



# Marsden State High School

## Responsible Behaviour Plan for Students

### Based on *The Code of School Behaviour*

Updated July 2016

#### Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Marsden State High School is committed to providing a safe, respectful, disciplined and supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non discriminatory language and behaviours are defined, modelled and reinforced. 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.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive school environment is established and maintained. As a community, we are committed to building success for all learners through a vision of:

### Dare to inspire, Make a Difference

HIGH EXPECTATIONS are at the heart of our vision. There is no substitute for hard work and the best advice we can give students and parents is: Attendance, positive behaviour and full completion of class work, homework and assessment are the keys to achieving the best possible results for all students.

To assist students to achieve their full potential we have developed a simple yet powerful plan that we will be using on a daily basis with students. We have deliberately highlighted the “i” in **@marsden.i** to reflect our focus on the INDIVIDUAL and their responsibility in modelling and upholding the high standards of Marsden SHS:

Student Focus	
<b>@marsden.i</b>	▪ arrive on time, with all the right tools
	▪ am positive and give 100%
	▪ carry my planner at all times
	▪ wear the uniform with pride
	▪ show respect for people & the grounds
	▪ engage in active learning
	▪ will expand my horizons

The quality of results is ultimately reflected by commitment to the **@marsden.i** agenda. Once again a student’s best efforts towards our core values on a daily basis will result in achieving the best academic and vocational grades possible. Nobody asks more of students than their best effort, but we do ask that they are honest in giving 100%. Our conversations and daily focus throughout the year with students and parents will revolve around the **@marsden.i** agenda. Setting standards and helping students follow them is part of the longer-term aim of helping young people to learn self-discipline and respect for others and to take responsibility for their actions. It is also a key element in preparing our students for successful participation in life after school. We urge all parents and caregivers to support us in our focus on the core business of teaching and learning in classrooms by using the **@marsden.i** in your conversations with your child at home.

The principles that drive and influence all our decisions are:

- Persistence
- Passion
- Pride

Marsden State High School aims to assist each student to develop as a whole person. We seek to produce creative individuals who show cooperation, tolerance and courtesy to others. We believe in:

- fostering the development of self-discipline and responsibility
- creating an environment which maximises learning time and learning opportunities
- building relationships based on mutual respect
- developing an appreciation of the unique worth of individuals
- nurturing a life-long love of learning
- facilitating participative decision making
- creating a safe and harmonious community.



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The principles and beliefs are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our principles and beliefs in all actions. These principles and beliefs are the foundation of our Responsible Behaviour Plan for Students.

### Consultation and data review

Marsden SHS developed this plan in collaboration with our school community. Broad consultation with staff and students was undertaken through the Behaviour Management Advisory committee meetings held during 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 also informed the development process. A review also of the schools pedagogical statement and the implementation of Marsden State High School's Academic Framework informed this behaviour management policy. The responsible behaviour plan is updated regularly in consultation with Administration and the P & C. An update of the Plan occurred in early 2014 after legislative changes by the Queensland Government. It will be reviewed again in 2016 as required in legislation.

### Learning and behaviour statement

At Marsden State High School, we aim to maintain, enhance and continue to develop a safe and supportive school environment for all members of the school community. Our Responsible Behaviour Plan is based on the *Code of School Behaviour* and the shared beliefs of the school community. We believe social, vocational, sporting and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. All members of the school community are expected to maintain the highest standards of personal behaviour and show respect for others, for all property and for the environment. The following elements outline our continuing aspiration to best teaching practice and the beliefs essential to the operation of the school.

### MARSDEN STATE HIGH SCHOOL PEDAGOGICAL STATEMENT

Marsden State High School's Academic Framework is underpinned by Marzano's Art and Science of Teaching. In *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, Robert J. Marzano presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. Marzano states "among elements such as a well-articulated curriculum and a safe orderly environment, the one factor that surfaced as the single most influential component of an effective school is the individual teachers within that school" (2007). He articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design:

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a cohesive unit?

These design questions are meant to remind teachers of instructional strategies that should be considered when they are planning for and delivering a unit of instruction. Each question represents a large aspect of the instructional process. Each question involves a number of embedded strategies.

### Philosophy and Structure

At Marsden we believe that everyone is responsible for his/her own behaviour and makes choices about appropriate behaviour. Marsden has a high expectations culture with clear standards and guidelines modelled daily. Students are encouraged daily to make appropriate choices that aligns with school policy. Hence, our school's behaviour plan is based on a positive approach to behaviour and proactive programs including "Smart Choice."

At Marsden State High School we believe that each individual:

1. makes choices about how they act and treat each other.
2. is responsible for their behavior and the choices they make.
3. should accept the consequences of their actions and understand the importance of making amends.
4. can choose to change their behaviour.

Students are guided by Marsden's daily focus to "work and learn" in every classroom and are directed to the poster below to make appropriate choices:



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### Student Actions

Students must exit formal education with the knowledge and skills defined by syllabuses and also with skills to promote career opportunities and lifelong learning. Students at Marsden State High School are expected to strive for excellence in order to achieve their full potential.

To achieve this, students will be expected to attain their highest levels of self-discipline and motivation. The school will assist each student to achieve their maximum potential by modelling and promoting a **climate of high expectations – learning, behaviour and presentation.**

We value:

- Acquiring skills in literacy, language and communication
- Understanding mathematical structures and their relevance to the real world
- Developing problem-solving techniques
- Understanding the various, legal, civic and political responsibilities and rights in our society
- Developing technical and technological skills
- Learning the benefit of physical fitness, hygiene and health
- Developing and appreciating a range of creative and artistic styles
- Developing skills for quality life long living including:
  - respect for diversity and difference
  - accepting personal responsibility for our actions
  - developing an inquiring mind with the ability to critically question and argue rationally
  - perseverance and work ethic
- Respecting natural and built environments

Students will assist in maintaining a safe, supportive environment by adhering to the following:

- Report damaged property to the Facilities Officer or to a teacher.
- No eating or drinking in classrooms, the sport centre, the oval, court areas or on buses. Only students playing sport are to be on the oval.
- Students are only to be in buildings under direct teacher supervision.
- Items prohibited at school - These items will be confiscated and depending on the nature of the item, kept till the last day of term or appropriately disposed of:
  - chewing gum and bubble gum
  - matches, lighters, cigarettes
  - aerosol cans
  - dangerous or offensive materials/clothing alcohol or drugs
  - valuable items such as large sums of money
  - pornographic material
  - electrical goods (i.e. mobile phones, mp3 players etc)
  - jewellery, cards and permanent markers
  - skate boards and scooters
- Students who bring prohibited/illegal substances to school face suspension/exclusion/legal action.
- For safety reasons, students are not to climb on roofs or buildings. The Facilities Officer must be contacted to solve problems.
- Fighting, stealing, swearing and running in classrooms or toilets are not acceptable behaviours.
- No objects are to be thrown except under teacher supervision. Play handball only in designated areas.
- Protect trees and plants. Do not use grassed areas as walkways.
- Computer hacking is a criminal offence and will be dealt with accordingly. Please refer to the Information Technology & Computer Services guidelines for further details.
- Physical intimidation and challenges to teachers' authority such as back chatting or disobeying a teacher's instructions are serious offences.

The School or staff will not be held responsible for the loss of or damage of confiscated items.



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### **Bullying**

Marsden State High School is committed to taking action to protect students from bullying and to respond appropriately when bullying occurs.

#### **@ Marsden Bullying is:**

an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

#### **Three main features of bullying:**

- Misuse of Power in Relationships
- Ongoing and Repeated
- Behaviours that can cause harm

Students and parents need to report and seek help from: YLHODs, School Support Staff Personnel, Connect Teachers, Classroom Teachers or any other trusted staff member. Students involved in such incidents will be dealt with on a case by case basis. Both the target and the instigator will receive support, mediation and education from YLHODs and Support Staff. YLHODs will action consequences to students who repeatedly engage in bullying type behaviors, despite intervention and support.

### **Student Movement**

- Students are to travel straight to school and avoid loitering around boundary fences, parks or local shopping centres. Complete school uniform is to be worn to and from school. Students are under the school's jurisdiction from the time they leave home in the morning until they arrive home in the afternoon.
- Students may only leave the grounds or communicate with outsiders with administrative permission. Students arriving late or leaving early must register in the office. No lunch passes will be granted.
- If a student becomes ill, or is injured, they are to come or be escorted to the office. Students require a note or teacher escort.
- The out of bounds areas are:
  - bike racks at all times unless parking or collecting your bike
  - car parks
  - the house in the grounds
  - around building perimeters and behind all buildings
  - around the athletics and maintenance sheds
  - around R Block, behind Art, and around Performing Arts blocks
  - the fence line of the school
  - the Chambers Flat Road ends of B, J, K, F and O blocks
  - loitering in the park opposite the school, or the nearby shopping centre.
- Students who are licensed drivers and registered by administration may park outside the grounds only. No passengers are to be carried, cars are not to leave during the day and there is no access to cars during the day. Parents may permit siblings of a driver to travel by car.
- By law bike helmets are to be worn.

### **Dress Standards**

Marsden State High School is a "uniform" school. The uniform is to be worn in its complete form at school and when travelling to and from school. Each student is an ambassador for the school. The school has a detailed policy on its "Code of Dress" (linked to SC-09: Student Dress Code) and this document should be consulted for further information.

At Marsden SHS we impose sanctions on a once only basis per episode of non-compliance. Our sanctions are reflective of the severity and recentness of the non-compliance and are limited to one of the following:

- Imposing a detention for a student during lunch or after school (if after school, inform parents before detention occurs);
- Preventing student from attending, or participating in, any activity for which student is representing school; or
- Preventing student from attending or participating in any school activity that is not an essential school educational program.

In resolving matters of student dress codes, the school considers:

- Mobile families requiring sufficient time to purchase items of dress;
- Economic hardship requiring special arrangements, or an extended period of time, to purchase new items of dress;
- Students with physical impairments requiring greater flexibility in interpretation of dress codes; and



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We provide our Student Dress Code policy to parents at the time of enrolment as part of the Enrolment Package. The Marsden SHS community is very proud of its uniform and we encourage parents/caregivers to support the school by upholding our fair and reasonable dress standards.

### Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

The Student Support Services Team and School Leadership Team are responsible for directing and reviewing standards of positive behaviour and responding to unacceptable behaviour. The processes and standards are promoted to staff, students and community to produce a productive and safe environment for learning and teaching.

Marsden's Year-Level Heads of Department and Deputy Principals are responsible for the tracking of positive behaviour of students within their cohort. Students displaying positive records are acknowledged termly on "celebrating success" parades and through rewards in the school's m-city positive rewards scheme.

At Marsden State High School, recognising positive behaviour and implementing proactive, supportive strategies for improving student behaviour is a focus. Typically, *whole school behaviour support* procedures apply to all students and staff across all settings. However, for a variety of reasons, some students may not respond to these early efforts and may require more *targeted behaviour support* and/or *intensive behaviour support* to assist them to continue their learning as well as develop more acceptable behaviours. At the heart of this positive climate is the preservation of everyone's fundamental rights. Essential to effective learning at Marsden SHS is a safe, supportive and disciplined environment that respects the following RIGHTS:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

**All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others.**

### Whole-school behaviour support

Our whole school approach supports and reinforces the provision of a safe and supportive learning environment through:

- shared school values and a positive and inclusive culture that recognises the contribution of all members of the school community
- establishment of agreed programs and procedures that address harassment, bullying, violence and child protection and are known and understood by all members of the school community
- professional development or training on appropriate prevention and response strategies for addressing harassment, bullying, violence and child protection
- management of incidents via clear and well-understood processes, community engagement and strong relationships with relevant support specialists
- provision of support for students and staff
- working closely with parents/guardians.

The school's processes and procedures to uphold the values within the Code of School Behaviour include a wide variety of proactive strategies with contingencies in place to deal with critical incidents and persistent non-compliance of the Code. The emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning students who exhibit inappropriate behaviours. Processes and procedures will be reviewed periodically to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data will form the basis upon which any change and modification to processes and procedures will take place. The following are examples of processes that may be used to promote appropriate behaviours across the whole school setting.

### Leadership Program

A number of leadership programs are offered, where skills in communication and positive relationship building are promoted and taught. The Make A Difference (MAD) program is offered for all for students and is the platform for students to become leaders and role models across the year levels. Students from years 7 -12 have the opportunity to join the schools MAD program that meets weekly. The MAD program has a primary focus on developing and nurturing future leaders in order to make a difference to Marsden and beyond.

Marsden has unique programs targeted for specific students with leadership potential such as the year 12 school captains program and the year level advocate program. These programs educate students on the importance of leadership and the school captains and year level advocates become mentors and positive role models for the whole school community.

### Engaging Curriculum and Effective Teaching

Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Classroom teachers are supported in these endeavours through:

- access to relevant professional learning
- Collegial Engagement Document through formal observations, walkthroughs, snapshots and teaching rounds
- mentoring and ongoing feedback from the Head of Teaching and Learning for junctures attracting and



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- beginning or developing and maintaining , Curriculum Head of Department and Administration.
- programs and in-class support from Learning Support staff for students below national minimum standards
- Training in behaviour management system and processes relevant to Marsden SHS

### Positive Reinforcement

Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Marsden State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:

- praise and encouragement
- privileges and giving students responsibility
- creating a sense of belonging
- appointment as year 12 leaders/captains
- appointment as school leaders including Make a difference students.
- “celebrating success” ceremonies targeting attendance, citizenship and academic success
- Marsden Positive Behaviour Rewards Scheme- M-city slips.

### Active Student Involvement

Active student participation is taught through school celebrations that foster student success. Students who excel in academia, sport and performing arts are recognised through a range of ceremonies and awards evenings. Students who embody the “Marsden Spirit” because they are polite, courteous, and show respect for fellow students and staff are recognised at year level or whole school parades. Departments too may independently acknowledge students periodically for demonstrating exemplary performance. On a daily basis students are rewarded for positive behaviour and aligning with Marsdens @marsden.i daily focus through the school’s merit scheme.

### Targeted behaviour support

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence. Where targeted or individual support occurs in the classroom setting this support is in alignment with our whole school positive behaviour support approach and procedures.

### The Smart Choice Program

The Planning Room is used if a student is consistently disruptive during a lesson, to the detriment of other students’ learning. The Planning Room is not a punitive measure, rather an opportunity for students to reflect and develop a plan that will assist them to return to their classroom. It encourages students to take responsibility for their behaviour. The negotiation process involves collaboration between student, teacher and parents/caregivers. The planning room is an option to teachers as a last resort to provide the student every opportunity to remain in the classroom to work and learn.

#### The Planning Room:

- involves parents/caregivers in the negotiation process through a collaborative plan of action for student’s returning to class
- is used **only when teaching strategies and classroom management techniques have been fully utilised and the HEAD of DEPARTMENT has become engaged in the process.**
- is monitored by Year level HoD to ensure students negotiate plans immediately (1 day).
- is overseen by respective Deputy Principal to ensure students return to class to maximise learning.

### Student Daily Reports

Students identified as requiring targeted support may require a *monitoring bookle*. A case manager is appointed and negotiates acceptable standards of behaviour with the student. The Daily Report addresses punctuality, homework, attitude/industry, co-operation/behaviour and that the uniform is worn to an acceptable standard. The student presents the Daily Report to each teacher and subsequently takes the sheet home to have it signed by a parent/guardian at the end of the day. The Daily Report is returned to the Case Manager the next day who then discusses the previous days report and issues a new one. If the student continues to display inappropriate behaviours, the Case Manager may refer the student for Intensive Behaviour Support.

### Intensive behaviour support

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. Interagency groups are used to co-ordinate services to meet the needs of students identified with persistent or extreme problem behaviours (Refer to *network of student support*). Case management in response to behavioural assessment and interagency input, may take a variety of forms, including:

- work with the Year Level Head of Department
- counselling with the school Guidance Officer
- referral to Student Support Services personnel



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- participation in Student Support Services programs such as Avengers, X-Men, Team Up, Rock and Water and Brave to develop social and emotional regulation skills
- modified timetable or attendance
- Teacher Aide support through school funding
- recommendation to parents to access outside agencies such as Child & Youth Mental Health Services or Youth and Family Services
- referral to Department of Child Safety, Child & Youth Mental Health, medical specialists, Family and Child Connect or Headspace
- referral to Career Liaison Officer (work experience/alternate pathways).
- referral to Place or alternative education & training sites

Parent involvement via input and monitoring of intensive individual learning plans is a key part of the overall program for students requiring the highest level of behavioural support. Students of Marsden State High also have access to the following programs:

### Place (External Provider)

In cases where school based intervention has not been successful, students requiring intensive behaviour support and an individual learning program can be referred to Place (Positive Learning Centre, Woodridge State High School). Students attend Place for up to a period of two years. The aim of the Positive Learning Centre is to reintegrate the student back into the school or into more appropriate learning or vocational pathways. Other options may include short courses through *TAFE Queensland*, *the Eagleby Learning Centre* and *Kingston School of Continuing Education* or access to youth programs such as *The Spot Community Services*, *YourTown* and *PCYC Crestmead*.

### Emergency response 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, 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.



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Appropriate physical intervention may be used to ensure that Marsden 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 on One School
- [Health and Safety incident record](#)
- debriefing report (**see Appendix 3**).

**Consequences for unacceptable behaviour**

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. In dealing with behaviour management the year level Head of Department system will ensure that students who behave well will receive positive reinforcement through the schools merit scheme. It is envisioned that good practice within Year Levels will result in a whole school development of best practice.

Behaviours and related consequences are as outlined:

Level	Behaviour	Possible Consequences
<b>Positive Behaviour:</b>  <b>Students are working in the Greenzone</b>	At this level, all students are on task and no disciplinary action is required they are modelling:  <b>@marsden.i</b>  ▪ ALL teachers use <b>4 P's process</b> everyday on entry to class: - <b>Planner</b> - <b>Pen/Pencil</b> - Paper - Perfect Uniform	Positive reinforcement of appropriate behaviours and positive achievements could include: ▪ verbal reinforcement ▪ formal acknowledgement through M-CITY Rewards, certificates, parades ▪ phone calls/letters/emails/positive post cards to parents for good behaviours/achievements.
<b>Level 1 (Class Teachers)</b>	Inappropriate student behaviours to be dealt with at this level include: ▪ minor incidents ▪ ignoring instructions ▪ lateness to class ▪ littering ▪ inappropriate language ▪ use of mobile phones ▪ eating/drinking in classrooms ▪ disruption to the teaching and	Teacher initiated actions could include: ▪ verbal negotiation ▪ reminder of classroom expectations ▪ in-class separation or isolation ▪ removal from classroom for one-on-one resolution ▪ assign student to accompany you on yard duty ▪ assign student a lunchtime detention (max 20mins) ▪ contact with parents







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Level	Behaviour	Possible Consequences
	<p>learning process during lessons.</p> <ul style="list-style-type: none"> <li>Minor Workplace Health and Safety</li> </ul>	
<b>Level 2 Alternative Workspace</b>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> <li>continued level 1 behaviours</li> </ul>	<p>Teacher sends student to an alternative workspace which could include:</p> <ul style="list-style-type: none"> <li>in-class separation or isolation</li> <li>removal from classroom for one-on-one resolution</li> <li>send student to buddy class</li> <li>send student to HoD</li> </ul> <p>Further to this the Teacher/HoD could also:</p> <ul style="list-style-type: none"> <li>Make Parent/Carer Contact</li> <li>issue detentions</li> <li>monitoring program</li> <li>resolution meeting</li> <li>peer mediation or restorative conference</li> <li>referral for assessment and specialist support – Support Teacher – Learning Difficulties, Advisory Visiting Teacher, Guidance Officer</li> <li>individual Behaviour Support Plan</li> <li>recess or after school detention</li> <li>D1, D2 for WH&amp;S breaches</li> <li>restitution</li> <li>interagency referral</li> </ul> <p><b>Please Note:</b> If the student displays this behaviour in the curriculum area then the student can be referred to the HoD of that curriculum area. Students with a uniform infringement are to be sent to the YLHOD's office immediately.</p>
<b>Level 3 Planning Room</b>	<p>The Student continues Level 2 behaviours whilst in the alternative workspace and is therefore sent to the planning room.</p>	<p>The student is referred to the planning room.</p> <p>The Teacher/HoD/YHOD may also implement the following consequences:</p> <ul style="list-style-type: none"> <li>parent/carers interview</li> <li>referral to outside agency (e.g. DOCS)</li> <li>referral to/consultation with the d/principal</li> <li>Isolation within the classroom.</li> <li>Detention</li> <li>Verbal/written apologies</li> <li>Restitution</li> <li>Involvement of support personnel</li> <li>Internal suspension.</li> <li>Withdrawal from class/activity.</li> <li>Loss of privileges</li> </ul> <p>NB: record all incidents, actions and contacts into ONE SCHOOL.</p>
<b>Level 4 YLHOD and HOD's</b>	<ul style="list-style-type: none"> <li>Extreme or repeated incidence of level 1, 2 and 3 behaviours</li> <li>Harassment/bullying/intimidation/threats/stalking</li> <li>Swearing at a teacher</li> <li>Truancy, including lateness</li> <li>Refusal to follow instructions</li> <li>Work place health and safety</li> <li>Uniform/hair/makeup/jewellery transgressions (<b>no facial piercing</b>)</li> <li>Failure to complete assessment</li> </ul>	<p>The student is referred to the YLHOD and consequences that may follow are:</p> <ul style="list-style-type: none"> <li>Afternoon Detentions.</li> <li>Internal suspension.</li> <li>1-10 day suspension.</li> <li>Withdrawal from class/activity.</li> <li>Loss of privileges.</li> </ul> <p><b>NB: record all incidents, actions and contacts into ONE SCHOOL.</b></p>
<b>Level 5 (Deputy Principal &amp; Principal)</b>	<p>Inappropriate student behaviour to be dealt with at this level may include but is not limited to:</p> <ul style="list-style-type: none"> <li>Repeated Level 4 behaviour.</li> <li>Inappropriate use of electronic media (eg. abuse of staff/students, posting images/content/text on the web, through emails, recording without</li> </ul>	<p><b>Level 5 (Deputy Principal &amp; Principal) Principal in consultation with Deputy Principal determines the most appropriate course of action which may include any of the following – reference is made to:</b> Education (General Provisions) Act 2006 and SMS - PR - 21: Safe, Supportive and Disciplined School Environment. This list is not exhaustive and 1 or more responses may be applied depending on the situation:</p>



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Level	Behaviour	Possible Consequences
	<p>consent) which breaches personal privacy, causes disruption and distress and/or is prejudicial to the good order and management of the school. This includes abuse of students/teachers via electronic/internet media such as You Tube/Face Book and/or similar sites/genres.</p> <ul style="list-style-type: none"> <li>▪ dangerous use of motor vehicle/vehicles including bikes</li> <li>▪ cruelty to animals</li> <li>▪ vandalism/graffiti/illegal entry/trespass/wilful damage</li> <li>▪ theft</li> <li>▪ school invasion (own school &amp; other school)</li> <li>▪ pornography</li> <li>▪ abusive, racist, sexist language or behaviour, discrimination</li> <li>▪ possessing, taking/under the influence, selling or supplying drugs/implements illegal substances</li> <li>▪ possession/consumption/sale/use of alcohol</li> <li>▪ repeated smoking/possession of smoke implements (eg. lighter)</li> <li>▪ possession/use of weapons – objects of harm</li> <li>▪ violent assault/physical assault/sexual assault/fighting – staff, students, parents, public</li> <li>▪ dangerous/careless actions at school or while travelling to and from school – danger/risk to self/others</li> <li>▪ serious breaches of workplace health &amp; safety,</li> <li>▪ unacceptable moral behaviour, inappropriate intimacy, sexual misconduct, sexual exposure</li> <li>▪ wearing of items to identify attachment to and / or involvement in “gangs”</li> <li>▪ Behaviours that are gang or group related that may lead to the intimidation of fellow students and staff and insight fights.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents/Guardians notified.</li> <li>▪ Administration interview.</li> <li>▪ Alternative program.</li> <li>▪ Loss of privileges</li> <li>▪ Counselling (internal/external agencies)</li> <li>▪ Police notified</li> <li>▪ Behaviour Monitoring Program</li> <li>▪ Individual Behaviour Plan</li> <li>▪ Restitution</li> <li>▪ Verbal/written apology</li> <li>▪ Cancellation of Enrolment</li> <li>▪ 10-20 Day Suspension</li> <li>▪ Recommendation for Exclusion</li> </ul> <p><b>Please note:</b> All Illegal Drug and Alcohol Related Offences and Physical Assault may result in proposal for exclusion on the first offence.</p>

It is the responsibility of all staff to ensure consistency is achieved. At all times students and staff are to be given the chance to outline issues.

Our school uses a range of strategies and consequences that are authorised by Education Queensland which include any of or a combination of:

- detentions ► time out ► suspensions ► exclusions ► cancellations of enrolment ► behaviour improvement conditions

At Marsden SHS most situations can be dealt with at the classroom level through a range of strategies including micro skilling, warnings, isolation, and contact with parents and detentions:

### Be Proactive

- Identify the causes of misbehavior and develop classroom routines and experiences that reduce these occurrences.
- Utilize proximity to monitor student involvement and behavior.
- Model appropriate behaviors.
- Communicate and reinforce class rules and procedures.
- Implement your class rules to maintain peaceable behaviors.
- Use verbal and non-verbal cues to redirect inappropriate behaviours.



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### Be Consistent

- Follow through with all infractions by assigning a consequence
- Communicate both positive and negative behaviors with parents and students.
- Use appropriate consequences.
- Immediately correct behaviors.
- Help students to recognize inappropriate behaviors and related consequences.
- Use neutral language when correcting behaviours.

Throughout their daily activities, teachers are advised to be proactive in contacting parents in relation to continued or major inappropriate behaviours in the classroom soon after the event. Teachers and HODs also record the details of incidents and contacts on ONE SCHOOL where significant consequences or regular intervention is necessary and the actions or consequences applied.

Some situations will involve more immediate and severe consequences (eg. suspension and/or exclusion) and will be referred directly to a member of the administration team. These situations may include, but are not limited to:

- Fighting/Violence/Assault
- Inappropriate/offensive/abusive language
- Extreme or persistent bullying and harassment, including sexual
- Persistent/wilful disobedience
- Fraud/deception/extortion/security breaches
- Serious vandalism, arson graffiti or theft
- Dangerous behaviour
- Inappropriate material
- Possession/use of weapons (objects of harm)
- Alcohol and/or other drug-related offences/implements

As a community we are aiming to create a safe, supportive and disciplined learning environment that is:

- **Violence Free** – hands off other people and their property
- **Harassment Free** - address and target bullying behaviours in a constructive manner
- **Smoke, Alcohol & Drug Free** – keep drugs, alcohol & smoking out of the school environment

### Personal Technologies/Electronic Media/Devices Statement

Mobile phones and accessories (eg, headphones) cannot be used during school hours unless a teacher has given permission for educational purposes. Under these conditions the phone:

- must be switched to silent
- cannot be used as a communication device unless communicating with a teacher via a school approved email or app when directed to do so by the teacher.
- cannot be used to record images or video of other people.
- cannot be charged at school.
- cannot be used for listening to music or gaming (unless directed by the teacher for educational purposes)

Students that breach the policy will have their phone confiscated for the remainder of the school day. For repeated breaches of this policy, students will be dealt with through Level 4 or 5 consequences.

### Malicious acts towards students or staff AND/OR acts of publication of material, that brings the school into disrepute in the wider community and/or potentially or actually brings discredit to the school or public schools generally:

this includes attempts either directly or indirectly to defame or denigrate by words, actions or images. Includes – use of electronic media such as mobile phones, to transmit video or sound recordings; posting of offensive material to internet sites whether for limited or general access by others this is considered by community or legal standards to be offensive or defamatory. Acts of publication of material, that brings the school into disrepute in the wider community and/or potentially or actually brings discredit to the school or public schools generally – this includes publication of or participating in acts of nuisance, acts of violence, drug use or other anti-social behaviours in which those involved are identified as students of Marsden SHS and where a connection to the school can be determined. Examples are, but not limited to where students have –participated in such acts; inciting others to act in a manner that discredits the school in the wider community; recorded sound or video of such behaviour on any device and/or posted sound or video footage of such behaviour to any website or media for the purpose of public broadcast. ALL such issues will be managed at Level 5 behaviour consequences.

### See Appendix 1 for more detailed information.

#### Prohibited Items Statement

Students must not bring the following items to school:



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- Aerosol cans
- Chewing gum/bubble gum
- Cutters/Stanley knives/pen knives etc...
- Laser pointers
- Steel rulers
- Yo Yos
- Alcohol/Drugs and associated equipment
- Cigarettes/lighters/matches/tobacco
- Permanent marking pens
- Trading cards
- Walkmans/MP3\*/DVD/CD/ IPOD\* Players etc...
- Weapons (Objects of harm) or replicas
- Skateboards and scooters

\* Portable devices such as MP3 players, iPods and CD players are not permitted at school UNLESS they are used as storage devices for school related work ONLY – they are not to be used at school for listening to music etc...and will be confiscated.

Searches of bags by the school's administration and school based police officer are permissible with student consent when there are reasonable grounds or a well-founded suspicion that a search will uncover particular items, such as items which are missing or not permitted at school, e.g. cigarettes or offensive material, or illegal items, e.g. drugs or weapons.

Students may be asked to open their bags or desks for inspection, or to turn out their pockets. Confiscation of items which students are not permitted to have at school or for the purposes of classroom management is acceptable. If the item constitutes a danger to the student, the parents may be contacted to arrange return of the property.

If illegal items, such as drugs or weapons, are found the Queensland Police Service must be notified.

### Smoking Policy

In alignment with government regulations and as a health promoting school, Marsden State High School is a smoke free school. This policy applies to students, teachers, staff and visitors. Details regarding this policy are available on the Education Queensland website.

- Students found in possession of cigarettes and /or smoking cigarettes will result in a 3 day suspension.

### Use Student Disciplinary Absences (Suspension/Exclusions)

There are **two types of suspensions**: one 1 to 10 days and 11 to 20 days. If a student is suspended:

- for up to ten days we take reasonable steps to ensure the student is given school work to allow them to continue with their education
- for more than ten school days, the deputy/principal must coordinate arrangements for placing the student in an alternative education program that allows them to continue with their education.

Deputy Principals and Principals may suspend students for a period of up to 20 days for:

- disobedience;
- misconduct; or
- other conduct that is prejudicial to the good order and management of the school.

**Misconduct** of a student of a State school includes misconduct happening while the student is:

- Attending or representing school; or
- Travelling to or from the school.

### Grounds for Suspension with a Recommendation for Exclusion

A student may be suspended with a recommendation to exclude as per grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Before applying suspension with recommendation to exclude, principal may consider using Behaviour Improvement Condition. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:

- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour.

**Students of Marsden SHS involved in possessing, taking, selling or supplying drugs or alcohol, violent assaults or possession of and use of weapons could expect to be recommended for exclusion. If illegal items are found by the school the Queensland Police Service must be notified**

Additionally, a student may be suspended with a recommendation to exclude for the student's contravention of a Behaviour Improvement Condition.

### Grounds for Cancellation of Enrolment

The enrolment of a post compulsory age student may be cancelled if the student displays persistent refusal to participate in the program of instruction.



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### Off Campus Learning Activities:

Students are at risk of being withdrawn from off-campus activities if they have a history of major/ significant inappropriate behaviours and present a significant risk to the success, safety and/or well being of themselves and/or others. Where an off-campus activity (eg. excursion) is an essential part of the learning program, the HOD will organise for an alternative learning task to be undertaken back at school.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Access to alternative programs and input from other agencies may be necessary for students who repeatedly do not comply with expected standards of behaviour. Student disciplinary absences are generally used after consideration has been given to all other responses.

### The network of student support

Students will be supported in their learning through the following school network:

- Parents
- Teachers
- Head of Department
- Head of Special Education
- Teacher Librarian
- Administration Staff
- Guidance Officer
- School Chaplain
- Year Level Head of Department
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Career and Transition Support Staff
- Advisory Visiting Teachers
- Success Coach
- Student Engagement Officer
- Student Support Services Staff
- Community Education Counsellor

When a student is identified as being at educational risk ("at risk") programs will be negotiated involving these people for support and guidance.

Marsden State High School is also able to access support to students through the following external networks:

- Disability Services Qld
- Qld Health
- Relationships Australia
- QPS
- Local Council
- Child and Family Connect
- Child & Youth Mental Health
- Department of Child Safety
- YourTown
- The Spot
- Youth & Family Services
- YMCA Clem Jones
- PCYC Crestmead

These government and community agencies work closely with the parents/caregivers, teacher/s and the support personnel from within the school.

### Definition of Educational Risk

Marsden State High School defines students at educational risk as those students not achieving their major learning outcomes or in danger of not completing schooling. They are also students whose performance or rate of progress has changed dramatically, those who are underachieving and those not participating in schooling. These are the children who will be considered by Student Support Services and can be referred accordingly via one school.

Signs that a child is "at risk" include:

- significant changes in behaviour and performance
- an ongoing anxious or unhappy appearance or suspected self-harm
- truancy or not actively participating in school
- not getting along with teachers and friends, and
- noticeable changes in achievement level or rate of progress, or marked difference from peers.

### Consideration of individual circumstances

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

- promoting a teaching/learning 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, cultural background and their emotional state
- utilising a coordinated, systemic approach to addressing the learning and behaviour needs of individuals via a case management approach to supporting "at risk" students
- recognising the rights of all students to:
  - express their opinions in an appropriate manner and at the appropriate time



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- o work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and impairment.

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 will be considered at all times.

### 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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- *Transport Operations (Passenger Transport) Regulation 2005*

### Related policies

- "Attendance" - Marsden State High School
- "Excursions" - Marsden State High School
- "The Smart Choice Process" - Marsden State High School
- "Illegal Substances" - Marsden State High School
- "Information Technology & Computer Services" - Marsden State High School
- "Code of Dress" - Marsden State High School
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- ICT-PR-004: Using the Department's Corporate ICT Network
- IFM-PR-010: Managing Electronic Identities and Identity Management
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

### Some related resources

- Education policy and procedures register ([education.qld.gov.au/strategic/eppr/](http://education.qld.gov.au/strategic/eppr/))
- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- Bullying. No Way! ([www.bullingnoway.com.au](http://www.bullingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- Code of Conduct for School Students Travelling on Buses (<http://www.transport.qld.gov.au/qr/PubTrans.nsf/index/cochose>)

Principal

P&C President

Regional Executive Director or  
Executive Director (Schools)

Date:

## Appendix 1

# The Use of Personal Technology Devices\* at School

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

### Certain Personal Technology Devices Banned From School

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

### Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school



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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 collect the personal technology device unless a parent/caregiver is present for an interview.

### **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 at ALL times. Personal technology devices are NOT be used at morning tea and lunch breaks and before and after school. The school does not take responsibility for the loss of personal electronic devices.

### **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 Marsden SHS. 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<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

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

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

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



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

### Text communication

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

### Assumption of cheating

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

### Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

### Special Circumstances Arrangement

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

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

### 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).





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Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

### Questions for staff

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

### Questions for student

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

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