



Kia Ora State School's

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

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

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

2. Consultation and data review

Kia Ora State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during Semester 2 2014 and Term 1 2015. A review of school data sets from 2013-2014 also informed the development process.

The Plan has endorsed by the Principal and members of the Kia Ora State School P&C Association

3. Learning and behaviour statement

All areas of Kia Ora 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 school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

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 Kia Ora 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:

- I am Respectful
- I am a Learner
- I am Safe

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 Kia Ora State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

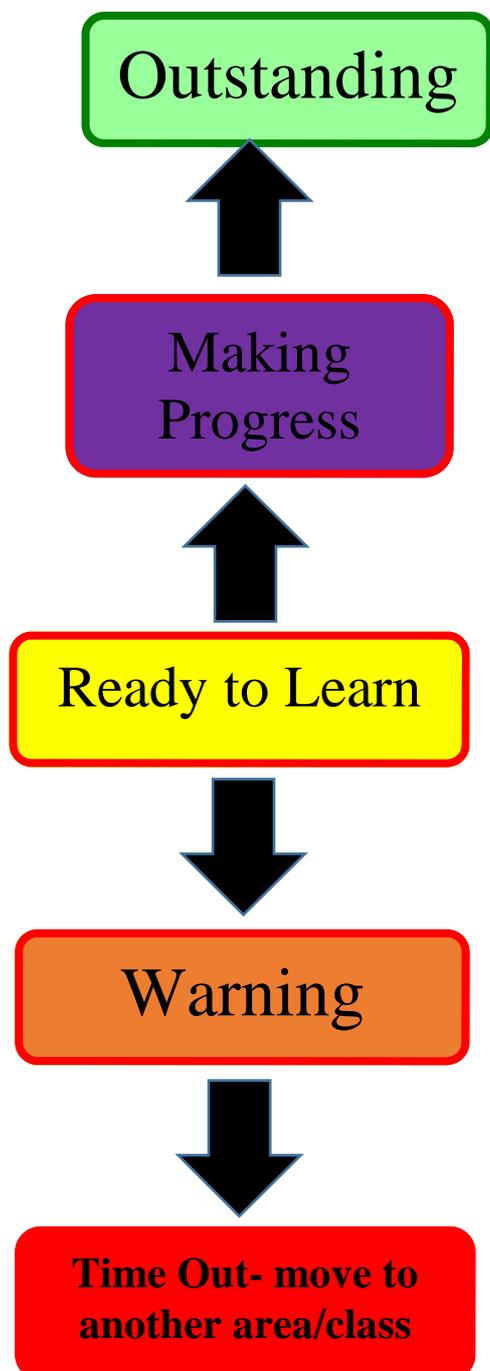
Kia Ora State School Behaviour Matrix		I am; SAFE	I am; RESPECTFUL	I am a; LEARNER
		Following directions		Listening to Adults and Leaders
ALL SETTINGS 	<ul style="list-style-type: none"> keeping hands, feet and objects to myself looking after myself and others walking safely on the concrete always adhering to the uniform policy being hygienic 	<ul style="list-style-type: none"> setting a good example for others being honest caring for myself and others caring for belongings and those of others showing courtesy and manners placing litter in the bin co-operating with others and accepting differences of opinion 	<ul style="list-style-type: none"> keeping noise at a reasonable level being punctual acknowledging the bell using equipment as intended trying my best encouraging others to do their best accepting ownership of my behaviour being patient and waiting my turn 	
LEARNING ENVIRONMENTS	<ul style="list-style-type: none"> asking permission to leave the room 	<ul style="list-style-type: none"> using 'hushed' tones focussing on my own work not disrupting others 	<ul style="list-style-type: none"> being prepared and ready for learning being a problem solver taking pride in my work 	
PLAY AREAS	<ul style="list-style-type: none"> wearing sun smart hat and closed shoes playing only in supervised areas with an adult playing school approved games reporting incidents to an adult on duty 	<ul style="list-style-type: none"> caring for school play equipment taking care to avoid injuring others 	<ul style="list-style-type: none"> playing fairly 	
TRANSITION	<ul style="list-style-type: none"> sitting quietly and waiting for an adult 	<ul style="list-style-type: none"> being in the right place at the right time moving in orderly lines 	<ul style="list-style-type: none"> being punctual moving on pathways in an orderly manner 	
EATING AREAS	<ul style="list-style-type: none"> sitting in the eating area until given instructions eating my own food while seated being responsible for my rubbish and belongings 	<ul style="list-style-type: none"> responding to the bell by being quiet 	<ul style="list-style-type: none"> making healthy food choices 	
TUCKSHOP	<ul style="list-style-type: none"> waiting in line only if I am buying 	<ul style="list-style-type: none"> ordering my lunch before school 	<ul style="list-style-type: none"> using manners 	
BEFORE AND AFTER SCHOOL 	<ul style="list-style-type: none"> reporting immediately to the classroom when you arrive at school walking bikes to the bike area lodging phones and personal devices in the office Sitting properly on the bus 	<ul style="list-style-type: none"> following the instructions of the bus drivers Using the internet and electronic device respectfully 	<ul style="list-style-type: none"> arriving promptly at school reporting to the office if I am late using digital technology appropriately protecting the privacy of others 	
TOILETS	<ul style="list-style-type: none"> going into the cubicle by myself washing my hands and flushing the toilet taking a buddy with me 	<ul style="list-style-type: none"> respecting other's privacy being water wise 	<ul style="list-style-type: none"> Using the toilet appropriately in break times returning quickly to the classroom 	

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

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

Classroom behaviour monitoring and feedback

In class a consistent process and clear communication is used across the school to monitor and provide feedback to students about their behaviour and progress. This allows students to reflect on their progress and to understand the steps that may occur in the behaviour management process. The process is aligned to the “Traffic Lights system. Every student starts off on the yellow “Ready to Learn” level each day and then depending on their behaviour they move down the levels if their behaviour needs correction. Similarly if students are on task and learning they can be moved up the levels to reach outstanding.



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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.

- Comprehensive induction programs in the Kia Ora State School's 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.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);
- And Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour

At Kia Ora State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback outlining how they met the school's behaviour expectations. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Kia Ora State School's Eye Spy's

Staff members hand out Eye Spy's each day to students when they observe them following school rules in either classroom or non-classroom areas. This reinforcement occurs continually throughout the day. When staff 'catch' a student demonstrating the rules they can choose to give them an Eye Spy. When students are given an Eye Spy they return the card to their class teacher.

Each week classroom teachers tally up the number of Eye Spy's for each student in their class. As a powerful reinforcer for positive behaviour students receive a certificate on parade and a prize for the achieving the following Eye Spy's;

20 = certificate and icy pole

40 = certificate and Paddle Pop

60 = certificate and Slushie from the Tuckshop

80 = certificate and \$5.00 Tuckshop voucher

100 =

At the end of each term students who have a pre-determined number of Eye Spy's are eligible to attend an end of term SWPBS excursion.

Targeted behaviour support

Each year a small number of students at Kia Ora State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students requiring Targeted Behaviour Support attend their normal scheduled classes and activities with appropriate adjustments if required. A preliminary assessment of their primary function of behaviour is made and interventions are provided accordingly. For example, if the function of behaviour was deemed likely to be to access attention, the student may be provided with increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Alternatively if the function of behaviour was deemed likely to be to escape instructional tasks the intervention may be primarily based around providing academic support and increased opportunities to receive positive reinforcement for participation. Other interventions may include adult mentoring or intensive social skills training as relevant.

The Targeted Behaviour Support is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and student identification process, and the reporting responsibilities of staff and of the students being supported.

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

• Intensive behaviour support

This level of behaviour support focuses on students with complex or intensive support needs.

The support provided aims to allow the individual to reflect, refocus and reconnect with their schooling and positive influence on other learners and members of the school community. This level of intervention centres on the individual and their re-engagement with learning following:

- a single, high impact behaviour; or
- a complex and challenging pattern of behaviour.

Kia Ora State School is committed to education all students, including those with the highest behavioural support needs. We recognise that students with complex and challenging behaviours need comprehensive systems of support to engage in and experience success with academic, social and emotional learning situations. As such, the school employs the following processes and strategies to support these students.

1. Analysis of behaviour data for the accurate identification of students requiring intensive, individualised support.
2. Use of a coordinated, case management approach to support students and staff, including discussing the needs and appropriate support strategies of individual students with relevant staff and providing administration and leadership team support in team meetings, to implement intensive, individualised support strategies.
3. Development of flexible and alternative learning options, including disciplinary absences, individually managed programs (alternative timetable) and *Discipline Improvement Plan (appendix 8)*.
4. Use legislative policies and procedures that support intervention.
5. Access district, regional and state behaviour support options and external agencies.
6. Identification of goals and development of action plans, including an *Individual Education Plan*

Research validated procedures for the assessment and support of students requiring intensive, individualised support

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.

In all situations the school's *Critical Incident Plan* is followed.

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.

Strategies for avoiding, de-escalating and responding and recording critical incidents are referred to in Appendix 9.

The preferred training and regular updating of staff is the non-violent crisis intervention (NVC).

6. Consequences for unacceptable behaviour

Kia Ora State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, these include bullying (Appendix 2), cyber bullying, using and/or distributing imagery involving staff or students on mobile phones, web pages etc (Appendix 3) and the use of personal technologies (Appendix 1) students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Responsible Thinking Plan for students (Appendix 4) is used to record all major problem behaviour. Students complete the RTP form outlining what they did, how they are going to fix the problem. Once the form is completed it is signed by the student and the referring teacher and then sent home for parents/caregivers to sign and return to the school. The recording of three minor behaviours constitutes a medium behaviour.

Minor/Major behaviours (Appendix 5)

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

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

Ensuring consistent responses to problem behaviour

At Kia Ora 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 in how to respond appropriately 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. We appreciate parent/caregiver participation in also teaching your child how to respond appropriately to re-directions or consequences that are applied for problem behaviour.

All behaviour incidents, school disciplinary absences including detention procedures to suspension and or exclusion are tracked, recorded and reviewed through One School. School disciplinary absences will only be considered after all other responses have been considered and based on the unique circumstances of the situation (Appendix 8).

7. Network of student support

Behaviour support is a collaborative process, students at Kia Ora State School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour supports by people such as:

- Parents
- Teachers and Teacher aides
- Head of Department and Head of Curriculum
- School leaders- Principal and deputy principals
- Administration staff
- Guidance Officer, Advisory Visiting Teachers and Senior Guidance Officer
- School Chaplain
- 'Adopt a cop' – Police Officer
- Indigenous Support Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Student Support 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
- Neighbourhood Centre/Referral Centre

8. Consideration of individual circumstances

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

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

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

9. Explanation of specific consequences

Temporary removal of property	A principal or staff member at Kia Ora State School has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u> .
Detentions	<p>Detentions are included in the school behaviour plan as a disciplinary option. School specific procedures have been developed by the school that meet the requirements set out in the <i>Safe, supportive and disciplined school environment</i> procedure. These procedures include: when detentions will occur; the maximum length of detention dependent on age of student; food and toilet breaks; and which teachers are authorised to impose the various types of detentions. Teachers have been authorised by the principal to implement in school detentions in line with the school's Guidelines for detentions (Appendix 10).</p> <p>If the detention is to be undertaken outside of school hours, including Saturday:</p> <ul style="list-style-type: none"> • If out-of-school hours detentions are to be used, arrangements have been made for the principal or teachers to supervise students. • A risk assessment has been completed and a risk management plan developed • Parents have been notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent • Parents have been consulted about suitable times for the detention to be completed within the parameters set by the school and • Parents have been informed of: <ul style="list-style-type: none"> - the location and duration of the detention - their responsibility to arrange travel/supervision to and from the detention, where appropriate.
Discipline improvement plan	<p>Discipline improvement plans are included in the school behaviour plan as a disciplinary option. (Appendix 8)</p> <p>The discipline improvement plan exemplar template is considered. The Principal determines that a discipline improvement plan should be imposed. The conditions of the discipline improvement plan are established in collaboration with the student and their parent/s including:</p> <ul style="list-style-type: none"> • Behaviours expected of the student • Consequences for not meeting the expected behaviours • Participation in relevant programs to address inappropriate behaviour (where appropriate) • Support to be provided by school (e.g. Particular programs, support person) and • The duration of the plan
Community service intervention	<p>School led community service intervention (conducted under the direct supervision of school staff member)</p> <p>Behaviour plan – A community service intervention is included in the school behaviour plan as a disciplinary option.</p>

	<p>Risk management – A risk assessment is undertaken and risk management procedures are put in place.</p> <p>Staff supervision – Staff have been authorised to impose community service interventions.</p> <p>Arrangements have been made for supervision of students participating in the community service intervention at all times.</p> <p>Parental consent – Parent consent has been obtained using the <i>Community service intervention consent form</i>. (Appendix 6)</p> <p>Proportionality – The use of a community service intervention as a disciplinary consequence is fair and proportionate to the student’s behaviour.</p> <p>Individual circumstances – The individual circumstances of the student have been taken into account (e.g. Disability, religious or cultural background, home arrangements).</p> <p>Student development – The community service intervention activity is constructive, challenging and appropriate for the age of the student.</p>
<p>School Disciplinary Absences – These may be used after consideration has to be given to other possible responses to inappropriate behaviour and the appropriateness of these responses.</p>	
<p>Suspension</p>	<ul style="list-style-type: none"> • Considers whether behaviour constitutes one or more of the following grounds under s.282 of the EGPA <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 • Considers whether the student’s behaviour constitutes one or more of the following grounds under s.282 of the EGPA <ul style="list-style-type: none"> ○ The student is charged with a serious offence (as defined in the <i>Commission for children and young People and Child Guardian Act 2000</i>); ○ The student is charged with an offence, other than a serious offence and the principal reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending. • This may be a short suspension: 1 to 10 days (the student or parent cannot appeal the Principal’s decision) • This may be a long suspension: 11-20 days (this decision may be appealed through the designated process)
<p>Proposed or recommended exclusion</p>	<p>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:</p> <p>A Principal of a state school can exclude a student from their school on the following grounds:</p> <ul style="list-style-type: none"> • Persistent disobedience • Misbehaviour • Conduct of the student, including conduct occurring outside of school grounds and outside of school hours, that: <ul style="list-style-type: none"> ○ Adversely affects, or is likely to adversely affect other students enrolled at the school. ○ 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 reasonable satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school. <p>The Principal must be satisfied that suspension of the student from the school</p>

	would be inadequate to deal with the student's behaviour, unless the student poses an unacceptable risk to the safety or wellbeing of other students or staff or the student has been convicted on an offence.
Cancellation of enrolment	The Principal can cancel the enrolment of a post compulsory school age student if the student refuses to participate in the educational program. If a student's enrolment is cancelled, it means they can no longer attend that school. A student is no longer of compulsory school age once they turn 16 years of age, or have complete Year 10, (whichever comes first).

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

10. 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

11. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub
- Kia Ora SS Responsible Thinking Plan sheets used school wide
- District referral sheets used to access networks of support e.g. Guidance and Behaviour
- Kia Ora SS Eye Spy behaviour rewards

Endorsement

Date effective: from to

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.

Personal Technology Devices include, but are 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.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras, tablet devices, 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 (*mobile phones*) 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 no longer be permitted to have a personal technology device at school for the remainder of the school term.

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 handed into the office upon arrival at school. They can be collected when departing school in the afternoon.

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 Kia Ora 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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.

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Kia Ora 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.

There is no place for bullying in Kia Ora State School. Those who are 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.

Bullying behaviours that will not be tolerated at Kia Ora 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.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Kia Ora 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

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Kia Ora State School are an addition to our School Wide Positive Behaviour Support Processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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.

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.

An initial introductory lesson is delivered, which teaches the Hi-5 Strategy to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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.

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 Kia Ora 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'.

Kia Ora State School records inappropriate behaviour and 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

Use of social networking sites and web-based communication

Background

Social networking sites (SNS) are like virtual communities, providing a social lifeline for today's youth. Sites like MySpace, Bebo, Facebook and Xanga allow users/members to create an online profile or web page. Members can then post personal information, photographs, blogs, music clips and other information about their interests online. A big part of customising their space is to upload photos or images. Most sites also have a blog where users can write their thoughts, encourage others to join in and post comments.

What are the dangers?

Social networking sites hold significant appeal for young people. Whilst such sites provide opportunities for self-expression and identity formation, they also pose risks.

These include:

- Posting inappropriate content. Risks arise when young people give out information that is too personal or allows others to know who they are or where they live.
- Exposure to anti-social or illegal material.
- Being targeted by sex offenders.
- Cyber bullying.
- Identity theft – many people within social networking sites encourage users to join their space or view their profile by encouraging them to click on links that ask for username and passwords. This allows others to gain access to their passwords and other private information.

Use of Kia Ora State School State School's brand on public sites

The reputation and standing of the school brand, represented by name in written texts, by the school's logo and uniform, can have both a positive and negative impact on all students and staff who attend, have attended or who aspire to attend Kia Ora State SchoolP-10 State School.

Any conduct or behaviour deliberate or not intended which may bring the brand into disrepute or portray the school community in a negative manner, or place another person at risk, is unacceptable and incongruent with the school's three agreements:

- Be safe
- Be respectful
- Be a learner

The posting or communication* of any image or text which can be identified or associated with the school, without the written approval of the Principal, will be viewed as a serious breach of the Kia Ora State School *Responsible behaviour plan for students* and the Education Queensland *Code of School Behaviour*. Specifically – *Demonstrate respect for themselves, other members of the school community and the school environment*.

*Posting and communication: includes, but is not restricted to websites, social networking sites, email, mobile phone and video.

Negatively representing a member of the Kia Ora State School community on a public site

Any conduct or communication on the internet or social media site which negatively portrays or diminishes the standing or reputation of an individual or group who attend, have attended or who aspire to attend the school will be viewed as a very serious breach of the school rules and will warrant the most serious consequences under the Kia Ora State School *Responsible behaviour plan for students*. This action may be judged to be cyberbullying.

Breaches and consequences

Following a thorough investigation and dependent on the intent and nature of the breach, a first offence may result in a student's suspension from the school.

Any action that targets another student or staff member will lead to serious consequences under the Kia Ora State School *Responsible behaviour plan for students* and may be referred to the police.

Any action that is illegal will be referred to the Police, in addition to serious consequences under the Kia Ora State School *Responsible behaviour plan for students*.

How can parents support this policy?

In regard to social networking:

- Encourage children to only upload pictures that you as their parents/guardians would be happy to see.
- Make sure they don't put any personal information on their profile such as phone number, personal email address, home or school addresses or other personally identifying information
- Ask them to show you how to use a social networking site – getting involved will empower them to share the experience with you.
- Ensure they set their profile to private – but emphasise that a private profile is still public. Nothing on the internet is private or protected.
- Encourage them to limit friendship links to known friends.
- Regularly review your child's profile.
- Negotiate an online contract.
- Make use of free web filters, for example K9 web protection: www1.k9webprotection.com
-

<i>Referring Teacher:</i>	<i>Date:</i>
<i>Name:</i>	<i>Class:</i>

This is what I did:

This is my plan:

I need to think about:

<i>Student</i>	<i>Referring Teacher</i>	<i>Parent Signature</i>

This form is to be returned to the school office. Thank you.

Responsible Thinking Plan (Year 2-3)

Referring Teacher:	Date:
Name:	Class:

This is what I did:

I need to work on:

Being Respectful

Being Safe

This is my plan:

I need to think about _____

<i>Student</i>	<i>Referring Teacher</i>	<i>Parent Signature</i>

Responsible Thinking Plan (Year 4-6)

Referring Teacher:	Date:
Name:	Class:

What incorrect behaviour choices was I making?

What rule/s did I break?

How did my actions affect other people?

What would I rather happen?

Am I willing to work at making things better? YES NO

My plan to improve my behaviour is:

—

If I choose not to follow my plan then::

—

—

—

<i>Student</i>	<i>Referring Teacher</i>	<i>Parent Signature</i>

This form is to be returned to the school office.

Appendix 6

Minor/ Major Definitions & Examples – Kia Ora state School

Behaviour	MINOR		MAJOR	
	Definition	Examples	Definition	Examples
Verbal misconduct	Student engages in low intensity repeated use of inappropriate language	<ul style="list-style-type: none"> Swearing when they make a mistake Mumbles obscenity in frustration This is 'crap' Talking back Yelling at another student Disrespectful tone Insolent response to instructions Muted or inferred swearing Calling out Poor attitude - 'whatever' 	Swearing or curse words directed toward others in a demeaning, provoking or aggressive manner. Disrespectful messages, verbal attacks, including negative comments based on race, religion, gender, age, national origin, on ethnic origin, disabilities or other personal matters.	<ul style="list-style-type: none"> Swearing, use of abusive language at another person Name calling Deliberate use of offensive in front of class Discriminatory or racist remarks Arguing in an aggressive or disrespectful manner with an adult
Truant/ skip class	Student in school ground but not in their timetabled class	<ul style="list-style-type: none"> Student wandering around school Attending a non-timetabled class without permission Hiding in toilet Hiding in various other locations 	Repeated unexplained absence (with or without parent/ guardian knowledge)	<ul style="list-style-type: none"> Leaving school without permission Repeated failure to attend classes or school Early departure without permission or signing out Repeated absence from school without carer's permission
Threats to others	Student threatens to harm others (low likelihood of it being carried out)	<ul style="list-style-type: none"> aggressive body language verbal taunts written taunts 	Student threatens with the intention of causing physical or emotional harm others in a more aggressive manner	<ul style="list-style-type: none"> Encouraging/instigating others to fight "I'll get you after school" "You're dead"
Third minor referral	Repeated problem behaviour despite staff support, correction and intervention requiring Minor ODR	<ul style="list-style-type: none"> As per all minor behaviours on this list 3 minor referrals in a short period of time 		
Substance misconduct involving tobacco and other legal substances			Student is in possession, using or assisting another student to access inappropriate legal substances	<ul style="list-style-type: none"> Alcohol Tobacco Prescription medication

	MINOR		MAJOR	
Substance misconduct involving illicit substance			Student is in possession or supporting another student in accessing illicit substance (illegal drugs)	<ul style="list-style-type: none"> • using mobile devices to contact others dealing in drugs
Refusal to participate in program of instruction	Student chooses not to engage in their program by passive actions; fails to do set tasks or respond to instructions	<ul style="list-style-type: none"> • "I'm not doing this" • Task avoidance • Refusing to bring required materials • Arms folded, head on desk • Walking away or around classroom • "You can't make me" 	Student repeatedly and defiantly refuses to comply with teacher requests to begin work/tasks	<ul style="list-style-type: none"> • Leaving class without permission • Continuing verbal defiance/ refusal • Temper tantrums
Property misconduct	Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm.	<ul style="list-style-type: none"> • Playing with scissors • Kicking over furniture • Scribbling or writing in inappropriate areas • Hiding others school belongings • Not storing items in their place • Tearing pages from a book • Snapping rulers, pencils, crayons, erasers etc • Taking other's things to use – but not stealing (eg opening other's tidy trays) • Throwing waste on the floor 	<p>Student willfully damages or misuses property that results in substantial destruction or disfigurement of property</p> <p>Stealing - Taking someone else's property without permission, being in possession of, having passed on, or being involved in the removal of someone else's/ school property</p>	<ul style="list-style-type: none"> • Letting trees down • Breaking property • Deliberate sabotage of equipment or property • Deliberate vandalism • Stealing valuable property that belongs at school, or to the school, or that of others
Possess prohibited items	Student found in possession of prohibited items	<ul style="list-style-type: none"> • Spray paint/ aerosols/ firecrackers/ water bombs 	Student in possession of weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers	<ul style="list-style-type: none"> • Weapons • Inappropriate published/ downloaded pornographic material/ how to construct illegal objects/ materials

	MINOR		MAJOR	
Prohibited items	Student uses and shows other students non-dangerous, prohibited items	<ul style="list-style-type: none"> • Spray paint/aerosols/ water bombs? • Chewing gum 	Student uses/ shows to others - weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers	<ul style="list-style-type: none"> • Weapons • Inappropriate published/ downloaded pornographic material/ how to construct illegal objects/ materials
Physical Misconduct	Non serious, but inappropriate physical contact/touching which does not result in injury	<ul style="list-style-type: none"> • Pushing/shoving • Inappropriate physical contact • Rough play • Throwing objects, food • Tripping others • Spitting on ground 	Actions involving serious physical contact where injury may occur. Intent to cause injury, harm to others, or threaten others.	<ul style="list-style-type: none"> • Fighting • Punching • Hitting with an object • Playing tackle football • Kicking/ Scratching • Using or intent to use sharp/dangerous object or weapon • Slapping/ Choking • Tackling/slinging to ground • Hair pulling • Spitting at or on another • Pulling down other • Throwing objects at another

Other conduct prejudicial to the good order and management of school	Unsafe or disruptive behaviour outside classrooms. Movement around school not involving hurting anyone else	<ul style="list-style-type: none"> • Running on cement or around buildings • Running on stairs and verandahs • Sliding down stair railings • Riding bikes, scooters or skateboards in school grounds • Entering out of bounds areas 	<p>Dangerous behaviour on school grounds.</p> <p>Conduct that damages the school good name – inappropriate major problem behaviour while on excursions or in the community while in school uniform</p>	<ul style="list-style-type: none"> • Ongoing breach of minor definition • Climbing on top of roofs • Smoking outside of school while in school uniform
Non-compliant with routine	Brief or low-intensity failure to respond to adult requests Not following class or school rules, expectations and routines	<ul style="list-style-type: none"> • Asking for help routine • Entering the classroom routine • Lining up routine • Handing out routine • Toilet routine • Transition routine 	Repeated refusal to follow or comply with expected (and taught) routines.	<ul style="list-style-type: none"> • Temper tantrums • Walking away • Verbal defiance

	MINOR		MAJOR	
Misconduct involving object			Using objects, equipment as weapons with the intention of causing harm to self, others or property	<ul style="list-style-type: none"> Using a stick to threaten or risk harm to others Throwing objects (stones/ sticks, balls)
Lying/cheating	Engaging in minor, low level, lying/cheating	<ul style="list-style-type: none"> Starting stories Consistently cheating to win eg. during a cricket game 	<p>Student tells lies, spreads rumours, denies behaviour violations despite evidence.</p> <p>Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage.</p>	<ul style="list-style-type: none"> Spreading stories/ gossip, rumours about others with the intent to hurt or harm others reputation Plagiarism Using technology to access information during tests
Late	Arrives late at school or class without adequate reason	<ul style="list-style-type: none"> Arrive late for class 	Arrives late repeatedly at school or class without adequate reason.	<ul style="list-style-type: none"> Arrives 5 -10 + mins late consistently
IT misconduct	Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology	<ul style="list-style-type: none"> Sending inappropriate emails, video material etc. Use of personal technology in class without permission. Refusal to turn off devices when requested. 	Student engages in serious misuse use of personal or school technology (as per IT Policy)	<ul style="list-style-type: none"> Sending malicious emails, offensive video material etc. Accessing or displaying pornographic material Recording students (self or others) engaging in socially unacceptable behaviour Uploading recording of behaviour violations Repeated use of personal technology in class despite correction
Dress Code	Failure to comply with school dress standards	<ul style="list-style-type: none"> Denim shorts Hooded jumpers 	Wearing of clothing that does not comply with expected standards of dress and uniform including provocative or inappropriate clothing	<ul style="list-style-type: none"> Lip studs Body coloured hair Wearing clothing displaying offensive, obscene language or imagery
Disruptive	Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning	<ul style="list-style-type: none"> Inappropriate, non-related talking Talking over teacher/ calling out Tapping pencils or other objects Playing with objects/toys Hiding from teacher Deliberately making distracting noises Talking to others to distract from learning Wandering around room 	Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period of time	<ul style="list-style-type: none"> Sustained loud talking Constant noises with materials Out-of-seat behaviour that continually deliberately disturbs others
		MINOR		MAJOR

Defiant/threats to adults			<p>Repeated refusal to follow adult directions</p> <p>Student threatens an adult when given a direction</p>	<ul style="list-style-type: none"> Yelling at an adult and refusing to follow instructions Abusive/threatening language or gestures towards adult Walking away while being spoken to by an adult
Bullying / Harassment	Student engages in low level, repeated behaviour intended to annoy, bother or belittle others.	<ul style="list-style-type: none"> Excluding others "Go away we don't like you" "You play like a girl" Insults 	Student engages in repeated threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.	<ul style="list-style-type: none"> Sexual comments intended to intimidate. Verbal and physical threats to harm another person Inappropriate touching of others Encouraging/instigating others to fight Forcing another student to hand over lunchbox money
Other	Student engages in any other minor behaviour which do not fall into the above categories	<ul style="list-style-type: none"> Rolling eyes Inappropriate hand gestures 	Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour observed.	<ul style="list-style-type: none"> Aggressive body language

Knives at school – working together to keep Kia Ora State School safe

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be brought 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 fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

The Principal 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 such as suspension and possible exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Kia Ora 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 school office to make an appointment

Appendix 8

Discipline improvement plan

Student problem behaviour/incident

[Insert description of behaviour(s)/incident(s) that has led to the requirement for this plan.]

School support

[Insert description of support, resources, program/strategies to assist the student's improvement.]

Expected behaviour

Examples

- You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
- You will attend and participate in the xxx program (e.g. drug and alcohol) run by (staff member name) for (number) weeks.
- You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will meet with the Guidance Officer at lunch times for the next 3 weeks or until the guidance officer is satisfied that you have learned how to play safely with other students.
- You will check in and check out daily with (staff member name) every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily monitoring sheet signed by relevant staff and your parents.

Consequences for non-compliance

[Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed)]

-

People who can support you

- [List name/s of school support people]
-

Agreement

I/We agree to [Student name] plan outlined above and understand that this plan will begin on day month year and be reviewed on day month year.

Signatures:

.....
Student	Principal	Parent/guardian	
Date __/__/__	Date __/__/__	Date __/__/__	Date __/__/__

Review date:

Strategies and procedures in the event of a critical incident

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.

Reinforcement and correction strategies

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.

Follow up strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

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 the school's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment

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

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
- take into account the age, stature, disability, understanding and gender of the student.

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.

Record keeping

Each instance involving the use of physical intervention must be formally documented.. A debriefing process must occur.

The following records must be maintained:

- A written incident report
- Health and safety incident record if applicable
- Debriefing report

Debriefing report

Formal debriefing

A formal debriefing is to be led by a staff member trained in the process, and 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.

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

The 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?*
- *Would you do something differently next time?*
- *What could we have done to make the physical intervention less invasive?*

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 occurred for both staff and students involved (e.g. names, date, time and outcomes).



The Code of School Behaviour

Better Behaviour
Better Learning

Appendix 10

Guidelines for detentions

Inside School Hours

The detention duration (and activities within the detention) should reflect the nature of the behaviour that led to this consequence.

- A detention should be utilised if it is the most appropriate strategy to assist the student to learn about and modify their behaviour and grow by:
 - Reflecting upon the behaviour which led to the inappropriate behaviour
 - Assisting them to meet responsibilities which have not been fulfilled
- A detention that occurs during a recess **should allow at least 25%** of the scheduled recess time for a student to access toilets, a drink and food during the recess.

It is reasonable to allow a student to eat and drink during the detention in addition to that provided above if the student's completion of the detention is not impacted upon and the environment allows for eating.

- A detention will be recorded on OneSchool.
- A student should understand the reason for the detention and its purpose.

External Detention

- A decision to employ an external detention will be made by a member of the administration team after consultation with a teacher and consideration of the student's pattern of behaviour or single incident and the range of intervention strategies available.
- Procedures will be followed as per that outlined in the *Explanation of consequences*.