Springsure State School

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

Purpose
Springsure State School is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values that will allow them to be effective citizens of the future.

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.

Consultation and data review
Springsure State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 was also given consideration in the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in October 2012, and will be reviewed in 2015 as required in legislation.

School beliefs about behaviour and learning
All areas of Springsure State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Springsure State School to create and maintain a positive and productive learning and teaching environment. The following expectations provide ALL school community members with clear and consistent understandings of their role in the educational process and in promoting a positive teaching, learning or working environment.

At Springsure State School we believe that all of the school community should adhere to the following behaviour principles in promoting a positive teaching, learning or working environment:

BE SAFE
During all school activities students will take into consideration their physical and emotional safety as well as all other people in the school.

BE RESPECTFUL
Students will use appropriate language and behaviour with the people they interact with at school. Students are aware that they are responsible for their own actions and that they need to make responsible choices at school at all times.

BE A LEARNER
Students will apply themselves to the best of my ability at all times and in all learning activities. By applying my best effort to all aspects of learning, students can expect to achieve success.
At Springsure State School:

- We expect every opportunity is given to students to make positive and informed choices.
- Students and staff can expect a safe, supportive environment. All students have the right to learn. All teachers have the right to teach.

**Students**

At Springsure State School students are expected to:

- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, the environment and others
- Behave in a manner that respects the rights of others
- Co-operate with staff and others in authority

**Parents/Caregivers**

At Springsure State School, Parents/Caregivers are expected to:

- Show an interest in their child’s progress at school
- Co-operate with the school to achieve the best outcome for their child
- Support staff to maintain a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with staff regarding their child’s learning, well-being and behaviour
- Contribute positively to behaviour support plans that concern their child

**Springsure State School**

Springsure State School is expected to:

- Provide a safe and supportive learning environment
- Provide an inclusive and engaging curriculum responsive to the needs of all students
- Maintain constructive communication and relationships with students and parents
- Promote the skills of responsible self-management
- Ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
- Review school practice to ensure that student learning outcomes improve
- Support staff in ensuring compliance with the Code by providing appropriate professional development.

**The Principal**

At Springsure State School, The Principal is expected to:

- Maintain and communicate the expectations of responsible behaviour in the school community
- Ensure equality, consistency and fairness in implementing Springsure State School Responsible Plan for Students
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with the Code of School Behaviour and facilitate Professional Development to improve the skills of staff to promote responsible behaviour and quality teaching and learning
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

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

- School Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Inductions in the Responsible Behaviour Plan for Students for new families as well as new and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the adjustments to support these students consistently across all classroom and non-classroom settings
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying and Cyber bullying (Appendix 2).

Universal behaviour support – Acknowledging Positive Behaviour

Reinforcing expected school behaviour
At Springsure State School, communication of our key messages about behaviour is backed up through acknowledgement. A formal recognition and monitoring system has been developed to provide students with feedback for engaging in expected school behaviour. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

At Springsure 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 facilitated through focused discussions and activities conducted by classroom teachers. These are reinforced on school assemblies and during active supervision and interactions by staff during classroom and non-classroom activities.

Responsible Behaviour Support
At Springsure State School we encourage students to monitor their actions in terms of respect, effort, responsibility and safety. Appropriate behaviour is rewarded to class, groups and individuals. Achievements may be in the area of:

- Academic success
- Sporting success
- Improved results
- School service
- Honest effort
- Appropriate behaviour choices (classroom and playground)
- Good attendance
- Good citizenship

Springsure State School provides a positive, safe and welcoming environment. A number of strategies have been developed to create a supportive school environment:

- Display of behaviour principles in each room
- Positive praise
- Self identified privileges
- Class incentive schemes
- Collegial support
• Students of Concern committee
• Anti-bullying process (See school anti-bullying policy for detailed information)
• Provide leadership opportunities for students
• Display student work around school and community
• Free time activities
• Awards e.g. Success by Effort Award, Principal Award, Postcards, Playground Award, certificates, Letter of Commendations, special awards, telephone call to parents, weekly prizes on parade
• One School referrals of both positive and negative behaviours

Re-directing low-level and infrequent problem behaviour
The following progression of strategies moves from least intrusive to more intrusive however the teacher will consider the purpose of the students’ behaviour to inform their choice of response.

Tactical Ignoring
Proximity Praise / Reward
To redirect student behaviour the teacher may: praise at least one other student who is in close proximity for behaving appropriately; praise the misbehaving student immediately after they behave appropriately; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; quietly enquire as to the reason for the misbehaviour.

Rule Reminder
Ask students to reflect on their own behaviour and evaluate it against expected school behaviour. Then ask how they might be able to act more safely, more respectfully, more responsibly or are they making their best effort in class activities.

Warnings
Verbal reprimands according to individual classroom procedures, stating the problem and clearly stating the required behaviour.

Loss of Privilege
For example, games and/or special activities.

Isolation in Class or Timeout
A student may be isolated from other student/teacher’s attention in the class.

Isolation in Buddy Class / Other Cohort
Student may be isolated from the class and is sent to a buddy class for an appropriate period. Students must be provided with work by the classroom or supervising teacher.

Targeted behaviour support
Each year a small number of students at Springsure State School are identified through our data as needing 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. Strategies to support these students may include:
• Play rosters & visual cues (behaviour thermometer)
• Focussed social groups
• Support before & after school
• Monitoring by all staff
• Direct supervision in identified high risk areas
• Communication booklets between home and school

Intensive behaviour support
Springsure 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.
Through school process, a case manager is nominated to coordinate:

- Regular case conferences with key stakeholders within the school community
- Work with staff members to develop appropriate behaviour support strategies
- Monitor the impact of support for the student through continuous data collection
- Make adjustment as required for the student
- Work with the case team to achieve continuity and consistency

**Emergency or critical incident responses**

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

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

**Basic defusing strategies**

- Avoid escalating the problem behaviour
- Maintain calmness, respect and detachment
- Approach the student in a non-threatening manner
- Follow through
- Debrief

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

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

**Record keeping**

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

- Incident report
- [Health and Safety incident record](link)
- Debriefing report (for student and staff) (Appendix 3)
Consequences for unacceptable behaviour

Springsure 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.

Minor and major behaviours

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

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

**Minor behaviours are those that:**

- Are minor breaches of the school rules
- Do not seriously harm others
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff or Administration

**Minor problem behaviours may result in the following consequences:**

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

- A re-direction procedure. The staff member takes the student aside and:
  1. Names the behaviour that student is displaying,
  2. Asks student to name expected school behaviour,
  3. States and explains expected school behaviour if necessary
  4. Gives positive verbal acknowledgement for expected school behaviour.

**Major behaviours are those that:**

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of school Administration

**Major behaviours result in an immediate referral to Administration because of their seriousness.** When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then notifies office for support through phone call or student message.

**Major problem behaviours may result in the following consequences:**

**Level 1:** Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence

AND/OR

**Level 2:** Parent contact, referral to Guidance Officer, suspension from school. 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.
## Consequences for Unacceptable Behaviour

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>STUDENT’S ACTIONS</th>
<th>SCHOOL ACTION</th>
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</table>
| 1     | • Irresponsible playground behaviour  
      • Breaking dress code  
      • Running around the buildings and on the cement  
      • Not wearing a hat/bike helmet  
      • Lettering  
      • Name call/teasing/swearing | • Rule reminder  
      • Withdrawn from play  
      • Withdrawn from classroom – sent to buddy class  
      • One School referral |
|       | **Constant repeat of Level 1**  
      • Answering back  
      • Wilfully destroying, damaging property  
      • Continual refusing to follow directions  
      • Pushing/Shoving  
      • Dangerous play  
      • Physical Violence  
      • Ongoing bullying  
      • Verbal Abuse/swearing  
      • Use of mobile phone at school  
      • Repeated Level 2 offence  
      • Being unwilling to improve behaviour  
      • Physical abuse – (intentional and severe violence)  
      • - intentional/property  
      • Harassment  
      • Ongoing Truancy  
      • Intentional use of offensive and inappropriate language  
      • Sexual harassment  
      • Cyber bullying / Inappropriate use of sites or technology to defame the school or any members of the school community, including outside of school hours (eg: using someone else’s password/user name, posting materials to web communities such as you tube, face book, cyber bullying, mobile phone bullying or sending inappropriate materials  
      • Smoking or possessing illegal drugs  
      • Use of weapons or use of objects with intent to harm | • Rule reminder  
      • Withdrawal from classroom/playground’  
      • Parents are phoned immediately  
      • Student’s phone held at the office  
      • Parents immediately telephoned, requested for an interview  
      • Options of internal or external suspension depending of severity of action  
      • Suspension or proposal to exclude and recommendation to exclude (as per Education Queensland’s guidelines  
      • Contact with appropriate agencies where required (eg police, DoCS) |

*Note: If a student has been suspended throughout a term they lose eligibility to be selected for school representation that term. This includes: excursions, camps, sporting events and leadership roles.*
The network of student support
To enable a safe and supportive learning environment, our teachers aim to:

- Be welcoming, approachable and friendly
- Speak quietly – creating a non stressful atmosphere
- Promote self-esteem and confidence
- Respect students and value their contributions
- Interact with children throughout the school campus
- Involve parents in a positive manner
- Know students and be supportive and protective of students
- Have good listening skills & mediate between students when problems arise
- Provide curriculum that is appropriate to the learning needs of students
- Use a variety of teaching methods
- Create stimulating and challenging learning environments
- Empower students to take on an active role in their education

Support for students is available from the administration team, Guidance Officer, Child and Mental Health, Bush Childrens, Anglicare and Centacare.

Consideration of individual circumstances
Students identified as having particular circumstances that could impact on their behaviour are made known to all staff through regular school communication systems and focussed meetings. Modified behaviour plans, separate play areas and other arrangements are organised through the Students of Concern Committee in consultation with students, teachers and their parents.

Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

- National Safe Schools Framework
- Bullying. No Way!
  www.bullyingnoway.com.au
- Mindmatters
  www.curriculum.edu.au/mindmatters
- National Framework for Values in Australian Schools
  www.valueseducation.edu.au
- School Wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Assistant Regional Director Executive Director (Schools)</th>
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<td>Effective Date: October 2012 – October 2015</td>
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Appendix 1

The Use of Personal Technology Devices* at School

Certain Personal Technology Devices Banned From School
Students must not bring unpermitted valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

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

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

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 either handed in to the school office or kept in student’s locker (Years 7-10 students only). They are available for collection at the end of the school day. Personal technology devices may be used once students have left the school grounds at the end of the school day.

Recording voice and Images
Students are not to use 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).

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.

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* Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students involved in:

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

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

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

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

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

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

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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying
(Including Cyber bullying)

1. Springsure State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   • achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   • raising achievement and attendance
   • promoting equality and diversity and
   • ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Springsure State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Springsure State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   • race, religion or culture
   • disability
   • appearance or health conditions
   • sexual orientation
   • sexist or sexual language
   • young carers or children in care.

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

6. The anti-bullying procedures at Springsure State School are embedded in our 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.
RESPONSIBILITIES OF THE SCHOOL COMMUNITY

STAFF RESPONSIBILITIES

Identification
- Watch for early warning signs of bullying in students (e.g. stress, behaviour change, physical injuries etc.)
- Offer the victim immediate support and help.
- Use all students as a positive resource in countering bullying, taking time to discuss bullying in class sessions when the need arises. (e.g. after incidents)
- Ensure all areas of the school are monitored at breaks and in between lessons. Fulfill playground duty requirements with vigilance
- Use restorative practices in discussions with all parties
- Record and report behaviour incidences on our school data base.

STUDENT RESPONSIBILITIES

Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others.

STEP 1 Tell the bully to stop.
(This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim's control over handling the situation).

STEP 2 If the bullying does not cease immediately, or has caused significant physical or emotional harm tell someone in authority.
(Teacher, Teacher Aide. Principal)

PARENT/CAREGIVER RESPONSIBILITIES

- Watch for early signs in your child. These may include a reluctance to go to school, unexplained illnesses, missing possessions, requests for money, frequent or unexplained injuries or moodiness.
- Take an active interest in your child's school and social life, encouraging them to talk about daily events and occurrences.
- If you suspect bullying of your child at school, contact the class teacher or school administration immediately.
- Record details of persistent bullying of your child, including the dates, settings, times, types of bullying, and identified perpetrators.
- Encourage your child to report persistent school bullying to those in the best position to provide immediate help i.e. the teaching staff and administration.
- Assure your child that seeking help is okay and an assertive measure.
- Do not encourage your child to hit back or verbally abuse the bully.
- Be prepared to assist the school in modifying your child's behaviour if he/she is identified as a bully. Do not accept personal blame for their actions: instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.

7. Springsure State School uses behavioural data for decision-making. This data is entered into our database on a regular 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

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

**Questions for staff**

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

**Questions for student**

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
### Appendix 4

<table>
<thead>
<tr>
<th>BEHAVIOUR CODE</th>
<th>BEGINNER</th>
<th>DEVELOPING</th>
<th>COMPETENT</th>
<th>EXCELING</th>
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</thead>
<tbody>
<tr>
<td><strong>SAFETY</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Rarely recognises unsafe practices</td>
<td>1. Sometimes recognises unsafe practices</td>
<td>1. Recognises unsafe practices</td>
<td>1. Recognises and responds appropriately to unsafe practices</td>
<td></td>
</tr>
<tr>
<td>2. Frequently displays unsafe practices</td>
<td>2. Requires prompts to display safe practices</td>
<td>2. Models safe practices most of the time</td>
<td>2. Always models safe practices</td>
<td></td>
</tr>
<tr>
<td>3. Requires constant supervision to move safely</td>
<td>3. Needs reminders to move safely</td>
<td>3. Moves about the school/class appropriately</td>
<td>3. Models and displays appropriate movement around the school</td>
<td></td>
</tr>
<tr>
<td>4. Frequently uses equipment incorrectly</td>
<td>4. Requires prompts to use equipment appropriately</td>
<td>4. Uses equipment correctly</td>
<td>4. Can be relied upon to use equipment correctly</td>
<td></td>
</tr>
<tr>
<td>5. Rarely follows directions and instructions</td>
<td>5. Sometimes follows directions and instructions</td>
<td>5. Follows directions and instructions</td>
<td>5. Uses initiative</td>
<td></td>
</tr>
<tr>
<td>7. Unaware of most safety issues and rarely reports (Passive Bullying)</td>
<td>7. Sometimes recognises and/or reports safety issues</td>
<td>7. Often addresses and/or reports safety issues</td>
<td>7. Always addresses and/or reports safety issues</td>
<td></td>
</tr>
<tr>
<td><strong>EFFORT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Distracts self and others from tasks</td>
<td>1. Easily distracted from tasks</td>
<td>1. Focuses on set tasks most of the time</td>
<td>1. Focuses on tasks when required</td>
<td></td>
</tr>
<tr>
<td>2. Requires close supervision to complete tasks</td>
<td>2. Needs prompts to stay on tasks</td>
<td>2. Usually works independently on set tasks</td>
<td>2. Works independently</td>
<td></td>
</tr>
<tr>
<td>3. Loses or does not have proper equipment</td>
<td>3. Needs prompting to look after equipment</td>
<td>3. Brings correct equipment to lessons</td>
<td>3. Has equipment ready to use</td>
<td></td>
</tr>
<tr>
<td>5. Disregards teacher feedback</td>
<td>5. Occasionally follows directions and instructions</td>
<td>5. Responds positively to teacher feedback</td>
<td>5. Actively seeks and uses teacher feedback</td>
<td></td>
</tr>
<tr>
<td>6. Negative attitude to all tasks</td>
<td>6. At times engages in bullying/ fighting/ rough play</td>
<td>6. Has positive attitude to most tasks</td>
<td>6. Positive attitude to all tasks</td>
<td></td>
</tr>
<tr>
<td>7. Working towards set goals with assistance</td>
<td>7. Working towards set goals independently</td>
<td>7. Sets and works towards some personal goals</td>
<td>7. Sets and achieves personal goals</td>
<td></td>
</tr>
<tr>
<td><strong>RESPECT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses put downs, negative comments, teasing and bails others.</td>
<td>1. Sometimes uses inappropriate language</td>
<td>1. Uses appropriate language in the different settings</td>
<td>1. Uses appropriate language in different settings and encourages others to do the same</td>
<td></td>
</tr>
<tr>
<td>2. Deliberate / little or no respect for others and own property</td>
<td>2. Careless with own and others’ property</td>
<td>2. Cares for own property and shows regard for the property of others</td>
<td>2. Cares for and respects all property and shares willingly</td>
<td></td>
</tr>
<tr>
<td>3. Fails to acknowledge (through appropriate interaction) different roles and responsibilities of school community members</td>
<td>3. Sometimes acknowledges (through appropriate interaction) different roles and responsibilities of school community members</td>
<td>3. Acknowledges (through appropriate interaction) different roles and responsibilities of school community members</td>
<td>3. Demonstrating respect and manners to all others</td>
<td></td>
</tr>
<tr>
<td>5. Does not interact well with other students</td>
<td>5. Interacts with friends in the play and work setting when encouraged</td>
<td>5. Usually interacts positively with friends in the play and work setting</td>
<td>5. Interacts positively with friends and others in play and class settings</td>
<td></td>
</tr>
<tr>
<td>6. Rarely demonstrates personal pride as a member of the school community</td>
<td>6. Needs reminders to develop pride in being a member of the school.</td>
<td>6. Shows pride in being a member of the school community</td>
<td>6. Actively pursues opportunities in promoting the school community</td>
<td></td>
</tr>
<tr>
<td><strong>SELF- RESPONSIBILITY</strong></td>
<td>1. Rarely makes appropriate choices.</td>
<td>1. Sometimes makes appropriate behaviour choices.</td>
<td>1. Always makes appropriate behaviour choices.</td>
<td>1. Always makes appropriate behaviour choices.</td>
</tr>
<tr>
<td>4. Unable to self monitor and regulate learning progress. I.e.: Unable to complete work tasks.</td>
<td>4. Sometimes is able to self-monitor and regulate learning progress.</td>
<td>4. Self monitors and regulates learning progress, i.e.: is up to date</td>
<td>4. Actively monitors and regulates learning progress</td>
<td></td>
</tr>
<tr>
<td>5. Unable to set realistic personal goals.</td>
<td>5. Able to set some realistic personal goals.</td>
<td>5. Has realistic personal goals</td>
<td>5. Is organised and plans ahead, sets realistic and challenging goals</td>
<td></td>
</tr>
</tbody>
</table>