1. Mornington Island SWPBS Mission Statement
At Mornington Island State School we believe that a sharing community, a caring community and a responsible community makes us a deadly community where every student has the opportunity to reach their full potential.

2. Learning and Behaviour Statement
All areas of Mornington Island 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 School Wide Positive Behaviour Support Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our School Wide Positive Behaviour Support Plan shared expectations for student behaviour are clear to everyone, assisting Mornington Island State School to create and maintain a positive and productive learning and teaching environment where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:
- Be Safe
- Be Respectful.
- Be a Learner
- Belong

Our school expectations 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.

3. Values
It is important for staff to understand the importance of MISS school values as they have been developed by the community teacher aides and play an integral part in representing the culture of our students, school and the community. The SWPBS for MISS was developed to reflect these values. They are choice, courage, challenge and respect.

4. School Wide Positive Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mornington Island State School we emphasise the importance of explicitly 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.

A set of behavioural expectations in specific settings has been attached to each of our four school wide expectations. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
These expectations are communicated to students via a number of strategies, including:

- A focus on these will occur during the Orientation week/s that begin each year and further review at the beginning of each term.
- **Target** lessons which occur each week and are an integral part of the teaching and learning around the School Wide Expectations at MISS
- A focus on lunchtime playground duties by staff on targeted behaviour issues
- A focus on varying aspects of the Expectation Matrix through school newsletters staff meetings and posters
- A common language will be used by all staff to deepen the students learning and understanding around these expectations.
- Any major change to the school environment will lead to a review of this Expectations Matrix
- Induction programs for the School Wide Positive Behaviour Support Plan for new students, new staff and relieving staff.
- Professional Development opportunities and regular staff meeting reviews to promote in sharing successful practices and implementation of the School Wide Positive Behaviour Support Plan
- Individual behaviour management plans and appropriate support will be developed and implemented to suit student needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Information provided by the school newsletter and noticeboards will enable parents and community to be actively and positively involved in school behaviour expectations.
### Mornington Island State School Expectations Matrix

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Learning Area</th>
<th>Outside Area</th>
<th>Toilets</th>
<th>Tuckshop</th>
<th>Verandah</th>
<th>Office Area</th>
<th>Vehicles</th>
</tr>
</thead>
</table>
| **I am respectful** | • I use kind words at the appropriate volume  
• I use manners  
• I respect myself and others  
• I respect all property  
• I put all rubbish in the bin  
• I follow staff instructions  
• I keep my school graffiti free | • I respect others’ right to learn  
• I use kind and quiet words  
• I use manners  
• I respect the classroom and furniture | • I put rubbish in the bin  
• I respect the animals and trees around the school  
• I respect the duty teacher | • I respect others’ privacy  
• I respect property  
• I use the toilet appropriately | • I put my rubbish in the bin  
• I respect adults  
• I respect property  
• I respect others money | • I respect the learning of others  
• I take care of furniture on the verandah | • I walk quietly and sensibly  
• I knock and wait for assistance |

| **I am safe** | • I keep my hands and feet to myself  
• I am hygienic and clean  
• I will always be in the right place at the right time  
• I bring healthy drinks to school | • I am an active learner  
• I keep my hands and feet to myself  
• I use learning tools safely  
• I will move around the school safely  
• I use desks, tables and chairs appropriately | • I stay in my area  
• I eat my food in a designated area  
• I stay away from out of bounds areas  
• I leave my bike at the bike area until 3:05  
• I use playground equipment safely  
• I stay off the verandah | • I use the sink and toilet safely  
• I use the toilet at break times | • I line up correctly  
• I keep my hands and feet to myself  
• I only go to the tuckshop to buy food  
• I am hygienic with money | • I will walk  
• I leave windows and door alone | • I walk in the office  
| **I am a learner** | • I respect the learning of others  
• I move through the school during lessons calmly and quietly  
• I celebrate mine and others’ success  
• I am patient  
• I respect difference  
• I own my behaviour and consequences | • I am in the right place at the right time  
• I remain seated unless instructed  
• I remain in the classroom  
• I keep my learning area clean and tidy | • I go to the toilet, have a drink and go to class when the bell goes  
• I take care of plants and animals  
• I share equipment  
• I speak thoughtfully to my peers | • I am hygienic in the toilets  
• I follow the toilet process – go, flush, wash, bye | • I use manners  
• I speak clearly  
• I take my turn  
• I allow others to eat their lunch  
• I will only take what I will eat | • I line up correctly  
| • I mind my business  
• I am polite and sociable | • I will learn road and pedestrian safety |
<table>
<thead>
<tr>
<th>I belong</th>
<th>I come to school everyday</th>
<th>I participate and allow others to participate</th>
<th>I accept difference</th>
<th>I care about myself and others</th>
<th>I am proud of myself and my school</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to learn and accept help from my teachers</td>
<td>I play safely and keep others safe</td>
<td>I include others and share</td>
<td>I take turns and play by the rules</td>
<td>I help friends when necessary</td>
<td>I learn from mistakes</td>
</tr>
<tr>
<td>I encourage and help others to learn</td>
<td>I know I have a right to privacy and I allow others privacy</td>
<td>I have a right to be safe and I tell a teacher if I do not feel safe</td>
<td>I stand up against teasing / bullying</td>
<td>I eat only my share of lunch</td>
<td>I eat only my share of lunch</td>
</tr>
<tr>
<td>I do my best</td>
<td>I use my manners at the tuckshop</td>
<td>I remind others not to run to help keep them safe</td>
<td>I wait my turn at the tuckshop</td>
<td>I walk to keep myself and others safe</td>
<td>I walk to keep myself and others safe</td>
</tr>
<tr>
<td>I accept that I and others make mistakes</td>
<td>I help keep the toilet area clean</td>
<td>I help others to the office if they need help</td>
<td>I put my rubbish in the bin</td>
<td>I go to the office if I don’t feel safe</td>
<td>I go to the office if I don’t feel safe</td>
</tr>
<tr>
<td>I learn from mistakes</td>
<td>I look after my personal hygiene</td>
<td>I follow the drivers instructions at all times.</td>
<td>I stand up against teasing / bullying</td>
<td>I keep myself and others safe in the vehicle by following the rules</td>
<td>I keep myself and others safe in the vehicle by following the rules</td>
</tr>
</tbody>
</table>
5. Positive Behaviour Framework

At Mornington Island State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Reward System Summary

The following system strives to create an ultra-positive environment both inside and outside the classroom. The system is designed so that every moment of the day is an opportunity to be positive and guide the students to understand correct and respectable behaviours.

The students strive to receive either Kuba Mangara dollars (appendix 1) in the playground or ticks next to their names in the classroom. These will be counted up every day as part of the afternoon routines. Once a student has reached the monitoring amount set by the SWPBS Team, they may shop at the Kuba Mungara Shop for a prize.

Inside the classroom, students will receive ticks for displaying positive behaviours. These ticks are to be placed next to their names either by the teacher or selected students. The individual student may be rewarded or the whole class. The class will have a discussion at the beginning of each term about possible ways students could receive a tick. Examples of these may be:

- Reading in front of the class
- Getting work done on time
- Using their manners
- Helping other students
- Keeping their area tidy and organised
- Not calling out and raising their hand
- Being focused on their task.

Classrooms can additionally have other goals that the teacher may reward with small prizes. For example:

- Most ticks in one day
- Most ticks of the week
- Biggest improver.

Note: This will be up to the individual teacher to choose if they want to give out extra goals and prizes.

The Playground

During lunchtimes all staff (teachers, teacher aids, administration and tuckshop workers) will have Kuba Mangara dollars to handout to students who are displaying positive behaviours. Examples of these may be:

- Playing well with other students
• Picking up rubbish
• Not running on the verandas
• Including other students in their game
• Stopping their game as soon as the bell goes
• Lining up for class in a positive manner.

The Kuba Mangara dollars will be given to the students to take back to class. When a student returns back to class, the student receives a tick in exchange for his/her dollar. Each week there will be a focus behaviour that will be rewarded heavily. This specific behaviour will be announced during parade and in the classroom.

Staff are encouraged to handout as many Kuba Mangara dollars at lunch as possible. Students will hopefully see lunchtimes as a great time to show positive behaviours and collect money for their goal prize.

Note: Students who receive a Kuba Mangara dollar must be told why they are receiving the money. For example:

• “Great job James! You are picking up rubbish and being respectful and responsible”.
• “You are awesome James! You are being respectful and letting everyone play with your ball”.

**Parade and Attendance Celebrations**

During parade and attendance celebrations students and classes can earn Kuba Mangara dollars by displaying positive behaviours. Additionally if students win student of the week or have attended five days of the week they will receive 5 Kuba Mangara dollars.

Possible behaviour displayed may be:

• Sitting quietly
• Singing the Australian anthem
• Ignoring other students that may not be displaying positive behaviours.

**Physical Education, Music, Art and Library Teachers**

The teachers named above will have their own clipboards with a class list (appendix 2). When a positive behaviour is displayed the teacher will place a tick next to the name of the student. Once the lesson has finished the teacher will pass on the list to the following teacher. Once the list gets back to the classroom teacher, the ticks are then added to the classroom whiteboard.

The list will have an area for notes. This area may be used to pass on information about the classes or individual student’s behaviour. This will assist the next teacher to lookout for negative behaviours or continue rewarding positive behaviour.
**Administration Staff**

When students are in the office, staff can handout Kuba Mangara dollars to encourage positive behaviours. For Example:

- Showing administration good work
- Being respectful and using manners towards office staff

The Kuba Mangara dollars will be brought back to the classroom in exchange for a tick.

**End of Day Routine**

Either the teacher or a student can count up the ticks for the day on the whiteboard. The amount of ticks each student received will be added to the teacher booklet (booklet developed to suit by individual teachers). Before the student leaves at the end of the day, they will be told how many ticks they have altogether.

If a student reaches their goal they are to let the teacher know they are ready to buy. The teacher will present the student with a card that states how much money the student has acquired. The student will take the card to the shop in their class designated session.

**The Kuba Mungara Shop**

Students will be able to browse a catalogue of the different prizes available and how much they will cost. There will be prizes of varying value in the shop. Once students ‘purchase” at the Kuba Mangara shop the purchase price will be debited from their accumulated funds.

**Other Classroom Reward Systems**

Teachers are to use the reward system above in their classrooms and around the school. If teachers have other systems that have worked well for them, they may additionally use other systems. Examples of other systems may be:

- Classroom marble jar
- Stickers
- End of day rewards
- Student and group of the day rewards.
6. Responding to Unacceptable Behaviours

Our Responsible Behaviour Plan endeavours to provide a framework for the pro-active interactions between teachers and students with an Education focus leading to the development of self-managing individuals. However, where a pattern of inappropriate behaviour on the part of an individual student becomes evident, or an instance of inappropriate behaviour is especially significant or serious, a consistent and coherent process of response has been established i.e. a process for the management of inappropriate behaviour. This process exists as a demonstration of duty-of-care to the benefit of individual students in balance with preserving the collective rights of others. Our plan recognises and reinforces that there are always consequences arising from our actions and decisions.

The following levels of intervention are not necessarily ‘lock-step’ i.e. progression from one level to the next will depend upon a range of factors, not least being the seriousness of an incident and the impact of the incident upon the safety, welfare and learning/work environment of others. Each level indicates required actions and processes in order to provide ‘quality assurance’ that all reasonable measures have been taken to address issues of concern and to prevent escalation.

Positive Supportive Strategies

1. Use Essential Skills of Classroom Management such as descriptive encouraging, cueing, selective attending, non-verbal reminders, individual close talk, verbal redirection to learning etc. Student referred to correct behaviour, e.g. Classroom Expectations and consequences.

2. Relocation within Classroom
   If student continues to be disruptive, direct them to continue work or complete a reflection task at a separate table or location within classroom. Student remains under supervision of class teacher.

3. Withdrawal from Classroom
   Withdrawal to time-out in Buddy Classroom takes place under the supervision of Buddy Teacher where student completes current class work. Withdrawal is for a maximum period of 15 minutes. Parents may be notified.

4. Request for Administration Support
   For ongoing unacceptable or disruptive behaviour, a teacher aide or student can be sent to the office to request Administration support or a staff member may accompany the student/s in question to the office. Administrative support will include a structured reflective process around the student’s inappropriate behaviour including a plan for change.

5. Withdrawal to Office
   Administration follow-up may involve a ‘cooling off’ period in the Office Area.

6. Parent Notification
   Parent/s notified of situation. Consequences for individual students negotiated between Parent/s and Administration. Home visit or phone call.

7. Student Behaviour Conference
   Student Behaviour Conference negotiated between Student, Teacher, Administration and Parent/Carer (if possible).
   Student’s Behaviour Record discussed and Individual Student Behaviour Management Plan agreed with a focus on particular behaviours of concern. Follow up could include completion of Student Process.

8. Suspension
   This is implemented in line with the Education Queensland policy Safe, Supportive and Disciplined School Environment. Suspensions are an exclusion from the school premises for a brief period of time only. School work will be provided upon request for students suspended for one to six days. Access to a program of instruction will be provided for all students suspended from the
school for a period longer than twenty days. This is to support continuation of their education. Parents will be contacted re suspensions as per EGPA 2006 Section 285. Student Disciplinary Absences (SDA) will only be used after all other responses with due consideration for the welfare and safety of other students and staff.

9. Exclusion
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.

NOTES:
1. Teachers are required to keep behaviour records for students who demonstrate ongoing inappropriate behaviour. Teachers can contact parents/carers via a home visit if disruptive/unacceptable class behaviour continues.
2. Ongoing misbehaviour in the classroom or playground will require an incident report on OneSchool from the teacher.
3. Students need to be informed of the range of possible consequences for their actions.
4. Students involved in an act of violence or swearing directly at a school staff member will be placed on an immediate Administration Referral. Staff Member needs to complete an Incident Report on OneSchool as soon as possible.
5. Administration will determine the extent of the consequences for student misbehaviour by taking into account any mitigating circumstances, student age, student behaviour record, number/length of previous suspensions etc.
6. Individual Positive Behaviour Support Plans (IPBS). If a student is identified as exhibiting a high incidence of target behaviours and it is deemed appropriate, an IPBS plan is to be developed to effect change in behaviour.
7. Administration will refer to the Principal’s Action Flow Chart – Suspension, Cancellation of Enrolment.
8. Students who have been suspended are not eligible to attend excursions, represent the school in sporting events or other outings until such time as they have demonstrated appropriate behaviour after returning from suspension.
7. Consequence Framework

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

Our preferred way of re-directing low-level problem behaviour is to ask the student to think of how they might be able to act more safely, more respectfully or be a better learner. 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 our school wide expectations.

Suggestions for handling minor misbehaviours:

- Restate the expectation to be followed
- Re-teach your classroom (or setting) rules and expectations
- Check in with student to ensure student understands tasks and expectations for completion
- Give choices about sequence of tasks to complete
- Have a private conference with the student to identify the problem and come up with a solution
- Contact parents
### Minor Behaviours

<table>
<thead>
<tr>
<th>Bank of Consequences</th>
<th>Consistent Minor</th>
<th>Bank of Consequences</th>
<th>Major Behaviours</th>
<th>Bank of Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking</td>
<td></td>
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<tr>
<td>Refusal to work</td>
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<tr>
<td>Verbal abuse</td>
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<tr>
<td>Teasing</td>
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<tr>
<td>Failure to follow adult instruction</td>
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<tr>
<td>Physical harm (low)</td>
<td></td>
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<tr>
<td>Minor Property damage</td>
<td></td>
<td></td>
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<tr>
<td>Leaving class</td>
<td></td>
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<tr>
<td>Inappropriate attire</td>
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<td></td>
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<tr>
<td>play fights (gammon)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>threatening other students</td>
<td></td>
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<tr>
<td>being in an out of bounds area</td>
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<tr>
<td>throwing things</td>
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</tbody>
</table>

### Consistent Minor Behaviours which fail to respond to minor behaviour consequences.

- Continuous refusal to work over a week or longer period.
- Continuous teasing
- Continued refusal to follow teacher directions over time
- Repeat offences- phone, IPOD etc

### Major Behaviours

- Detention – lunch or after school
- Parent come and sit with student
- Outside agency talk to students
- Home visit
- Send home
- Guidance Intervention
- Individual Behaviour Plan
- Banbaji Program
- Equipment taken and returned at the end of the day or taken to parents / caregiver
- Behaviour contract / monitoring
- Failing to complete a detention
- Physically assaulting school staff
- Throwing objects and furniture at school staff
- Physically threatening staff members
- Fighting/acts of violence towards other students
- Swearing directly at school staff
- Sexual harassment
- Not following teacher directions e.g. refusing to go buddy timeout
- Bullying
- Illegal activities
- Persistently disrupting the rights of teachers to perform their role. (Elevated from lower level)
- Sent to the office
- Mediation / interview with teacher, admin, parent, outside adult, Banbaji
- Home visit
- Police
- Apology – verbal or written
- Detention – lunch or after school
- Parent come and sit with student
- Outside agency talk to students
- Home visit
- Send home
- Guidance Intervention
- Individual Behaviour Plan
- Banbaji Program
- Equipment taken and returned at the end of the day or taken to parents / caregiver
- Behaviour contract / monitoring

### Bank of Consequences

- Reflection sheet
- Detention(s)
- Counselling
- Student contract
- Restricted day/s
- Monitoring behaviour card
- Individual student behaviour plan/contract
- Revisiting school rules
- Restitution

Persistent behaviours which do not respond to consequences and / or intervention will be elevated to the next level to ensure appropriate support to facilitate appropriate behaviour.
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>• not keeping hands and feet to self</em></td>
<td><em>• Compromising safety of others through physical or emotional actions</em></td>
</tr>
<tr>
<td><em>• Tactical ignoring</em></td>
<td><em>• Escalating violence or aggression</em></td>
</tr>
<tr>
<td><em>• Non-verbal reminders</em></td>
<td><em>• Leaving the classroom regularly (Elevated from lower level)</em></td>
</tr>
<tr>
<td><em>• Revisiting class rules</em></td>
<td><em>• Vandalism/destruction of property</em></td>
</tr>
<tr>
<td><em>• Discussion of rules and expectations</em></td>
<td><em>• Dangerous misuse of equipment</em></td>
</tr>
<tr>
<td><em>• Reinforcement of rights and responsibilities</em></td>
<td><em>• Verbal abuse</em></td>
</tr>
<tr>
<td><em>• Removal of privileges</em></td>
<td><em>• Recording fights, student/staff actions at school, photographs and or distributes or uploads these imaged to websites or who sends harassing or threatening messages</em></td>
</tr>
<tr>
<td><em>• Reflection Sheet</em></td>
<td><em>• bullying using internet sites, phone (texting) or email</em></td>
</tr>
<tr>
<td><em>• Completion of work in own time</em></td>
<td><em>• Students use the Department’s corporate ICT network to distribute inappropriate images/footage</em></td>
</tr>
<tr>
<td><em>• Incident reports/referral to admin</em></td>
<td><em>• Carting Yarns</em></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*• Office time out</td>
</tr>
<tr>
<td></td>
<td><em>• Sent home for cooling-off period</em></td>
</tr>
<tr>
<td></td>
<td><em>• In-school suspension</em></td>
</tr>
<tr>
<td></td>
<td><em>• Formal suspension (1-5 or 6-20 days)</em></td>
</tr>
<tr>
<td></td>
<td>*• Phone removed from student, parents contacted, if phone not handed over, becomes police issue- if occurs again, suspension.</td>
</tr>
<tr>
<td></td>
<td><em>• Warning on first occasion- suspension (as for bullying)</em></td>
</tr>
<tr>
<td></td>
<td><em>• Ban from ICT school use- length of ban proportional to incident, parents contacted, Education Queensland internet violation protocols followed</em></td>
</tr>
</tbody>
</table>
8. Targeted behaviour support

At times, groups of students or individuals are identified as needing targeted behaviour support through the analysis of OneSchool behaviour data. Behaviour of these students may not be immediately regarded as severe; however the frequency of their behaviours may put students’ learning and social success at risk if not addressed in a timely manner.

Targeted behaviour support occurs where children consistently breach Mornington Island State School’s Responsible Behaviour Plan for Students and school and classroom rules. Mornington Island State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of OneSchool behavioural data to accurately identify students requiring targeted support;
- In-school referral process for teachers seeking assistance to support students with targeted-level needs;
- Team approach to supporting students on targeted support programs;
- Use of data-based criteria for evaluation and exit from targeted support program;
- Making adjustments as required to address individual students’ needs (e.g. curriculum modifications, possible social skills programs, adult monitoring);
- Whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations;
- Using *Essential Skills in Classroom Management* (e.g. non-verbals, selective attending) to avoid confrontational situations; (Supported by Classroom Profiling)
- Using support staff to respond to student needs – curriculum support including STLaN, teacher aides – through modified programming;
- Whole school commitment to dealing with inappropriate behaviours e.g. time out, buddy class, minor incident reporting, home visits, detention, home for ‘cool off’ and incident reports are some of the processes used both in the classroom and playground;
- Referrals made through Student Support Committee for students requiring additional support e.g. Guidance Office, Advisory Visiting Teachers, Medicare Local;
- Consultation with parents – may include individual behaviour plan, monitoring process, teacher interview, contracts;
- Structured lunchtime activities.

9. Intensive behaviour support

*Intensive intervention and behaviour support processes and programs.* Use of OneSchool behaviour data to accurately identify students requiring individualised support

- Whole school commitment to consistent classroom behaviour plans, rules and expectations, consequences, rewards and celebrations, individual education plans;
- Counselling and consultation with student and parents;
- Behaviour monitoring cards – to report to Administration team member daily;
- Individual Behaviour Support Plans developed for students with high behavioural needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- In-school referral process for teachers seeking assistance to support students with intensive-level needs;
- Use of the Functional Behaviour Analysis process to investigate patterns of behaviour;
- Flexible and or alternative learning options;
- Use of regional behaviour support options;
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health);
- Students receiving support or working on a program – Guidance Officer, Medicare Local, Centacare Counselling Services, Department of Communities, Adopt-a-Cop, Police Liaison Officer (PCYC)
• Withdrawal from class – Internal suspension
• Suspensions (1-5 days) or (6-20 days)

Re-entry
A re-entry meeting will take place with an administration representative, the student, parent / guardian, and class teacher. An individual re-entry plan will be developed with all parties taking into consideration what lead to the original report.

RECORD KEEPING
All teachers are required to maintain an individual student record of behaviour (Appendix 3). Repeat breaches of the School Expectations, or failure to respond to behaviour support intervention, will be reported on One School and referred to administration.

Teachers on playground duty communicate student behaviour to classroom teachers through the completion of Playground Behaviour Incident Form (Appendix 4) and forwarding to the class teacher.
10. Emergency or CRITICAL INCIDENT RESPONSE

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

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

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

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

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student's where possible, speak calmly and respectfully, minimize body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debriefing after an Incident
Time spent on debriefing can be effective part of the recovery process (Appendix 5). Debriefing will take place as soon as possible after an incident. It is important that the environment has returned to a calm state.

The purpose of debriefing is to:
• Support those involved in a crisis situation (provide professional assistance if necessary);
• To provide an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through.

Students also need to be involved in the debriefing process. Students can either write or draw what happened.

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 Mornington Island State School's duty of care to protect students and staff from foreseeable risks of injury is met.
physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and; in extreme situations, using non-harmful restraint to safely control an individual until he or she can regain control of their behaviour.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment;
- physical intervention should not be used when a less severe response can effectively resolve the situation;
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats;
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

Staff Training
A staff team has been trained in the principles and techniques of the Non-Violent Crisis Intervention model. This training gives staff the confidence necessary to handle crisis situations with minimal anxiety and maximum security; allowing staff to intervene more safely when behaviour becomes dangerous.

Risk Management
Risk management is a process of systematically eliminating or minimising the adverse impact of the behaviour potential of some students that may give rise to dangerous situations.

This process will involve a thorough analysis of the student’s behaviour history so that unacceptable risk factors can be identified, removed, avoided or suitably controlled. This process will include risk identification to establish the range of risks and hazards, both actual and potential.

To identify risks and safety concerns or potential dangers the main causal factors are taken into consideration. For example:

- the physical and emotional needs of the student, including students with disabilities and students with special mediation needs;
- the expertise and experience of staff and students including their strengths and limitations;
- age of student;
- how to manage an emergency situation.

11. Network of student support
Students at Mornington Island State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
• Teachers
• Support Staff
• Administration Staff
• Guidance Officer
• Student support staff including: Teacher Aides, Guidance Officers, Behaviour Support Teacher
• Adopt a cop Police Officer
• District Behaviour Support Team

Support is also available through the following government and community agencies:
• Disability Services Queensland
• Child and Youth Mental Health
• Wellbeing Centre
• Mission Australia
• Save the Children
• CNWQML
• Managing Young Children’s Program
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council

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

Mornington Island State School considers the individual circumstances of students when applying support and consequences by:
• promoting an environment which is responsive to the diverse needs of its students
• establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
• recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs
13. Banbaji Program

On the Mornington Island Community, it is not uncommon for minor conflicts between students to escalate into major community violence and unrest. This disruption has both long term and short term effects upon the criminal vulnerability of community members.

In the short term, the disruption into community [and school] violence increases the likelihood of victimisation of innocent parties and the commencement of the criminal justice procedures against the offenders. In the long term, the prolonged disruption to the children’s education and extended school absences due to hurt feelings and/or unresolved threats, places these children at higher risk of entering into the criminal justice system at a later date in their lives due to prolonged periods of truancy and further, an eventual inability to gain meaningful and productive employment in their adult lives. [Vold & Bernard 1986:79]

In the past, dispute issues amongst students have included [but not limited to]

- Name calling
- Teasing
- Exclusion
- Friendship & Family problems
- Rumours
- Property issues
- Fighting

Measures are needed to be taken to minimise the impact of minor altercations and disputes upon the schooling opportunities of the children of Mornington Island. The introduction of a culturally-sensitive approach in the initial stages of any student dispute will go a long way to minimise any immediate adverse impact or interruption, prevent the potential escalation into community-wide unrest and have the disputing students remain engaged in their education.

From a long term perspective, there are many crime prevention benefits to indigenous children remaining engaged in education with a minimum of interference and interruption. In addition to being able to obtain more rewarding employment, education also makes individuals less impatient or more risk averse, further reducing the propensity to commit crimes. And as such, it is difficult to imagine a better reason to develop initiatives that prevent and minimise any disruption to school life. [Lochner 2002:50]

Aims & Objective

The objective of the Banbaji Student Service is to assist the Mornington Island State School, Justice Group and the local community to manage the conflicts between students with cultural insight and in a timely manner. The Banbaji Student Service is designed to be part of a whole school approach to the management of conflict and serve as an example of a local community organisation [Mornington Island PCYC] engaging in a partnership with the Junkurilaka Justice Group and Mornington Island State School to develop approaches to the prevention of conflict.

The Banbaji Student Service has clear conflict management policies and procedures that uphold and reinforce the school policy areas of equal opportunity, anti-harassment/bullying, student welfare and discipline. The Staff involved in the service will model positive, co-operative and collaborative relationships with staff and students.

The key aims of the Banbaji Student Service are to provide timely if not immediate assistance to:

- prevent student issues and misunderstandings from becoming protracted and destructive disputes.
- help young people resolve their differences.
- assist disputing parties to assess their options realistically and reach mutually and culturally acceptable solutions.
• encourage future co-operation
• resolve disputes confidentially
• act as an independent third party
• to achieve understanding and respect
• to focus discussion between the parties on problem-solving rather than blame and
  punishment
• encourage the conflicting parties to take responsibility for their actions

For all parties, PCYC Staff, Justice Group Members and School Staff / Students to be satisfied with
the way an issue or problem has been resolved, they need to feel that:
• The process was fair, i.e. their issues were heard and understood
• The agreement or decision reached was reasonable and fair
• The relationship between parties has been helped by the process
• They can manage their relationship in the future

FOR MORE DETAILED INFORMATION REFER TO “BANBAJI STUDENT SERVICE MORNINGTON ISLAND” attachment as part of Mornington Island Attendance Program. All referrals must be through Principal, DP, HOC or HOD.
14. Bullying Policy

BULLYING IS NOT PART OF OUR CULTURE

Bullying (including Cyberbullying) is the recurring pattern of behaviour that hurts, threatens or frightens someone else. Bullying can be physical, verbal or emotional. Bullying is learned and can be unlearned.

Purpose
At Mornington Island State School, we believe that every member of our school community has great individual worth which should be recognised and respected. As educators, we want to actively promote the concept of the individual dignity, which will become a life-long value. The school community will be pro-active in eliminating bullying behaviour. The goal is not to label or humiliate students who bully; rather it is to help them stop using bullying behaviours.

The school uses 2 programs:
- “Beating Bully Dozer”, to provide students with a common language, understanding and approach to bullying and
- “Bounce Back” to promote wellbeing and resilience

Roles and Responsibilities

School Staff
- Take all reasonable steps to prevent bullying from occurring in the school
- Co-ordinate collection of information of this type of behaviour – incident reports
- Counsel both victims and family – make referrals to Guidance Officer or other support programs
- Inform parents (both victims and bullies) of the incident
- Consequences as per Responsible Behaviour Plan
- Provide a range of lunchtime activities and areas for students. Regularly discuss bullying behaviour, ways of dealing with it, why people bully and the consequences of bullying.
- Do not use the label ‘bully’, instead focus on the inappropriate behaviour.
- Participate in focussed professional development re: Bullying
- Implement the Bully Bulldozer program according to developmental level and emerging needs (G:\Coredata\Common\SWPBS\Beating Bully Bulldozer) (G:\Coredata\Common\SWPBS\Bounce Back)

Guidance Officer
- Counsel both victims and bullies
- Work with family members
- Run programs with classes e.g. ‘Bullying. No Way!’

Parents
- To be informed about incidents of bullying involving their child (victim and bully) and asked to provide support
- Model appropriate behaviour at all times
- Support the school’s philosophy
- Watch for signs of your child being bullied
- Encourage your child to adopt the anti-bullying strategies taught at school
- Instruct your child to immediately tell a teacher or support staff if they are bullied
- Inform the school immediately of any suspected bullying

Students – Individually and as a group
• Make it plain to the bully that bullying is not acceptable at our school
• Initially use appropriate responses to solve the problem (e.g. walk away)
• Seek intervention by reporting bullying to a teacher, support staff or parent
• Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
• Never ignore the situation

**Options for teachers witnessing bullying behaviour**

- Report all incidents (minor and major)
- Reassure the victims – don’t make them feel inadequate or foolish
- Offer concrete help, advice or support
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim’s point of view
- Impose consequences for the bully – be conscious of the role of aggression
- Refer the bullying incident to the Guidance Officer for alternative strategies or extra support
- Model appropriate behaviour at all times
- Reassure the individual that bullying is unacceptable listen to the student and ask what you can do to help
- Act appropriately to the student’s concern
- Provide advice, *intervene* and monitor.
- Record on OneSchool

**Options for those subjected to bullying**

- High Five Steps
  - Ignore
  - Talk Friendly
  - Talk Firmly
  - Walk Away
  - Tell
    - Approach a supportive person for advice e.g. Teacher, Teacher Aide
    - Take the complaint directly to the Head of Department, Deputy Principal or Principal

**Why is Bullying a Curriculum Issue?**

Students need to know about bullying so that they

- Know what to do if they are bullied or they observe others being bullied
- Will not be responsible for bullying others

To prevent bullying occurring in the future, students need to learn within the curriculum about

- Reasons and motives behind bullying behaviour
- What type of behaviour may constitute bullying
- Skills for dealing with conflicts and learning to protect themselves

**Communicating the Policy**

- Parents – informed about the policy in regular articles at the start of the year – new enrolments given a copy of the Responsible Behaviour Plan
- Staff – every staff member to receive a copy of the Responsible Behaviour Plan, discussed at induction sessions and revisited at staff meetings
- Students – to be reminded of policy regularly, both in class and as a part of Tracks Social Skilling program

**Range of Bullying Resources Available includes:**

- The Bully Free Classroom (TR 371.5 BEA)
• Don’t Pick on Me – How to Handle Bullying (TR 305 ST0)
• Fighting, Teasing and Bullying: Effective Ways to help you child (TR 305 PEA)
• Stop Bullying! Video and Teacher Notes (VID 305 MEN)
• Bullying. No Way! Video Kit (RAC 305 DPT)
• Bullying in Schools (VID 395 VID)
• Dealing with Bullying (TR 305 SOL)

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

Aims of the Policy
- To provide a safe, secure learning environment for all.
- To create a supportive climate for all members of our school community.
- To raise awareness of the issues involved with bullying and provide information to students, staff and parents.
- To support and empower students and to build their emotional resilience on their life journey.
- To implement procedures to address bullying behaviour at both educational and disciplinary levels.

What is Bullying?
Bullying is classified by three components. They are:

- Repeated incidents
- Intent to hurt
- Power imbalance

In any bullying incident, there will likely be three parties involved: the bully, the victim, and bystanders. If persons are aware of an incident of bullying, they automatically become a bystander. They have a responsibility to report the incident to an adult within the school community, and if they fail to do so, become accountable within the incident.

The Mornington Island State School position statement on this issue is that bullying of any kind is unacceptable in the school community.

There are many forms of bullying:

- physical
- verbal
- gesture
- repeated exclusion
- cyber

Signs of Bullying
Teachers, parents or students who observe a radical change in another students’ behaviour should discuss and report it to administration as changes may be symptomatic of bullying. Behaviours that might be observed are:

- An unwillingness or refusal to go to school
- Feeling ill in the mornings
- A decline in quality of school work
- Becoming withdrawn and lacking confidence
- Crying at night, having nightmares
- Asking for money or starting to steal (to pay the bully)
- Refusing to talk about what’s wrong
- Having unexplained bruises, cuts, scratches
• Beginning to bully other children or siblings
• Becoming aggressive and unreasonable

Education and Prevention
Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our School Wide Positive Behaviour Plan practices will be maintained at all times. This will ensure that:

• Proactively the following three programs run simultaneously across all year levels in the school according to the scope and sequence provided by the SWPBS team:
  o BEATING BULLY BULLDOZER
  o BOUNCE BACK
  o MISS HIGH FIVE
• Our School Wide Positive Behaviour Plan will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
• All students know the four school expectations and have been taught appropriate behaviours attached to each expectation 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.

Parents, teachers, and students are to be made aware of this policy. Regular professional development of staff on the topic of bullying and negative behaviours will take place.

15. 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

16. 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

17. Some related resources
• Bullying. No Way!
• Schoolwide Positive Behaviour Support
• Bounce Back
• Bully Bulldozer
• Code of Conduct for School Students Travelling on Buses

18. Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Acceptable Use Policy for mobile phones

Purpose

The increased ownership of mobile phones requires that school administrators, teachers, students, and parents take steps to ensure that mobile phones are used responsibly. This Acceptable Use Policy is designed to ensure that potential issues (such as mobile etiquette) can be clearly identified and addressed; ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

Mornington Island State School has established the following Acceptable Use Policy for mobile phones that provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones during school hours.

In order for students to carry a mobile phone during school hours, students and their parents or guardians must first read and understand the Acceptable Use Policy.

The Acceptable Use Policy for mobile phones also applies to students during school excursions, camps and extra-curricular activities.

Rationale

Personal safety and security

Mornington Island State School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also ever-increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their child quickly at any time.

Young people and mobile phones
The scientific evidence does not indicate the need for special precautions for either adults or children in the use of mobile phones. This view is supported by the World Health Organisation (WHO) and other leading experts and health authorities internationally.

Mobile phones sold in Australia are required to comply with the Australian Communication Authority’s Electromagnetic Energy (EME) safety standard, which is for all people, including children. The safety margins on national and international guidelines are significant and already take into account any differences in exposure that could be experienced by children due to conductivity and head size.

Responsibility
It is the responsibility of students who bring mobile phones onto school premises to adhere to the guidelines outlined in this document.

The decision to provide a mobile phone to their children should be made by parents or guardians.

Parents should be aware if their child takes a mobile phone onto school premises.

Permission to have a mobile phone at school/while under the school’s supervision is contingent upon parent/guardian permission in the form of a signed copy of this policy. Parents/guardians may revoke approval at any time.

Acceptable Uses

Mobile phones should be switched off during classroom lessons. Exceptions may be permitted in exceptional circumstances, should the parent/guardian specifically request it. Such requests will be handled on a case-by-case basis, and should be directed to the school Principal. Parents are reminded that in cases of emergency, the school office (47479333) remains a vital and appropriate point of contact and can ensure your child is reached quickly, and assisted in any appropriate way.

While on school premises, students should use soundless features such as text messaging, answering services, call diversion and vibration alert to receive important calls.

Unacceptable Uses

Unless express permission is granted to the contrary, mobile phones should not be used to make calls, send SMS messages, listen to music, surf the internet, take photos or any other application during school lessons.

Students with mobile phones may not engage in sending group SMS messages.

Mobile phones should not disrupt classroom lessons by ringing or beeping.

Should there be repeated disruptions to lessons caused by a mobile phone; the responsible student may face disciplinary actions as sanctioned by the Principal.

Theft or damage

Students are required to mark all their mobile phones clearly with their names.

Students who bring a mobile phone onto school premises should leave it with their class teacher as soon as they arrive or hand it to the office for safe keeping. In order to reduce the risk of theft during school hours, students who carry mobile phones are advised to keep them well concealed and not ‘advertise’ they have them.

Mobile phones which are found in the school and whose owner cannot be located should be handed to front office reception.

The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.

The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.

It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (eg by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones and/or passwords may not be shared.

Inappropriate conduct
Any student/s caught using a mobile phone to cheat in exams or assessments will face disciplinary actions as sanctioned by the Principal or student council.

Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary actions as sanctioned by the Principal.*

Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. Students using mobile phones to bully other students will face disciplinary actions as sanctioned by the Principal or student council.*

* It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. As such, if action as sanctioned by the Principal is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.

Refer to: SCM-PR-003:
Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
I am safe, I am respectful, I am a learner

Kuba

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Appendix 3

Responsible Behaviour Card

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- [ ] Be Respectful
- [ ] Be Responsible
- [ ] Be Safe
- [ ] Own Your Own Behaviour

Appendix 4
Playground Behaviour Incident Form

Be a Learner, Be Respectful, Be Safe

Child's Name: ____________________________

Date: ________ Class: _______ Time: _______

Location: ___________________________________

• Warning   Y    N
• Time out completed   Y    N
• Time away completed   Y            N
• Student was sent to the office: Y           N

RED LINE OFFENCE:  Y             N

Describe Incident:

____________________________________

____________________________________

____________________________________

____________________________________

Witness/es:

___________________________

Referring staff:________________________

Action: ______________________________

Follow up: ____________________________
Appendix 5

Debriefing Report

Formal debriefing should be led by a staff member or other trained professional 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.