NORMAN PARK STATE SCHOOL  JULY 2015

Responsible Behaviour Plan for Students
Based on the Code of School Behaviour

1. Purpose

Norman Park State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Our Responsible Behaviour Plan for students focuses on developing a supportive school environment and responsible, positive behaviour in all students.

Staff and students at Norman Park State School have the right to work to their potential, free from disruption and distraction in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. To facilitate this, a set of principles has been developed for students at our school. Our students strive to be Safe, Tolerant, Engaged, Persistent and Successful, our STEPS TO SUCCESS.

The behaviours we foster and promote to embed these values into school life are based on quality citizenship, are fair and non-violent and encompass such qualities as politeness, self-discipline and cooperation. Ultimately, individuals must be responsible for their own actions. We respect the importance of the individual's intellectual, social, emotional and physical growth, whilst maintaining that the exercise of individual rights and responsibilities must contribute to a positive community spirit. Parental consultation, support and involvement are essential to the supportive school environment at this school.

Our beliefs are reflected in a Code of Behaviour based on a set of principles that are understood, accepted and practised by all members of the school community. The National Framework for Values Education also recognises that partnerships with parents and caregivers and the local community are fundamental to successful values education. At Norman Park State School our practices are aligned to the philosophy: "Children learn best in a supportive environment that caters for their individual needs".

Hence, our Responsible Behaviour Plan for Students reflects Norman Park State School's aim to provide an environment where:-
- Children develop self-control;
- People are courteous;
- Effective communication is practised;
- There are high expectations of behaviour;
- Children learn to respect routines, yet still exercise freedom of choice;
- Students can learn free from distractions;
- Everyone should feel safe without fear of physical or emotional threats from others;
- Reasonable consequences naturally follow whatever behaviour the student chooses.

2. Consultation and data review

The review of our 2012 version of the Responsible Behaviour Plan for Students was undertaken in Term 2, 2015. This was completed in consultation with staff, students from the Student Council and parents at the July P&C meeting. A review of school data relating to behaviour incidents from 2012-15 also informed the review process. A behaviour audit conducted in 2013 indicated that the school would benefit from a whole-school approach to managing student behaviour. As a result of this, a decision was made for the school to embrace the School-Wide Positive Behaviour Support program (SWPBS), now known as Positive Behaviour for Learning (PBL). This Responsible Behaviour Plan for Students (RBPS) has been adjusted during June 2015 to reflect this journey. The Plan was endorsed by the Principal and the President of the P&C. It will be reviewed again in 2018 as required in legislation or as required according to any amendments during this period.
During 2014 selected staff from the SWPBS committee attended Tier 1 training. PBL training will now continue from Term 3 2015, under the guidance of our PBL coach. The seven essential components of the earlier SWPBS program will remain to underpin the continued development of a common philosophy and approach to managing our school behaviour. These principles include:

1. Supportive Leadership
2. Defining Expected Behaviour
3. Teaching Expected Behaviour
4. Encouraging Expected Behaviour
5. Essential Classroom Practice
6. Responding to Unproductive Behaviour
7. Ongoing Monitoring

3. Learning and behaviour statement

All areas of Norman Park State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

At Norman Park State School we operate by the following beliefs about behaviour and learning:

- education is a life-long process
- gender is not a determinant of capacity to learn
- children with disabilities are encouraged to access all educational opportunities
- children learn at different rates
- students, parents and teachers are part of a team
- the school is a focal point of the community
- good manners and respect are encouraged
- children learn by a variety of activities
- our school community provides appropriate social role models
- an attractive learning environment enhances learning
- the child's self-esteem is developed
- personal safety is encouraged

At Norman Park State School this will be encouraged through the application of the STEPS – TO – SUCCESS program, based on the Seven Essential Components, as outlined above. The following school rules have been established with school staff to reflect this process. They are taught explicitly to students and established in all contexts of the school campus. Each step has 2 guiding rules:

SAFE: Stop, Think, Do and Follow Instructions
TOLERANT: Understand differences and Be respectful
ENGAGED: Be actively involved and Work towards goals
PERSISTENT: Keep trying and Find alternatives
SUCCESSFUL: Celebrate Achievements and Achieve goals
# STEPS TO SUCCESS

Norman Park State School rules are embedded in the STEPS TO SUCCESS program and are underpinned by our school motto ‘ONWARD AND UPWARD’.

A set of behavioural expectations in specific settings has been attached to each of our school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules with example statements to guide our students to make choices about their own behaviour across various school settings. They also form the basis of our STEPS TO SUCCESS explicit teaching lessons.

<table>
<thead>
<tr>
<th></th>
<th>SAFE</th>
<th>TOLERANT</th>
<th>ENGAGED</th>
<th>PERSISTENT</th>
<th>SUCCESSFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASSROOM</strong></td>
<td><strong>Stop think do</strong> Follow instructions</td>
<td><strong>Be respectful</strong> Understand differences</td>
<td><strong>Be actively involved</strong> Work towards goals</td>
<td><strong>Keep trying</strong> Find alternatives</td>
<td><strong>Celebrate improvements</strong> Achieve goals</td>
</tr>
<tr>
<td>Walk safely around the room.</td>
<td></td>
<td>Listen politely to other viewpoints. Raise my hand if I wish to speak. Speak politely to others. Wait my turn before I speak.</td>
<td>Have all my equipment ready. Focus and finish tasks. Look at the person speaking. Use whole-body listening. Keep personal conversations for lunchtime.</td>
<td>Concentrate on my task. Complete my task on time. Try different ways to complete my task.</td>
<td>Acknowledge my success. Celebrate the achievements of my peers.</td>
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<tr>
<td>Sit safely on my chair and on the floor.</td>
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<tr>
<td>Tidy my work areas. Use equipment appropriately.</td>
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</tr>
<tr>
<td><strong>LIBRARY &amp; COMPUTER LABS</strong></td>
<td><strong>Walk</strong> Careful and quiet movement. Follow monitors’ directions.</td>
<td><strong>Talk quietly so others can work. Leave the area clean and tidy for others to use.</strong></td>
<td><strong>Show respect to others who are working nearby. Soft voices.</strong></td>
<td><strong>Be a problem solver with my activity. Ask a friend if I need help.</strong></td>
<td><strong>Share the space with others. Respect equipment. Use appropriate sites.</strong></td>
</tr>
<tr>
<td>Walk</td>
<td></td>
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<td></td>
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<tr>
<td><strong>TRANSITIONS &amp; STAIRWELLS</strong></td>
<td><strong>Always walk quietly in stairwells and verandahs. No students are to be outside classrooms before the morning bell rings.</strong></td>
<td><strong>Walk calmly and quietly. Be aware of others. Keep to the left.</strong></td>
<td><strong>Use the most direct route. Be prepared for the next class.</strong></td>
<td><strong>Get to where I need to go in a timely manner. Walk quietly as a group.</strong></td>
<td><strong>Right place, right time. Walk in pairs. Walk in own space.</strong></td>
</tr>
<tr>
<td>Always walk quietly in stairwells and verandahs. No students are to be outside classrooms before the morning bell rings.</td>
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<tr>
<td><strong>PLAYGROUND SETTINGS</strong></td>
<td><strong>Always wear a sun-safe hat. Stay in approved areas. Use playground equipment safely.</strong></td>
<td><strong>Include others in my games.</strong></td>
<td><strong>Play by the rules. Be active. Encourage others.</strong></td>
<td><strong>Be a problem solver. Try new things. Use the High 5.</strong></td>
<td><strong>Enjoy playtime. Show good sportsmanship. Respect personal space.</strong></td>
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<tr>
<td>Always wear a sun-safe hat. Stay in approved areas. Use playground equipment safely.</td>
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</tr>
<tr>
<td><strong>OTHER SCHOOL SETTINGS</strong> (including eating time, Stop, Drop, Go, farm, hall, tuckshop, toilets)</td>
<td><strong>Sit quietly with my class. Follow monitors’ directions. Line up in the correct lines. Wash my hands. Go, flush, go.</strong></td>
<td><strong>Respect others’ food choices. Allow personal space when sitting. Stand quietly. Wait patiently against the fence line. Be ready with money. Wait patiently to be served. Wait patiently to use the toilet.</strong></td>
<td><strong>Use manners. Speak softly. Remain in the Stop, Drop, Go area. Treat the garden and animals with respect. Look and listen to the speakers on stage. Use manners when ordering. Treat fittings carefully.</strong></td>
<td><strong>Remember where eating time is and stay there. Watch the queue to identify my car. Help pack away equipment. Remain quiet throughout assembly. Place rubbish in bins. Encourage others to use the toilet area correctly.</strong></td>
<td><strong>Leave my area tidy. Lunch is eaten. All containers are put it the appropriate place. Farm area is left tidy and gates are secured. Clap politely. Take all belongings. Enter car when in red zone. Toilets are flushed. Taps are turned off.</strong></td>
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Queensland Government Education Queensland

NORMAN PARK STATE SCHOOL RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS: JUNE 2015
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Our whole-school approach supports the provision of a safe and supportive learning environment through:

- Open communication with the school community on key strategies, including The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students.
- Shared school values and a positive and inclusive culture that recognises the contributions of all members of the school community.
- Establishment of agreed programs and procedures that address harassment, bullying, violence and child protection that are known and understood by all members of the school community.
- Staff, student and parent access to evidence-based education, professional development or training on appropriate prevention and response strategies for addressing harassment, bullying, violence and child protection.
- Management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists.
- Provision of support for students and staff.
- Working closely with parents.

The school’s processes and procedures to uphold the values within the Code of School Behaviour include a wide variety of proactive strategies with contingencies in place to deal with critical incidents and persistent non-compliance of the Code. The emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning students who exhibit inappropriate behaviours. To achieve positive behaviours, students are actively taught social competencies and skills in structured lessons – Peer Support Program. Students in Year 6 are trained to be facilitators of these structured lessons with small groups of mixed ages. Active teaching of specific behaviours sustained by the modelling of desirable competencies is the underlying structure.

Processes and procedures will be reviewed regularly to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data will form the basis upon which any change and modification to processes and procedures will take place.

The following table explains our Universal Behaviour Support Plan, Targeted Behaviour Support Plan and Intensive Behaviour Support Plan which encompass Norman Park’s processes that may be used to promote and support behaviours across the school.

It is clear that the Universal Behaviour Support Plan reflects our proactive approach to encouraging positive behaviours throughout the school. Both the Targeted Behaviour Support Plan and Intensive Behaviour Support Plan are designed to provide consequences that will assist students to make positive choices in the future. The individual circumstances of each case will be taken into account when deciding upon and applying consequences.

Implementation of specific policies to address:
- The Use of Personal Technology Devices at School (Appendix 1)
- Procedures for Preventing and Responding to Incidents of Bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
- Working Together to keep Norman Park State School Safe (Appendix 3)
  We can work together to keep knives out of school.
### Procedures for Upholding the Code of School Behaviour and Responsible Behaviour Plan for Students

<table>
<thead>
<tr>
<th>Universal Behaviour Support</th>
<th>Targeted Behaviour Support</th>
<th>Intensive Behaviour Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PEER SUPPORT PROGRAM</strong></td>
<td>In class <strong>TRAFFIC LIGHT</strong> reminders and prompts</td>
<td>Teacher Contact/Phone Office</td>
</tr>
<tr>
<td>Praise/Encouragement</td>
<td>Logical consequences</td>
<td>Ensure student/class safety (Remove class if necessary)</td>
</tr>
<tr>
<td>(Verbal/Non-verbal/Written)</td>
<td>Teacher/Student, Teacher/ Parent Conferences</td>
<td>Admin withdrawal of student (class/playground)</td>
</tr>
<tr>
<td>GOTCHA Reward System</td>
<td>Loss of Privileges</td>
<td>Individual Behaviour Management Plans (modified timetable) (gradual integration to school day)</td>
</tr>
<tr>
<td>Class Responsibilities</td>
<td>Playground withdrawal or relocation (for playground offences)</td>
<td>Withdrawal of school privileges depending on incident</td>
</tr>
<tr>
<td>(Messenger, Teacher's Helper, Library Monitor, Tuckshop)</td>
<td>In-class withdrawal or relocation Buddy Teacher/Class</td>
<td>Individual Student Needs' Meeting</td>
</tr>
<tr>
<td>Inter-Class Responsibilities</td>
<td>Cueing/Descriptive Encouragement of appropriate behaviour</td>
<td>Collective approach to support student Guidance Officer</td>
</tr>
<tr>
<td>(Peer Tutoring, Peer Support Program)</td>
<td>Restitution (apology/repair damage/complete work)</td>
<td>Behaviour Team contacted</td>
</tr>
<tr>
<td>Public Display of Student Work</td>
<td>Reflection Time</td>
<td>Outside Agencies contacted</td>
</tr>
<tr>
<td>Individual Class-Level Rewards</td>
<td>Personal Individual Plans</td>
<td>Suspension</td>
</tr>
<tr>
<td>(Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities)</td>
<td>Modifying Environment/Work Demands/Social Interactions</td>
<td>Recommended for Exclusion</td>
</tr>
<tr>
<td>End of term Rewards Day</td>
<td>Non-Emotive Behaviour Questions eg</td>
<td>What are you doing?</td>
</tr>
<tr>
<td>Phone calls to Parents</td>
<td>What should you be doing?</td>
<td>Reflective Thinking Room (RTR)</td>
</tr>
<tr>
<td>Sharing Work With Others (Principal, DP, other classes, Parents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole School Reward System</td>
<td>STEPS TO SUCCESS Certificates and Gold Badge</td>
<td></td>
</tr>
<tr>
<td><strong>Principal and Deputy Principals' QUIET ACHIEVER AWARD</strong></td>
<td>Teacher Evaluations (Marks/comments on work)</td>
<td></td>
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</tbody>
</table>
Onward and Upward

**STEPS TO SUCCESS**
- Safe
- Tolerant
- Engaged
- Persistent
- Successful

Encouraging Expected Behaviours – tangible reinforcers

<table>
<thead>
<tr>
<th>Free and Frequent</th>
<th>Short Term</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOTCHAs</td>
<td>Students who do not attend the RTR (Reflective Thinking Room) are eligible to attend Rewards Day on the last day of the term. Students will not attend based on the following: Prep to Year 2 students who have attended RTR more than 4 times and Year 3 to 6 who have attended more than 2 times. RTR Process (Appendix 5)</td>
<td>Students who reach a pre-decided amount of GOTCHAs during a term receive a certificate. Term 1 – Bronze Term 2 – Silver Term 3 – Gold Term 4 – Diamond A few students may receive a Gold Badge at the end of the year to celebrate their consistent high standard of behaviour.</td>
</tr>
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</table>

Responding to Unproductive Behaviour – Minor and Major Behaviours

1. **Minor** – Identified inappropriate behaviours using 5 levels of the Traffic Light process. Students may need to progress through a ladder of warnings. (Appendix 4)

2. **Major** – 3 Minor repeated incidences occurring in 1 day → Major Time Out from class → office blue form (Appendix 8) Time Out from playground → RTR pink form (See Appendix 8)
Reinforcing expected school behaviour

At Norman Park, 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 of positive interactions between students and staff. See previous page outlining:

- Free and frequent rewards
- Short Term rewards
- Long Term rewards

Responding to unacceptable behaviour

Our preferred way of re-directing low-level problem behaviour is to ask them to how they might be able to act more safely, more respectfully or more responsively. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour and plan how their behaviour could be modified so as to align with the expectations of our school community.

5. Consequences for unacceptable behaviour

Norman Park State School makes systemic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviours/incidents occur it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:

- are minor breeches 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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- 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 to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.
The following table clearly details different levels of behaviour, those responsible for dealing with these behaviours and the possible consequences for each of these levels of behaviour. See also an explanation of term used in the table:

Traffic Lights process (Appendix 4):
- operates in every classroom

<table>
<thead>
<tr>
<th>LEVEL/ RESPONSIBLE OFFICER</th>
<th>STUDENT BEHAVIOUR</th>
<th>POSSIBLE CONSEQUENCES</th>
</tr>
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</table>
| Teachers and Teacher Aides | At this level, all students are on task and no disciplinary action is required. | Positive reinforcement of appropriate behaviours and positive achievements could include:  
  ▪ verbal reinforcement  
  ▪ record of achievements for formal acknowledgement  
  ▪ Phone calls/letters/emails to parents for good behaviours/achievements.  
  ▪ GOTCHA Cards |
| Level 1 and 2 Teachers and Teacher Aides Reminders 1and 2 (may also include minor playground behaviour) | Inappropriate student behaviour to be dealt with at this level as a minor incident. | Teacher initiated actions could include:  
  ▪ verbal negotiation  
  ▪ reminder of classroom expectations – Use of Traffic Lights  
  ▪ in-class separation or isolation  
  ▪ assign student to accompany you on playground duty  
  ▪ If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to Level 3. |
| Level 3 Teachers and Teacher Aides Chill Out | Inappropriate student behaviour to be dealt with at this level as a minor incident. | Student is required to spend time in a quiet chill out space, in sight of the teacher, to consider actions and calm behaviour.  
If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to Level 4. |
| Level 4 Teachers and Teacher Aides Buddy Class | Inappropriate student behaviour to be dealt with at this level as a minor incident. | Student is required to spend time with their buddy class to reflect on their behaviour. This could include completion of a reflection sheet.  
If repeated applications of the above actions produce no improvement in the student’s behaviour, then the student should be referred to Level 5. |
<table>
<thead>
<tr>
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</table>
| Level 5 Principal/Deputy Principal | Inappropriate student behaviours to be dealt with at this level include:  
- 3 Minor incidences  
- Major referrals from class teacher or playground duty person, using pink or blue form  
- all forms of bullying (Appendix 7 and 8) | The Admin Team, in consultation with the class teacher, will initiate actions which could include attendance to the RTR and any of the following as required:  
- monitoring program to be put in place  
- meeting with parent  
- resolution meeting as required between aggrieved party and student  
- peer mediation or restorative conference  
- referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer,  
- Individual Behaviour Support Plan  
Principal or Deputy Principal initiated actions in response to continued inappropriate student behaviour may include:  
- review Individual Behaviour Support Plan  
- parent/carer interview  
- referral to Individual Student Needs Meeting  
- referral to outside agency |
| Inappropriate student behaviours to be dealt with at this level may include:  
- extreme or repeated incidence of level four behaviour | Principal in consultation Deputy Principal determines the most appropriate course of action which may include any of the following:  
- Individual Behaviour Agreement  
- Parent/carer interview  
- Recommendation for suspension  
- restorative conference on return from suspension  
- Suspension in line with Education Queensland Policy SMS-PR-021 Safe, Supportive and Disciplined School Environment  
- Recommendation for exclusion in line with Education Queensland Policy SMS-PR-021 Safe, Supportive and Disciplined School Environment |

**Relate inappropriate or unacceptable behaviour to expected school behaviours**

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. This can be achieved through:

- Articulate the relevant expected school behaviour  
- Explain how their behaviour differs from expected school behaviour  
- Describe the likely consequences if the problem behaviour continues  
- Identify what they will do to change their behaviour
Ensuring consistent responses to inappropriate or unacceptable behaviour

At Norman Park State School, staff members are authorised to issue consequences for behaviour incidents, which are provided with appropriate professional development. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. Staff encourage our students to employ the High 5 strategy. (Appendix 11) Every class engages with the explicit teaching of behaviour skills lessons that are designed by our own staff to meet the needs of our students. These lessons are based on our STEPS TO SUCCESS program. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency responses or critical incidents

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

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.

Immediate defusing strategies

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

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

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

Reinforcement and correction strategies
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 Norman Park 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 9)
- Debriefing Report, for student and staff. (Appendix 10).

7. Network of student support

Students at Norman Park State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by a whole-school approach to behaviour:

- Parents
- Teachers
- Support Teacher Literacy and Numeracy, as required
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- Individual Student Needs’ Meeting

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
The Individual Student Needs' Meeting Committee provides support to students who require more targeted or intensive support. The committee consists of the school Principal, Guidance Officer, Deputy Principal and Support Teacher Literacy and Numeracy, when available. Class teachers come to these meetings to present students' needs so that the team can determine the most effective support for this student.

8. Consideration of individual circumstances

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

Norman Park State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students.
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation, mental health and well, 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.
  - Provide written or verbal statements that will be taken into consideration in the decision making process.
  - Ensure the processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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

- Statement of expectations for a disciplined school environment policy
- 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 Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

---

**Endorsement**

Principal

P&C Association President

Date effective: 30 JULY 2015
Appendix 1

The Use of Personal Technology Devices* at School

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

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 disciplinary consequences.

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 at morning tea and lunch breaks and before and 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 Norman Park State School Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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, 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 proposal/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 the Queensland Police Service.

**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.

¹ *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Special Circumstances Arrangement
Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 2

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

**Purpose**

1. Norman Park State School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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 Norman Park 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 Norman Park State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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

5. At Norman Park State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**

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 Norman Park 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 5 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. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Norman Park State School will then investigate and respond to any incident of cyberbullying.

10. Norman Park State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
11. 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 Norman Park 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’.

12. Norman Park State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP NORMAN PARK STATE SCHOOL SAFE

We can work together to keep knives out of school. At Norman Park State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

Norman Park State School can take action against a student who brings a knife to school.

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

How can parents help to keep Norman Park State School safe?

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

Traffic Lights

- Office
- Buddy Class
- Chill Out

Reminder

Individual photos or names of students are placed here.
Appendix 5

The RTR (Reflective Thinking Room) Process

For behaviour that disrupts the good working order of the school.

How long can a student attend the RTR?

20 minutes
The student will come to the Deputy Principal’s office or nearby classroom at 1:00pm to complete the RTR reflection sheet.
At 1:20pm the student will eat their lunch and prepare for class.

What happens in the RTR?

Children will complete Reflection Sheet to reflect on their behaviour.
This is conferenced with the person on duty.

What is the RTR Teacher’s responsibility?

1. Enter relevant information into the RTR book.
2. Monitor student reflection and conference answers with the student.
3. Print parent letter and forward to the principal for signing.
4. Principal to follow up parent acknowledgement.

What is the follow up to the RTR process?

1. The Principal and Deputy Principal will monitor the RTR data input process.
2. The Principal will manage any related circumstances in accordance with the school’s RBPS.
Dear Parent/Guardian,

Today ______________ was sent to the Reflective Thinking Room for behaviour that was disruptive to the good working order of the school.

This involved:

- ______________________________________
- ______________________________________
- ______________________________________

Please note that further breaches of the school behaviour code will result in more serious consequences as outlined in the School’s Responsible Behaviour Plan.

Yours sincerely

Principal

---

Norman Park State School Parent Acknowledgement

Please return to the School Office

I acknowledge receipt of this report and have spoken with __________________ about the matter.  
(child’s name)

Comment

____________________________________

____________________________________

Signed ___________________________ Date ____________________

(Parent/Guardian)
Draw and Write

Name: ______________________ Class: ______

1. What were you doing?

2. What should you have been doing?

3. What will you do next time to make things better?

RTR Staff: ______________________
Student: ______________________
STEPS REFLECTION SHEET Year 3 – Year 6

Student’s Name: ___________________________ Class:_____
Name of Referring Teacher: __________________________
Date of Referral:_______________________________

Write down what happened.

Which step/s did you ignore?

What were the consequences of your actions? Who was hurt, upset or worried?

What will you do next time?

RTR Staff: __________________________
Student: __________________________
# 2015 NPSS REFLECTIVE THINKING ROOM
PLAYGROUND REFERRAL (PINK)

**Date:** __________  **Student’s Name:** ___________________________  **Class:** ______

**Issuing Staff Member:** _______________  **Time of Incident:** __________

**Incident details [mandatory]:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**LOCATION:** (AS) (C) (CL) (TO) (L) (OC) (OSHC) (F) (O) (SP) (P) (T) (UGB) (UB) (TB) (S) (H) (CP) (V) (SDG)

See over page for code explanation

<table>
<thead>
<tr>
<th>Behaviours (Tick one only)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/harassment</td>
<td></td>
</tr>
<tr>
<td>Defiant/threat/s to adults</td>
<td></td>
</tr>
<tr>
<td>Disruptive</td>
<td></td>
</tr>
<tr>
<td>Dress code</td>
<td></td>
</tr>
<tr>
<td>IT misconduct</td>
<td></td>
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<tr>
<td>Lying/Cheating/Stealing</td>
<td></td>
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<tr>
<td>Misconduct involving object/property</td>
<td></td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Physical misconduct</td>
<td></td>
</tr>
<tr>
<td>Possess/usage prohibited items</td>
<td></td>
</tr>
<tr>
<td>Third minor referral</td>
<td></td>
</tr>
<tr>
<td>Threat/s to others</td>
<td></td>
</tr>
<tr>
<td>Verbal misconduct</td>
<td></td>
</tr>
</tbody>
</table>

**Reported by:** __________  **Witnessed by:** __________

☐ Motivation for Behaviour on back page completed

------------------------------------------------------------------------------------------------------------------------

**ADMIN USE ONLY**

**Date RTR completed:** __________

**Parent contact:** YES/ NO  **Type:** Phone, Email, RTR reflection sheet, letter

**Principal’s Notes:** ______________________________________________________________

________________________________________________________________________

**One School record needed?** Yes  No

**Staff Member to record on One School:** __________  **Date recorded:** __________

**Recorder’s Signature:** ____________________________

---

NORMAN PARK STATE SCHOOL RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS: JUNE 2015
2015 NPSS CLASSROOM REFERRAL to OFFICE (BLUE)

Date: ___________ Student’s Name: ___________________________ Class: ________

Issuing Staff Member: ___________ Time of Incident: ________ Subject: ________

Incident details [mandatory]:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

LOCATION: (A) (C) (CL) (TO) (L) (OC) (OSHC) (F) (O) (SP) (P) (T) (UGB) (UB) (TB) (S) (H) (CP) (V) (SDG) See over page

Traffic Lights process followed through to step 5   Yes/No?

Behaviours  (Tick one only)

☐ Bullying/harassment
☐ Defiant/threat/s to adults
☐ Disruptive
☐ Dress code
☐ IT misconduct
☐ Lying/Cheating/Stealing
☐ Misconduct involving object/property

☐ Non-compliant with routine
☐ Other
☐ Physical misconduct
☐ Possess/usage prohibited items
☐ Third minor referral
☐ Threat/s to others
☐ Verbal misconduct

Reported by: ___________________________ Witnessed by: ___________________________

☐ Motivation for Behaviour on back page completed

ADMIN USE ONLY

Date RTR completed: ___________

Parent contact: YES/ NO    Type: Phone, Email, RTR reflection sheet, letter

Principal’s Notes: ______________________________________________________________

_________________________________________________________________________

One School record needed?  Yes  No

Staff Member to record on One School: ___________________________ Date recorded: ___________________________

Recorder’s Signature: ___________________________
MOTIVATION FOR BEHAVIOUR [Please tick]

☐ Obtain peer attention.
☐ Obtain adult attention.
☐ Obtain tangible object.
☐ Obtain activity or event.
☐ Obtain sensory stimulation.
☐ Escape/avoid activity or event
☐ Escape/avoid instructional task.
☐ Escape/avoid adult attention.
☐ Escape/avoid peer attention.
☐ Escape/avoid sensory stimulation.
☐ Don’t know.

LOCATION KEY

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>Agnew Street</td>
</tr>
<tr>
<td>C</td>
<td>Classroom</td>
</tr>
<tr>
<td>CL</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>CP</td>
<td>Carpark</td>
</tr>
<tr>
<td>F</td>
<td>Farm</td>
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<tr>
<td>H</td>
<td>Hall</td>
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<td>L</td>
<td>Library</td>
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<td>O</td>
<td>Oval</td>
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<td>OC</td>
<td>Off Campus</td>
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<td>OSHC</td>
<td>OSHC</td>
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<tr>
<td>P</td>
<td>Pool</td>
</tr>
<tr>
<td>S</td>
<td>Stairwells</td>
</tr>
<tr>
<td>SDG</td>
<td>Stop Drop &amp; Go</td>
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<tr>
<td>SP</td>
<td>Senior Playground</td>
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<tr>
<td>T</td>
<td>Tuckshop</td>
</tr>
<tr>
<td>TB</td>
<td>Toilets B Block</td>
</tr>
<tr>
<td>TO</td>
<td>Toilets Oval</td>
</tr>
<tr>
<td>UB</td>
<td>Under Buildings</td>
</tr>
<tr>
<td>UGB</td>
<td>Under G Block</td>
</tr>
<tr>
<td>V</td>
<td>Verandahs</td>
</tr>
</tbody>
</table>
Appendix 9

Incident Report

Name: ........................................ Date: ..............................

Person Completing Form: .........................................................

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident ended</td>
<td>Time incident started</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>
Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

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

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

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

1. Talk Friendly
2. Talk Firmly
3. Ignore
4. Walk Away
5. Tell an Adult

NORMAN PARK STATE SCHOOL RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS: JUNE 2015