __________ (30 mins max)

__________________________ signed (referring teacher)

Behaviour while at Buddy Class: □Cooperative and working on sent work □Disruptive

□Refused to work but not disruptive ______________ Signed (Buddy Class)

**REASON FOR REFERRAL:** put as many details as necessary – state the facts only

<table>
<thead>
<tr>
<th>Threats to others</th>
<th>Physical misconduct</th>
<th>Misconduct involving object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruptive</td>
<td>Property misconduct</td>
<td>Defiant threats to adults</td>
</tr>
<tr>
<td>IT Misconduct</td>
<td>Substance misconduct</td>
<td>Refusal to participate in program</td>
</tr>
<tr>
<td>Lying-cheating</td>
<td>Third minor referral</td>
<td>Non compliant with routine</td>
</tr>
<tr>
<td>NFTI</td>
<td>Verbal misconduct</td>
<td>Possess prohibited items</td>
</tr>
<tr>
<td>Out of bounds</td>
<td>Bullying/harassment</td>
<td>Other ______________</td>
</tr>
</tbody>
</table>

Details of incident - put as many details as necessary – state the facts only

PTO if further space required

Class Teacher sign and return to collection box:

-----------------------------------------------

Student Name:

Dear Parent/Carer

Your child has received a □Buddy Class □Planning Room □Incident Report for …

__________________________ (Class Teacher)
Please read and sign the back of this slip and return to class teacher

Additional details

All referral forms need to be recorded on OneSchool.

Date entered into OneSchool: ______/_______/_______ by _____________________

Minor Incidents include:
- Any Buddy Class, Planning Room or Incident report slip/s that does not fall into the major categories

Major Incidents

Examples of major incidents include, but are not limited to issues that:

- Directly cause physical harm to others, requiring documented medical treatment or formal accident reports
- Damages property, requiring compensation, staff to undertake maintenance to facility or an administrator to directly manage a Health and Safety Issue.
- Involves severe verbal abuse including expletives in the presence of or at staff in an argumentative or threatening manner
- Demonstrates documented (serious or referred minor incidents) for serious behaviours relating to harm or misconduct with the agreement of the sector leader that it is a recordable major incident

Parent Return Slip
This form is used to inform parents/carers of behaviour incidents that your child has been involved in.

Your support in discussing the incident with your child is greatly appreciated. If you would like further details of the incident contact your child’s teacher.

I have read the information attached and discussed with my child.

Signed: Parent/Carer

Template Version Control: 15 November 2013
### Data Action Plan

#### Collection of Data

Data collected through our referral system

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Incident record</th>
<th>Data input</th>
<th>Data retrieval</th>
<th>Data Action</th>
<th>Sharing of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Collection frequency</strong></td>
<td><strong>Person Responsible</strong></td>
<td><strong>Collection process</strong></td>
<td><strong>Person Responsible</strong></td>
<td><strong>Review frequency</strong></td>
</tr>
<tr>
<td>Buddy Class referral</td>
<td>At time of incident</td>
<td>Teacher who gives Buddy Class</td>
<td>Via Oneschool</td>
<td>Teacher who gives buddy class</td>
<td>Weekly</td>
</tr>
<tr>
<td>Planning Room referral</td>
<td>At time of incident</td>
<td>Staff member who gives planning room</td>
<td>Via Oneschool</td>
<td>Planning room team</td>
<td>Weekly</td>
</tr>
<tr>
<td>Gotchas</td>
<td>Daily</td>
<td>Staff member who gives Gotcha</td>
<td>Via box at office to data base</td>
<td>Behaviour Teacher Aide</td>
<td>Weekly</td>
</tr>
<tr>
<td>Weekly Parade Certificates</td>
<td>Weekly P-3 F'night 4-7</td>
<td>Class teacher</td>
<td>Via Oneschool</td>
<td>Class teacher</td>
<td>Each term</td>
</tr>
</tbody>
</table>

With the change to Oneschool data entry the easy formulation and printing of these certificates was not possible. Currently under review as to how we can bring this system back on board.

<table>
<thead>
<tr>
<th>Gold Silver Bronze certificates</th>
<th>As above</th>
<th>As above</th>
<th>School based data base</th>
<th>As above</th>
<th>End of each term</th>
<th>Deputy</th>
</tr>
</thead>
</table>

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