

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

The Code of
School Behaviour
Better Behaviour
Better Learning

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1. Purpose

Elimbah State School is committed to the effective support of positive student behaviour. Effective behaviour support promotes a supportive school environment, effective learning and teaching, fosters mutual respect and develops students' ability to take responsibility for their own behaviour and the consequences of their actions.

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

This *Responsible Behaviour Plan* (RBP) for Students sits within our teaching framework modelled on the Dimensions of Teaching and Learning and 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. It is underpinned by our fundamental belief that parents want three key things from schooling for their children- to be happy, to be safe, and to learn.

2. Consultation and data review

Elimbah State school reviewed the RBP at the end of 2015 in collaboration with our school team and wider community and outlines a continued strong commitment to promoting positive behaviours through the Positive Behaviour for Learning Approach.

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2013-2015 informed the development process alongside the feedback from the School Improvement Unit in 2015. School opinion survey data was also used to support the development of this plan.

A team of staff and parents led the development of the **Positive Behaviour for Learning** program in the school, previously known as SWPBS. This lead group met approximately twice per term and regularly consulted with staff and community. Their collective work drove the review of the school plan and the key strategies that arise from it. A Superbus theme continues to focus and link key PBL initiatives.

This plan is reviewed on an annual basis and changes ratified by the P&C when deemed applicable. This Plan is endorsed by the Acting Principal, the President of the P&C, and Executive Director (Schools) in November 2015, and will be reviewed annually and then comprehensively in 2018.

3. Learning and behaviour statement

All areas of Elimbah 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.

It is the shared belief of the Elimbah school community that:

- behaviour is both learned and chosen; it is the result of choices
- all participants in schools must work to create a positive learning environment
- rewards and consequences help guide student behaviour
- the foundations for academic achievement and social/emotional/behavioural well-being need to be explicitly taught to students

Our *Responsible Behaviour Plan* outlines our process for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. The maintenance of a positive rapport between adults and students is crucial to effective support and learning.

All members of the Elimbah community should endeavour to:

- Be behaviour specific and make sure students know what they are being praised for
- Choose appropriate rewards and negotiate with students as appropriate
- Speak respectfully to students and expect respect from them
- Set expectations in a positive way e.g. speak respectfully – vs – don't swear
- When it is necessary to reprimand a student, promptly rebuild the relationship
- Where possible adopt and follow restorative justice strategies

Through our school plan, shared expectations for student behaviour are captured through the Superbus theme and are plain to everyone. These expectations are communicated visually in school signage and in student documentation. Our *Schoolwide Teaching Expectations Matrix* is displayed in all classrooms and the three underpinning rules are a part of daily practices in each and every part of the school environment. In this way, Elimbah State School can create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be respectful
- Be a learner

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

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

Elimbah State School uses a three tiered approach to facilitate standards of positive behaviour and to respond to unacceptable behaviour, by providing universal, targeted and intensive supports.

- **Universal:** in a supportive and well-disciplined school approximately 80-90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.
- **Targeted:** In a supportive and well-disciplined school approximately 10-15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.
- **Intensive:** In a supported and well-disciplined school approximately 2-5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Elimbah State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

Schoolwide Expectations Teaching Matrix SUPERBUS

School Areas	 Be Safe	 Be a Learner	 Be Respectful
Learning Environments	Walk around classroom Use equipment as instructed Always an adult present when in the classroom Ask permission to leave Follow adult instructions	Take ownership of my learning Be organized, persistent and confident Be an active listener Set myself high goals for learning	One person speaking Respect others property Respect resources Knock when entering
CYBER USE	Password etiquette/ USB / sharing	Accessing sites for learning	Using only your logon details
Library	Lining up when leaving	Use whisper voices	Follow library routines Share and care
Verandahs/ In & around classrooms	Be safe– stay away from railings and steps No throwing objects	Be quiet for learning in rooms	Keep bag racks organised Respect others property
Movement Transition Times	Walk quietly Use paths Hands off Finish play on first bell	Follow line-up rules	Be respectful of others' learning
Tuckshop	Line up in correct lines	Use manners Have correct money and order ready	Follow tuckshop procedures Respect tuckshop helpers
Eating Areas	Sit to eat Hand up to be dismissed Walk when dismissed	Eat my own food	Put litter in bin Follow class rules for lunch boxes
Play Areas	Stay in your designated areas Stay in school grounds Wear your hat Hands off Walk on the concrete	Cooperate with others Listen to & follow instructions	Fair play Use high five Respect equipment and school environment Take turns Use appropriate language
Toilets	Wash hands Walk in and walk out	Practise personal hygiene	Respect the privacy of others Use toilet facilities appropriately
Travelling to and from school	Bus safety Bike safety Road safety	Have my bus pass ready Follow bus travel -Code of conduct	Respect bus driver and bus
Out of School Hours and Settings	Follow adult instructions	Be an active learner on excursions	Follow excursion expectations Wear full uniform
Other (Staff Areas)	Always only with an adult present		Follow office routines Follow sports room routines

Every five weeks one of the three rules becomes a schoolwide focus and these expectations are communicated to students via a number of strategies, including:

- Explicit behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities, through use of token reinforcers;
- School signage to highlight expectations to all members of school community
- Newsletter PBL section
- Induction programs for new staff, students and families

5. Incident type descriptors

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

- A published copy of the *Schoolwide Expectations Teaching Matrix* is distributed to all families
- A regular section of the school newsletter, enabling parents to follow and reinforce the current school focus with regard to our school's behaviour expectations.
- School Superbus team providing regular information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Elimbah State School *Responsible Behaviour Plan* for Students delivered to all students and staff annually.
- High 5 program to support conflict resolution and anti-bullying delivered by our Guidance Officer and School Chaplain.
- Kids Club- organised lunchtime play supervised by Chappy
- A peer mediation group (Buster Buddies) to support positive play and relationships in the playground
- Individual Behaviour Monitoring and Support Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 1)
 - The Use of a mobile phone at School (Appendix 1A)
 - Procedures for Preventing and Responding to Incidents of Bullying including Cyberbullying (refer to Appendix 2).

Reinforcing expected school behaviour

At Elimbah State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Our community prides itself on providing an environment that rewards and celebrates achievements of all students. These celebrations take many forms and are regularly reviewed for effectiveness.

To ensure the accuracy and consistency of rewards awarded, teachers will collect data - both positive and that requiring some intervention above their regular classroom management strategies. These expectations extend beyond the classroom to specialist lessons, the playground, incursions and excursions and a communication system (pink slips) has been established to support consistency across all learning environments.

The continua below is used alongside the *Schoolwide Expectations Teaching Matrix* and informs school reporting.

Excellent	Very good	Satisfactory	Needs attention	Unsatisfactory
<ul style="list-style-type: none"> • always interacts appropriately in the playground • is cooperatively assertive in all classroom activities • shows respect and consideration for others in all circumstances • actively discourages bullying • takes turns, shares and encourages others to do likewise • uses humour appropriately • is encouraging to others and uses no put downs • is always inclusive of others • consistently uses appropriate conflict resolution skills • adapts well to change • always respects property and encourages others likewise 	<ul style="list-style-type: none"> • interacts appropriately in the playground • is cooperative in all classroom activities • shows respect and consideration for others in most circumstances • discourages bullying behaviours • always takes turns and shares • uses humour appropriately • is generally encouraging to others and uses no put downs • is inclusive of others • uses appropriate conflict resolution skills • usually adapts well to change • always respects property 	<ul style="list-style-type: none"> • usually interacts appropriately in the playground • is cooperative in most classroom activities • shows respect for others in most circumstances • discourages bullying behaviours • usually takes turns, shares • sometimes uses humour appropriately • is encouraging to others • is usually inclusive of others • uses appropriate conflict resolution skills • adapts well to some changes • usually respects property 	<ul style="list-style-type: none"> • at times interacts inappropriately in the playground • is sometimes uncooperative with staff • is sometimes disrespectful of others • sometimes uses bullying and harassing behaviours • sometimes takes turns/shares • sometimes uses humour inappropriately • sometimes uses put downs • is sometimes inclusive of others • uses inappropriate conflict resolution skills • adapts poorly to some changes • is sometimes disrespectful of property 	<ul style="list-style-type: none"> • interacts inappropriately in the playground • is uncooperative with staff • is disrespectful of others • uses bullying and harassing behaviours • rarely takes turns/shares • frequently uses humour inappropriately • frequently uses put downs • is rarely inclusive of others • uses very inappropriate conflict resolution skills • adapts poorly to change • is disrespectful of property

• **Acknowledgement system**

In line with the ‘Superbus’ theme, bus tickets are the primary token reinforcer used at Elimbah. Staff members hand bus tickets out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Collection of bus tickets leads to additional rewards as set out below. The bus ticket has two components – one part will be for students to paste on to their individual ‘Superbus Pass’, while the other part is cut off and put into the purpose built ‘Superbus’ located in the administration block.

Class Systems

- Class incentive rewards established collaboratively between students and class teachers are outlined in the class ‘Engaged-Learning Plan’
- A copy of the class ‘Engaged Learning Plan’ will be placed in the TRS class folder and stored in the office
- Class teachers may implement their own reward menus within the class while still adhering to the whole school reward systems

Weekly rewards on Parade

- **Student of the week** – this award is initiated by the class teacher and awarded for improvement, consistency or specific class contribution
- **Superbear** – our superbear is awarded to the class who has modelled the superbus rule focus of the week in the Library
- **Bus Ticket draw** - each week five tickets are drawn from the ‘Superbus’ and students being drawn receive a Tuckshop voucher. Students must be present to receive this reward.

Ongoing rewards/ or as required

- **Administration Awards** – students who display excellence in learning, behaviour or improvement may be referred to the Leadership Team for recognition
- **‘Superbus Pass’ certificates** – Every student has their own ‘Superbus Pass’ which has space for 50 bus tickets to be pasted on. **‘Superbus Pass’ certificates** are presented to students each time they earn and complete a ‘Superbus Pass’ These certificates recognise the student’s achievement in consistently modelling the Superbus rules. Completed ‘Superbus Passes’ are given to Year Level POD leaders, who will record on One School the achievement and prepare the certificate for presentation on weekly parade. Twice a term ‘Superbus’ Passes collected are collated and tallied according to student Houses and the leading House is celebrated on Parade

Term rewards

- **Ticket to Ride Day** – this reward will be celebrated and attended by students who have consistently modelled the Superbus rules throughout the term in both the classroom and the playground. The criteria for attaining rewards day are:
 - students who *have not* had a referral to the reflection room or an exit referral from the classroom to Administration and
 - students who have received at least one Superbus Pass Certificate (50 tickets)

Students will receive an invitation and a certificate for the celebration which will occur in the last week of each term. Students participate in fun activities run by the Leadership Team and class teachers.

Note:

Students who do not attend the Ticket to Ride Day should attend school that day. They spend time working with selected staff members and make plans/goals to work on for managing their behaviour the following term.

This session is in no way a 'second consequence' for those students, and they spend time playing games and talking about sharing, taking turns, what it means to be a good friend and other important social skills. Students who attend these sessions report that they found it to be an enjoyable experience.

The attendance at Ticket to Ride Day for students with complex needs, such as those with a verified disability or complex case management are assessed on an individual basis. The above criteria to attend the ticket to ride day is examined and the decision for them to attend is determined by the Principal in consultation with the support team. This is done taking into account their particular support needs and their demonstration of school rules within range of their individual ability to manage their behaviour.

Other

- Students having their name drawn from the 'Superbus' on Parade will have their name and photo published within the 'Superbus' in the weekly newsletter
- Students receiving other awards on parade will also be celebrated in the weekly newsletter
- Inclusion in special programs on offer
- Student leadership opportunities

Responding to unacceptable behaviour

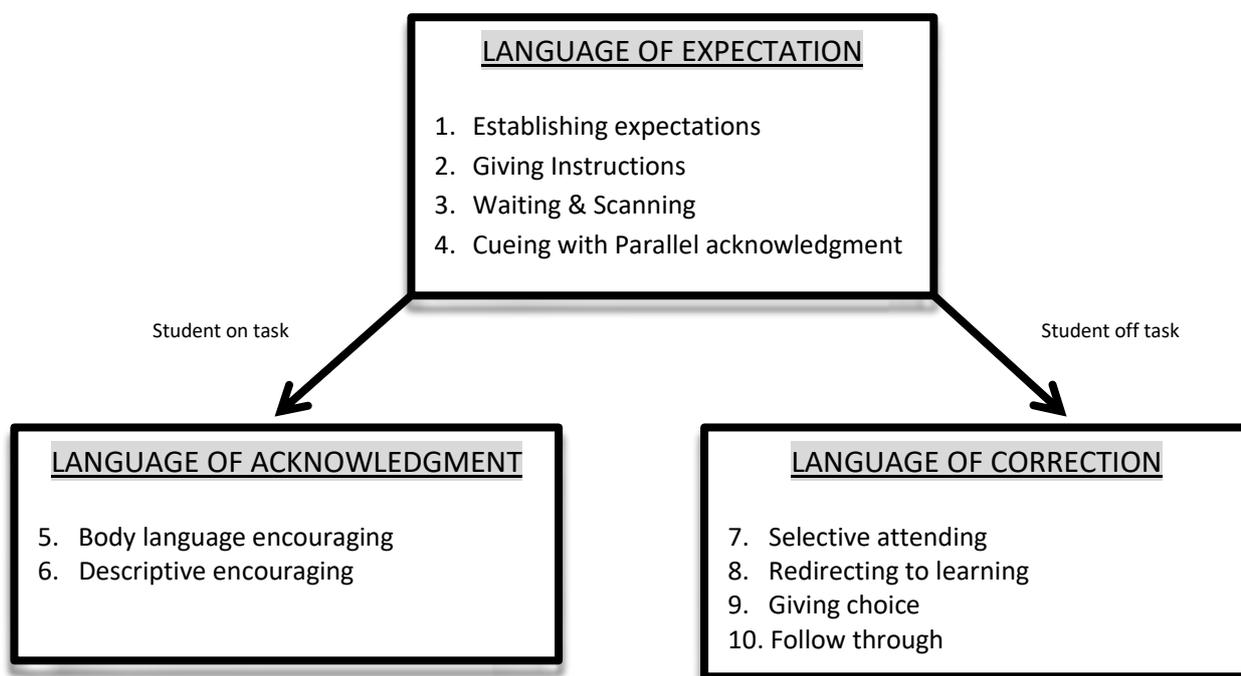
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. At Elimbah we recognise that, at times some students require some form of intervention to assist them with managing their behaviour.

Re-directing low-level and infrequent problem behaviour

- **Essential Skills for Classroom Management**

When a student exhibits low-level and infrequent problem behaviour, teachers are trained in and universally apply the Essential Skills for Classroom Management. This may be enhanced by Classroom Profiling. Elimbah State School staff may also remind the student of expected school behaviour, then ask them to think of how they might be able to act more safely, more respectfully or as a learner to align with our Superbus expectations. This encourages students to reflect on their own behaviour and evaluate it against expected school behaviour.

Essential Skills Model:



- **Classroom Engaged Learning Plan**

This plan is developed collaboratively between the teacher and the class at the commencement of each school year. This plan outlines shared expectations, the reinforcement (reward) system and corrective strategies for the class. A copy of this plan is located in the class folder for ease of access and a copy held by the Leadership Team to ensure consistency of approach at the next level of behaviour support.

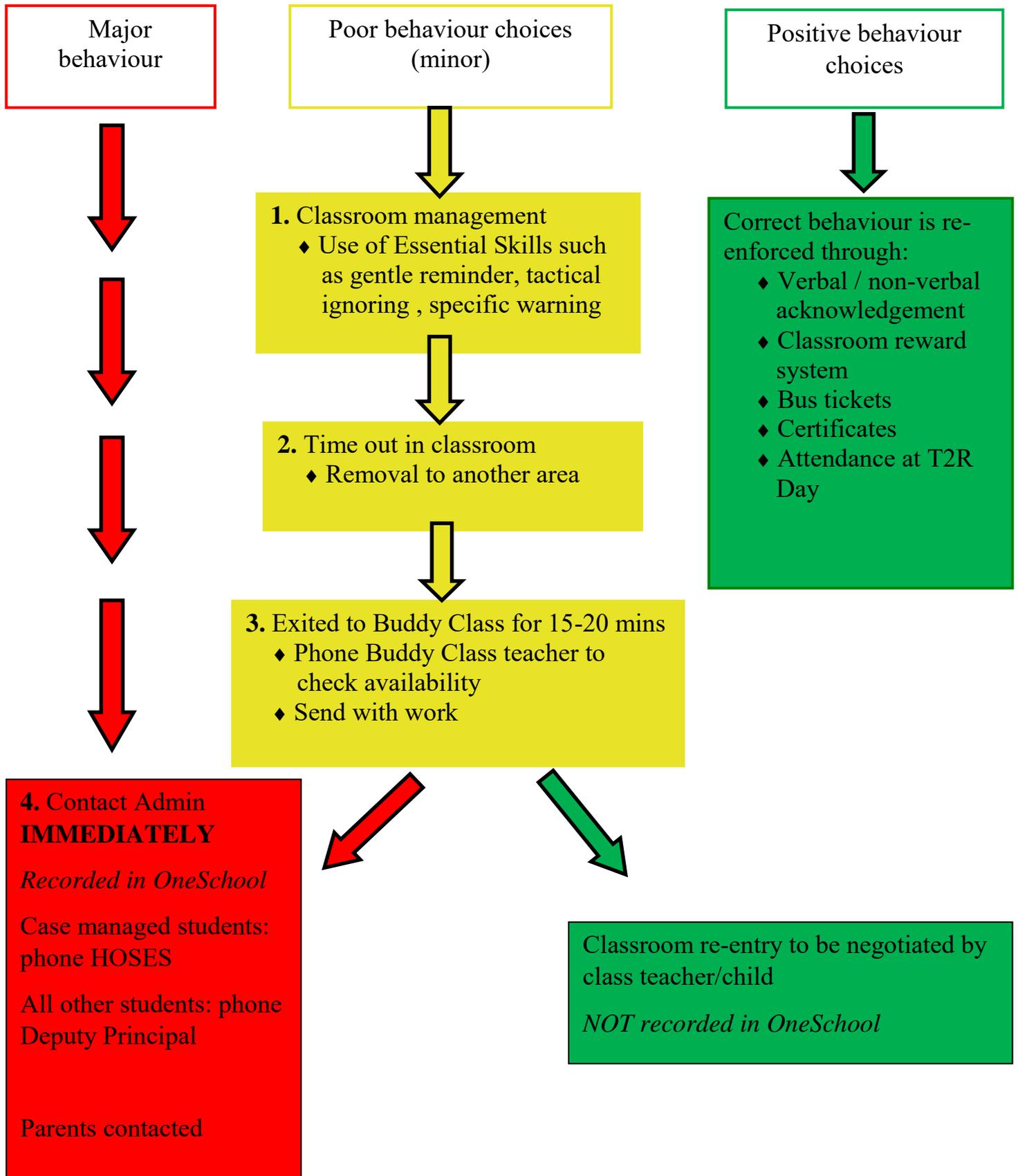
- **Playground**

During playground breaks, students are expected to model the 'Superbus Rules' (Be Safe, Be Respectful, Be a Learner). School staff actively supervises and engage with students within their playground area, proactively communicating and positively reinforcing these rules. 'Superbus Tickets' are available in each playground folder for staff to give out during the break period.

Our preferred way of redirecting low level problem behaviour is to redirect the student to the expectation – instead of 'stop running' – 'walking, thank you'. Teachers may also ask the student what rule they are breaking, how they might correct their behaviour and what the importance of the rule is. Students may accompany the teacher for a short period or sit out for a set time and if necessary the supervising teacher may record and inform the student's class teacher through our communication pink slip.



Classroom Behaviour Management Flowchart



Notes: Classroom teachers manage students through their classroom behaviour management procedure before sending to Buddy Class.

Targeted behaviour support

Each year, a small number of students are identified through the data as requiring some additional support to manage their behaviour. In most cases these behaviours may not be immediately regarded as severe, but the frequency of their behaviour may impact on the students learning or social success if not addressed in a timely manner.

- **Superbus Team**

The 'Superbus Team' meets every 2-3 weeks throughout the year and has representation from teaching staff, support staff, parent population and is led by the leadership team and the behaviour coach. At the beginning of each team meeting, data is examined specifically relating to behaviour type and area so as to guide decision making around targeted behaviour support. This may drive a whole school 'Superbus Blitz' or may identify groups of students who may benefit from participation in any number of programs available as needed here at Elimbah.

Programs such as 'Drumbeat' – relationship skills, Matt Fiddes Martial Arts – resilience training; MPower – girls social skills; YOGA & mindfulness – self regulation training; Quality Time Program – relationship skills; and other various social skills programs facilitated by the school Chaplain, SEP staff or non-EQ facilitators. These programs may enlist community role models to assist in the development of team building, cooperation, confidence and self-esteem.

- **Buster Buddies**

Each year as part of the leadership program, students from year six may nominate to support and assist younger children in the playground during the first or second break. The younger students will already be targeted for extra play support. A small group of year six students may propose one lunch break a week for up to five weeks; they will select an activity and be responsible for accessing appropriate school equipment for this activity. These students will then co-ordinate the implementation and development of their activity. There is a provision for targeted students to be asked to attend the organised games if their playground play has been unsuccessful. The Buster Buddies training is facilitated by the school Chaplain over a three week period. Buster Buddies liaise with the Chaplain throughout their working period, providing feedback and receiving on the job extra training when the need is identified. At the end of each term, these students receive a certificate of leadership as well as an official letter from the school thanking them for their participation.

This proactive approach provides leadership opportunities for some year six students while facilitating explicit intervention for those students identified as requiring targeted support.

- **Reflection Room**

At times, the class teacher or Leadership Team Member may refer the student to the Reflection Room. These students are identified through data collection by the class teacher and may be as a result of low level, high frequency behaviours or more serious problem behaviour. This withdrawal from the playground at lunch times is supervised on a daily basis by leadership team members. Once the student reflects on their behaviour as to how they might have been able to act more safely, more respectfully or be a more focussed learner, they may then plan how their behaviour could be modified so as to align with the expectations of our school community. Students meet the duty teacher at the office (11am) to eat their lunch and then move to the reflection room. Students in P-2 may need to be delivered by their class teacher. Students complete a reflection sheet, following the restorative questioning practices. The original referral (red slip) will be attached to the reflection sheet which is signed off by the staff on duty and returned to the class teacher for their records.

- **Supported Play Room**

On occasions, identified students are referred to the Supported Play Room. This is in consultation with the parent, class teacher and Leadership Team members. The Supported Play Room is a targeted support, not a punishment. Students are withdrawn for the lunchtime period, allowing one peer friend to join them in participating in supported play (modelled & facilitated) within the supervision room. Support through the Supported Play room is reviewed weekly by the Leadership Team and students are on gradual release back into the playground with systems to monitor until

fully returned to the playground. Supervision may be increased or decreased over a period of weeks reflective of how the student is performing in the playground.

- **Behaviour Monitoring Plan**

On occasion teachers might identify students who may need additional support to focus on a particular classroom expectation. A behaviour monitoring plan may be developed as a short term tool with a specific focus and strategies to assist in the correction of identified behaviour (low level, high frequency), and may be initiated either by the classroom teacher or by the Leadership Team. The Plan may or may not include a check in check out with the support of the Leadership Team, however will include parent/carer daily communication (signature each day to acknowledge sight of plan). By enabling this communication, parents and staff build a positive partnership to support the student behaviour expectations.

Intensive behaviour support

Elimbah 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 school behaviour support team -

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student,
- reports back to the Student Support Team, and
- liaises with the PBL coach to achieve continuity and consistency.

For students requiring significant intervention a referral to Students Support Team is made.

- **Student Support Team**

The SST consists of key intervention stake holders within the school – STLaN, G/O, SWD teacher, DP, Principal, Chaplain, Behaviour Coach and is facilitated by the Head of Special Education Services. Teachers refer students whose behaviour requires intensive behaviour support. A case manager (CT or Leadership Team member) will be assigned and an action plan devised to support that student and the teacher. This is likely to include –

1. Observations by Behaviour Coach
2. Feedback by Coach to class teacher, case manager and SST with recommendations (actions may occur prior to feedback to the SST)
3. IBSP (Individual Behaviour Support Plan), and OR Behaviour Action Plan is written
4. Key stake holders, including parents come together to endorse IBSP and OR the Behaviour Action Plan
5. Review of Plan/s

- **IBSP**

An IBSP is a detailed plan which identifies targeted behaviour (identified through data collated), specific goals, targeted intervention, adjustments and strategies to be implemented and key response adjustments for when the unacceptable behaviour occurs. The plan is reviewed with key stakeholders as deemed necessary at the endorsement meeting.

- **Behaviour Action Plan**

A Behaviour Action Plan outlines a specific target behaviour which is known to trigger further unacceptable behaviour. This plan identifies the behaviour, lists set acknowledgement strategies, has a set script as a correction plan and outlines procedure for crisis and then restitution. These plans may sit within the IBSP or stand alone for students where behaviour is deemed major, yet occurs infrequently.

- **Referral to Behaviour Support Team (EQ district support)**

Elimbah State School, with parent/carer permission may request support through the EQ Intensive Behaviour Support Team to assist in addressing behaviour when previous mentioned strategies have not corrected the targeted behaviour. A referral to this team will go through the SST and will be completed and forwarded to the Intensive Behaviour Support Team through the Principal. The Intensive Behaviour Support Team may

- Work with other support staff to develop appropriate support strategies

- Provide support through the provision of additional T/A deployment
- Provided coaching/ modelling of behaviour management strategies

- **Student Disciplinary Absence (1-10 days)**

Student Disciplinary Absence 1-5 days is implemented at the discretion of the Principal/ delegated authority when a behaviour incident significantly violates the rights of others, puts others or themselves at risk or significantly impacts the order of the school environment. In the implementation of this strategy the student is prohibited from attending the school and or any school related activity and becomes the responsibility of the parent/caregiver. When absent from school a parallel work program will be sent home with the student to complete which aims to keep the student up to date with the curriculum program.

Upon returning to school a re-entry agreement is collaboratively written and signed by the leadership team member coordinating the re-entry, parent and student. This agreement outlines expectations, agreed adjustments/supports and consequences of recurrence.

- **Student Disciplinary Absence (11-20 days)**

Student Disciplinary Absence 1-5 days is implemented at the discretion of the Principal/ delegated authority when a behaviour incident significantly violates the rights of others, puts others or themselves at risk or significantly impacts the order of the school environment. In the implementation of this strategy the student is prohibited from attending the school and or any school related activity and becomes the responsibility of the parent/caregiver. When absent from school a parallel work program will be sent home with the student to complete which aims to keep the student up to date with the curriculum program.

Upon returning to school a re-entry agreement is collaboratively written and signed by the leadership team member coordinating the re-entry, parent and student. This agreement outlines expectations, agreed adjustments/supports and consequences of recurrence.

- **Behaviour Improvement Condition**

A Behaviour Improvement Condition is an option used at the discretion of the Principal when the student's behaviour warrants grounds for exclusion, but offers the student a final chance of behaviour improvement. The Behaviour Improvement Condition contains the following

- Reason for Behaviour Improvement Condition
- Period for monitoring (3 months maximum)
- Details of program
- Student's right to request review within five school days of notice being given
- Detail about review process for parents wishing to make a submission to the Principal's supervisor

- **Exclusion**

The Principal -

- Contacts Regional Office for allocation of a case manager
- Gives notice of suspension and proposed exclusion to student and parents
- Meets with parents
- Considers any submission against the proposed exclusion
- Makes the decision about the exclusion
- Notice of Exclusion or Not to Exclude is forwarded to parents and student
- Notifies regional office if student is excluded permanently

6. Consequences for unacceptable behaviour

Elimbah 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. Data gathered via One-School is used to inform intervention planning i.e. participation in resilience program, social skilling program, an initiation of monitoring systems or an Individualised Behaviour Plan

Minor and major behaviours

When responding to problem behaviour and recording the incident on Oneschool, 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 and requires some form of intervention. When this occurs in the playground a communication system has been established to inform the class teacher to ensure consistency of approach (see *low and medium level behaviours on flow chart*)
- **Major** problem behaviour is referred directly to the school Administration team (see *high level behaviours on flow chart*)
- **Minor** behaviours are those that: (*low and medium level behaviours on flow chart*)
- require some form of intervention beyond the Essential Skills for Classroom Management, but may be managed by the Classroom teacher
- are minor *repeated/ continual* breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- may or may not require involvement of specialist support staff or the Leadership Team.

Minor problem behaviours may result in the following consequences:

- **Natural Consequence** - 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.
- **Reflection time away** from an activity within the immediate environment – thinking chair
- **Buddy Class** – each class has designated buddy class and processes agreed upon between the two teachers. Buddy class is implemented for periods of up to 20min at any given time
- **Referral** to the lunchtime reflection room. Referral to the reflection room is done either by the regular class teacher or a member of the Leadership Team. Specialist Teachers, Relief Teachers and Teacher Aides will communicate incidents to the class teacher via the communication system established (pink slip). The reason for the referral (red slip) is delivered to the Administration block and is recorded on One School. Parents are notified when their student has been referred to the Reflection Room.

Major behaviours (including those that may happen at home but impact at school) are those that:

- could not be resolved by the Essential Skills for Classroom Management
- 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 fills out the referral form as soon as practicable and ensures the student is escorted to the Administration. The referral will be recorded in One-school by a member of the school leadership team.

Major problem behaviours may result in the following consequences:

- **Referral to Administration** - Time in office, alternate lunchtime activities-supervision room, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, initiation of behaviour monitoring plan – check-in, check-out
- **Referral** - Parent contact, referral to Guidance Officer, referral to Student Support Team
- **Suspension/ Exclusion** - Students who engage in very serious problem behaviours such as significant non-compliance that impacts upon the safety of members of the school community, major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours. The behaviour statements are directly linked to the One-School application:

Behaviour descriptor	Minor	Major
Disruptive during learning time	<ul style="list-style-type: none"> • Consistently calling out • Consistently walking around the classroom • Consistently refusing to participate in class program • Leaving classroom on regular basis 	<ul style="list-style-type: none"> • Calling out obscenities • Physically interfering with other students • Leaving the classroom – out of sight
Misconduct involving object	<ul style="list-style-type: none"> • Repeated destroying of learning equipment – books, pencils etc. • Consistently throwing items not endangering safety of others 	<ul style="list-style-type: none"> • Using any item as a weapon towards someone • Throwing/ shoving/ kicking classroom furniture • Harming self
IT misconduct	<ul style="list-style-type: none"> • Consistently not looking after device (laptop, iPad) • Consistently accessing games during learning time • Consistently accessing/ sharing games/ music via memory stick • Consistently accessing devices when device is not required for activity 	<ul style="list-style-type: none"> • Accessing inappropriate/ explicit material • Purposefully damaging devices • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Verbal misconduct	<ul style="list-style-type: none"> • Consistently answering back, argumentative, yelling/ screaming at adult • Consistently swearing in company of peers 	<ul style="list-style-type: none"> • Using swearing as an insult towards any adult • Insulting someone using racial slurs, appearance, disability
Defiant/ threats to adults	<ul style="list-style-type: none"> • Consistently answering back, argumentative, yelling/ screaming 	<ul style="list-style-type: none"> • Abusive defiance • Refusal to follow administration request
Property misconduct	<ul style="list-style-type: none"> • Drawing on tables • Consistently uses learning tools/ resources inappropriately 	<ul style="list-style-type: none"> • Purposefully destroying school property • Stealing
Lying/ cheating	<ul style="list-style-type: none"> • Consistently lying to avoid consequence • Lying to place blame on another student 	<ul style="list-style-type: none"> •
Threats to others	<ul style="list-style-type: none"> • Consistently taking other peoples belongings 	<ul style="list-style-type: none"> • Threatening to harm someone with intent to follow through
Late return to class	<ul style="list-style-type: none"> • Consistently late after break time • Consistently late returning from toilet 	<ul style="list-style-type: none"> • Truancy • Leaving the school grounds during school time
Non-compliant with routine	<ul style="list-style-type: none"> • Consistently passively refusing to follow instructions • Consistently participating in own activity, different from class • Consistently non participation/ avoidance in routine activity 	<ul style="list-style-type: none"> • Active defiance through swearing, yelling, destroying property, leaving the classroom
Physical misconduct	<ul style="list-style-type: none"> • Consistent hands on play (without injury) • Consistently using gestures towards others 	<ul style="list-style-type: none"> • Physical misconduct directed at staff • Physical misconduct resulting in harm or humiliation
Bullying/ harassment	<ul style="list-style-type: none"> • Consistently calling another student names, intimidating, 	<ul style="list-style-type: none"> • Cyber bullying
Prohibited items	<ul style="list-style-type: none"> • Consistently bringing items/ toys from home without permission 	<ul style="list-style-type: none"> • Possession or selling of tobacco, alcohol, drugs • Possession of weapons e.g. knives
Substance misconduct	<ul style="list-style-type: none"> • Consistently bringing gum without permission 	<ul style="list-style-type: none"> • Smoking • Alcohol • Cannabis

7. Consistency of Implementation

Relate problem behaviours to expected school behaviours

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

- Refer to the Matrix to 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 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 Elimbah State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to use the High 5 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.

8. Emergency or critical incident responses

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

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

The following may be considered as critical incidents at Elimbah State School...

- severe bullying / harassment online or through use of social media (refer to Appendix 2)
- possession or use of a weapon e.g. knife (refer to Appendix 2A)

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/her or to others.

Appropriate physical intervention may be used to ensure that Elimbah 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. Selected Staff at Elimbah State School are also specifically trained and accredited with Non Violent Crisis Intervention

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 physical intervention.

It is important that all staff understand:

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

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- incident report (Appendix 5)
- [Health and Safety incident record](#) (My HR WH&S)
- debriefing report (for student and staff) (Appendix 5).

9. Network of student support

Students at Elimbah State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Teacher Aide
- School Chaplain
- Head of Curriculum
- Administration Staff
- SEP Teachers
- Behaviour Coach
- Behaviour Superbus Team
- Elimbah Student Support Team
- Guidance Officer
- PBL Regional Coordinator
- Advisory Visiting Teachers
- Regional Behaviour Support Team
- Senior Guidance Officer

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Early Years Centre

10. 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.

Elimbah 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, including a social skills program specifically designed for students with particular individual needs.
- 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

11. 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

12. Related policies

- 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

13. Some related Resources

- National Safe Schools Framework
- Working Together resources for schools
- Cyber safety and schools resources
- Bullying. No way!
- Take a Stand Together
Safe Schools Hub

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

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

Elimbah State School Mobile Telephone Consent

Student Name: _____

I request consent for my child _____ to bring a mobile telephone onto the school grounds or to a school event.

I and my child acknowledge that consent will be given subject to my child complying with the following protocols for the student usage of mobile telephones at Elimbah State School.

- **Mobile telephones will only be brought onto the school grounds, or to a school event, by my child where consent has been given by me and by the principal of the school. This consent is to be signed and stored on the student's file in the school office.**
- **Unless specifically approved by the class teacher as a part of an educational program mobile telephones may not be taken into a classroom and must be stored in my child's school bag or may be kept securely at the school office.**
- **Mobile telephones may not be used at lunchtime.**
- **Should my child need to contact me, or should I need to contact my child during the school day, this should be done through the school office.**
- **Appropriate action will be taken against my child should they record or distribute images of other students or staff without their consent or use a mobile telephone to harass or bully other students.**
- **Mobile telephones should never be used in a place where it would be inappropriate to take a camera i.e. school toilets.**
- **Should my child need to access their phone in special circumstances during the school day they will only do so after receiving permission from their class teacher or the school principal or deputy principal.**
- **Should my child breach this policy the consent of the principal for my child to bring a mobile telephone onto the school grounds may be withdrawn.**

_____ date __/__/__
Parent Signature

_____ date __/__/__
Principal Signature

I understand that my permission to bring a mobile telephone to school is conditional on my following the above conditions and that this consent may be withdrawn should I fail to do so.

_____ date __/__/__
Student Signature

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

Purpose

1. Elimbah 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 Elimbah 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 Elimbah 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, any bullying behaviour whether at home or at school that impacts on teaching and learning, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Elimbah 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 on occasion or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

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

prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered by the Guidance Officer and School Chaplain, which teaches the 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Elimbah State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. It is critical that bullying reports are made appropriately. Students are taught that they must report bullying to either their class teacher or the Principal or Deputy Principal. The bullying report should be in the following format... e.g. " Mr Smith... Jason has been bullying me, can you help me please."

Referenced at <http://education.qld.gov.au/studentservices/behaviour/qsav/docs/cyberbullying-reputation-management-guidelines.pdf>

Appendix 4

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

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

- 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 e.g. 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 e.g. 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 Elimbah 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 Elimbah 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/qsaaav/docs/working_together_toolkit.pdf

Appendix 5
Incident Report (following physical intervention)

Name:

Date:

Person Completing Form:

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

Debriefing Report (following physical intervention)

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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