Mareeba State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

Mareeba State School is committed to providing a safe, respectful and disciplined environment for students and staff so that our students are given the opportunity to engage in quality learning experiences and to acquire values that support them to be socially responsible citizens.

The Responsible Behaviour Plan for our students focuses on developing a safe and supportive learning environment, and aims to foster socially responsible behaviour in all students through:

- reinforcement of positive behaviour that encourages self-worth and self-discipline
- explicit teaching and modelling of appropriate behaviours (I DO, WE DO, YOU DO)
- restitution and restoration of relationships following problem behaviours
- routines that are essential to the operation of the school.

2. Consultation and data review

This plan aims to build and strengthen relationships between all members of the school community to ensure that social and academic learning outcomes are maximised for all.

It was developed through consultation with all stakeholders including parents (P&C), School Council, School Wide Positive Behaviour Support (SWPBS) team, TCAS, CYMHS, PACE, staff and students. Where suitable, such groups reviewed data from SWPBS Sets, attendance and unexplained absences, SAPT and OneSchool, School Opinion Survey. Opinions from our Indigenous parents were collated through discussion groups (PACE) where parents felt comfortable to share their views regarding education and their children's needs as included (Appendix 1).

The Plan was endorsed by the Principal, Mrs Shirlee Gallo, Deputies Mandy Whybird, Tuki Brown, and Nyree Burton, the P&C President, Mr Peter Holden, and the Assistant Regional Director of Schools FNQ, Mr Graham Fuller in October 2012, and will be reviewed in 2015 as required by legislation.

3. Learning and behaviour statement

*Mareeba State School Community Behaviour Code* applies to all members of the School Community to maintain a high standard of behaviour through *consistency, transparency, fairness and accountability*.

Teachers have a responsibility to ensure that students will learn without disruptive behaviour hindering their success and enjoyment of learning. Students have the responsibility to respect that teachers have a fundamental right to teach without disruptive behaviours hindering their success and enjoyment of teaching.

Our school cannot work alone in creating a disciplined environment, and the involvement of parents is therefore of paramount importance. Through this positive partnership and an awareness of the cultural beliefs and values of the variety of cultural and ethnic groups that make up our school community, we can encourage our learners to become socially responsible citizens.

Our school community has identified the following school rules to teach and promote high standards of responsible behaviour. We care about:

- safety
- learning
- ourselves and others

*See appendix 2 for new/updated school expectations*
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

As the model depicts, at all levels of behaviour support and intervention there is focus on relevant curriculum, positive interpersonal relationships and sound organisational practices in order to promote effective teaching and learning practices, and to maintain the student within the school and classroom environment.

In order to encourage our students to develop self-discipline, all students are explicitly taught a variety of ways that they are able to get their needs met in a social responsible manner. However, some students require more intensive support to rebound from dysfunctional behaviour patterns. The aim is to provide the least intrusive level of support necessary to effect change. Students need to be empowered to develop self-responsibility for their own behaviour to effect sustainable change over time.

Mareeba State School provides the Behaviour Management Procedures chart (Appendix 3) that is posted in all spaces in the school to indicate clearly through stages (levels) 0-5, examples of behaviour, possible consequences and the process involved to provide support for providing support for students. These procedures align with the following levels of support:
Levels of Student Behaviour Support

Level 0 - Self-Managed (Student alone) – Student demonstrates self-responsibility
School Response - Positive/Preventative (WholeSchool)
Teacher Response - Acknowledgment Plan

Level 1 - Self-Managed + Teacher Support
School Response - Positive/Preventative (WholeSchool)
Teacher Response - Acknowledgment and Correction Plan

Level 2 - Self-Managed + Teacher Support + Parent
School Response - Supportive/Problem-Solving (Targeted)
Teacher Response - As above, with collaboration of home/school partnership strategies

Level 3 - Self-Managed + Teacher Support + Parent + Positive Behaviour Management Teacher + Guidance Officer (G.O.)
School Response - Supportive/Problem-Solving (Targeted)
Teacher Response - As above, with referral to community support services

Level 4 - Self-Managed + Teacher Support + Positive Behaviour Management Teacher + Parent + G.O. + Deputy Principal
School Response - Responsive/Retrieval (Intensive)
Teacher Response - As above and options from the Crisis Plan

Level 5 - Self-Managed + Teacher Support + Parent + G.O + Deputy Principal + Principal.
School Response - Responsive/Retrieval (Intensive)
Teacher Response - As above with Individual Behaviour Management Plan

Whole School Behaviour support

Mareeba State School implements proactive and preventative processes and strategies to support student behaviour. Mareeba State School Enrolment Packages contain the pamphlet, Mareeba State Responsible Behaviour Plan for Students which outlines the above levels of support. Also, upon enrolment, after an induction program, students are required to sign the Mareeba State School Community Behaviour Code (Appendix 4). Other single sheet information bulletins are provided to inform students about policies to address:

- Major / Minor Behaviour Incidents and Management 2012 (Appendix 5).
- Students with Mobile Phones at School (Appendix 6).
- Personal Possessions at School (Appendix 7).

Most of the students at Mareeba State School are self-managing students who deserve recognition and reward for their self-responsibility. Preventing inappropriate behaviour via the promotion of appropriate behaviour is a more positive and generally more successful method of managing student behaviour than correcting behaviour incidents after they occur. At Mareeba State School, positive and preventative strategies include:

1. A positive whole school culture

Our school culture is developed through social skills and behavioural expectations in context being explicitly taught and acknowledged. Staff select from a wide range of acknowledgement strategies with students including:

- Praise/Encouragement (Verbal/Non-verbal/Written)
- Class Responsibilities (Messenger, Teacher’s Helper, Library Monitor, Tuckshop)
- Inter-Class Responsibilities (Peer Tutoring)
- Token/Point/Star Systems (Individual/Group Goal-Setting)
- Public Display of Work (Classroom, Foyer, Sentinel Newsletter)
- Individual Class-Level Rewards (Stickers, Books, Stamps, Free-time, Certificates, Student-Choice Activities, Computer Time)
- Whole Class Rewards (Parties, Fun Days, Free time, Sport, Videos)
- Phone calls to Parents
- Principal’s congratulatory letters home to students (Appendix 8) after teacher’s Care About referral for positive behaviour (One school positive incident reports).
- I Care Tickets/I Care Trophies (Junior and Senior) presented each week at assemblies.
• Sharing Work With Others (Principal, D.P., Other Classes, Parents)
• Teacher Evaluations (Results/Comments on work/Behaviour Reporting)
• Celebrations (Birthdays, Achievements)
• Notices in School Sentinel Newsletter and on the P & C board outside the school
• Awards at Assemblies/Awards Night
• Student council positions
• Leadership positions for Year 7 students
• Peer Support positions for Years 5, 6 and 7 students

The efforts of staff members are also acknowledged through the Digital day book, at assemblies (Caped Crusader), at staff meetings and the school sentinel.

Through the School Wide Positive Behavioural Support program, all classes are taught lessons on behavioural expectations. Within this structure, other programs such as "You Can Do It"– Program Achieve, Anti-Bullying (including cyber bullying) Lessons and Protective Behaviours are also included. See appendix 2 for school rules and examples of class expectations, class consequences and rewards

2. Quality learning and teaching practices

Ongoing professional development occurs in line with professional performance standards and school priorities identified through the annual review process.

All teaching staff members are members of cohort teams that meet fortnightly to support each other, share ideas and develop strategies to address needs that may arise. (Weekly common planning time)

Teaching staff collaboratively plan units of work in their year levels to combine expertise and knowledge to enhance student outcomes.

General Staff meetings occur fortnightly to share departmental information and to discuss whole school issues.

Staff members occupy positions on two school committees, focused on such areas as Students with Special Needs and School Wide Positive Behaviour Support. (school staff and community members)

Additional roles such as Workplace Health and Safety Officer and Rehabilitation Co-ordinators support our staff to perform their duties in a safe and supportive work environment.

Our experienced teachers are available to mentor and coach our less experienced staff members through as Classroom Profiling.

Targeted behaviour support

Students, who demonstrate behaviours incompatible with Mareeba State School Community Behaviour Code despite efforts to promote and develop appropriate behaviour, must be supported to modify and correct their behaviour through:

A. Application of a range of Behaviour Management corrective strategies.

The school utilises a collaboratively developed whole school Behaviour Management Plan, compiling safe, and respectful ‘best practice’ behaviour management strategies to uphold the school behaviour code. Our school uses a wide range of logical strategies and consequences, catering for the diversity and individuality of contexts and circumstances, with provision for the exercising of teacher professional judgement linked to accountability. This school-wide behaviour management procedures plan can be found in the appendix 3.
Staff members are encouraged to utilise a ‘least intrusive’ approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions.

Least intrusive to most intrusive strategies utilised by school staff in correcting student behaviour include the following, in order of level of intrusion:

**(ESCM STRATEGIES LINKED TO PROFILING)**

- tactical ignoring
- selective attending
- proximity
- proximity with touch interference
- body language encouraging
- waiting and scanning
- pause in talk
- cueing (verbal/non-verbal/parallel)
- descriptive encouraging
- non-verbal redirection (e.g. flashcards/private signals)
- distraction/diversion
- non-verbal directional action (e.g. bell/whistle/clapping)
- oral directional phrase (e.g. 1-2-3, eyes on me)
- curriculum redirection
- calling the student’s name
- questioning to re-direct (e.g. rule questions)
- individual close talk
- verbal redirection – directive question
- verbal redirection – directive statement
- give choices (incorporating consequences)
- state logical consequence
- follow through – enforce consequences
- move student in room/playground
- move student to reflection/time-out area/buddy class
- remove student from classroom/playground
- have third party remove student from classroom/playground
- remove rest of class from room/area
- physical restraint (non-violent crisis intervention)

To ensure all staff applies these skills consistently, training and refresher sessions in these corrective skills (ESCM) make up some of the professional development sessions that staff members engage in regularly, including classroom profiling.

**B. A continuum of least to most intrusive Intervention processes involving modifications to learning conditions to prevent recurrence of behaviours**

Following correction of behaviour problems in the classroom or playground, teachers are encouraged to initiate changes in practice to prevent or reduce the possibility that the behaviour will reoccur. As with the corrective process, this is a “Least to most intrusive” process, involving the initial modification of organisational and relationship factors within the learning setting and ultimately the involvement of student support services outside the classroom (e.g. medical support, mental health, TCAS, PACE). The model for this process is represented below:
FOCUS OF INTERVENTION STRATEGIES

LEAST INTRUSIVE

PHYSICAL ENVIRONMENT
- Seating Plan/Class Set-up
- Lighting/Furniture
- Visual Distractions
- Location of Resources
- Teacher Proximity
- Lesson Venue

LEAST RESISTANT TO CHANGE

TASK REQUIREMENTS
- Length of Activities
- Hands-On Lesson elements
- Use of Technology
- Goal Setting
- Learning Contracts
- Use of Breaks
- Variety of Activities
- Flow of Lesson Activities
- Transition between Activities
- Relevance/Level of Content

SOCIAL INTERACTIONS
- Non-Verbal Signals
- Least Intrusive Strategies
- Peer Influence
- Monitoring Systems
- Reward Systems

STUDENT (Medical, Emotional, Environmental)
- Positive Behaviour Management Teacher
- Support Team Meetings with Parents
- Special Needs Committee Referral
- Guidance Officer
- Paediatric Referral
- Administration
- Referral to other community support agencies

MOST INTRUSIVE

MOST RESISTANT TO CHANGE
Within our student population, there is a small percentage of students (approx. 3%) who fail to modify their behaviour to any long-term degree despite the corrective and supportive interventions utilised by the teaching staff. Generally, there is some medical, emotional or environmental condition that influences the student’s behaviour and places their high level support needs outside the expertise of the classroom teacher. These students have Level 4 and 5 support needs, and require the intensive support of additional personnel within and outside the school, including:

- Guidance Officers,
- MSSSS Staff
- agencies such as Child and Youth Mental Health Services,
- Paediatricians
- Administration
- Positive Behaviour Management Teacher
- School Chaplain
- TCAS
- PACE
- PLO’S

For such students, a variety of intervention strategies are introduced in unison with the mainstream school-wide corrective and intervention practices already listed. Such strategies may include:

- Behaviour monitoring
- Playground withdrawal
- Structured recess activities
- Playground monitoring
- In-class withdrawal
- Exit plans
- Buddy systems/class changes
- Behaviour contracts
- Teacher aide withdrawal sessions
- Counselling
- Visits by external agency
- Support Team Meetings with parents
- Parent interviews
- Restitution plan during recess or after school (apologise, repair damage or complete work)
- Community conferencing / restorative justice
- Pre-suspension letter to parents
- Individual Behaviour Management Plans (IBMP) (*Appendix 9*)
- Risk Management Planning
- Modified school attendance (reduced/restricted attendance)
- Referral to internal and external support agencies
- Physical restraint
- Alternative Education Program (AEP) (linked to IMBP)
- Suspension (1-5, 6-20 days)
- Youth Transition Centre (YTC)
- Distance Education (on campus, off-campus supported)
- Dual enrolment (with Distance Ed)
- Exclusion

Intervention processes are developed, monitored and evaluated via a school support team process, whereby the Deputy Principal or Principal, will communicate with stakeholders and organise support team meetings from which intervention plans in the form of Individual Behaviour
Management Plans or Alternative Education Programs can be developed and implemented. Suspension and exclusion of a student from Mareeba State School is a consequence that is used as a **last resort** for a student with repetitive behaviour issues who is resistant to attempts to modify their behaviour or for high level, unsafe behaviours directed at a student or staff member. Use of suspension serves to initiate increased support for the student upon their re-entry, with the aim of preventing a repeat of the behaviour and assisting the student to re-integrate into the school environment. Options to attend YTC on days the centre operates for primary school students are negotiated with parents of students who have been placed on a long term suspension, or at risk of increasing high level behaviours.

**Compulsory** re-entry meetings for students returning from suspension are held to create a supportive network for the student and to define the support processes to be used. These meetings include:-

- the student,
- parent-caregivers,
- school administration,
- class teachers (if involved)
- school support personnel (Guidance Officer, Positive Behaviour Management Teacher),

help to create a supportive network for the student and define the support processes to be used.

### 5. Emergency or critical incident responses

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

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

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

**Basic defusing strategies**

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

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

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

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

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

Physical Intervention

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

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- 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 must be formally documented. The following records must be maintained:

- incident report *(Appendix 10)* to be recorded on OneSchool
- debriefing report (for student and staff) *(Appendix 11)* - record as follow-up to be entered on OneSchool

Mareeba State School has a trained restraint team to support with high risk incidents.
### 6. Consequences for unacceptable behaviour

Unacceptable behaviour is responded to consistently. However, the specific consequences are selected from a range of options. Members of staff are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community. At Mareeba State School, the following are examples of logical consequences for unacceptable behaviour:

<table>
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<tr>
<th>Example of inappropriate behaviour</th>
<th>Consequence</th>
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| **Incessant talking/Calling Out** | Seating plan - Movement away from peers  
Movement to Time-out desk to sit at.  
Movement to Buddy class |
| **Late for class** | Rule reminder (bell times) Care About Learning  
Work provided for catch-up at home/ in own time  
Parent contact if recurring  
Referral to Deputy/Principal |
| **Unsafe Playground Behaviour (e.g. throwing rocks)** | Rule reminder relating to Care About Safety  
Short-term withdrawal (e.g. Seat in shade)  
Possible referral to Time Out room  
Possible follow-up with Deputy/Principal depending on circumstances through |
| **Swearing- “Swearing” may be on two levels:- “swearing” (e.g. In conversation) or “swearing at” (this is by far the most extreme of the two types!)** | Discussion with teacher regarding Care About Myself and Others-(in the case of “swearing”)  
Referral to Deputy/Principal for discipline (in the case of “swearing at” staff)  
Apology if directed at an individual. (for minor infringements)  
Movement to buddy class, Time Out desk or withdrawal room (for minor infringements)  
Possible suspension based on circumstances (for infringements in “swearing at” staff) |
| **Non-Compliance/Work Refusal** | Rule reminder Care About Learning.  
Movement of student to buddy class, Time Out desk or withdrawal room.  
Work provided for catch-up at home/ in own time/after-school detention  
Referral to Deputy/Principal for immediate support if unsafe/disruptive.  
Follow-up with Deputy/Principal at end of session if safe/manageable  
Possible pre-suspension letter based on circumstances  
Possible suspension based on circumstances |
| **Bullying, cyber-bullying i.e. Repetitive Intentional Power imbalance** | Rule reminder Care About Myself and Others  
Expose secrecy  
Possible No Blame approach  
Possible Problem Solving / Shared Concern/ Circle of Friends / Restorative Justice / Community Conference  
Possible Referral to Principal / Deputy Principal  
Sessions with Guidance Officer for counselling  
Possible pre-suspension letter based on circumstances  
Possible suspension based on circumstances |
In applying consequences in the classroom setting, the general aim is to minimise disruption to learning and teaching whilst keeping the student within a learning setting and encouraging them to reflect on their behaviour and develop self-responsibility. See appendix 5 for examples of minor/major behaviours. For this reason, teachers at Mareeba State School are encouraged to use Time Out areas within the classroom for temporary withdrawal, and Buddy Classes when withdrawal from the immediate setting is warranted. When in Time Out within the class or in a Buddy Class, students are expected to reflect on their behaviour and complete a behaviour action plan. Withdrawal to Time Out and Buddy Classes is linked to various warning systems within classes as negotiated on a regular basis between class teachers and the students in their classes. Class teachers will notify parents if students do not change behaviours after 3 withdrawals to a buddy class. Teachers have the option to call parents and support personnel for a Support Team Meeting (STM) if a student’s behaviour escalates after buddy class intervention. Inductions for new students by the class teacher include discussions of these warning systems. Non-Teaching Staff should be aware of individual teacher/s expectations and negotiated rules. See appendix 12 for buddy class form.

### 7. Network of student Support

Students at Mareeba State School have a range of services available depending on their level of support need. In most instances the whole school acknowledgement and correction plans recognise self-responsibility and assist students to correct behaviour to comply with our behaviour code. When students need additional support from home, parents will be contacted to discuss how parents and school personnel can work as a team to support the young person. Teachers use their professional judgement to determine whether a student is at level 3 support.

Students may be referred to the Special Needs Committee/Positive Behaviour Management Teacher/Administration to co-ordinate the localised school support services such as:-
- Home/School Liaison, (Family Liaison Officer)
- Learning Support,
- Teacher Aide,
- Special Education,
- Guidance and
- Speech Language Pathology.

During support team meetings, student individual needs are discussed and support options including referral to other government and community agencies are considered.
Government agencies include:
- Child and Youth Mental Health Services,
- Community Health,
- Management of Young Children’s Program,
- Disability Services and
- Dept. Child Safety.

Community agencies include:
- Mareeba Information Support Centre, and
- Tablelands Counselling and Support Service.
- PACE

If student behaviour fails to improve after this level of support, Level 4 and 5 supports is initiated, through introduction of intervention assistance from school administration (PBM Teacher, GO, Deputy Principal and Principal).
At this level, students may be managed via the formulation of Individual Behaviour Management Plans (IBMPs) or the development of Alternative Education Programs (AEPs) such as through the Youth Transition Centre which modify the educational context to increase the likelihood of student success.

8. Consideration of individual circumstances

“The individual circumstances of each case will be taken into account when deciding upon and applying consequences”.
This statement reflects the philosophy of the school community not only towards the correction of inappropriate behaviour in the classroom or schoolyard, but also towards the strategies introduced for chronic behaviour issues.
School staff recognises that students are individual and have individualised needs, relating to factors such as:-
- ability
- disability,
- socio-economic status,
- race and culture;
- that behaviour is dynamic and contextual, and is influenced by a range of diverse personal and systemic factors intrinsic and external to the school setting.
Teachers and support staff are able to ensure that behaviour management processes in the school cater for the individual circumstances of the student and situation through:

a) the development and maintenance of positive and collaborative relationships with students, fellow staff, parents and school support personnel,

b) the careful assessment of the behaviour situation, including gathering of relevant information, before taking action, and

c) the application of non-emotive, systematic and logical correction and intervention strategies
### 9. Related legislation
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

### 11. Some related resources
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))

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Principal | P&C President | Assistant | Regional | Director
Appendices
Appendix 1

Mareeba State School

Indigenous Parents' Perspective

Data gathered through meetings/surveys

Purpose: To encourage discussion amongst indigenous parents to determine:

- What Indigenous parents want their children to learn at school
- What Indigenous parents expect school staff to help their child/children achieve
- What Indigenous parents expect their child/children to do to achieve
- What Indigenous parents are expected to do to help their children achieve

Indigenous Parent Discussion Responses

What Indigenous parents want their children to learn at school:

- Good education
- Aboriginal and Torres Strait Islander (ATSI) culture as part of the curriculum
- Regular attendance
- More parental involvement
- Numeracy and Literacy appropriate to the children’s level
- Listening skills
- Participation and confidence to ask for help
- Behaviour management (code of conduct)
- Getting on with peers
- Sporting activities
- Arts, music, dance and drama
- Reading and speaking Standard Australian English
- Phonics
- Trust with the teachers
- Telling the time and basic everyday skills
- Repetitive learning with the alphabet and times tables

What Indigenous parents expect school staff to do to help their child/children achieve

- Attend workshops with ATSI people to learn about family background and history.
- More communication with parents about children’s progress
- Give positive feedback through encouragement
- Allow for individual child’s development and stages
- Spend more time with children
- Explain homework to parents and the importance of specific activities set in homework
- Deal with bullying and misbehaviour
- Listening to children
- Encourage parental involvement
- Encourage regular attendance at school
What Indigenous parents expect their child to do to achieve

- Behave in class and in school ground
- Listen properly
- Attend school regularly
- Ask questions in class
- Respect the teachers and their peers
- Have good manners
- Seat goals for themselves
- Do their homework
- Accept discipline where appropriate
- Be rewarded for good behaviour and attempting all work
- Become confident within themselves

What should we, as Indigenous parents, be expected to do to help our children achieve?

- Give Encouragement
- Listen to the children
- Try to be understanding
- Be involved with their child’s education by taking an interest
- Help out in the classroom
- Send children to school regularly
- Sit with children for mealtimes especially breakfast
- Encourage children to do their homework and help them out
- Read with their children at home
- Get to know the teachers
- Provide resources for the children for school e.g. books, uniforms, hats and shoes
- Attend school functions e.g. sports day
- Be involved with P&C meetings and Indigenous parent gatherings/celebrations
- Be involved with school Fetes, Tuckshop and Excursions
- Attend Parent/Teacher interviews
- Remind children the importance of school and how it will help them

Language/Country groups of participants:

Idinji/Birra Gubba
Thursday Island (2)
Djungan/Takalaka
Kuku Yimirrithirr
Kungand
Yalarji/Djabugay
Djabugay/Mulurigi (2)
Kuku Yalaniji
Tjapjkai (4)
Tjapjukai/Djungan (2)
Djungan
Tukaluka
Kaka Walandja/Tjapukai

Spelling may be incorrect due to source

Note: This is an idea of the background of some children in Mareeba State School
I Care Rules

I Care About SAFETY
1. I stay in my eating and play areas.
2. I follow steps to solve any problem.
3. I follow safety rules and teacher directions.

I Care About LEARNING
1. I am confident, organised and on time.
2. I listen to the teacher and others when they are speaking.
3. I persist and finish work tasks.
4. I work co-operatively and allow others to learn.

I Care About MYSELF and OTHERS
1. I use good manners and make good choices.
2. I keep my hands and feet to myself.
3. I respect all property and people.

Steps to Solve a Problem:
1. Use your words “STOP IT, I DON’T LIKE IT”
2. Walk Away
3. Talk to a teacher (top 5)
## Appendix 3

### MAREEBA STATE SCHOOL

#### BEHAVIOUR MANAGEMENT PROCEDURES

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<th>WHO IS INVOLVED?</th>
<th>EXAMPLES OF BEHAVIOURS AT THIS STAGE</th>
<th>CONSEQUENCES</th>
<th>PROCESS</th>
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<td>YOU</td>
<td>You follow the Code of Conduct and</td>
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<td>• Care about Learning</td>
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</table>
| 1     | YOU AND YOUR TEACHER | Low level irresponsible behaviour, such as Incidental swearing (not at anyone) or any of the following behaviours (for the first time) | This is the first time you have done this. Your teacher or other adult in the school will give you a warning, reminder of the rule and/or time out and you will be expected to follow it in future. You will go back to Stage 0 when this happens. If the behaviour is repeated you go to Stage 2. | CLASS TEACHER Anecdotal records  
PLAYGROUND Warning  
Reminder of rule  
Speaking to student  
Restricted play area for a time  
Revised game rules  
Ban game or unsafe play  
Time Out  
Litter Duty |
|       |                 | Teasing (isolated)                    |              |         |
|       |                 | Leaving class without permission      |              |         |
|       |                 | Not returning to class in a timely    |              |         |
|       |                 | fashion                               |              |         |
|       |                 | Back answering and arguing            |              |         |
|       |                 | Leaving seat and distracting others   |              |         |
|       |                 | Disturbing the learning of others     |              |         |
|       |                 | Not co-operating, etc.                |              |         |
|       |                 |                                       |              |         |
| 2     | YOU, YOUR TEACHER AND YOUR PARENT | Continued Stage 1 behaviours as well as: Low level bullying | Time Out  
In Class Detention  
Loss of Privileges  
Making up wasted time in own play time  
Restitution of broken or lost items  
Anti-bullying interventions  
Logical consequences  
Modifying Environment/ Work Demands/Social Interactions | CLASS – Behaviour  
Action Plan  
Student Bullying  
Behaviour Tracking  
Form  
PLAYGROUND  
As above |
|       |                 |                                       |              |         |
| 3     | YOU, YOUR TEACHER, PARENT, POSITIVE BEHAVIOUR MANAGEMENT TEACHER AND GUIDANCE OFFICER | Continued Stage 1 and 2 behaviours as well as: High level Bullying  
Including Cyber bullying  
Leaving school without permission (police will be called)  
Physical or verbal abuse of another student | As above, including  
Buddy classroom  
Behaviour Contract  
Blue Behaviour Monitoring Grid  
Anti-bullying interventions  
Individual Behaviour Management Plans  
Alternate Education plans  
Parent/career approval for after school detention  
Structured Recess Activities  
If behaviours persist referral to the Special Needs Committee follows and loss of:  
privileges  
excursions and camps  
any curricular activity involving risk management | CLASS – Classroom  
Behaviour Slip  
PLAYGROUND  
Behaviour Referral  
Form  
Referral to Positive Behaviour management  
Teacher/admin/GO |
|       |                 |                                       |              |         |
| 4     | YOU, YOUR TEACHER, PARENT, POSITIVE BEHAVIOUR MANAGEMENT TEACHER, GUIDANCE OFFICER AND DEPUTY PRINCIPAL | Continued Stage 1, 2 & 3 behaviours as well as: Verbal abuse of staff member or volunteer  
Continued bullying  
Racial or sexual harassment  
Physical harm to self or others | Pre-suspension letter Suspension  
Risk management strategies in place. Community Conferencing  
Physical Restraint  
Individual Behaviour Management Plan in operation  
Police involvement if necessary.  
PACE  
TCAS | CLASS OR  
PLAYGROUND  
Restricted play areas or activities or times.  
Individual Behaviour Management Plan  
Referral to Positive Behaviour management  
Teacher/admin/GO |
|       |                 |                                       |              |         |
| 5     | YOU, YOUR TEACHER, PARENT, GUIDANCE OFFICER, DEPUTY PRINCIPAL AND PRINCIPAL | As above well as: Physical assault of staff member or volunteer  
Drug use or handling (having cigarettes or alcohol)  
Endangering the health, well-being or safety of self and/or others | Negotiated re-entry  
Restricted Attendance  
Individual Behaviour Management Plan  
Risk Management Plan  
Alternative Education Programs  
Crison Plan Options  
Possible search of student effects  
Police involvement if necessary  
Suspension pending further action | As above |

* The individual circumstances of each case will be taken into account when deciding upon and applying consequences*
Mareeba State School

This enrolment agreement sets out the responsibilities of the student, parent or carers and the school staff about the education of students enrolled at Mareeba State School.

Mareeba State School Community Behaviour Code

Responsibility of student to:
- attend school regularly, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules, meet homework requirements and wear school’s uniform
- respect the school environment.

Responsibility of parents to:
- attend open evenings for parents
- let the school know if there are any problems that may affect my child’s ability to learn
- inform school of reason for any absence
- treat school staff with respect and tolerance
- support the authority and discipline of the school enabling my child to achieve maturity, self-discipline and self-control
- abide by school’s policy regarding access to school grounds before, during and after school hours.

Responsibility of school to:
- develop each individual student’s talent as fully as possible
- inform parents and carers regularly about how their children are progressing
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- take reasonable steps to ensure the safety, happiness and self-confidence of all students
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community
- clearly articulate the school’s expectations regarding the responsible behaviour plan for students and the school’s dress code policy
- ensure that the parent is aware of the school’s record-keeping policy including the creation of a transfer note should the student enrol at another school
- set, mark and monitor homework regularly in keeping with the school’s homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child’s school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parents with respect and tolerance.

I accept the rules and regulations of the Mareeba State School as stated in the school policies that have been provided to me as follows:
- Responsible Behaviour Plan for Students
- Student Dress
- Homework Policy
- School Charges and voluntary contributions
- Student usage of internet, intranet
- Absences
- School Excursions
- Complaints management
- Parent Notice for Religious Education in School Hours
- Consent to use Copyright Material, Image, Recording or Name
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

I acknowledge that information about the school’s current programs and services has been explained to me.

Student Signature:                   Parent/Carer Signature:                   On behalf of Mareeba State School
…………………… ………… …     …………………………… ……………    …………………………………………
## Appendix 5

### Major / Minor Behaviour Incidents and Management

<table>
<thead>
<tr>
<th>MINOR BEHAVIOURS</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teasing</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Swearing (not at anyone)</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Leaving class without permission</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Not returning to class in a timely fashion</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Back answering / arguing</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Leaving seat and distracting others</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Unsafe play</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Disturbing the learning of others</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Not co-operating</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Low level bullying</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Not wearing hat and shoes</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Running on cement</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Being in wrong areas</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Littering</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Playing with sticks, stones etc.</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Unsafe use of water, toilets, stairs and port racks</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Harming trees, plants and wildlife</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Not working in class</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Failure to complete homework</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Minor damage to property</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Lying and stealing</td>
<td>Class / Duty Staff / Police if required</td>
</tr>
<tr>
<td>Failure to return books and equipment</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Talking and calling out</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td>Verbal abuse of another student</td>
<td>Class / Duty Staff</td>
</tr>
<tr>
<td><strong>MAJOR BEHAVIOURS</strong></td>
<td><strong>MANAGEMENT</strong></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>High level bullying</td>
<td>Parents / Guidance Officer / Class Teacher</td>
</tr>
<tr>
<td>Leaving the school without permission</td>
<td>Parents / Positive Behaviour Teacher / Class Teacher / Police</td>
</tr>
<tr>
<td>Physical abuse of another student</td>
<td>Parents / Positive Behaviour Teacher / Class Teacher / Duty Staff</td>
</tr>
<tr>
<td>Recurring Minor incidents not responding to level 0,1 &amp; 2 consequences</td>
<td>Parents / Positive Behaviour Teacher / Class Teacher / Duty Staff</td>
</tr>
<tr>
<td>Swearing at a staff member or volunteer</td>
<td>Principal / Parents / Adopt-a-Cop</td>
</tr>
<tr>
<td>Recurring high level bullying</td>
<td>Principal / Deputy / Police Liaison / Support Team / Parents</td>
</tr>
<tr>
<td>Serious physical abuse of another student</td>
<td>Principal / Deputy / Police Liaison / Support Team / Parents</td>
</tr>
<tr>
<td>Serious racial or sexual harassment</td>
<td>Principal / Deputy / Police Liaison / Support Team / Parents</td>
</tr>
<tr>
<td>Recurring Minor incidents not responding to level 0,1, 2 &amp; 3 consequences</td>
<td>Deputy Principal / Support Team / Parents</td>
</tr>
<tr>
<td>Major damage to property</td>
<td>Principal / Police / Parents</td>
</tr>
<tr>
<td>Physical assault of staff member or volunteer</td>
<td>Principal / Deputy / Police / Support Team / Parents</td>
</tr>
<tr>
<td>Drug use or handling (cigarettes or alcohol)</td>
<td>Principal / Deputy / Police / Support Team / Parents</td>
</tr>
</tbody>
</table>
STUDENTS WITH MOBILE PHONES/Digital Sound Devices AT SCHOOL

This applies to ALL students

RATIONALE:

• One of the most discussed modern methods of Bullying & Sexual Harassment amongst children is through the use of SMS and Social Media Sites
• The only need for a child at school to have a Mobile Phone would be for safety or to receive urgent calls.
• Therefore, is an expectation that there is no reason for a Mobile Phone or Digital Sound Device to be brought to school by any student.
• Mobile Phones/Digital sound Devices at school are an unnecessary distraction that prevents rigorous learning.

PROCESS & PROCEDURES

• Mobile Phones that ARE brought to school MUST be for safety reasons only and should be handed in to the Office for collection at the end of the school day.
• Any student found with a mobile phone or Digital Sound Device that has not been handed in will have it confiscated and parents/carers will be called to come and collect it.
• Mobile Phones/ Digital Sound Devices that are lost, stolen or damaged at school are NOT the responsibility of the school.
• Class Teachers have every right to confiscate Mobile Phones/ Digital Sound Devices for an appropriate period of time
PERSONAL POSSESSIONS AT SCHOOL

RATIONALE:

- Staff at our school spend an inordinate amount of time assisting students to find personal items, that have been lost or stolen.
- Apart from intermittent “show and tell” presentations, there is no other reason for students to bring items of a personal/valuable nature to school.
- These items are an unnecessary distraction that prevents rigorous learning.

“PERSONAL ITEMS” INCLUDES THE FOLLOWING:- [However this list is not exhaustive]

Toys; CD Players; MP3 Players; Mobile TVs; Mobile Phones; Computer Games; CDs; DVDs; Laptops; personal computer programs/software or any other Digital Sound or player device

PROCESS & PROCEDURES

- Personal Items that are brought to school to show classmates or to use as “props” in presentations are to be given to the Class Teacher for security & storage immediately on arrival at school. These will then be given back to the student at the end of the school day.
- Any student found with any of the items listed above, or similar items, that have not been handed to their teacher or office will have it immediately confiscated and returned to the student at the end of the school day.
- Any personal items that are lost, stolen or damaged at school are NOT the responsibility of the school.
- School Staff have every right to confiscate these items.
Mareeba State School
Phone (07) 4092 8100
Fax (07) 4092 4396
P.O. Box 1112

Mareeba Q. 4880
e-mail: the.principal@mareebass.eq.edu.au

<table>
<thead>
<tr>
<th>Administration</th>
<th>Administrative Support</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal: Shirlee Gallo</td>
<td>Head of Special Education Services (HOSES): Bridget Greensill</td>
<td></td>
</tr>
<tr>
<td>D/Principal: Mandy Whybird</td>
<td>Head of Curriculum (HOC): Hannah Simpson</td>
<td></td>
</tr>
<tr>
<td>Tuki Brown</td>
<td>Guidance Officer: Amelia Britton</td>
<td></td>
</tr>
<tr>
<td>Nyree Burton</td>
<td>Positive Behaviour Management Teacher: Ric Baruksopulo</td>
<td></td>
</tr>
<tr>
<td>Registrar: Bec Westcot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONGRATULATIONS AND THANK YOU!

(Date)

Dear (Student's Name),

I have just been talking with (Teacher's name) who has told me that you “have shown excellent classroom behaviour and have done all your work, this morning, to a very high standard.”

Everyone at Mareeba State School is extremely happy to see you trying so hard.

Great work,

Thank you for your excellence, and keep up the good work, (Student's name)!

S Gallo (Principal)
### Appendix 9

<table>
<thead>
<tr>
<th>PROACTIVE STRATEGIES</th>
<th>REACTIVE STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ecological Strategies</strong></td>
<td><strong>Positive Programming</strong></td>
</tr>
<tr>
<td>Whole class BM strategies including descriptive encouraging, positive reinforcement, specific behaviour training, parallel cueing, incentive programs etc.</td>
<td>General ‘Fun’ Skills</td>
</tr>
<tr>
<td></td>
<td>Cooking</td>
</tr>
<tr>
<td></td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>HPE – Soccer</td>
</tr>
<tr>
<td></td>
<td>From reinforcement inventory/ life skills</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Modification that is high interest to student with low literacy skills.</td>
<td>Functionally Related Skills</td>
</tr>
<tr>
<td></td>
<td>Teach how to ask for help.</td>
</tr>
<tr>
<td></td>
<td>Teaching how to talk to others so others will listen.</td>
</tr>
<tr>
<td></td>
<td>Teaching how to repair a conversation.</td>
</tr>
<tr>
<td></td>
<td>Opportunities for self-evaluation e.g. graphing progress</td>
</tr>
<tr>
<td></td>
<td>Social skills training use of video and digital photos. Practice skills as a Preschool helper.</td>
</tr>
<tr>
<td>Self-paced, encourage timing self, e.g. stop watch.</td>
<td>Functionally Equivalent Skills</td>
</tr>
<tr>
<td></td>
<td>Teach appropriate expressions of anger, confusion or frustration</td>
</tr>
<tr>
<td></td>
<td>Escape training when out of control</td>
</tr>
<tr>
<td></td>
<td>Talk on tape about what happened and feelings and debrief later, sand play</td>
</tr>
<tr>
<td></td>
<td>Access to positive adult attention training augmented communication</td>
</tr>
<tr>
<td>Picture contract / activity sequence planner to guide work negotiated with Programmed time-in with CT</td>
<td>Coping Skills</td>
</tr>
<tr>
<td></td>
<td>Teach positive self-talk</td>
</tr>
<tr>
<td></td>
<td>Fast rebound</td>
</tr>
<tr>
<td>Male role model in the classroom to support on-task behaviour</td>
<td></td>
</tr>
<tr>
<td>Home to prevent escalation.</td>
<td></td>
</tr>
<tr>
<td>Recess activities to structure recess and practice social skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Crisis Management**

- Active Listening
- Stimulus Change
- Redirect discussion

- Terminating instruction
- Prompt escape plan
- Redirect to preferred activity
- Strategic capitulation – focus on the safety of other students.

**Program Assurance**

- Data collection
  - time out of the room
  - behaviour monitoring sheets (blue contract)
- Review meetings with Class Teacher weekly.
# Appendix 10

## PLAYGROUND BEHAVIOUR INCIDENT REFERRAL FORM

Copy/Copies sent to each student’s class teacher/s

All students involved in this incident are to return to class from the playground. Dependent upon the *One School* referral, PBM Teacher, GO and/or Admin may call student/s for further interview.

<table>
<thead>
<tr>
<th>Location (circle):</th>
<th>Area 1</th>
<th>Area 2</th>
<th>Area 3</th>
<th>Area 4/CPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oval</td>
<td>Toilets</td>
<td>Walkway</td>
<td>Veranda</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incident type: (circle one)</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
</table>

### Stage (circle stage for *OneSchool* entry):

Stage 2: Incident or repeated Stage 1 behaviours – (Student, Class teacher, Parent)

Stage 3: High level incident – referred to PBM Teacher - (Student, Class teacher, Parent, PBM)

Stage 4: Very high level incident/very high risk/assault of staff - referred to Deputy Principal - (pre-suspension or suspension)

### Incident Categories (circle):

<table>
<thead>
<tr>
<th>Anti-social behaviour</th>
<th>Avoidance behaviour</th>
<th>Bullying</th>
<th>Defiant/threat to adult</th>
<th>Harassment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lying/cheating</td>
<td>Misconduct</td>
<td>Non-Compliance</td>
<td>Physical aggression</td>
<td>Physical misconduct</td>
</tr>
<tr>
<td>Serious</td>
<td>Substance abuse</td>
<td>Vandalism</td>
<td>Verbal aggression</td>
<td>Other</td>
</tr>
<tr>
<td>misdemeanour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behaviour Strategies You Have Put In Place (circle more than one):

<table>
<thead>
<tr>
<th>Apology</th>
<th>Choices</th>
<th>Establishing expectations</th>
<th>Environment modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>I care prompts</td>
<td>Loss of privileges</td>
<td>Natural consequence</td>
<td>Non emotive behaviour questions</td>
</tr>
<tr>
<td>Perpetrator: anti-bullying intervention</td>
<td>Prompting</td>
<td>Proximity</td>
<td>Reflection time</td>
</tr>
<tr>
<td>Redirection</td>
<td>Restorative justice</td>
<td>Restricted play area</td>
<td>Rule reminder</td>
</tr>
<tr>
<td>Setting limits</td>
<td>Shadowing</td>
<td>Skilling (I see you need help with…..)</td>
<td>Social modification</td>
</tr>
<tr>
<td>Victim: anti-bullying support</td>
<td>Time out in playground</td>
<td>Time Out Room - 1 day</td>
<td>Time Out Room - 2 days</td>
</tr>
<tr>
<td>Time Out Room -3 days</td>
<td>Warning</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### Motivation for incident:

### Incident details (Duty teacher/Class teacher to record in *OneSchool*)

### Witnessing staff/students/other:

### Positive Behaviour Record

<table>
<thead>
<tr>
<th>Leadership</th>
<th>I care…safety</th>
<th>I care….learning</th>
<th>I care…self and others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
Dear [Name],

[Student Name] has chosen to demonstrate behaviours that are disrupting the learning of the rest of the class.

I would appreciate your assistance by allowing this student to spend ___ minutes in your classroom, so that they may complete their work and reflect on how to improve their classroom behaviour in the future.

Before the child returns, please ensure that they are aware of why they have been relocated, and what they should do next time to improve their behaviour.

Thank you for assisting with our classroom behaviour management policy.

---

BEHAVIOUR ACTION PLAN
What classroom or school rule did you break?

How did your actions disrupt the learning of the rest of the class?

What is your side of the story?

What will you do next time in the same situation?