



Responsible Behaviour Plan for Students

1. Purpose

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

This Responsible Behaviour Plan 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.

2. Consultation and data review

Mount Isa School of the Air developed this plan in collaboration with our school community.

A review of school data relating to absenteeism, school disciplinary absences and behaviour incidents from 2013-2016 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C, the School Council, and the principal's supervisor and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Mount Isa School of the Air's **Responsible Behaviour Plan** is underpinned by the Education Queensland **The Code of School Behaviour – Better Behaviour Better Learning**.

Our school community consists of families that are geographically isolated, itinerant workers, travellers (within Australia and overseas) home based learners by choice, medical enrolments, and special approved students.

Taking into consideration the nature of distance education delivery the most significant behaviour management issue within our school relates to the management of student participation given that our measure of school attendance is based upon the regular return of work. This process is managed through the "Management of Student Inactivity Procedures" which have been developed and implemented.

However, as a school we must also have in place a Responsible Behaviour Plan which addresses behaviour expectations in relation to face to face interaction, and in an on-line environment including participation in scheduled telephone lessons and electronic communication.

Mount Isa School of the Air believes that students have both rights and responsibilities in regards to their learning and that of others.

A number of issues have significant implications for our school in terms of the provision of a supportive school/ home learning environment and managing behaviour. Responsible behaviour pertinent to Mount Isa School of the Air has been developed in relation to three particular contexts for students:

- "On-air" code of behaviour for students
- "Field activities" code of behaviour for students
- Communication and the use of technology

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It is considered that behaviour management in the home schoolroom context is the responsibility of the home tutor. It is the school's responsibility to support the home tutor with professional development which might contribute towards effective behaviour management in that context.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Mount Isa School of the Air to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

There is regular professional development given to all staff and home tutors about the maintenance of our behaviour standards.

Discussion of behaviour is a regular agenda item on our staff meeting agendas.

We have codified these rights and responsibilities in the following “on-air” and “field activity” codes of behaviour.

“ON-AIR” CODE OF BEHAVIOUR FOR STUDENTS

RIGHTS	RESPONSIBILITIES
1. <i>All students have a right to be heard, and to hear what others have to say.</i>	1.1 Students should wait to be called on before calling in, unless group response is expected. 1.2 Students should try to be patient in larger than normal groups.
2. <i>All students have a right to equal “on-air” time.</i>	2.1 Students should accept that the teacher attempts to spread interaction fairly. 2.2 Students should reflect on each other’s input to maximize “wait-time”.
3. <i>All students have a right to a quality phone communication system.</i>	3.1 Students should use established phone etiquette, using teacher’s names as cue. 3.2 Students should act responsibly with telephone equipment.
4. <i>All students have a right to a quality “on-air” provision.</i>	4.1 Students should be punctual and prepared for lesson, as modelled by the teacher. 4.2 Students should listen carefully to teacher and classmates to avoid need for repeats by the teacher at the expense of other student’s time. 4.3 Students should concentrate and participate through-out the lesson with the teacher and each other. 4.4 Students should be able to say “I don’t know” yet should attempt a response as often as possible.
5. <i>All students have a right to appropriate language models.</i>	5.1 Students should use appropriate language on the phone medium.
6. <i>All students have a right to courtesy and respect.</i>	6.1 Students should always speak courteously and clearly. 6.2 Students should demonstrate tolerance of other points of view. 6.3 Students should show respect to teachers and classmates.

The rights identified need to be interpreted within the capabilities of our communications system.

FIELD ACTIVITY" CODE OF BEHAVIOUR FOR STUDENTS

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RIGHTS	RESPONSIBILITIES
1. <i>All students have a right to work and play in a safe environment.</i>	1.1 Students should not bully or endanger others by word or action. 1.2 Students should accept ultimate authority of the person in charge 1.3 Students should listen, contribute and clearly accept the rules established with the person in charge at the commencement of field activities. 1.4 Students should seek to be a positive role model to their peers.
2. <i>All students have a right to courtesy and respect.</i>	2.1 Students should demonstrate consideration and sensitivity towards others. 2.2 Students should try to be tolerant of different learning styles.
3. <i>All students have a right to learn without disruption from others.</i>	3.1 Students should try to meet group expectations and limits so as not to impinge on each other's rights. 3.2 Students should accept responsibility for their own behaviour and not seek to blame others. 3.3 Students should encourage peers in field activities and refrain from criticising other's efforts.
4. <i>All students have a right to a range of field activities.</i>	4.1 Students should make an effort to participate in activities made available.
5. <i>All students have a right to expect cooperative effort.</i>	5.1 Students should share in preparing for activities and tidying up on completion. 5.2 Students should demonstrate willingness to work as a member of a group.

It is acknowledged that the learning process needs to be reinforced in relation to these rights and responsibilities as the students have limited opportunity for face to face contact.

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Universal behaviour support – On-Air

Clarification of appropriate behaviour to students and parents.

- Facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
- Promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.
- Foster mutual respect.
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Praising/rewarding of appropriate behaviour.

Selective attendance to instances of inappropriate behaviour.

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

- Teaching and discussing the mantras of the school
- Discussion of on air etiquette expectations
- Observations of on air to monitor compliance and consistency
- Behaviour lessons conducted by class teachers;
- Reinforcement of learning from behaviour lessons with Home Tutors who support students with behaviour in the home school environment.

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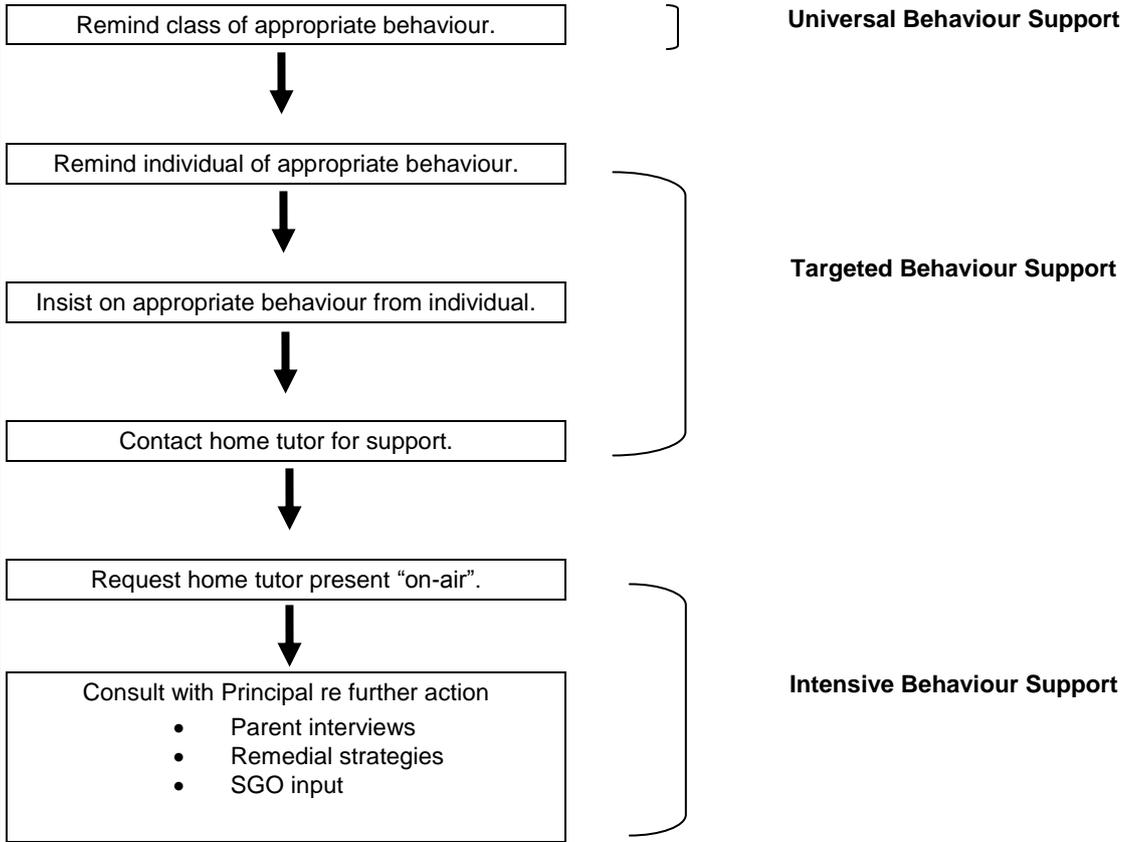
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**Consequences for unacceptable behaviour on-air
Universal / Targeted / Intensive behaviour support**



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Universal behaviour support – In Field

Clarification of appropriate behaviour to students and parents.

- Facilitate the development of acceptable standards of behaviour to create a caring, productive and safe environment for learning and teaching.
- Promote an effective learning and teaching environment that allows positive aspirations, relationships and values to develop.
- Foster mutual respect.
- Encourage all students to take increasing responsibility for their own behaviour and the consequences of their actions.

Praising/rewarding of appropriate behaviour.

Selective attendance to minor instances of inappropriate behaviour.

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

- Teaching and discussing the mantras of the school
- Observation and monitoring of behaviour in the field
- Behaviour lessons conducted by class teachers;
- Reinforcement of learning from behaviour lessons with Home Tutors who support students with behaviour in the home school environment.

Consequences for unacceptable behaviour – In Field
Universal / Targeted / Intensive behaviour support

Remind class/group of appropriate behaviour.

Universal Behaviour Support

Remind individual of appropriate behaviour.

Targeted Behaviour Support

Insist on appropriate behaviour from individual.

Contact home tutor if present, for support.

Exclude individual from group activity.

Intensive Behaviour Support

Consult with Principal re further action

Consult with Principal and home tutor to remove individual from field activity if behaviour remains

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consistently inappropriate.

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• Common Understandings in Field Activities

1. Responsibility for children at field activities is shared between families and the school.
2. Parents assume responsibility for children outside of school timetabled activities.
3. Every child must have an adult family member or other nominated adult as their guardian at field events. This guardian must be available at all times.
4. School of the Air and families work together to ensure the children receive maximum value from their field activities.

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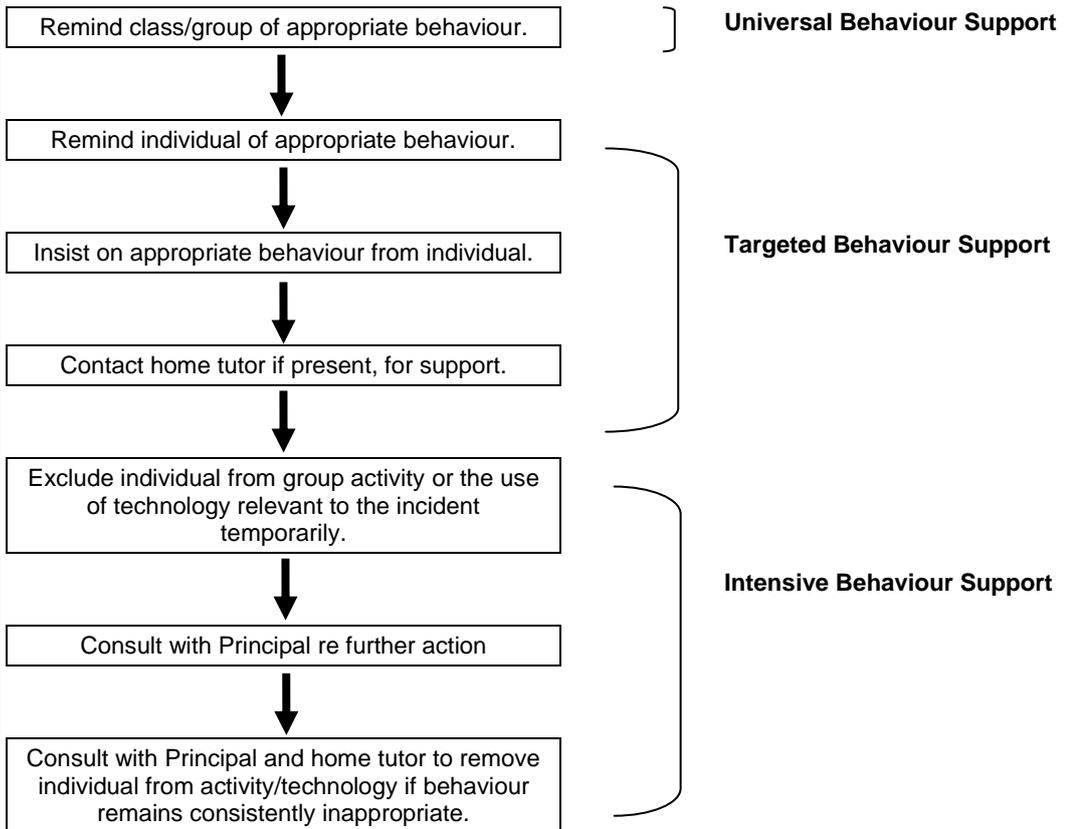
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Consequences for unacceptable behaviour – Bullying/Cyber-bullying Universal / Targeted / Intensive behaviour support



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

- Teaching and discussing the mantras of the school
- Observation and monitoring of ICT communications.
- Discussion of cyber bullying and notification procedures
- Reinforcement of learning from behaviour lessons with Home Tutors who support students with behaviour in the home school environment

Universal behaviour support – Procedures for preventing and responding to inappropriate use of communication and technology

The use of technology at Mount Isa School of the Air is a significant part of the education for each student and is a privilege that should be respected by all.

- The inappropriate use of technology is not acceptable.
- All communication between staff and students using email, phone or other forms of communication must be relevant to school business and take into consideration appropriate professional boundaries.
- Harassment or bullying via any mode of communication will not be tolerated.
- Inappropriate language or content accessed or distributed via any mode of communication will not be tolerated.

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Consequences for unacceptable behaviour – Inappropriate use of communication and technology

Remind class/group of appropriate behaviour.

Universal Behaviour Support



Remind individual of appropriate behaviour.



Insist on appropriate behaviour from individual.



Contact home tutor if present, for support.



Exclude individual from group activity or the use of technology relevant to the incident temporarily.



Consult with Principal re further action



Consult with Principal and home tutor to remove individual from activity/technology if behaviour remains consistently inappropriate.

Targeted Behaviour Support

Intensive Behaviour Support

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5. 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

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 including prevention of self-harming behaviours.
- Additional physical intervention may be used if it is part of a student's individual plan
- Attempting serious property damage

Appropriate physical intervention may be used to ensure that Mount Isa School of the Air'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 restraint is a continuum beginning with time out and moving to physical restraint.

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

It is important that all staff understand:

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

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

- property destruction
- school disruption
- refusal to comply
- verbal threats.

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.

All staff at Mount Isa School of the Air are regularly trained in the theory and application of least to most intrusive behaviour management approaches regularly.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained in OneSchool as a behaviour incident:

- Physical Restraint Incident Report
- Health and Safety Incident Report
- debriefing report for student and staff. Actual debriefing options will be made available for both staff and students as required.

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6. Consequences for Unacceptable Behaviour

Individual/Student Behaviour Plan

Behaviour Management Plan implemented

Early positive support sought from parents

Student and parents made aware of unacceptable behaviour and consequences

Appropriate behaviour management strategies implemented-any weapons or knives immediately confiscated and QPS called.

Imminent Action

Student and parent made aware that suspension/exclusion/cancellation imminent and advised of procedures

Determine extent of investigation process required and follow through on required actions (refer to Schedule 2).
Give student opportunity to state own case

Decision to Take Action

Try other strategies

→restart process↑

Suspension (1-5 days)

Suspension (6-20 days)

Recommendation for Exclusion

Cancellation of Enrolment

Alternative education program agreed upon and arranged

Alternative/continuing education program agreed upon/arranged

Talk with student about consequences to non-compliance

Re-entry options to new school discussed with student/parents

Send letter to parents advising of continued non-compliance

Notice of suspension (1-5 days) forwarded to:
Student (Schedule 3.1)
Parent (Schedule 3.2)

Notice of Suspension (6-20 days), and Submission Guide* forwarded to:
Student (Schedules 4.1 and 7)
Parent (Schedules 4.2 and 7)

Notice of Recommendation to Exclude, and Submission Guide* forwarded to:
Student (Schedules 5.1 and 7)
Parent (Schedules 5.2 and 7)

Notice of Cancellation of Enrolment, and Submission Guide* forwarded to:
Student (Schedules 6.1 and 7)
Parent (Schedules 6.2 and 7)

Enter all appropriate data into SDA Central Data Collection System

Complete Record of SDA and file.

Complete Record of SDA and file.

Complete Record of SDA; attach completed investigation report; post to District Office for decision

Complete Record of SDA and file.

If submission is made to principal's supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision

District Office to inform school regarding exclusion decision within 20 days

If submission is made to principal's supervisor, attach Record of SDA to completed investigation report and forward to District Office for decision

School to record principal's supervisor's decision regarding exclusion on SDA Central Data Collection System

**In the event of suspension (6-20 days), recommendation for exclusion or cancellation of enrolment, student or parent may send a submission appealing against the decision to the principal's supervisor.*

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Mount Isa School of the Air makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The recording of three minor behaviours constitutes a major behaviour and administration should be notified.

Minor and major behaviours

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

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

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office or other area, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program;
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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Relate problem behaviours to expected school behaviours

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

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Mount Isa School of the Air, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

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Universal behaviour support – Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

1. Mount Isa School of the Air strives to create positive, predictable environments for all students at all times of the day, whether this be in the school based in Mount Isa, during field events or within the home schooling environment. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying at Mount Isa School of the Air. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Mount Isa School of the Air include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Mount Isa School of the Air there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.
6. As Mount Isa School of the Air is highly technology based, a significant form of bullying discussed with students is cyber bullying. Young people have fully embraced the use of information and communication technologies to interact with their peers and classmates. They send emails, create their own web sites, post personal news in blogs (online interactive diaries), send text messages and images via cell phone, message each other through IMs (instant messages), chat in chatrooms, and post to discussion boards.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying. Whether it's cyber or face-to-face, bullying is not acceptable at Mount Isa School of the Air.

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7. The anti-bullying procedures at Mount Isa School of the Air are in addition to our universal positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so but in addition to this there are discussions on bullying and how to prevent and respond to it.
8. The sending of text or IM 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 in their school environment, should ensure they keep the message as evidence and bring the matter to the attention of school personnel.
9. 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 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 are receiving high levels of positive reinforcement for demonstrating expected behaviours
 - A high level of quality active supervision is a permanent staff routine during face-to face interactions with our students. 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.

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Reasons for School Disciplinary Absences

The list of reasons depends on the type of school disciplinary absence chosen (1-5 day suspension; 6-20 day suspension; recommendation for exclusion; cancellation of enrolment).

Possible reasons for Suspension (1-5 days or 6-20 days)
Persistently disruptive behaviour adversely affecting others and/or refusing to obey legitimate requests from staff.
Verbal or Non Verbal Misconduct <ul style="list-style-type: none"> – Involving Adults – Involving Students
Physical Misconduct <ul style="list-style-type: none"> – Involving Adults * Not Involving an Object * Involving an Object – Involving Students * Not Involving an Object * Involving an Object
Property Misconduct <ul style="list-style-type: none"> – Involving Own Property – Involving Other's Property
Substance Misconduct <ul style="list-style-type: none"> – Tobacco – Other legal substances – Illicit substance
Other Conduct prejudicial to the good order and management of the school (s28(c) of Act)

Possible Reasons for Suspension with a Recommendation for Exclusion
<i>As for Suspension except replace the last "Other Conduct" reason with the following:</i>
Other Serious Conduct prejudicial to the good order and management of the school (s33(b) of Act)

Reasons for Cancellation of Enrolment:
Refusal to participate in the program of instruction (Compulsory Participation

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7 Network of student support

School staff that support positive student behaviour:

- Principal
- Deputy Principal
- Special Needs Teacher
- Parent Liaison Officer
- Learning Support Teacher
- Class Teachers
- Field Teachers
- HOSES
- Guidance Officer

Education Queensland staff that support school staff:

- Senior Guidance Officer
- Behaviour Management Specialist

External agencies that help:

- Bush Children's Health Scheme
- North West Queensland Primary Health Services
- Centrelink – Rural and Remote Strategy
- Flying Padre
- Remote Area Families Services
- Adopt-a-cop
- Positive Learning Centre
- Youth Pathways Programs
- Indigenous Education Workers

All of the above personnel work with the parents/guardians to provide appropriate support for students.

8. Consideration of individual circumstances

All of our students learn in an isolated environment away from their peers. All learning is therefore tailored to their unique circumstances. Our responses to inappropriate behaviour therefore must be appropriate to their needs.

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

Mount Isa School of the Air considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time

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- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs.

Parents, Governesses and caregivers are provided the same considerations in regards to recognising and taking into account age, gender, disability, cultural background, socioeconomic situation and emotional state and receive adjustments appropriate to learning and/or impairment needs as required.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Strengthening Discipline in State Schools) Amendment Bill 2013
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Weapons Act 1990

10. Related Departmental Procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police Interviews and Police or Staff Searches at State Educational Institutions
- Using the Department's Corporate ICT Network
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- <http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx>
- Acceptable use of the Department's Information and Technology (ICT) Network and Systems.

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11. Some related resources

- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*
- *Smart Choices Fact sheets*

Endorsement

Principal

P&C President or
Chair, School Council

Principal Supervisor

Date effective:

From 2016- 2018

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Appendix

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.

The Code of School Behaviour

Better Behaviour
Better Learning



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