Gunalda State School - 2015

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

1. Purpose

Gunalda State School is committed to providing a safe, supportive, positive and productive learning environment for students and staff. Staff are united in the pursuit of excellence and students are encouraged to engage in high quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our school fosters a warm, safe and supportive learning environment by respecting the following rights:
- All students have the right to learn,
- All teachers have the right to teach and
- All community members have the right to be respected and valued.

Our staff recognise that it is their role to ensure that students are able to learn and develop within the school environment, free of disruptive behaviours that may hinder their progress. It is also expected that students respect the right of a teacher to teach without disruptive behaviours hindering their ability to provide engaging and relevant learning experiences.

This Responsible Behaviour Plan for Students is designed to facilitate high expectations and standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. It relies on students, staff and parents working collaboratively and cooperatively to consistently display appropriate pro-social behaviours. Our school acknowledges and commits to its role in providing students with the skills necessary to become positive, productive and effective members of society.

2. Consultation and data review

This Responsible Behaviour Plan was developed by Gunalda State School in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during March 2015. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2014 also informed the development process.

The Plan was endorsed by the Principal in March 2015, and will be reviewed in 2017 as required in legislation.

3. Learning and behaviour statement

The staff and students of Gunalda State School have the right to learn and the right to work to their potential, in a safe and supportive learning environment, free from disruption, abuse or threat. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be explicitly taught, modelled, encouraged and developed. Thus, behaviour management is 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 Gunalda 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:

- Be an active learner,
- Be respectful,
- Be responsible, and
- Be safe.

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

Our school also has a belief in the Rights and Responsibilities for our students, staff and community members. Please refer to Appendix 1 for a summary of these.

### 3.1 Whole-school behaviour support statement

**To foster the development and continued implementation of acceptable standards of behaviour:**

**Students will**

- comply with the school’s expectations for behaviour and effort,
- participate actively in the school’s education program,
- be accountable and take responsibility for their own behaviour and learning,
- co-operate with staff and other figures of authority,
- show respect for self and others,
- behave in an appropriate and non-disruptive manner in class,
- be on time,
- use positive language,
- be courteous at all times to everyone,
- have respect for others’ belongings, school resources and equipment,
- have respect for the school environment,
- be prepared,
- ask for help when needed,
- be tolerant of others’ views,
- conduct themselves in a safe manner within the classroom and school grounds,
- not bring inappropriate items to school (e.g. weapons, pornography),
- be Sunsafe (wear a wide-brimmed hat), and
- comply to the school’s dress code and wear socks and appropriate footwear at all times.

**Staff will:**

- provide a safe, supportive and productive learning environment,
- provide inclusive and engaging curriculum and pedagogical practices,
- initiate and maintain positive and constructive communication and relationships with students and parents/carers,
- be actively involved in the GOTCHA program,
- promote the skills of responsible self-management,
- accept, support and explicitly teach all school rules,
- be an appropriate role model for behavioural expectations,
- establish clear and concise classroom rules and procedures,
- ensure that the Code of School Behaviour is consistently implemented, and
- model and promote clear communication and positive interpersonal skills (e.g. with a positive and modulated voice).
Parents and the community will:

- show an active interest in their child’s schooling and progress,
- encourage good behaviour habits in their children,
- encourage their child to accept and uphold the values, beliefs and rules of our school as outlined in the Responsible Behaviour Plan for Students,
- provide support and feedback to the school regarding this policy,
- consult with the school personnel about any concerns,
- show due regard for the school’s policies, procedures and routines with regard to safety issues,
- conduct themselves in a positive and safe manner,
- contribute positively to behaviour support plans concerning their child, and
- join in partnership with the students and staff to develop and maintain positive student behaviours.

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

4.1 Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Gunalda State School we emphasise the importance of explicitly 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 behaviours and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Behaviour Expectations Matrix below outlines our agreed upon rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- clear and concise statements of the expectations at the beginning of the school year,
- targeted behaviour lessons conducted by classroom teachers,
- reinforcement of the learning by implementing the GOTCHA rewards program, and
- reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.
Gunalda State School
SCHOOLWIDE BEHAVIOUR EXPECTATIONS MATRIX

<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND &amp; EATING AREA</th>
<th>WALKWAYS &amp; STAIRS</th>
<th>TOILETS</th>
<th>PICK-UP AREA</th>
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</thead>
<tbody>
<tr>
<td><strong>BE AN ACTIVE LEARNER</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>● Actively participate</td>
<td>● Be prepared</td>
<td>● Be a problem solver</td>
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<tr>
<td>● Be accountable for your learning</td>
<td>● Ask for help when needed</td>
<td>● Be conscious of composting</td>
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<td>● Be a team player</td>
<td>● Use teacher feedback</td>
<td>● Participate in school approved games</td>
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<tr>
<td>● Follow task instructions</td>
<td>● Listen with an intent to learn</td>
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<tr>
<td>● Complete all tasks to the best of your ability</td>
<td>● Remain on task</td>
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<tr>
<td>● Apply effort</td>
<td>● Start tasks promptly</td>
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<td>● Complete all homework and assignment tasks</td>
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<td>● Work independently</td>
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| **BE RESPECTFUL** | | | | | |
| ● Help keep the school orderly | ● Sit quietly | ● Walk quietly and in an orderly manner | | | |
| ● Follow staff instructions | ● Enter/exit room in an orderly manner | | | | |
| ● Cooperate with staff | ● Be a good listener | | | | |
| ● Treat others the way you wish to be treated | ● Respect others right to learn | | | | |
| ● Use positive language | ● Talk in turns | | | | |
| ● Actively discourage bullying behaviour | ● Be honest | | | | |
| ● Encourage others | ● Raise your hand to speak | | | | |
| ● Use manners | ● Hats off inside | | | | |
| | ● Share equipment | | | | |
| | ● Cooperate appropriately during group work | | | | |

| **BE RESPONSIBLE** | | | | | |
| ● Clean up | ● Walk sensibly | ● Return to class promptly | | | |
| ● Be responsible for your learning | ● Line up quietly | | | | |
| ● Be on time | ● Manage time effectively | | | | |
| ● Report damage | ● Keep classroom and desks tidy | | | | |
| ● Place rubbish in bins provided | ● Keep bag areas tidy | | | | |
| ● Report bullying behaviour | ● Present bookwork and assignments neatly | | | | |
| ● Follow school expectations | | | | | |
| ● Do not vandalise | | | | | |

| **BE SAFE** | | | | | |
| ● Use equipment appropriately | ● Maintain personal space | ● Use hand rails appropriately | | | |
| ● Follow emergency procedures | ● Sit correctly | ● Walk one step at a time | | | |
| ● Keep calm when in line | ● Walk around classroom | ● Carry items (don’t drag) | | | |
| ● Wear appropriate socks & footwear at all times | | ● Keep passage ways and paths clear at all times | | | |
| ● Report unsafe socks & footwear at all times | ● Carry equipment safely | ● Keep bags secure in the bag racks | | | |
| ● Move safely through school | | | | | |
| ● Keep hands, feet and objects to yourself | | | | | |
| ● Resolve conflict without aggression | | | | | |
| ● Use doors correctly | | | | | |

- Be an active learner
- Be respectful
- Be responsible
- Be safe
4.2 Proactive and preventative behaviour support

The staff of Gunalda State School understand that they can assist students achieving the appropriate standards of positive behaviour, and can optimally respond to unacceptable behaviour by proactively:

- preventing problems,
- being flexible,
- sensing and being sensitive to the student’s mood,
- being fair and consistent,
- building on strengths and building up weaknesses,
- using praise more often than criticism,
- making lessons interesting,
- modelling desirable behaviour,
- varying teaching strategies,
- looking for causes not just symptoms,
- using a variety of control techniques,
- giving instructions clearly,
- creating an environment conducive to good behaviour,
- being interested,
- being attuned to outside school influences,
- taking an interest in students’ families lives,
- involving students in rule making, and
- involving students in decision-making regarding consequences.

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

- The GOTCHA program allows staff to immediately praise positive actions displayed by students in and out of the classroom. This not only reinforces the positive behaviour for the student but also acts as a positive parallel cue for other students who may be off-task or not doing what they should be. It also targets behaviours specifically pertaining to one of the school rules: be an active learner; be respectful, be responsible; and be safe.
  - Weekly certificates – Certificates are awarded to the student/s who received the highest number of GOTCHAs in each of the four specific categories (be an active learner; be respectful; be responsible; and be safe) across a week. This celebrates that students’ progress with achieving that particular school behavioural expectation. The award winners are also celebrated in the weekly newsletter.
  - The Gunalda Spirit Trophy – A trophy is awarded at the end of every term to the student who has accumulated the most GOTCHAs (across all areas) and thus has demonstrated the “Gunalda Spirit” for positive behaviour. The winner is announced and celebrated at a school function and is reported on in the school’s newsletter.

- Staff undergo professional development regarding behaviour management, including the “Essential Skills for Classroom Management”, and understanding and implementing the GOTCHA program. Data collected from the GOTCHA program is communicated to staff to enable them to modify their behaviour management strategies where needed.
- Behaviour management techniques are communicated to staff through regular discussions and parents through the newsletter.
- Induction programs regarding the Responsible Behaviour Plan are provided for new staff and students.
- Staff are supported through the sharing of successful practices at weekly staff meetings.
- Individual support profiles are 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.
- School specific policies are developed to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
Gunalda State School Responsible Behaviour Flowchart

**Positive Proactive Behaviour**
- Awarded a GOTCHA for the appropriate school rule
- Descriptive encouraging comments
- Positive report to parents
- Praise 4:1
- GOTCHA program tallies tickets weekly for certificates and once a term for the ‘Gunalda Spirit Shield’

**Students are expected to:**
- Enter the classroom on time and sensibly
- Follow teacher/teacher aide instructions
- Be respectful to staff and other students
- Be responsible for their learning and their behaviour
- Respect the learning of others
- Use equipment safely and appropriately
- Remain in class unless given permission to leave

**Gunalda State School Rules:**
- Be an active learner
- Be respectful
- Be responsible
- Be safe

**Level 1 Behaviour - MINOR**
- Tardiness and disrespect
- Not following teacher/aide instructions
- Non-completion of work
- Disrupting the learning of others
- Leaving class without permission
- Insolence
- Offensive language
- Refer to GSS RBP for more minor behaviour examples

**Consequence:**
- Quiet rule reminder
- Proximity/body language encouraging
- Parallel cue acknowledgement
- Warning – name on board
- Reposition within classroom
- Make up time
- Recess withdrawal
- Discuss appropriate behaviours with teacher/teacher aide

**Yes**

**Level 2 Behaviour - MODERATE (Safe)**
- Persistence of Level 1 behaviours
- Continual repeated failure to follow a direction
- Gross disruption
- Truancy
- Vandalism
- Property misuse
- Harassment/aggressiveness
- Refer to GSS RBP for more moderate behaviour examples

**Consequence (Cool-down):**
- In classroom withdrawal
- Detention or restitution e.g. clean up the mess that was made
- Discuss appropriate behaviours with teacher/teacher aide
- Parent/carer contacted
- Principal referral
- OneSchool report
- Suspension 1-5 days

**No**

**Level 3 Behaviour – MAJOR (Unsafe)**
- Failure to correct level 2 behaviour
- Elevated classroom insolence
- Elevated verbal abuse
- Major vandalism
- Major harassment
- Dangerously unsafe behaviour
- Wilful, persistent refusal to follow direction
- Persistent refusal to follow program
- Refer to GSS RBP for more major behaviour examples

**Consequence (Time out):**
- Principal referral
- GO referral (anger management)
- Parent/carer contact – interview
- Behaviour monitoring sheet
- Detention/multiple detentions
- Restitution (repair/replace)
- School community service
- Suspension 1-20 days
- Exclusion

**Students are expected to:**
- Enter the classroom on time and sensibly
- Follow teacher/teacher aide instructions
- Be respectful to staff and other students
- Be responsible for their learning and their behaviour
- Respect the learning of others
- Use equipment safely and appropriately
- Remain in class unless given permission to leave

**Corrective strategies for anti-social behaviour**
- Quiet rule reminder
- Proximity/body language encouraging
- Parallel cue acknowledgement
- Warning – name on board
- Reposition within classroom
- Make up time
- Recess withdrawal
- Discuss appropriate behaviours with teacher/teacher aide

**No**

**Yes**

Yes (Level 1 & 2)
Reinforcing expected school behaviour
At Gunalda 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 through the GOTCHA program (see above). This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained and encouraged to give consistent and appropriate acknowledgement and rewards to students.

Rewarding exemplary behaviour
To acknowledge and celebrate prolonged exemplary behaviours demonstrated by students, Gunalda State School has implemented a number of reward strategies:
- Teachers/teacher aides are able to immediately reward a student for demonstrating a positive behaviour pertaining to one of the four school rules through the provision of a GOTCHA.
- Certificates are awarded to the student/s who received the highest number of GOTCHAs in each of the four specific categories (be an active learner; be respectful; be responsible; and be safe) across a week.
- An “Gunalda Spirit” trophy is awarded at the end of every term to the student who has accumulated the most GOTCHAs (across all areas) and thus has demonstrated the “Gunalda Spirit” for positive behaviour.
- Permission to attend school functions, school camps and extra-curricular (school-based) activities (e.g. excursions/sports/concerts).
- In class and school rewards can be awarded by the teacher/teacher aide/principal.
- Once a semester students may be invited to attend a “Rewards Day” for prolonged positive behaviour.

4.2 Responding to unacceptable behaviour
Students attend 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 as active learners, more respectfully, more responsibly or more safely. 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.

Intensive behaviour support
Gunalda 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 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

Gunalda State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When an 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.

Gunalda State School implements a colour coded levelled system to manage inappropriate behaviours (refer to the chart below). While the table is not exhaustive, it gives a range of behaviours that are matched to consequences. The consequences will be dependent upon each circumstance and not all consequences in a level may be given. The level system provides students and parents with an indication as to the seriousness of the incident and possible ramifications.

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

When responding to a problem behaviour the staff member first determines if the problem behaviour is minor, moderate or major, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens,
- **Moderate** problem behaviour is handle by staff members, but may require principal referral (depending on severity), and a
- **Major** problem behaviour is referred directly to the principal.

**Minor behaviours (yellow category)**

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 other staff members.

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 away), 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. provides positive verbal acknowledgement for expected school behaviour.

If the behaviour is deemed significant enough, staff may contact parents/guardians to inform them of the incident and discuss the consequence. They can then discuss future behavioural expectations for the student. If parents/guardians are contacted by a staff member, then a parent contact form must be completed by that staff member on OneSchool.

**Moderate behaviours (orange category)**

Moderate behaviours are those that are of a more serious nature than those in the minor, yellow category but are not as serious as those found in the red category (refer to the chart). A moderate behaviour level may be deemed for persistent yellow level behaviours.

If a staff member detects an issue or incident that they believe is within the orange category, they must decide whether it is minor enough for the teacher/teacher aide to manage, or if it is serious enough for the principal to become involved. The principal and other staff members can then decide what the best course of action would be. After investigations regarding the incident, the parents/guardians will be informed as to the incident and also the consequence.
Major behaviours (red category)

Major behaviours are those that:
- significantly violate the rights of others,
- put others/self at risk of harm, and/or
- requires the involvement of school administration.

Major behaviours result in an immediate referral to the principal 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 escorts the student to principal (or administration if the principal is unavailable).

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 may be recommended for exclusion from school following an immediate period of suspension.

Due to the extreme nature, the staff member would also complete a detailed written statement of observation to be lodged on OneSchool. After investigation by the principal, an appropriate action would be undertaken.
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<th>LEVELS</th>
<th>BEHAVIOUR EXAMPLES</th>
<th>REWARDS</th>
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| Green level – Positive Category  
  • Teacher/teacher aide controlled. | Be an active learner  
  • Actively participates in activities.  
  • Is prepared.  
  • Completes all tasks promptly and to the best of their ability.  
  • Asks for help when needed.  
  • Works independently. | GOTCHA program  
  • GOTCHAs are given to a student when a staff member identifies a positive behaviour that is specific to one of the school rules.  
  • Weekly awards are given to the student with the highest number of GOTCHAs for each category.  
  • The ‘Gunalda Spirit Trophy’ is awarded to the student with the most GOTCHAs overall every term. |
| | Be respectful  
  • Uses positive language.  
  • Treats others how they would like to be treated.  
  • Respects others right to learn.  
  • Follows teacher/teacher aide instructions.  
  • Raises hand to speak. | Other rewards  
  • May attend school functions.  
  • May attend school camps.  
  • May attend extra-curricular (school-based) activities (e.g. excursions/sports/concerts).  
  • Can receive positive reinforcement by way of in class and school rewards.  
  • May attend “Rewards Day” (once a semester) for prolonged positive behaviour. |
| | Be responsible  
  • Is accountable for their learning.  
  • Is accountable for their behaviour.  
  • Represents the school with pride when out in the community.  
  • Looks after their property and the property of others.  
  • Keeps classroom, bag areas, playgrounds and desks tidy. | |
| | Be safe  
  • Uses playground and classroom equipment appropriately.  
  • Wears appropriate socks and footwear at all times.  
  • Is sun safe and wears a wide-brimmed hat.  
  • Moves safely through school environment.  
  • Reports damage or accidents to teacher/teacher aide. | |
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<tr>
<th>LEVELS</th>
<th>BEHAVIOURS</th>
<th>CONSEQUENCES</th>
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| Level 1 - Yellow Minor Categories  
  • Teacher/teacher aide controlled  
  • Parents/carers may be contacted |  
  • Non-compliance with instructions.  
  • Disrupts the learning of others in the classroom.  
  • Infrequently displays inappropriate behaviours in class (rudeness/backchatting, name calling, rocking on chair, calling out, unresponsive in class).  
  • Inappropriate/unsafe play (running on cement, rough play).  
  • Lateness to class.  
  • Not caring for resources/equipment. |  
  • Use quiet rule reminder, body language encouraging and proximity, descriptive encouraging and parallel cue acknowledgement (GOTCHAs to other students) to discretely redirect.  
  • Give warning – name on the board.  
  • Reposition in classroom. |
- Interferes with others, their learning or their property.
- Infrequent non-compliance with the school dress code.
- Not completing set tasks in the time allocated.
- Leaves class without permission.
- Infrequently uses mildly offensive language.

**Level 2 - Orange**

**Moderate Categories**

- Teacher/teacher aide controlled.
- Parents/carers contacted.
- OneSchool report.
- Possible principal referral.

- Persists with Level 1 (yellow) behaviours.
- Wilfully disobeys/refuses to comply with school rules or teacher instructions.
- Negative/oppositional behaviour towards learning and tasks.
- Grossly disrupts the learning experience.
- Frequently uses mild inappropriate language (including negative language directed at another person) or single use of obscene language.
- Causes damage to clothing, equipment or environment.
- Refuses to accept responsibility for actions.
- Uses resources/equipment irresponsibly.
- Vandalises other person’s property or school property.
- Is truant.
- Harasses or displays aggression towards another person.

**Level 3 - Red**

**Major Categories**

- Principal controlled.
- Parents/carers contacted.
- OneSchool report.
- Individual behaviour plan.
- Guidance officer assessment.

- Fails to correct Level 2 (orange) behaviour.
- Elevated classroom insolence or verbal abuse.
- Major vandalism.
- Major harassment.
- Dangerously unsafe behaviour for self or others.
- Involved in physical misconduct or assault.
- Sexual harassment.
- Smoking.
- Possession/use of dangerous/harmful items (weapons, illicit drugs, alcohol).
- Possession of inappropriate/offensive items or images.
- Aggressive/threatening/obscene (verbal or non-verbal) actions towards any person while at school or at a function (excursion/camp).
- Leaves the school grounds without permission.

- Make up time.
- Recess withdrawal (20mins maximum).
- Discuss appropriate behaviours with teacher/teacher aide.

- In classroom withdrawal.
- Detention.
- Discuss appropriate behaviours with teacher/teacher aide.
- Restitution (e.g. clean up the mess that was made).
- Parent/carer contacted.
- Principal referral.
- OneSchool incident report.
- Suspension 1-5 days.
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, or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Gunalda 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, and
• the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
• property destruction,
• school disruption,
• refusal to comply,
• verbal threats, or
• 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 4)
• Health and Safety incident record (link)
• debriefing report (for student and staff) (Appendix 5).

7. Network of student support
Students at Gunalda 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

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

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.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time,
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs,
9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

11. Some related resources
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Effective Date: 17/11/2015
### Expectations.
Our school community has a belief in Rights, Responsibilities and Natural Consequences for Students, Staff and Community members. While the following is not exhaustive it does set out the basic operating procedures.

<table>
<thead>
<tr>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Learn to your maximum potential.</td>
<td>✓ To learn to your potential by:</td>
</tr>
<tr>
<td>✓ To be treated with courtesy and respect, and able to express your feelings as an individual.</td>
<td>✓ Treating others with respect through:</td>
</tr>
<tr>
<td>✓ Be in a safe environment and supervised appropriately in a “Duty of Care” environment.</td>
<td>✓ To care for yourself and your property as well as that of others, the school and community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Staff Rights</th>
<th>Teacher/Staff Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ To teach in a supported and resourced and safe environment.</td>
<td>✓ To plan, teach and facilitate learning which:</td>
</tr>
</tbody>
</table>

- Support school policies, programs and plans
- Encourage and maintain acceptable patterns of behaviour.
- Assess student, class, school records, policies and programs.
- Professionally inform and report to students, parents, the Principal and System when required
- Establish and maintain classroom rules and procedures that are consistent with school and Departmental Policy
- Abide by EQ’s “Code of Conduct.”
- Implement “Child Protection” Policy and procedures.
- Identify and extend prior knowledge and experiences.
| To be treated with respect by students, colleagues and parents. | To treat students, colleagues and parents with respect by
- Listening and respecting other’s abilities and opinions
- Act professionally in all communications
- Model behaviour, which is non-coercive, and non-threatening.
| To be supported in your role as a teacher through Professional Development, School and Education Queensland systems and processes. | |

### Parent Rights

| To discuss with school staff, issues pertinent to your child’s academic, physical and social development | Communicate with school personnel:
- at mutually convenient times
- Directly with the most relevant person
- Have a realistic knowledge of your child’s abilities. |
| To participate in school activities that support your child’s Education. | To support and assist the school in the academic and social development of children through:
- Encouraging a positive attitude to schooling
- Advising the school of aspects which may influence the child’s development
- To work in a partnership approach with the school
- Participation in school events such as excursions, open days, reading, craft etc. |
| To participate in the school’s decision making process and have your opinions valued and respected. | Contribute positively to the school by:
- Valuing and respecting other’s opinions, values
- Participating in community forums, P and C, surveys, feedback response sheets
- Taking an active interest in school issues
- Encourage positive attitudes towards the school’s policies and expectations. |
Appendix 2

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 personal technology devices like mobile phones, 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. If they are brought to school, they must be handed to a staff member on arrival at school and will be given back at the end of the day.

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 Gunalda State School Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

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

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
**Appendix 2**

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

**Purpose**

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

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

10. An initial introductory lesson is delivered, which teaches the 3-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 Gunalda 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. Gunalda 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

Gunalda State School
Behaviour Referral Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Referring staff member:</td>
<td>Specialised Lesson</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### Problem Behaviour

<table>
<thead>
<tr>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defiance/Disrespect</strong></td>
<td></td>
</tr>
<tr>
<td>Low intensity brief failure to follow directions</td>
<td></td>
</tr>
<tr>
<td>Continued refusal to follow directions, talking back and / or socially rude interactions.</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Contact</strong></td>
<td></td>
</tr>
<tr>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td></td>
</tr>
<tr>
<td>Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)</td>
<td></td>
</tr>
<tr>
<td><strong>Inappropriate language</strong></td>
<td></td>
</tr>
<tr>
<td>Low intensity language (eg shut up, idiot etc)</td>
<td></td>
</tr>
<tr>
<td>Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at another individual or group</td>
<td></td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td></td>
</tr>
<tr>
<td>Low intensity but inappropriate disruption.</td>
<td></td>
</tr>
<tr>
<td>Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)</td>
<td></td>
</tr>
<tr>
<td><strong>Property Misuse</strong></td>
<td></td>
</tr>
<tr>
<td>Low intensity misuse of property.</td>
<td></td>
</tr>
<tr>
<td>Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property</td>
<td></td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td></td>
</tr>
<tr>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td></td>
</tr>
<tr>
<td>Dress Code Refusal to comply with school dress code.</td>
<td></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
<td></td>
</tr>
<tr>
<td>Safety Student engages in frequent unsafe activities where injury may occur.</td>
<td></td>
</tr>
<tr>
<td><strong>Dishonesty</strong></td>
<td></td>
</tr>
<tr>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td></td>
</tr>
<tr>
<td>Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and / or harms others</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### School Expectation Category

<table>
<thead>
<tr>
<th>Be SAFE</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
</table>

### Others involved in incident

<table>
<thead>
<tr>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>
# Incident Report

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Completing Form:</th>
</tr>
</thead>
</table>

## Incident Details

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</th>
</tr>
</thead>
</table>
Appendix 5

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 modified to accommodate their specific receptive and expressive needs.