Dunwich State School
Responsible Behaviour Plan for Students
2013 - 2016

1. Purpose
Dunwich 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.

Our plan aligns with the requirements of the Education (General Provisions) Act 2006 and Regulations 2006; and Education Queensland’s Code of School Behaviour.

2. Consultation and data review
Dunwich State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through the ongoing SWPBS process of consultation during 2012.

A review of the following important data sets for this school relating to attendance, unexplained absences, school disciplinary absences, exclusions and behaviour incidents also contributed to the development of this plan.

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

3. Learning and behaviour statement
All areas of Dunwich 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 clear to everyone, assisting Dunwich 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 responsible
- Be respectful, and
- Be committed to learning.
Our school expectations have been agreed upon and endorsed by all staff and the P&C Association. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

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 Dunwich 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 designed to nurture appropriate behaviour, prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four expectations. The Behaviour Matrix for Non-Classroom Areas for the campus are outlined in Appendix 4. These expectations are communicated to students via a number of strategies, including:

- specific lessons conducted by classroom teachers;
- reinforcement of learning of the four expectations at school assemblies and during active supervision by staff during classroom and non-classroom activities.

Dunwich 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 Wide Positive Behaviour Support (SWPBS) team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Publication of a Staff Handbook that supports the Responsible Behaviour Plan and includes information about behaviour management practices as well as providing templates for referral forms and strategies that can be used to support student behaviour.
- Induction programs on the Dunwich 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:
  o The Use of Personal Technology Devices at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Dunwich 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 implemented. 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 explicit acknowledgement and rewards.

- Classroom - Staff members hand “Buzzies” out frequently, each day to students they observe following school expectations in the classroom. The “Buzzies” then go to a classroom collection point. A student’s name is drawn from the collection weekly, and the winner is announced at the weekly school assembly and acknowledged with a prize.
- Demonstration of appropriate student behaviours in non-classroom settings is acknowledged using “Buzzies”. Playground supervisors inform students that they are receiving a “Buzzy” which goes to a collection point. A student’s name is drawn from the collection and the winner is announced at the weekly school assembly and acknowledged with a prize.
- Each week classroom teachers choose two students to receive a Student of the Week certificate at school assembly if they have exhibited the four behaviour expectations.
- Classroom teachers have their own awards for students who follow the four expectations.
- Students are nominated for AAA (Attitude, Academic Achievement and Attendance) excursions and camps which occur at the end of each term. Students in P-3 attend an afternoon excursion while students in years 4-7 attend a one day excursion or two day camp.

- **Targeted behaviour support**

Targeted Behaviour Support occurs when a student consistently fails to follow the school's four expectations. A team approach is used to identify students and or behaviour requiring targeted behaviour support and to develop strategies and programs that aim to minimise reoccurrence.

**Strategies and Programs for Targeted Behaviour Support**

- Curriculum adjustment e.g. modified programs.
- Teachers, in consultation, with Special Needs Action Committee (SNAC), develop Behaviour Support Plan.
- Case Managers monitor progress towards stated goals and communicate progress to staff, parents and SNAC throughout a collaborative process.
- Teacher aide and tutor support.
- Communication with parents to keep them involved and informed.
- Individual goal setting (which can also be included in a Behaviour Support Plan) to teach appropriate behaviours and consequences of inappropriate choices.
- All staff are informed regularly through campus meetings, e-mail, One School data analysis and referrals to Support Teachers: Literacy & Numeracy (STL&N) about students requiring support.
- Behaviour data collection gauges when support is warranted and provides an ongoing record of behaviour patterns and intervention.
- Get Ready Program focuses on awareness of nutritional issues. Breakfast and/or a simple sandwich will be provided during the day if required.
- Surfing Program for Indigenous and at-risk students identified as being disengaged or at risk of disengaging from learning.
• Withdrawal/Timeout. This strategy is used if a student is consistently disruptive during a lesson or plays inappropriately in the playground as a means of assisting the student to re-focus and/or settle for learning.

• **Intensive behaviour support**

Despite Whole School and Targeted Support Strategies, in some instances, a more intensive approach may be required to assist a student to learn to manage their own behaviour. This may also apply when there is a risk of learning disengagement and/or serious injury to the student or others.

Processes to facilitate this include:

1. Special Needs Action Committee meets weekly to discuss the necessity for intensive behaviour support and to monitor progress. They devise Behaviour Support Plans to develop preventative, supportive and corrective strategies. The Special Needs Action Committee comprises of:
   - Principal
   - Guidance Officer
   - Speech Pathologist
   - Learning Support Team

   The following personnel attend meetings when the need arises:
   - Department of Child Safety
   - Advisory Visiting Teacher (AVT)

2. Access to in-school or external support services such as Child and Youth Mental Health Service, Gallang Place (Aboriginal and Torres Strait Islander Counselling Service), Yulu Burri-Ba Health Clinic etc.

3. Case Managers monitor progress towards stated goals and communicate progress to staff, parents and SNAC throughout a collaborative process.

4. Parental support expected when developing a Behaviour Support Plan to ensure shared responsibility and best approach.

5. Incentive and motivational programs e.g. Surfing Program and Get Ready Program.

6. The development of Alternatives to Exclusion Programs in collaboration with external support agencies

7. Managing Young Children Program (MYCP) for referred parents of 2 – 7 year olds requiring management support. This is in collaboration with Yulu Burri Ba Medical Centre.

5. **Emergency responses or critical incidents**

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 and 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.

Appropriate physical intervention may be used to ensure that Dunwich 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
• 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 carried out by staff trained in non-violent crisis intervention techniques when possible
• 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:
• *Health and Safety incident record* (link)
• Debriefing Report (for student and staff) (Appendix 3).

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**6. Consequences for unacceptable behaviour**

When a decision needs to be made regarding a student’s unacceptable behaviour and subsequent related consequence it is necessary to consider individual circumstances. Application of consequences should be
• supportive
• fair
• logical
• consistent

At each level students are offered support and assistance to help achieve appropriate behaviour and are informed of the next consequence if behaviour persists. This allows the student to make a choice. The Behaviour Guidelines document (Appendix 5 Prep/Primary) outlines each level of student behaviour, possible actions and consequences.

Time out or Buddy class referrals may be given out by teaching staff for Level 2 behaviours. Level 3, 4 and 5 behaviours are referred to the Principal using a Behaviour Referral Form (Appendix 6).

Students who travel on the school bus follow the Code of Conduct for School Bus Travel (Appendix 7).

**School Disciplinary Absences**

School Disciplinary Absences (SDAs) may be used if the behaviour of a student warrants, but must be used after consideration has been given to all other responses.
A range of SDAs include detention, suspension, behaviour improvement condition, exclusion. The *Education & General Provisions Act 2006* (EGPA) states the following in relation to SDAs:

**Detention** – a principal or teacher can detain a student as a consequence for disobedience, misconduct, wilful neglect to prepare homework or for other breaches of school discipline. A period of detention must not be more than 20 minutes during lunch breaks or more than 30 minutes after the school program has finished for the day. If the detention is completed after school, a parent must be informed prior (Flowchart for inappropriate behaviours Appendix 8).

**Suspension** – a principal may suspend a student from the school under the following grounds:

a) disobedience by the student  
b) misconduct by the student  
c) other conduct that is prejudicial to the good order and management of the following school.

**Behaviour Improvement Condition** – a behaviour improvement condition may be imposed if the principal is reasonably satisfied that the student has engaged in behaviour that is the basis for an exclusion of the student from the school or certain State schools as mentioned below. Should a student breach the condition the consequence reverts to a proposal to exclude.

**Recommendations for Exclusion** – a principal may exclude a student from the school or certain State schools under the following circumstances:

a) disobedience by the student  
b) misconduct by the student  
c) other conduct that is prejudicial to the good order and management of the following school;  
   if the student’s disobedience, misconduct or other conduct is so serious that suspension of the student is inadequate to deal with the behaviour.

A student may also be excluded if they are in breach of Behaviour Improvement Conditions.

7. **Network of student support**

Students at Dunwich State School are supported through positive reinforcement and a system of whole-school, targeted, and intensive behaviour supports by:

- Parents  
- Teachers  
- Learning Support Staff  
- Ancillary Staff  
- Administration Staff  
- Guidance Officer  
- Advisory Visiting Teachers

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

- Disability Services Queensland  
- Child and Youth Mental Health
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.

Dunwich 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 a student’s age, gender, disability, cultural background, socio-economic 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
- 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 departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
11. Some related resources

List any related resources identified. This could include:

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together

Endorsement

Principal

P&C President or Chair, School Council

Assistant Regional Director

Date effective:

from May 2013 to May 2016
Appendix 1

The Use of Personal Technology Devices* at Dunwich State 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 iPods to school as there is a risk of damage or theft. Such devices will be removed by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequence.

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

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

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

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

Students involved in recording, disseminating material (through text messaging, display, internet uploading etc); and/or knowingly being a subject of a recording, will be disciplined (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 over hear, 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, 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.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) at Dunwich State School

Purpose
Dunwich 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 Dunwich 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.

Bullying behaviours that will not be tolerated at Dunwich 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
- young carers or children in care.

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

The anti-bullying procedures at Dunwich State School are an addition to our already research-validated school-wide 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

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide 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 school’s Four Expectations of Behaviour and have been taught the expected behaviours 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 are based on the book “Have You Filled a Bucket Today” and have been developed by staff and consist of lessons taught by all teachers in all classrooms. The teaching of these lessons will occur when the need arises or as part of Term Two’s focus of Respect. Revisiting the story and its concepts occurs at the beginning of each term and teachers constantly model explicit language of the program. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

The introductory lesson introduces the 3 anti-bullying concepts:

1. Be a Bucket Filler – You can fill your bucket by being kind to other people and by thinking powerful thoughts.
2. Don’t Dip - people who bully have an empty bucket and try to fill up their bucket by dipping into someone else’s.
3. Use Your Lid – People who bully are trying to dip in your bucket. Remember that they are the person who has the problem and don’t take on what they say.

The second lesson teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

Lessons follow a focus on one of the bullying behaviours that the school or individual teacher 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 Dunwich 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’.

Dunwich State School uses behavioural data for decision-making. This data is entered into One School daily 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

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 modified to accommodate their specific receptive and expressive needs.
## Appendix 4

### EXPECTATION MATRIX

<table>
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<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Committed to Learning</th>
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<tbody>
<tr>
<td><strong>Before school</strong></td>
<td>Bike riders to wear helmets and travel as single riders only.</td>
<td>Talk quietly in designated areas including Breakfast Club.</td>
<td>If necessary, go to Breakfast Club.</td>
<td>Ensure you have everything ready to begin your day.</td>
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<td></td>
<td>Bike, scooter and skateboard riders dismount to cross roads at designated crossings.</td>
<td>Food must be consumed in the Breakfast Club.</td>
<td>Go to the toilet Take scooters and skateboards to the designated storage area.</td>
<td>Complete unfinished work or homework in the classroom if possible.</td>
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<td>All students to cross at designated crossings and follow Lollipop Officer’s directions.</td>
<td>Plates and cups are to be washed by their user.</td>
<td>Sports equipment stays in bags</td>
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<td>On arrival vehicle riders are to take equipment directly to storage areas.</td>
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<td>Sit in designated areas</td>
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<td>Play is for lunch breaks only</td>
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<td>Classroom</td>
<td>Use all furniture and equipment as intended</td>
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<td>Keep hands, feet and objects to yourself</td>
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<td>Hand up to speak</td>
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<td>Always use an appropriate voice</td>
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<td>Move around the room quietly</td>
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<td>Listen to others</td>
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<td>Follow directions</td>
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<td>Speak in a respectful way at all times to all people</td>
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<td>Prepare belongings before second bell</td>
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<tr>
<td></td>
<td>Return notes and tuckshop, before school.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Follow class rules and routines.</td>
<td></td>
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<tr>
<td></td>
<td>Follow directions from all staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Read and follow timetables and rosters</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Assist with keeping room tidy</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Organise tidy trays (P-7)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Follow teacher’s directions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Demonstrate an interest in subjects by contributing to class discussions and activities</td>
<td></td>
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<tr>
<td></td>
<td>Be prepared to catch up work that has been missed</td>
<td></td>
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<tr>
<td></td>
<td>Complete homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sit in assigned seats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating Areas</td>
<td>Sit and eat your food only.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask for permission to go to the toilet.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Hand up to leave after the bell rings.</td>
<td></td>
<td></td>
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<td></td>
<td>Keep sports equipment still.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Eat with your mouth closed.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Obey instructions.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Wait your turn at taps.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Eat lunch in the correct area.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Put all food scraps and wrappings in bin.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Put lunch box in the correct place when you are finished.</td>
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<tr>
<td></td>
<td>Listen to and follow instructions of duty staff.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Walkways &amp; Staircases</td>
<td>Walk only.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay to the right.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Stair rails for hands only.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Sit quietly if waiting for a teacher after playtime.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Overhead beams are not for swinging off.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Walk and talk quietly.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Place bags in port racks.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Pick up and store all your belongings in your bag.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Use the stairway closest to your room.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets / Change rooms</td>
<td>Be Safe</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td>Be Committed to Learning</td>
</tr>
<tr>
<td>------------------------</td>
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<td>---------------</td>
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</tr>
<tr>
<td>Use toilets for intended purpose only.</td>
<td>Use the correct toilet for your year level.</td>
<td>Try to use toilets during lunch breaks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use soap and water appropriately before leaving the toilet.</td>
<td>Go, Flush, Wash, Dry and Bye.</td>
<td>Remember the hygiene rules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk only in these areas.</td>
<td>Only place for toilet paper is in the toilet – all other rubbish in the bin.</td>
<td>Return to class quickly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use supplies as intended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report any problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Playing fields</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Committed to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear hat and shoes to play.</td>
<td>Care for our trees, gardens and plants by leaving them alone.</td>
<td>Stop playing when the first bell rings, use toilet, get a drink and move to class.</td>
<td>Follow the rules of the games.</td>
<td></td>
</tr>
<tr>
<td>Play games sensibly.</td>
<td>Take turns when playing team games.</td>
<td>Choose appropriate games to play.</td>
<td>Solve problems.</td>
<td></td>
</tr>
<tr>
<td>Play in correct areas.</td>
<td>Invite others to join in:</td>
<td>Report incidents and accidents to a staff member immediately.</td>
<td>Learn new games.</td>
<td></td>
</tr>
<tr>
<td>Use playground equipment as intended and take turns.</td>
<td>• Be helpful</td>
<td>Ask for permission to go to janitor’s room and sheds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of sharp objects is prohibited such as sticks and stones.</td>
<td>• Play games fairly and by the rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep hands, feet, objects to self.</td>
<td>• Share equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialist areas</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Committed to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in assigned areas as directed by the teacher.</td>
<td>Respect the rights of others.</td>
<td>Follow all safety guidelines as directed.</td>
<td>Be prepared to participate in the specialist lessons with the appropriate equipment.</td>
<td></td>
</tr>
<tr>
<td>Use equipment as intended.</td>
<td>Work using appropriate noise levels.</td>
<td>Report any accidents or incidents immediately to the class teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk between venues.</td>
<td>Follow all instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra curricular activities</td>
<td>Follow given directions.</td>
<td>Listen carefully to instructions.</td>
<td>Go directly to the activity.</td>
<td>Practise at home.</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Walk between venues.</td>
<td>Wear uniform correctly.</td>
<td>Wait patiently and be punctual.</td>
<td>Be prepared to catch up work that has been missed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Let the class teacher know when leaving and returning.</td>
<td>Keep your instrument close to you.</td>
<td></td>
</tr>
<tr>
<td>Bus travel</td>
<td>Enter and exit bus appropriately.</td>
<td>Be polite to the driver.</td>
<td>Place bags on the floor out of the aisle.</td>
<td>Follow transport and Bus Code of Conduct guidelines.</td>
</tr>
<tr>
<td></td>
<td>Sit in seats and wear seat belts if provided.</td>
<td>Speak quietly.</td>
<td>Help younger children to seats.</td>
<td></td>
</tr>
<tr>
<td>Off campus activities</td>
<td>Stay with group.</td>
<td>Demonstrate appropriate manners.</td>
<td>Take responsibility for your own belongings.</td>
<td>Listen to instructions and be open to learning new things.</td>
</tr>
<tr>
<td></td>
<td>Stay in designated areas.</td>
<td>Wear appropriate uniform or clothes.</td>
<td>Follow given directions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always follow an adult.</td>
<td></td>
<td>Encourage others to do the right thing.</td>
<td></td>
</tr>
<tr>
<td>Parade</td>
<td>Keep hands, feet and objects to self.</td>
<td>Sit quietly and follow instructions.</td>
<td>Sit in designated areas.</td>
<td>Quietly listen to all instructions.</td>
</tr>
</tbody>
</table>
# Appendix 5

## Behaviour Guidelines

<table>
<thead>
<tr>
<th>Level</th>
<th>Student Behaviour</th>
<th>Possible Actions</th>
<th>Possible Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student follows Four Expectations of being Safe, Responsible, Respectful and Committed to Learning.</td>
<td>Behaviour is positively reinforced with appropriate comments, letters home, Buzzies, AAA Incentive Program, Student of the Week, extrinsic rewards (refer to Staff Handbook for ideas), end of year awards etc.</td>
<td>Staff and parents are involved in the celebration of children’s achievements (e.g. Parent Interviews, Culminating Activity etc.). Weekly lesson teaching the Four Expectations (using the Behaviour Matrix) reinforces appropriate behaviour.</td>
</tr>
<tr>
<td>2</td>
<td>Minor infringements - basically respects the rights of others but has difficulties which affects self-esteem, frustration levels, concentration etc. Examples include rudeness, annoying others, incidental swearing, reactive endangerment of others (pushing, teasing etc.), back chatting, throwing objects etc.</td>
<td>Teachers seek solution with student/s and/or consult with other colleagues, Teacher of Literacy and Numeracy (STLaN), Guidance Officer and parents. Possible actions include reinforcement of success, communication between home and school, behaviour contracts, class meetings etc.</td>
<td>Gain collegial support from teaching colleagues, STLaN, Principal and/or parents. Define problem (e.g. through investigation of incident) and apply solutions. Refer to Staff Handbook for ideas and suggestions, modify the curriculum, organise peer mediation etc.</td>
</tr>
<tr>
<td>3</td>
<td>Moderate infringements - continuation of minor infringements and/or persistently violates the rights of others eg disrespect for staff and peers, (disobedience etc), coarse and loud swearing, fighting, intimidation, physical harassment, deliberate damage to property, throwing dangerous items, theft, lying or deliberate manipulation of truth, playing contact sports, etc.</td>
<td>Teacher consults with colleagues and STLaN. Parents may be contacted, meeting with parents organised, and/or behaviour contracts devised. Actions may include In class detention, Lunchtime Detention, removal of privileges etc. If incidents involve students on Targeted Behaviour Support, incident to be referred to Case Manager.</td>
<td>Involve support from colleagues, STLaN, Principal, Guidance Officer, and/or parents. Modify the curriculum, oversee individual goal setting, consider student for inclusion in Surfing Program Behaviour data collection will also be able to gauge when and what support is warranted.</td>
</tr>
<tr>
<td>4</td>
<td>Major infringements - continuation of moderate infringements and/or major infringements on the rights of others, eg physical assault, verbal harassment (intimidation etc) sexual harassment, deliberate and/or obscene language to student or staff member, repetitive and deliberate defiance, theft, vandalism, disruption, using a hazardous/prohibited substance, ignoring any attempts for help etc.</td>
<td>Continuance of moderate infringements - Teacher consults with Principal and/or STLaN. Referral for Targeted Behaviour Support form to be completed and submitted to SNAC. Major infringements on the rights of others - Actions could include lunchtime detention/s, Principal interview with student and/or parent, loss of privileges (playground, sports, performances, camp etc), internal suspension (followed by counselling and/or Behaviour Contract) etc.</td>
<td>Must involve, Principal, Guidance Officer and/or parents. Support includes case conference, incentives, behaviour plans, modified programs, aide/tutor support, daily/weekly Behaviour Report for parents, appointment of Case Manager etc. are all options. Behaviour Support Plan to be developed.</td>
</tr>
<tr>
<td>5</td>
<td>Serious Infringements - continuation of major infringements and/or behaviours which seriously violates the rights and safety of others in spite of intervention, counselling and support eg repetitive abusive, aggressive, dangerous, uncontrollable and unco-operative behaviours etc.</td>
<td>Teacher refers problem directly to Principal. After discussion with student and/or parent, actions may involve internal suspension or suspension. The Principal can propose an exclusion when conduct is so serious that suspension is inadequate.</td>
<td>Must involve Principal and parent/guardian. Previous support ideas from other levels could be employed as well as guidance and counselling support from government agencies. Alternative program during and post suspension to be negotiated. Alternatives to Exclusion Program and/or Functional Literacy/Life Skills Program developed.</td>
</tr>
</tbody>
</table>
**DUNWICH STATE SCHOOL – Behaviour Referral Form**

**Student:** ____________________________  **Class:** ____________________________  **Class Teacher:** ____________________________

**Behaviour Referral Date:** / /  **Referring Staff Member:** ____________________________

**Time:**  ☐ B Sch  ☐ Morn Session  ☐ M Tea  ☐ Mid Session  ☐ Lunch  ☐ Aft Sess  ☐ Aft School

**Location:**  ☐ Bus  ☐ Class  ☐ Oval  ☐ Library  ☐ Eating Area  ☐ Amenities  ☐ Out of Bounds  ☐ Under-cover  ☐ Walkway/Verandah  ☐ Off Campus  ☐ Pool  ☐ Tuckshop  ☐ Other ____________________________

**Behaviour:** What expectation did the student choose not to follow?

- ☐ Be Safe  ☐ Be Respectful  ☐ Be Responsible  ☐ Be Committed to Learning

**Behaviour Category/Strategy/Motivation:**

**Minor:** Student to be directed to follow process (as per overleaf). Nominate category below.

**Major:** Student to be immediately removed from classroom or playground, and directed to Administration.

---

**Categories (nominate one only)**
- Bullying/harassment
- Defiant/threat/s to adults
- Disruptive
- Dress code
- IT misconduct
- Late
- Lying/Cheating
- Misconduct involving object
- Non compliant with routine
- Other conduct prejudicial to the good order and management of school
- Physical misconduct
- Possess prohibited items
- Prohibited items
- Property misconduct
- Refusal to participate in program of instruction
- Substance misconduct involving illicit substance
- Substance misconduct involving tobacco and other legal substances
- Third minor referral
- Threat/s to others
- Truant/skip class
- Verbal misconduct
- Other

---

**Strategies**
- Apology Letter
- Buddy Classroom
- Classroom Behaviour Plan
- In-Class Detention
- In-School Suspension
- Lunchtime Detention
- Parent Interview
- Referral to Special Needs
- Social Skills Program
- Suspension
- Time in Office
- Verbal Apology
- Warning
- Natural Consequence
- Restorative Justice

---

**Motivation for Behaviour**
- Obtain Peer Attention
- Obtain Adult Attention
- Obtain Tangible Object
- Obtain Activity or Event
- Obtain Sensory Stimulation
- Escape/Avoid Activity Event
- Escape/Avoid Instructional Task
- Escape/Avoid Adult Attention
- Escape/Avoid Peer Attention
- Escape/Avoid Sensory Stimulation
- Don't know

---

**One School Reporting – Additional Information**

All incidents that involve referral to detention room or Administration need to be recorded on One School by the referring staff member.

The Principal will follow-up on Admin referrals and record the action taken, within the space provided on the incident report. Any documentation made in reference to the incident eg. Witness reports, should be scanned and attached to the One School incident record.

---

**Details of Behaviour:**

---

![The Code of School Behaviour](image)

Better Behaviour  
Better Learning

[Queensland Government Logo]
<table>
<thead>
<tr>
<th>Process</th>
<th>Classroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1</strong></td>
<td>Reminder and redirection</td>
<td>Reminder and redirection</td>
</tr>
<tr>
<td><strong>STEP 2</strong></td>
<td>Time Out</td>
<td>Time Out, Walk with Teacher Litter Duty</td>
</tr>
<tr>
<td><strong>STEP 3</strong></td>
<td>Referral to Buddy Classroom&lt;br&gt;Referring Teacher to complete:&lt;br&gt;Please indicate the time the student is to return to class:&lt;br&gt;☐ End of Session, or&lt;br&gt;☐ Time ___________ (max 15 – 20 mins)&lt;br&gt;One School Data Entry/Parent Contact:&lt;br&gt;class teacher is required to contact parent/carer and enter parent contact on One School.</td>
<td>Referral to Detention Room&lt;br&gt;Duty Supervisor to:&lt;br&gt;Send student with referral form to the Detention Room during the break; or&lt;br&gt;notify the student that they will undertake the detention during the next break (place form in the pink folder in the detention room)&lt;br&gt;One School Data Entry/Parent Contact:&lt;br&gt;Referring teacher is required to enter incident on One School, Class teacher is to contact parent/carer and note this on One School.&lt;br&gt;Refer to Admin if:&lt;br&gt;☐ Refusal to go to Buddy&lt;br&gt;☐ Poor behaviour on return from Buddy</td>
</tr>
<tr>
<td><strong>STEP 4</strong></td>
<td>Referral to Administration – Consequences may include:&lt;br&gt;☐ Detention room - number of lunch breaks ___________&lt;br&gt;☐ Time in Office ☐ Apology Letter ☐ Restoration ☐ Sent Home&lt;br&gt;☐ Classroom Behaviour Plan ☐ Parent contact (informal) ☐ Parent contact (formal)&lt;br&gt;☐ In-school suspension no. of days ___________&lt;br&gt;☐ Suspension no. of days ___________&lt;br&gt;☐ Recommendation for exclusion&lt;br&gt;Principal Signature: _________________________</td>
<td>&lt;br&gt;One School Data Entry made by Principal: / /</td>
</tr>
<tr>
<td><strong>STEP 5</strong></td>
<td>Further Action&lt;br&gt;☐ Referral to Special Needs ☐ Other _________________________&lt;br&gt;☐ Social Skills Program</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7

DUNWICH STATE SCHOOL
CODE OF CONDUCT FOR SCHOOL BUS TRAVEL

Category 1
Unacceptable Behaviour

1. Eating on the bus.
2. Offensive language.
3. Being rude to the bus driver.
4. Moving from seat to seat.
5. Use of mobile phones, hand held computer games or cameras.

Action
Remind students of the Code and what happens if their behaviour is unacceptable. Student’s name, details of incident and action recorded in diary.

Repeated incident in 4 weeks
Bus operator advises student that parents and the principal will be informed; any further misdemeanors in this period will result in a next day suspension from transport for – 1 to 5 days.

Category 2
Dangerous Behaviour

1. Distracting the driver by use of persistent noise.
2. Verbally threatening the bus driver.
3. Allowing any part of their body to protrude from the bus, standing on steps, swinging or moving excessively.
4. Spitting or smoking.
5. Bullying passengers.
6. Pushing and shoving when boarding or exiting the bus.

Action
Remind students of the Code and what happens if their behaviour is dangerous. Student’s name, details of incident and action recorded in diary.

Bus operator advises students that parents and the principal will be informed.

Repeated incident in 4 weeks
Next day suspension from transport - 5 to 10 days.
Category 3
Dangerous and Destructive Behaviour

1. Throwing objects that have the potential to cause harm or damage.
2. Fighting.
4. Being under the influence of illegal drugs or alcohol.

Action
Remind students of the Code and what happens if their behaviour is dangerous and destructive.
Student’s name, details of incident and action recorded in diary.
Bus operator advises students that parents and the principal will be informed.
Next day suspension – up to 10 weeks.

Category 4
Life Threatening Behaviour

1. Physically attacking the driver or other passengers.
2. Pushing students out through the doors or windows.
3. Recklessly or negligently endangering the safety of other passengers or themselves.
4. Lighting a fire on the bus.
5. Interfering with the safe mechanical operation of the bus.
6. Threatening physical harm with a dangerous weapon.

Action
Take all reasonable measures to ensure the safety of passengers.
In an emergency contact the police.
Student’s name, details of incident and action recorded in diary.
Bus operator reports matter to parents, principal and police if warranted.
Next day suspension – for a specified period or permanent, as determined by the operator, conveyance committee and principal.
Appendix 7
Confiscation of property
Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:

- Preserve the caring, safe, supportive and productive learning environment of the school
- Maintain and foster mutual respect among staff and students at the school
- Encourage all students to take responsibility for their own behaviour and the consequences of their actions
- Provide for the effective administration of matters about the students of the school
- Ensure compliance with the school’s Responsible Behaviour Plan for Students or any other directive, guideline or policy.

If the property is illegal to possess, likely to threaten the safety or wellbeing or students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student’s property without the student’s consent or the consent of the student’s parents (e.g. to access an Epipen for an anaphylactic emergency. Emergency circumstances may include where the life or welfare of a student is at immediate risk.

A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.