MORAYFIELD EAST STATE SCHOOL

**RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS**

“EARRL” the Dragonfly
Everyone Achieving Respectful Responsible Learning

Morayfield East State School Vision
A school of choice committed to high standards of learning and celebration of success.

Morayfield East State School Purpose
At Morayfield East State School we hold our core values of HONESTY, INTEGRITY, RESPECT and RESPONSIBILITY as our guiding principles. We provide a quality education that prepares students to make well-informed choices for their future.
1. Purpose

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

Morayfield East State School is committed to providing a safe, supportive and disciplined environment that respects:

- The right of all students to learn
- The right of teachers to teach
- The right of all to be safe

Our Responsible Behaviour Plan for Students is focussed on teaching, reinforcement and support in order to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Morayfield East State School developed this plan in collaboration with the school community. Consultation with parents, staff and students was undertaken through, P&C meetings, staff meetings, year level meetings and School Wide Positive Behaviour Support meetings. Data has been drawn from school opinion surveys, school disciplinary absence records and School behaviour statistics and reports. It has also been informed by the School Discipline Audit and the SWPBS School-wide Evaluation Tool (SET) Survey. The plan will be updated annually as part of the School Wide Positive Behaviour Support (SWPBS) system.

3. Learning and behaviour statement

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviour, preventing problem behaviour and responding to unacceptable behaviour.

At Morayfield East State School we recognise that behaviour is a person’s best attempt to meet their needs at a given time with their available skill set. We also recognise that behaviour can be taught and that change and improvement in behaviour comes about with appropriate teaching, reinforcement and support.

We also recognise that appropriate behaviour, combined with social skills, is an important aspect of lifelong learning and social and emotional wellbeing.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour both clearly and consistently across the school community.

- I am RESPECTFUL
- I am LEARNING
- I am SAFE AND RESPONSIBLE

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 Department of Education and Training’s (DETE) Code of School Behaviour.
School-wide Behaviour Expectations

At Morayfield East State School, we emphasise the importance of clearly communicating and directly teaching our behaviour expectations. We have developed a matrix of specific behavioural expectations across all school settings:

### Morayfield East State School Expectations Matrix

<table>
<thead>
<tr>
<th>I am RESPECTFUL</th>
<th>I am LEARNING</th>
<th>I am safe &amp; RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>follow adult instructions</td>
<td>strive for excellence</td>
<td>use STOP, WALK, TALK</td>
</tr>
<tr>
<td>treat others the way you wish to be treated</td>
<td>be a problem solver</td>
<td>take responsibility and accept consequences</td>
</tr>
<tr>
<td>use manners</td>
<td>be an active listener</td>
<td>model appropriate behaviour</td>
</tr>
<tr>
<td>speak respectfully to others</td>
<td>ask for help when needed</td>
<td>keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>give personal space</td>
<td>be honest</td>
<td>be in the right place at the right time</td>
</tr>
<tr>
<td>respect all property</td>
<td>be in the right place at the right time</td>
<td>move safely at all times</td>
</tr>
<tr>
<td>respect the environment</td>
<td>be in the right place at the right time</td>
<td>wear full school uniform</td>
</tr>
<tr>
<td>choose an appropriate noise level</td>
<td>be in the right place at the right time</td>
<td>leave valuables at home</td>
</tr>
<tr>
<td><strong>OUTSIDE CLASSROOMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play by the rules</td>
<td>follow the rules of a game</td>
<td>use covered walkways in wet weather</td>
</tr>
<tr>
<td>include others</td>
<td>display a good sporting attitude</td>
<td>report damage</td>
</tr>
<tr>
<td>wait patiently, take turns</td>
<td>respect others’ right to learn</td>
<td></td>
</tr>
<tr>
<td>share and return equipment</td>
<td>be punctual, prepared &amp; ready for learning</td>
<td></td>
</tr>
<tr>
<td><strong>CLASSROOMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>follow adult instructions</td>
<td>respect others’ right to learn</td>
<td>be in the right place at the right time</td>
</tr>
<tr>
<td>respect others</td>
<td>be punctual, prepared &amp; ready for learning</td>
<td>make sure your teacher knows where you are at all times</td>
</tr>
<tr>
<td>use an appropriate noise level</td>
<td>actively participate in classroom tasks</td>
<td>move safely at all times</td>
</tr>
<tr>
<td>be an active listener</td>
<td>give your best effort</td>
<td>use equipment appropriately</td>
</tr>
<tr>
<td>speak respectfully to others</td>
<td>ask for help when needed</td>
<td></td>
</tr>
<tr>
<td>use manners</td>
<td>be persistent</td>
<td></td>
</tr>
<tr>
<td>take turns</td>
<td>use technology appropriately</td>
<td></td>
</tr>
<tr>
<td><strong>EATING AREAS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sit when eating</td>
<td>make healthy choices</td>
<td>be in the right place at the right time</td>
</tr>
<tr>
<td>use your own money</td>
<td>keep eating areas clean</td>
<td></td>
</tr>
<tr>
<td>eat your own food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wait until dismissed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOILETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect others’ privacy</td>
<td>use toilets before school and at breaks</td>
<td>use the toilet area appropriately</td>
</tr>
<tr>
<td>use toilets before school and at breaks</td>
<td>be hygienic</td>
<td>take a buddy during class time</td>
</tr>
<tr>
<td><strong>BEFORE &amp; AFTER SCHOOL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be respectful to all people</td>
<td>be punctual, prepared &amp; ready for learning</td>
<td>travel to and from school safely</td>
</tr>
<tr>
<td>leave grounds promptly after school</td>
<td></td>
<td>follow the road safety rules</td>
</tr>
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<td></td>
<td></td>
<td>follow bus code of conduct</td>
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<td></td>
<td></td>
<td>follow bike safety rules</td>
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<td></td>
<td></td>
<td>be in the right place at the right time</td>
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<td>report to the office if not collected after school</td>
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<tr>
<td><strong>TUCKSHOP</strong></td>
<td></td>
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<tr>
<td>wait patiently in line</td>
<td>order lunch before school</td>
<td>be in the right place at the right time</td>
</tr>
<tr>
<td>use your own money and eat your own food</td>
<td>be in the right place at the right time</td>
<td>eat in eating areas</td>
</tr>
<tr>
<td><strong>HALL</strong></td>
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</tr>
<tr>
<td>be an active listener</td>
<td></td>
<td>keep hall area clean and tidy</td>
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<tr>
<td>follow adult instructions</td>
<td></td>
<td></td>
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<tr>
<td>be respectful of the National Anthem</td>
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<tr>
<td><strong>CENTRE FOR ENRICHED LEARNING</strong></td>
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<tr>
<td>use an appropriate noise level</td>
<td>participate in activities</td>
<td>Follow CFEL procedures</td>
</tr>
<tr>
<td>share the space</td>
<td>ask for help when needed</td>
<td>Keep the area clean</td>
</tr>
<tr>
<td>select books quickly</td>
<td>choose books at my level</td>
<td>Move appropriately around the space</td>
</tr>
<tr>
<td></td>
<td>be punctual, prepared &amp; ready for learning</td>
<td></td>
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</tbody>
</table>
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Morayfield East State School nominated to become part of a state wide behaviour initiative and became a School-wide Positive Behaviour Support (SWPBS) school in 2009. This research and evidence based approach incorporates a multi-tiered, proactive and supportive model for facilitating positive behaviour and responding to unacceptable behaviour:

**Tier 1/UNIVERSAL SUPPORTS – proactive, preventative support for ALL students**

- Administration and staff support, participation and leadership
- SWPBS Professional Leadership Team meets fortnightly
- Staff professional development
- Behaviour expectations defined, displayed and communicated
- Behaviour expectations taught through weekly SWPBS lessons
- Behaviour incidents used as teaching and learning opportunities
- Acknowledgement of expected behaviours utilising a range of short, mid and long term strategies
- Classroom Behaviour Management Plans developed and communicated by class teachers
- Active Supervision procedures for classroom and non-classroom settings
- School-wide processes for the correction of unproductive behaviour
- School-wide system for recording and responding to behaviour data in order to work proactively and supportively

**Tier 2/TARGETED SUPPORTS - data indicates targeted support needs**

- Targeted behaviour teaching and support
- Social emotional programs and support
- Targeted social skill development strategies and support
- Playground support plans
- Behaviour improvement support plans
- Behaviour goal supports
- Classroom Profiling
- Parent/Carer communication
- School chaplain support

**Tier 3/INTENSIVE SUPPORTS – data indicates intensive behaviour support needs**

Tier 3 supports are accessed through a teacher referral to the Student Services Support Team comprised of our Head of Student Support Services (HOSS), Administrators, Guidance Officer, Behaviour Support Consultant, Speech Language Pathologist, Special Education Teachers and Chaplain and the student’s class teacher.

- **Behaviour Consultant Support** (e.g. observations, reports, resources, Individual Behaviour Support Plans (IBSP), access to programs, parent/carer support, parenting programs etc)
- **Guidance Officer Support** (e.g. parent/carer support, referral to external agencies, counselling, assessment, resources etc)
- **Speech Language Support** (e.g. assessment, resources, access to programs, parent/carer support etc)
- **Administrators** (e.g. parent/carer support, access to external agencies, assistance to develop support plans, resources etc)
- **HOSS/Special Education Teachers** (e.g. ideas, resources, class support, access to programs, parent/carer support etc)
5. Reinforcing Behaviour Expectations - Acknowledgement

At Morayfield East State School we have developed a number of systems for acknowledging students, which reinforce our behaviour expectations. All staff is skilled in ways to give consistent and appropriate acknowledgement. These acknowledgements take many forms and are continually reviewed for effectiveness to ensure they resonate with the individual student or group. When students demonstrate appropriate behaviour they may be acknowledged in the following ways:

- **Universal Acknowledgement**

- **Gotcha System** – ‘Gotcha’ tickets are issued for students demonstrating our school-wide behaviour expectations and it is noted which expectation has been demonstrated. These Gotchas may then be used to add to cumulative house points, gain assembly awards or go into lucky prize draws. These award systems are varied and may change from term to term or year to year, based on feedback from staff, students and parents.

- **Class Incentive Systems** – Individual class teachers develop systems to reinforce positive behaviour as part of their Classroom Management Plan. These systems may incorporate immediate, short term and long term acknowledgement and could include: specific positive praise, stickers, certificates, special privileges or prizes. An extensive list of ideas is available for teachers on the school home page.

- **Weekly SWPBS certificates** – Class teachers identify one student per week who has consistently demonstrated the behaviour expectations for the week.

- **SWPBS House of the Year** – All Gotchas are sorted into House groups and scores are announced each week at assemblies. At the end of the year the House with the greatest number of points participate in a House celebration which is determined during Term 1 each year.

- **Targeted Acknowledgement**

  - specific acknowledgment linked to behaviour improvement goals

  - regular and specific feedback to students requiring targeted support about class and playground behaviour through tracking and/or record cards. This feedback is used to track progress, inform plans and celebrate success.

- **Intensive Acknowledgement**

  - specific acknowledgements as part of an Individual Behaviour Support Plan to reinforce identified behaviour goals

6. Consequences for unacceptable behaviour

Morayfield East State School adopts a proactive approach to preventing problem behaviour by teaching and reinforcing expected behaviours on an ongoing basis. Our school strives to ensure that responses are consistent and proportionate to the nature of the behaviour.
When responding to problem behaviour, the staff member first determines if the incident is low level, medium level or high level.

- **Low level** incidents are managed by staff members utilising a range of strategies to get students back on track.
- **Medium level** incidents are managed by staff utilising a range of strategies and consequences.
- **High level** incidents are managed by staff and referred to Administration for additional support. These incidents are recorded on One School (Education Queensland database). Emergency or critical incidents result in a request for immediate Administration assistance.

**Low** and **Medium level** behaviours are those that:

- involve minor type rule breaking incidents.
- do not seriously harm others or cause suspicion that a student may be harmed.
- are not part of a pattern of problem behaviours.
- do not require involvement of specialist support staff or Administration.

**High level** behaviours are those that:

- significantly violate the rights of others or put others or self at risk of harm
- require the involvement of school Administration or / and other support staff.

At Morayfield East State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development. A glossary of rule breaking categories of behaviour in One School has been included for staff, students and parents (Appendix 6).

Students also receive instruction about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour, or when consequences are applied.
As part of our SWPBS approach, staff collaboratively formulated a flowchart that details the response to inappropriate behaviour at low, medium and high levels in learning settings:

**Consequence Flow Chart**

**IN CLASS**

- **Teacher Support**
  (Get back on track and learning / Essential Skills)

- **Rule Reminder**

- **Warning/Choice**

- **Time Out in Class**
  (In own classroom)

- **Buddy Class**
  (In another class)

**TEACHER MANAGED (MINOR/MODERATE)**
- Teacher Administered Follow-up e.g. parent contact, logical consequence
- One School Entry; Behaviour Incident

**ADMINISTRATION MANAGED (MAJOR)**
- Administration Referral
- Administration respond and determine consequences

Major Behaviour Incident - Immediate Administration Intervention
As part of our SWPBS approach, staff collaboratively formulated a flowchart that details the response to inappropriate behaviour at minor, moderate and major levels in non-learning areas such as playground, carpark, gates:

**Consequence Flow Chart**

**NON-CLASSROOM SETTINGS**

- **Staff Support**
  - (Get back on track)

- **Rule Reminder**

- **Warning/Choice**
  - (e.g. sit in designated spot, walk and talk etc)

- **Time Out**

**STAFF MANAGED (MINOR/MODERATE)**

- Complete Incident Record - issuing staff member to record consequences given using ‘E.A.R.R.I. Report Form’. Class teacher to follow up with proactive behaviour support strategies if/when appropriate. Class teacher to be provided ‘copy’ of ticket before end of day.

**NOTE:**

- Teachers - enter incidents on One School (regardless of whether in their class)

- T/Aides – E.A.R.R.I. Report goes to class teacher to enter on to One School (keep carbon copy for own records)

**ADMINISTRATION MANAGED (MAJOR)**

- Administration Referral


  - URGENT: send children to office with ‘URGENT ASSISTANCE CARD’ for Administration to assist immediately
**School Disciplinary Absences**

**SUSPENSION**

Students are suspended from school by the Principal. Suspension is used in cases that involve misconduct, disobedience and/or conduct prejudicial to the good order and management of the school.

Suspension is used as a consequence for incidents involving:
- physical aggression towards students and adults including spitting.
- verbal aggression or intimidation towards students and adults.
- physical aggression towards students and adults.
- vandalism.
- incidents involving alcohol, cigarettes or drugs.
- a pattern of high level rule breaking where a range of strategies has not brought about needed improvement and change.
- significant class disruption or non-compliance
- significant bullying behaviour or cyberbullying

Students who are suspended have not demonstrated appropriate behaviours. The school expectations of respect, safety and responsibility, and learning have been broken. Time may also be needed for the school to develop plans and implement processes to ensure the safety and well being of staff and students.

Suspension may be:
- suspended from school 1–10 days.
- suspended from school 11–20 days.
- suspended for 20 days with the recommendation for exclusion.

**EXCLUSION**

Exclusion may be sought for serious incidents involving suspension. Exclusion is also sought for incidents involving intimidation or aggression with a weapon (Appendices 10 and 11), and repeated high level rule breaking where a range of strategies has not been successful. Behaviour both inside or outside the school that affects the good order and management of the school will result in a recommendation to exclude a student or students.

**7. Emergency responses or critical incidents**

Our school seeks to prevent and manage critical incidents involving behaviour issues to minimise the stress and reduce the trauma experienced by members of the school community. Care, Welfare, Safety and Concern remain the priority for all members of our school.

Therefore, it is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviours. 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/s or others is likely to be placed in serious jeopardy.
Our school has an emergency response system to request medical assistance and/or urgent assistance to respond to severe behaviour incidents and emergency situations. In response, the team may include teachers, teacher aides, members of the Administration team, First Aid officers, Office staff, Guidance Officer and Specialist staff.

**Strategies** used include establishing supportive communication and using basic defusing strategies (Appendix 7) by:
- avoiding escalating the problem behaviour.
- maintaining calmness, respectful attitudes and detachment.
- approaching the student in a non-threatening manner.
- using crisis communication and directive strategies.
- following through.
- debriefing.

The **goal** of staff is to de-escalate the incident. Where this is not possible, staff will seek to isolate the incident, contain the situation and/or evacuate for safety.

In some cases, 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 adult.
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Morayfield East State School’s duty of care to protect students and adults from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve:
- coming between students,
- blocking a student’s path,
- removing potentially dangerous objects and,
- in extreme situations, using more forceful restraint.

It is important that **all staff understand**:
- physical intervention cannot be used as a form of punishment.
- physical intervention must not be used when a less intrusive response can effectively resolve the situation.
- staff safety is a priority and
- physical intervention is usually used in a team approach.

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

First aid, recording, debriefing and follow up occur as soon as practical after the emergency situation.

Each instance involving the use of physical intervention must be formally recorded. The school maintains the following records:
- Incident Report involving Severe Behaviour (Appendix 8).
- Health and Safety Incident Record
- Debriefing Report for Student and Staff (Appendix 9).
8. Network of student support

The network for support at Morayfield East State School is provided through positive reinforcement, a system of universal, targeted, and intensive behaviour supports and is based on a team approach to support students in making positive behaviour choices, within a supportive school environment. Networks may include:

- the student’s parent/s and sometimes extended family
- trusted family friends
- sporting, cultural and community involvement
- teaching and support staff
- SWPBS teams
- school Chaplain
- members of the Administration team
- Guidance Officer
- Special Education Program staff
- Behaviour Support Consultant
- School Community Police Officer based at Morayfield State High School
- District personnel including Senior Guidance Officer, Student Management Services, Positive Learning Centres and Managing Young Children’s Program.

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

- General Practitioners and Paediatricians
- Lifeline Caboolture
- Caboolture Regional Domestic Violence Service
- Caboolture Early Years Centre
- Caboolture Area Youth Service (CAYS)
- Caboolture Community Health
- Caboolture Neighbourhood Centre
- Disability Services Queensland
- Family Planning Queensland
- Mission Australia’s Referral for Active Intervention Service.
- Caboolture Child Youth and Mental Health Service
- Caboolture Police and Caboolture Child Protection Investigation Unit
- SCAN
- Department of Communities (Child Safety Services)

9. Consideration of individual circumstances

Morayfield East State School values individual differences and circumstances which impact on a student’s capacity to manage their own behaviour. Factors taken into account when considering consequences for rule-breaking and follow up support may include:

- **age** of the student
- **family** circumstances
- **pattern** of rule-breaking – frequency and intensity of behaviour incidents
- **verification** and **timeliness** of information
- **degree** of provocation
- **effect** of the action on the wider school community
- **involvement** of Department of Child Safety and/or Queensland Police.
- **honesty** and level of genuine **remorse** and commitment to follow the rules.
The school actively seeks to provide adjustments that cater for individual student need or disability, and to balance this with the needs and rights of the whole school community, as outlined in the Code of School Behaviour.

10. Related legislation

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

11. Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

12. Some related resources

- Bullying. No Way! www.bullyingnoway.com.au
- www.pbis.org

Endorsement

[Signatures of Principal, P&C President or Chair, School Council, Principal's Supervisor]

Date effective: from August 2015 to September 2018
Appendices

Appendix 1 - Individual Behaviour Support Plan
Appendix 2 - Behaviour Incident Record for Playground incidents
Appendix 3 - The Use of Personal Technology Devices at School
Appendix 4 - Anti Bullying Policy
Appendix 5 - Morayfield East State School Anti-Bullying Plan
Appendix 6 - Morayfield East State School Glossary of Behaviour Categories
Appendix 7 - Communication and Basic Defusing Strategies
Appendix 8 - Incident Report Involving Severe Behaviour
Appendix 9 - Debriefing Report
Appendix 10 – Working Together to Keep Morayfield East State School Safe
## Appendix 1

### Individual Behaviour Support Plan

**NORTH COAST REGION**

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>Morayfield State School</th>
<th>Behaviour Support Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB</td>
<td>Teacher</td>
<td>Commencement Date</td>
<td></td>
</tr>
<tr>
<td>Year Level</td>
<td>Case Manager</td>
<td>Review Date</td>
<td></td>
</tr>
<tr>
<td>EGD Number</td>
<td>Parents/Guardians</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Interests/Motivators</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Social</td>
<td>Academic</td>
<td>Social</td>
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<table>
<thead>
<tr>
<th>Behaviour – Most Likely to Occur</th>
<th>Behaviour – Least Likely to Occur</th>
<th>Current Unsuccessful Strategies</th>
<th>Current Successful Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>Time of Day</td>
<td>People</td>
<td>Time of Day</td>
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<tr>
<td>Place</td>
<td>Other</td>
<td>Place</td>
<td>Other</td>
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<thead>
<tr>
<th>Early Signs of De-escalation/Crisis Steps</th>
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### BEHAVIOURS OF CONCERN: Currently

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Times per day / %</th>
<th>BEHAVIOUR GOALS: for _____ to ________</th>
<th>Times per day / %</th>
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<tbody>
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### BEHAVIOURS OF CONCERN: Previously

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Times per day / %</th>
<th>BEHAVIOUR GOALS: for _____ to ________</th>
<th>Times per day / %</th>
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</tbody>
</table>
## Positive Behaviour Support Implementation Plan

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Teaching</th>
<th>Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Individual</td>
<td>Acknowledgement Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correction Plan</td>
</tr>
<tr>
<td>Playground</td>
<td>Whole Class</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Crisis Plan</td>
</tr>
</tbody>
</table>

### Case Monitoring/Evaluation/Communication

<table>
<thead>
<tr>
<th>Other Information/Points</th>
</tr>
</thead>
</table>

This plan has Parent/Carer agreement (circle)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Date

Review Date

- Parent(s) and/or Carer(s)
- Class Teacher
- Case Manager
- Principal
- Behaviour Support Consultant
Appendix 2

Behaviour Incident Record and Keycard for Playground Incidents

All high level behaviours and some medium level behaviours are recorded by the teacher on duty at the time using the school's Behaviour Incident Record. – E.A.R.R.L Report. All high level incidents are then entered onto the child’s school record in OneSchool.

The keycard below assists staff consistency when dealing with playground issues.

TO THE WRONGDOER: (1)
What happened? (Tell WHY)
What were you thinking when you did it?
Who has been affected/upset/harmed by what you did?
In what ways?

TO BE ASKED AFTER VICTIM HAS SPOKEN: (2)
What do you need to do to make things better/things up?

TO THE VICTIM: (2)
What did you think when .....
What have you thought about since?
How has it affected/upset/harmed you?
What’s been the worst thing for you?
What’s needed to make things better/things up?

TO BE ASKED AFTER:
WRONGDOER HAS SPOKEN: (4)
Does that seem ok/No?
Do you agree?

WHEN STUCK:
Was it the right or wrong thing to do?
Was it fair or unfair?
What exactly are you sorry for?
(to be used if the wrongdoing says “sorry” as a means of “thing up”)
(You didn’t answer my question?)

TO BOTH: (5)
How can we make sure this doesn’t happen again?
What can I do to help/what help do you need?

Adapted from Mary Proch (Restorative Practices)
Appendix 3

The Use of Personal Technology Devices* at School

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

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

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

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

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

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

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

We uphold the value of trust and the right to privacy at Morayfield East State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or
elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberries®, 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 4

Morayfield East State School rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within our learning or working environment.

Bullying

Bullying is repeated verbal, physical and social or psychological behaviour that is harmful and involves the misuse of power by an individual or group toward one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including gender, race or disability. Bullying of any form or for any reason can have long-term effects on those involved including bystanders. Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:
- **VERBAL**: eg. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **PHYSICAL**: eg. hitting, punching, kicking, scratching, tripping, spitting
- **SOCIAL/EMOTIONAL**: eg. excluding, ostracising, alienating, making inappropriate gestures, hiding or damaging possessions, spreading rumours
- **CYBER**: eg. using technology such as email, mobile phones, chat rooms, social networking sites to bully verbally or socially and or emotionally

Morayfield East State Schools Anti-Bullying Plan sets out the processes for preventing and responding to student bullying. The procedures at our school are an addition to our already research-validated school wide positive behaviour support processes.

Who is Responsible?

Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

**School Staff responsibilities:**
- Respect and support students
- Model and promote appropriate behaviour
- Promote a positive school culture where bullying is not tolerated and cannot flourish
- Know how to respond to reports of bullying in a timely manner according to the school's anti-bullying plan

**In addition, teachers have a responsibility to:**
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students responsibilities:**
- Behave appropriately, respecting individual differences and diversity
- Report incidents of bullying according to our Schools Anti-Bullying Plan
- Behave as responsible bystanders
- Behave as responsible digital citizens.

**Parents & Care-Givers responsibilities:**
- Support their children to become responsible citizens and to develop responsible on-line behaviour
- Be aware of the School Anti-Bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the School Anti-bullying Plan
- Report incident of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur

**All members of the school community** have a responsibility to:
- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Support the school’s Anti-bullying Plan through words and actions
- Work collaboratively with the school to resolve incidents of bullying when they occur
Appendix 5

Morayfield East State School Anti-Bullying Plan

Rationale
Morayfield East, as a SWPBS school, is committed to consistent school wide policy and practices related to taking action and working collaboratively to protect students from bullying and to respond appropriately when bullying does occur.

School community Beliefs about Bullying
It is important that students, staff and parents/carers understand what bullying is, how it impacts on people and how bullying is responded to at Morayfield East State School. We aim to foster and promote effective social skills and positive relationships within the whole school community.

Education & Prevention Programs
At Morayfield East State School we have developed the following education and prevention programs to be proactive in our approach and management of bullying at our school:

• SWPBS universals – consistent school wide behaviour expectations and responses to support and encourage appropriate behaviours
• SWPBS Tier 2 Targeted Interventions and Supports
• Active supervision in all areas of the school. Duty staff members are easily identifiable
• Explicit Anti-Bullying, school wide lessons. These lessons target the roles and responsibilities of:
  – The student who is being bullied
  – The student who has engaged in bullying behaviour
  – The bystanders

Below is our ‘Student Response to Problems’ Poster. This is the process in which students are explicitly taught and encouraged to follow, across all school settings, when confronted with a problem involving other students.
Reporting Bullying

Student Reporting

- Students are encouraged to report cases of bullying to their classroom teacher and will be required to write and incident summary.
- Teacher records (or uploads) students account of reported incident on OneSchool as a ‘record of contact’ with the student in order to establish long term patterns.

Staff Reporting

- Staff determines whether report is bullying, poor social skills or school rule breaking.
- Staff chose best response to bullying (see below)
- Staff record incident details on OneSchool. Referral is forwarded to sector deputy if intervention / support is required.

Parent / Care-Giver Reporting

- Parents / Care-givers should discuss concerns with their child’s teacher first. Parents are to make an appropriate time to meet with the class teacher either formally or via phone call. If they do not feel it is appropriate to talk to the class teacher regarding the issue of concern then they may phone to make an appointment to discuss their concerns with the sector deputy or school principal.
- An incident report form is made available for the parents to fill out and return to the office for sector deputy to address. Deputy to record on OneSchool and notify class teacher.

Responses to Bullying

The nature of the bullying will determine which method is most appropriate as will school policy and the availability of school resources. Individual needs such as language, stage of development and disability will be taken into account when selecting a response. Any one or combination of the following responses will be actioned in response to the bullying incident. The following responses will be gradually introduced over a period of time as part of the implementation plan.

<table>
<thead>
<tr>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWPBS Approach</td>
<td>All staff are trained to implement consistent school wide responses for dealing with bullying incidents. Responses to bullying draw upon the specific taught roles and responsibilities of:</td>
</tr>
<tr>
<td></td>
<td>- The student who is being bullied</td>
</tr>
<tr>
<td></td>
<td>- The student who has engaged in bullying behaviour</td>
</tr>
<tr>
<td></td>
<td>- The bystanders</td>
</tr>
<tr>
<td>The Traditional Disciplinary Approach</td>
<td>Disciplinary measures must be applied fairly, proportionately and consistently and taking account of any reasonable adjustments students may require and the needs of vulnerable children. Disciplinary measures have three main purposes:</td>
</tr>
<tr>
<td></td>
<td>- To impress on perpetrators that what they have done is unacceptable</td>
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<tr>
<td></td>
<td>- To deter them from repeating that behaviour</td>
</tr>
<tr>
<td></td>
<td>- To signal to other students the behaviour is unacceptable and deter them from doing it</td>
</tr>
<tr>
<td></td>
<td>Disciplinary measures for bullying are intended to hold students who bully to account for their behaviour, and ensure they accept the harm they have caused and to learn from it. Disciplinary measures may also provide (as appropriate) an opportunity for the student to put right the harm they have caused. The consequences of bullying should reflect the seriousness of the incident.</td>
</tr>
<tr>
<td>Strengthening the Target</td>
<td>This approach to dealing with cases of bullying aims to assist students who have been the target of bullying to cope more effectively in interactions with the bully or bullies. Students who are being targeted are advised or trained to become less vulnerable, for example, by learning to act more assertively.</td>
</tr>
</tbody>
</table>
Mediation
According to this approach, students in conflict are invited to work with an adult or peer-mediator, to find a mutually acceptable way of resolving their problem. It requires a readiness by the parties involved in the bullying to agree to meet and seek a solution.

Restorative Practice
There is a range of restorative approaches, from informal meetings with students where they can talk through their issues in a structured way to, at the most formal end, a restorative conference with an independent facilitator. Restorative approaches can be effective when the requisite time and resources are invested, but it is important they are used in conjunction with, not in place of, disciplinary measures.

Cyber Bullying – Postcard notification
If a student believes they have been cyber-bullied, they can approach the appointed school representative (usually a Deputy Principal) and show them the messages they have received. If the school representative deems these messages to meet the criteria for use, the student is offered the opportunity to complete a Postcard.

- The student then writes on the Postcard
- Who has been sending them messages
- What school that person attends
- The time and date of the offensive message or the most offensive message received (if there are more than one)
- Their name, and
- Their signature

The harasses student’s involvement in this matter, at this stage, is now finalised

- The school representative meets with the cyber-bully to caution them on their behaviour.
- The school representative writes their name on the Postcard signs it and serves it upon the cyber-bully
- The cyber-bully is required to sign the Postcard to acknowledge receipt of it
- The signed Postcard is photocopied and the copy is kept by the school (for use if a breach occurs)

What happens if the cyber-bullying continues?
If after receiving the Postcard the cyber-bully continues sending offensive/menacing/harassing messages, the harassed student may choose to make a formal complaint to Police under the offense of “Use of a carriage service to menace, harass or cause offence”.


Monitoring progress
The nature of bullying, particularly among adolescents, means that unless the students involved in the bullying incident and the interventions applied are monitored over time they may only have a short term impact.

Following two months after the incident the school will seek formal feedback from parents/carers and the student to check whether the intervention has prevented any further bullying from occurring. This will be done through a standard review letter to gather judgements of parents / carers satisfaction with how the bullying incident was dealt with.

The information collected through this process will be used to inform the review of the anti-bullying policy, assist to reinforce the change in behaviour for the bully and provides assurance to the school community that this issue is being taken seriously.

Morayfield East State School will promote and publicise this Anti-Bullying Plan by making it available to parents. The effectiveness of the Anti-bullying Plan will continue to be monitored and evaluated to determine the effectiveness of the plan in developing a safe and secure environment for students and staff at Morayfield East State School.
### Glossary of Rule Breaking Behaviour Categories in OneSchool

<table>
<thead>
<tr>
<th>Rule Breaking Behaviour</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic infringement</td>
<td>Student submits work as their own which has been completed from another source. Work may be copied from another student, parent, family member or website. Includes breaches of copyright.</td>
</tr>
<tr>
<td>Anti-social behaviour</td>
<td>Includes dishonesty e.g. blatant lying or stealing: role playing sexual behaviour; offensive language including swearing and venting; roaming school in “gangs”; baiting or provoking other students to rule-break.</td>
</tr>
<tr>
<td>Avoidance behaviour</td>
<td>Repeatedly refuses to engage in work, may deliberately lose books or belongings. Includes:</td>
</tr>
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<td></td>
<td>• Leaving class or school grounds without teacher, parent and office permission</td>
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<td></td>
<td>• Failing to return to class from a break, failing to go to the location s/he has been directed e.g. sporting group, first aide</td>
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<td></td>
<td>• Deliberately wasting time between/during lessons</td>
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<td></td>
<td>• ‘saving face’ and avoiding consequences by running away</td>
</tr>
<tr>
<td></td>
<td>• Truanting from school</td>
</tr>
<tr>
<td>Bullying / harassment</td>
<td>Incidents involve power relationships between students involving older/younger, large/small, boy/girl. Bullying and harassment may be verbal, sexual, racial and have physical elements. Behaviour meant to belittle, mock or embarrass a person. May include:</td>
</tr>
<tr>
<td></td>
<td>• Making unacceptable gestures and comments. May be accompanied by inappropriate language</td>
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<td></td>
<td>• Uses sexually explicit language, gestures or movements to objects or other people</td>
</tr>
<tr>
<td></td>
<td>• Excluding a child from a game because they are not liked</td>
</tr>
<tr>
<td></td>
<td>• Asking students for money or food</td>
</tr>
<tr>
<td>IT abuse</td>
<td>Deliberate actions resulting in damage it IT property including computers, monitors, keyboards, mice, laptops, robotics, data projectors, OHPs and IWBs. Also includes searching to access inappropriate sites or using inappropriate language in email. Using mobile phones or similar devices at school to record or share images or sound. Bringing inappropriate materials (articles, images, clips, songs) to school a USBs, DVDs, MP3s or similar electronic device to share with peers and / or use on school network. May involve cyber-bullying during school hours, and out-of-school hours using EQ user log-ins.</td>
</tr>
<tr>
<td>Non-compliance</td>
<td>Deliberately refuses to follow directions or makes a choice and fails to follow through. Includes oppositional behaviour, refusal and behaviour which challenges teacher authority. Repeated behaviour that interrupts class or group activity, intervention, leaning support or SSS. Also includes:</td>
</tr>
<tr>
<td></td>
<td>• Visiting shops before or during school time</td>
</tr>
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<td></td>
<td>• Playing unsafe or banned games, bringing skateboards and scooters to school</td>
</tr>
<tr>
<td></td>
<td>• Failure to follow school plan or processes or individual plan requirements</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Physical aggression</td>
<td>Physically assaulting a student, staff or community member. Includes harassment or verbal aggression and physical action: • Punching, kicking, pinching, slapping, pushing, shoving, Chinese burns, hitting, hair pulling and scratching • Facing off, standing over, “getting into someone’s face” or gestures to intimidate • Playing roughly without care for self or others Make incident student to teacher clear in comments.</td>
</tr>
<tr>
<td>Serious misdemeanour</td>
<td>Serious criminal behaviour related to the school for example bread and enter, bringing unsafe items to school including lighter and matches, lighting fires, carrying and concealing weapons. May involve police.</td>
</tr>
<tr>
<td>Substance abuse</td>
<td>Bringing, using or sharing alcohol, cigarettes or drugs. Includes glue or paint sniffing. NB: This category is not listed on the school’s Behaviour Incident Record.</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Deliberate damage or destruction of own, another students, staff members or school property. Also includes graffiti, damage in and around toilets.</td>
</tr>
<tr>
<td>Verbal aggression</td>
<td>Involves attempts to use language to intimidate. Usually involves inappropriate language directed at a person such as swearing, threats, inappropriate gestures and body language. Make incidents student to teacher clear in comments.</td>
</tr>
<tr>
<td>Other</td>
<td>For use by a staff member who is unclear which category is applicable. Substance abuse may be entered here. Please clarify with colleague, behaviour staff or admin.</td>
</tr>
</tbody>
</table>
Appendix 7

Communication and Basic Defusing Strategies

Communication and basic defusing strategies for severe problem behaviours include:

- **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 responding emotionally.

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

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

- **Debrief**
  Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where were staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next person to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

Signed: ______________________________
Principal: ____________________________

□ Entered into OneSchool
Appendix 9

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
Appendix 10

WORKING TOGETHER TO KEEP MORAYFIELD EAST STATE SCHOOL SAFE

We can work together to keep knives out of school. At Morayfield East State School:

Every student has the right to feel safe and be safe at school.
- 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.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives.
- Butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.
- The Principal can take tough action against a student who brings a knife to school.
- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as suspension or recommendations to exclude a student or students from the school.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- 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.

How can parents help to keep Morayfield East State School safe?
- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the office on (07) 54288444.
WORKING TOGETHER TO KEEP MORAYFIELD EAST STATE SCHOOL SAFE

We can work together to keep knives out of school. At Morayfield East State School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?
You are not allowed to have any type of knife at school including:

- Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- Any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined. Consequences such as suspension or recommendations to exclude a student or students from the school may be enforced.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Morayfield East State School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.