



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

Calliope State School

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

1. Purpose

Calliope 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.

2. Consultation and data review

Calliope State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students continues to occur as we implement School Wide Positive Behaviour Support. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Executive Director (Schools) in October 2013, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Calliope 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 Calliope 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:

- Safe
- Respectful
- Responsible.

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

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Calliope 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 three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Calliope State School Lesson Expectation Matrix						
Safe Respectful Responsible						
	ALL AREAS	CLASSROOM	PLAYGROUND	EATING	TOILETS	BUS LINES/BIKE RACKS
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Speak respectfully ▪ Respect others at all times ▪ (Nominating A Peer) ▪ Respect the school dress code at all times ▪ (School Dress Code) 	<ul style="list-style-type: none"> ▪ Walk ▪ Sit still ▪ Enter and exit room in a courteous manner ▪ (Entering And Exiting The Classroom) ▪ Use appropriate language ▪ Actively listening and participating ▪ Speak when appropriate ▪ Respecting other's opinions ▪ Respecting other's and school's belongings ▪ Answering the phone 	<ul style="list-style-type: none"> ▪ Stay in the boundaries ▪ (Play Areas) ▪ Listen to instructions ▪ Play fairly – take turns, invite others to join in and follow rules ▪ Display good sportsmanship ▪ Stay in play areas (not classrooms) ▪ (Before School Procedure) <ul style="list-style-type: none"> • Being a good friend • Encourage and support others • Hands, mouth, eyes and ears 	<ul style="list-style-type: none"> ▪ Clean up after yourself ▪ Following teacher's instructions ▪ Use your manners ▪ (Eating) 	<ul style="list-style-type: none"> ▪ Respect privacy of others 	<ul style="list-style-type: none"> ▪ Use own bike/scooter only ▪ Walk bike/scooter to the gate and along the path

BE RESPONSIBLE	<ul style="list-style-type: none"> ▪ Ask permission to leave the classroom ▪ Be on time (Bell Ringing) ▪ Be in the right place at the right time ▪ Follow instructions straight away ▪ Be organised ▪ 	<ul style="list-style-type: none"> ▪ Be prepared with correct equipment ▪ Complete set tasks including homework according to the homework policy ▪ Take an active role in classroom activities ▪ Keep work space tidy ▪ Be honest ▪ Accepting consequences for your behaviour ▪ Be prepared and ready 	<ul style="list-style-type: none"> ▪ Be a problem solver (Talk Walk and Squawk) ▪ Return equipment to class bin ▪ Play in appropriate areas (P/1 Playground Rules) ▪ (Year 2/3 Playground Rules) 	<ul style="list-style-type: none"> ▪ Putting rubbish in the bin (Rubbish) ▪ Cleaning your area ▪ Eat green foods first ▪ Put lunchbox in the class tub 	<ul style="list-style-type: none"> ▪ Use toilets during breaks 	<ul style="list-style-type: none"> ▪ Leave school promptly
BE SAFE	<ul style="list-style-type: none"> ▪ Respect others' personal space and property ▪ Care for equipment ▪ Clean up after yourself ▪ Wait your turn (Lining Up) ▪ Personal hygiene ▪ Rails are for hands only ▪ Before school procedures (Before school procedures) ▪ Treating technology tenderly (Treating technology tenderly) 	<ul style="list-style-type: none"> ▪ Use equipment and furniture appropriately ▪ Walk in the classroom ▪ Feeling supported within the classroom (Transitions) <ul style="list-style-type: none"> • Catch it, kill it, bin it 	<ul style="list-style-type: none"> ▪ Care for the environment ▪ Participate in school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a broad brimmed hat (Sun Smart) ▪ Use sports equipment only (no sticks/rocks) (Playing Safe on the Oval) <ul style="list-style-type: none"> • Prep / 1 playground • Prep playground • Year 1 playground 	<ul style="list-style-type: none"> ▪ Sit down to eat ▪ Eat your own lunch ▪ Only eat food items 	<ul style="list-style-type: none"> ▪ Wash hands ▪ Walk 	<ul style="list-style-type: none"> ▪ Wait your turn ▪ Keep your belongings nearby ▪ Use the crossing safely (Crossing The Road) <ul style="list-style-type: none"> • Bikes and scooters (Bikes and scooters) • Bus procedures (Bus procedures)

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.

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

- A dedicated section of the school newsletter, enabling 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
- Comprehensive induction programs in the Calliope State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)
 - Information and consequences for knives at school (Appendix 3).

Reinforcing expected school behaviour

At Calliope 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.

Smileys – Individual (everyday)

Smiley stamps and stickers are provided to staff to use for positive reinforcement for being safe, respectful and responsible during teaching and learning activities.

Cool Kid Awards – Individual (weekly)

Students who demonstrate safe, respectful and responsible behaviours may be acknowledged with a certificate given out on parade.

Rewards Room – individual (every 3 weeks)

Students who have been safe, respectful and responsible are invited to a celebration every three weeks throughout the term.

Cool Coins – whole class (weekly)

Each staff member is allocated ten cool coins for the week. The coins are to acknowledge students who are safe, respectful and/or responsible. Teachers can give coins to students who are in their class, but are also encouraged to hand them out during playground duty, before and after school. All coins should be given out each week. Students place their coins in the class coin container as they are collected and each Thursday, classes will add the number of coins in their container and send their coins, and their tally to the office by 2:15pm. The class with the most coins will receive a class reward and be named on parade.

Principal Award – individual (term)

Teachers can nominate one student from their class roll who consistently demonstrate safe, respectful and responsible behaviours throughout the term. The student is acknowledged by the Principal at the end of the term Principal's parade.

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.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more 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.

Targeted behaviour support

At Calliope State School all staff are involved in the support of students who may need more targeted behaviour support. In 2012, all teaching staff participated in Essential Skills for Classroom Management inservice. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. A team approach is used to formulate and record strategies for targeted behaviour support. Parents/caregivers are involved in the support through the classroom teacher.

Strategies used for targeted behaviour support include:

Curriculum adjustment occurs when staff determine that a student requires further support in curriculum related areas, and may include:

- working with a teacher aide or learning support teacher
- adjusted class work
- working with a peer, older student or sibling

Verbal reinforcement is used every day in both the classroom and playground, and may include:

- giving instructions
- cueing with parallel acknowledgement
- descriptive encouraging
- redirecting to the learning
- giving a choice

Non-verbal reinforcement is used every day in both the classroom and playground, and may include:

- waiting and scanning
- body language encouraging – smile, thumbs up
- behaviour charts
- proximity to the child in terms of desk placement or where staff members are standing
- awards
- selective attending

Students may require *increased attention* for either curriculum needs or to reinforce acceptable behaviour. This may occur through:

- one on one curriculum support with the teacher
- teacher aide support
- work with another member of school staff
- curriculum support through an older classmate
- behaviour contracts

Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.

A child who is receiving targeted behaviour support may benefit from *added responsibilities* within the class or school which may include:

- peer tutoring
- working with a younger or older classmate
- classroom jobs
- school jobs.

Intensive behaviour support: Behaviour Support Team

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

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

5. Consequences for unacceptable behaviour

Calliope State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An incident referral form (Appendix 4) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor guided by the Calliope State School Behaviour Definitions (Appendix 5), with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, Buddy Teacher visit, individual meeting with the student, apology, restitution or detention for work completion, Behaviour Reflection Room, rubbish duty.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Behaviour Reflection Room, restitution, loss of break times, warning regarding future consequence for repeated offence, Behaviour Sheet.
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, Behaviour Sheet, suspension from school, withdrawal from the classroom and/or playground.
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons • Prohibited items such as knives (Appendix 3)
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> • Possession or selling of drugs • Prohibited items such as knives (Appendix 3)
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	<ul style="list-style-type: none"> • Major dishonesty
	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment 	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

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.

Ensuring consistent responses to problem behaviour

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

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

Student Disciplinary Absences are used after consideration has been given to all other responses.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student

continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Calliope 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.

Record keeping

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

- incident report (Appendix 7)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 6).

7. Network of student support

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

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

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

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

8. Consideration of individual circumstances

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

Calliope 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:
 - 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

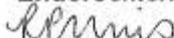
10. Related policies

- 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

Executive Director (Schools)

Effective Date: 1 January 2010 – 31 December 2013

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 are asked 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. All devices brought to school must be signed in at the office and collected at the end of the school day. **NO RESPONSIBILITY WILL BE TAKEN FOR DEVICES THAT ARE NOT SIGNED IN.** Devices not signed in will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Calliope 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 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

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

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

- *Personal Technology Devices includes, but is not limited to, games devices (such as 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.

Calliope State School Bully Prevention Strategy

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

Rationale

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

School Community Beliefs about Bullying

“Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or groups of persons.” Farrington 1993.

Each instance of behaviour, including bullying and harassment, in this school should be dealt with on an individual basis, dependent on the situation, the persons involved, the needs of the person experiencing the behaviour and the seriousness of the incident, conducive to a supportive and safe school environment.

Children need to learn to distinguish appropriate and inappropriate behaviours as a part of their development at school, at home and within the community. There is a responsibility of schools and families to support students in developing conflict resolution skills, and sustain their resilience during a variety of social interactions at home, in the community and at school.

Bullying behaviours might include ...

	<i>Direct</i>	<i>Indirect</i>
<i>Verbal Abuse</i>	Verbal insults Unfair criticism Name calling	Persuading another person to criticise or insult someone Spreading malicious rumours Anonymous phone calls and emails
<i>Gestural Abuse</i>	Threatening or obscene gestures Menacing stares	Deliberately turning away or averting one's gaze to ignore someone
<i>Physical Means</i>	Striking Throwing things Using weapons	Getting another person to assault someone Removing and hiding belongings
<i>Relational Bullying</i>	Forming coalitions against someone	Persuading people to exclude someone

(Rigby, 2005)

At Calliope State School, bullying in any form is not accepted and all members of Calliope State School accept their responsibility to promote positive relationships and to prevent bullying.

Educational Programs

It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at Calliope State School. At Calliope State School, we use the following educational strategies -

- Class meetings,
- Brochures available in enrolment package and on the school website,
- Parent information sessions,
- Class visits – Principal, Deputy principal and/or Guidance Officer
- Bullying – NO WAY! resources,
- Positive Parenting Program.

Prevention Programs

Effective social skill and positive relationships act to prevent bullying. At Calliope State School we promote effective social skills and positive relationships by facilitating a range of programs including ...

- Ongoing recognition of positive behaviours through weekly awards
- 'You Can Do It !' focusing on resilience, organisation, persistence, confidence and 'getting along',
- Parental involvement – culminating activities, Open Night, Meet & Greet,
- Year Six Leadership Camp,
- Annual orientation to school's Responsible Behaviour Plan, outlining school wide expectations including 'Hands off, feet off!',
- Development of classroom specific behavioural expectations aligned to school's Responsible Behaviour Plan,
- Talk, Walk and Squawk strategy

Responses to Bullying

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

Our school does not accept, condone nor tolerate bullying, harassment or teasing in any form. Our **Responsible Behaviour Plan for Students** reflects the strategies and consequences in place for dealing with bullying.

If bullying is reported or suspected, it needs to be addressed immediately. The member of staff who has witnessed the incident or has been approached about an incident should ensure the safety of the victim and deal with the issue immediately and appropriately. A clear account of the incident should be recorded on OneSchool and referred to the Admin team.

The principal or delegate will investigate the incident by ...

- Interviewing all concerned,
- Recording the incident and findings on OneSchool,
- Notifying parents/caregivers that an incident is being investigated, including consideration of how the parties wish the incident to be resolved,
- Advising all of their rights and responsibilities,
- Attempting to find a resolution through strategies such as -
 - Conflict resolution
 - Implementing consequences (eg; time out, suspension, etc)
 - Counselling through referral to Guidance Officer or Child Psychologist for both the bully as well as the victim
 - Keeping teachers, parents/carers informed.

The school supports students who report being bullied/harassed by ...

- Encouraging students to discuss issues with a trusted staff member, the Principal or Deputy Principal at any time they have need to do so,
- Reassuring these students that incidents will be investigated and dealt with,
- Offering continuous support for them as and when it is needed,
- Encouraging students to form friendships with other students,
- Offering counselling support if needed and if issues are not resolved,
- Actioning clear consequences for bullies that do not cease their bullying behaviours.

The school supports students who have bullied/harassed by;

- Discussing the issues,
- Discovering why they engage in bullying behaviour,
- Identifying the bullying behaviours and discussing alternative ways of behaving or strategies to change that behaviour,
- Enlisting the support of parents/caregivers where appropriate and possible,
- Enlisting the support of Guidance Officers and other mental health professionals for counselling purposes,
- Giving clear consequences for ongoing inappropriate behaviours.

The school and individual classes facilitate programs such as ...

- 'Whole of school' and 'whole class' strategies and/or programs to deal with bullying issues. Teachers should implement class programs relating to bullying when instances of bullying or harassment occur. References to online programs such as the '**Bullying No Way**' website should be accessed by teachers and students for strategies and resources to implement.
- 'You Can Do It' implemented throughout the school to assist with individual and whole school strategies in coping with bullying, self esteem and self confidence.

Actions

Refer to Responsible Behaviour Plan for Students for actions following incidents of bullying.

Continual communications with parents/caregivers, class teachers, playground supervisors and specialist teachers needs to occur at all stages in dealing with bullying issues.

Reporting and Monitoring Bullying

At Calliope State School reports of bullying are taken seriously. Students and parents may report bullying in the following ways –

- Initially, report suspected bullying to the classroom teacher,
- Support your child by building confidence and resilience (see Parent Package),
- Regularly communicate with the teacher managing the case.

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

Staff are encouraged to document all reports of bullying as they arise to capture data to better inform the school's Responsible Behaviour Plan. This may take the form of ...

- Playground and Classroom Incident Registers (pink folders),
- Anecdotal Records,
- OneSchool Incident Application as part of the Behaviour Module.

What can Parents and Carers do to Help with Bullying and Harassment ?

Parents can assist in making major difference to the mindset of children vulnerable to bullying. Some suggestions include ...

- **Closely monitor** your child/ren's **feelings** about school and other children. Look beyond the superficial responses (eg; "How was school today?" "Good.") and check for signs of real contentment
- When bullying is detected, it is important to **listen carefully** and find out exactly what is happening. Don't get angry and ring the school immediately. Find out who said what and why and try to discern who initiated the issue. Remain calm but supportive, confident and protective.
- **Take measured action**. In the first instance, discuss the incident with the class teacher. Discuss what has been happening, and why. Work out a joint strategy such as 'Talk, Walk and Squawk'. Clearly articulate what you'll do and what the school will do. Ensure that you maintain communication with the school to monitor progress.
- **Keep records**. Every bullying incident must be recorded, so that the school has clear evidence of what is going on. (It's not enough to say, 'Sally has been bullying my daughter.' A school needs dates, words said, actions, if it is to respond effectively.)
- **Initiate actions designed to build up your child's confidence and self esteem**, such as ...
 - Spending more time with him/her in favoured activities (eg; sport, hobbies, outings, etc),
 - Praising him/her for achievements and for being 'such a great kid',
 - Avoiding negatives, including things you normally nag about. Now is not the time for criticism!
 - If something goes wrong (eg; a bad mark, some crisis or other), reminding him/her that he/she is a wonderful person, and that whatever went wrong is trivial (as appropriate).
- **Foster friendships** and a positive peer group. Encourage your child to invite friends home, or offer to take them out for a special treat, thereby strengthening the network and intimate relationships. Whatever you do, don't treat the peer group as the enemy. This will isolate your son/daughter and make him/her even more unhappy and vulnerable.

Teach your child how to be confident. This is largely common sense, but here are reminders -

- o 'Walk tall'; don't hunch or 'crumple',
- o Look people in the eye; don't stare at the floor,
- o Speak clearly and distinctly, not in a whisper,
- o Breathe calmly and keep the pace normal, don't fidget and twitch,

You may like to **demonstrate** these things, and explain that sometimes other people take advantage of you if they think you're scared.

If specific hurtful words were used, it can be helpful to '**desensitise**' your child to such words by -

- Laughing about them. Talk about how silly words are
- Offering appropriate advice about ways to 'deflect' the bullying, such as non committal replies. Whatever you do, don't advise a violent response. This will only make the situation worse, and could put your child in the wrong.
- Constantly check for progress, and keep the school informed of how things are going. As a parent, you are well placed to know what's happening.

ARE YOU BEING BULLIED ?

Are you or someone you know being ...

- Ignored, teased or threatened or excluded by others
- Pushed, hit or kicked
- Receiving abusive messages on the phone or email?

Are your belongings stolen, mistreated or damaged ?

YES

Can I deal with this problem using Talk, Walk & Squawk?

1. Ask them to stop
2. Walk away
3. Ask a teacher/adult for help

(Remember that you can help a friend to Talk, Walk & Squawk.)

If you still have a problem

TO DEAL WITH BULLYING ...

- Ignore it
- Walk away
- Don't give them satisfaction
- Call their bluff
- Argue your way out
- Prepare a response
- Plan what you are going to say or do

Tell someone who you trust ...

- Trusted adult
- Teacher
- Parent
- Friend



TO AVOID BULLYING ...

- Examine own behaviour
- Network of friends
- Avoid location/people
- Assertiveness training
- Control your fears

When reported to the office

- You will be interviewed
- The incident will be recorded
- Your parents will be notified and will receive a Parents Package
- The school will advise all of their rights and responsibilities
- The school will help you to resolve the issue

Classroom Resources

- Are you being Bullied? Posters
- 'You Can Do It!' program

Related Legislation

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

Related Policies

- [SMS-PR-012: Student Protection](#)
- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-018: Information Sharing under Child Protection Act 1999](#)
- [SMS-PR-008: Family Law Matters Affecting State Educational Institutions](#)
- [CMR-PR-001: Complaints Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [SMS-PR-024: Internet - Student Usage](#)
- [SDV-PR-001: Employee Professional Development](#)
- [The Code of Conduct](#)

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.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support
(www.learningplace.com.au/deliver/content.asp?pid=24668)
- Code of Conduct for School Students Travelling on Buses
<http://www.transport.qld.gov.au/buscode>

Information and Consequences of knives at school

WORKING TOGETHER TO KEEP CALLIOPE STATE SCHOOL SAFE

We can work together to keep knives out of school. At Calliope State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

The Principal and Deputy Principal can take tough action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences as outlined in level 2 and/or level 3 of consequences for unacceptable behaviour (page 7).
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Calliope State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal and Deputy.

Appendix 4

Office Referral Major Incidents



Date:	Time:	Referring Teacher:	Location:
Students Involved:		Class:	
Witnessing Individuals		Class:	
Brief description of incident:			
Major Categories (Choose one, see over for definitions)			
<input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Truant/Skip class <input type="checkbox"/> Threat/s to others <input type="checkbox"/> Third minor referral <input type="checkbox"/> Substance misconduct inv. tobacco... <input type="checkbox"/> Substance misconduct inv. Illicit substances <input type="checkbox"/> Refusal to participate in program of instruction <input type="checkbox"/> Property misconduct <input type="checkbox"/> Prohibited items		<input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Physical misconduct <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Bullying /harassment <input type="checkbox"/> Other conduct prejudicial to the good order & management of the school <input type="checkbox"/> Other _____	

Behaviour incident category	Definition
Verbal Misconduct	This is when a student verbally abuses a staff member, parent or other students. Verbal abuse is verbal aggression directed at a person that may include: swearing or name-calling.
Truant/Skip class	This is when a student does not have permission to stay at home or when a student leaves the school without permission.
Threat/s to others	This is when a student says, writes a statement or acts in a manner that makes someone else feel unsafe or worried about their physical, social or emotional safety.
Third minor referral	This occurs when a student has their third Behaviour Room referral.
Substance misconduct involving tobacco and other legal substances	This is when a student uses a substance or offers it to others such as prescription medication, alcohol, or cigarettes.
Substance misconduct involving illicit substances	This is when a student uses illegal substances e.g. drugs.
Refusal to participate in program of instruction	This is when a student removes themselves from the learning environment without permission and refuses to return following teacher intervention.
Property misconduct	This is when a student intentionally damages their own, others or the schools property that results in significant cost to others or the school.
Prohibited items	This is when a student uses a prohibited item such as: knives, cigarettes, lighters, slingshots, materials which could be used for weapons, sticks, or pornographic material.
Possess prohibited items	This is when a student has in their bag or on their person any prohibited item such as knives, cigarettes, lighters, slingshots, materials which could be used for weapons, sticks or pornographic material.
Physical misconduct	This is when there is inappropriate physical contact between students, for instance – aggressive, sexual or annoying. This can be in the form of hitting, punching, kicking, pushing, slapping, hair-pulling, pinching, being overly affectionate/annoying, pulling at clothing, holding hands, cuddling, kissing (sexual).
Other conduct prejudicial to the good order and management of the school	This is any major behaviour not otherwise defined that puts others or self at risk of harm or significantly violates the rights of others. This can include behaviour that occurs outside of school that has repercussions within the school context.
Misconduct involving object	This is when a student is using items in an unsafe or inappropriate way with intent to harm and results in injury.
Bullying/harassment	This is when a student is demonstrating repetitive inappropriate behaviour towards another student or adult over a period of time including teasing, swearing, invasion of personal space, following, taking their things, manipulating friendship groups, text messaging, MSN, internet harassment.



Buddy Room Referral Form

Date:	Referring Teacher:	
Student's Name:	Class:	
Work to be Completed:	Duration of Stay:	
Minor Categories		
<input type="checkbox"/> Verbal Misconduct <input type="checkbox"/> Physical Misconduct <input type="checkbox"/> Misconduct Involving Object <input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Late <input type="checkbox"/> Information Technology Misconduct <input type="checkbox"/> Disruptive <input type="checkbox"/> Defiant/threats to adults	

Classroom Teacher's Signature:

Buddy Room Teacher's Signature:

Behaviour incident category	Definition
Verbal Misconduct (Minor)	This is when a student teases or speaks inappropriately to another student. This is when it is not bullying or harassment.
Third buddy room	This occurs when a student has their third buddy room referral.
Physical misconduct (Minor)	This is when there is physical contact between students of a minor nature such as rough play.
Other conduct prejudicial to the good order and management of the school (minor)	This is any minor behaviour not otherwise defined that breaches the school rules but does not cause serious harm to others or significantly violate the rights of others.
Non compliant with routine	This is when a student doesn't comply with the school-wide expectations of be safe, be responsible and be respectful.
Misconduct involving object (minor)	This is when a student is using items in an unsafe or inappropriate way without intent to harm and their actions do not result in injury.
Lying/cheating	This is when a student deliberately misleads others or copies others' work or uses aids to assist themselves during learning activities.
Late	This is when a student persistently arrives to the classroom/learning environment after the second bell without a valid explanation. The student is required to present at the office with an explanation and to receive a late note.
IT misconduct	This is when a student breaches the ICT agreement signed on enrolment.
Dress code	This is when a student persistently breaches the school dress code without a valid explanation.
Disruptive	This is when a student causes any interruption by displaying a behaviour that stops the flow of teaching and learning such as: -talking; -calling out; -not sitting still; or -inappropriate noises.
Defiant/threat/s to adults	This is when a student refuses to comply with teacher instructions or directions, answers back or argues. This category is not to be used for threats to adults, only defiance towards adults.



Calliope State School – Behaviour Reflection Form

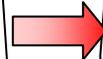


Trigger

Problem Behaviour

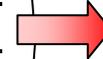
Desired Outcome

What happened? Who? Where? When?
Why?



What did you do?

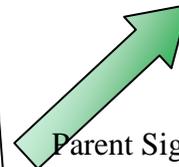
Acceptable Alternative



What did you want to get or avoid?



What should you have done to get what you needed?



safe
respectful
responsible

Parent Signature: _____

BRR Teacher
Signature: _____

Viewed by Classroom Teacher: _____

Appendix 5

Calliope State School Behaviour Definitions



Behaviour incident category	Definition	Example
Verbal Misconduct	This is when a student verbally abuses a staff member, parent or other students. -swearing -teasing	Billy didn't understand what to do in maths so he swore at the teacher.
Truant/Skip class	This is when a student does not have permission to stay at home or when a student leaves the school without permission.	
Threat/s to others	This is when a student says, writes a statement or acts in a manner that makes someone else feel unsafe or worried about their physical, social or emotional safety.	Jim reported to me that Tom had said that he would bash him and tell the other class members that he was still afraid of the dark if Jim didn't give him his tuckshop money.
Third minor referral	This occurs when a student has their third Buddy Teacher referral.	
Substance misconduct involving tobacco and other legal substances	This is when a student uses a substance or offers it to others. -prescription medication -alcohol -cigarettes	
Substance misconduct involving illicit substances	This is when a student uses illegal substances. E.g. drugs	
Refusal to participate in program of instruction	This is when a student removes themselves from the learning environment without permission.	
Property misconduct	*not yet defined*	
Prohibited items	This is when a student uses a prohibited item (see list below).	
Possess prohibited items	This is when a student has in their bag or on their person any prohibited item. Such as - knives - cigarettes - lighters - slingshots	Student A reported that student B has been charging other students \$2 each to look at pornographic magazines.

	<ul style="list-style-type: none"> - materials which could be used for weapons - sticks - pornographic material 	
Physical misconduct	<p>This is when there is inappropriate physical contact between students, for instance – aggressive, sexual or annoying.</p> <p>This can be in the form of –</p> <ul style="list-style-type: none"> - hitting, punching, kicking, pushing -slapping, hair-pulling -pinching - overly affectionate/annoying -pulling at clothing -holding hands, cuddling, kissing (sexual) 	I observed Jenny walk across the eating area and pull down Jimmy’s shorts from behind.
Other conduct prejudicial to the good order and management of the school	This is any behaviour not otherwise defined that is unsafe or disrupts the teaching and learning.	
Non compliant with routine	This is when a student doesn’t comply with the school-wide expectations.	
Misconduct involving object	<p>This is when a student is using items in an unsafe or inappropriate way.</p> <ul style="list-style-type: none"> - poking/hitting others with a ruler - cutting someone’s hair - stabbing someone with an object (pencil, ruler, compass) 	
Lying/cheating	This is when a student deliberately misleads others or copies others’ work or uses aids to assist themselves during learning activities.	
Late	This is when a persistently student arrives to the classroom/learning environment after the second bell without a valid explanation.	
IT misconduct	This is when a student breaches the ICT agreement signed on enrolment.	
Dress code	This is when a student persistently breaches the school dress code without a valid explanation.	

Disruptive	<p>This is when a student causes any interruption by displaying a behaviour that stops the flow of teaching and learning.</p> <ul style="list-style-type: none"> -talking -calling out -physical contact -not sitting still -inappropriate noises 	
Defiant/threat/s to adults	<p>This is when a student refuses to comply with teacher instructions or direction, answer back and argue. A student is threatening when they say they are going to hurt/injure/defy an adult.</p>	<p>Child A refused to enter the classroom at the start of a lesson. When the teacher asked them to join the class he replied 'I don't want to!'</p>
Bullying/harassment	<p>This is when a student is demonstrating repetitive inappropriate behaviour towards another student or adult over a period of time.</p> <ul style="list-style-type: none"> -teasing -swearing -invasion of personal space -following -taking their things -manipulating friendship groups -text messaging -MSN -internet harassment 	

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

Appendix 7

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred 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).		

2012 Buddy Teacher List

Prep APre B.....	Prep C
1A	4A
1B	4B
1C	5A
2A	5B
2B	6A
2C	6B
3A	7A
3B	7B
3C	7C