



JARVISFIELD STATE SCHOOL

Responsible Behaviour Plan for Students

OUR VISION	Jarvisfield State School aims to provide a comprehensive education of the highest quality developing intellectual, social, emotional, physical, cultural and creative potential of every student.
OUR PURPOSE	Our purpose at Jarvisfield State School is to provide a stimulating environment that fosters the intellectual, physical, social and emotional development of each student to attain his/her maximum potential.
OUR VALUES	<p>We value the principles of:</p> <p>Respect – treating others as we would like to be treated;</p> <p>Cooperation – working constructively with all members of the school community;</p> <p>Consideration – taking care with the feelings of all members of the school community;</p> <p>Responsibility – being accountable for our own actions in work and play;</p> <p>Tolerance – accepting all people for who they are;</p> <p>Honesty – being truthful in all of our actions; and</p> <p>Above all being Proud of what we stand for.</p>

1. Purpose

Jarvisfield State School is committed to ensuring that all students have a right to and receive a quality education. This is achieved through providing a safe, supportive and disciplined environment that respects the following rights:

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

2. Consultation and data review

Jarvisfield State School's Responsible Behaviour Plan was developed in consultation with staff (Student Free Day and staff meetings), parents (community meeting) and students between January and June 2016.

The school developed this plan in collaboration with the School Wide Positive Support Program (SWPBS) which forms the foundation of the School's Responsible Behaviour Plan and our expected positive behaviours have been developed through consultation with students, staff, parents and other community members.

A review of our school data relating to attendance; behaviour; student, staff and parent satisfaction from 2013 - 2015 also informed the development process.

The plan was endorsed by the Principal and P & C President in 2016 and will be reviewed in 2019 as required by legislation.

3. Learning and behaviour statement

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

- the rights of all teachers to teach – Be Respectful;
- the rights of all students to learn – Be Responsible;
- the rights of all to be safe – Be Safe.

All areas of Jarvisfield 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 Jarvisfield 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, known as 'The 3 Bs', to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be responsible**
- **Be respectful**

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 Jarvisfield State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. This will be explicitly delivered through the Positive Behaviour Learning (PBL) framework that focusses on four main elements: Supporting Social Competence and Academic Achievement, Supporting Decision Making, Supporting Student Behaviour and Supporting Staff Behaviour. 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.

The PBL team recognise the link between behaviour and learning and the importance of directly teaching all students the expectations adopted by the school.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Positive Behaviour for Learning Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Jarvisfield State School Behaviour Matrix

Expectations	SCHOOL WIDE	Classroom	Eating Area	Playground	Toilets	To/From School
Be Respectful	<ul style="list-style-type: none"> Follow all adult instructions Respect our own, others and school property Treat others the way you would like to be treated Respect the right of teachers to teach 	<ul style="list-style-type: none"> Show interest in what others have to say and do Listen and follow all adult instructions Raise your hand to speak and take turns Encourage learning by not distracting others Be willing to work with others Respect all property Smile at others, use friendly words Celebrate success and compliment others 	<ul style="list-style-type: none"> Keep areas clean and tidy. All litter to be placed in the bin Respect the property of others and you own. Use friendly words Use quiet voices Include others 	<ul style="list-style-type: none"> Establish and follow the rules of the game Take turns Treat others as you would like to be treated Be a good sport and go out graciously Use friendly words 	<ul style="list-style-type: none"> Respect the privacy of others Leave the toilets clean Use paper for wiping only Use consumables (eg. water and soap) sparingly 	<ul style="list-style-type: none"> Speak respectfully and use manners to the bus driver and others on the bus Talk quietly when travelling Respect bus property Use friendly words
Be Responsible	<ul style="list-style-type: none"> Listen to and follow all instructions first time every time Look after my own and all school property Be the best person that you can be Make healthy, sensible and fair choices 	<ul style="list-style-type: none"> Follow instructions Be seated and ready to learn Be tidy and organised Participate in discussions and activities Do your best always Smile at others, use friendly words Share with others when required Include others in group work Be responsible for your own belongings 	<ul style="list-style-type: none"> Listen to the teacher on duty Make healthy choices Regulate your body with food and water regularly Be hygienic – wash your hands with soap and water Plan what you are going to do during play time 	<ul style="list-style-type: none"> Listen to others Play fairly Be willing to try new games and activities Consider others and invite them to join in Encourage others Be aware of personal space 	<ul style="list-style-type: none"> Use the toilet before school, morning tea and at lunchtime Wait your turn Use the toilet then leave 	<ul style="list-style-type: none"> Help younger students keep your hands and feet of yourself Walk directly to your car/bus Follow instructions Remain seated on the bus
Be Safe	<ul style="list-style-type: none"> Keep hands, feet and objects to ourselves Walk calmly and quietly around the school and on concrete areas Follow all adult instructions Take care of all equipment 	<ul style="list-style-type: none"> Enter classrooms only when a teacher is present Move calmly around the classroom Keep all legs of your chair on the floor Use equipment correctly Keep your hands and feet to yourself Be aware of personal space Use stairs one at a time Wear your shoes 	<ul style="list-style-type: none"> Walk on the concrete Sit in the designated areas Eat only your own food Remain sitting until you are dismissed Put your lunchbox away after eating time 	<ul style="list-style-type: none"> Wear your hat and shoes at all times Walk on the concrete Look where you are walking Use equipment correctly Stay in approved areas Play school approved games Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Leave food items outside Use toilet paper for its purpose Flush the toilet after use Wash your hands with soap and water Return to class promptly Responsibly report inappropriate behaviour 	<ul style="list-style-type: none"> Remain in school uniform until you are with your family Carry school bags safely Skateboards and scooters should be left at home when travelling on the bus Cross roads safely using pedestrian crossing Walk directly to and from school Electronic devices are to be handed in to the Office when entering the school grounds and collected upon departure

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.



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

- Positive reward systems such as stickers, certificates and prizes.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations and the PBL committee.
- 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 Jarvisfield 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).
 - The Use of Knives at School Fact Sheet (Appendix 3).
 - Temporary Removal of Student Property by School Staff (Appendix 4).

Reinforcing expected school behaviour

At Jarvisfield State School, communication of our key messages about behaviour is supported through consistency of application and 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 provided with regular professional development in behaviour management approaches and techniques. This ensures that all staff give consistent and appropriate acknowledgement and rewards to students at our school.

Staff members recognise students when they observe them 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 reinforce the behaviour with positive words of encouragement, stickers, certificates or prizes.

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 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.

Actions: These may include:

- Regular home/school communication eg. Oral reporting, communication books, class newsletters.
- Student awards in the classroom and on parade.
- Community celebration of student achievement.
- Providing accurate and constructive feedback on students' learning and behaviour.
- Social Skilling and Personal Development Programs (BMST).
- Peer Support and Peer Mentoring.



- Implementing Programs / Strategies - Anti-bullying, Self-Esteem, Values, Bounce Back, Kids Matter.

Targeted behaviour support

At Jarvisfield State School, we believe that Behaviour Management should be based on consistency. The following strategies are some that may be used when encouraging children to be responsible members of the school community that would include following the school's Code of Behaviour and School Rules.

Primary Prevention Support

Reward System

- Positive reinforcement for positive behaviours
- Rewards system stickers, stamps, Gotchas, prize box, certificates, positive reinforcement
 - This data is tracked through Positive Behaviour entries on OneSchool.

Training for Staff

- Essential Skills for Teachers
- Positive Behaviour for Learning Professional Development

Role Modelling

- Inviting outside personnel into the school - Adopt-a-Cop, Community Leaders etc.
- Staff (both teaching and non-teaching).
- Mutual respect with the other children and teachers.
- Cooperative behaviour from the top down.
- Modelling responsible attitudes.
- Dealing fairly with children.
- Showing children we value their thoughts.
- Asking children their ideas and opinions and taking an interest in them.
- Demonstrate correct procedures.

Consistent – consistent reinforcement of positive behaviour and enforcement of rules and consequences.

Persistent – all rules apply to all students at all times.

Insistent – high expectations for every student, every day.

Fostering Responsibility

- Class meetings.
- Trusting students.
- Allocation of duties.
- School areas for groups to maintain and beautify.
- Delegation of tasks:
 - Classroom duty roster.
 - School duty roster – sports room monitors, raising flag etc.


Secondary Prevention Support

Each year a small number of students at Jarvisfield State School are identified through observation and records kept in One School as needing extra support to maintain appropriate behaviour in our school setting. In most cases, the problem behaviours of these students may not be regarded as severe, but the frequency of the behaviours may indicate that a higher level of support and intervention is required.

Students participating in Secondary Prevention attend their normal classes, however, they have increased opportunities to receive positive reinforcement and regular rewards to encourage on-task, positive behaviour.

Secondary prevention is co-ordinated through the school principal and the introduction of an individual behaviour contract developed in consultation with the student,





parents/carers and any other key stakeholders. All staff are provided with continuous professional development consisting of skill development during staff meetings, targeted professional development programs and administrative support as required.

Students whose behaviour does not improve after participation in Secondary support, or whose previous behaviour indicates a need for specialised intervention, are provided with an Individual Behaviour Support Plan (IBSP) at the Tertiary level.

Intensive behaviour support

Tertiary Prevention (Intensive Behaviour Support): Behaviour Support Team

Jarvisfield State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with specific behavioural difficulties need intensive support in order to succeed in a classroom environment.

The Tertiary Prevention Support Team:

- Works to ensure that students with high level behaviour support needs are given opportunities to succeed in the classroom environment;
- Develops, manages and reviews Individual Behaviour Support Plans (IBSPs) on a regular basis, continuously adjusting these plans to suit the need of the individual student;
- Maintains regular contact with all key stakeholders to ensure transparent, open communication is maintained at all times.

Following referral to a member of the Tertiary Prevention Support Team, a team member will:

- Assess the needs of the student and contact any other relevant team members.
- In consultation with the student, parents/carers and other key stakeholders, develop an IBSP for the student.
- Assist with the implementation of the IBSP.
- Maintain regular contact with the student, parents/carers and other key stakeholders.
- Regularly review and update the IBSP in relation to behaviour displayed by the student.

Students who require intensive behaviour support will be given support through the Tertiary Prevention Support Team which consists of School Principal, Guidance Specialists, School, Behaviour Support Teacher and parental collaborative assistance and outside agencies such as Burdekin Rural Health, Department of Families and Child, Youth Mental Health, Police Liaison Officer and Positive Learning Centre.

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 – time out, no play etc.

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 Jarvisfield 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.

All teaching staff receive restraint training as a part of their Essential Skills for Classroom Management. This training is completed annually. The principal is the primary officer who intervenes when physical restraint is required. Other staff have received training in this area for when the principal is unavailable.

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.

Training

At Jarvisfield 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.

Record keeping

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

- Incident Report (Appendix 5)
- Health and Safety Incident Record
<http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording-Notification-and-Management.aspx>
- Debriefing Report (for student and staff) (Appendix 6)

6. Consequences for unacceptable behaviour

Jarvisfield 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. The Behaviour Incident report in One School (Appendix 6) is used to record all minor and major behaviour incidents. 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, 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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time out), individual meeting with the student, apology, restitution or detention for work completion.
- 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; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- 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 completes a Behaviour Incident Record in One School and informs Administration.


Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **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 minor and major problem behaviours:

	Area	Minor	Major (Repeated Minor Behaviours can be escalated to Major Behaviours)
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> Accessing inappropriate web pages
	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 grounds 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
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
	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 of items deemed to be unsafe for school (Appendix 4) 	<ul style="list-style-type: none"> Possession or selling of drugs Possession of knives or other weapons





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 (for example, loss of privileges, loss of playtime, parent notification etc.); 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.

In the case of misconduct involving an object, staff may temporarily confiscate student property to:

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

The temporary confiscation of student property can be anywhere from 1-5 days, at the teacher's or administrator's discretion. Student property will be returned in accordance with Temporary Removal of Student Property by School Staff policy as shown in Appendix 4.

Ensuring consistent responses to problem behaviour


At Jarvisfield 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. Whilst proactive and preventive approaches are used mostly, certain types of behaviour are unacceptable. The Procedure for Documentation and Actions will be followed if the inappropriate behaviour continues.

Procedures for Documentation and Actions

1. Staff make entries on the Behaviour Incident Record Slip (see Appendix 5) or directly into One School Database (see Appendix 7) about behaviour issues to be recorded on One School Database. (Breaches must be deemed serious enough or of a continual similar nature to warrant reporting otherwise the person on duty deals with the situation without reporting it – minor offences.)
2. A record of documented breaches will be maintained by the Principal and teachers on the One School Database.
3. Teachers will monitor patterns of behaviour to decide if further action is needed, if the Principal needs to be informed or if behaviour modification has occurred.
4. Principal will interview students and document findings on One School Database.
5. Serious breaches must be brought to the Principal's immediate attention.
6. Principal, in consultation, with teacher/s will request parent interview and document interview on One School Database
7. Principal may request Guidance Officer and Behaviour Management Support Teacher involvement.
8. An Individual Behaviour Support Plan will be implemented. This is produced in conjunction with teacher, Principal, student, parents/guardians and at times Guidance Officer and/or Behaviour Management Support Teacher.



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9. Review of plan at a set date will take place and modifications made.
 10. Progress will be monitored. Parents will be consulted and informed of progress and actions.
 11. Any noticeable changes in a student's behaviour must be documented so that appropriate action can be taken.
 12. On the basis of documentation of incidents or a specific incident suspension or exclusion may occur. Police action may also be required.
 13. If the Principal feels the "good order" of the school is in jeopardy the Principal may:
 - Suspend the student for up to 10 days without an appeal.
 - Suspend the student for up to 11-20 days, subject to an appeal.
 - Recommend exclusion to the Regional Executive Director for approval.

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

As stated in the Safe, Supportive and Disciplined School Environment policy, the Principal has the ability to apply School Disciplinary Absences in the following cases:

Grounds for Suspension and Exclusion include:

- Wilful disobedience
- Misconduct
- Other disruptive behaviour that adversely impacts on students' learning

Grounds for Exclusion

- A student may be suspended with a proposal/recommendation to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour.
- Additionally, a student may be suspended with a proposal/recommendation to exclude for the student's contravention of a Behaviour Improvement Condition (BIC).
- A principal may only recommend the exclusion to their supervisor if they believe it would be inappropriate for the principal to make a decision to exclude the student from the school.

Grounds for Cancellation of Enrolment

- The enrolment of a post compulsory age student may be cancelled if the behaviour of the student of post compulsory school age amounts to a refusal to participate in the educational program provided at the school.

Procedures set out in Safe, Supportive and Disciplined School Environment for suspensions and exclusions will be followed.



Definition of consequences*

Time out	A principal or a teacher may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Detention	A principal or a teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour. Parents must be notified at least 24 hours prior to proposed detentions outside of school hours (after school or Saturday morning) and provide consent. (See Appendix 11 for Kirwan SHS Detention Policy)
Temporary Removal of Property	A principal or staff member of Kirwan State High School has the power to temporarily remove property from a student, as per the procedure <i>Temporary Removal of Student Property by School Staff</i> . Removed items will be kept in the Administration Block and returned to students at 3pm on the day of removal. Students will sign the removal of property register when collecting removed items. In the event of a Student Protection issue confiscated items may be provided to police as evidence and will not be returned to students. Parents will be notified in this case.
Discipline Improvement Plan	Is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
Community Service Intervention	With the consent of the student and their parent, the student performs unpaid work or activities (outside of school hours) in their local community or school with a host organisation or under the supervision of a school staff member to address inappropriate student behaviour. Students under the age of 14 will complete the Community Service Intervention on school grounds.
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> • disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> • persistent disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school • the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school
Cancellation of Enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

7. Network of student support

Students at Jarvisfield 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





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 and Disability Services
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

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

To ensure that educational outcomes for students are maximised, Jarvisfield State School aims to ensure that Individual Behaviour Support Plans reflect the diverse needs of students and are created through a collaborative approach between Admin, Teachers, Parents and Student.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- Statement of Expectations for a Disciplined School Environment Policy
<http://education.qld.gov.au/behaviour/docs/statement-of-expectations.pdf>
- Safe Supportive and Disciplined School Environment
<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>
- Inclusive Education
<http://ppr.det.qld.gov.au/education/learning/Pages/Inclusive-Education.aspx>
- Enrolment in State Primary, Secondary and Special Schools
<http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary,-Secondary-and-Special-Schools.aspx>
- Student Dress Code
<http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx>
- Student Protection
<http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx>
- Hostile People on School Premises, Wilful Disturbance and Trespass
<http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx>
- Police and Child Safety Officer Interviews with Students and Police Searches at State Education Institutions
<http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety->



Officer-Interviews-with-Students,-and-Police-Searches-at-State-Educational-Institutions.aspx

- Acceptable Use of Department's Information Communication and Technology (ICT) Network and Systems
[http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-\(ICT\)-Network-and-Systems.aspx](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-(ICT)-Network-and-Systems.aspx)
- Managing Electronic Identities and Identity Management
<http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx>
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
<http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx>
- Temporary Removal of Student Property by School Staff
<http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>

11. Some related resources

- National Framework for Values Education in Australian Schools
www.valueseducation.edu.au
- Bullying. No Way! www.bullyingnoway.com.au
- School Wide Positive Behaviour Support
www.learningplace.com.au/deliver/content.asp?pid=246688
- Code of Conduct for School Student Travelling on Buses
<http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx>
- PBL Framework -
<http://www.cheri.com.au/documents/wsrhebershamcheri2.pdf>
- You Can Do It – Programme Achieve -
<http://www.genesis.qld.edu.au/files/docs/ProgramAchieve.PDF>

12. Appendices

- Appendix 1 – Use of Personal Technology Devices at School
- Appendix 2 – Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)
- Appendix 3 – The Use of Knives at School
- Appendix 4 – Temporary Removal of Student Property by School Staff
- Appendix 5 – Behaviour Incident Report form
- Appendix 6 – Debriefing Report
- Appendix 7 – One School Behaviour Incident Record
- Appendix 8 – Jarvisfield State School Consequences for Inappropriate Behaviour

Endorsement



Principal



P&C President

Date effective:

from 6 June 2016 to 6 June 2019



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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. 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 Kalamia 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

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





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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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





Appendix 2

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

Purpose

1. Jarvisfield State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Jarvisfield State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Jarvisfield State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Jarvisfield State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school





- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
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 three-step 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 Jarvisfield State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
 13. Jarvisfield State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.





Appendix 3

The Use of Knives at School

Fact Sheet

Working together to keep Jarvisfield State School Safe

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

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

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

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.
- The Principal can take tough action against a student who brings a knife to school.
- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can students help to keep Jarvisfield State School safe?

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

How can parents help to keep Jarvisfield State School safe?

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





Appendix 4

Temporary Removal of Student Property by School Staff

Overview

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

Process

Confiscation of property

- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
 - preserve the caring, safe, supportive and productive learning environment of the school;
 - maintain and foster mutual respect among staff and students at the school;
 - encourage all students to take responsibility for their own behaviour and the consequences of their actions;
 - provide for the effective administration of matters about the students of the school; or
 - ensure compliance with the school's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated of property

- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
 - its condition, nature or value;
 - to ensure the safety of the student or staff; or
 - for the good order and management, administration and control of the school.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection

- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
 - notify police about the removal of the property;
 - if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so; or
 - if the police seize the property under the *Police Powers and Responsibilities Act 2000 (Qld)* the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student's parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection

- Consider, in deciding a reasonable time for making property available for collection:
 - the condition, nature or value of the property;
 - the circumstances in which the property was removed;
 - the safety of the students from whom the property was removed, other students or staff members; and
 - good management, administration and control of the school.

Student Responsibilities

- Ensure they do not bring property onto school grounds that:
 - is illegal;
 - puts at risk the safety or wellbeing of other students or staff ;
 - does not preserve a caring, safe, supportive or productive learning environment;
 - does not maintain and foster mutual respect; or
 - is prohibited according to the school's Responsible Behaviour Plan for Students.
- Collect their property when advised by staff.

Parent Responsibilities



- Ensure children do not bring property onto school grounds that:
 - is illegal to possess;
 - puts at risk the safety or wellbeing of other students or staff ;
 - does not preserve a caring, safe, supportive or productive learning environment;
 - does not maintain and foster mutual respect; or
 - is prohibited according to the school's Responsible Behaviour Plan for Students.
- Collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.





Appendix 5

Behaviour Incident Report

Name:

Date:

Person Completing Form:

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 were staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		



Appendix 6

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

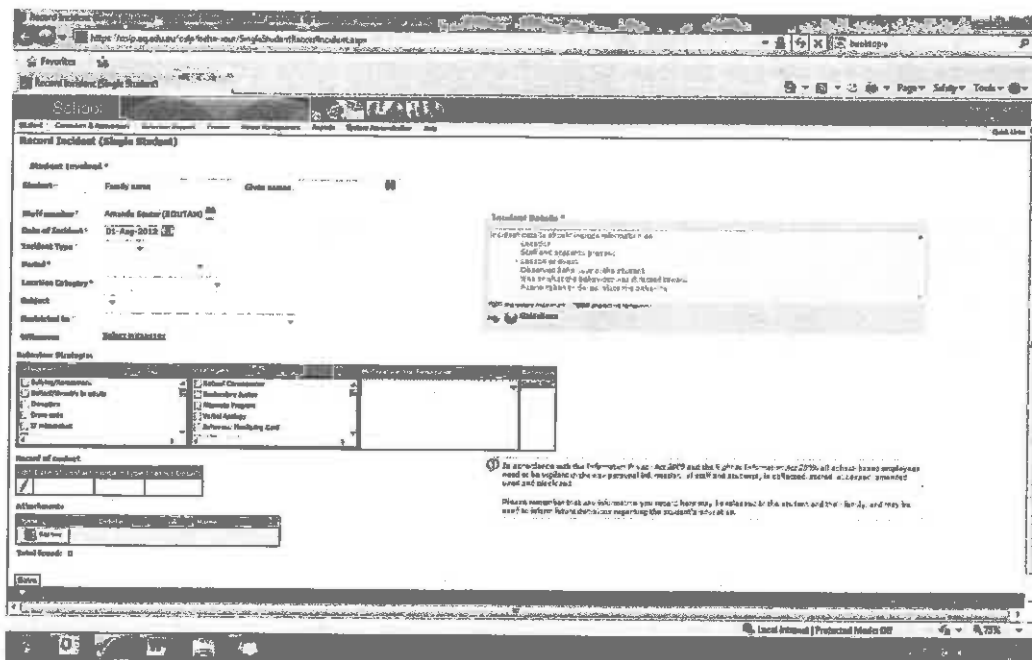
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical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

OneSchool Behaviour Incident Record (single student)



Record Incident Wizard

Student: Curriculum & Assessment > Behaviour Support > Finance > School Management > Reports > System Administration > Help

Record Incident (Single Student)

Student involved *

Student: Family name: Given name: [icon]

Staff member: Amanda Souter (SOUTAM) [icon]

Date of Incident: 01-Aug-2012 [icon]

Incident Type: [icon]

Incident Details:

- Location Category: [icon]
- Subject: [icon]
- Recorded by: [icon]

Behaviour Strategies

Behaviour Strategies: [icon]

Record of contact: [icon]

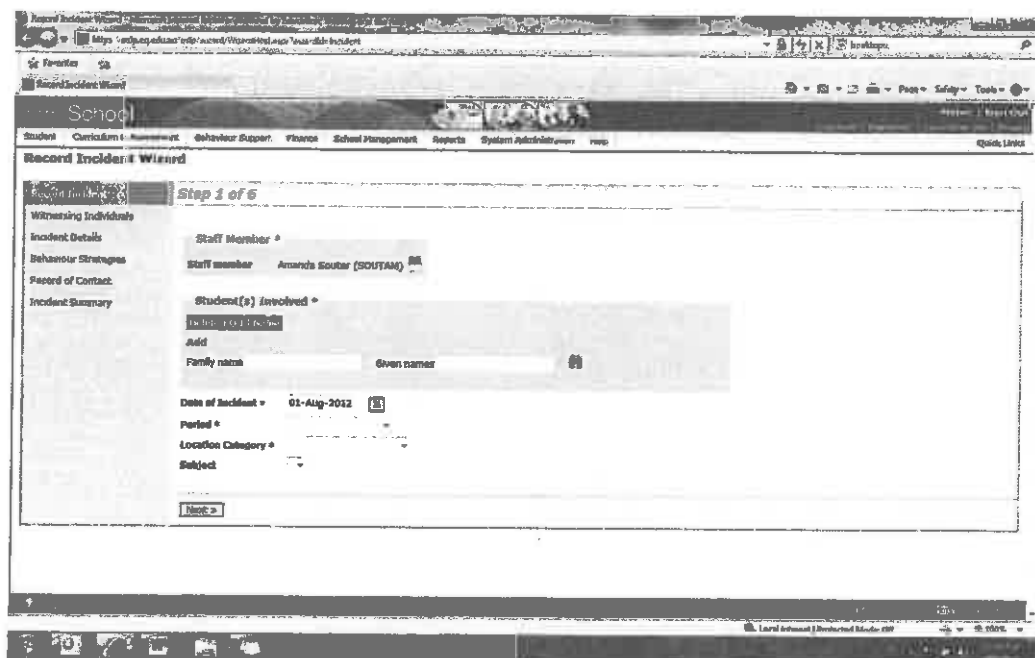
Aftermath: [icon]

Total Score: 0

Incident Details:

As per the policy, all school-based employees must be notified of the incident and, if necessary, the incident must be reported to the relevant authority. Please ensure that all information you record here may be relevant to the incident and the school, and may be used to inform future decisions regarding the student's school life.

Behaviour Incident Record (multiple students)



Record Incident Wizard

Student: Curriculum & Assessment > Behaviour Support > Finance > School Management > Reports > System Administration > Help

Record Incident Wizard

Step 1 of 6

Witnessing Individuals

Incident Details:

Staff Member:

Staff member: Amanda Souter (SOUTAM) [icon]

Student(s) involved:

Add:

Family name: Given name: [icon]

Date of Incident: 01-Aug-2012 [icon]

Period: [icon]

Location Category: [icon]

Subject: [icon]

Next >

Appendix 8

Consequences for Inappropriate Behaviour at Jarvisfield State School

	Level 1	Level 2 (minor)	Level 3 (major)
Be Respectful	<ul style="list-style-type: none"> Being loud/noisy Damaging equipment, gardens, furniture Not using manners Littering Raising your voice Not sharing/turn taking Pushing into line Interrupting others Incorrect uniform 	<ul style="list-style-type: none"> Minor vandalism (e.g. writing on a desk in pencil) Rudeness / back chatting Name calling / swearing Rude / inappropriate actions (e.g. rude gestures) Disobedience / non-compliance Teasing or passing on comments Excluding others Entering the personal space of others inappropriately Minor physical violence (kicking, hitting, rough play) Not playing fairly Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Major vandalism (e.g. carving your name into school property) Bullying Non-physical intimidation or harassment (staring, following, warning gestures) Repeated disobedience / non-compliance Swearing or yelling at others Serious physical violence (fighting, punching, biting, spitting, inappropriate touching of body parts etc) Leaving class without permission (out of sight) Leaving school grounds without permission
Be Responsible	<ul style="list-style-type: none"> No homework Being late Disobeying school rules Wasting learning time Seeking attention Incomplete work Possession of jewellery, toys, phone etc 	<ul style="list-style-type: none"> Disrupting learning Disrupting teaching Dishonesty Petty Theft (e.g. stealing someone's pencil) Refusing to do work 	<ul style="list-style-type: none"> Highly dangerous / damaging actions (e.g. spreading rumours) Threats of violence against teachers or students Major dishonesty (continual) Stealing (e.g. stealing money)
Be Safe	<ul style="list-style-type: none"> Running on concrete/in classroom Rocking on chair Touching others No hat No shoes Being out of supervised areas Sharing food Playing in toilets 	<ul style="list-style-type: none"> Not telling the truth Incorrect use of the internet / social media or phone Unsafe use of equipment (e.g. swinging a bat around others) Dangerous actions (e.g. swinging a school bag around with people nearby) Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) Not wearing a hat in playground Not wearing shoes outside Incorrect use of equipment Not playing school approved games Playing in toilets Possession of items deemed to be unsafe for school 	<ul style="list-style-type: none"> Inappropriate use of internet / social media or phone including cyber bullying Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Throwing objects Possession of weapons Possession or selling of drugs Possession of knives or other weapons
Possible Consequences	<ul style="list-style-type: none"> Rule reminder – verbal or written Apology – verbal or written No play Redo / fix the problem (untidy work, talking quietly, walking on concrete) Lunchtime practice (school and class routines, finishing school work) Removal of inappropriate possessions (jewellery, toys, phone) 	<ul style="list-style-type: none"> Possible contact with parents / carers Possible contact with Principal Possible One School entry made Withdrawal to time out area Missing out on play / privileges / excursions Written or verbal apology to those involved Redo / fix the problem (e.g. remove graffiti) 	<ul style="list-style-type: none"> Withdrawal to time out area or office One School entry made Parents and carers contacted by Principal Student completes reflection sheet Possible suspension / exclusion and re-entry plan Possible Individual Behaviour Plan Missing out on play / privileges / excursions Written or verbal apology to those involved



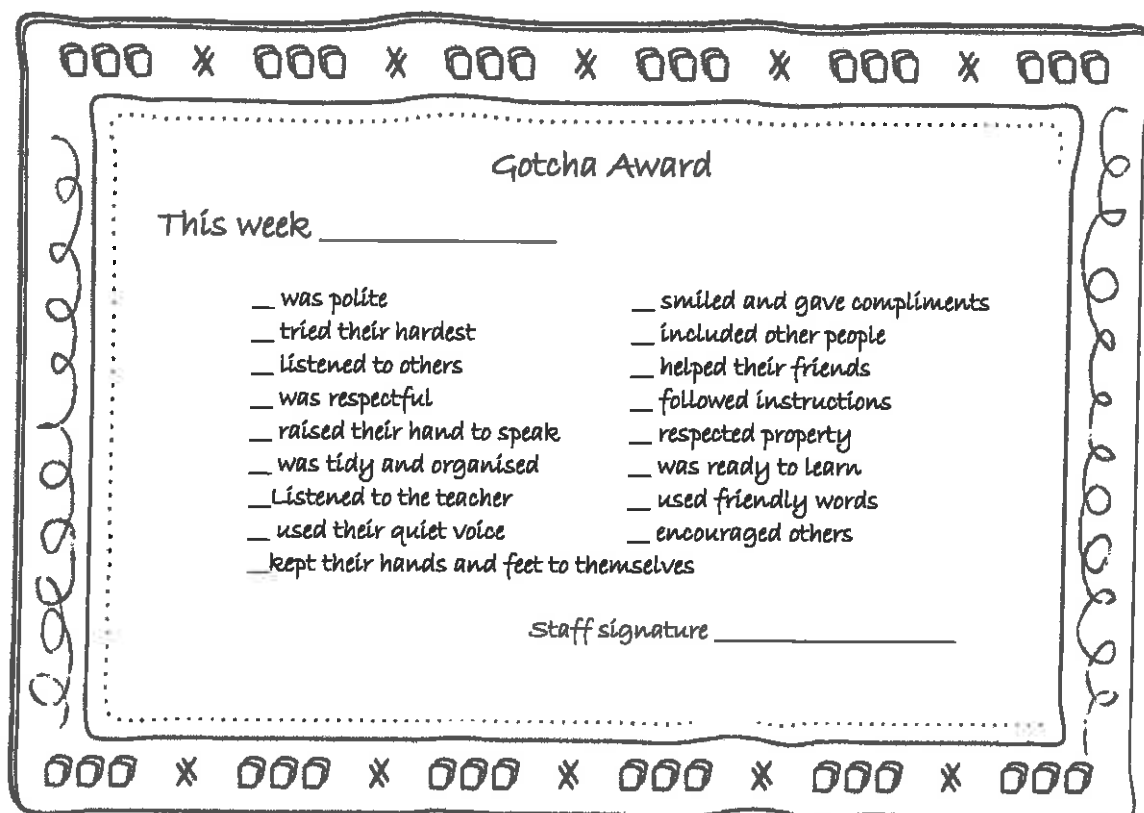


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Appendix 9

Whole School Positive Reward System (Gotchas)

A whole-school reward system for individual behaviour is in place at Jarvisfield State School. As we are a Positive Behaviour Learning and Kids Matter School, we encourage and reward good behaviour. This is done through certificates, praise and our whole-school reward system. In this system, students who are caught doing the correct behaviour are rewarded with a 'Gotcha'. This is a little certificate detailing the positive behaviour that they were caught doing. The student is presented with this award immediately and places it in a collection box. At the end of each week one of the Gotchas is drawn out of the box and that student wins a prize. All Gotchas are then collated and the students receive a sticker on their rewards chart for every Gotcha they have received during the week. The total number of Gotchas is recorded on a Gotcha Graph, which is displayed in the classroom. Their Gotchas are then stapled together and sent home to their families. Students are also set a goal amount of 800 Gotchas for the whole school per term. If they achieve this amount they are rewarded with a party or excursion.



Gotcha Award

This week _____

<input type="checkbox"/> was polite	<input type="checkbox"/> smiled and gave compliments
<input type="checkbox"/> tried their hardest	<input type="checkbox"/> included other people
<input type="checkbox"/> listened to others	<input type="checkbox"/> helped their friends
<input type="checkbox"/> was respectful	<input type="checkbox"/> followed instructions
<input type="checkbox"/> raised their hand to speak	<input type="checkbox"/> respected property
<input type="checkbox"/> was tidy and organised	<input type="checkbox"/> was ready to learn
<input type="checkbox"/> Listened to the teacher	<input type="checkbox"/> used friendly words
<input type="checkbox"/> used their quiet voice	<input type="checkbox"/> encouraged others
<input type="checkbox"/> kept their hands and feet to themselves	

Staff signature _____



