Oakey State School's

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose
Oakey 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.

This Responsible Behaviour Plan for Students (RBPS) is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Oakey State School Community values a respectful, safe learning environment to enable our students to strive for success.

2. Consultation and data review
Oakey State School has developed this plan in collaboration with our school community. Broad consultation with parents, staff and students has been undertaken through surveys, audit processes, staff collaborations and parent communications have committed to the Positive Behaviour for Learning (PBL) process. During 2014, data sets were analysed, and training and development delivered to enable the team to work through the three tiers of PBL, commencing with Tier One in 2015.

To facilitate Tier One implementation in 2014, a steering committee made up of the Principal, Deputy Principal, Head of Special Education Services, class teachers and two parents were formed. This committee met monthly and participated in four full-day planning workshops with a regional behaviour management co-ordinator throughout the year. Monthly meetings were conducted with set roles and meeting protocols observed, including role allocations. In 2016, a process was enacted to commence Tier Two implementation.

The Principal, the President of the P & C and Assistant Regional Director as required by legislation, endorses this plan.

3. Learning and behaviour statement
All areas of Oakey State School are learning and teaching environments. We consider behaviour management to be an opportunity for social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is PBL.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Oakey 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 a Learner
• Be Respectful.

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.

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

**Universal Behaviour Support (Tier One PBL)**

The first step in facilitating standards of positive behaviour is communicating standards to all students. At Oakey State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school expectations of Be Safe, Be A Learner and Be Respectful. The Schoolwide Expectations Teaching Matrix below outlines our agreed expectations and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SETTING</th>
<th>BE SAFE</th>
<th>BE RESPECTFUL</th>
<th>BE A LEARNER</th>
</tr>
</thead>
</table>
| **At all times** | • Right place, right time  
  • Ask permission to leave  
  • Keep body to self  
  • Use equipment appropriately  
  • Report problems  
  • Follow staff directions  
  • Stop, look, listen  
  • Make safe choices | • Care for self and others  
  • Use respectful language  
  • Respect personal space  
  • Take turns, make turns  
  • Pride in me, pride in us | • Be a listener  
  • Do your best  
  • Be organised  
  • Be attentive |
| **Classroom & Learning Areas** | • Enter the learning area when a teacher is present  
  • Leave the learning area with permission  
  • Sit on chair correctly  
  • Walk to enter and exit the learning area | • Right to teach  
  • Be active listener  
  • Respect differences  
  • Raise hand to speak and wait turn | • Be on task  
  • Manage time  
  • Respect others right to learn  
  • Ask for help  
  • Have a go  
  • Follow book work expectations |
| **Play Areas Oval / Hall & Grounds** | • Use playground/sports equipment for intended purpose  
  • Hats on heads  
  • Shoes on feet  
  • Running games on the grass | • We all play fair  
  • We all take Care  
  • We all share | • Follow the expectations of play |
| **Walkways / Transitioning including stairwells** | • Walk around and between buildings  
  • Keep left  
  • Use closest stairs  
  • Stay on paths  
  • Sit inside the school ground while waiting to go home | • Share pathways  
  • Walk quietly during learning time  
  • Knock before entering rooms | |
| **Eating Areas** | • Follow lunchbox procedures  
  • Sit down to eat  
  • Rubbish in bins | • Eat my own food  
  • Leave eating area when instructed to | |
<table>
<thead>
<tr>
<th>(Classrooms)</th>
<th>Quiet voices</th>
<th>Have money ready</th>
<th>Use ordering system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuckshop</td>
<td>Wait in line to be served</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>Wash hands</td>
<td>Respect others privacy</td>
<td>Be water wise</td>
</tr>
<tr>
<td></td>
<td>NO food/drink in toilets</td>
<td>Use toilet appropriately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Straight there and back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No playing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use correct toilet area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus Stop Areas</td>
<td>Sit in correct area</td>
<td>Follow bus code of conduct</td>
<td>Know which bus to catch</td>
</tr>
<tr>
<td></td>
<td>Remain inside school grounds until bus has stopped</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enter and travel on the bus in a safe manner</td>
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<td></td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Oakey State School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Oakey State School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies are attached to address the following:
- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour
At Oakey State School, communication of key messages about behaviour are 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, appropriate acknowledgement and rewards.

Oakey State School Gotchas
Staff members hand out Gotchas each day to students when they observe them following school expectations in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following expectations they can choose to give them a Gotcha. Students track the number of Gotchas they receive. At the end of the week Gotchas are collected for a lucky draw on Monday assembly.

Class teachers review student Gotcha totals. Students who reach 20 Gotchas are presented a certificate on parade and 20 'Gotcha Dollars' to spend at the Gotcha Shop. Students continue to earn Gotchas to reach Bronze (40), Silver (60) and Gold (80) levels. Reaching Gold level provides a student with eligibility to attend PBL Rewards Day, held at the end of each term. Please see Appendix 5 for further information.
Gotchas are never taken off students as a consequence for problem behaviour.

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

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

2. Targeted behaviour support: PBL Tier Two (Appendix 7)
Each year a small number of students at Oakey State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students is not immediately regarded as severe, but frequency of behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

The Tier Two process involves classroom teachers and the PBL Tier Two committee including the Guidance Officer and Deputy Principal to support students who do not respond to Tier One universals. This is done through teachers supporting teachers. Teachers can help each other address low-level misbehaviour through adaptations to the classroom environment. Classroom teachers meet to discuss curriculum and student behaviour/data in their year level teams. Consistent steps are taken across the school in response to unacceptable behaviour from least to most intrusive.

3. Intensive behaviour support: Behaviour Support Team
Oakey State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

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

5. Consequences for unacceptable behaviour
Oakey State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A direct office referral form (Appendix 3) is used to record major problem behaviour.

Minor and major behaviours
When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- Minor problem behaviour is handled by staff member at the time it happens.
- Major problem behaviour referred directly to school Administration team using direct office referral form.

Minor behaviours are those that:
- are minor breaches of the school expectations;

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

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

**Major** behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

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

Please see a list of responses to student behaviour in our Major/Minor Continuum:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Problem</td>
<td>Persistent Minor Problem</td>
<td>MAJOR Problems</td>
</tr>
<tr>
<td><strong>Behaviour that:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Do not significantly violate the rights of others</td>
<td>1) Are minor that may impact the rights of others</td>
<td>1) SIGNIFICANTLY violate the rights of others</td>
</tr>
<tr>
<td>2) Are not persistent</td>
<td>2) Are persistent</td>
<td>2) Fail others/self a risk of harm</td>
</tr>
<tr>
<td>3) Do not require Admin involvement</td>
<td>3) May need to be taken to Tier 2 Assessment Team</td>
<td>3) Require IMMEDIATE Admin intervention (ISP)</td>
</tr>
</tbody>
</table>

**Behaviour that disrupts an activity or interfere with learning, usually limited to a single student or a few students not acting together:**
- Minor problem behaviours that occur so frequently that they constitute a threat to learning.
- Class teacher/staff may require support to manage behaviour (Tier 2) (TA's role for support from Teacher)

**Behaviour that present a threat to the good order, safety and learning environment:**
- Student is out of instructional control – unable to respond to adult teaching.
- Major disruption
- May be a critical incident needing immediate assistance and to be managed by or through admin.

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Common behaviours that are brief in duration and do not interfere with instruction or learning. May be attributed to age or normal human needs. Typically self-correcting.</th>
<th>Infrequent behaviours that can be simply managed by an individual staff member. Behaviour runs counter to expectations or class procedures but do not seriously interfere with learning. If left unattended, likely to persist or spread until learning and teaching is undermined.</th>
<th>Behaviours that disrupt an activity or interfere with learning, usually limited to a single student or a few students not acting together. Minor problem behaviours that occur so frequently that they constitute a threat to learning. (2) Minor problems engaged in by many students. Class teacher/staff may require support to manage behaviour (Tier 2) (TA's role for support from Teacher)</th>
<th>Behaviours that present a threat to the good order, safety and learning environment. Student is out of instructional control – unable to respond to adult teaching. Major disruption May be a critical incident needing immediate assistance and to be managed by or through admin. Gross disrespect of peers and staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Brief inattention or daydreaming</td>
<td>Calling out without raising hand</td>
<td>Not following instructions</td>
<td>Illegal or dangerous behaviour or infraction of major school rule, EQ policy</td>
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<tr>
<td></td>
<td>Some quiet talking during a transition</td>
<td>Leaving seat</td>
<td>Arguing/disrespectful with teacher/s not accepting correction</td>
<td>Refusal to follow adult direction or accept correction</td>
</tr>
<tr>
<td></td>
<td>Short pause while working</td>
<td>Off task/unrelated activity</td>
<td>Indirect physical aggression</td>
<td>Level II behaviours that have not responded to interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passing notes</td>
<td>Chronic off-task</td>
<td></td>
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<td></td>
<td></td>
<td>Excessive social talk</td>
<td>Roaming around room at will</td>
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<td></td>
<td>Poor work completion</td>
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<td>Work refusal</td>
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<td></td>
<td>Minor property damage</td>
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<td></td>
<td>Low level physical aggression without malicious intent</td>
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</table>

**Adult Responses**
- None.
- A reaction would consume too much energy, interrupt lessons and detract from a positive climate.
- **ESCM's**
  - Proximity
  - Signal Non-verbal Cue
  - Ignore/Attend/Praise
  - Re-direct
  - Re-teach
  - Provide Choice
  - Student Conference
  - Restitution (e.g., clean up mess)
  - Prompt/Write reminder
  - Change/modify activity, task - differentiation
- **Re-Cap ESCM's**
  - Provide choice (when, where, how, with whom)
  - Increase group/individual teaching/after class support
  - Change seating
  - Buddy Class
  - Use calm down area to student if needed
  - Home contact/ meeting -One School
  - Detention
  - Request Tier 2 support
- **DOR** Referral to office/admin
  - Restitution
  - Home contact
  - Flexible Attendance arrangement
  - Individual intensive Intervention and Support
  - School suspension
  - Exclusion

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Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to problem behaviour (please refer to point 8 – Consideration of Individual Circumstances in conjunction)
At Oakey State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. At times, consequences may vary, but only due to student disability and background, as outlined in The Code for School Behaviour.

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

6. Emergency or critical incident responses

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

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

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

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

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

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

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

**Physical Intervention**

Physical intervention is only acceptable in the following situations:

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

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and 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; and
- leaving a classroom or the school, unless student safety is clearly threatened.

**Record keeping**


7. **Network of student support**

Students at Oakey State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. **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.
Oakey 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
- when considering School Disciplinary Absences, be cognisant of home environmental factors
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

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

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

11. Some related resources
- Bullying. No Way!
- Positive Behaviour for Learning
- Code of Conduct for School Students Travelling on Buses

Endorsement

Effective Date: 1 March 2018 – 31 December 2018
Appendix 1

The use of personal technology devices at school

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

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

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

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

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

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

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

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

**Special circumstances arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Appendix 2

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

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

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

There is no place for bullying in Oakey State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

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

Bullying may be related to:

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

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

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

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

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Oakey State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Oakey State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Appropriate use of social media

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

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

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

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

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

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

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

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

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

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

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

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

Appropriate use of social media
Students of Oakey State School are expected to engage in the appropriate use of social media.
Specific examples of appropriate use of social media sites and apps include:
• Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

• Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences.
Oakey State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Oakey State School expects its students to engage in positive online behaviours.
### Oakley State School Major/Minor Continuum

<table>
<thead>
<tr>
<th>Level 1 Major Problem</th>
<th>Level 2 Persistent Minor Problem</th>
<th>Level 3 MAJOR Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviours that:</strong></td>
<td><strong>Behaviours that:</strong></td>
<td><strong>Behaviours that:</strong></td>
</tr>
<tr>
<td>1) Do not significantly violate the rights of others</td>
<td>1) Are minor that may impact the rights of others</td>
<td>1) SIGNIFICANTLY violate the rights of others</td>
</tr>
<tr>
<td>2) Are not persistent</td>
<td>2) Are persistent</td>
<td>2) Put others/self a risk of harm</td>
</tr>
<tr>
<td>3) Do not require Admin involvement</td>
<td>3) May need to be taken to Tier 3 management team</td>
<td>3) Require IMMEDIATE exclusion/DR</td>
</tr>
</tbody>
</table>

#### Definition
- Common behaviours that are brief in duration and do not interfere with instruction or learning.
- May be attributed to age or normal human needs. Typically self-correcting.
- Infrquent behaviours that can be simply managed by an individual staff member
- Behaviour runs counter to expectations or class procedures but do not seriously interfere with learning.
- If left unattended, likely to persist or spread until learning and teaching is undermined.

#### Examples
- Brief inattention or day dreaming
- Some quiet talking during a transition
- Short pause while working
- Calling out without raising hand
- Leaving seat
- Off task/doing unrelated activity
- Passing notes
- Excessive social talking
- Not following instructions
- Arguing/disrespectful with teacher/ not accepting correction
- Indirect physical aggression
- Chronic off task
- Roaming around room at will
- Poor work completion
- Work refusal
- Minor property damage
- Low level physical aggression without malicious intent
- Illegal or dangerous behaviour or interaction of major school rule, EQ policy
- Refusal to follow adult direction or accept correction
- Level 6 Behaviours that have not responded interventions

#### Adult Responses
- Note: A reaction would consume too much energy. Interrupt lessons and detract from a positive climate.
- Eskimo
- Povarsity
- Signal Non-verbal Cue
- Ignore/Attend/Praise
- Re-direct
- Re-teach
- Provide Choice
- Student Conference
- Restoration (eg clean up mess)
- Prompt/Rule reminder
- Change/modify activity, task - differentiation
- Re-Cap Eskimo
- Provide choice (when, where, how, with whom)
- Increase group/indivual teaching/after class support
- Change seating
- Buddy Class
- Use calm down area to student if needed
- Home contacts/meeting >One School
- Detention
- Request Tier 2 support
- DOR Referred to office/admin
- Restitution
- Home contact
- Flexible Attendance arrangement
- Individual Intensive Intervention and Support
- School suspension
- Exclusion

#### Identifying Major and Minor One School Problem Behaviours

<table>
<thead>
<tr>
<th>Level 1 MINOR &gt;Anecdotal&gt;One School</th>
<th>Level 2 PERSISTENT MINOR &gt;One School&gt;Tier II</th>
<th>MAJOR &gt;DOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviour</strong></td>
<td><strong>Definition</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>Non-serious, but inappropriate physical contact which does not result in injury</td>
<td>Spitting on the ground</td>
</tr>
<tr>
<td>Misconduct involving an object</td>
<td>Throwing food</td>
<td>Persistently using objects in ways that are unsafe/harmful</td>
</tr>
<tr>
<td>Property Misconduct</td>
<td>Low intensity misuse of property by using school or other equipment inappropriately without causing major damage or harm</td>
<td>Kicking over furniture</td>
</tr>
<tr>
<td>Unsafe or disruptive behaviour outside classrooms, Movement around school not involving others</td>
<td>Running on stairs/Verandas/ concrete</td>
<td>Stealing – taking someone else’s property without permission, being in possession of, having passed on, or being involved in the removal of someone else’s school property</td>
</tr>
</tbody>
</table>

#### SAFE LEARNERS
- Fighting
- Punching
- Skipping
- Choking
- Texting/Sending to the ground
- Bring with intent
- Inappropriate physical touching of sexual nature
- Hitting with an object as a weapon
- Throwing objects causing injury to others
- Deliberately damaging property
- Deliberate vandalism (including toilets)

**Template Version Control:** 24 January 2014
<table>
<thead>
<tr>
<th>Prohibited Items &amp; Substances</th>
<th>Student found in possession of prohibited items</th>
<th>Student found using, in possession of or assisting another student to access inappropriate substances, weapons, published materials contained on their person or within their property</th>
<th>Weapons - knives/guns</th>
<th>Substances - Alcohol, cigarettes, paint cans (spray), prescription medications, supply or use of illicit substances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress Code</td>
<td>Wearing items of clothing that are not part of the school uniform</td>
<td>Wearing clothing that does not comply with expected standards of dress including immodest, offensive or inappropriate clothing (not sun safe)</td>
<td>D.O.T to call home to request a change of clothes</td>
<td>Short shorts, singlets</td>
</tr>
<tr>
<td></td>
<td>Jewellery - earrings other than studs/earrings</td>
<td>Purposeful extended absence from class without permission</td>
<td>Student refuses to comply with school dress code despite being offered assistance to solve problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Armpits purposefully late for school or without late slip</td>
<td>Hiding under stairs/air vents/toilets/around hall/buildings/car parks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student in school ground, not in their class but visible to the teacher or teacher aide</td>
<td>Student in school ground, not in class and not visible to either teacher or teacher aide</td>
<td>Student wandering around school</td>
<td>Hiding in toilets</td>
</tr>
<tr>
<td></td>
<td>Student is outside of learning area</td>
<td>Purposeful extended absence from class without permission</td>
<td>Student not wandering around school</td>
<td>Hiding in various other locations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
<th>Examples</th>
<th>Definition</th>
<th>Examples</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Misconduct</td>
<td>Student engages in low intensity repeated use of inappropriate language.</td>
<td>Low level non-directed swearing in frustration/respectability.</td>
<td>Swearing or language words directed toward others in a demeaning, provoking or aggressive manner.</td>
<td>Various uses of offensive language at another person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insulting response to instructions.</td>
<td>Disrespectful messages and actions (based on race, gender, religion, ethnicity etc.)</td>
<td>Deliberate use of offensive language in front of class or in a public area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dead or disrespectful responses - &quot;whatever.&quot;</td>
<td></td>
<td>Discriminatory or racist remarks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiant/threats to adults</td>
<td>Refusal to follow adult directions (comply with redirection)</td>
<td>&quot;No I'm not doing that!&quot;</td>
<td>Using abusive/aggressive language about an adult.</td>
<td>Swearing at another adult and refusing to follow instructions.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Walking away while being spoken to by an adult.</td>
<td>Aggressive body language</td>
<td>Abusive or threatening language or gestures towards adults.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>'You can't make me'</td>
<td>&quot;Mrs X is a fighting battler!&quot;</td>
<td>Repeated and defiant refusal to follow adult directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate hand gestures</td>
<td>Aggressive body language</td>
<td>Student directly threatens or abuses an adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusal to participate in program of instruction</td>
<td>Belligerent or low-intensity failure to follow known routines.</td>
<td>Task avoidance/delaying activities other than set learning.</td>
<td>Persistently non-cooperative with routine or expectation or escalation of minor refusals</td>
<td>Persistent/defiant refusal to follow or comply with expected and taught routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not following class or school rules, expectations and routines.</td>
<td>Refusing to bring required materials</td>
<td>Repeated refusals of teacher requests to begin work/tasks</td>
<td>Persistent/defiant refusal to attempt task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walking away/around classroom.</td>
<td>'You can't make me.'</td>
<td>Extreme temper tantrum/anger outburst</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliant with routine</td>
<td>Student chooses not to engage in their program by passive actions; fails to do instructions even with offers of assistance.</td>
<td>Talking loudly during transitions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wrong place; wrong time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Head down on desk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Template Version Control: 24 January 2014
<table>
<thead>
<tr>
<th>Disruptive</th>
<th>Low-intensity inappropriate behaviour that disrupts or disturbs teaching and learning.</th>
<th>Persistent low-intensity inappropriate disruptive behaviour.</th>
<th>Repeated behaviour that deliberately disrupts teaching and learning for a prolonged period.</th>
<th>Out-of-seat behaviour that continually &amp; deliberately disturbs others, affects student learning and safety.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying/harassment/threats</td>
<td>Students engages in low level behaviour intended to annoy, bother or belittle others.</td>
<td>Student threatens to harm others (low likelihood of it being carried out).</td>
<td>Student engages in deliberate, persistent and repeated threats, intimidation, negative comments or personal attacks.</td>
<td>Repetitive, sexual comments intended to intimidate, verbal and physical threats to harm another person, encouraging others to fight, forcing another student to hand over money/belongings, coercing others into inappropriate appropriate.</td>
</tr>
<tr>
<td>IT/Personal technology misconduct</td>
<td>Not following school expectations for personal technology.</td>
<td>Not handing phone into office.</td>
<td>Student engages in serious misuse of personal or school technology (as per IT Policy).</td>
<td>Sending malicious emails, offensive video material, etc.</td>
</tr>
<tr>
<td>Other conduct prejudicial to the good order and management of the school</td>
<td>Conduct that damages the school good name - inappropriate major problem behaviour while on extensions or in the community while in school uniform.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5

PBL Rewards Program

Positive Behaviour for Learning Reward Structure

Oakey State School uses a PBL Reward Structure to reinforce positive behaviour across the school. The PBL Reward Structure operates on an achievement model rather than a deficit approach. Students earn their way toward goals by demonstrating behaviour that is rewarded with Gotchas*. Levels and Gotchas are not to be taken from students. This is consistent with the PBL philosophy and evidence base. See levels below:

<table>
<thead>
<tr>
<th>Number of Gotchas</th>
<th>Rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Gotchas</td>
<td>Certificate presented on parade, Gotcha Shop voucher, VIP seating during the following parade</td>
</tr>
<tr>
<td>40 Gotchas</td>
<td>Bronze silicone arm band and bronze postcard awarded by class teacher</td>
</tr>
<tr>
<td>60 Gotchas</td>
<td>Silver silicone arm band and silver postcard awarded by class teacher</td>
</tr>
<tr>
<td>80 Gotchas</td>
<td>Gold silicone arm band and silver postcard awarded by class teacher, participation in end of term reward activity</td>
</tr>
</tbody>
</table>

Student progress is recorded in class, with achievement of levels recorded on OneSchool (20 Gotchas recorded by Denise, all other levels by class teachers).

As students move up the levels, wristbands will be exchanged as necessary. The gold wristband is given as entry into the reward activity. Reward activities are no cost to students.

The process resets at the beginning of each term.

The cut off for student eligibility is the **Wednesday prior to the reward activity day** (usually Wednesday of the last week of term).

* To maintain fidelity when handing out Gotchas, you may wish to use tick charts, sticker charts etc which build toward earning a Gotcha
Appendix 6

Debriefing Report

Formal debriefing
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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

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

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
Appendix 7

PBL Tier Two Process

Oakey State School Tier II Support

Incidents on OS

Data Rule
2+ majors/term or 3+ minors/10 day period

Teacher referral

Teacher to complete PBL self reflection checklist
(using either camera footage or reflections on the day)

Tier II representative visit to conduct environmental scan and peer reflection checklist (same method as prior step)

If all boxes checked

Teacher attends team meeting for initial review of behaviour

Tier II mentor to observe student

Team review observations and create/review short term plan

Teacher monitors student behaviour

Teacher implements plan and collects data

If some boxes checked

Options discussed for completion (sharp and narrow)

If no change in student behaviour

Targeted classroom strategies support

Teacher monitors student behaviour

Student modifies behaviour

If student issue not resolved

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