



The Code of School Behaviour

Better Behaviour
Better Learning

Denison State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

Purpose

Denison State School is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values that will allow them to be effective citizens of the future.

This Responsible Behaviour Plan for Students supports our continued Explicit Improvement Agenda of high expectations both academically and behaviourally so that students can participate positively as citizens of our school community and can achieve to their full learning potential.

Consultation and data review

Denison State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through survey distribution and meetings held during 2009. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 was also given consideration in the development process.

The Plan was endorsed by the Principal, the President of the P&C and (Regional Executive Director in November 2012, and will be reviewed in 2015 as required in legislation.

School beliefs about behaviour and learning

All areas of Denison State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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 Denison State School to create and maintain a positive and productive learning and teaching environment. The following expectations provide ALL school community members with clear and consistent understandings of their role in the educational process and in promoting a positive teaching, learning or working environment.

We expect that students will aim to:

- . participate actively in the school's education program
- . take responsibility for their own behaviour and learning
- . demonstrate respect for themselves, the environment and others
- . behave in a manner that respects the rights of others
- . co-operate with staff and others in authority.

Our school will aim to:

- . provide a safe and supportive learning environment
- . provide an inclusive and engaging curriculum responsive to the needs of all students
- . maintain constructive communication and relationships with students and parents
- . promote the skills of responsible self-management
- . ensure consistency and fairness in implementing the school's Responsible Behaviour Plan for Students
- . review school practice to ensure that student learning outcomes improve
- . support staff in ensuring compliance with the Code by providing appropriate professional development.



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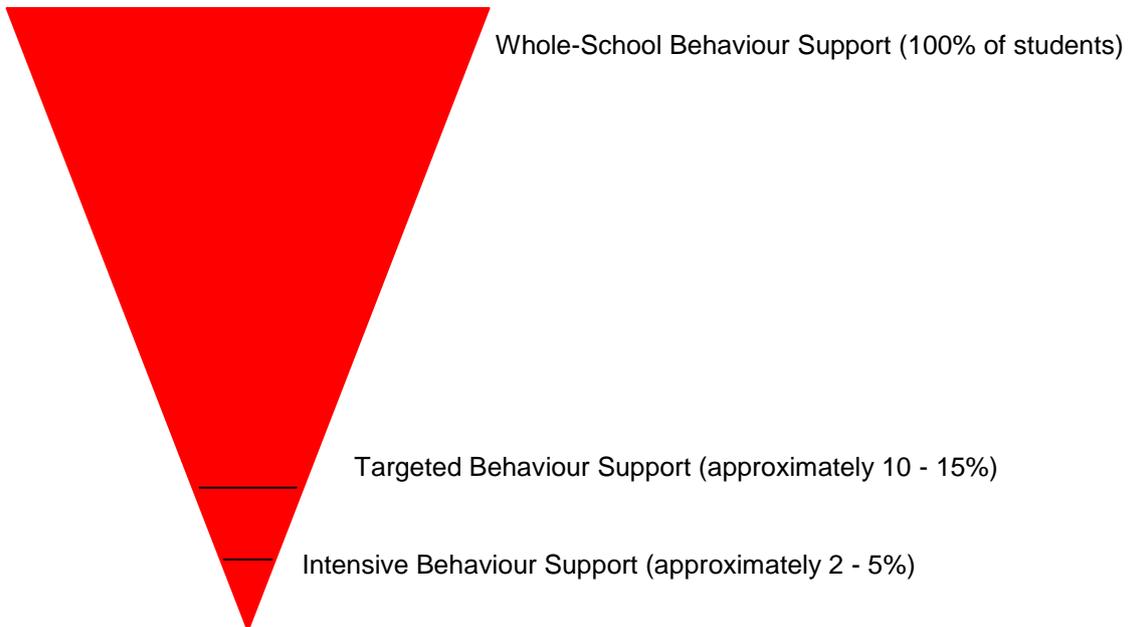
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We expect that parents will aim to:

- . show an interest in their child's progress at school
- . co-operate with the school to achieve the best outcome for their child
- . support staff to maintain a safe and respectful learning environment for all students
- . initiate and maintain constructive communication and relationships with staff regarding their child's learning, well-being and behaviour
- . contribute positively to behaviour support plans that concern their child.

As a school community, we believe that we should adhere to the following **School Code of Conduct** in promoting a safe and supporting teaching and learning environment:

1. **SAFETY** – the physical and emotional safety of self and others is a prime consideration in all practices undertaken by the school.
2. **EFFORT** – the primary aim of schooling is student learning. All members of the school community will apply themselves to the best of their ability in the promotion of this goal.
3. **RESPECT** – recognition and tolerance of the different roles and responsibilities of school community members will be demonstrated through appropriate communications and actions.
4. **SELF-RESPONSIBILITY** – all school community members are responsible for their actions and will demonstrate socially appropriate behaviour choices and acceptance of consequences.





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

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

- School Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- School Leadership team regular review of behaviour trends and responses(Oneschool) to identify possible actions
- Inductions in the Responsible Behaviour Plan for Students for new families as well as new and relief staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the adjustments to support these students consistently across all classroom and non-classroom settings
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School (Appendix 1)
 - Procedures for Preventing and Responding to Incidents of Bullying and Cyberbullying (Appendix 2).

Universal behaviour support

Reinforcing expected school behaviour

At Denison State School, communication of our key messages about behaviour is backed up through reinforcement. A formal recognition and monitoring system has been developed to provide students with feedback for engaging in expected school behaviour. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

At Denison State School 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 facilitated through focussed discussions and activities conducted by classroom teachers. These are reinforced on School Assemblies and during active supervision and interactions by staff during classroom and non-classroom activities.

Responsible Behaviour Support

At Denison State School we encourage students to monitor their actions in terms of respect, effort, responsibility and safety. Appropriate behaviour is rewarded to class, groups and individuals.

Devices used are:

- Display code of conduct in each room
- Display fortnightly behaviour focus in each room
- Positive praise
- Self identified privileges
- Class incentive schemes
- Class excursions
- Provide leadership opportunities for students
- Display student work around school
- Provide a variety of lunch activities for student use
- Visits to other classes
- Free time activities
- Activity days
- Record Student of the Week on individual student profile(Oneschool)
- Awards e.g. stickers, Student of the Week Award, Principal Award, Gotcha award, certificates, letter home, special awards or telephone call to parents



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Re-directing low-level and infrequent problem behaviour

The following progression of strategies moves from least intrusive to more intrusive however the Teacher will consider the **purpose** of the students' behaviour to inform their choice of response.

Tactical Ignoring

Proximity Praise / Reward

To redirect student behaviour the teacher may: praise at least one other student who is in close proximity for behaving appropriately; praise the misbehaving student immediately after they behave appropriately; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; quietly enquire as to the reason for the misbehaviour.

Rule Reminder

Ask students to reflect on their own behaviour and evaluate it against expected school behaviour. Then ask how they might be able to act more safely, more respectfully, more responsibly or are they making their best effort in class activities.

Warnings

Verbal reprimands according to individual classroom procedures, stating the problem and clearly stating the required behaviour.

Loss of Privilege

For example, games and/or special activities.

Isolation in Class or Timeout

A student may be isolated from other student/teacher's attention in the class for 10 minutes maximum with supervision.

Isolation in Buddy Class / Other Cohort

Student may be isolated from the class and is sent to a buddy class for an appropriate period. Students must be provided work by the classroom teacher.

Positive Thinking Room

This room is used to encourage a responsible thinking process to enhance students' ability to solve problems by reflecting upon their behaviour by:

- providing a logical consequence for inappropriate behaviour
- providing a follow-up after other consequences have failed to change inappropriate behaviour
- teaching children responsible thinking in regards to their behaviour and its impact upon others

Students attend the Positive Thinking Room during first lunch playtime.

Students complete their reflection sheet with teacher support. The sheet allows the child to reflect on:

- the incident
- ways of solving the situation
- constructing a plan for future actions
- consequences for future inappropriate actions.

This sheet is forwarded to parents for signing and returned to school.

Targeted behaviour support

Each year a small number students at Denison State School are identified through our data as needing targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk. Strategies to support these students may include:

- Play rosters & visual cues (behaviour thermometer)



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- Focussed social groups
- Support before & after school(transitions)
- Monitoring by all staff
- Direct supervision in identified high risk areas
- Communication booklets between home and school

Intensive behaviour support

Denison State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Through school process a case manager is nominated to coordinate:

- regular case conferences with key stakeholders within the school community
- work with staff members to develop appropriate behaviour support strategies
- monitor the impact of support for the student through continuous data collection
- make adjustment as required for the student
- work with the case team to achieve continuity and consistency

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.

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*
- *Maintain calmness, respect and detachment*
- *Approach the student in a non-threatening manner*
- *Follow through*
- *Debrief*

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Denison'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.

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

Select staff are trained in Physical Restraint Intervention to meet the requirements of Intensive Behaviour supports.

Record keeping

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

- incident report (Appendix 4)
- [Health and Safety incident record](#) (link)
- debriefing report (for student and staff) (Appendix 5).
- Negative behaviour and Positive(Student of the Week) Oneschool



Unacceptable behaviour - consequences

Denison State School 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.

No knives are allowed to be taken to school by students. There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school. Consequences for having a knife at school may include suspension or exclusion. School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property. If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive. If the student does have a knife at school, it can be confiscated by the principal and given to the police.

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 to the school Administration team

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Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence 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 student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 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

- 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 and remind the student of expected school behaviour. The staff member then notified office for support through phone call or student message.

Major problem behaviours may result in the following consequences:

Level 1: Time in office, Positive Thinking Room process, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence

AND/OR

Level 2: Parent contact, referral to Guidance Officer, suspension from school

Level 3: 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.

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

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> • Running on concrete or around buildings • Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons
	Physical contact	<ul style="list-style-type: none"> • Minor physical contact (eg: pushing and shoving) 	<ul style="list-style-type: none"> • Serious physical aggression • Fighting
	Correct Attire	<ul style="list-style-type: none"> • Not wearing a hat in playground • Not wearing closed in shoes • Not wearing sun safe uniform 	<ul style="list-style-type: none"> • Wearing inappropriate clothing/slogans or icons
	Other		<ul style="list-style-type: none"> • Possession or selling of drugs
Being Responsible	Class tasks	<ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level 	<ul style="list-style-type: none"> • Refusing to work
	Being in the right place	<ul style="list-style-type: none"> • Not being punctual (eg: lateness after breaks) • Not in the right place at the right time. 	<ul style="list-style-type: none"> • Leaving class without permission • Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> • Failure to respond to adult request • Unco-operative behaviour 	<ul style="list-style-type: none"> • Non compliance
	Accept outcomes for behaviour	<ul style="list-style-type: none"> • Minor dishonesty 	<ul style="list-style-type: none"> • Major dishonesty
	Rubbish	<ul style="list-style-type: none"> • Littering 	
	Mobile Phone	<ul style="list-style-type: none"> • Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
Being Respectful	Language	<ul style="list-style-type: none"> • Inappropriate language (written/verbal) • Calling out • Poor attitude • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> • Petty theft • Lack of care for the environment 	<ul style="list-style-type: none"> • Stealing / major theft • Wilful property damage • Vandalism
	Others	<ul style="list-style-type: none"> • Not playing fairly • Minor disruption to class • Minor defiance • Minor bullying / harassment 	<ul style="list-style-type: none"> • Major bullying / harassment • Major disruption to class • Blatant disrespect • Major defiance

The network of student support

To enable a safe and supportive learning environment, our teachers aim to:

- be welcoming, approachable and friendly
- speak quietly – creating a non stressful atmosphere
- promote self esteem and confidence
- respect students and value their contributions
- interact with children throughout the school campus
- involve parents in a positive manner
- know students and be supportive and protective of students
- have good listening skills & mediate between students when problems arise
- provide curriculum that is appropriate to the learning needs of students
- use a variety of teaching methods
- create stimulating and challenging learning environments
- empower students to take on an active role in their education

Support for students is available from the administration team, Guidance Officer, School Chaplain, Child and Mental Health, Bush Children's, Anglicare and Centacare.



Consideration of individual circumstances

Students identified as having particular circumstances that could impact on their behaviour are made known to all staff through regular school communication systems and focussed meetings. Modified behaviour plans, separate play areas and other arrangements are organised through the Special Needs Committee in consultation with students, teachers and their parents.

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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Related policies

SMS-PR-021: Safe, Supportive and Disciplined School Environment

CRP-PR-009: Inclusive Education

SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools

SMS-PR-022: Student Dress Code

SMS-PR-012: Student Protection

SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass

GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions

ICT-PR-004: Using the Department's Corporate ICT Network

IFM-PR-010: Managing Electronic Identities and Identity Management

SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Some related resources

National Safe Schools Framework

<http://education.qld.gov.au/studentservices/behaviour/resources/nssf.html>

Bullying. No Way!

www.bullyingnoway.com.au

Mindmatters

www.curriculum.edu.au/mindmatters

National Framework for Values in Australian Schools

www.valueseducation.edu.au

School Wide Positive Behaviour Support

www.learningplace.com.au/deliver/content.asp?pid=24668

Code of Conduct for School Students Travelling on Buses

<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Effective Date: 1 January 2013 – 31 December 2015

Appendix 1

The Use of Personal Technology Devices* at School

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.

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 handed in to the school office. They are available for collection at the end of the school day. Personal technology devices may be used once students have left the school grounds at the end of the school day.

Recording voice and Images

Students are not to use 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).

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 bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

Breach this policy and may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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

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

Appendix 2

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

1. Denison 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.
2. There is no place for bullying in Denison State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Denison State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
6. The anti-bullying procedures at Denison State School are embedded in our 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.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

STAFF RESPONSIBILITIES

Identification

- Watch for early warning signs of bullying in students (e.g. stress, behaviour change, physical injuries etc.)
- Offer the victim immediate support and help.
- Use all students as a positive resource in countering bullying, taking time to discuss bullying in class sessions when the need arises. (e.g. after incidents)
- Ensure all areas of the school are monitored at breaks and in between lessons. Fulfill playground duty requirements with vigilance
- Use restorative practices in discussions with all parties
- Record and report behaviour incidences on our school data base(Oneschool).

STUDENT RESPONSIBILITIES

Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others.

STEP 1 Tell the bully to stop.

(This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim's control over handling the situation).

STEP 2 If the bullying does not cease immediately, or has caused significant physical or emotional harm tell someone in authority.

(Teacher, Teacher Aide. Principal)

PARENT/CAREGIVER RESPONSIBILITIES

- Watch for early signs in your child. These may include a reluctance to go to school, unexplained illnesses, missing possessions, requests for money, frequent or unexplained injuries or moodiness.
 - Take an active interest in your child's school and social life, encouraging them to talk about daily events and occurrences.
 - If you suspect bullying of your child at school, contact the class teacher or school administration immediately.
 - Record details of persistent bullying of your child, including the dates, settings, times, types of bullying, and identified perpetrators.
 - Encourage your child to report persistent school bullying to those in the best position to provide immediate help i.e. the teaching staff and administration.
 - Assure your child that seeking help is okay and an assertive measure.
 - Do not encourage your child to hit back or verbally abuse the bully.
 - Be prepared to assist the school in modifying your child's behaviour if he/she is identified as a bully. Do not accept personal blame for their actions: instead, support the school in its endeavours in assisting your child to overcome problems and be a responsible member of the school community.
7. Denison State School uses behavioural data for decision-making. This data is entered into our database on a regular 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

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Denison State School Behaviour Referral Form

Problem Behaviour			
Minor (Please tick)		Major (Please tick)	
Defiance/Disrespect Low intensity brief failure to follow directions		Defiance/Disrespect Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
Inappropriate language Low intensity language (eg shut up, idiot etc)		Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group	
Disruption Low intensity but inappropriate disruption.		Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Low intensity misuse of property.		Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property	
Dress Code Student wears clothing that is near, but not within, the dress code guidelines defined by the school.		Dress Code Refusal to comply with school dress code.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		Safety Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others	
Other		Harassment / Bullying Repeated teasing, physical and verbal intimidation of a student.	
		Other	

School Expectation Category	Make an Effort in school learning activities	
Be Safe	Be Respectful	Be Responsible

Others involved in incident							
None		Peers		Staff		Other	

Appendix 4

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Appendix 5

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.

Appendix 6

BEHAVIOUR CODE	BEGINNER	DEVELOPING	COMPETENT	EXCELLING
SAFETY	<ol style="list-style-type: none"> 1. Rarely recognises unsafe practices 2. Frequently displays unsafe practices 3. Requires constant supervision to move safely 4. Frequently uses equipment incorrectly 5. Rarely follows directions and instructions 6. Initiates bullying/rough play/ fighting 7. Unaware of most safety issues and rarely reports (Passive Bullying) 	<ol style="list-style-type: none"> 1. Sometimes recognises unsafe practices 2. Requires prompts to display safe practices 3. Needs reminders to move safely 4. Requires prompts to use equipment appropriately 5. Sometimes follows directions and instructions 6. At times engages in bullying/fighting/ rough play 7. Sometimes recognises and/or reports safety issues 	<ol style="list-style-type: none"> 1. Recognises unsafe practices 2. Models safe practices most of the time 3. Moves about the school/class appropriately 4. Uses equipment correctly 5. Follows directions and instructions 6. Remains distant from bullying/fighting/ rough play 7. Often addresses and/or reports safety issues 	<ol style="list-style-type: none"> 1. Recognises and responds appropriately to unsafe practices 2. Always models safe practices 3. Models and displays appropriate movement around the school 4. Can be relied upon to use equipment correctly 5. Uses initiative 6. Identifies and reports incidents of bullying/fighting/ rough play 7. Always addresses and/or reports safety issues
EFFORT	<ol style="list-style-type: none"> 1. Distracts self and others from tasks 2. Requires close supervision to complete tasks 3. Loses or does not have proper equipment 4. Does not complete tasks 5. Disregards teacher feedback 6. Negative attitude to all tasks 7. Working towards set goals with assistance 	<ol style="list-style-type: none"> 1. Easily distracted from tasks 2. Needs prompts to stay on tasks 3. Needs prompting to look after equipment 4. Needs prompting to complete work 5. Occasionally uses teacher feedback 6. Indifferent attitude to all tasks 7. Working towards set goals independently 	<ol style="list-style-type: none"> 1. Focuses on set tasks most of the time 2. Usually works independently on set tasks 3. Brings correct equipment to lessons 4. Completes set work to required standard 5. Responds positively to teacher feedback 6. Has positive attitude to most tasks 7. Sets and works towards some personal goals 	<ol style="list-style-type: none"> 1. Focuses on tasks when required 2. Works independently 3. Has equipment ready to use 4. Completes set tasks to above the required standard 5. Actively seeks and uses teacher feedback 6. Positive attitude to all tasks 7. Sets and achieves personal goals
RESPECT	<ol style="list-style-type: none"> 1. Uses put downs, negative comments, teasing and baits others. 2. Deliberate / little or no respect for others and own property 3. Fails to acknowledge (through appropriate interaction) different roles and responsibilities of school community members 4. Unable to cope with changes in supervising personnel 5. Does not interact well with other students 6. Rarely demonstrates personal pride as a member of the school community 	<ol style="list-style-type: none"> 1. Sometimes uses inappropriate language 2. Careless with own and others' property 3. Sometimes acknowledges (through appropriate interaction) different roles and responsibilities of school community members 4. Occasionally manages transitions between supervising personnel 5. Interacts with friends in the play and work setting when encouraged 6. Needs reminders to develop pride in being a member of the school. 	<ol style="list-style-type: none"> 1. Uses appropriate language in the different settings 2. Cares for own property and shows regard for the property of others 3. Acknowledges (through appropriate interaction) different roles and responsibilities of school community members 4. Manages transitions between supervising personnel 5. Usually interacts positively with friends in the play and work setting 6. Shows pride in being a member of the school community 	<ol style="list-style-type: none"> 1. Uses appropriate language in different settings and encourages others to do the same 2. Cares for and respects all property and shares willingly 3. Demonstrating respect and manners to all others 4. Manages own behaviour and demonstrates leadership qualities to others during class changes/transitions 5. Interacts positively with friends and others in play and class settings 6. Actively pursues opportunities in promoting the school community
SELF-RESPONSIBILITY	<ol style="list-style-type: none"> 1. Rarely makes appropriate choices. 2. Does not accept consequences of own behaviour and outcomes of effort 3. Rarely seeks assistance in problem solving 4. Unable to self monitor and regulate learning progress. I.e.: Unable to complete work tasks. 5. Unable to set realistic personal goals. 6. Unable to resolve conflict 7. Unable to manage anger appropriately 	<ol style="list-style-type: none"> 1. Sometimes makes appropriate behaviour choices. 2. Sometimes accepts consequences of own behaviour and outcomes of effort 3. Sometimes seeks assistance in problem solving 4. Sometimes is able to self-monitor and regulate learning progress. 5. Able to set some realistic personal goals. 6. Sometimes demonstrates assertive conflict resolution techniques 7. Sometimes manages anger appropriately. 	<ol style="list-style-type: none"> 1. Usually makes appropriate behaviour choices 2. Accepts consequences of own behaviour and outcomes of effort 3. Seeks assistance in problem solving 4. Self monitors and regulates learning progress, i.e.: is up to date 5. Has realistic personal goals 6. Demonstrates assertive conflict resolution techniques 7. Manages anger appropriately 	<ol style="list-style-type: none"> 1. Always makes appropriate behaviour choices 2. Seeks advice and strives to improve, avoids situations that may involve conflict 3. Demonstrates and promotes problem solving 4. Actively monitors and regulates learning progress 5. Is organised and plans ahead, sets realistic and challenging goals 6. Demonstrates assertive conflict resolution techniques and encourages others. 7. Assists others to manage anger appropriately.