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

The Code of
School
Behaviour

Better Behaviour
Better Learning

1.   Purpose

Torbanlea 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.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Torbanlea State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2.   Consultation and data review

Torbanlea State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings held throughout the latter part of 2017. A review of school data sets from 2016 – 2017 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

A team of staff and parents leads the development of the *Positive Behaviour for Learning (PBL)* approach in the school. This lead group meet approximately twice per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2020 as required by legislation.

3.   Learning and behaviour statement

All areas of Torbanlea State School are teaching and learning 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. We are implementing the research validated *'Positive Behaviour for Learning'* framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Torbanlea 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.
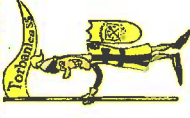
Our school community has identified the following four broad school expectations to teach and promote our high standards of responsible behaviour:

- **Safety**
- **Effort**
- **Respect**
- **Self-Responsibility**

At Torbanlea State School emphasis is on behaviour ownership. We do this by modelling appropriate responses to investigative questions and honouring our school motto of 'Honour and Truth'. 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.

The Behaviour Curriculum –

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

## TORBANLEA STATE SCHOOL – EXPECTATIONS MATRIX

	ALL AREAS	CLASSROOM	PLAYGROUND	EATING AREAS	TOILETS	BUSES	CROSSING
SAFETY	• Use equipment appropriately • Keep hands, feet and objects to yourself	• Walk • Sit still • Enter and exit in an orderly manner	• Play safely at all times • Use play equipment properly • Be sun safe and wear a hat • Move safely and walk on concrete • Wear closed in shoes	• Always walk in eating areas • Sit when eating	• Walking • Close doors carefully • Wash hands • Go directly to and from toilets	• Walk to and from bus lines • Single file onto bus • Sit properly in your seat	• Walk to gate • Wait for adult to cross • Wear helmets • Walk across the road & over the bridge
EFFORT	• Try your hardest • Do your best	• Stay on task • Complete your homework • Work your best • Support your classmates • Attempt all class activities	• Play fairly – take turns, invite others to join in and follow rules • Care for the environment	• Follow rules & routines for eating time	• Know and use toilet routines • Use personal hygiene procedures	• Follow rules and routines for bus behaviour	• Follow rules & routines for crossing the road
RESPECT	• Respect others' personal space and property • Care for equipment • Clean up after yourself • Use polite language • Wait your turn	• Raise your hand to speak • Respect others' right to learn • Talk in turns • Be a good listener	• Respect school property and equipment • Respect the rights of others and play by the rules • Respect teachers and adults • Use respectful language and actions	• Talk quietly • Hand up and silent when bell rings	• Respect school property and use toilets appropriately • Respect personal hygiene and wash hands after toilet use • Respect privacy of others	• Talk quietly • Hands and feet to yourself	• Let adults through the gate first • Speak politely to visitors
SELF RESPONSIBILITY	• Ask permission to leave the classroom • Be on time • Follow instructions straight away	• Be prepared • Complete set tasks • Take an active role in classroom activities • Keep work space tidy • Be honest	• Return equipment at bell times • Be a problem solver	• Place litter in bin • Raise your hand to go to the toilet or to get a drink	• Use toilets during breaks	• Leave class promptly at bell time	• Walk bikes and scooters across road and over bridge

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

A matrix of behavioural expectations in specific settings has been attached to each of our four school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings.

The PBL framework uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal'; Tier 2 'Targeted',** and **Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in a Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;

- a balanced, relevant and engaging curriculum;

- supportive and collaboratively developed procedures;

- the implementation of evidence-based programs;

- regular monitoring and review of school procedures and programs;

- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;

- adoption of practices that are non-violent, non-coercive and non-discriminatory; and

- a continuum of whole school positive preventative action for all students.
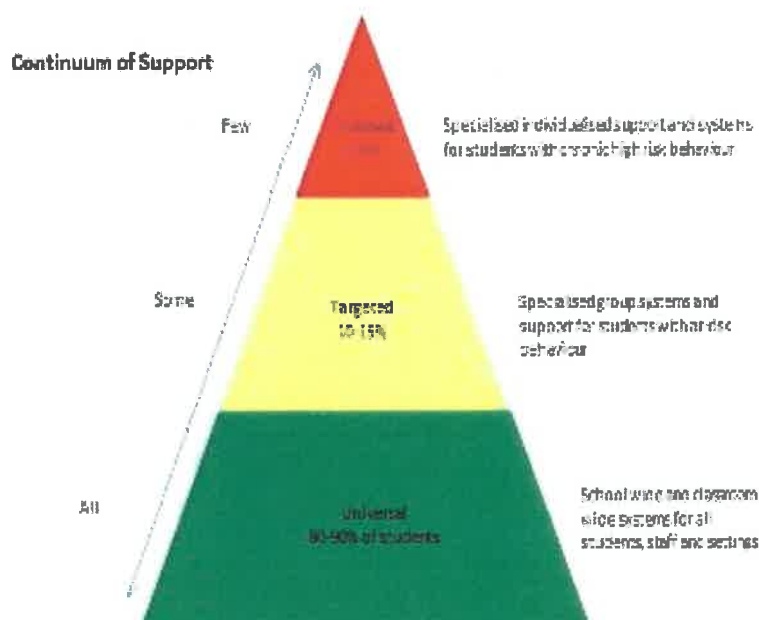
Tier 1 'Universal' Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Torbanlea 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.

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;

- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

- A Social Skills Program is in place and together with the Expectation of the Week (incorporating the Knight of Honour and Truth and Dragon school mascot), HERO Day (Hardworking Effort Receives Opportunities), students are engaged in the learning of appropriate skills that complement our Positive Behaviour Plan for Students.

Torbanlea 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.

- Positive Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.

- Torbanlea State School's Responsible Behaviour Plan for Students provided to new students as well as new and relief staff.

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

- Development of specific policies and lessons to address:
  - ➢ The Use of Personal Technology Devices* at School (Appendix 2)
  - ➢ Procedures for Preventing and Responding to Incidents of Bullying and Cyberbullying (Appendix 3)
  - ➢ ESmart policy (Appendix 1)

Reinforcing expected school behaviour

At Torbanlea State School communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for students engaging in expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. 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 reinforcers.

As a school, Torbanlea recognises the need to validate and celebrate the positive behaviours of our students. We believe in a pro-active approach to behaviour management. We implement the following processes regularly and celebrate the success of our students by:

Process	Explanation
FREE & FREQUENT Good Choice Tickets	Good choice tickets are awarded to students by staff for following our school expectations. The child writes their name on a ticket and puts it into a box in the office. Each week at our expectations parade several tickets from upper & lower school is drawn out and a prize awarded.
Postcards	Teacher sends a 'Good News" postcard home to inform parents of a child's positive behaviour and/or achievements.
Student of the Week	Special awards and certificates are presented on Friday parade during full school assembly.
Classroom Awards	Teachers offer positive praise and present rewards and incentives to individuals for improved work habits, attitudes and achievements. Fast maths and Sight Word awards are presented weekly at parade.
Students of the Week – Newsletter	Students who achieve to a high level are acknowledged in the *Torbo Times* and on our school website.
Newsletter / Parade / School Website/ School noticeboard	Achievements of staff and students are published in the *Torbo Times*, on parade, our school website and on our school noticeboard.
One School Positive Behaviour	Teacher recording HERO Day achievements.
MEDIUM TERM	
Students of the Term	Awarded to a student in each class on parade once a term. Nominations are made by teachers. Names are published in the *Torbo Times* and on the school website.
Principal's Stickers	Awarded to students who have displayed improvement in their work attitude and achievement.
LONG & STRONG	
Developing and Reinforcing Values	Teachers articulate and use the values –Safety, Effort, Respect and Self Responsibility and programs like 'I can do it…'
Responsible Roles	Election of school captains and a leadership team. Their role in the student council and during sporting events aims to develop a positive attitude towards the school and allows students an avenue to voice their opinions.
Developing Leadership	Actively providing opportunities to develop the skills and horizons of students e.g. participate in the Young Leaders Day, and by running programs to promote leadership.
HERO Day	Students are awarded a Gold, Silver or Bronze prize at the end of each term. Students are acknowledged on a daily basis for positive behaviour choices in the classroom.
End of Year Awards	Awarded to students at the Annual Presentation Ceremony in December. Awarded to exemplary academic, sporting, musical or social achievements.

Responding to unacceptable behaviour

The PBL committee have created a flowchart for dealing with unacceptable behaviour (See page 14)

Tier 1 'Universal' behaviour support:

Re-directing low-level (minor) and infrequent problem behaviour

Staff at Torbanlea State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Pre-correction' and 'prompts' are examples of preventative strategies. 'Least intrusive' strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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. 'Most intrusive' strategies include redirections, giving choices and following through, and relocation to 'buddy class' or 'Reflection Time' for repeated low-level problem behaviours.

Tier 2 'Targeted' Behaviour Support

Each year a number of students at Torbanlea State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. 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.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports

- a school based referral process for teachers seeking assistance to support the identified students

- a team approach to supporting students on targeted programs

- use of data decision rules for evaluation and exits from targeted support programs

- making adjustments for individual needs

- using research-validated program options for targeted support interventions such as:

  - ➢ development of an individual behaviour plan in consultation with the class teacher, parents and administration

  - ➢ adult mentoring

  - ➢ check in / check out

  - ➢ targeted / small group social skilling

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Tier 3 'Intensive' behaviour support:

Torbanlea 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 ongoing data collection;

- makes adjustments as required for the student;

- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;

- identifies flexible / alternative learning options;

- organises referrals to regional behaviour support resources.

In addition to students being identified through current school behaviour data students may be directly referred to the Special Need Committee. 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 regional behavioural support staff.

Physical Restraints: (Individual Plan)

Physical Restraint, involving the manual restriction of a student's movement for reasons of safety may be used in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

When provision is made for the use of physical restraint in a student's individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal's supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
  ➢ restoring safety in other practicable ways such as removing harmful objects;
  ➢ employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
  ➢ use of movement limiting and / or protective devices at times of high risk.
- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student's individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint (Appendix 5)
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. 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 of Torbanlea State School 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

1. 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.

2. 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.

3. 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.

4. 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.

5. 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 and Restraints – Immediate or Emergency Response

Appropriate physical interventions and restraints may be used to ensure that Torbanlea State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate 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; or
- to prevent serious property damage.

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical

- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student's parent of the incident detailing:
  - ➤ the behaviour that preceded the use of physical restraint
  - ➤ the type and duration of restraint used
  - ➤ staff members and other witnesses present during the period of the restraint
  - ➤ student's physical condition before and after the period of physical restraint
  - ➤ planned future action to prevent further incidents of the behaviour

More moderate 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 interventions and restraints must not be used when a less severe response can effectively resolve the situation and
- the underlying function of the behaviour.

Physical interventions or restraints are not to be used as a response to:

- school disruption;
- refusal to comply;
- verbal threats;
- property destruction, unless serious; and
- 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 individual student.

Debriefing

Following each instance involving the use of physical intervention:

- debriefing to be provided for the student and any other students after a suitable interval of time has elapsed

- a debriefing meeting with the relevant staff members to be held

- an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online. Following each instance involving the use of physical intervention, the following records are to be maintained:
- Physical Intervention Incident Report *(Appendix 5)*
- Debriefing Report *(Appendix 6)*

6. Consequences for unacceptable behaviour

Torbanlea State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

The flowchart for dealing with unacceptable behaviour provides a guide for staff to deal with behaviour equitably with appropriate consequences. This has been defined into a three level system; Unrecorded Minor, Recorded Minor and Major. (see page 14)

Major behaviours are recorded on One School, with a digital referral made to the Principal and class teacher. Parents/Carers are contacted by phone and/or letter.

One School is used to document all recordable Minor and Major problem behaviour

Specific policies have been developed to address:

> ➢ The Use of Personal Technology Devices at School (Appendix 2);
>
> ➢ Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3); and
>
> ➢ Appropriate Use of Social Media (Appendix 4).
>
> ➢ Work together to keep knives out of school *(Appendix 7)*

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is Unrecorded Minor, Recorded Minor and Major, with the following agreed understanding:

Unrecorded Minor behaviours are minor acts of misconduct, which interfere with teaching and learning.

Recorded Minor behaviours are intermediate acts of misconduct which may include repeated acts of minor misconduct and/or misbehaviours against people or property, which do not seriously endanger the health, safety or well-being of others.

Buddy Class/Time away procedures may be used

- as one of a range of options for students to manage their own behaviour

- in order to assist a student in the calming down process

- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Buddy class. These include:

- At the discretion of the classroom teacher, the student will be given an opportunity to rejoin class at intervals of no more than 10 minutes

- provide the student with opportunities to complete assessments to fulfil educational requirements

Major behaviours are major acts of misconduct which may include repeated acts of medium misconduct, high level disruption to teaching/learning and/or serious threats to health, safety and property.

Major behaviours – Levels One and Two

When major problem behaviours (either level 1 or 2) occur, staff members calmly state the major problem behaviour to the student. The student is then directed to spend time in the Reflection Time Room to allow the opportunity to review appropriate school and class expectations. A reflection sheet is completed by the student. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Reflection Time (Detention): 'Reflection Time' is held during break times for major behaviours or cumulative recordings of minor behaviour.

All staff, students and parents are made aware of the appropriate use of, and procedures for, Reflection Time. These include:

- as a strategy to reduce the frequency of a particular behaviour

- ensure when using Reflection Time as a management technique that it is consistent with:

  ➢ developmental stage of the student

  ➢ any special needs that the student may have

- ensuring the student is safe and under supervision at all times

- ensuring emergency procedures are in place for students

- the regular review of Reflection Time procedures, frequency of use with particular students, and effectiveness measured using data

		Reflection Time	
Major	Reflection Time	Child reports to the Reflection Time room at the beginning of first break. Child eats lunch at reflection room, before commencing Reflection Time. Teacher notifies the Reflection Time Co-ordinator of Reflection Time by - Reflection Time Book (before lunch) or by sending child to the Reflection Time room or office (from lunch duty). Reflection Time to be served the following day. Teacher records incident on One School. Child discusses actions and is counselled regarding alternate appropriate means to attain outcome. Student completes a reflection sheet. Letter & copy of reflections sheet is posted home. Failure to front for Reflection Time – child is to serve double. At the third Reflection Time, the Principal may consider suspension, however suspension may be considered immediately depending on the severity of the behaviour. The Principal may also consider an extended period of time out of the playground for more serious or repeated incidents.	Reflection Time Co-ordinator records actions and follow-up, and prints letters to parents. Administration keeps records. Parent posted notification of each Reflection Time. Parent/Teacher interview offered in TO letter. Parent meeting – Teacher and/or Principal and Parents and/or Child (notification of possible suspension if actions persist). Negotiate or re-negotiate behaviour contract. Possible outside behaviour management support.
	Major Withdrawal	Major Withdrawal (in school suspension) may be considered based on individual circumstances if the child has served a number of Reflection Times (as decided by the Reflection Time Coordinators) Child is supervised in administration area or alternative classroom and formally withdrawn from class and playground for a specific time period.	

Major behaviours – Levels Two and Three

Major behaviours may result in an immediate referral to Administration because of their seriousness. The staff member phones the Office and if needed escorts the student to Administration or calls for assistance. The incident is recorded on One School and parents contacted.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, class relocation or Reflection Time, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and /or referral to Tier 2 'Targeted' behaviour supports and parent contact.

<div align="center">AND/OR</div>

- **Level Two:** Parent contact, referral to Regional Behaviour Support personnel / Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school:

<div align="center">AND/OR</div>

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

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

EFFORT
RESPECT   SAFETY
SELF-RESPONSIBILITY

DEFINE AND TEACH BEHAVIOUR EXPECTATIONS (MAXTRIX AND LESSONS)
MODEL, PRACTISE AND REINFORCE EXPECTATIONS (HERO DAY, GOOD CHOICE TICKETS, AWARDS, PRAISE)
OBSERVE BEHAVIOUR AND DECIDE (A) LEVEL (B) STAFF MANAGED OR OFFICE MANAGED

UNRECORDED MINOR LOW LEVEL BEHAVIOUR (EXAMPLES)

Minor acts of misconduct, which interfere with teaching and learning.

- Non compliance
- Minor interruptions to learning (talking, noises, late, work avoidance)
- Not completing set tasks that are at appropriate level
- Off task
- Out of seat
- Littering
- Refusal to work
- Disrespectful language
- Inappropriate use of equipment

- Unprepared for learning
- Lateness
- Minor theft
- Moving unsafely (e.g. running on concrete, swinging on chairs
- Inappropriate tone/ attitude
- Minor physical conduct
- Non—compliant uniform
- Disrespectful behaviour to adults/students
- Minor instances of teasing including participating as a bystander

STAFF MANAGED

CONSEQUENCES

STRATEGIES

- Logical and natural consequences (tidy up, make up learning time)
- Quiet talk 1:1

- Est. expectations & routines
- Waiting and scanning
- Proximity
- Parallel acknowledgement
- Body language encourager
- Distraction
- Give direct instructions
- Selective attending/ tactical ignoring
- Descriptive encourager
- Redirect to learning
- Supportive conversation
- Move seat in class
- Give a warning
- Give a choice
- 10 micro skills

BEHAVIOUR RESOLVED?

YES → KNOWLEDGE APPROPRIATE BEHAVIOUR

NO → 3RD OFFENCE

RECORDED MINOR BEHAVIOUR (EXAMPLES)

Intermediate acts of misconduct which may include repeated acts of minor misconduct and/or misbehaviours against people or property, which do not seriously endanger the health, safety or well-being of others.

- Repeated non compliance
- Repeated or deliberate damage to property (e.g. snap pencil, draw on book)
- Repeated disrespectful and/or inappropriate language
- Repeated lateness
- Repeated refusal to complete set tasks at appropriate level.
- Repeated refusal to follow instructions.
- Repeated and/or moderate instances (e.g. no-one hurt) of inappropriate physical contact e.g. tripping in a game.
- Backchatting/arguing with staff

- Repeated interruptions to the teaching and learning of others.
- Repeated refusal to engage in learning activities.
- Repeated unsafe use of equipment (running, swinging on chairs etc.)
- Repeated breaches of dress code
- Leaving the room without permission for short periods of time.
- Repeated or moderate levels of bullying including inciting others
- Repeated inappropriate displays of affection

STAFF MANAGED – ONE SCHOOL RECORD

CONSEQUENCES

STRATEGIES

- Walk and talk/ break
- Logical and natural consequences
- Buddy class
- Restore relationship (apology, fix-up if appropriate)
- Loss of own time

- Give a choice
- Social Story
- Contact parent/s
- Restorative chat
- Written/visual plan to get back on track

BEHAVIOUR RESOLVED?

YES → ACKNOWLEDGE APPROPRIATE BEHAVIOUR

NO → REQUEST FOR ADMINISTRATION INVOLVMENT

MAJOR: HIGH LEVEL BEHAVIOUR (EXAMPLES)

Major acts of misconduct which may include repeated acts of medium misconduct, high level disruption to teaching/learning and/or serious threats to health, safety and property.

- Wilful destruction of property
- Major defiance/blatant disrespect.
- Absent without permission (non-return, truancy)
- Persistent refusal to attend and/or remain in the classroom.
- Leaving the school grounds without permission.
- Continual and/or high level incidents of unsafe behaviours.
- Persistent and/or serious incidents of bullying and harassment including cyber bullying
- Racial harassment
- Inappropriate use of technological devices
- Repeated backchatting/arguing with staff
- Major dishonesty

- Incidents of serious threats or intimidation towards others.
- Continual and/or serious instances of inappropriate physical contact, violent behaviours or physical aggression.
- Persistent refusal to follow instructions from Administration.
- Continual and/or major disruption to the teaching and learning of others.
- Persistent inappropriate displays of affection
- Persistent and/or major disrespectful behaviours including verbal abuse to adults/ students
- Serious incidents and behaviours that bring the school into disrepute and damage the 'good name' of the school in the community.

OFFICE MANAGED – ONE SCHOOL RECORD

CONSEQUENCES

STRATEGIES

- Time in office
- Supported Play
- Reflection Room
- Loss of privileges
- Managed attendance
- Suspension (internal/external)
- Letter of apology
- Class relocation
- Removal from playground

- Previous strategies
- Behaviour Tracking Card (daily check in)
- Behaviour contract
- Restorative Conference
- Parent contact/conference
- Individual Behaviour Support Plan (IBSP)

BEHAVIOUR RESOLVED?

YES → ACKNOWLEDGE APPROPRIATE BEHAVIOUR

NO → CASE CONFERENCE SUSPENSION EXCLUSION

			Suspension Procedure.
Major	Suspension	At the third Reflection Time, the principal may consider suspension, however, suspension may be considered immediately depending on severity of behaviour. If deemed necessary by the Principal a Behaviour Panel of parents, DO staff and advisory staff formed to consider and construct Individual Support Plan. This outlines procedures to be used for support as well as crisis management.	Behaviour Management support. Mutually agreed re-entry program with parent. Maybe: Partial re-entry. Behaviour Contract and appropriate monitoring
Major	Exclusion or cancelled enrolment	May occur immediately if behaviour warrants or may be a recommendation after other behaviour interventions and support are exhausted.	Exclusion process procedure, at the discretion of the Principal.
Major Behaviours (Level 3) may include – possession of weapons, serious physical aggression/assault, use or supply of drugs, sexual actions – See appendix 7			

*Note: If under the Principal's discretion a student has committed an act which could be classified as wilful disobedience, misconduct prejudicial to the good order of the school, the student may in fact be immediately suspended or suspended pending exclusion.

*Note: SDAs (School Disciplinary Absences) are to be used after consideration has been given to all other responses and are considered on a case by case basis.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Torbanlea 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.

7. Network of student support

Students at Torbanlea State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
- Parents
- Teachers
- Support Staff
- HOSES
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Home School Liaison Teacher

External 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
- Family and Community Connect (FACC)
- Galangoor
- Others relevant to Torbanlea State School

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.

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

9. Related legislation

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

10. 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

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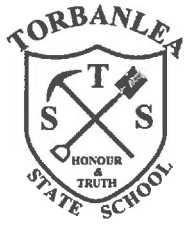- Code of Conduct for School Students Travelling on Buses

Endorsement

_____
Principal

_____
P&C President   / School Council President

Effective Date: 1 January 2108 – 31 December 2020

Torbanlea State School eSmart Policy

Rationale:

Torbanlea State School promotes and encourages the safe and productive use of information communication technologies (ICT). Torbanlea maintains a zero tolerance policy towards bullying. The internet and digital technologies are now very much a part of life and learning. With the growing use of ICT, it is becoming increasingly important that students are taught how to use these technologies safely. Torbanlea is following the eSmart framework to help promote the safe use of ICT and work with the students, staff, parents and the community in preventing and dealing with cyber bullying issues.

Aim:

To create a school community where the smart, safe and responsible use of technology is valued and used. Torbanlea strives to create a safe and supportive learning environment free from bullying and harassment.

Objectives:

- Foster a safe, caring, respectful, supportive and caring community in which bullying and negative behaviours are unacceptable
- Learn to accept and value differences as students interact with one another in same age group and multiple age group activities
- Use digital technology in a smart, safe and responsible manner

Implementation

Create an environment that is positive, in which bullying is not acceptable through the Positive Behaviour for Learning (PBL) committee

Students are explicitly taught the skills needed to stay safe as well as possible dangers they need to be aware of when using ICT. Students will be taught both in their classrooms and during specialist Digital Technology lessons.

Students and parents are required to sign an acceptable use policy (**appendix A**) before they are able to use ICT. Any breach of this policy will be followed up and may result in the students losing access to ICT and other consequences in accordance with the student behaviour policy.

Continue working through the eSmart program to help ensure all staff members are educated in best practices. In addition the eSmart program will help ensure our programs and policies are aligned with the best practices in the teaching of cyber safety and prevention of cyber issues.

Educate the school community about the seriousness of cyber bullying, its impact on those being bullied, how cyber-bullying occurs and consequences of cyber-bullying.

Review

- This policy will be subject to a regular cycle of reviews.

References/Resources/Agreements and Policies:

- Cybersmart program- Australian Communications and Media Authority **www.acma.gov.au**
- **www.cybersmartkids.com.au**
- eSmart School Program -The Alannah and Madeline Foundation

Ratified: 19th October 2017

To be Reviewed: October 2018

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

Personal technology devices that are brought to school must be handed into the classroom teacher to minimise the risk of damage or theft.

Confiscation

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

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

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

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed to the class teacher for safe keeping at the beginning of the day and collected at the end of the school 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 Torbanlea 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 Deputy Principal or Principal.

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.

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

Purpose

Torbanlea 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 Torbanlea 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 Torbanlea 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 Torbanlea 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 Torbanlea State School are an addition to our positive behaviour learning 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 4 Codes of Behaviour and have been taught the expected behaviours attached to each Code 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 High Five Strategy to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. The High Five Strategy is a regular focus of our Expectation Parade with follow up lessons conducted in the classrooms. 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 Torbanlea 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'.

Torbanlea 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.

Appropriate use of social media

Torbanlea State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Torbanlea State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Torbanlea State School will face disciplinary action for simply having an account on Facebook or other social media site

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 3,** it is unacceptable for students to bully, harass or victimise another person whether within Torbanlea State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Torbanlea State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Torbanlea State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Torbanlea State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Torbanlea State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Torbanlea State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:
- Unlawful stalking.
- Computer hacking and misuse.

- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Torbanlea State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Torbanlea State School expects its students to engage in positive online behaviours. (Refer to Appendix 1 & 2)

Physical Restraint / Intervention Report

Initial Report Compiled by		Date and Time Report Completed	
Signed			

Details of Student

Name		Class		Teacher	

Details of Staff involved in Incident

Name		Role	
Name		Role	
Name		Role	
Name		Role	

Reason for restraint: Emergency Response ☐ OR Individual Student Plan ☐ (Select One)

To cease the physical assault of another student or staff member	☐
To avert an immediate danger to him/herself or to others	☐
To avoid serious property damage	☐
Other (enter detail of the serious incident)	

Details of Incident

Date		Time		Initial Location	
Initial Staff involved					
Restraint Location					
Duration of Restraint					
Type of Restraint					
Student Removed to					

De-Escalation Strategies used prior to Restraint

Distraction	Change of face, place, activity	Offer choices	Cool down time, place	Offer to talk	Reassurance
☐	☐	☐	☐	☐	☐

Physical condition of Student before Restraint	
Physical condition of Student after Restraint	

Details of any Injury

Injury to Student	Yes ☐ No ☐	Incident Report Completed	Yes ☐ No ☐
Details of Injury			
Injury to Staff Name:	Yes ☐ No ☐	Incident Report completed	Yes ☐ No ☐
Details of Injury			

Details of Damage

Details of Trauma				

Notifying Procedures				
Incident Reported to				

Parent / Carer contacted			
Name		Time and Date	

Student/s: Post Incident Discussion / Debrief			
Location		Time and Date	
Present			
Details			

Other Forms Completed			
OneSchool			

Follow Up Report – to be completed by Form Recipient (Admin/Delegate

Follow-up Call				
Made by:		Made to:		
Post Investigation				
Necessary ☐	Not ☐	Completed by:	Recorded in:	
Review of individual behaviour management plan (to reduce need for use of restrictive practices)				
Necessary ☐	Not ☐	Completed by:	Recorded in:	
Review of classroom/school management practices (emergency use of restrictive practices)				
Necessary ☐	Not ☐	Completed by:	Recorded in:	
Damage Repair				
Necessary ☐	Not ☐	Organised by:		
Entered on MYHR / WHS				
Necessary ☐	Not ☐	Completed by:		
Entered on OneSchool				
Necessary ☐	Not ☐	Completed by:		
As Contact		Completed by:	One Student Profile of	
As single student incident:		Completed by:	One Student Profile of	
As multiple student incident:		Completed by:	One Student Profile of	
Other Forms completed				
Debrief Report ☐	Physical restraint / Intervention record ☐		Individual Plan including Physical Restraint ☐	
Signed:				

Appendix 6

Debriefing Report

Formal debriefing

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; and/or
- 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.

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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 has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Working together to keep Torbanlea School safe- possession / use of knives at school

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

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have type of knife at school including:
- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Torbanlea School safe?

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

How can parents help to keep Torbanlea School safe?

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

Referenced at http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/working_together_toolkit.pdf