Townsville State High School

Responsible Behaviour Plan for Students

• Purpose

Townsville State High School is committed to providing a safe, respectful, disciplined and supportive school environment where all members are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and predictable school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The 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. It recognises the need for the support and involvement of the total school community as the school, family and wider community are an integral part of the student's network. There is responsibility on each member.

• Consultation and data review

Townsville State High School developed this plan in collaboration with our school community. Students, parents, support staff and teaching staff were members of the School-wide Positive Behaviour Support Committee initially set up in 2007. School data is reviewed each term in relation to attendance, school disciplinary absences and behaviour. Consideration has been given to the inclusion of Year 7 students into the Junior Secondary school in 2015, ensuring that expectations are developmentally appropriate.

The Plan was endorsed by the Principal, the Executive and President of the P & C and the Assistant Regional Director (School Performance), in November 2016. It will be reviewed again in 2019 as required in legislation.

• Learning and behaviour statement

All areas of Townsville State High School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL). The Townsville State High School 'Values' and 'Beliefs' Statements, the Statement of Purpose, the Townsville State High School Code and the Learning and Wellbeing Framework are the main philosophical bases for our policy.

All members of the Town High community have the right to be treated with respect and to accept full responsibility for their actions and the consequences that follow. Students who do not accept responsibility in a positive way need to be prevented from interfering with another student's right to learn and are to be encouraged to develop a plan to successfully achieve this. The outcome is socially responsible adults with self-discipline and self-esteem who are committed to a multicultural society where there is understanding, tolerance and inclusion. Responses to inappropriate student behaviour consider both the individual circumstances and actions of the students and the needs and rights of school community members.

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 Townsville State High School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

• Learn
• Respect
• Be safe
The application of consistent school-wide expectations and consequences that are collaboratively developed, clearly explained, positively enforced and that reward good behaviour are important in optimising wellbeing. Our school community has developed the following Expectations Matrix to teach and promote our high standards of responsible behaviour.

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

  **UNIVERSAL Enhancement & Prevention (Primary Behaviour Support):**
  - Quality Teaching
  - Dimensions of Teaching & Learning
  - Expectations Matrix
  - Explicit PBL Lessons
  - Leadership Skilling
  - Rewards & Recognition
  - Voluntary access to Support Personnel
  - Staff Awareness of Cultural Difference

  **INTENSIVE Enhancement & Intervention (Tertiary Behaviour Support):**
  - Learning Assessment
  - Withdrawal
  - Individual Behaviour Plan
  - Case Management
  - Boot Camp
  - Stanton Lodge Access

  **TARGETED Enhancement & Intervention (Secondary Behaviour Support):**
  - Literacy Program
  - Spelling Program
  - Behaviour Cards
  - Daily Check Cards
  - Work Experience
  - Peer Mentoring
  - Breakfast Program
  - Tutoring
  - Case Management
  - Key Support Person allocation
  - Access to External Agencies
  - Stanton Lodge Access

  **~80% of Students**

- **Universal behaviour support**

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

  A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
<table>
<thead>
<tr>
<th>SCHOOL SETTINGS</th>
<th>CLASSROOM</th>
<th>MOVING TO CLASS</th>
<th>PLAYGROUND &amp; FACILITIES – HALL / CANTEEN / TOILETS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We all have the right to LEARN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arrive on time to school</td>
<td>• Classwork and Assessment is not negotiable</td>
<td>• Move to class as soon as the bell rings</td>
<td>• Go to the toilet and get a drink during break times</td>
</tr>
<tr>
<td>• Have appropriate materials ready</td>
<td>• Wait to be dismissed by your teacher</td>
<td>• Arrive to class on time (before the song finishes)</td>
<td>• Eat during break times</td>
</tr>
<tr>
<td>• Attend school every day because every day counts</td>
<td>• Raise your hand and wait to talk</td>
<td>• Take an active, positive role in activities</td>
<td></td>
</tr>
<tr>
<td>• Use equipment appropriately</td>
<td>• Arrive on time and be ready to work (arrive before song is finished)</td>
<td>• Be prepared with equipment and books</td>
<td></td>
</tr>
<tr>
<td>• Own my behaviour</td>
<td>• Ask for help if unsure – Give it a go</td>
<td>• Ask for help if unsure – Give it a go</td>
<td></td>
</tr>
<tr>
<td>• Stop think and then do the right thing</td>
<td>• Be the best you can be</td>
<td>• Be the best you can be</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Personal technology devices turned off and out of sight in class</td>
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<tr>
<td><strong>We all have the right to RESPECT</strong></td>
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<td></td>
<td></td>
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<tr>
<td>• Follow and respond appropriately to staff directions – first time every time</td>
<td>• Be considerate of all community members</td>
<td>• Follow and respond appropriately to adult directions</td>
<td></td>
</tr>
<tr>
<td>• Use appropriate language and tone with all members of the school community</td>
<td>• Follow and respond appropriately to adult directions</td>
<td>• Respect other’s right to learn and the teacher’s right to teach</td>
<td></td>
</tr>
<tr>
<td>• Use polite body language</td>
<td>• Respect other’s right to learn and the teacher’s right to teach</td>
<td>• Hats off in class</td>
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<tr>
<td>• Respect personal space and property (own and others)</td>
<td></td>
<td>• Use appropriate volume, tone and language</td>
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<tr>
<td>• Be inclusive, tolerant and supportive of others</td>
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<tr>
<td>• Follow School Policies</td>
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<td></td>
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<tr>
<td><strong>We all have the right to BE SAFE</strong></td>
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<tr>
<td>• Support friends appropriately</td>
<td>• Enter and exit rooms in an orderly manner</td>
<td>• Follow and respond appropriately to adult directions</td>
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</tr>
<tr>
<td>• Keep hands, feet and objects to self</td>
<td>• Keep your workspace clean and tidy</td>
<td>• Place all litter in a bin</td>
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<tr>
<td>• Wear correct footwear</td>
<td>• Use equipment for its intended purpose</td>
<td>• Respect the natural and physical environment</td>
<td></td>
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<tr>
<td>• Follow good hygiene practices</td>
<td>• Ensure furniture is returned to correct position when leaving</td>
<td>• Use appropriate language and tone</td>
<td></td>
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<tr>
<td>• Be Sun Safe</td>
<td>• Pass objects to others when borrowing items</td>
<td>• Ensure toilets are kept tidy –</td>
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<tr>
<td>• Remain in-bounds</td>
<td>• Sit on chairs correctly</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEARN, RESPECT &amp; BE SAFE</strong></td>
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</tbody>
</table>
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Frequent updates via the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Townsville State High School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- Procedures for Preventing and Responding to incidents of Bullying (including Cyber-bullying) (Appendix 1);
- The Use of Personal Technology Devices at School (Appendix 2)

Reinforcing expected school behaviour

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

The Essential Features of the PBL lessons are to:

1. ‘Tell’ - Teach the procedure for when to use the skill ensuring that the relevant expectation is referred to.
2. ‘Show’ - Demonstrate the skill.
3. ‘Practise’ – Students practise the skill, review and test daily.
4. ‘Feedback’ – Inform students which expectation they have followed and verbalise the specific behaviour that was demonstrated – using positive language.

Personal Development and Leadership (PDL):

- Every student at Townsville State High School participates in a program of personal development with a focus on the development of positive behaviours which centre on effective relationships and resilience.
- Positive peer involvement and interaction promote the development of responsible citizens. Topics range from the individual, to the individual as an effective member of a group to the individual as a decision maker facing changing responsibilities, relationships and preparing for life beyond school.
- Teachers actively model and promote positive behaviours.
- Students are equipped with a printed copy of the school Expectations Matrix in their school diary.
- The multi-age group in TAG, and the fact that teachers remain with the TAG over several years, enhance the values of care and compassion.

Active Student Involvement:

- Students in Years 7, 8, 9, 10, 11 and 12 participate in leadership and/or personal development camps or seminars.
- The Senior School has School Captains (Year 12) in addition to a Senior Student Council Executive and Year 12 Reef Captains and Vice Captains.
- Junior Secondary students are given the opportunity to hold leadership positions also. These positions include the Junior Secondary Captain (male and female), the Junior Secondary Student Council President and two Reef Captains (male and female) per year level (Years 7, 8 and 9).
- School celebrations that foster student success also promote positive behaviours and a sense of value and worth.

Quality learning and teaching practices:

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 development. Professional development is planned and included in budgets and part of a whole school approach.

In addition, the following occurs:
- mentoring from the Head of Department or Behaviour Support personnel;
- open and informed communication from school leaders;
- an Induction program for new staff;
- probation programs; and
- regular review/refinement of programs.

**Reinforcing expected social behaviour**
At Townsville State High School, energy is directed by classroom teachers, administration and support staff into reinforcing positive behaviours through actions such as:
- positive verbal reinforcement;
- mutual respect;
- negotiation;
- goal-setting;
- celebration of achievement;
- full school assemblies which celebrate success;
- year level parades; and
- ‘Gotchas’.

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

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

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly and to complete a Time Out 1 plan. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

**Targeted behaviour support**
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 non-violent, non-coercive and non-discriminatory practices. The processes facilitate acceptable standards of behaviour and provide educational support in responding to unacceptable behaviour.

The Secondary Intervention Program targets students with at-risk or significant behaviour problems. It is a one-size-fits-all category for 10-15 % of students in the ‘yellow zone’ and is limited to 15-20 students over a year based on the premise that behaviour is functionally related to the teaching environment. It involves a functional behaviour assessment with a team approach to supporting the student.

**Time-Out Room:**
Teachers are expected to exhaust all reasonable means of positively managing the behaviour of the students in their classroom. Students are given an opportunity to plan (Time-Out 1) for a more positive outcome if they continue to exhibit behaviours that are detrimental to the supportive climate of the classroom. Teachers can also utilise the ‘buddy system’, sending the student to the class of another teacher. If this process is unsuccessful in managing the disruptive behaviour, then the Time-Out Room can be utilised.
The Time-Out Room offers an opportunity for students to reflect and develop a plan that will assist them to return to their classroom. Students are referred to the Time-Out Room with a Referral form. This form will be returned to the teacher at the end of the day and the teacher enters data into OneSchool within 24 hours of the incident. While in the Room, the student is expected to complete a plan (Time Out 2) and appropriate work until the end of the lesson. Students are expected to return and discuss their behaviour and plans for re-entering the class with their teacher before the beginning of the next lesson with that teacher.

Students who continue to choose not to follow the policies and procedures of the school are given the opportunity to plan for more positive outcomes. Continued choices to not follow their plan could result in students spending more time reflecting on their behaviours in the Time Out Room.

Total withdrawal in Time Out for a part, or a full day, can be used by Heads of Department and Senior Administration.

**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 under-achievement due to inappropriate behaviour. The student’s Individual Behaviour Plan has been reviewed regularly and further support is now deemed appropriate. The aim is to respond to unacceptable behaviour and support continued learning engagement.

Administration staff assists in the co-ordination of a Case Management team involving specialist services. A collaborative consultation process is facilitated, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer, Community Education Counsellor, Youth Support Coordinator, School Based Youth Health Nurse, School Chaplain, Special Needs Staff, ESL Coordinator, and School Based Police Officer. The Student Support Services Team (SSST) meets regularly to identify students at risk and plan case management strategies. Interagency groups are collaboratively utilised and include Child and Youth Mental Health, Department of Child Safety, Education Queensland Regional Office, Re-Connect, Community Youth Justice Program, Cleveland Youth Detention Centre, Centracare and Stanton Lodge.

As a result of case management meetings and interagency input, the following supports may be put in place in the Individual Behaviour/Support Planning:

- counselling with the school Guidance Officer or other relevant personnel;
- a modified timetable and attendance;
- referral to a relevant Advisory Visiting Teacher;
- recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner; or
- a referral to the Positive Learning Centre.

The Individual Behaviour/Support Plan continues to be reviewed and adjusted regularly. An Individual Behaviour Plan (IBP) or DIP (Discipline Improvement Plan) and associated support may also be put in place.

**Compulsory Participation:**

Processes are in place for students in the compulsory participation phase who are not participating full-time in an eligible option. The student’s Queensland Studies Authority (QSA) Learning Account is checked and information regarding enrolment and attendance is collated to ensure the child is not participating in an eligible option in another location in Queensland. The school offers support to the family to ensure that the young person’s participation improves. All efforts including records of meetings and conversations are documented (e.g. phone calls, home visits, contact with local police, and/or a referral to the Youth Support Coordinator or other support worker). The student is given the opportunity to address the issues and plan for more positive outcomes.

**Student Behaviour Cards:**

Student behaviour cards are utilised with students who need positive reinforcement to help them operate effectively in class. These sheets target specific behaviours and can include a weekly or daily review. The sheets are initiated by the Deputy Principal or Behaviour Support Teacher and monitored daily. Students are encouraged to share these reports with parents.

**Individual Behaviour Plans:**

Students identified as requiring targeted support may require an Individual Behaviour Plan or Discipline Improvement Plan. Teachers, the student and parents/careers are involved in the collaborative process of preparing the plan. Teachers are made aware of teaching strategies and acceptable goals for the student. Students on a plan are required to have attendance records and negotiated goals for class lessons. A record sheet is taken to each lesson, where the teacher, in consultation with the student, identifies goals that have been achieved in that lesson.
Record sheets of goals and lesson attendance are used when reviewing the Individual Behaviour Plans.

**Formalised Reporting:**
Standardised forms and procedures have been developed to promote a firm, consistent and fair approach.

**Stanton Lodge:**
Stanton Lodge also provides alternative courses for students who require intervention beyond the capacity of a mainstream classroom. The Deputy Principal co-ordinates the referral process to short courses, with emphasis on practical activities. The aim is to promote student self-esteem and engagement.

**The Edmund Rice Centre:**
The Edmund Rice Centre provides alternative education for students who have disengaged from school. Students who are at major risk of disengaging while at school can be placed on the waiting list, should they disengage from school. Contact is made through the Deputy Principal.

**Re-entry meeting from Suspension:**
A re-entry agreement is negotiated upon a student’s suspension from school. This involves the student, parent/guardian and any other relevant support personnel. It identifies issues and areas of support, as well as acknowledgement of appropriate behaviour.

**Alternative Education Program:**
When on a 6-20 day suspension, or suspension with recommendation to exclude, the student is provided with an alternate course of work. This is organised through the Behaviour Support Person/Case Manager.

- **Consequences for unacceptable behaviour**

Townsville State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

At Townsville State High School, staff use the following continuum of possible consequences when dealing with behaviour:

<table>
<thead>
<tr>
<th>STAGE</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
<th>Guide to Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAGE 1 – REWARDS and RECOGNITION</strong></td>
<td>At this stage all students are on task and no disciplinary action is required.</td>
<td>Positive reinforcement of appropriate behaviours and positive achievements could include verbal reinforcement, formal acknowledgement of achievement through parades, newsletters, recognition of positive social skills through PBL stamps and Gotchas and contact with parents for positive student behaviours.</td>
<td>Gotchas Positive reinforcementSelective attending Top 5</td>
</tr>
</tbody>
</table>
| **STAGE 2 – MINOR BREACHES**  
(Classroom teachers) | Behaviours could include: minor classroom incidents, minor playground incidents, ignoring instructions, lateness to class, littering, inappropriate language. | Teacher strategies could include: verbal negotiation, reminder of classroom expectations, in-class separation or isolation, removal from classroom for one-on-one resolution, buddy class, confiscation of electronic devices, assign student to accompany staff on playground duty, detention, confiscation of inappropriate jewellery, contact with parents.  
*If repeated applications of the above strategies produce no improvement in the student’s behaviour in the classroom, then the student should be referred to the Head of*  
Time Out 1 Plan - Recording of incidents on Onschool optional  
Time Out 2 Plan – Incident recorded on Onschool | Time Out 1 Plan - Recording of incidents on Onschool optional  
Referral to HOD via Onschool |
### Department for action.

| STAGE 3 – MAJOR BREACHES (Head of Department) | Behaviours could include: continued and persistent minor breach behaviours, dangerous behaviours, vandalism, repeated non-engagement, classroom truancy, refusal to follow adult directions. | HOD strategies could include: consultation – teacher, student and parents, referral to lunchtime detention, resolution meeting, referral to Student Support Services Team (SSST) for assessment and/or specialist support, departmental behaviour plan, detention. **If repeated applications of the above strategies produce no improvement in the student's behaviour in the classroom, then the student should be referred to the Deputy Principal for action.** |
| **Time Out 2 Plan** | 1/2 Day Time Out | Full Day Time Out |
| | | Referral to DP via Oneschool |

| STAGE 4 – MAJOR BREACHES (Deputy Principal) | Behaviours dealt with by DP include: continued major breaches of behaviours, inappropriate use of technology, major theft, patterns of truancy, major physical aggression, smoking, possession of illegal items, intimidation of staff, major vandalism, sexual harassment / misconduct. | DP strategies could include: consultation with HOD, classroom teacher, parents and student, confiscation of inappropriate devices/jewellery until items are collected by parents, referral to lunchtime detention and/or Time Out, referral to a member of the SSST, police notification, referral and or consultation with the Principal. **If repeated applications of the above strategies produce no improvement in the student's behaviour then the student should be referred to the Deputy Principal for action.** |
| **Full Day/s Time Out** | Short Term Suspension | Long Term Suspension |
| | | Referral to Principal |

| STAGE 5 – MAJOR BREACHES (Principal) | Behaviours could include: extreme or repeated incidence of Stage 4 behaviour, violent physical assault of staff / students, possession / supply of drugs, possession / use of a weapon, chronic absenteeism and disengagement. | Principal strategies could include: consultation – teacher, student and parents, consultation with Regional Office, police notification, suspension in line with EQ Policy, recommendation for exclusion / cancellation in line with EQ Policy. **Suspension with Recommendation for Exclusion** |
| | | |

### Emergency or critical incident responses

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

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

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

**Basic defusing strategies**

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

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

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

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention
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; or
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

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 processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx online.

Network of student support
Students at Townsville State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents/Caregivers
- Student Services Support Team (SSST) which includes the Deputy Principals, Community Education Counselor, Chaplain, Guidance Officer, School-based Youth Health Nurse, School-based Police Officer, Youth Support Coordinator, Special Needs Staff, ESL Coordinator and Liaison/Welfare Officer, Head of Junior and Senior School;
- Administration Staff;
- Classroom Teachers;
- Heads of Department;
- TAG (Town High Activity Group) teachers;
- Learning Support Staff; and
- Reef Curriculum Advisors.
Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Stanton Lodge
- Reconnect
- Headspace
- Queensland Health;
- Department of Communities, Child Safety and Disability Services; and
- Queensland Police Service.

**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.

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students’ age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

We also recognise that individual circumstances impact in different levels on behaviour at school. This recognition is reflected in the Responsible Behaviour Plan, as the flexibility for individual teachers, Heads of Department, Support Staff and Administration to use professional judgement, while at all times respecting and following Education Queensland policy and Social Justice Principles, when dealing with issues that arise, is given.

**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

**Related departmental procedures**

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
Appendix 1: Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)

Purpose:
Townsville State High School aims to consciously create a positive, caring, safe, respectful and predictable environment for all staff and students at all times of the day. All members of the school...
community are to take on an active role in minimising the occurrence of bullying in the school. This is to be reinforced through curriculum processes.

The disciplined and teaching environment that we are creating is essential to:

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

There is no place for harassment/bullying at Townsville State High School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying is a continuous, wilful act to hurt another person, threaten or put him/her under stress. There are 5 categories - physical, verbal, gesture, extortion and exclusion from a group. A person is bullied or victimised when he or she is exposed repeatedly, and over time, to negative actions on the part of one or more persons. Bullying behaviours that will not be tolerated at Townsville State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

At Townsville State High School, whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

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

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

**Preventative Measures:**
A whole school approach to behaviour management and an awareness of the issue of bullying by all school community members.

A classroom-based approach to prevention which includes:

- using cooperative learning approaches.
- teaching group skills including group problem-solving/conflict resolution.
- use of strategies like role-plays, stories to teach students about bullying and how to stop it, as well as dealing with anger and disagreement.
- teaching students about how peer groups operate, friendships and peer status.
- teaching skills of appropriate assertiveness and effective communication. These need to be practised and reinforced to develop positive relationship skills.

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour. All students know the School Code (Learn, Respect and Be Safe) and have been taught the expected behaviours attached to each rule in all areas of the school.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Townsville State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.
Teachers are reminded to plan ahead. There are critical times when students may be more vulnerable, for example, changing classes or schools, movement into high school. There may be students who are more likely to be targeted for abuse (shy, reticent, more apt to be isolated). Teachers are asked to plan ways to minimise the risk for these students, including finding ways to enhance their participation in class and school activities.

Active supervision at all times is a permanent staff routine.

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

**Corrective Measures:**

1. A consistent approach to intervention includes the following steps:
   - Actively encourage the reporting of abuse by students and teachers.
   - Take information seriously when it is reported.
   - Document the details of the incident and be seen to do this.
   - Investigate each incident.
   - Protect the victim from further abuse, especially in regard to the reporting.
   - Let the perpetrator know that his/her behaviour is unacceptable.
   - Help the perpetrator understand the implications of their actions.
   - Provide clearly communicated consequences to the perpetrator for continued abuse.
   - Help the victim and perpetrator to negotiate restitution.
   - Involve parents in the interventions. Decisions about when to involve them may depend on the seriousness of the incident.
   - Follow up and monitor that the abuse has stopped; and
   - Provide counselling for the victim and the perpetrator where appropriate.

2. Parents should note warning signs: Fear of walking/travelling to or from school, frequent headaches or stomach aches, a decline in standard of work, loss or damage to clothing and books and change of personality.

**Roles/Rights and Responsibilities:**

All students have rights with respect to bullying at school, including the right to a safe environment. Students who witness incidents of bullying should report the incident. Parents have the right to be informed by the school of instances of bullying. Parents also have the responsibility of contacting the school if there are concerns. Teachers have the right to work in a safe environment. They also have the responsibility to address the issue of bullying through formal and informal curriculum and either handling or reporting instances of bullying.

---

**Appendix 2: APPROPRIATE USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL**

This policy includes, but is not limited to, mobile telephones, portable gaming devices, laptop computers, PDA’s, Blackberry®, Tamagotchis®, cameras, voice recording devices, MP3 players, iPods® and devices of a similar nature at school, including those with Bluetooth functionality.
Townsville State High School has developed a set of procedures that provide guidelines for the appropriate use of such items. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

- Personal technology devices must not be used in any manner or place that is disruptive to the normal routine of a school, and must be switched off and out of sight in class unless under explicit instruction from the teacher to meet syllabus requirements.

- There are times when it is genuinely appropriate and beneficial for students to have access to a mobile phone. Students may need to contact parents in emergencies to confirm or change a collection time after school. Students should only use their personal technology devices before or after school, or during recess and lunch breaks.

- In-phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.

- Appropriate disciplinary actions, including suspension, will be taken against any student involved in the invasion of privacy through recording personal conversations or daily activities and/or further distribution via text message, display, internet uploading etc. We value trust and the right to privacy. Students using personal technology devices to record inappropriate behaviours or incidences (fighting, vandalism, staged fights etc.) for the purpose of dissemination among the student body or outside the school, build a culture of disharmony. Such students face suspension.

- Even where consent is obtained for a recording e.g. graduation ceremony, the school will not tolerate images or sound being captured by personal technology devices being disseminated to others if it is done for the purpose of causing embarrassment to individuals or the school.

- Disciplinary action and potentially police investigation will be taken against students sending text messages or posting statements to websites that contain obscene language and/or threats of violence. Students receiving such text messages at school should ensure they keep the message as evidence and notify the School Based Police Officer/Senior Administration.

- Disciplinary action will be taken against any student who is caught using a mobile phone to cheat in exams or assessments.

- Students who do not follow the guidelines for using personal technology devices will be asked to hand the item to the class teacher. The teacher will take the item to the office. It will be available to be collected at the end of the day unless it is required for purposes of disciplinary investigation when it will only be returned in the presence of a parent. Students who refuse to hand over PTD's that they are not using in accordance with the guidelines, will be referred to the relevant Deputy Principal, the item will be collected and will be returned only to parents. Students who have a personal technology device confiscated more than twice will have it returned to parents.

- Students who require the use of personal technology devices in circumstances that would contravene this policy should negotiate a special arrangement with the Senior Administration.

- Students should ensure that their personal technology devices are always stored in a safe and secure place.

- Personal technology devices are used at their owners’ risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the department’s negligence.

**Appendix 3: RESPONDING to INAPPROPRIATE BEHAVIOUR**
## Appendix 4: REFERRAL FORM

### RESPONDING TO INAPPROPRIATE BEHAVIOUR:

The following continuum of consequences should be followed:

<table>
<thead>
<tr>
<th>STAGE</th>
<th>Behaviour</th>
<th>Possible Consequences</th>
<th>Guide to Action</th>
</tr>
</thead>
</table>
| **STAGE 2 – MINOR BREACHES** *(Classroom teachers)* | Behaviours could include:  
- minor classroom incidents,  
- minor playground incidents,  
- ignoring instructions,  
- lateness to class,  
- littering,  
- inappropriate use of electronic devices;  
- inappropriate language. | Teacher strategies could include:  
- verbal negotiation,  
- reminder of classroom expectations,  
- in-class separation or isolation,  
- removal from classroom for one-on-one resolution,  
- buddy class,  
- confiscation of electronic devices  
- assign student to accompany staff on playground duty, detention,  
- confiscation of inappropriate jewellery,  
- contact with parent. | o **Time Out 1 Plan** (plan completed in the classroom, recording of the incident on Oneschool is optional. TimeOut 1 Plan must be completed before TimeOut 2 Plan, parents contacted is optional).  
- o **Time Out 2 Plan** (plan completed in the TimeOut Room and presented to the classroom teacher prior to the next class, parents contacted, incident recorded on Oneschool within 24 hours, work sent with the student to TimeOut Room, student not permitted to re-enter the classroom until plan discussed with teacher)  
- o Referral to HOD via Oneschool |
| **STAGE 3 – MAJOR BREACHES** *(Head of Department)* | Behaviours could include:  
- continued and persistent minor breach behaviours,  
- dangerous behaviours,  
- vandalism,  
- repeated non-engagement,  
- classroom truancy,  
- refusal to follow adult directions. | HOD strategies could include:  
- consultation – teacher, student and parents,  
- referral to lunchtime detention,  
- resolution meeting,  
- referral to Student Support Services Team (SSST) for assessment and/or specialist support,  
- departmental behaviour plan,  
- detention. | o **Time Out 2 Plan** (plan completed in the TimeOut Room and presented to the classroom teacher prior to the next class, parents contacted, referral actioned on Oneschool within 24 hours)  
- o **¼ or Full Day Time Out** ( issued if TO2 Plan is not completed and presented to classroom teacher prior to next class, email sent to all staff, includes loss of break-time, parents contacted, actioned on Oneschool)  
- o Referral to DP via Oneschool |
| **STAGE 4 – MAJOR BREACHES** *(Deputy Principal)* | Behaviours dealt with by DP include:  
- continued major breaches of behaviours,  
- inappropriate use of technology,  
- major theft,  
- patterns of truancy,  
- major physical aggression,  
- smoking,  
- possession of illegal items,  
- intimidation of staff,  
- major vandalism,  
- sexual harassment / misconduct. | DP strategies could include:  
- consultation with HOD, classroom teacher, parents and student,  
- confiscation of inappropriate devices/jewellery until items are collected by parents,  
- referral to lunchtime detention and/or Time Out,  
- referral to a member of the SSST,  
- police notification,  
- referral and or consultation with the Principal. | o **Full Day’s Time Out**  
- o **Short Term Suspension**  
- o **Long Term Suspension**  
- o Referral to Principal  
- o Suspension with Recommendation for Exclusion |
| **STAGE 5 – MAJOR BREACHES** *(Principal)* | Behaviours could include:  
- extreme or repeated incidence of Stage 4 behaviour,  
- violent physical assault of staff / students,  
- possession / supply of drugs,  
- possession / use of a weapon,  
- chronic absenteeism and disengagement. | Principal strategies could include:  
- consultation – teacher, student and parents,  
- consultation with Regional Office,  
- suspension in line with EQ Policy,  
- recommendation for exclusion / cancellation in line with EQ Policy. |  
- o **Suspension with Recommendation for Exclusion** |
TOWNSVILLE STATE HIGH SCHOOL

Referral Form

Tick one

- Time Out Room
- Office
- Lunch Detention
- Buddy
- Student Services Support Team (SSST)

Name: ____________________

Location:

Date: __/__/_______

Class / Subject: __________________________

Year:  8  9  10  11  12

Referring Staff: ____________________ Time: ______

Completion of this section (Incident Categories & Strategy List) is compulsory if sending students to office.

Brief Description: _______________________________________________________________
__________________________________________________________________

*** MUST BE COMPLETED FOR ALL TIME OUT REFERRALS ***

<table>
<thead>
<tr>
<th>Incident Categories</th>
<th>Strategy List</th>
<th>Follow Up Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn</td>
<td></td>
<td></td>
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<tr>
<td>- Academic Infringement</td>
<td></td>
<td></td>
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<tr>
<td>- Avoidance Behaviour</td>
<td></td>
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<tr>
<td>- IT Abuse</td>
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<tr>
<td>- Non compliance</td>
<td></td>
<td></td>
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<tr>
<td>Respect</td>
<td></td>
<td></td>
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<tr>
<td>- Anti-social behaviour</td>
<td></td>
<td></td>
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<tr>
<td>- Bullying/harassment</td>
<td></td>
<td></td>
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<tr>
<td>- Physical Aggression</td>
<td></td>
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<tr>
<td>- Substance abuse</td>
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<tr>
<td>- Vandalism</td>
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<tr>
<td>- Verbal aggression</td>
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<tr>
<td>- Non Compliance</td>
<td></td>
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<tr>
<td>Be Safe</td>
<td></td>
<td></td>
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<tr>
<td>- Anti-social behaviour</td>
<td></td>
<td></td>
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<tr>
<td>- Bullying/harassment</td>
<td></td>
<td></td>
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<tr>
<td>- Physical aggression</td>
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<tr>
<td>- Substance abuse</td>
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<tr>
<td>- Vandalism</td>
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<tr>
<td>- Non Compliance</td>
<td></td>
<td></td>
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<tr>
<td>Learn Respect Be Safe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Serious misdemeanour</td>
<td></td>
<td></td>
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<tr>
<td>- Other</td>
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<td></td>
</tr>
<tr>
<td>Natural Consequences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restorative Justice</td>
<td></td>
<td></td>
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<tr>
<td>Monitoring Card</td>
<td></td>
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<tr>
<td>Detention</td>
<td></td>
<td></td>
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<tr>
<td>Selective Attending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules restated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change of seating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isolation within room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choices stated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buddy system</td>
<td></td>
<td></td>
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<tr>
<td>Time Out 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral to Admin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral to HOD</td>
<td></td>
<td></td>
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<tr>
<td>Referral to SSST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference with student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individualised instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Out 2 - until plan completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Out 2 - 1 lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Removal of IT access</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Out Plan discussed with teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral to HOD</td>
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<td></td>
</tr>
<tr>
<td>Detention</td>
<td></td>
<td></td>
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<tr>
<td>Time in office</td>
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<tr>
<td>Admin Counselling with student</td>
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<tr>
<td>Parent contact</td>
<td></td>
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<tr>
<td>Referral GO</td>
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<td></td>
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<tr>
<td>Referral back to teacher</td>
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<tr>
<td>Behaviour card</td>
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<tr>
<td>Restitution</td>
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<tr>
<td>Community Service</td>
<td></td>
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<tr>
<td>Investigation</td>
<td></td>
<td></td>
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<tr>
<td>Alternative Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Off 2 - ½ - 1 day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspension 1-5 days</td>
<td></td>
<td></td>
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<tr>
<td>Behaviour Improvement Condition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspension 6-20 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cancellation of enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspended with recommended exclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-entry agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss of privilege</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N.B. Data is to be entered into One School by the referring teacher within 24 hours of the incident.

Brief Description: _______________________________________________________________

Work to be undertaken:

Time Out II Plan and

- Set Class Work
- Time Out 2 Booklet

Student is to remain in the Time Out Room-

- Until the Time Out 2 plan is completed
- Until the end of the lesson
- Other..................................................

In sending the above student to the Time Out Room/Senior Admin, I acknowledge that I have followed the policies/procedures as set out in the school’s Responsible Behaviour Plan.

Teacher Signature ____________________ Date / / 

Student Signature ____________________
F.B.A. (Functional Behaviour Assessment)
Or “how does the behaviour meet a student’s needs?”

N.B. This form is to be completed and must be sent with the student to Time Out

Student: …………………………………………… Teacher: …………………………………

Subject: …………… Date: ……………………

ANTECEDENT
(Trigger)

BEHAVIOUR
(Problem)

CONSEQUENCE
(What happens directly after the behaviour)

FUNCTION/PAY OFF
(What does the student get/avoid)

Appendix 5: INCIDENT REPORT
**Incident Report**

Name: ____________________    Date:  ________

Person Completing Form: __________________________

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
</tr>
<tr>
<td>What occurred immediately before the incident? Describe the activity, task, and event.</td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

**Appendix 6: DEBRIEFING REPORT**
Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

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

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

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

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was 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 modified to accommodate their specific receptive and expressive needs.

Appendix 7: RE-ENTRY AGREEMENT
# TOWNSVILLE STATE HIGH SCHOOL

## RE-ENTRY AGREEMENT

This is an agreement between __________________________

and Townsville State High School.

The agreement begins on ________________ and will be reviewed on ________________

Present at meeting: ______________________________________

Reason for suspension from school: _________________________

Behaviour Targets (maximum of three, to be negotiated with student)

1. 
2. 
3.

Methods and resources to meet targets (proactive strategies/corrective strategies)

Criteria for Success

<table>
<thead>
<tr>
<th>Rewards / Acknowledgement Plan</th>
<th>Sanctions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action and by whom

*Breaches of this agreement could lead to suspension.*

*Serious breaches of this agreement could lead to suspension, recommended exclusion.*

To be signed by :

Student: __________________________ Parent/Caregiver: __________________________

Admin: ____________________________ Date: __________________________

---

**Appendix 8: BEHAVIOUR CARD**

TOWNSVILLE STATE HIGH SCHOOL
STUDENT BEHAVIOUR CARD – Junior School

Please comment on behaviour / attendance and initial.

Student’s Name: …………………………

TAG: …………

Date: From ……………. To …………….

<table>
<thead>
<tr>
<th>Before school ADMIN</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERIOD</td>
<td>__ / __ / ___</td>
<td>__ / __ / ___</td>
<td>__ / __ / ___</td>
<td>__ / __ / ___</td>
<td>__ / __ / ___</td>
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<tr>
<td>TAG</td>
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<td>2</td>
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<tr>
<td>First Break ADMIN</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Break ADMIN</td>
<td>4</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>After School ADMIN</td>
<td></td>
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<tr>
<td>PARENT / CARER</td>
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</tbody>
</table>

What is the one thing that I need to do to make this work?

……………………………………………………………………………………………………………….

Date issued: ……………………     Re-issued: ………………………

Parent’s Signature: ………………….                    Deputy Principal: ………………….

Appendix 9: TIME-OUT 1
Student Name: _______________________________ Year: __________

What did I do? ____________________________________________
__________________________________________________________________________

Use your diary and write down exactly what part/s of the Expectations Matrix you chose not to follow.
__________________________________________________________________________
__________________________________________________________________________

What should I have been doing?
__________________________________________________________________________
__________________________________________________________________________

Write down 2 positive choices I should have made to avoid the situation that just occurred.
I should have:
1. ____________________________________________
2. ____________________________________________

What am I going to do now to make things better?
__________________________________________________________________________
__________________________________________________________________________

What will happen if this plan does not work?
__________________________________________________________________________

Student Signature ___________________________ Date: ______________
Classroom Teacher/Admin __________________________ Date: ______________

If I am sent to the Time Out Room, I will have to complete a Time Out 2 Form and any work given to me by the teacher/admin. If I am sent to the Time Out Room my parents/carers will be informed.
Appendix 10: TIME-OUT 2

TOWNSVILLE STATE HIGH SCHOOL
Planning for Success

Student Name: ___________________________ Year: ______

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did I do that caused me to be sent to the TimeOut Room?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Use your diary and write down exactly what part/s of the Expectations Matrix you chose not to follow.
_______________________________________________________________________________
_______________________________________________________________________________

My Plan: What choices have I made? List the actions (at least 2 positive actions) you can take in order to return to your class:

- _____________________________________________________________________________
- _____________________________________________________________________________
- _____________________________________________________________________________

I will see my teacher ___________________________ (Name),

In: Staffroom A / C / D / E / G / H / P (circle),
When: before school / first break / second break / after school (circle),
On: ____________ (day) _______________ (date).

Student Signature: ___________________________ Date: ______
HOD Signature: ___________________________ Date: ______

If I do not take this to my teacher prior to the next lesson, or if the plan is not suitable, I will be sent back to the Timeout Room to re-do it. I will also be referred to the relevant Head of Department and my parents/carer contacted. Failure to complete my plan may result in a ½ to full day in the Timeout Room and