Ma Ma Creek State School

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

Rationale and Purpose

The Department of Education Training and Employment is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The community of Ma Ma Creek State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher’s role is to ensure that children will learn and develop within their school environment without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers’ fundamental right to teach without disruptive behaviours hindering their success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to learn to take responsibility for their actions by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Consultation and data review

Ma Ma Creek State School developed this plan over time in collaboration with our school community. Parents and staff were given the opportunity to provide input to the review process. School data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

We have consistently refined and improved our whole school approach to responsible, self-managed behaviour. As a result of recent reflections, we are now leading a renewal process that aims to strengthen the psychological base that forms the foundation of our approach to all behaviour. This has involved and will continue to involve building the capability of staff with a focus on Choice Theory, Reality Therapy Psychology.

This plan balances the expectations of the school community and the rights of individual learners.

School beliefs about behaviour and learning

At Ma Ma Creek 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 environment enhances learning
the child’s self-esteem is developed
personal safety is encouraged
reinforcement of positive behaviour.

Our Philosophy

Staff and students at Ma Ma Creek State School have the right to work to their potential, free from disruption, abuse or threat 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 rules has been developed for students at our school.

Bullying, harassment and violence are issues of great concern to our community. Our community has a no tolerance policy in place when it comes to bullying issues. Students who are bullied and the perpetrators of the bullying are supported through counselling and mediation.

Ultimately, each individual must be responsible for his/her own actions. The behaviours we foster and promote include good citizenship, are fair and non-violent and encompass such qualities as respect, politeness, self-discipline and co-operation. 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.
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Whole-school behaviour support

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 this document
- shared school values and a positive and inclusive culture that recognises the contributions of all members of the school community
- quality teaching programs in classrooms to ensure students are engaged in learning and taking responsibility for their learning
- 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; and
- working closely with parents.

At the whole school level we expect and promote the following behaviours in our school community:

<table>
<thead>
<tr>
<th>SAFETY</th>
<th>Safe use of equipment</th>
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<tr>
<td></td>
<td>Acknowledgment and respect of the personal space of self and others</td>
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<td>Following of school rules and routines</td>
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<td>Moving safely through the school environment</td>
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<td>Resolution of conflict without violence</td>
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<td>EFFORT</td>
<td>Attempting set work to best of ability</td>
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<td></td>
<td>Effective management of time</td>
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<td>Contribution to life and activities of the school</td>
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<td>RESPECT</td>
<td>Respecting self</td>
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<td></td>
<td>Respecting belongings of self and others</td>
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<td></td>
<td>Demonstration of an awareness of the rights and feelings of others</td>
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<td></td>
<td>Attentive listening</td>
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<td>Appropriate communication</td>
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<td>Following of school expectations</td>
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<tr>
<td>SELF-RESPONSIBILITY</td>
<td>Following instructions of supervisors</td>
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<td></td>
<td>Making appropriate choices without supervision</td>
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<td></td>
<td>Accepting responsibility for own behaviour</td>
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<td>Having appropriate equipment for tasks</td>
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</table>
These will be achieved through the following whole school strategies:

**School**
- Relationships actively built and maintained – quality relationships underpin all operations
- Caring, supporting, listening, encouraging, trusting, negotiating are actively modelled and explicitly taught
- Our aim is to create an environment where both learners and staff are able to satisfy their basic needs
- Consistency of approach and alignment to our beliefs within a system-wide approach
- Self-management, understanding self and human behaviour, social and life skills are an integral part of the teaching and learning process
- On-going learning and development by constantly upgrading staff skills
- Monitoring outcomes in learner self-management and using data to inform practice

**Class**
- A quality, inclusive curriculum is provided to address individual learning needs
- Negotiated class rules generated through class discussion/meetings
- Responsible Behaviour and Protective Behaviours programs are intentionally taught
- Psychologically nurturing classroom environments are continually being developed
- Self-evaluation is encouraged continuously
- Personal and social competencies (as embedded in the Australian Curriculum) are taught by classroom teachers throughout the school
- Buddy classes.

**Learners**
- Each individual learner’s self-management needs identified and addressed
- A focus on learning the skills of self-management
- Counselling and support available to every child by trained staff in class, playground and at our office
- Life Skills/Pro-social skills groups formed on a needs basis
- Learners are taught to use self-evaluation as a means to self-improvement.

**Teachers**
- Learning and professional development in appropriate behaviour management programs
- Counselling and support is available to staff from colleagues with expertise
- A learner-centred curriculum with a focus on understanding the learning and matching teaching to the needs of the learner is a feature.

**Parents**
- A three way partnership between learner, parents and the school staff is encouraged
- Positive parent involvement in the classroom and throughout the school is encouraged
- Parent education courses available
- Support and counselling available to parents through outside support agencies.

**Mobile Phones**
The school requires that students do not carry and use mobile phones or other personal communication devices at school.

If family circumstances require a student to have access to such devices after school, then the student is to surrender the device at the school office when they arrive at school and may collect it at the end of the school day.

The device may not be used in any way that may cause distress, embarrassment or harm to any member of the school community.
Our Proactive Approach

Ma Ma Creek State School will implement the following proactive and preventative processes and strategies to support student behaviour:

- Induction for staff into the school wide philosophy of a Glasser Quality School
- Parent/Carer training opportunities in Glasser Choice Theory
- Sections of the school newsletter, encouraging parents/carers to be actively and positively involved in school safety and behaviour expectations including Cyber Safety
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students.

Co-managing inappropriate behaviour incidents using a least to most intrusive approach

We use a stoplight approach to managing inappropriate behaviour as outlined in Appendices 1, 2 & 3.

At the end of each semester Behaviour ratings on report cards are allocated using the ‘Ma Ma Creek Behaviour Rating Guidelines’.

Targeted behaviour support

The development of a team approach to learning is promoted through sharing of effective teaching strategies, distribution of school and class awards, use of praise and recognition and the reinforcement of good choices in learning and behaviour.

Class meetings are used to allow students to share feelings and concerns, and to encourage support from both peers and teachers.

All staff members are involved in the support of students who may need more targeted behaviour support through shared information and individual responsibilities. A team approach is used to formulate and record strategies to implement, with parents/carers involvement.

Strategies used for targeted behaviour support include:

- Individual classroom strategies shared with all teachers, such as
  - Verbal and non-verbal cues
  - Curriculum adjustment
  - Curriculum support
- Increased responsibilities including both
  - Responsibilities within classes
  - Responsibilities within the school
Intensive behaviour support

At Ma Ma Creek State School, all students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported using a proactive problem solving approach.

A functional analysis approach to assessing behavioural problems is adopted involving a systems approach which looks at the ‘whole’ child. It covers such areas as:

Case Management:
The case manager for each student who is identified as “seriously at risk” should be the class teacher. However, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- collation of data which gives an overview of problematic behaviours and consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Behavioural Support Team for consultation or support
- full team collaboration to undertake a functional behavioural assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – The action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – The action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – The actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed, based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

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.
Basic defusing strategies used at Ma Ma Creek State School

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 Ma Ma Creek 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.

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 4)
- Health and Safety incident record
- Debriefing Report (for student and staff) (Appendix 5)
- Timeout Reflection Sheets

Consequences for unacceptable behaviour

Individual class or year level teachers will be primarily responsible for dealing with minor behaviours. Generally, the school administration team will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour. When applying consequences, they should be:
- Supportive
- Fair
- Logical
- Consistent.

Supportive
Consequences are applied within the context of a proactive support system that focuses on prevention and instruction. An appropriate response for those students who breach The Code of School Behaviour and the school’s Responsible Behaviour Plan for Students is targeted and/or intensive behaviour support. Students who display chronic problem behaviour are supported using a range of individual strategies and consequences, if necessary in the context of an individual behaviour support plan.

Fair
When determining consequences for serious misbehaviour (which may lead to suspension or recommendation for exclusion) it is important that the principles of natural justice are followed—this means ensuring that the student is fully aware of the alleged behaviour; that they are given the right to respond to the accusations giving their side of the story; that the person making the decision about their alleged conduct does so only after hearing what the student has to say in their own defence and without prejudgement or bias against the student.

When making a decision about a consequence, a student’s age, cultural background, emotional well being and any other contextual factors should be taken into account. The consequence should be developmentally and culturally appropriate and sensitive to individual circumstances. Consideration should also be given to the student’s past relevant disciplinary history.

Where there is a choice of consequences and/or extenuating circumstances, the Principal is in the best position to make the final determination.

All consequences must be in accord with the Education (General Provisions) Act 1989 and with the student behaviour policies of Education Queensland.

Logical
For consequences to be most effective, students must be able to see a connection between the behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children.

The level of a student’s behaviour should be assessed against a continuum from minor to major consequences. Staff and students must be aware of the progression of consequences for continued disruptive or dangerous behaviour.
Consistent
A consistent approach to student behaviour should occur across the school. Consistent consequences should be applied so that they:

- provide the opportunity for all students to learn
- ensure the safety of all staff and students
- assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

Strategies to implement supportive, fair, logical and consistent consequences include:-

1. Classroom Management
The teacher responds to low level misbehaviour and classroom disturbance by:

- Circumvent misbehaviour with an engaging and relevant teaching and learning program
- Ignoring inappropriate behaviour where possible
- Giving clear directions
- Reinforcing positive behaviour
- Using non verbal messages to alert or cue the student
- Restatement of the rule
- Giving a specific direction
- Giving the student a choice eg, to work/play appropriately or move to different area/activity.

2. Time Out /Time Away
The student is sent to a different part of the classroom / another area until the student is willing and able to comply. Continual or serious disturbances may result in the student:

- Completing a reflection sheet (Appendix 3)
- Losing privileges
- Participating in an interview with parent and teacher

3. Teacher and Student Plan of Action
If a student’s behaviour continues to infringe upon the rights of others in the classroom and / or playground, the teacher and student develop a plan of action:

- Parents / carers are contacted
- Guidance officer is contacted
- School provides counselling and genuine attempts to involve the student in the resolution of serious conflicts and problems that arise.
- Further incidents of inappropriate behaviour are recorded on the school’s Student Management System.

4. External Assistance
Functional behaviour assessment is completed in consultation with:

- Parent/carers
- Teachers
- Students
- Behaviour support specialist

This assessment is used to inform the development of an Individual Behaviour Support Plan. Monitoring and follow up of the formal Individual Behaviour Support Plan may involve a series of case conferences with the above group.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour, the following procedures may be used:

5. Suspension Procedures
This is implemented in line with the Education Queensland policy SM-16 Student Disciplinary Absences.
6. Recommendation for Exclusion
This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences*.

The network of student support

The school is able to access support both within the Department of Education and the Arts and through the community. An outline of some of these includes:

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<tr>
<th>SCHOOL BASED SERVICES</th>
<th>REGIONAL &amp; OTHER DETE SERVICES</th>
<th>COMMUNITY SERVICES</th>
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</thead>
<tbody>
<tr>
<td>Guidance Officer</td>
<td>Regional Behavioural Support Team</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Senior Guidance Officers</td>
<td>Juvenile Aid Bureau</td>
</tr>
<tr>
<td>Support Teacher — Literacy and Numeracy</td>
<td>Access to Behaviour Management Funding</td>
<td>Police Liaison Officer</td>
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<td></td>
<td>Management of Young Children Program</td>
<td>Qld Health Services (Nurse)</td>
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</tbody>
</table>

Consideration of individual circumstances

Ma Ma Creek State School uses strategies that take into account the different abilities, skills and life experiences of students through our curriculum, interpersonal relationships and organisational practices. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

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 will be considered at all times.

Our definition and understandings about Bullying

What is bullying?

"Bullying is a systematic and repeated abuse of power."

In general bullying may be defined as:

- repeatedly dominating or hurting someone
- repeated unfair actions by the perpetrator(s) and an imbalance of power
- a repeated feeling of a lack of adequate defence and feelings of oppression and humiliation by the target/victim.

Bullying can take many forms.

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
3. Covert bullying
Such as lying about someone, spreading rumours, playing nasty jokes that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying
For example, threatening, manipulating or stalking someone.

5. Cyber bullying
Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

The main forms of cyber bullying are identified as:

- **Flaming**: online fights using electronic messages with angry or vulgar messages
- **Harassment**: repeatedly sending nasty, mean or insulting messages
- **Denigration**: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing**: sharing someone’s secrets or embarrassing information or images online
- **Exclusion**: Intentionally and cruelly excluding someone from an online group
- **Cyber stalking**: repeated, intense harassment and denigration that includes threats or creates significant fear.

Specific types of bullying may relate to:

- race, religion or culture
- appearance or health conditions
- sexual orientation
- home and family circumstances
- learning needs or disabilities
- gender or sexual bullying.

**What behaviours are not bullying?**

Even though the following behaviours can be upsetting to those involved, they do not constitute bullying:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single acts of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

While these behaviours would not be considered bullying (because they do not involve deliberate and repeated harm and a power imbalance) at Ma Ma Creek they are addressed in the same way as other inappropriate student behaviours.

**Our Proactive Approach to the Prevention and Response to Incidents of Bullying (including Cyberbullying)**

Ma Ma Creek State School strives to create a positive, responsive and quality environment for all students at all times of the day. A safe, supportive and disciplined teaching and learning environment is essential to ensure our school continues to follow ‘Aim High With Praise’. A place which is inclusive, embraces diversity and where each learner achieves their collective and individual educational goals and aspirations. Our learners’ wellbeing is paramount in all that we do.
Research indicates that both those being bullied and those who bully, are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals for quality learning outcomes for all our students.

Bullying behaviours that will not be tolerated at Ma Ma Creek 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.

At Ma Ma Creek there is broad agreement among students, staff and parents/carers that bullying behaviour is not ‘what we want’ for our learners. 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.

Research also 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Ma Ma Creek are built into our research-validated Quality School practices. All students are clear on our 4 school rules and are explicitly taught the expected school behaviours. Learners are asked to self-evaluate against our standards and receive feedback and acknowledgement for demonstrating effective and or improved self-management.

Ma Ma Creek State School’s whole of school approach to the teaching of social skills builds the foundations for wellbeing. In doing so we explicitly teach our learners social and emotional capabilities and equip learners with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

**Responsible Use of Information Technology**

Emerging research indicates that covert bullying has the potential to result in more severe psychological, social and mental health problems than overt bullying, and is not only more difficult for schools and parents/carers to detect, but also has the capacity to inflict social isolation on a much broader scale than overt bullying. Furthermore, the recent digital media revolution of the last decade has provided an additional platform and encouraged a communication culture within which covert bullying can operate among young people. (Australian Covert Bullying Prevalence Study, 2009)

**Defining Cyber Bullying**

Cyber bullying is when one person is targeted by another through the use of digital technology, mobile communication devices or through the internet. This can involve students using (for example) websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

Cyber bullying usually involves systematic communication over a period of time but can involve a one-off communication such as a message containing an indication of serious intended harm or humiliation. As the bullying action is delivered via the written word or through images, the target can read or view (and therefore be affected by) the same action repeatedly over time.
Our Proactive Approach

To encourage the responsible use of Information Technology at Ma Ma Creek State School, an educative approach is taken through on-going proactive teaching and discussion of these areas throughout each year:

- How to safely use Information Technology and how to identify unsafe situations, what to do in an unsafe situation
- No mobile phones or electronic devices at school (unless pre-arranged by parent/carer - phone must be kept at school office and collected after school)
- Learners are reminded that each of us is responsible for our own behaviour choices and their consequences
- Awareness of Digital Footprints – cyber trails that track each person's usage of digital technology
- What cyber bullying is and its impact on the victims
- Awareness of the potentially serious legal consequences of irresponsible behaviour when using technology (serious misuse of telecommunication devices is considered a breach of the law in Australia and is a Federal offence)
- The Use of Personal Technology Devices at School.

Irresponsible use of Information Technology

All irresponsible behaviour is managed and supported through our Minimum to Maximum Co-management Approach outlined earlier in this document. Off-campus incidents may be addressed by the school if they have impact on a student at school or if they adversely affect the safety and/or wellbeing of any student whilst they at school.

Related legislation

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

Related policies

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

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)

References

Logical Consequences

1. Reminder -
   Stop, Think, Do

2. Warning - peg moved

3. Second Warning -
   Time Out and peg moved

4. Third Warning -
   Go to Buddy Classroom
   and peg moved
I make choices

Draw a picture to show what happened.

What did you look like while this was happening?

What will you do next time?

The choice I made was

What will you do now?

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## Incident Report

Name:  
Date:  

Person Completing Form:  

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