The Code of School Behaviour

Better Behaviour
Better Learning

TOOGOOLAWAH SHS

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

1. Purpose

Toogoolawah SHS 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.

2. Consultation and data review

Toogoolawah SHS developed this plan in collaboration with our school community. Our student Welfare Committee has maintained data on student management over the past five (5) years and we have focussed the student support and intervention practices of our school on the analysis of this data and responses.

Data has been reviewed across a suite of aspects -

- Attendance and explanation of absence
- School disciplinary absences for Suspensions and Exclusions
- Profiles of Behaviour Referrals by staff
- Analysis of Harassing Behaviours

3. Learning and behaviour statement

Our school is a School Wide Positive Behaviour Support (SWPBS) school. The SWPBS team at Toogoolawah SHS is committed to implementing a practical, cohesive, supportive behavioural management program that can be applied proactively and consistently across all school and associated environments.

All areas of Toogoolawah SHS 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 Toogoolawah SHS 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 ***core values*** to teach and promote our high standards of responsible behaviour:

Core Values of Toogoolawah SHS

1. A Commitment to Achievement
2. Respect
3. Responsibility

Our school ***core values*** have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

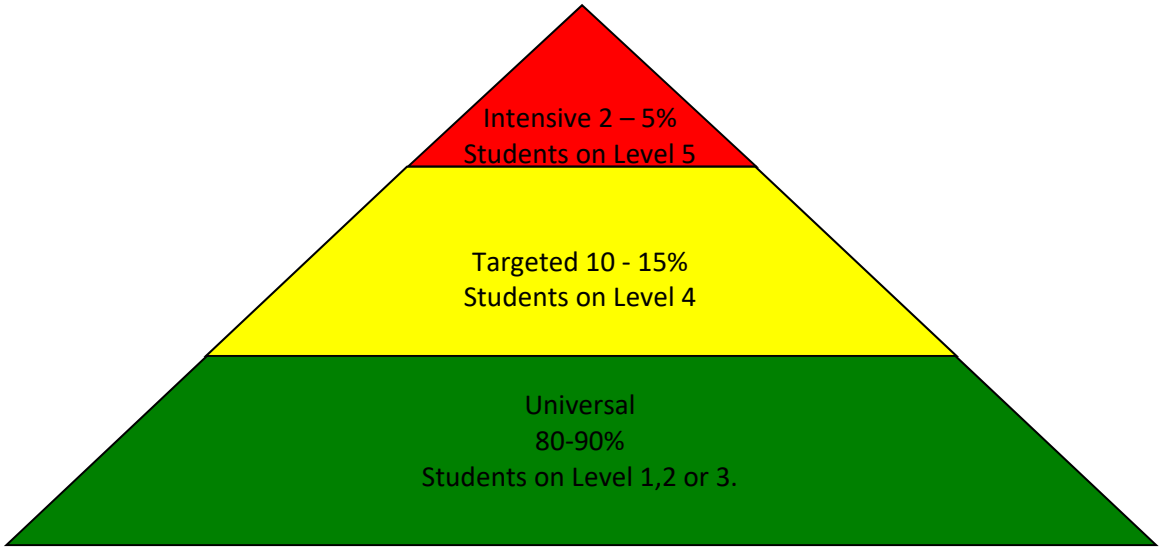
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

The Three Tiered Approach

A whole school approach shapes, supports and recognises appropriate behaviours in all students. Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, it is possible to outline whole school provision of **universal, targeted,** and **intensive supports**.

Universal, targeted and intensive behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed programs and procedures;
- managed professional development for all members of the school community;
- adoption of practices that are non-violent, non-coercive and non-discriminatory;
- a continuum of whole school positive preventive action for all students.



Universal Behaviour Support

In a supportive and well-disciplined school approximately 80% to 90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.

Targeted Behaviour Support

In a supportive and well-disciplined school approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.

Intensive Behaviour Support

In a supportive and well-disciplined school approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

School Wide Positive Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Toogoolawah SHS 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 prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school core values. The School wide **Behaviour Expectations Matrix** below outlines our agreed rules and specific behavioural expectations in all school settings

Behaviour Expectations Matrix

At Toogoolawah State High School we are 'Working together' to be: Respectful, Responsible and Committed to Achievement

Location	"I RESPECT the rights of others when I…"	"I am RESPONSIBLE for my actions when I…"	"I am COMMITTED TO ACHIEVEMENT when I…"
All (school wide, including school organised activities)	• Use polite language • Listen actively and wait for my turn to speak • Follow adult directions • Maintain personal space • Display physical behaviours appropriate for school • Remove my hat inside	• Ensure my mobile phone is stored in a mobile phone locker upon arrival at school and is not accessed between the first bell and the last bell of the day. • Accept the outcomes of my actions • Wear the school uniform • Use and return resources appropriately • Put rubbish in bins • Report any damage or equipment problems • Demonstrate punctuality • Ensure my own and others safety • Follow school policies	• Attend school • Set 'SMART' goals • Work hard to achieve my goals • Identify my strengths and weaknesses • Get help to improve • Use positive 'self-talk' • Display a willingness to try new things • Positively acknowledge my own and others achievements
Classrooms	• Put my hand up to ask questions • Ask permission to leave the classroom	• Ask for help • Bring the required equipment into class	• Know the 'Learning Intent' and 'Success Goals' for the lesson • Complete set tasks on time • Use a diary to record homework and assessment • Use my "Level of Achievement" to set goals
Transitions		• Line up quietly in 2 lines • Go to the toilet during breaks • Go straight to my destination	
Playground	• Allow others to join in	• Wear a hat outside • Follow the agreed 'rules of the game' • Stay 'in-bounds'	
Arriving and leaving school	• Act in a way that reflects positively on the school while in uniform	• Follow directions for boarding buses • Follow bus company rules • Walk bikes through school and across the crossing • Use designated gates	

Proactive and Preventative Processes

Toogoolawah SHS 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.
- SWPBS team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Toogoolawah SHS 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:
  - ICT Responsible Use Policy (Appendix 1)
  - Mobile Phones, IPods and Other Electronic Devices Policy (Appendix 2).

Reinforcing expected school behaviour

At Toogoolawah SHS, 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.

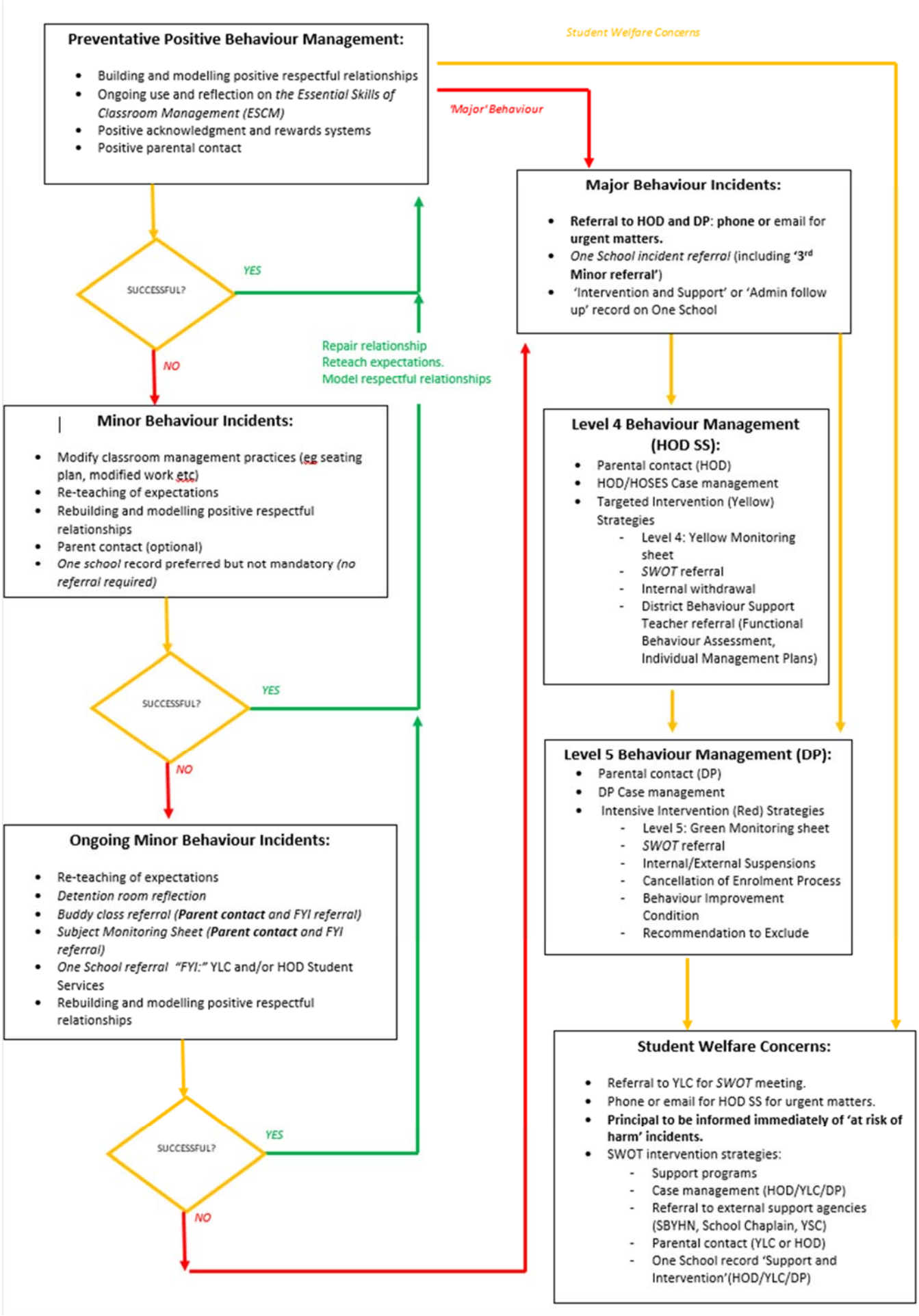
This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

School-wide Recognition System for Acknowledging Expected Student Behaviours

Reward Type	Reward	When	Description
Free and Frequent	Stamps in School Diary	Every lesson, Every day	Teachers use their unique stamp in student diaries to recognise positive behaviour in class.
Free and Frequent	Vivo rewards	Every Day	Students are able to 'bank' their stamps to earn Vivos. Students can use their Vivos to claim a range of rewards from the Vivo Website https://www.vivomiles.com.au/

Reward Type	Reward	When	Description
Short Term	School Service Certificates	Any time, as required.	Students who have volunteered and/or contributed significantly to an event Certificate presented on parade. Links to 'outstanding service' for Awards Night Recorded as Positive Behaviour on Oneschool
Short Term	Postcards	Any time, as required.	All staff have access to 'Postcards' which can be sent to recognise students personally and privately. They are hand written messages and posted home, addressed via the front office. Recorded as Positive Behaviour on Oneschool.
Short Term	Academic Recognition Letter from Principal	Term 3 Week 3 (Based on Semester 1 Report)	Letter home from the Principal recognising all 'A's and 'B's for achievement on Semester 1 reports Recorded as Positive Behaviour on Oneschool.
Reward Type	**Reward**	**When**	**Description**
Strong and Long Term	Awards Night	Week 7 Term 4	Various Academic, Behaviour, Service and Community Awards presented on Awards Night
Strong and Long Term	'Level 2' Achievement	Applications processed and reviews completed Week 5 each term	Parents receive letters updating changes of level Level 2 students: • receive all 'Excellent' and Very Good' results for effort and behaviour on term reports. • meet the School's attendance benchmark (90%) • have no detentions or behaviour referrals submitted in the previous weeks while on level 3. • are seen to be a positive role model. • wear school uniform, meet dress code correctly and show pride in presentation.
Strong and Long Term	'Level 1' Achievement	Level 1 students receive badges at Investiture Parade Term 1 each year	Parents receive letters updating changes in level. Students are awarded Level 1 based on Year Level Coordinator and School Leadership Team decision. Oneschool, sustained time (12 mths or more) on Level 2 **and** display school/community service/leadership are considered. Level 1 Students: • always abiding by the Code of School Behaviour and School wide Personal Expectations. • exemplary performance of duties relating to a position of office; • exemplary performance through committee membership; • actively assisting staff; • supporting others in the academic, cultural and sporting areas; • service to the school or broader community. • Level 1 students will have previously met all criteria for Level 2.
Strong and Long Term	Level 1 and 2 Events/ Excursions		Students who are on Level 2 or 1 are invited to attend 'rewards days/trips' such as movies at school, BBQs and trips to Movieworld, Dreamworld, Gold Coast Indy and the V8s at Willowbank.

The Behaviour Management Flow Chart



Using a levels system to facilitate standards of positive behaviour
Levels range from Level 1, which recognises the highest level of positive behaviour, citizenship involvement and leadership, to Level 5, which indicates an unacceptable level of behaviour.

Levels provide:
- recognition to be given to students who involve themselves in the school in a very positive manner
- students with an understanding of the consequences of their behaviour
- individualised management and support paths for students demonstrating behaviours of concern
- a structured yet flexible approach which provides the opportunity to provide due consideration of individual circumstances.

Placement of Students in levels

All students begin on **Level 3** upon enrolment in the school. Students who finish a year on **Level 1 or 2** begin the following year on that Level. Students who finish a year on **Level 3** begin each new year on **Level 3**. Students who finish a year on **Level 4 or 5** begin each new year on **Level 3**.

Level 1 is awarded to students based on Year Level Coordinator and School Leadership Team decision. Oneschool, sustained time (12 mths or more) on Level 2 and display school/community service/leadership are considered.
Level 1 Students:
- always abiding by the Code of School Behaviour and School wide Personal Expectations.
- exemplary performance of duties relating to a position of office;
- exemplary performance through committee membership;
- actively assisting staff;
- supporting others in the academic, cultural and sporting areas;
- service to the school or broader community.

Level 1 students will have previously met all criteria for Level 2.

Level 2 students meet criteria set for consistently abiding by the Code of School Behaviour and School wide Personal Expectations. This is demonstrated when students:

- receive all 'Excellent' and Very Good' results for effort and behaviour on term reports.
- meet the School's attendance benchmark (90%)
- have no detentions or behaviour referrals submitted in the previous weeks while on level 3.
- are seen to be a positive role model.
- wear school uniform, meet dress code correctly and show pride in presentation.

Level 3 students are expected to abide by the Code of School Behaviour and School wide Personal Expectations. All students begin on Level 3 upon enrolment in the school. This is demonstrated when students:
- Show Respect
- Take Responsibility
- Commit to Achievement

Level 4 identifies situations where parents and staff share concern for behaviour and attitudes of students and monitor the behaviour with the intent of guiding the student and supporting improvement.
- This involves students who have not adequately demonstrated some of their responsibilities outlined in the Code of School Behaviour and School wide Personal Expectations and require intervention to assist them meeting their responsibilities.

- Monitoring usually involves a Yellow Monitoring Sheet and regular contact with the Head of Department.
- Level 4 students may be ineligible for involvement in extra-curricular activities. During the planning for extra-curricular activities, consideration will be given to the student's participation eg. One who is on this level for failure to follow directions would be a risk if engaged in some out of school activities. These students will be required to apply to attend such events in writing through their year coordinator.

Level 5 may be applied when students commit a serious breach of the Code of School Behaviour and School wide Personal Expectations:
Students on this level normally have had a period of suspension from school and have their behaviour monitored with a Green Monitoring Sheet and regular contact with the Deputy Principal.

Process for Students to Change their Level

- The Year coordinators are responsible for the process for students to change their level as well as a review of students who are currently on level 1 or 2 to ensure they maintain the expected standard of behaviour.
- Students on Level 4 and 5 are also regularly reviewed with the Head of Department and the Student Welfare Team to identify opportunities for support and intervention.
- Students submit an application to the Year coordinators (as part of the Student Welfare Team) if they wish to move from Level 3 to Level 2.
- Level 1 is awarded to students based on Year Level Coordinator and School Leadership Team decision. Oneschool, sustained time (12 mths or more) on Level 2 and display school/community service/leadership are considered.
- Parents are notified of all changes of level.

5. Consequences for unacceptable behaviour

Toogoolawah SHS 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.

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 are those that:

- are minor breeches of the Behaviour Expectations Matrix
- 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.

Major behaviours are those that:

- the recording of three minor behaviours constitutes a major behaviour
- 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 then fills out the office referral form and escorts the student to Administration.

Targeted Behaviour Support – Level 4

Students at this Level have not adequately demonstrated some of their responsibilities outlined in the Code of School Behaviour and Behaviour Expectations Matrix and require intervention to assist them meeting their responsibilities.

Level 4 identifies situations where parents and staff share concern for behaviour and attitudes of students and monitor the behaviour with the intent of guiding the student and supporting improvement.

The student:

- may be placed on Level 4 for a period of time e.g. four weeks;
- may be placed on Behaviour Monitoring for some of all of their time on Level 4
- may need to relinquish any position of Office held for the time on Level 4
- may be ineligible for involvement in extra-curricular activities
- will be required to meet with a staff member to develop appropriate strategies to support their learning

Support options may include:

- use of behavioural data to accurately identify students requiring targeted support
- in-school referral process for teachers seeking assistance to support students with targeted-level needs
- team approach to supporting students on targeted support programs
- use of data-based criteria for evaluation and exit from targeted support program

- making adjustments as required to address individual students' needs
- range of research-validated program options for targeted support such as:
    - adult mentoring
    - check in/check out
    - targeted/small group social skilling

Intensive Behaviour Support – Level 5

Students at this Level have consistently not fulfilled their responsibilities outlined in the Code of School Behaviour and Expectations and require continued and escalated intervention to assist them meeting their responsibilities.

Contact is made with parents to indicate the need for the student to address the behaviour and enlist support in resolving the issue.

Referrals can be made to Regional Services and the Behaviour Support Hub and students are required to meet with the Guidance Officer to establish an appropriate Behaviour Plan and consider the potential for flexible and or alternative Learning Options.

A Level 5 student does not have to progress through Level 4 to regain Level 3 and when he/she has successfully completed their Behaviour Plan they move to Level 3.

Students are **placed on level 5** for two main reasons, they either

- Are on Level 4 and continue to breach the Code of School Behaviour and School wide Personal Expectations; or
- Commit a serious breach of the Code of School Behaviour and School wide Personal Expectations

The student:

- may be placed on Level 5 for a period of time e.g. four weeks
- may be placed on Behaviour Monitoring for some or all of their time on Level 5
- will relinquish any position of Office held
- will be engaged in a formal process which includes reflection and drafting plans to redress the inappropriate behaviours upon reaching Level 5 - except in cases of Withdrawal and Suspension
- will not be able to participate in any activities that occur outside of the school grounds e.g. representative sporting activities, Cluster Days, end of year trips, subject excursions where an alternative education program is available within the school, social events
- may be required to participate in specific behaviour modification programs provided by Education Queensland staff other Service Providers

Support options may include:

- an in-school referral process for teachers seeking assistance
- a team-based approach for providing intensive individualised support that includes a high frequency of adjustments
- use of behaviour data for the accurate identification of students requiring individualised support
- research validated procedures in place for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment)
- planned use of any physical intervention required to ensure student safety (e.g. Restraint)
- flexible and or alternative learning options
- District, Regional and State behaviour support options.

Level 5 students who continue to behave in an inappropriate manner will have additional intensive intervention such as:

- Flexible or alternative Learning options
- Variation to timetabled activities
- Revisit Behaviour Plan
- Suspension 1 - 5 days
- Suspension 6 - 20 days
- Imposition of Behaviour Improvement Condition by Principal
- Exclusion

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.

All members of our school community bear some responsibility when such incidences occur. Generally, the nearest teachers will take charge of these situations, assess immediate risk, take action to reduce or minimise this risk and then assess what external assistance is required, if any.

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.

Appropriate physical intervention may be used to ensure that Toogoolawah SHS'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 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 (Appendix 4)
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 5).

7. Serious breaches of the Code of Conduct and School wide Personal Expectations

Our school takes a firm stand on Behaviour. Suspension is a temporary withdrawal of the right to attend school. It provides reflection time for the student, sends a clear and serious message and involves parents in the resolution of the problem.

The types of offences that invoke suspensions at this school include, but are not limited to: smoking, fighting, alcohol offences, provocative/aggressive swearing, dangerous behaviour, gross disrespect or "E-offences" (e.g. electronically recording, storing, forwarding, or posting to the Internet violent, sexually explicit or illegal images or material), possessing knives or other weapons.

The Principal will issue a Proposal for Exclusion (expulsion) for:

- Failure to respond to repeated suspensions
- Possession of illicit or illegal drugs
- Threatening use of weapons
- Immediate and serious threat to the safety of staff or students
- Posting on the Internet of grossly inappropriate material concerning a staff member e.g. threats, abuse, gross denigration, insinuations or privacy breaches
- Or other very serious misbehaviour which threatens the good order and management of the school.

Before applying suspension with a Proposal to exclude, the Principal may consider using a Notice of Behaviour Improvement Condition. Post-compulsory Students can have their enrolment Cancelled for failure to actively participate satisfactorily in the program of instruction.

8. Network of student support

Students at Toogoolawah SHS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- School Based Youth Health Nurse
- Youth Support Coordinator.

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

9. 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.

Toogoolawah SHS 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,

10. Related legislation

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

11. Related policies

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

12. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

_____	_____	_____
Principal	**P&C President or**	**Regional Executive Director or Executive Director (Schools)**

Appendix 1

ICT Responsible Use Policy

Our school community recognises that Information and Communication Technology is an integral to learning. Through the use of Information and Communication Technologies (ICTs), we endeavour to impart to students a range of skills and knowledge necessary for them to participate in the digital economy.

Guidelines

- Information and communication technology (ICT), including access to and use of the internet and email, are essential tools for schools in the provision of innovative educational programs.
- Schools are constantly exploring new and innovative ways to incorporate safe and secure information and communication technology (ICT) use into the educational program.
- School students, only with the approval of the principal, may be permitted limited connection of personally owned mobile devices to the department's information and communication technology (ICT) network, where this benefits the student's educational program.

Authorisation and controls

The principal reserves the right to restrict student access to the school's ICT facilities and devices if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program. For example, a student with restricted school network access may be allocated a stand-alone computer to continue their educational program activities.

The Department of Education, Training and Employment monitors access to and usage of their ICT network. For example, email monitoring will occur to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

The department may conduct security audits and scans, and restrict or deny access to the department's ICT network by any personal mobile device, if there is any suspicion that the integrity of the network might be at risk.

Responsibilities for using the school's ICT facilities and devices

- Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the *Code of School Behaviour*.
- Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- Parents/guardians are responsible for appropriate internet use by students outside the school environment when using a school owned or provided mobile device.
- The school will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to behave in line with these safe practices.
- Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).
- Students cannot use another student or staff member's username or password to access the school network, including not trespassing in another person's files, home drive, email or accessing unauthorised network drives or systems.
- Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.
- Students need to understand that copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

Responsibilities for using a personal mobile device

- Prior to any personal mobile device being used approval is sought from the school to ensure it reflects the department's security requirements.
- Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.
- All files are to be scanned using appropriate virus software before being downloaded to the department's ICT network.

- Students and parents are to employ caution with the use of personal mobile devices particularly as these devices can store significant numbers of files some of which may be unacceptable at school e.g. games and 'exe' files. An 'exe' file ends with the extension '.exe' otherwise known as an *executable* file. When they are selected they can install programs which may start unwanted processes.
- Any inappropriate material or unlicensed software must be removed from personal mobile devices before bringing the devices to school and such material is not to be shared with other students.
- Unacceptable use will lead to the mobile device being confiscated by school employees, with its collection/return to occur at the end of the school day where the mobile device is not required for further investigation.

Acceptable use by a student

It is acceptable for students while at school to:

- use mobile devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to school work
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight the mobile device during classes, where these devices are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school, or during recess and lunch breaks
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable use by a student

It is unacceptable for students while at school to:

- use the mobile device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's networks security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school employees.

Appendix 2

Mobile Phones, IPods and Other Electronic Devices Policy

Toogoolawah State High School supports the appropriate use of technology in learning and for safety. Mobile phones and other electronic devices have the potential to aid learning when used well. Parents may wish their student to have a mobile phone with them whilst travelling to and from school.

Breaches of this policy will result in disciplinary action. The school cannot take responsibility for items left unattended. Students have the option of leaving their mobile phones, IPods and other electronic devices at the Office for safekeeping during the day.

Schoolwide Expectation:

RESPECT: Ensure my mobile phone is off and not used during class unless permission is granted by the teacher.

To ensure that these devices are used to enhance the learning environment and not pose a hazard at school the following policy guidelines apply:

- Students should display courtesy, consideration and respect for others whenever they are using a mobile phone or electronic device.
- Students are permitted to use mobile phones or other electronic devices before or after school, or during recess and lunch breaks.
- In some circumstances, students may be given permission to use a mobile phone during class time in a teacher directed activity to enhance learning.
- Permission is granted under the direction of a teacher for an individual lesson only.
- Students must take care of their mobile phones and other electronic devices and keep them safe.
- The school strongly discourages the use of social media sites by students (Facebook, Snapchat etc) and encourages parents / careers to be aware of and actively monitor the use of social media sites.
- Images or videos taken at school or during school activities where students are identifiable as students of Toogoolawah SHS must not be uploaded to any social networking sites or to "the Internet" unless the Principal and has given express written permission.

Consequences for not following the school wide expectation:

1. Staff will manage students who do not meet the expectation using the behaviour management flowchart. (Minor) *Examples:*
   - *Reteach expectations*
   - *Place in 'phone box' for the lesson*
   - *Post lesson discussion*
   - *Give choice/follow through*
2. Students who repeatedly do not meet the expectation will be sent to the office to hand their phone in for the remainder of the school day. (Ongoing Minor)
3. Ongoing breaches can result in a "Major" behaviour referral. (3rd Minor referral= Major)

Note:

Arrangements can be made with the Deputy Principal in extenuating circumstances for the mobile phone to be used at the Office.

The following are examples of a serious breach of our Code of Behaviour

and will be subject to disciplinary action and potentially police investigation

- using in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth, Social Media) of such material.
- the sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking.

Appendix 3

Minor and major problem behaviours – Definitions and Examples

Verbal misconduct	
MINOR • **Student engages in low intensity use of inappropriate language. Not directed at anyone Accidental swearing Inappropriate eg sexual conversations in class.** o "Aw sh-t" o "Fu-k it" o "I hate this sh-t" under breath. o Conversational swearing (with other students) irrespective of audience/adult proximity. • **Inappropriate questions or comments to adults.** o Asking inappropriate questions in an attempt to 'trap' teacher. o "Are you married?" "Did you go to the pub on the weekend?" o "Hey Miss, I got drunk on the weekend…" o "Did you smoke pot at school?"	**MAJOR** • **Swearing directed toward/at adults.** o "This is bull s**t" not under breath but towards teacher o F**k you/get f**ked o Continued swearing after correction/intervention • **Swearing in a demeaning, provoking or aggressive manner** o I'll f—ing get you… o Your dead sh-t… o I'll get that sl-t o C'mon faggot, have a go… o Loud comments intended to provoke eg 'Yeah John's a f--ing fag" loudly while lining up. • **Negative comments based on race, religion, gender, age, national origin, on ethnic origin, disabilities or other personal matters.** o Poof, fag, gay o Written 'verbal' attacks on text or Facebook o "Fat slut" text message or note passed in class. o Inappropriate questions to adults (Offensive) eg "Are you on your period miss?"

Non-compliant with *routine*	
MINOR • **Students behave in a way that is against <u>clearly taught routines</u> (the outcome is inconsequential to others)** o Refusal to comply with the Student Dress Code. o Not removing hats or not leaving outside when this is the <u>taught</u> expectation o Not following washing up routine in HEc o Not lining up as taught	**MAJOR** • **Students behave in a way that is against <u>clearly taught</u> behaviour expectations/routines where their behaviour is –Dangerous, results in adverse consequences for others, results in property damage** o "I don't have to take my hat off, you can't make me" o Playing with Bunsen burner or things on fire in science lab. o Throwing chisels at someone to put away for you.

o Not following prescribed route of travel (in or out of school routine)eg taking the long way to the computer room or oval when told how to travel. o Not asking permission to leave the classroom o Leaving rubbish when told how to clean up. o Rocking on chair. o Water bottle or food in science lab (removes and apologises when asked • **Passive non-compliance after rule reminders or initial 'compliance'** o Out of seating plan o Student says they will take off hat but then doesn't	o Breaking things from not washing up as taught. (Not accidentally but not following routine) o Refusal to wear safety equipment. "I'm not wearing the glasses, they look stupid" o Climbing on port racks, walkways etc. o Sticking things in power points or computers o Water bottle or food in science lab. Sneaks it in and hides it under jumper. o I've asked you to …, are you refusing to…" "Yep!"

Defiant/threat/s to adults	
MINOR **<u>Repeated requests</u> needed to comply with <u>adult direction</u>** *(Not curriculum or routine based)* o Needing to ask 3-4 times to pick up rubbish. **Questioning/arguing about the reasons for requests.** • "Why do I have to…" • "You always ask me to…" • "I don't want to…" • "But I didn't do anything wrong…"	**MAJOR** **Refusal to follow <u>adult directions</u> while verbally acknowledging defiance.** *(Not curriculum or routine based)* • Are you refusing to go to buddy class? "Yep!" • " As if I'm going" e.g. to detention. • Told to stay outside but sneaks back in. **Student threatens an adult.** • "I'll make you lose your job" • "I dare you to touch me" • I know what car you drive and when I see it…" • "You better watch yourself/out" • "Try it and I'll smash you"

Refusal to participate in program of instruction

MINOR	MAJOR
Student requires regular adult direction to engage in their program (passive actions, fails to do set tasks or respond to instructions) • Deliberate/constant 'forgetting' of equipment (eg hat so 'can't' do PE.) • Regularly doesn't do homework • Off task drawing, note writing, game playing, toys etc • Non submission of Drafts/assignments • "Can't you just give me an E?" • Not doing set work despite teacher assistance or intervention. • Passive avoidance of set work.	**Student overtly & defiantly refuses to comply with teacher requests to <u>begin work/tasks</u>** • Turns away from teacher and says "I'm not doing it" • Throws books, equipment, screws up task sheet, walks out of class • "I'm not doing it" in response to repeated requests to perform set tasks **Refusal to attempt tasks despite academic support and assistance.** • Refusal of TA support "get away, I don't want your help" • Refusal to attempt modified tasks

Property misconduct

Low intensity misuse of property by using school or other equipment inappropriately without causing damage or harm. • Playing with scissors • Kicking over furniture • Scribbling or writing in inappropriate areas • Hiding others school belongings • Not storing items in their place • Tearing pages from a book • Snapping rulers, pencils, crayons, erasers etc • Taking other's things to use – but not stealing (eg opening other's tidy trays) • Throwing waste on the floor	**Student wilfully damages or misuses property that results in substantial destruction or disfigurement of property** • Letting tyres down • Breaking property • Deliberate sabotage of equipment or property • Deliberate vandalism **Stealing - Taking someone else's property without permission, being in possession of, having passed on, or being involved in the removal of someone else's/ school property** • Stealing valuable property that belongs at school, or to the school, or that of others

Disruptive

MINOR	MAJOR
Low-intensity or low frequency inappropriate behaviour that disrupts or disturbs teaching and/or learning. • Inappropriate off task talking • Calling out • Tapping pencils or other objects • Playing with things • Deliberately making distracting noises • Talking while teacher is talking • Talking to others to distract from learning • Wandering around room • Physical interactions causing distraction/off task (Poking, pencil stealing) • Turning off another students computer	**Behaviour that intentionally disrupts teaching and learning for:** • A prolonged period of time (regardless of interventions) • Numerous times following redirection. • A large number of students (whole group disruption) • Throwing objects • Disrupting a prac group by continuously turning off the gas in the middle of an experiment. • Turning off whole class of computers

Property Misconduct: Mobile Phone/iPod

MINOR	MAJOR
Phone interrupts learning or causes a distraction. • being looked at • played with, • Vibrating/ringing • Listening to music	**Ongoing disruptions from electronic device = 3rd Minor referral** • Same student has had repeated issues with phone in class. • Same student has repeated referrals for continued interruptions.

IT misconduct

MINOR	MAJOR
Student engages in non-serious but inappropriate (as per IT Policy) use of personal or school technology • Sending inappropriate emails, video material etc. • Use of personal technology in class without permission. • Refusal to turn off devices when requested.	**Student engages in serious misuse use of personal or school technology (as per IT Policy)** • Sending malicious emails, offensive video material etc. • Accessing or displaying pornographic material • Recording students (self or others) engaging in socially unacceptable behaviour • Uploading recording of behaviour violations • Repeated use of personal technology in class despite correction

Bullying / Harassment

MINOR	MAJOR
Student engages in low level, repeated behaviour intended to annoy, bother or belittling others. • Excluding others • "Go away we don't like you" • "You play like a girl" • Insults	**Student engages in threats, intimidation, negative comments or personal attacks based on race, gender, religion, appearance, ethnicity, disability or other personal matters.** • Sexual comments intended to intimidate, • Verbals and physical threats to harm another person • Inappropriate touching of others • Encouraging/instigating others to fight • Forcing another student to hand over tuckshop money

Truant/ skip class

MINOR	MAJOR
Student in school grounds but not in their timetabled class • Student wandering around school • Attending a non-timetabled class without permission • Hiding in toilet • Hiding in various other locations	**Repeated unexplained absence (with or without parent/ guardian knowledge)** • Leaving school without permission • Repeated failure to attend classes or school • Early departure without permission or signing out • Repeated absence from school without carer's permission

Threats to others

MINOR	MAJOR
Student threatens to harm others (low likelihood of it being carried out • aggressive body language • verbal taunts • written taunts	**Student threatens with the likelihood of carrying out threat -intention of causing physical or emotional harm others in a more aggressive manner** • Encouraging/instigating others to fight • "I'll get you after school" • "You're dead"

Possess prohibited items

MINOR	MAJOR
Student found in possession of prohibited items • Spray paint/ liquid paper/ aerosols / water bombs	**Student in possession of weapons, inappropriate published materials etc. on their person or contained within their property e.g. bags/ lockers** • Weapons • Inappropriate published/ downloader pornographic material/ how to construct illegal objects/ materials

Physical Misconduct

MINOR	MAJOR
Non serious, but inappropriate physical contact/touching which does not result in injury • Pushing/shoving • Inappropriate physical contact • Rough play • Throwing objects, food • Tripping others • Spitting on ground	**Actions involving serious physical contact where injury may occur. Intent to cause injury, harm to others, or threaten others.** • Fighting • Punching • Hitting with an object • Playing tackle football • Kicking/ Scratching • Using or intent to use sharp/dangerous object or weapon • Slapping/ Choking • Tackling/slinging to ground • Hair pulling • Spitting at or on another • Throwing objects at another

Misconduct involving object

MINOR	MAJOR
Non serious or unintentional use of an object that risks harming others • Throwing sticks/ stones	**Using objects, equipment as weapons with the intention of causing harm to self, others or property** • Using a stick to threaten or risk harm to others • Throwing objects (stones/ sticks, balls) with the intention to cause harm

Lying/cheating

MINOR	MAJOR
Engaging in minor, low level, lying/cheating • Starting stories • Consistently cheating to win e.g., during a cricket game	**Student tells lies, spreads rumours, denies behaviour violations despite evidence.** • Spreading stories/ gossip, rumours about others with the intent to hurt or harm other's reputation **Obtaining answers unfairly or covertly, accessing information for significant academic gain or advantage.** • Plagiarism • Using technology to access information during tests

Late	
MINOR **Frequently arrives late at school or class without adequate reason** • Arrives 5 mins late for school or class?	**MAJOR** **Arrives late repeatedly at school or class without adequate reason.** • Arrives 5 -10 + mins late three times

Substance misconduct involving illicit substance	
MINOR nil	**MAJOR** **Student is in possession or supporting another student in accessing illicit substance (illegal drugs)** • using mobile devices to contact other dealing in drugs • possession of drugs
Substance misconduct involving tobacco and other legal substances	
MINOR nil	**Student is in possession, using or assisting another student to access inappropriate legal substances** • Alcohol • Tobacco • Prescription medication • sniffing aerosols/glues

Appendix 4

Flowchart for Guiding Consistent Classroom Management

Toogoolawah S.H.S. 'Working Together' to be: RESPECTFUL, RESPONSIBLE and COMMITTED TO ACHIEVEMENT

SCHOOL-WIDE EXPECTATIONS

Expectations clear?
Expectations displayed?
Consequences displayed?
Expectations referred to?
Expectations reinforced through modelling/language?

GIVING INSTRUCTIONS

1. Get attention
2. Wait and scan
3. Give instructions
   - clear, short
   - visual cues
   - 'thank you'
   - curriculum and behaviour
4. Wait and scan
5. Descriptive encourager x 2

REMEMBER:

- ✓ Do you have a **Seating Plan?**
- ✓ Stay **calm**, use a **firm voice** and **maintain consistency**
- ✓ Use **peripheral vision**
- ✓ **Selectively attend –** follow up with post lesson discussion
- ✓ Say **"thanks"** after verbal redirection and **turn away**
- ✓ Avoid being sucked into **secondary behaviour**
- ✓ **Follow through** with consequences

Re-entry questions used in reflective conversations with students to rebuild relationships:

What did you do?
What expectation didn't you meet?
What was the goal of your behavior?
What could you do differently next time?
What should happen if this behaviour happens again?

Language of ACKNOWLEDGEMENT

Positive Feedback using:
- **Descriptive encouraging**
- **Stamps** in Diary
- **Body language** encouraging
- 'Praise, prompt, push-off'
- Smile, eye contact

Students following expectations?

YES

NO

Acknowledge return to on-task behaviour

Language of CORRECTION for 'Minor Behaviour' 'Least intrusive to Most intrusive'

Non-verbally Redirect
Hand signal, eye contact, gestures etc.
Proximity
Pause in talk
Smile to manage behaviour

Verbally Redirect
Cueing with parallel acknowledgement
Curriculum refocus/ Redirect to Learning
Description of reality
Expectations clarified (curriculum)
Individual close talk
Question ("What are you doing?")
Use humour
Call student's name
Redirection given

If redirections do not work – use **consequences**

MINOR CONSEQUENCES (Teacher's Records)

1. Reteach expectations
2. Indicate post lesson discussion
3. Move student in class
4. Give choice/ warning
5. Follow through

ONGOING MINOR CONSEQUENCES (OneSchool FYI HOD)
- Detention (Parent SMS)
- Buddy Class (pre-organised with buddy teacher and parent phone call)
- Subject Monitoring (Parent phone call)

***"THIRD MINOR REFERRAL"* (MAJOR Oneschool Referral to HOD)**
- Student's failure to respond to three ongoing minor behaviour interventions.

Appendix 5 Academic Reporting Effort and Behaviour Matrix

Effort and Behaviour Reporting Matrix

Expectations	"I RESPECT the rights of others when I…"	"I am RESPONSIBLE for my actions when I…"	"I am COMMITTED TO ACHIEVEMENT when I…"
Location All (school wide, including school organised activities)	• Use polite language • Listen actively and wait for my turn to speak • Follow adult directions • Maintain personal space • Display physical behaviours appropriate for school • Remove my hat inside	• Accept the outcomes of my actions • Wear the school uniform • Use and return resources appropriately • Put rubbish in bins • Report any damage or equipment problems • Demonstrate punctuality • Ensure my own and others safety • Follow school policies • Wear a hat outside (Playground)	• Attend school (class) • Set 'SMART' goals • Work hard to achieve my goals • Identify my strengths and weaknesses • Get help to improve • Use positive 'self-talk' • Display a willingness to try new things • Positively acknowledge my own and others achievements
Location Classrooms	• Put my hand up to ask questions • Ensure my mobile phone is off and not used during class unless permission is granted by the teacher. • Ask permission to leave the classroom	• Ask for help • Bring the required equipment into class • Ensure personal electronic devices are off • Line up quietly in 2 lines (Transitions) • Go to the toilet during breaks (Transitions) • Go straight to my destination (Transitions)	• Know the 'Learning Intent' and 'Success Goals' for the lesson • Complete set tasks on time • Use a diary to record homework and assessment • Use my 'Level of Achievement' to set goals

Report Card	Behaviour					Effort				
Report Card Grade	**A -Excellent**	**B - Very Good**	**C - Satisfactory**	**D - Needs Attention**	**E - Unacceptable**	**A -Excellent**	**B - Very Good**	**C - Satisfactory**	**D - Needs Attention**	**E - Unacceptable**
Displays the School Wide expectations	**Consistently and independently** displays the school's expectations and **rarely** requires clarification/reteaching.	**Consistently** displays the school's expectations and only **occasionally** requires clarification/reteaching of expectations and responds positively to redirections.	**Usually** displays the school's expectations but **sometimes** requires clarification/reteaching of expectations **Usually** responds positively to redirections.	**Sometimes** displays the school's expectations and **often** requires clarification/reteaching of expectations	**Rarely** displays the school's expectations and **constantly** requires clarification/reteaching of expectations.	**Consistently and independently** displays the school's expectations and **rarely** requires clarification/reteaching.	**Consistently** displays the school's expectations and only **occasionally** requires clarification/reteaching of expectations and responds positively to redirections.	**Usually** displays the school's expectations but **sometimes** requires clarification/reteaching of expectations **Usually** responds positively to redirections.	**Sometimes** displays the school's expectations and **often** requires clarification/reteaching of expectations	**Rarely** displays the school's expectations and **constantly** requires clarification/reteaching of expectations.

Appendix 6

Incident Report

- Name: Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR
Date of incident Time incident started Time incident ended
Where was the student when the incident occurred?
Who was working with the student when the incident occurred?
Where was staff when the incident occurred?
Who was next to the student when the incident occurred?
Who else was in the immediate area when the incident occurred?
What was the general atmosphere like at the time of the incident?
What was the student doing at the time of the incident?
What occurred **immediately** before the incident? Describe the activity, task, event.
Describe what the student did during the incident.
Describe the level of severity of the incident. (e.g. damage, injury to self/others)
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).

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?

<u>Questions for staff</u>

- 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?

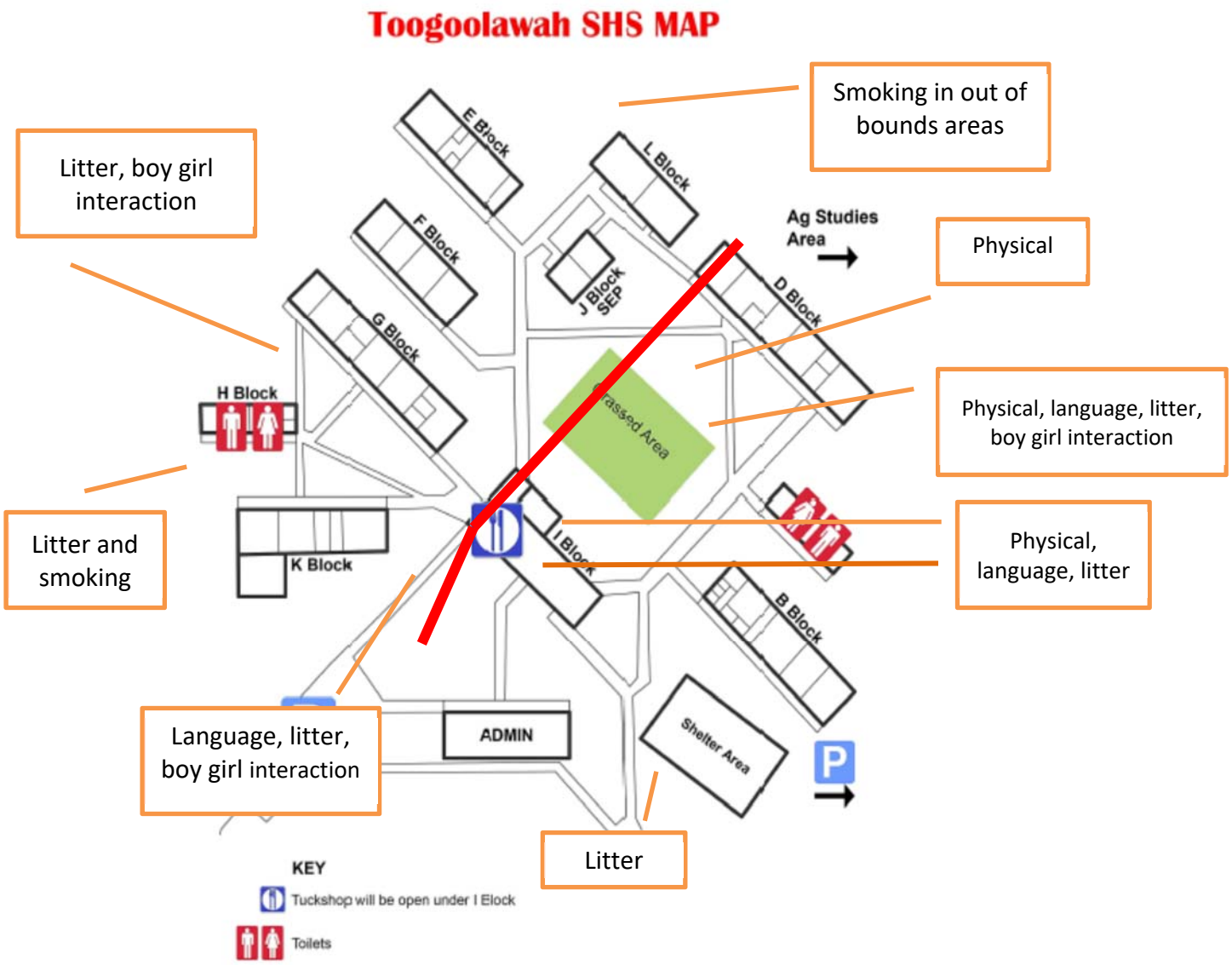
<u>Questions for student</u>

- 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 8

PGD Areas and notes regarding past problem behaviours



Some ideas to manage behaviour

- Litter – ask students who owns the litter, then ask that student to pick it up. Show students you can pick up litter too.
- Calm firm body language
- Know where students sitting and give pre-correct
- Use humour to redirect behaviour
- Use students' names