

Norville State School

School Wide Positive Behaviour Support

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*



1. Purpose

The Responsible Behaviour Plan for Norville State School is the means by which we detail particular strategies to promote appropriate behaviour as well as consequences for unacceptable behaviour. Education Queensland is committed to provisions to ensure all young Queenslanders have a right to and receive a quality education. The management of student behaviour is the responsibility of the school staff, parent community and the student body.



2. Consultation and data review

Norville State School is committed to monitoring school data relating to attendance, absenteeism, school disciplinary absences, school opinion surveys and behaviour incidents to inform refinement of current practice. The School's Responsible Behaviour plan has been collaboratively developed through staff discussions, consultation with students, parents and the School's Parents and Citizens' Association. An annual review of our Schoolwide Positive Behaviour Support initiative will also include a review of the Responsible Plan for Students. Staff members, parent representatives, community representatives (Chaplains), support personnel and student leaders are involved within this annual review process.



3. Learning and behaviour statement

Student behaviour is the responsibility of all staff and community members. Norville State School endeavours to

- Create a positive, safe and supportive environment within our school and classrooms so that teachers and students can work together.
- Create a caring school environment where the rights and responsibilities of the individual are recognized, respected and enacted.
- Establish a set of rules that protect the rights of all individuals and reflect the principles of equity, effectiveness, responsiveness, participation and accountability.
- Establish procedures so that conflicts can be solved in a positive non-violent manner.



Norville State School's framework for managing behaviour is Positive Behaviour for Learning. PBL gives priority to the establishment of systems that support the implementation of evidence-based behaviour support practices.

The Code of Behaviour at Norville State School has been developed by the school community and is based around Positive Behaviour for Learning centred on three valued concepts:

BE SAFE
BE RESPECTFUL
BE A LEARNER

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

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

The school community recognizes that the **Nine Values for Australian Schooling** underpin our **Responsible School Behaviour Plan** and are incorporated within our appropriate positive behaviours for all students.

1. Care and Compassion – Care for self and others.
2. Doing Your Best – Seek to accomplish something worthy and admirable, try hard, pursue excellence.
3. Fair Go – Pursue and protect the common good where all people are treated fairly for a just society.
4. Freedom – Enjoy all the rights and privileges of Australian citizenship free for a just society.
5. Honesty and Trustworthiness – Be honest, sincere and seek the truth.
6. Integrity – Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
7. Respect – Treat others with consideration and regard, respect another person's point of view.
8. Responsibility – Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civil life, take care of the environment.
9. Understanding, Tolerance and Inclusion – Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

At Norville State School, the Positive Behaviour for Learning provides the students, staff and school community a simple but effective guide, aligned to the nine values of Australian schooling, to acceptable behaviour within the classrooms and in the playground.

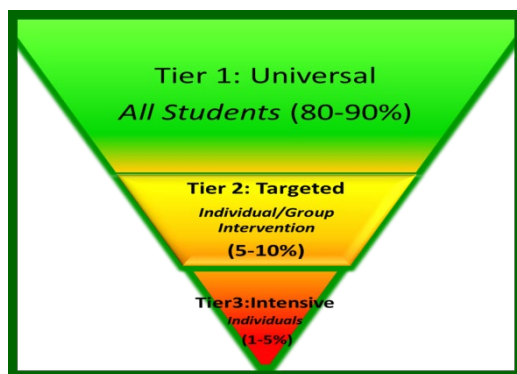
These values represent Australia's common democratic way of life and reflect our commitment to a multicultural and environmentally sustainable society where all are entitled to justice.

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

Norville State School supports positive behaviour by communicating standards and expectations to ALL students. We emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of Universal Behaviour Support – a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.









Norville State School has a three level approach which includes strategies for the whole school, for targeted behaviour issues and for an intensive behaviour approach.

All schools tend to have a spread of support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 5 to 10% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 1 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.



Below is the Norville State School Behaviour Matrix which is referred to on a regular basis with our staff and students

NORVILLE STATE SCHOOL: Behaviour Matrix

	All Areas	In the Classroom	Learning Hub/Computer Lab	Eating Time	Play Time	Toilet Areas	School Entry/Exit	Sports and Music Centre
Be Safe	<ul style="list-style-type: none"> Move safely Keep hands and feet to yourself Stay calm Use equipment appropriately 	<ul style="list-style-type: none"> Sitting safely on chairs Pushing chairs in Keeping the room tidy 	<ul style="list-style-type: none"> Keep username and password private Never put personal details on the web Keep food and drink outside Wait until teacher tells you to come in 	<ul style="list-style-type: none"> Sit down when eating Eat your own lunch Put rubbish in the bin Wear a hat 	<ul style="list-style-type: none"> Always wear a hat outside Take turns on the playground Wear shoes and socks Follow the play area rules Play in the appropriate area 	<ul style="list-style-type: none"> In and out as quickly as possible Wash hands Keep water and rubbish off the floor Toilets only used for going to the toilet 	<ul style="list-style-type: none"> Walk your bikes/scooters in the school grounds and on the front paths Sign in and out of the office if arriving later or leaving early Sit in the undercover area before 8:15am Playground only to be used at lunchtime 	<ul style="list-style-type: none"> Wait until a teacher tells you to come in Be aware of others around you
Be Respectful	<ul style="list-style-type: none"> Use manners Be mindful of tone and volume Be patient Consider others Use appropriate language Follow teacher instructions Take turns and share 	<ul style="list-style-type: none"> Hands up to ask or answer a question Whole body listening 	<ul style="list-style-type: none"> Use a shelf marker when borrowing a books Return books on time Bring a library bag 	<ul style="list-style-type: none"> Put your hand up and wait to be dismissed by a teacher Make sure your area is clean 	<ul style="list-style-type: none"> Play within the rules of your game Respect the gardens and any wildlife 	<ul style="list-style-type: none"> Use the correct toilets (Boys/Girls) Respect others privacy Leave toilets clean 	<ul style="list-style-type: none"> Say hello and good morning/afternoon Be mindful of parents and younger siblings 	<ul style="list-style-type: none"> Share the space with others 
Be a Learner	<ul style="list-style-type: none"> Role model appropriate behaviours Always try your best Be organised and prepared 	<ul style="list-style-type: none"> Complete your work Ask for help Be a problem solver Whole body listening 	<ul style="list-style-type: none"> Use headphones to access audio on computers and ipad Use technology for learning Read books for learning and enjoyment 	<ul style="list-style-type: none"> Eat healthy foods first – choose food that gets you ready for learning Drink plenty of water 	<ul style="list-style-type: none"> Understand the playground rules Try new appropriate games 	<ul style="list-style-type: none"> Get back to your classroom/area quickly Use your break time to go to the toilets 	<ul style="list-style-type: none"> Choose to start the day with a positive attitude Organised with equipment ready for the day 	<ul style="list-style-type: none"> Whole body listening 



- **Universal behaviour support**

Norville State School implements the following proactive and preventative processes and strategies to support student behaviour:

- At the commencement of each term all classrooms re-visit the school's Code of Behaviour. Classroom rules and procedures are negotiated within each class to ensure that there is a consistent approach to behavioural issues. Using the Positive Behaviour for Learning Process, acceptable behaviours are consistent throughout the school and these are actively taught. Our school will have a weekly rule that will focus on positive behaviours and activities that will keep students engaged in the learning of appropriate skills that complement our Positive Behaviour Plan for Students.

Throughout the whole school a number of effective positive incentives are employed and being developed to encourage students to be responsive to the code of conduct and to work to their full potential.

- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs delivered to new students as well as new & relief staff on Norville State School Responsible Behaviour Plan for Students.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).
- Guidelines for Supporting Crisis Behaviour

Classroom Profiling & Essential Skills for Classroom Management:

Norville State School endeavours to create a supportive school environment that fosters positive relationships between staff, students and the wider school community. In order to monitor this culture, staff are regularly trained in Essential Skills for Classroom Management (Better Behaviour Better Learning) and participate in Classroom Profiling. Classroom Profiling is a performance development measuring device that highlights strengths and areas to work upon in relation to effective learning and teaching. Profiling is a confidential, non-judgmental, process that enables a teacher to reflect on the effective learning and teaching strategies they employ to manage the behaviour of the students in their care.

The 10 Essential Skills that are used by staff at Norville State School are:

Language of Expectations:

- 1) Establishing Expectations
- 2) Instruction Giving
- 3) Waiting & Scanning

Language of Acknowledgement

- 4) Cueing with acknowledgment
- 5) Body Language
- 6) Descriptive Encouraging

Language of Correction

- 7) Selective Attending
- 8) Redirecting to the Learning

- 9) Giving a Choice
- 10) Follow Through

Specific Strategies at this level include:

- Classroom teachers provide learning experiences which motivate students to participate in and enjoy their school work.
- A Supportive classroom environment is established.
- Student of the Week Awards, PBL awards (Blue Tickets – recipient receives a small reward) are presented on parade.
- Student successes are celebrated and recognised through parades, school newsletter and local media outlets.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Student Leadership Programs.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Teachers communicate with parents via a range of mediums.
- Positive reinforcement both verbal and non-verbal is utilised.
- Tangible rewards such as stickers, raffles, stamps, free time and special privileges are used.
- Extra-Curricula Activities
- Group choice for activities may be given as rewards.
- Principals Morning Tea.
- Teachers and staff model appropriate behaviours both in classroom settings and during supervision times.
- Communicate good behaviour and successes to parents/ principal /peers.
- Examples of good work shared with others.
- Teachers use humour within the classroom to build positive relationships with students.
- Teachers and staff present a positive approach to their work.
- Letters to student or to parents to acknowledge achievement (positive post cards)

Reinforcing expected school behaviour

At Norville State School, the PBL school rules are displayed in all classrooms and on printed signs throughout the school.

The Rule of the Week' is promoted during school assemblies, explicit lessons and in newsletters and other media forms to parents. Students will receive a blue ticket when demonstrating the expected behaviour at school. These tickets identify our major school rules that students are demonstrating.

Responding to unacceptable behaviour

- Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

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

As stated previously, staff utilise the Essential Skills to build positive relationships and encourage expected behaviours by identifying and acknowledging students who exhibit positive behaviour.

Classroom Reward Systems

Below are the guidelines that our staff will use in order to determine who attends our reward days.

- Student's name moved one spot up the tree for each day they have displayed positive behaviour. Every student begins the week at the bottom of the tree.
- Each spot on the tree is worth a point.
- 44-45 points - Gold – attend reward day with extra rewards
- 40-43 points - Silver – attend reward day with an extra reward
- 35-39 points - Bronze – attend reward day
- **Attendance is not included in this!**
- Automatic no point – Reflection Room, Not meeting class and school behaviour expectations
- Students not attending reward days to remain in a classroom to work on a social skills booklet

Playground Reward Systems

Blue tickets will be awarded to students out in the playground who are demonstrating appropriate behaviours in line with our school rules and values. Teachers and Teacher Aides will record the student's name and the specific rule they are demonstrating on the blue ticket. Each week at assembly, students will have the opportunity for their ticket to be drawn from a box and receive a \$1 tuckshop voucher. Once students have received a total of 10 blue tickets, they will then receive a free icy-cup. All blue tickets are recorded on One School as a positive behaviour. Students who consistently behave in a positive manner have the added rewards of:

- Being chosen to attend the Principal's Morning Tea
- An invitation to attend school rewards
- Receive a post-card home notifying parents of their child's positive behaviour

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) – the 5 Step Bully Plan

Norville State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

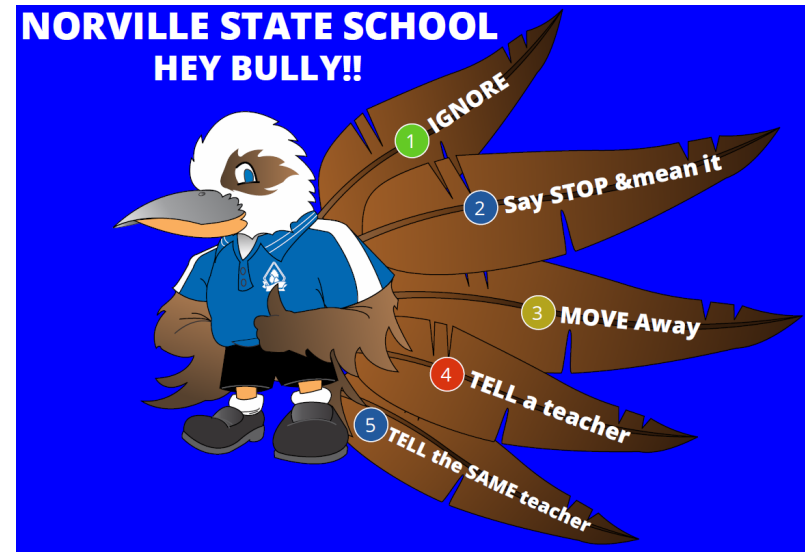
- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

o Bullying behaviours that will not be tolerated at Norville State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

o 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.

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



The 5 Step Bully Plan

This plan is discussed with and taught to the students.

1. Ignore (the disruption)
2. Confront (the disruption and ask what the problem is and ask them to stop)
3. Move
4. See your teacher and explain the situation (The teacher will ask if you have tried 1, 2 and 3 and intervene)
5. Return to the **SAME** teacher

• Targeted behaviour support

Norville State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

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

As stated previously, staff utilise the Essential Skills to build positive relationships and encourage expected behaviours by identifying and acknowledging students who exhibit positive behaviour.

Unacceptable and more frequent Behaviours

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. An office referral form (Appendix 4) is used to record major and recurring minor problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Students who receive an office referral will be required to complete a Behaviour Reflection Sheet.

What did I do?

What is my side of the story?

What value (or rule) did I break? (i.e. Safe, Respect, Learner)

What should I do to fix it up?

What can I do so it doesn't happen again?

Children will be directed to these questions in order to reflect upon their behaviour. These sheets will be viewed and signed by a parent and filed in the student's folder.

Individual Behaviour Plan

In some circumstances (eg – returning from a suspension, frequent serious behaviour) the development of a Behaviour Plan can be initiated. The formulation of a Behaviour Plan involves parents, the student, class teacher and administration. It outlines expectations, rules, the desired behaviours linked to the school rules, details of routines to be followed and celebrations.

One School Reporting

As a matter of course all more serious or more frequent behaviours are recorded on ONE SCHOOL. This enables all staff to be aware of any patterns of behaviour and provides written evidence of behaviour able to be used during discussions with parents.

• Intensive behaviour support

Norville State School is committed to educating all students, including those with the highest behavioural support needs. On rare occasions, a small number of students do not follow Norville's values and rules and their behaviour endangers the safety of themselves or others, or significantly affects the education of other students. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Listed below are the specific processes, programs and strategies to respond to these behaviours.

Student Services

Norville State School has developed a 'Student Services – Special Needs and Welfare Committee'. Students are referred to the team and the following procedures/supports are put into place:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- organises Classroom Profiler to collect data

The Special Needs Committee has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Supporting Crisis Behaviour

At Norville State School we recognise that unacceptable behaviour is often exhibited by students who are in crisis and that assessing consequences for a behaviour can only effectively be engaged with the student once this crisis is concluded.

Norville 's "Guidelines for Supporting Crisis Behaviour" outlines the school's policy in regards to

- Touch in the School setting
- Guiding Principles for supporting crisis behaviour
- Team Teach Training
- Crisis – Stages and Strategies

- Protocols for Physical Support
- Documentation of Physical Support

In partnership with this Guideline all staff are trained in Positive Handling of students via accredited Team Teach Trainers. Team Teach is a training program for staff that teaches de-escalation, diffusion and positive handling techniques.

5. Emergency or critical incident responses

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

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

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

Basic defusing strategies

1. 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.
2. 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.
3. 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.
4. 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).
5. 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.

Response to emergency situations where the behaviour of students jeopardises physical safety of the student or others or risks serious damage to property are outline in Norville's Guidelines for Supporting Crisis Behaviour.

Staff are trained in Positive Handling of crisis behaviour (including physical intervention) through a 6 hour Team Teach foundation course.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained.

Record Keeping includes:

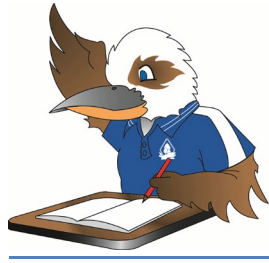
- Physical Restraint or removal record
- Individual Positive Handling Plan
- Frequent Physical Intervention Form

And if injury results

- Incident – Accident Report

6. Consequences for unacceptable behaviour

Norville State School firmly supports the rights of both the Staff and students to work and learn without being impeded by other people's negative behaviours. When students choose not to conduct themselves according to the schools agreed rules, staff adopt a consistent sequential approach when dealing with these negative behaviours. The classroom behaviour flowchart and reflection room flowchart is used as a guide for teachers.



Norville State School

Classroom Behaviour Chart



1. Rule reminder, Re-Teach



2. Use of ESCM's



3. 1, 2, 3 Magic (count to each number each time inappropriate behaviour is displayed)



4. Classroom time aside (up to 5 mins with work) then return to group



5. Inappropriate behaviour displayed again – Buddy Class (up to 10 mins with work) – Return to class and recorded on oneschool

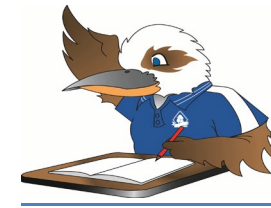


6. Inappropriate behaviour displayed again – Office referral with work



Norville State School

Reflection Room Process



Is it a **major** behaviour?

Yes



Send to
Reflection
Room

No



Incident
managed
by staff
member

Is it the **third recorded** minor
behaviour from this student?

Yes



Send to
Reflection
Room

No



Incident
managed
and
recorded
by staff
member

Before taking a student to the reflection room, the oneschool behaviour report must be completed, printed and taken to the reflection room. This will mean that students will often complete their reflection room on the following day.

Parent contact is compulsory when a student is sent to the reflection room.

Frequent visitors to the Reflection Room and Major Behaviours

For those students who continually and habitually disrupt their classrooms or within the playground and have visited the Reflection Room a number of times within a term may need more serious consequences. Students' continued inappropriate behaviour may result in an in-school or at home suspension. Parents will be notified and an individual behaviour report will also be established for their child. If the child continues to disrupt while on the behaviour report parents will be contacted and an interview arranged. A request for support will be made through the Student Services Committee for support via the Guidance Officer, the Positive Learning Centre or other external agencies. Following a suspension the student re-enters the classroom program after a re-entry meeting with parents, student, principal and classroom teacher.

Reflection Room and School Sport

Norville State School's Reflection Room is a space where students reflect on their inappropriate behaviours. Students will be sent to the reflection room by a teacher or Admin member if they display behaviours that go against our core values of Safety, Respect and Learning. Students complete a Reflection sheet (with a teacher) and reflect on their behaviour. Once this form is completed it is recorded on ONE SCHOOL and parents may be contacted. The reflection room gives students an opportunity to reflect on their behaviours and hopefully change these behaviours.

Interschool sport representation is a privilege at Norville State School. Students leave the school grounds and proudly represent the school in a variety of sports. Students should display Norville State School's core values of Safety, Respect and Learning to earn the privilege of attending interschool sport.

Due to the safety of all students and the fact that interschool sport is a privilege, any student who has been sent to the Reflection Room twice in the same week will not be able to attend Interschool Sport. During Friday sport, the Reflection Room will be the space where students will be required to further reflect on their behaviour for that week. In some circumstances, certain behaviours may warrant an automatic withdrawal from Interschool Sport by the Administration team. If a student is not allowed to attend Interschool Sport, parents will be notified prior to the event.

• Suspension & Exclusion Guidelines

Whilst the focus of the Responsible Behaviour Plan is on proactive and preventative whole school strategies, certain behaviours are unacceptable and responses can include the stringent step of suspension leading to exclusion. The consequences below apply to behaviours not including using or supplying drugs, violent assaults or use of weapons. In these cases students could expect to be recommended for exclusion.

o Suspension and exclusion strategies are employed only when consideration has been given to all other responses (eg Student Profile, classroom communication books)

- o In some circumstances, it may be necessary to suspend or exclude students when no other forms of intervention have been previously used (eg behaviour of a violent, or sexual nature)
 - o Principals may suspend a student for 1-10 days, 11-20 days and may also recommend the student be excluded
 - o For severely disruptive students, documentation must be kept because this will be required to justify suspension, or support exclusion. (Some or all of these should be noted)
 - o Teachers have recorded the student's behaviour and its consequences
 - o Parents have been informed
 - o Teachers and other school personnel have implemented management strategies and recorded results
 - o Administration has been involved
 - o Guidance Officers have been involved
 - o Other professionals (eg medical, counsellors etc) have been consulted, where appropriate
 - o Centre for Learning Management utilised.
 - Specific steps for suspending and excluding students are outlined by Education Queensland
- It should be stated that School Disciplinary Absences will be used after the unique circumstances of the situation and all other responses have been considered. Certain types of behaviour are serious enough to warrant the consequence of recommendation for exclusion.

Support from outside agencies would be accessed.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:

1. names the behaviour that the student is displaying;
2. asks the student to name expected school behaviour;
3. states and explains expected school behaviour if necessary; and
4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

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



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



Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence,
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Services Committee, 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.

It is important to highlight that each individual case will be subject to considerations of individual circumstance

The following table outlines examples of minor and major problem behaviours:

Teachers will apply behaviour management strategies to support development of a safe and supportive learning environment. These include but are not limited to: <ul style="list-style-type: none"> • Explicit teaching and positive reinforcement of Norville’s Behaviour Curriculum. • Regular and routine referrals to classroom and school rules. • Use of ESCMs 					
Minor (Unrecorded)		Minor (Recorded -See One School Behaviour Entry Protocols)		Major (Recorded & Referred -See One School Behaviour Entry Protocols)	
Minor acts of misconduct which interfere with teaching, learning or the safety or comfort of others		Acts of misconduct and/or misbehaviours against people or property, which disrupt teaching and learning but do not seriously endanger the health or wellbeing of others		Major acts of misconduct, high level disruption to teaching/learning and/or serious threats to health, safety and property	
Incident has become a consistent Issue  Record		Incident has become a consistent Issue  Record & Refer			
Be Safe	<ul style="list-style-type: none"> • Moving unsafely –running on concrete, swinging on chairs • Minor physical misconduct –swinging hat, rough play, playing with sticks, tripping in a game • Not wearing wide brimmed hat • Throwing objects not likely to cause harm • Being in out of bounds areas • Playing in toilets 		<ul style="list-style-type: none"> • Inappropriate use of ICTs, e.g. internet, email, iPads, cameras, mobile phones, that does not cause harm to others. • Inappropriate or deliberate contact made by hands or feet that is not welcomed by the recipient but does not result in injury. • Having at school an item that is of value or is banned and causes disruption to the good order of the class or school. • Use of property in a way that it was not designed that causes damage to property. • Being purposely absent from or leaving class without reasonable explanation or permission. 		<ul style="list-style-type: none"> • Purposely behaving in such a way that does not comply with classroom or playground rules and routines and risks safety. • Physical contact with the intent or outcome of causing injury or harm to others or self. • Having possession of an item capable of causing bodily harm. • Intentional destruction of property belonging to the school or staff member, through misuse or aggressive behaviour • Having possession of or affected by any illegal drug. • Having possession of or affected by any alcoholic substance or tobacco. • Having possession of medication that has not been recorded and administered by the office. • Being Truant from school or leaving school grounds without prior parental consent.
	Be A Learner	<ul style="list-style-type: none"> • Unprepared for learning • Off task, out of seat • Not completing set tasks that are at an appropriate level • Calling out • Talking during listening time. 		<ul style="list-style-type: none"> • Regular minor disturbance or interference that takes away from the learning environment but does not cause physical harm or injury. • Purposely behaving in such a way that does not comply with classroom or playground rules and routines. 	

	Minor (Unrecorded)	Minor (Recorded -See One School Behaviour Entry Protocols)	Major (Recorded & Referred -See One School Behaviour Entry Protocols)
	Minor acts of misconduct which interfere with teaching, learning or the safety or comfort of others	Acts of misconduct and/or misbehaviours against people or property, which disrupt teaching and learning but do not seriously endanger the health or wellbeing of others	Major acts of misconduct, high level disruption to teaching/learning and/or serious threats to health, safety and property
	Incident has become a consistent Issue  Record	Incident has become a consistent Issue  Record & Refer	
Be Respectful	<ul style="list-style-type: none"> • Minor interruptions to learning –talking, noises, late • Inappropriate language (low intensity) • Minor instances of teasing • Inappropriate use of materials • Lack of care for the environment –Littering, moving through gardens • Non-compliant uniform • Ignoring instructions • Not playing fairly 	<ul style="list-style-type: none"> • Repeated low level teasing causing distress. • Resisting authority, engaging in power struggles, refusal to comply with a reasonable request. • Cheating and Lying • Showing unspecific, aggressive intent to another person. • Persistent use of unsuitable words, calling names or use of inappropriate tones. • Using another’s property without having permission. 	<ul style="list-style-type: none"> • Repeated targeting of a student, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm. • Refusing boldly to obey staff, may threaten or use offensive language. • The use of technology in such a way that it is used to bully, harass or threaten others or used to display inappropriate or offensive material. • Verbalising an incident that is found to be blatantly untrue and affects the reputation of another student or staff member. • Stealing school, staff or student property with the intention of keeping it. • Written or verbal intent to inflict punishment or injury or desire to see harm or death come to another person. • Repeated gestures or words directed toward others in a demeaning or provoking manner, includes racial or religious slurs.

NB: *The classification of some incidents is dependent on the discretion of the teacher/s involved as to whether they are minor or major behaviours.*

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 Norville State School, 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.

7. Network of student support

A school Guidance Officer is in attendance several days each week and is available to support students in need. In addition, the School Chaplain visits the school on Wednesdays. The Chaplain provides counselling support as well as operating a friendship club (SUPA Club) at lunchtime to help children build positive social skills.

The school also has the services of 1.6 (FTE) Learning Support teachers. These teachers, whose primary role is to provide programs for students experiencing difficulty with aspects of their learning, also provide support for children who have emotional or self-care issues.

A Special Needs Committee meets weekly and exists to co-ordinate a range of support for students requiring learning, emotional or behavioural intervention.

The Life Education van visits the school each year and delivers programs to all classes, relating to good health and positive lifestyle choices. Family Planning Education occurs annually in years 6 and 7.

Other student support services include

- Positive Peer Sessions conducted in all classrooms on a regular basis (weekly)
- Parent/Student Information Displays
- Student Council (Peer Support)
- School Performances coordinated to target a school theme eg bullying behaviour
- Adopt A Cop
- Friends Program

In some cases referrals to external agencies are deemed to be the most appropriate action to take. Below are listed useful agencies which may be considered.

SCAN	Gary Hohn Senior Guidance Officer 41540328
Child and Youth Mental Health	41502620
Bush Children's	41523799
Dept of Child Safety	41345517
TSDAT	41502590
Community Child Health Services	41502413
Centacare	41532532
Phoenix House	41534299
Life Line	131114
Kids Help Line	1800551800

8. Consideration of individual circumstances

As there are significant numbers of students with identified special needs enrolled at Norville State School, there is a need to identify particular strategies that are appropriate for particular children, when dealing with behavioural issues.

• ***Student With Disabilities***

Including Hearing Impairment, Intellectual Impairment, Autistic Spectrum Disorder.

• ***Positive Handling Procedures***

A small number of students may require physical restraint or removal from classes during a behavioural crisis. Norville has a number of staff trained in physical handling through the Team Teach Organisation. Norville's policy and procedures for physical handling of students is outlined in Norville's "POSITIVE HANDLING PLAN"

• ***Students Returning from Suspension***

Following EQ protocols a parent- student – Principal meeting is conducted and the procedures relating the Student Profile Folder are put in place.

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 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- 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 and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources

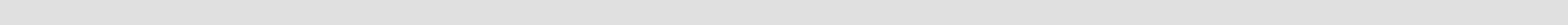
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or
Chair, School Council

Effective Date: 1 January 2016 – 31 December 2018



The use of personal technology devices at school

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

Personal Technology Devices include, but are 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.

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Bundaberg South State School. 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 for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 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.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 this 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 Deputy Principal or Principal.

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Norville State School strives to create positive, predictable 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 Norville State School. Those who are 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 Norville State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Norville State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 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 schoolwide 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 5-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 Norville State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Norville State School records inappropriate behaviour and 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.

Appendix 3

Appropriate use of social media

Norville State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Norville State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Norville State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Norville State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Norville State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Norville State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Norville State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Norville State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Norville State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:


- Unlawful stalking.

- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Norville State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Norville State School expects its students to engage in positive online behaviours.


Norville State School Reflection Room Sheets


Norville State School
BE SAFE BE RESPECTFUL BE A LEARNER

Reflection Room Procedures

Students may be sent to the reflection room for classroom or playground misbehaviours under these conditions.

- *Students* are sent for the duration (or remainder- if playground) of the break (eating and play.)
- *Referring teacher* must contact an admin staff member to make aware.
- *Students* must come with their lunch
- *Referring teacher* must deliver student and explain reasons to the Reflection Room supervising teacher.
- *Students* are to complete the most appropriate Reflection sheet (housed in Reflection Room.)
- *Supervising teacher* is to assist with sheet as appropriate and monitor student.
- On completion of sheet *supervising teacher* signs sheet and places in completed sheet drawer.
- *Supervising Teacher* is to complete the record sheet for all students in attendance.
- *An Admin Staff Member* Will collect reflection sheet, scan to ONE SCHOOL and follow up as appropriate.


Norville State School
BE SAFE BE RESPECTFUL BE A LEARNER

Today I Had to Visit the Reflection Room

Name: _____ Date: ___/___/___

? What did I do?

fight
 hit others
 ignore teacher
 swear
 run away
 kick others

? Why did I do it?

I felt angry
 I don't know
 I thought it was funny
 I forgot to think

? What do I think I can do to fix it? ☁️

Say sorry

? What can I do so it doesn't happen again?

Stop
 Think
 Talk to someone
 calm down



Norville State School

BE SAFE BE RESPECTFUL BE A LEARNER

Today I Had to Visit the Reflection Room

Name: _____

Date: ___/___/___

Be Safe	Be Respectful	Be Respectful	Be A Learner	Be Respectful Be A Learner
		Respect... 		
Fighting or hurting someone Verbally Bullying Inappropriate movement Misuse of equipment	Swearing Using bad words Yelling Inappropriate movement	Stealing Taking or damaging someone's things Calling out	Not working Distracting others during independent work	Not listening to my teacher Being rude Calling out Continually talking while teacher is talking

What did I do?

What is my side of the story, why did it happen ?

Which rule did this break? (Be Safe, Be Respectful, Be a Learner)



Norville State School

BE SAFE BE RESPECTFUL BE A LEARNER

Today I Had to Visit the Reflection Room

Name: _____

Date: ___/___/___

What did I do?

What is my side of the story. How did it happen

Which rule did this break? (Be Safe, Be Respectful, Be a Learner)

What should I do to fix it up?

What should I do so it doesn't happen again?

Students Sign: _____ Parents Sign: _____

Teacher Sign: _____ Admin Sign: _____

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in major behaviour event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

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

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?

- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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