



The Code of School Behaviour

Better Behaviour
Better Learning

Manly West State School

Updated 6/08/2012

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

1. Purpose

Education Queensland is committed to ensuring all young Queenslanders have a right to receive a quality education acquiring values supportive of their lifelong wellbeing.

Manly West SS is committed to enacting Education Queensland's state-wide vision at the local level by providing a safe and challenging learning environment where individuals take responsibility for their actions and behaviours, allowing teachers to teach effectively and students to learn successfully.

Proactive behaviour cueing, transparency of decision making and just and consistent application of consequences are the cornerstones of our Responsible Behaviour Plan. Emphasis is placed on teaching and acknowledging positive behaviours and actions.

2. Consultation and data review

Students, staff, parents and members of the wider school community were consulted in the formulation of this plan. In developing the plan, data from the following sources was considered:

- OneSchool positive and support behaviour records
- School suspension and exclusion data
- School attendance rates
- Think Tank data
- Referrals to the district Behaviour Team

The Plan was endorsed by the Principal, the President of the P&C and the Regional Executive Director School Improvement in (Oct) 2011. It will be reviewed as required in legislation.

3. Learning and behaviour statement

Our motto is "Deeds not Words" and together we enact this by enabling students to show their best effort and act safely, respectfully and responsibly towards themselves and others. This plan supports students to take responsibility for their own behaviour and to accept the appropriate consequences of misbehaviour.

We consider behaviour support to be an opportunity for valuable social learning, to maximise the success of academic education programs and to prepare students to be productive future citizens. To ensure optimum student learning outcomes, our school curriculum is underpinned by this whole-school behaviour management plan.

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

- **Be safe**
- **Be respectful**
- **Be responsible**
- **Show effort**

4. Processes for facilitating standards of positive behaviour

Universal Behaviour Support

At Manly West SS we recognise that everyone has the right to and is responsible for maintaining a positive and safe learning environment. Our Responsible Behaviour Plan for students refers to any time a student is involved in school activity whether dressed in school uniform or not. All school community members are informed of the positive school approach to behaviour support. All members use the same language, processes and steps. Most importantly all staff are responsible for all students.

Our language of positive behaviour includes our 4 school rules and the behaviours represented by these rules. A set of behavioural expectations has been attached to our school rules. The whole school Teaching Matrix below outlines our agreed behavioural expectations for all students.

Manly West SS School Rules	Bronze Level (Self) Tuckshop Voucher	Silver Level (Self and Others) Silver Screen Movie	Gold Level (Role model for others) Principal's Afternoon Tea
<p>Be Safe</p> <p>We use common sense to keep ourselves and others safe.</p>	<ul style="list-style-type: none"> • Keep your hands, feet and objects to yourself • Wear a sun-safe hat • Walk on the concrete paths and in classrooms • Use all equipment safely • Walk on the left up and down the stairs 	<ul style="list-style-type: none"> • Encourage others to make safe choices 	<ul style="list-style-type: none"> • Actively model safe behaviour for others
<p>Be Respectful</p> <p>We show respect for the rights and feelings of others.</p>	<ul style="list-style-type: none"> • Follow adult directions • Use your manners • Look at and listen to the speaker at parade • Wear your correct school uniform • Show honesty • Use friendly words • Put all rubbish in the bin 	<ul style="list-style-type: none"> • Be cooperative and helpful with adults and other students • Care for the school and your own or other's property 	<ul style="list-style-type: none"> • Consistently display honesty and integrity • Takes the initiative and encourage others to care for our school environment
<p>Be Responsible</p> <p>We make choices to behave appropriately.</p>	<ul style="list-style-type: none"> • Strive to follow the school rules and routines • Be in the right place at the right time • Make the right choices 	<ul style="list-style-type: none"> • Accept responsibility for your own actions • Willingly include others in activities 	<ul style="list-style-type: none"> • Be a positive role model • Take the initiative to care for and help your peers and other students • Actively ensure that other students are included
<p>Show Effort</p> <p>We work hard to learn and allow others to learn.</p>	<ul style="list-style-type: none"> • Try your best • Listen when the teacher speaks • Be organised for the day • Finish what you started • Try to solve your own problems • Attempt homework tasks 	<ul style="list-style-type: none"> • Manage your time effectively • Listen well in every class • Encourage others to get along and to cooperatively solve problems • Present your work neatly 	<ul style="list-style-type: none"> • Always focus on doing your best school and home work • Actively seek excellence in learning in every class • Promote harmony amongst your peers • Participate in extra-curricular activities

These behavioural expectations are communicated to students via a number of strategies, including:

- Behaviour lessons/discussions conducted by classroom teachers where students receive instruction on how to put the positive school behaviours (listed above) into action. These lessons include problem-solving strategies to support our students to respond when other students display unacceptable behaviour. Students are also taught the appropriate way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
- Reinforcement of learning from behaviour lessons occurs on School Parade and in active supervision by staff during classroom and non-classroom activities.
- These are displayed in all buildings, playgrounds, in the school newsletter and form the foundation for expected behaviours,
- At the beginning of each year every class creates a Y chart to illustrate what these rules look like, sound like and feel like.
- Individual classes develop their own classroom expectations based on the 4 school rules and incorporate the 4 prompt questions (listed below) into classroom behaviour discussions. Class teachers may choose to recognise positive behaviour through their own classroom reward system.
- Our School Charter – the school charter lists agreed behaviours for use by all community members
- There are designated playground areas and students are made aware of the rules of games.

Reinforcing Expected School Behaviour – Whole School

At Manly West SS we aim to increase the quantity and quality of positive interactions through consistent use of the following:

- Gold, Silver or Bronze level behaviour awards – Gold (morning tea with parents and the Principal), Silver (end of term party), Bronze (tuckshop voucher). Certificates are given on parade as these levels are achieved. (Appendix 1 - certificate)
- Rewards Room – students Caught Being Good in the playground or classroom are nominated to use the Rewards Room during a break session. Year 4-7 on Monday. Prep-3 on Friday. (located next door to Music Room). (Recorded on OneSchool – positive record)
- 'Caught Being Good' Slips – completed by any school staff member. Awarded to students 'caught' following the 4 school rules in the playground. Each week 4 slips are drawn out of a box on parade and the selected students win a tuckshop voucher or entry to rewards room. (Appendix 2 – Caught Being Good slip)
- Student of the Week – a positive behaviour statement or certificate is shared on parade for selected students who consistently demonstrate positive learning behaviours. Students have automatic entry to rewards room. (Appendix 3 - certificate)
- Book Box Award – students are nominated by a staff member for consistently demonstrating effort during learning or community service to the school. Students self-select a book prize and a name plate is glued into the book. (located in Principal's Office)
- Happy Hour – staff nominate a student to the principal for positive behaviour. The principal shares this achievement with the child's parent/s through a phone call or letter home. (Recorded on OneSchool – positive record)
- On-going professional learning for school staff around Essential Skills and Functional Behaviour Analysis (accessed through the Behaviour Support Team – Metropolitan South). Parent education program information promoted to school families eg MYCP.

Manly West SS implements the following proactive processes and strategies to support positive student behaviour:

- Follow the Behaviour Support Flowchart (Appendix 4)
- Implementation of **High 5** – strategies for problem-solving social situations or issues – **Ignore, Friendly Talk, Walk Away, Firm Talk, Report** (Appendix 5)
- A dedicated section of the school newsletter, enabling parents and the wider school community to actively and positively learn about school behaviour expectations.
- School staff share successful practices through staff meetings and parent information sessions. They wear a fluro vest for easy identification on playground duty, as well as interacting positively with students and acknowledging positive playground behaviour with Caught Being Good slips.
- Induction into the Manly West SS Responsible Behaviour Plan for Students is delivered to new students and parents, and to new staff and relief staff.
- Individual learning plans are developed by the classroom teacher, parent and student for students with high behavioural needs. The ILP identifies the necessary adjustments to consistently support these students across all classroom and non-classroom settings. These plans may be co-constructed with support by staff from the District Behaviour Support Team and School Deputy or Principal.
- Implementation of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 6)
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 7)

5. Responses to and Consequences for unacceptable behaviour

The Manly West SS community aims to prevent unacceptable student behaviour by teaching and reinforcing positive behaviours on an ongoing basis. Students also receive training about how to respond when other students display unacceptable behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

When unacceptable behaviour occurs, students experience consequences depending on whether the behaviour is deemed to be Minor or Major. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A referral form (Appendix 8) is used to record major unacceptable behaviours.

Minor and Major Behaviours

When responding to an unacceptable 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
- do not require involvement of specialist support staff or Administration.

Minor unacceptable behaviours result in logical natural consequences such as:

- removal from an activity or event for minor disruptive behaviour
- partial removal (time away)
- individual meeting with the student and an apology
- restitution for minor theft or breakage
- detention for work completion/misuse or wasted learning time

The recording of three minor behaviours constitutes a major behaviour.

The following 4 key questions prompt discussion with students about minor inappropriate behaviour and are used by all staff to ensure consistency of language. These questions aim to help the student think about their choices and set goals for positive behaviour.

1. **What are you doing?**
2. **What is the school rule?**
3. **What should you be doing?**
4. **What are you going to do next time? (learning goal)**

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the intervention of school Administration.

The provision for the use of suspension, exclusion, cancellation of enrolment and behaviour improvement condition is within the range of management options. The Principal uses these sanctions as a last resort option for addressing serious behaviour difficulties, while balancing individual circumstances and actions of the student and the needs and rights of school community members.

Grounds for suspension are:

- disobedience
- misconduct
- Other conduct of the student that is prejudicial to the good order and management of the school.
- There are two types of suspension - 1-5 day and 6-20 day.

Grounds for Exclusion- the Principal can suspend a student with a proposal to exclude as per the grounds outlined from suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, the principal can suspend with a proposal to exclude for the student's contravention of a behaviour improvement condition.

Improvement Condition - A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion ie: if the student's disobedience, misconduct or other conduct is so serious that suspension of the student from the school or schools is inadequate to deal with the behaviour.

Grounds for Cancellation of Enrolment - The principal can cancel the enrolment of a post compulsory age student if the student displays persistent refusal to participate in the program of instruction.

Major behaviours result in an immediate referral to Administration and are recorded as an incident on OneSchool. When major problem behaviour occurs, staff members calmly state the major unacceptable behaviour and remind the student of the expected behaviour. The staff member completes a Referral Form (Appendix 8) and escorts the student to the school office or if the student is non-compliant contacts the Deputy Principal or Principal to come to the student.

The table below describes the system of consequences for **Minor and Major** unacceptable behaviours.

	Area	Minor	Consequences	Major	Consequences
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds 	Time-out, go back and walk		
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	Time-out of play	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons 	<ul style="list-style-type: none"> • Apology • Parents contacted. Suspension 1-5 days. 5- 20 days. Exclusion
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing and shoving) 	Time-out of play Apology	<ul style="list-style-type: none"> • Serious Physical aggression • Fighting 	<ul style="list-style-type: none"> • Apology • Parents contacted. Suspension 5-20 days.

					<ul style="list-style-type: none"> • Exclusion
	Dress Code	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing shoes • Wearing jewellery, make-up or nail polish 	Time-out of play Remove, clean off make-up	Persistent uniform infringements – make-up, nail polish, jewellery	<ul style="list-style-type: none"> • Apology • Parents contacted. • Suspension 1-5 days.
	Other			<ul style="list-style-type: none"> • Possession or Selling of drugs 	<ul style="list-style-type: none"> • Parents and police contacted • Exclusion
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work 	Detention for work completion Move to buddy class		
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	Detention for work completion Time-out of play (Think Tank)	<ul style="list-style-type: none"> • Leaving class without permission (out of sight) • Leaving school without permission 	<ul style="list-style-type: none"> • Parents contacted. In school suspension 1-5 days.
	Follow instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour 	Detention for work completion Time-out of play (Think Tank)		
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	Time-out of play (Think Tank)	<ul style="list-style-type: none"> • Major dishonesty 	<ul style="list-style-type: none"> • Restitution • Parents contacted. Police may be contacted. Suspension 1-5 days. 5-20 days
	Rubbish	<ul style="list-style-type: none"> • Littering 	Redirection to clean up litter		
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	Time-out of play (Think Tank)	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation 	<ul style="list-style-type: none"> • Parents contacted. Police may be contacted. Confiscation of phone. Suspension 1-5 days. Then 5-20 days.
Being Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	Time-out of play Apology (Think Tank) Move to buddy class	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed swearing 	<ul style="list-style-type: none"> • Apology • Parents contacted. Up to 20 days suspension depending on level of aggression & swearing
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	Restitution Time-out of play (Think Tank) Redirection to care for area	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism 	<ul style="list-style-type: none"> • Restitution • Parents and police contacted. Up to 20 days suspension. • Exclusion
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment 	Time-out of play Apology Time-out of play Apology (Think Tank)	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance 	<ul style="list-style-type: none"> • Apology • Parents contacted. Suspension 1-5 days. If this persists 5-20 days suspension. May lead to Exclusion.

In all cases of suspension, a **re-entry interview** takes place before the student can re-enter the classroom or playground where the incident leading to suspension occurred. At this interview the student may be required to complete a Behaviour Contract and Individual Behaviour Plan (Appendix 9). For Think Tank procedures go to (Appendix 10).

5. Network of student support

Student learning at Manly West SS is supported by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

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

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

7. Emergency or critical incident responses

An emergency or critical incident is defined as an occurrence that is sudden, urgent, often unexpected and can require 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.

All staff have regular practise with emergency or critical incident response processes; including the lock-down procedure. In the event of a critical incident at the school, all staff adhere to the Crisis Management response:

- **Who is involved?**
- **What are the facts?**
- **Instructions for the office staff?**
- **Briefing to be prepared by the Principal for staff, students, parents**
- **Administration matters requiring attention**
- **Office Personnel to contact outside school (District Office, Emergency Services)**

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

(Model the behaviour you want students to display, 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). Use the School Charter as a guide for your own behaviour towards students.

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately 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 Manley West SS'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, students and parents understand:

- that physical intervention cannot be used as a form of punishment
- that physical intervention must not be used when a less severe response can 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 11)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 12).

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 Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)

- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

**P&C President or
Chair, School Council**

**Assistant Regional Director or
Executive Director**

Effective Date: October 2011 – 31 December 2013

Appendix 1

Gold Silver Bronze Certificates (attached)

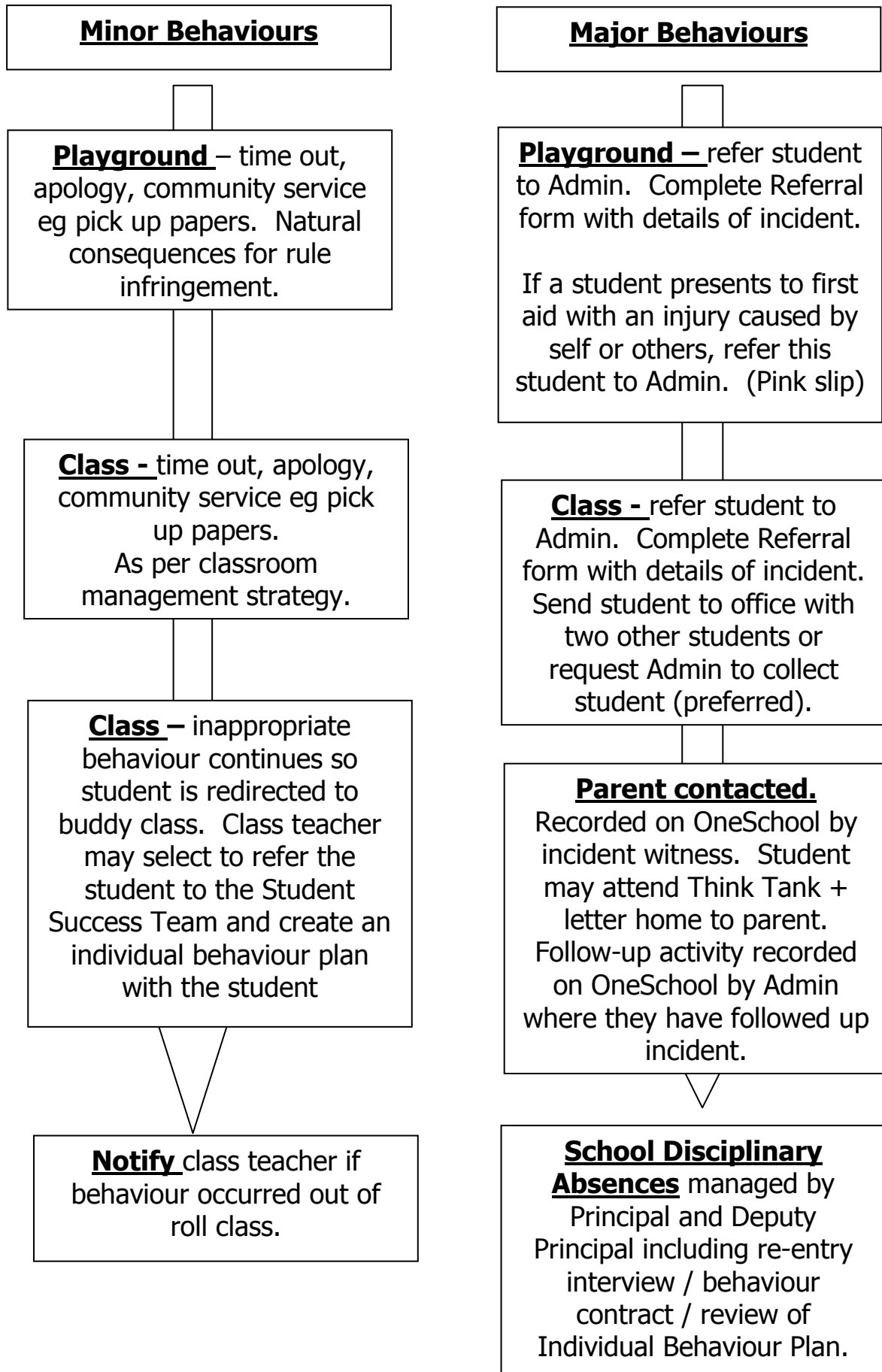
Appendix 2

MANLY WEST SS CAUGHT BEING GOOD SLIP – Term 4			
WHO?		WHEN?	
CLASS?		WHERE?	
BE SAFE • Keep hands, feet and objects to yourself	BE RESPECTFUL • Wear correct school uniform	BE RESPONSIBLE • Make the right choices	SHOW EFFORT • Try to solve your own problems
Other _____			

Appendix 3

Student of the Week
This certificate celebrates
(Name Here)
For the Week of (Date Here)
Presented at (Name of Location)
Signature (Sign Here)

Referral Flowchart
Staff Member Observes Behaviour and Responds with:



SAMPLE LETTER TO PARENT



8 August 2011

Dear Parent/Care Giver,

As part of our Responsible Behaviour Program school staff have conversations with students about the behaviour choices they make in the playground and the classroom. This is a very important aspect of decision making and relationship building as they move through the school from one year level to the next.

Today I needed to speak to **Sean** about the playground choices he was making **with a group of other Year 4 students**. This behaviour took place **in the toilets where toilet paper was being thrown around**. In making this behaviour choice **Sean** has breached the code of school behaviour for Manly West students.

The students were all spoken to about why we have these rules and what can happen when these rules are broken. The consequences for **Sean's** behaviour are:

- **Sean** has also been asked to replace the roll of toilet paper he wasted at morning tea
- Each of the students has been given a 'think tank' session
- Follow up during the week will take place with playground monitoring.

I have asked **Sean** to give this letter to you and to have you sign the attached form as part of our communication between home and school. I am sure **Sean** will make a successful re-entry into the playground and will think carefully about the choices he is making and how it impacts on himself and others.

Yours Sincerely,

Lisa Morrison

A/Principal

.....
Please sign and return to the school office.

Dear Ms Morrison,

Thank you for your letter regarding playground/classroom choices. I am aware that **Sean** needs to think more carefully about his choices. _____ (Parent signature)

Essential Skills for Classroom Management

Essential Skills for Classroom Management is a classroom management system that operates on the premise that the only behaviour a teacher has control over is their own . It is appropriate mostly for Level 1 Inappropriate Behaviour Choices. The full implementation of ESCM training incorporates observation by a trained Microskills Profiler and feedback around management techniques you currently use (or even overlook or overuse). If you would like the support of a Profiler as a step to improving or enhancing your classroom management practices, please discuss this with the Principal who will contact the FNQ Region Flexible Learning Centre.

The microskills listed below are adapted from Glasser (1990), Richmond (1995), Rogers (1995).

Microskill/ESCM Strategy	Purpose/Explanation
Establish expectations	Clearly articulate and demonstrate desired behaviour and boundaries of pro-social behaviour
Give instructions	Give clear directions about what to do
Verbal and Non-verbal Directions	Redirect student behaviour using positive non-confrontational methods
Waiting and Scanning	Wait 5 – 10 seconds after giving an instruction, giving students time to process the direction
Cueing with acknowledgement	Acknowledge students' on-task behaviour with the intention of prompting another to follow suit
Body Language Encouraging	Intentionally use your body language to encourage students to remain on task
Descriptive Encouraging	Encourage students to become more aware of their competence by commenting on their positive behaviour choices
Selective Attending	Intentionally give minimal attention to off-task behaviour
Give choices	Respectfully confront the student who is disrupting others with the available choices and their natural consequences
Follow through	Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment
Defusing	Provide an opportunity for people who have participated in or witnessed a potentially traumatic classroom or playground event to talk it through

PROBLEM SOLVING WITH THE HIGH 5

Ignore, Friendly Talk, Walk Away, Firm Talk, Report

Please note - Students always need to report to a staff member straight away with health or safety problems; e.g. physical danger such as a student running out of school grounds.

<u>Ignore</u>	<ul style="list-style-type: none"> • Pretend you didn't hear it. • Maintain a positive body posture (calm, confident). • Take deep breaths. • Do not make eye contact. • Count to five in your head slowly. • Think positive self-esteem statements. • Practice – use role play to show what ignore – looks like, feels like, sounds like.
<u>Friendly Talk</u>	<ul style="list-style-type: none"> • Use a calm voice. • Redirect to a positive activity/behavior • Maintain eye contact. • Use confident body language. • Maintain relatively close body proximity. • Use "I" statements – I feel when you because....
<u>Walk Away</u>	<ul style="list-style-type: none"> • Do not look back. Walk confidently, do not run. • Look confident - stand tall, head up high. • Mouth closed. • Do not make eye contact. • Walk away to a busy area or to a staff member.
<u>Firm Talk</u>	<ul style="list-style-type: none"> • Use an assertive, loud voice. • Re-state your "I" statement. eg. I said I feel when you because.... • Tell them to stop it. • Look confident - stand tall, head up high. • Walk away to a busy area or to a staff member.
<u>Report</u>	<ul style="list-style-type: none"> • Walk away and tell a staff member. • Bystanders need to support and report. • Report, report, report until somebody listens. • Reporting is helping/getting yourself out of trouble. • Dobbing is trying to get someone in trouble. <p><u>Staff Support Role:</u></p> <ul style="list-style-type: none"> • Investigate and discuss incident with child. Use these prompt questions: <ul style="list-style-type: none"> ○ Is this a serious problem? ○ Is this your problem? ○ Have you tried the Hi 5? What have you tried already to solve it? ○ Do you want a solution? ○ What sort of solution do you want? • Refer to Think Tank and advise Class Teacher • Major incident or behaviour refer to Deputy or Principal



The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students behaving responsibly, respectfully and safely whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices such as cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be collected by school staff and stored at the school office until the end of the day. Breaches of this prohibition may result in discipline. Students who may need to bring a mobile phone to school for safety reasons such as being in contact with parents as they walk home from school, must leave their mobile phone at the school office in the morning and collect it at the end of the day.

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 handed in at the school office in the morning and collected at the end of the school day.

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 Manly West SS. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

or the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Students involved in:

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

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion). Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text Communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

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

Purpose

Manly West SS strives to create positive, safe environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Manly West SS. 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.

Bullying behaviours that will not be tolerated at Manly West SS 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.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language

At Manly West SS 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, 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; as categorically unacceptable in the school community.

Rationale

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.

The anti-bullying procedures at Manly West SS are an addition to our already research-validated school-wide 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

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 school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults

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 Manly West SS takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Manly West SS 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.

MANLY WEST SS INCIDENT or INJURY RESPONSE

1. Use the **High 5** with students to resolve **MINOR** issues (listed below).
2. Use these questions to resolve **MINOR** misbehaviour (listed below):
 - What are you doing?**
 - What is the school rule?**
 - What should you be doing?**
 - What are you going to do next time? (learning goal)**
3. For **MAJOR** misbehaviour or **INJURY** complete the Incident/Injury Referral Form (Pink) and send this to the school office with the child/ren involved.

	Area	Minor (to Class Teacher)	Consequences	Major (to Admin)	Consequences
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete, Unsafe movement around the school Riding bike/scooter in school 	Rule reminder Time-out, go back and walk		
	Play	<ul style="list-style-type: none"> Playing in toilets Incorrect use of equipment Inappropriate/unsafe games 	Rule reminder Time-out	<ul style="list-style-type: none"> Throwing objects causing injury Possession of weapons 	<ul style="list-style-type: none"> Apology Parents contacted. Suspension 1-5 days. 5- 20 days. Exclusion
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: pushing and shoving) 	Apology Time-out Buddy Class	<ul style="list-style-type: none"> Serious Physical aggression Fighting 	<ul style="list-style-type: none"> Apology Parents contacted. Suspension 1-20 days. Exclusion
	Dress Code	<ul style="list-style-type: none"> Not wearing a hat Not wearing shoes Wearing make-up, nail polish or jewellery 	Rule reminder Time-out Remove make-up, nail polish or jewellery	<ul style="list-style-type: none"> Persistently wearing make-up, nail polish or jewellery or other uniform infringement 	<ul style="list-style-type: none"> Apology Parents contacted. Suspension 1-5 days.
	Other			<ul style="list-style-type: none"> Possession or selling of drugs 	<ul style="list-style-type: none"> Parents and police contacted Exclusion
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing at level task Refusing to work 	Detention for work completion Buddy class	<ul style="list-style-type: none"> Persistent refusal to work/ class disruption 	<ul style="list-style-type: none"> Parents contacted. School suspension 1-5 days
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	Detention for work completion Time-out	<ul style="list-style-type: none"> Leaving class or school without permission (out of sight) Persistently late or not in right place 	<ul style="list-style-type: none"> Think Tank Parents contacted. In school suspension 1-5 days
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Minor unco-operative / defiant behaviour 	Detention for work completion Apology Time-out Buddy Class	<ul style="list-style-type: none"> Persistent non compliance Major defiance 	<ul style="list-style-type: none"> Think Tank Written apology Parents contacted. In school suspension 1-5 days
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	Time-out Parent contact	<ul style="list-style-type: none"> Major dishonesty 	<ul style="list-style-type: none"> Parents contacted. Restitution Police may be contacted. Suspension 1-20 days
	Rubbish	<ul style="list-style-type: none"> Littering 	Redirection to clean up litter		
	Mobile Phone	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time 	Time-out Reminder - student to take phone to office	<ul style="list-style-type: none"> Use of a mobile phone in school for voicemail, email, sms or filming without authorisation 	<ul style="list-style-type: none"> Think Tank Parents contacted. Police contact. Confiscate phone.

					<ul style="list-style-type: none"> Suspension 1-20 days.
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Disrespectful tone 	Apology Time-out Buddy class	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity 	<ul style="list-style-type: none"> Written apology Parents contacted Think Tank 1-20 days suspension
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	Restitution Time-out Clean up area	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism 	<ul style="list-style-type: none"> Restitution Think Tank Parents and police contacted. 5-20 days suspension. Exclusion
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor bullying / harassment 	Time-out Apology Buddy Class	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect 	<ul style="list-style-type: none"> Written apology Think Tank Parents contacted. Suspension 1-5 days. If this persists 5-20 days suspension. May lead to Exclusion.

MANLY WEST SS INCIDENT or FIRST AID REFERRAL FORM

For **MAJOR** or repeat misbehaviour or **INJURY** complete this Incident/Injury Referral Form (Pink) and send this to the school office with the child/ren involved.

Details of Injury

Who? Student Name:			Where?	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
<input type="checkbox"/> Tick if First Aid required			Classroom	
			Other	

Details of Injury/illness

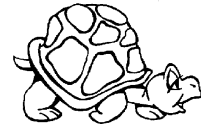
	Area	Major (to Admin)	Consequences	Details of Incident
Being Safe	Play	<ul style="list-style-type: none"> • Throwing objects causing injury • Possession of weapons 	<ul style="list-style-type: none"> • Apology • Parents contacted. Suspension 1-5 days. 5- 20 days. Exclusion 	Circle behaviours on this table. Who else was involved? What happened?
	Physical contact	<ul style="list-style-type: none"> • Serious Physical aggression • Fighting 	<ul style="list-style-type: none"> • Apology • Parents contacted. Suspension 1-20 days. • Exclusion 	
	Dress Code	<ul style="list-style-type: none"> • Persistently wearing make-up, nail polish or jewellery or other uniform infringement 	<ul style="list-style-type: none"> • Apology • Parents contacted. • Suspension 1-5 days. 	
	Other	<ul style="list-style-type: none"> • Possession or selling of drugs 	<ul style="list-style-type: none"> • Parents and police contacted • Exclusion 	
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Persistent refusal to work/ class disruption 	<ul style="list-style-type: none"> • Parents contacted. • School suspension 1-5 days 	
	Being in the right place	<ul style="list-style-type: none"> • Leaving class or school without permission (out of sight) • Persistently late or not in right place 	<ul style="list-style-type: none"> • Think Tank • Parents contacted. In school suspension 1-5 days 	
	Follow instructions	<ul style="list-style-type: none"> • Persistent non compliance • Major defiance 	<ul style="list-style-type: none"> • Think Tank • Written apology • Parents contacted. In school suspension 1-5 days 	
	Accept	<ul style="list-style-type: none"> • Major dishonesty 	<ul style="list-style-type: none"> • Parents contacted. 	

	outcomes for behaviour		<ul style="list-style-type: none"> • Restitution • Police may be contacted. Suspension 1-20 days 	
	Rubbish			
	Mobile Phone	<ul style="list-style-type: none"> • Use of a mobile phone in school for voicemail, email, sms or filming without authorisation 	<ul style="list-style-type: none"> • Think Tank • Parents contacted. Police contact. Confiscate phone. Suspension 1-20 days. 	
Being Respectful	Language	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity 	<ul style="list-style-type: none"> • Written apology • Parents contacted • Think Tank • 1-20 days suspension 	
	Property	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism 	<ul style="list-style-type: none"> • Restitution • Think Tank • Parents and police contacted. 5-20 days suspension. • Exclusion 	
	Others	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect 	<ul style="list-style-type: none"> • Written apology • Think Tank • Parents contacted. Suspension 1-5 days. If this persists 5-20 days suspension. May lead to Exclusion. 	

Others involved in incident? List below.					
Peers		Staff		Other	

Follow-Up

What	Who	When
Contact with parents. Recorded on OneSchool. Referral to Student Support Team Other actions?		

Manly West State School (contract example)**Individual Student Behaviour Contract**

Student Agreement	Staff Agreement
<p>1) I understand that my choices and therefore my behaviour affect my time and options at school.</p> <p>2) I will keep my hands, feet and other objects to myself.</p> <p>3) I will not intentionally physically or verbally hurt anyone at school.</p> <p>4) I will treat all staff and students with respect.</p> <p>5) I will not swear and will speak nicely to everyone.</p> <p>6) If another child annoys, offends or insults me I will seek staff help in handling the situation.</p> <p>7) I will follow all adult directions.</p> <p>8) If I have a problem with a staff member I will speak directly to my class teacher or Ms Morrison.</p> <p>9) If I feel myself getting annoyed I will remove myself from the situation and relax away from the group.</p>	<p>1) All staff will treat [Name] with respect</p> <p>2) Staff will spend time getting to know [Name] interest and try to plan activities that reflect my needs and interests.</p> <p>3) Staff will speak nicely to [Name] and treat me with respect.</p> <p>4) Staff will communicate with [Parent] my positive behaviours as well as my negative</p> <p>5) Staff will allow [Name] time to cool down in the chill out zone when he is angry/ upset.</p> <p>6) Staff will assist games in solving problems he may have with other students appropriately.</p> <p>7) Staff will help [Name] to develop strategies to assist him in dealing with the problems he has at OSHC</p> <p>8) Staff will start fresh with [Name] from today forwards.</p>
<p>I understand that breaking this agreement will result in my return to school being reevaluated by the school Principal and my [Parents].</p> <p>Signature: _____ Date: _____</p>	<p>On behalf of all staff members I agree to honour this contract and strive to make Manly West a safe and supportive environment for all our students, including [Name]</p> <p>Signature: _____ Date: _____</p>
<p>Parents Signature: _____</p> <p>Date: _____</p>	

Manly West State School - **INDIVIDUAL STUDENT BEHAVIOUR SUPPORT PLAN** For NAME:

GOALS:

I am making good choices:

1. Goal book
2. Computer Time
- 3.

Support from Classroom teacher

YES

APPROPRIATE?

NO

SAFE?
MANAGEABLE?

NO

YES

CORRECTION PLAN

1. Teacher to explain 'disruptions' e.g mimicking, OHT silliness, noise making, inappropriate language.
2. Ask child – (shared language for home, school, OSHC)
 1. What are you doing?
 2. What is the school rule?
 3. What should you be doing?
 4. What are you going to do next time? (learning goal)
3. Negative response – exit to a safe place where he can calm down and reflect (Colouring in/thinking book)
4. Allow re entry to task within 3 minutes
5. Repeat above format if required.

(2 exits only)

YES

COOPERATIVE

NO

I am not making good choices:

1. Move to buddy class
2. Move to office
3. Parents contact
4. Suspension
5. Exclusion

Manly West SS - THINK TANK PROCEDURE

Time-out of play is a consequence for serious and significant inappropriate behaviour choices (during out of class time – playtime, before/after school) that have required an Office Referral for Behaviour. Attendance at Think Tank is set by the class teacher or a member of Admin. Usually, detention is set for one morning tea period but this may vary depending on context or behaviour history. During this time students are counselled on their behaviours.

Detention occurs in the designated classroom from 11.00am to 11.30am and students may be escorted if necessary by the Deputy Principal. (Students are released a few minutes before the end of morning tea break so that they can go for a drink or toilet break). Please refer to the Playground Duty Roster to identify who is supervising the Think Tank room for that day and inform of any absences.

Referring Staff Member:

- The staff member will notify Think Tank staff of recommended detentions via Think Tank list on the school intranet. The Staff Member supervising Think Tank will need to know how many days of detention have been set and which school rule was not being followed.
- Think Tank staff will notify the Deputy Principal for follow up of students who forgot or chose not to attend detention with a verbal reminder and reinforcement of the extra detention/s now required to attend.

Staff Member on Think Tank Duty:

Before School – check and print out Think Tank list. If there are no students requiring supervision for that day, the rostered staff member can provide supporting supervision at the Quadrangle during the morning tea. Think Tank room is located downstairs in B Block. Be on time as students will leave if no supervision is available on their arrival and these students are already ‘at risk’.

During Duty

- Provide a reflection sheet and rule reminder for students to complete during Think Tank e.g. writing/drawing behaviour expectations related to more appropriate and positive behaviour choices.
- Complete Detention Room Register for any new students - Note name, class, behaviour, days allocated, times in detention for the current term, tick box for letters issued, tick attendance column and add any necessary notes then record complete if no more attendances are required, then sign off.
- Complete ‘1st/2nd detention for this term’ letters and issue to student, with request for parental signature and letter to be returned the following day. Or - complete ‘3rd detention for this term’ letter, give to office and request a copy be given to the Principal and the original be posted home to the parents. Use the ‘open’ letter for any detentions beyond 3rd and follow same procedure.

- Supervise students – this is an isolation activity where students do not socialise with other school community members. Be clear and consistent about rules in the detention room (stay seated, no talking, complete lines for full period). The staff member on duty has the authority to assign an extra detention if the current detention is not completed appropriately.
- Debrief students on the inappropriate behaviours that led to the detention and help them identify more appropriate choices in similar situations. Be supportive where a student is experiencing social difficulties and assist in building strategies such as the 'High Five' for alternative resolutions to physical violence. Report any crisis issues to relevant parties eg. Guidance, Principal, Class Teacher etc.

Following Duty Period

- Notify the class teacher of any missed detentions, there may be valid reasons. If not made up the following session, report to Admin.

Students at Think Tank

Expected Behaviour	Consequence of Inappropriate Behaviour Choice
<ul style="list-style-type: none"> • Go directly to the Detention Room at 11.00am (play bell at first lunch break) • Report to the teacher on duty (if the teacher has not yet arrived, wait outside until they arrive) 	<ul style="list-style-type: none"> • Class Teacher and member of Leadership Team are notified • Allocated detention is <u>doubled</u>
<ul style="list-style-type: none"> • Sit silently at a desk and complete rule reminder activity until released by Detention Teacher • If you have a problem, see the teacher on duty 	<ul style="list-style-type: none"> • Teacher on Duty has authority to issue an extra detention to make up for the one that has not been done appropriately
<ul style="list-style-type: none"> • Take home the Detention Notification letter, have your parent sign it and return it to school the next day 	

Class Teacher

- Remind (verbally & visually) student to attend detention in the morning. It may be necessary to request that DP/P escort student to Think Tank room after eating time.
- Provide support with parent contact where required.
- Return signed Think Tank Notification letters to the class teacher



226 Manly Road
Manly West QLD 4179
Phone: (07) 3906 8333
Fax: (07) 3906 8300

COPY TO: PARENT (by post) AND CLASS TEACHER

Think Tank Notification Letter

___/___/___

Dear Parent/Carer,

This letter is to notify you that your child, _____ in class _____ has been sent to Think Tank during morning tea break for _____ day/s because of the following inappropriate behaviour choices:

-
-
-

This is your child's 1st / 2nd detention for this school term.

To acknowledge that you have received this letter, please sign the receipt below and have your child return it to their class teacher tomorrow.

Thank you,

Barbara Dundas

Deputy Principal

✂-----

I have received and acknowledge my child's notification of Think Tank attendance letter.

Signed: _____ Child's Name: _____ Date: _____



226 Manly Road
Manly West QLD 4179
Phone: (07) 3906 8333
Fax: (07) 3906 8300

COPY TO: PARENT (by post), PRINCIPAL AND CLASS TEACHER

Third Think Tank Notification Letter

___/___/___

Dear Parent/Carer,

This letter is to notify you that your child, _____ in class _____ has been sent to Think Tank during morning tea break for _____ day/s because of the following inappropriate behaviour choices:

-
-
-

This is your child’s third Think Tank session for this school term.

As this is your child’s 3rd Think Tank, we request that you make an appointment with the Principal to discuss your child’s current behaviour choices. Appointments can be made by phoning the school office on the above phone number.

Thank you,

Lisa Morrison

A/Principal

Manly West SS - Major Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		

What was the student doing at the time of the incident?
What occurred immediately before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

Appendix 12

Debriefing After Major Incident

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.