 Wowan State School

 *Responsible Behaviour Plan for Students*

1. **Purpose**

Wowan 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 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. When high standards of behaviour occurs, both students and teachers will be able to work together to move towards meeting the school goals as outlined in the school improvement agenda.

**2. Consultation and data review**

Wowan State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2016 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2016, and will be reviewed in 2019 as required in legislation.

**3. Learning and behaviour statement**

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Wowan 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 rules to teach and promote our high standards of responsible behaviour:

* + Be Safe
	+ Be Responsible
	+ Be Respectful
	+ Be a Learner

Classroom management Plan

An effective classroom management plan is an essential component of the whole-school behaviour plan. The following elements are included in all classrooms:

* A consistent routine in the classroom that is understood by all students
* Rules for managing student behaviour are posted in all classrooms
* Rules are inclusive, appropriate, succinct and stated positively
* Consequences for inappropriate behaviour are posted in all rooms
* Consequences are fair, consistent and appropriate

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

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Wowan State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. These expectations are communicated to students via a number of strategies, including reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities as well as through specific signage throughout the school. These expectations are communicated to the wider school community via a number of strategies, including regular columns in the weekly school newsletter and regular items in Principal’s Report for P&C [monthly meetings].

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **I am….** | **All Settings** | **Classroom** | **Walkways/Stairwells** | **Eating Times** | **Toilets** | **Playground** | **Assemblies/Parade** | **Bus Duty/ Bike Racks** | **Off Campus Activities** |
| **Safe** | * Keep bodies calm in line
* Report any problems
* Ask permission to leave any setting
 | * Maintain personal space
* Use furniture properly
* Enter and exit rooms calmly
 | * Walk
* Line up close to buildings
* Walk quietly and orderly so that others are not disturbed
 | * Walk
* Stay in eating area to eat
* Sit on chairs/floor
* Place rubbish in the right bin
 | * Wash hands with soap and water
* Keep water in the sink
* One person per cubicle
 | * Use equipment for intended purpose
* Mulch is for the garden
* Participate in school approved games only
* Stay in approved areas
* Keep body to self [hands and feet to yourself]
* Play fairly
 | * Walk
* Enter and exit under covered area in an orderly manner
 | * Walk
* Place bag in bus line
* Watch for traffic
* Use crossing
* Remain inside school grounds until bus has stopped
* Walk bikes/ scooters etc out of school grounds, through car park and across crossing
 | * Remain seated in bus/car
* Wear seat belt if provided
* Body parts inside vehicle
* Wear appropriate clothing
* Follow all instructions
* Use buddy system
 |
| **Respectful** | * Treat others the way you want to be treated
* Be an active listener
* Follow adult direction(s)
* Use polite language
* Help keep the school orderly
* Look after yours and others property
 | * Be honest
* Take care of yourself
* Enter/Exit rooms in an orderly manner
* Ask permission to leave the classroom
 | * Walk quietly so others can continue learning
 | * Eat only your food
* Use a peaceful voice
* Wait in line for tuck shop
* Respect others personal space
 | * Allow for privacy of others
* Clean up after your self
 | * Line up when bell rings
* Invite others who want to join in
* Enter and exit resource centre peacefully
* Share materials
* Use positive language
* Take care of equipment
 | * Be an active listener
* Applaud appropriately to show appreciation
* Take off your hat for the National Anthem
* Hands and feet to yourself
 | * Line up when bell rings
* Invite others who want to join in
* Enter and exit resource centre peacefully
* Return borrowed sports equipment
* Inform school of changes
 | * Use appropriate language
* Follow all directions
* Show good ‘sportsmanship’
* Have respect for all equipment and the environment
 |
| **Responsible** | * Ask permission to leave the classroom
* Be on time
* Follow instructions
 | * Be prepared
* Complete set tasks
* activities
* Keep work space tidy
 | * Walk quietly and orderly so that others are not disturbed
 | * Eat your lunch before going to play
* Put your rubbish in the correct bins
 | * Use toilets during breaks
 | * Be a problem solver
* Return equipment to appropriate place at the school bell
 | * Sing the National Anthem
* Remove hats
* Listen to school leaders and staff
 | * Have your name marked on the bus roll
* Leave school promptly
 | * Represent your school positively
 |
| **A Learner** | * Be an active participant
* Give full effort
* Be accountable for your choices
* Be prepared for all activities
* Be responsible for your learning
 | * Be a risk taker – challenge yourself
* Be organised
* Make good choices
* Do your own work
 | * Return to class promptly
* Walk directly to intended destination
* Plan ahead
 | * Use proper manners
* Leave when adult excuses
* Keep track of your belongings
* Tidy up before you leave… lunch box away before playing
 | * Follow toilet procedures
* Return to class promptly
* Turn off the taps – be waterwise
* Use toilets for intended purposes
 | * Be a problem solver
* Learn new games and activities
* Report issues
* Think before acting
* Share play spaces
 | * Raise your hand to share
* Keep comments and questions on topic
* Be on time
 | * Be a problem solver
* Report issues
* Follow school/bus rules
* Be on time
 | * Learn new games and activities
* Be organized
* Be on time
 |

Proactive and Preventative Behaviour Management Strategies

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

* Induction programs in the Wowan State School 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.
* Development of specific policies to address:
	+ The Use of Personal Technology Devices\* at School (Appendix 1)
	+ Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).
	+ Anti-Bullying Procedure- The 4R’s (Appendix 3).
	+ Flowchart of Consequences (Appendix 4).
	+ Star Chart Procedure (Appendix 5).
	+ Uniform Policies (Appendix 6).
	+ Debriefing Report (Appendix 7).
	+ Parents – Working together to keep Wowan SS safe (Appendix 8).
	+ Students – Working together to keep Wowan SS safe (Appendix 9).

Other strategies to prevent behaviour incidences include:

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

Positive Reinforcement

Positive recognition of appropriate a desirable student behaviour is a crucial component of the school’s overall behaviour management strategy.

|  |  |  |
| --- | --- | --- |
| Short Term – On a daily basis in classrooms | Medium Term – On a weekly basis | Long Term – On a term-by-term basis |
| * Stickers
* Individual rewards chart
* Principal’s Sticker
* Free time negotiated with the teacher
* Special privileges negotiated with the teacher
 | * Stickers / Certificates
* Games in the classroom
* Free Time
* Activity Day
 | * Negotiated free time in classrooms
* Positive Behaviour Certificates
* Eligibility for leadership positions
 |

A Positive Behaviour parade will be held at the end of every term. On these occasions all eligible students will receive behaviour certificates. Certificates will be either:

* 5 STAR – Exceptional Behaviour all of the time
* 3 STAR – Well behaved most of the time
* 1 STAR – Demonstrates aspects of appropriate behaviour
* No Certificate Awarded – Poor Behaviour on a regular basis

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviours, 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, more responsibly or like a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted Behaviour Support

Each year a small number of students at Wowan 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 may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner. Support Strategies for the student by the teacher include:

* Relationship building with student through one on one support
* Provision of support with curriculum, social skills, or problem solving – modified work, peer tutoring, teacher aide time
* A whole school approach to bullying
* Use of recognition and rewards program
* Small group social skilling program
* Contact with parents

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Behaviour Support:

Wowan 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.

Intensive behaviour support is required when the behaviour is of such frequency and intensity that there is:

* A distinct risk of learning disengagement
* Learning disruption
* Serious injury to the student or to others

This level of support is generally necessary when less intensive support strategies have not fully met the student’s needs.

Where required, after parent permission, a student may be referred to the regional behaviour support staff. 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 member.

5. Consequences for unacceptable behaviour

Wowan 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. Oneschool is used to record all minor and 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 members at the time it happens
* Major problem behaviour is referred directly to the school Administration team

Minor behaviours [teacher managed behaviours] are those that:

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

Minor problem behaviours may result in the following consequences:

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

Major [office managed] behaviours are those that:

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

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

Major problem behaviours may result in the following consequences:

* Level One: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence

AND/OR

* Level Two: Parent contact, referral to Guidance Officer, suspension from school
* Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect a proposal to exclude or a recommendation to exclude from school following an immediate period of suspension.

The following tables outline examples of teacher and office managed behaviours.

Teacher Managed Behaviour

|  |  |  |
| --- | --- | --- |
| **Violation** | **Example** | **Definition** |
| **Inappropriate Verbal Language including calling out and put downs** | “Shut – up”“This Sucks!”  | Unsuitable use of words; Calling names; Use of inappropriate tones |
| **Touching [hands off policy]** | Pushing, shoving, horseplay, public displays of affection | Inappropriate touching with the hands or feet which does not result in injury |
| **Defiance** | Talking back, not following directions , not completing homework, sleeping, late to class | Resisting authority; engaging in power struggles |
| **Disruptive Class Behaviour** | Talking, tapping pencils, repeated noise, playing with toys, electronic devices i.e. cell phones, iPods, Gameboys, C.D. players… | Any disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one’s self or others  |
| **Preparedness**  | Not being at class on time, not having correct materials for class [including hat for sport] | Not being organized for class, refusing to follow class/teacher expectations |
| **Property Misuse** | Kicking furniture, breaking pencils, crayons, etc. | Use of property in a way which it was not designed that does not cause physical harm or injury to one’s self or others  |
| **Disrespect** **(Teasing / Taunting)** | Making faces, calling other students names, making fun of other students | Inappropriate comments and / or unwanted verbal, physical, or emotional advances |
| **Lying / Cheating**  | Cheating on tests, copying work, plagiarism, lying to an adult | Lying – making a statement which one knows to be untrueCheating – using dishonest methods to gain academic advantage  |

***\*\* Please remember that persistent violations of any of the above***

 ***teacher managed behaviours are referred to the office \*\****

Office Managed Behaviour

|  |  |  |
| --- | --- | --- |
| **Violation** | **Example** | **Definition** |
| **Abusive or aggressive Language** | Using vulgar gestures or language | Repeated gestures or words directed toward others in a demeaning or provoking manner [including any sexual or racial or religious slurs] |
| **Disrespect / Defiance** | “I’m not going to!” “You can’t make me!”Refusal to go to the office | Refusing boldly to obey staff. Yelling at teacher, leaving class without permission, verbal defiance |
| **Disruptive Class Behaviour** | Yelling, turning over furniture | Any major disturbance or interference that takes away from the learning environment causing potential harm to one’s self or others |
| **Fighting / Physical aggression [including self harm]** | Punching, hitting, kicking, spitting, biting | Physical contact with the intent or outcome of causing injury or harm to others or self |
| **Theft** | Taking valuable property that belongs to someone else | Stealing school, teacher, or student property |
| **Harassment / Threats / Touching Others / Self Harm** | Touching others on the bottom or other private areas, Threatening physical violence | Bullying, repeated verbal abuse, inappropriate touching, threatening others or self with physical harm |
| **Property Damage** | Breaking classroom materials, throwing desks, chairs, computers, destroying textbooks | Intentional destruction of property belonging to the school or t he teacher through misuse or aggressive behaviour |
| **Persistent Violations of Minor Offenses** | Violating minor offences repeatedly | Any problem behaviours that are considered to be persistent violations |
| **Weapons / Threats of Weapons** | Knives or guns or other objects (or threats of causing bodily harm) | Having possession of a weapon or weapon look alike capable or causing bodily harm; Threatening to bring a weapon to school |
| **Drugs and Alcohol** | Alcohol, cigarettes, or drugs found in a student’s possession or in their belongings | Having possession of any substance deemed to be a drug, including cigarettes  |
| **Sexual Harassment** | Touching other students inappropriately or using language of a sexual nature. | Is [intimidation](http://en.wikipedia.org/wiki/Intimidation), [bullying](http://en.wikipedia.org/wiki/Bullying) or [coercion](http://en.wikipedia.org/wiki/Coercion) of a sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual favours. |
| **Inappropriate Online Behaviour** | Accessing inappropriate online material of a sexual or violent nature. |  |

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

|  |  |  |
| --- | --- | --- |
| **Level** | **Behaviour** | **Consequences** |
| **Level 1** | At this level, all students are on task and no disciplinary action is required. | Positive reinforcement of appropriate behaviours and positive achievements could include:* verbal reinforcement and recognition
* record of achievement for formal acknowledgement
* phone calls/letters/email to parents or carers for positive recognition
 |
| **Level 2** | Inappropriate student behaviours to be dealt with at this level include:* minor incidents
* ignoring instructions
* lateness to class
* littering
* minor disrespect
* use of mobile phone
* uniform/make-up/jewellery transgressions
 | Teacher-initiated actions could include:* verbal negotiation with the student
* teacher records on Oneschool
* teacher aides, specialists, TRS record incident and refer to classroom teacher
* reminder of classroom expectations
* in-class separation or isolation
* removal from classroom for one-on-one resolution
* assign student to accompany you on playground duty
* assign student a lunchtime detention
* contact with parent / carers
 |
| **Level 3** | Inappropriate student behaviour to be dealt with at this level include:* continued level 2 behaviours
* referrals from teachers
* repeated defiance
* all forms of bullying
* physical aggression
* verbal abuse, including swearing and major outbursts
* use of electronic devices to bully, threaten or breach privacy laws
 | Teacher and Administration will initiate actions that could include:* monitoring program
* resolution meeting between teacher/student/aggrieved party
* referral for assessment and specialist support
* recess detention
* restitution
* parent / carer contact
* referral to Principal
* suspension
 |
| **Level 4** | Inappropriate student behaviours to be dealt with at this level include:* continued level 3 behaviours
* stealing
* truancy
* unprovoked physical aggression
* smoking
* pornography
* intimidation of staff
* vandalism
* sexual harassment/misconduct
 | Principal-initiated actions in consultation with GO, AVT/BM and class teacher could include:* parent / carer contacted for interview
* detention
* referral to outside agency
* consultation with Principal
* recommend suspension (minimum 5 days for unprovoked physical aggression)
* restorative conferences on return from suspension, including conditions for re-entry
* police notification
 |
| **Level 5** | Inappropriate student behaviours to be dealt with at this level include:* extreme or repeated incidence of level four behaviours
* repeated acts of unprovoked physical aggression or bullying
* possession of drugs
* possession of a weapon
* supply of drugs
* use of a weapon
* violent assault
 | Principal, in consultation with GO, AVT/BM, class teacher, determines the most appropriate course of action that include the following:* parent / carer interview
* suspension in line with Education Qld Policy for Student Disciplinary Absences (6-20 days for repeated acts of physical aggression)
* Behaviour Improvement Condition in line with Education QLD Policy for Student Disciplinary Absences
* Recommendation for exclusion in line with Education Qld Policy for Student Disciplinary Absences
* Police Notification
 |

**NB: Student Disciplinary Absences are used after consideration has been given to all other responses.**

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

Ensuring consistent responses to problem behaviour

At Wowan State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training 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 consequences are applied for problem behaviour.

In 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.

**Strategies to implement supportive, fair, logical and consistent consequences include:**

**1: Classroom Management**

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

**2: Restatement, Rule Reminders**

The teacher adds a combination of the following strategies to address the student’s behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

**3: Time Away/Time Out**

The student is sent to a different part of the current classroom, another classroom or a different area until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.

**4: Behaviour Support Plan**

If a student’s behaviour remains disruptive to the good order and management of Wowan State School a Behaviour Support Plan may be developed in order to assist the student to change their behaviours. This plan would be a collaborative plan based on the input from the student, family, school and appropriate specialists. This plan will be recorded on OneSchool.

**5: External Assistance**

A functional behaviour assessment is completed in consultation with the relevant people such as parents/carers, teachers, the student, Guidance Officer, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

**6: Monitoring and Review**

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

**Step 7: Suspension Procedures**

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences.*

In the event of a suspension for 1-5 days, the Principal will take reasonable steps to ensure the student is given school work to allow them to continue with their education. The Principal will discuss with the Class Teacher and make a time when the parent is able to collect the school work or have appropriate work emailed to a suitable email address.

In the event of a suspension for 6-20 days, the Principal will arrange student access to an education program to allow the student to continue with their education. This will involve the Class Teacher preparing learning and the parent collecting this from the school or have appropriate work emailed to a suitable email address. This may also include a referral to the Behaviour Support Service.

**Step 8: Recommendation for Exclusion**

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences.*  The Principal will arrange for the student to access an education program. This will be discussed at the time of parent meeting and assigning a case manager.

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

*Avoid escalating the problem behaviour*

(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

*Maintain calmness, respect and detachment*

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

*Approach the student in a non-threatening manner*

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, 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).

Physical Intervention

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

* Physically assaulting another student or staff member
* Posing an immediate danger to him/herself or to others. eg *cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage immediate or emergency response or as part of student's individual plan, including prevention of self-harming behaviours.*
* Serious property damage *For example, if a student was in the school car park with a piece of metal which they were using to gouge a vehicle and refused an instruction to cease, I think physical restraint might be considered appropriate*.

Appropriate physical intervention may be used to ensure that Wowan 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 or property damage.

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
* the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

* property destruction
* school disruption
* refusal to comply
* verbal threats
* leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

* be reasonable in the particular circumstances,
* be in proportion to the circumstances of the incident
* always be the minimum force needed to achieve the desired result, and
* take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

* incident report – Record incident on OneSchool
* [Health and Safety incident record](http://education.qld.gov.au/strategic/eppr/health/hlspr005/smsdataentryform07-1.pdf) - MyHr
* debriefing report (for student and staff)

**7. Network of student support**

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

* Parents
* Teachers
* Support Staff
* Administration Staff
* Guidance Officer
* Advisory Visiting Teachers
* Local Police

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.

Wowan State School considers the individual circumstances of students when applying support and consequences by:

* promoting an environment which is responsive to the diverse needs of its students
* establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
* recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
* recognising the rights of all students to:
	+ 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](http://www.comlaw.gov.au/Details/C2012C00110)
* [Commonwealth Disability Standards for Education 2005](http://education.gov.au/disability-standards-education)
* [Education (General Provisions) Act 2006](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf)
* [Education (General Provisions) Regulation 2006](http://www.austlii.edu.au/au/legis/qld/consol_reg/epr2006396/)
* [Criminal Code Act 1899](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf)
* [Anti-Discrimination Act 1991](http://www.austlii.edu.au/au/legis/qld/consol_act/aa1991204/)
* [Commission for Children and Young People and Child Guardian Act 2000](http://www.austlii.edu.au/au/legis/qld/consol_act/cfcaypacga2000511/)
* [Judicial Review Act 1991](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/J/JudicialRevA91.pdf)
* [Workplace Health and Safety Act 2011](http://www.austlii.edu.au/au/legis/qld/consol_act/whasa2011218/)
* [Workplace Health and Safety Regulation 2011](http://www.austlii.edu.au/au/legis/qld/consol_reg/whasr2011309/)
* [Right to Information Act 2009](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/R/RightInfoA09.pdf)
* [Information Privacy (IP) Act 2009](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/I/InfoPrivA09.pdf)
1. Related policies and procedures

* [Statement of expectations for a disciplined school environment policy](http://education.qld.gov.au/schools/strengthening-discipline/pdf/statement-of-expectations.pdf)
* [Safe, Supportive and Disciplined School Environment](http://ppr.det.qld.gov.au/education/learning/Pages/Safe%2C-Supportive-and-Disciplined-School-Environment.aspx)
* [Inclusive Education](http://education.qld.gov.au/studentservices/inclusive/index.html%22%20%5Co%20%22View%20document%3A%20CRP-PR-009%3A%20Inclusive%20Education)
* [Enrolment in State Primary, Secondary and Special Schools](http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary%2C-Secondary-and-Special-Schools.aspx)
* [Student Dress Code](http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx%22%20%5Co%20%22View%20document%3A%20SMS-PR-022%3A%20Student%20Dress%20Code)
* [Student Protection](http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx)
* [Hostile People on School Premises, Wilful Disturbance and Trespass](http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises%2C-Wilful-Disturbance-and-Trespass.aspx%22%20%5Co%20%22View%20document%3A%20SCM-PR-006%3A%20Hostile%20People%20on%20School%20Premises%2C%20Wilful%20Disturbance%20and%20Trespass)
* [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students%2C-and-Police-Searches-at-State-Educational-Institutions.aspx%22%20%5Co%20%22View%20document%3A%20GVR-PR-001%3A%20Police%20Interviews%20and%20Police%20or%20Staff%20Searches%20at%20State%20Educational%20Institutions%20)
* [Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-%28ICT%29-Network-and-Systems.aspx)
* [Managing Electronic Identities and Identity Management](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx)
* [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx)
* [Temporary Removal of Student Property by School Staff](http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx)
1. Some related resources

List any related resources identified, for example:

* [National Safe Schools Framework](http://www.bullyingnoway.gov.au/teachers/nssf/index.html)
* [Working Together resources for schools](http://education.qld.gov.au/studentservices/behaviour/qsaav/school-resource.html)
* [Cybersafety and schools resources](http://education.qld.gov.au/studentservices/behaviour/qsaav/cybersafety.html)
* [Bullying. No way!](http://www.bullyingnoway.gov.au/)
* [Take a Stand Together](http://www.takeastandtogether.gov.au/index.html)
* [Safe Schools Hub](http://www.safeschoolshub.edu.au/)

Endorsement

Principal P&C President or

Chair, School Council

Date effective: from …………………………………………. to ………………………………………

Effective Date: 1 January 2017 – 31 December 2019

 **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.

**Certain Personal Technology Devices Banned From School**

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

**Confiscation**

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

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

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

**Personal Technology Device Etiquette**

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

**Recording voice and Images**

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

We uphold the value of trust and the right to privacy at Wowan 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[[1]](#footnote-1) 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, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*

**Appendix 2**

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

**Purpose**

1. Wowan State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
	* achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
	* raising achievement and attendance
	* promoting equality and diversity and
	* ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Wowan State School Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Wowan State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
* race, religion or culture
* disability
* appearance or health conditions
* sexual orientation
* sexist or sexual language
* young carers or children in care.
1. At Wowan 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**

1. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a setof safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
2. The anti-bullying procedures at Wowan State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

1. 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 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
	+ All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
	+ All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
	+ A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
1. 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.
2. 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 [stop-walk-talk].

1. 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.
2. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in thefrequency 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 Wonga Beach 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’.
3. Wowan State School 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***

**Anti-Bullying Procedure: THE 4 R’s**

The 4 R’s have been developed to allow for a systematic and accountable response to bullying.

The 4 R’s are:

**RESPOND**

**REPORT**

**REPEAT**

**REFER**

The 4 R’s allow for a hierarchical response to bullying which also equips students with the skills to become self sufficient and resilient. It is a child centred process.

**RESPOND** – children are encouraged to respond to incidents that occur with a range of strategies – these include the High 5 and others, but often include strategies like: ignoring the behaviour, walking away, speaking kindly, speaking firmly.

**REPORT** – if the behaviour continues, children are asked to make a report to the classroom teacher or any member of staff to whom they have access. The staff member will address the issue on behalf of the child and will review skills which they may need to use in the RESPOND phase.

**REPEAT** – If the behaviour persists, the child is asked to seek teacher support again – in this instance the teacher will provide the child and the parent with a receipt – which outlines what the reported behaviour is, and the action that is being taken to deal with it. At this stage, parents of other children will be notified and an incident may be logged on One School.

**REFER –** If the incidents of bullying are persisting, the incident must be referred to the administration of the school. Students and other members of the school community should recognise that at this level, there may be very emphatic consequences put into place to assist the children involved to correct their behaviour.

Wowan State School affirms that physical violence is not an appropriate response to social disharmony. This is a “hands off” school and physical retaliation will not be tolerated in any form.

***Appendix 4***

**FLOWCHART OF CONSEQUENCES**

***Positive Behaviours***

Classroom

Praise

Playground

Praise

Weekly Draw

Number Chart

Star on Star Chart

Behaviour Award (last week of each Term)

Praise

Praise

Praise

***Appendix 5***

**Star Chart Procedure**

The star chart procedure is in place to outline the students who can receive a behaviour certificate. This is celebrated at the end of term to reward those students who were well behaved all term.

The reasons for not getting a star include…

* Being on time out on the veranda for having 3 minor behaviours in one session.
* A major behaviour.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Area | Minor | Major |
| **Being Safe** | Movement around school | * Running on concrete or around buildings
* Running in stairwells
* Not walking bike in school grounds
 |  |
| Play | * Incorrect use of equipment
* Not playing school approved games
* Playing in toilets
 | * Throwing objects with intent to harm or damage
* Possession of weapons
 |
| Physical contact | * Minor physical contact (eg: pushing and shoving)
 | * Serious physical aggression
* Fighting
* Inappropriate contact with another student
 |
| Correct Attire | * Not wearing a hat in playground
* Not wearing shoes outside
 |  |
| Other |  | * Possession or selling of drugs
 |
| **Being Responsible** | Class tasks | * Not completing set tasks that are at an appropriate level
* Refusing to work
 |  |
| Being in the right place | * Not being punctual (eg: lateness after breaks)
* Not in the right place at the right time.
 | * Leaving class without permission (out of sight)
* Leaving school without permission
 |
| Follow instructions | * Low intensity failure to respond to adult request
* Non compliance
* Unco-operative behaviour
 | * Ongoing failure to follow adult directions
 |
| Accept outcomes for behaviour | * Minor dishonesty
 | * Major dishonesty
 |
| Rubbish | * Littering
 |  |
| Use of ICTs | * Failure to follow specific adult instructions eg being on incorrect websites
 | * Using ICTs for inappropriate websites and for the purpose of cyber bullying.
 |
| Mobile Phone | * Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)
 | * Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
 |
| **Being Respectful** | Language | * Inappropriate language (written/verbal)
* Calling out
* Poor attitude
* Disrespectful tone
 | * Offensive language
* Aggressive language
* Verbal abuse / directed profanity
 |
| Property | * Petty theft
* Lack of care for the environment
 | * Stealing / major theft
* Wilful property damage
* Vandalism
 |
| Others | * Not playing fairly
* Minor disruption to class
* Minor defiance
* Minor bullying / harassment
 | * Major bullying / harassment
* Major disruption to class
* Blatant disrespect
* Major defiance
 |

This table is directly linked with Wowan State School’s Responsible Behaviour Plan.

***Appendix 6***

**Uniform Policy**

The Parents and Citizens Association has laid down certain guidelines for the provision of school uniforms for boys and girls.  It is hoped that pupils will take pride in the wearing of the established uniform at all times, for the sake of uniformity, pride in school, economy and durability.  If difficulties arise, the school will provide a uniform for children for the day from an emergency uniform box. This policy is supported by the Staff of this school.

Children may wear shirts out during lunch breaks, however, they will be expected to be tucked in during class time and for formal occasions such as parade, excursions, sporting trips, formal gatherings and community appearances.

Following are uniform guidelines:

**Shoes**

Black shoes with white socks.  Because of Workplace, Health and Safety closed in shoes (joggers, sandshoes, etc) must be worn.  Thongs, reefers, scuffs or other open footwear are considered dangerous and should not be worn to school, except for medical reasons.

**Hats**

Hats are part of the school uniform (The Workplace Health and Safety Act also applies to the wearing of hats).  The hat is a blue wide brimmed one.
The school policy is simply: Students are not permitted out from under the covered area during lunch breaks with no wide brimmed hat. Sharing of hats, even between members of the same family is not encouraged at school.

**School Uniform for Boys and Girls**

Girls          - blue pleated skirt with black bummers, shorts, or skort Boys         - blue shorts
Both B/G  - blue collared polo shirts with the school emblem printed on the front, (These can be purchased from the school.), plain blue jumpers or plain blue track suits.

All children are expected to wear the school uniform at all times.  Where this is not possible for explained reasons by parents, the school will provide that part of the uniform for wear during the day or excursion. A resourced box of clean second hand uniforms will be kept within the school for this purpose. Our school will not permit children to travel or visit centres outside the school if not in uniform.

Year 6’s are presented with a special edition shirt and are welcome to wear these other than on official days or excursions.

**Second Hand Uniforms**

Second hand uniforms are available on request.  Contact the school office.

**Hair**

Children need to keep long hair tied back for hygiene reasons and safety.

**Jewellery**

 The only acceptable forms of jewellery to be worn are sleepers or earring studs, signet rings and watches. For safety and security reasons, we ask that all other jewellery be left at home. If students wear other types of jewellery, they will be asked to remove it and store it in their bag. If they have to be asked a second time, the jewellery will be removed and kept in the office for collection after school. Medical identification alerts or religious symbols can be worn.

**Accessories**

Students are not to wear nail polish or temporary tattoos.

**Appendix 7**

**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 you emotional state at the time of the escalation?

Questions for student

* What was it that you needed?
* What upset you most?
* What did we do that was helpful?
* What did we do that got it that way?
* What can we do better next time?
* Is there anything that you would do differently?
* Would you do something differently next time?
* What could we have done to make the physical intervention less invasive?

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

**Appendix 8 – Parents – Working together to keep Wowan SS safe**

**WORKING TOGETHER TO KEEP WOWAN STATE SCHOOL SAFE**

We can work together to keep knives out of school. At Wowan 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.

 Kara Riley (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. This includes suspension and re-entry meeting involving both the student/s and their parent/s.

• 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 Wowan 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 Kara Riley (Principal).

**Appendix 9 – Students - Working together to keep Wowan SS safe**

**WORKING TOGETHER TO KEEP WOWAN STATE SCHOOL SAFE**

We can work together to keep knives out of school. At Wowan 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. This includes suspension and a re-entry meeting with you and your parent/s.

• 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 Wowan 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.

1. *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*  [↑](#footnote-ref-1)