



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

1. Purpose

Blair State School's purpose is to create a highly valued culture of shared understanding and belief that promotes excellence in academic, social and personal growth. This will be achieved through respectful, responsible and safe activities by Active Learners.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Blair State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and/or Chair of the School Council and Assistant Regional Director in July 2017, and will be reviewed as required in legislation.

3. Learning and behaviour statement

All areas of **Blair State School** are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting **Blair State School** to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

- **Be an active learner**
- **Be respectful**
- **Be responsible**
- **Be safe**

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



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

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

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

RULES MATRIX								
	<u>All Settings</u>	<u>Moving Around the School</u>	<u>Learning Time</u>	<u>Playing Areas</u>	<u>Eating Area</u>	<u>Toilets</u>	<u>Parade/whole school assembly</u>	<u>Bus</u>
BE SAFE	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself - Walk on the concrete areas. - Move safely on grass areas. - Follow directions the first time. - Walk inside buildings. - Move around the learning spaces as instructed 	<ul style="list-style-type: none"> Keep to the left on the stairs and pathways. - Stop at appropriate points when walking with your class. 	<ul style="list-style-type: none"> Use lesson equipment safely. 	<ul style="list-style-type: none"> Students without hats can play in undercovered areas eg under Under B block, covered area, SEP, Hall at 1st break and library (second break) - Balls: Small balls on cement areas; large balls on grassed areas away from buildings. - Wear a sun safe hat outdoors at all times. - Wear socks and covered shoes at all times. - Play on playground structures safely. 	<ul style="list-style-type: none"> Sit while eating. - Eat your own food. Do not share your food - Wash your hands before you eat. - Clean up your own spills. - Line up to be served at the tuckshop. eat and drink while sitting under B Block or in the under cover area. 	<ul style="list-style-type: none"> Flush the toilet before you leave. - Wash your hands with water from the sink. - Avoid wetting the floor. - Walk in the toilet block. 	<ul style="list-style-type: none"> - Sit with legs crossed and stay in your own space. 	<ul style="list-style-type: none"> - Stay in my seat, facing forward. After the bus has stopped, walk on and walk off.

				<ul style="list-style-type: none"> - Use sports equipment appropriately and safely. - Participate in school approved games. 				
<p>BE RESPONSIBLE</p>	<p>All Settings</p> <ul style="list-style-type: none"> in the right place at the right time. - Follow directions the first time. - Report bullying. - Use appropriate verbal and non-verbal language at school. - Wear your school uniform. 	<p>Moving Around the School</p> <ul style="list-style-type: none"> - Return to class promptly. 	<p>Learning Time</p> <ul style="list-style-type: none"> - Be organised for your lessons (pencils, library books, hats) - Look after equipment. - Put in your best effort and have a go at all activities – Look after equipment and return borrowed equipment to the right place (inside and outside). 	<p>Playing Areas</p> <ul style="list-style-type: none"> - Playgrounds structures are: Prep/1/2 in the Infant's play area, P/1 on the grassed area of the top oval 2/3/4 bottom oval school side of cricket pitch 5/6 bottom oval house side of cricket pitch. All children can access hand ball courts. 	<p>Eating Area</p> <ul style="list-style-type: none"> - Put rubbish in the bin. - Clean up after yourself. - All food must be eaten in the eating area. - Order your lunch from the tuckshop as soon as you arrive at school. - Consume Food and drink under B Block during play time. 	<p>Toilets</p> <ul style="list-style-type: none"> - Use toilets before school and during breaks, whenever possible. - Use toilets and equipment appropriately - Turn off taps. 	<p>Parade/whole school assembly</p> <ul style="list-style-type: none"> - Actively listen to messages given on parade. - Be on time 	<p>Bus</p> <ul style="list-style-type: none"> - Wait quietly for the bus to arrive. - Use a quiet voice. - Keep food and drink in your bag on the bus.
<p>BE RESPECTFUL</p>	<ul style="list-style-type: none"> Use appropriate verbal and non-verbal language while at school. - Care for our school and community environment. - Wear your school uniform. 	<p>Respect the rights of others who are learning.</p>	<ul style="list-style-type: none"> - Care for your own and the school equipment. - Be an active listener. - Value, support and encourage others. - Hand up and wait to speak – one speaker at a time. 	<ul style="list-style-type: none"> - Follow the agreed rules of the game or activity. 	<ul style="list-style-type: none"> - Wait for permission before you leave the area - Wait quietly for your turn to be served at the tuckshop and use polite language. 	<ul style="list-style-type: none"> - Respect the privacy of yourself and others. <p>Remember what DITTO says</p>	<ul style="list-style-type: none"> - Stand appropriately during the Welcome to Country and National Anthem - If late to parade wait until the Welcome to Country and National Anthem conclude before joining your class. 	<ul style="list-style-type: none"> - Use appropriate language and gestures to all people on the bus.

BE AN ACTIVE LEARNER	<u>All Settings</u>	-Know the rules and follow adult instructions	<u>Moving Around the School</u>	-Apply your learning as you move around the school eg look for items beginning with learnt sounds	<u>Learning Time</u>	-Participate in all lessons to the best of your ability	<u>Playing Areas</u>	-Apply social skills		<u>Eating Area</u>	-Apply social skills	<u>Toilets</u>	-Apply concepts from PBL lessons	<u>Parade/whole school assembly</u>	-Participate when you are asked to do so. -Show whole body listening	<u>Bus</u>	- Apply your learning as you travel eg read signs, look for 2D & 3D shapes
		- Use the appropriate tone and volume. - Clap when required, to applaud															

These expectations are communicated to students via a number of strategies, including:

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

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

- Comprehensive induction programs in the Blair State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual learning plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

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

(Blair State School) **Positive Notice - PAWS - Particularly *A*wsome *W*orking *S*tudent**

- Staff members hand PAWS out each day to students, who they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a PAWS. When students are given a PAWS award, they follow class procedures to allow this award to be counted.

* PAWS – The student will receive a certificate entitling them to purchase items from the Behaviour Shop.

* 500 PAWS - The student will receive a certificate & A Blair Bear Badge.

*Awards will be presented to students by either the Principal or Deputy Principal.

PAWS are never removed as a consequence for problem behaviour.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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 how they might be able to act more safely, more respectfully, more responsibly or as an active learner.

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:

Each year a small number students, at Blair State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students accepted into the RAISE THE BARRS Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training. The RAISE THE BARRS Program is coordinated by the student services committee with staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the RAISE THE BARRS Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: School Based Team

Blair State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The school based *Team*:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Administration to achieve continuity and consistency.







The school based *Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.

5. Consequences for inappropriate or unacceptable behaviour

Blair State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are proportionate to the nature of the behaviour.

All behaviour incidents (whether minor or major) are recorded on OneSchool.

6 Step Behaviour Process

Step	Script
<p>1. Superstar Bear</p> 	<p>Your behaviour is 'beary' special. Well done!</p> <p style="text-align: center;">You will receive 2 PAWS Awards.</p>
<p>2. Blair Bear –</p>  <p>Everyone starts the day here.</p> <p>You may have 2 reminders.</p>	<p>Your behaviour will be discussed if you are given a reminder and explained in relation to the 4 school expectations.</p> <p style="text-align: center;">You will receive a PAWS Award</p>
<p>3. Reflection Bear</p> 	<p>You will sit at the 'reflection desk' and complete the reflection sheet and the missed work. We will discuss the reflection sheet with you. You will be asked to re-join the class.</p>
<p>4. Buddy Bear</p> 	<p>You will go to our Buddy Class and sit at the 'reflection desk' and complete the reflection sheet and the missed work. The reflection sheet will be discussed with you. You will be asked to re-join the class.</p>
<p>5. Office Bear</p> 	<p>Office is phoned. You will go to the office and sit at the 'reflection desk' and complete the reflection sheet and the missed work. The reflection sheet will be discussed with you. You will be sent to re-join the class.</p>
<p>6. Home Bear</p> 	<p>Office is phoned. You will go to the office. Your family is contacted and you are sent home for the remainder of the day.</p>

For In Class Behaviour

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens **(A reflection sheet is completed in class, a buddy class referral (PINK COPY sent) and a buddy class reflection sheet is completed if necessary) All Buddy Class referrals are recorded as a minor on ONESCHOOL by using the information on the teacher kept white copy.**
- **Major** behaviour incidents are referred directly to the school Administration team by **completing an Office Referral and sending the blue copy with all previous reflection sheets.**

Minor problem behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

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

3 MINOR BEHAVIOURS – BUDDY CLASS REFERRALS within 1 WEEK is then recorded as a MAJOR.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration if the behaviour is serious. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Behaviour Program

AND/OR

- **Level Two:** Parent contact, referral to Guidance Officer, referral to school based Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions. These behaviours may include habitual or repeated low level behaviours.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour. The use of obscene language towards staff or the use of racist language directed at anyone will have an immediate suspension recorded as a consequence.

The following table outlines examples of minor and major behaviour incidents and possible consequences.

Blair State School Behaviours



MINORS

Possible responses or consequences *may* include:

- Calm chat
- Natural Consequence
- Reminder of expectations
- Time away
- Community Service
- Walking with responsible adult on duty
- Confiscation
- Relocation or buddy class
- Restorative Justice
- Detention
- Out of Play
- Expectation reminder
- Redirection
- Discussion in session transition time
- Warning of referral if inappropriate behaviour continues

Behaviour Category	Definition	Minor Example (Staff Managed)	Major Example (Office Managed)
Bullying/Harassment	Repeated targeting of a student, ongoing physical or verbal abuse, inappropriate touching, exclusion, intimidation, threatening others with harm.		<ul style="list-style-type: none"> • Sustained targeting (physical/verbal/written) of the same individual. • Repeatedly commenting on a person's appearance.
Defiant	Resisting authority, engaging in power struggles, refusal to comply with a reasonable request, refusing boldly to obey staff.	<ul style="list-style-type: none"> • Comment made by student to adult, 'You can't make me'. 	<ul style="list-style-type: none"> • Repeated refusal to follow instructions, student has not responded to flowchart intervention.
Disruptive	Any disturbance or interference that takes away from the teaching and learning environment, which does not cause physical harm or injury to one's self or others.	<ul style="list-style-type: none"> • Calling out without raising hand. • Repeated noise, talking. 	<ul style="list-style-type: none"> • Constantly walking around or out of place, yelling out, interrupting learning, without responding to flowchart intervention.
Dress Code	Not adhering to school dress code or uniform policy, not being sun safe, not wearing appropriate footwear.	<ul style="list-style-type: none"> • Wearing items of clothing not connected to school • Not wearing a hat in the playground • Wearing coloured nail polish. • Removal of shoes at play 	<ul style="list-style-type: none"> • Wearing visually inappropriate or offensive clothing.
IT Misconduct	Inappropriate use of ICTs, e.g. internet, email, ipods, IWB, cameras, mobile phones or the use of technology in such a way that it is used to bully, harass or threaten others or used to display inappropriate or offensive material.	<ul style="list-style-type: none"> • Accessing ICTs without permission. • Accessing inappropriate web content. • Using someone else's password. 	<ul style="list-style-type: none"> • Using ICTs or phone to access or show inappropriate photos. • Sending during school time, an email or text which states 'Meet me after school; we'll get back at her then'.
Lying/Cheating/Theft	<p>Lying - Making a statement which one knows to be untrue and affects the reputation of another student or staff member.</p> <p>Cheating - Using dishonest methods to gain academic advantage.</p> <p>Stealing school, student or staff property with the intention to keep it.</p>	<ul style="list-style-type: none"> • Blatantly denying behaviour or activity that has been witnessed. • Cheating on a test, copying work done by someone else. • Picking up a pencil off the floor and keeping it 	<ul style="list-style-type: none"> • Accusing a staff member of physical assault but found through own admission or witness statement that incident did not occur. • Removing an item from a classroom and placing it in a school bag.

Behaviour Category	Definition	Minor Example (Staff Managed)	Major Example (Office Managed)
Misconduct Involving Object	Inappropriate use of an object for the non-intended purpose of that object or intentional use of object to hurt others.	<ul style="list-style-type: none"> • Accessing unapproved Apps or programs on school devices. • Throwing sticks or stones in a dangerous way, but not intending to hit others. 	<ul style="list-style-type: none"> • Intentionally using a stick/throwing stones and hurting others.
Non-Compliant With Routine	<p>Behaving in such a way that does not comply with classroom or playground routines.</p> <p>Any problem behaviours that are considered to be persistent violations. Similar behaviours over a course of 1-2 weeks.</p>	<ul style="list-style-type: none"> • Walking or running away from a teacher who has given a reasonable direction. • Being on the oval during eating time. • Running on hard surfaces • Playing in the toilets • Deliberately throwing litter on the ground 	<ul style="list-style-type: none"> • Playing non-approved games • Third occasion without swimming gear
Other Conduct Prejudicial to the Good Order and Management of the School	Any incident on excursion, representative sporting, extra-curricular activity (including commenting on social media) which puts the school or staff in disrepute.		<ul style="list-style-type: none"> • Students kissing or other such behaviours in the playground. • Exposing private body parts to others. • Being rude to visitors in school or in public places.
Physical Misconduct	Inappropriate or deliberate contact made by hands or feet which does not result in injury or physical contact with the intent or outcome of causing injury or harm to others or self.	<ul style="list-style-type: none"> • Intentionally tackling, wrestling or jumping on another person in the course of a game. • Pushing/shoving that doesn't result in injury 	<ul style="list-style-type: none"> • Intentionally punching or kicking another child without provocation • Fighting
Prohibited Items	<p>Having at school an item that is of value or is banned (generally toys/trading cards).</p> <p>Having possession of or being the owner of substances, a weapon or weapon look alike capable of causing bodily harm or property damage</p>	<ul style="list-style-type: none"> • Keeping a phone in school bag or pocket instead of office. • In possession of or the owner of expensive toys or toy weapons at school. 	<ul style="list-style-type: none"> • Owner of prohibited items or being the owner of items in someone else's possession. • Bringing a pocket knife to school. • Possessing matches, lighters etc
Property Misconduct	<p>Use of property in a way which it was not designed that does not cause physical harm or injury to one's self or others.</p> <p>Intentional destruction of property belonging to the school or staff member, through misuse or aggressive behaviour.</p>	<ul style="list-style-type: none"> • Throwing or kicking property belonging to school or someone else. 	<ul style="list-style-type: none"> • Deliberately kicking a hole in the wall. • Deliberately vandalising school property.
Refusal to Participate in Program of Instruction	Not being organised for class, refusing to follow class or teacher expectations.	<ul style="list-style-type: none"> • Not bringing swimming gear for swimming lesson. • Not completing or returning homework on time. 	
Substance Misconduct – Illicit Substance, Tobacco, Alcohol and Other Substances	<p>In possession of non-prescription medication such as Panadol, without staff knowledge or written parental permission.</p> <p>Having possession of or affected by any illegal drug.</p> <p>Having possession of or affected by any alcoholic substance, high caffeine drink or tobacco product.</p>	<ul style="list-style-type: none"> • Carrying or self-administering non-prescription medication such as Panadol. 	<ul style="list-style-type: none"> • Found with or affected by alcohol or energy drink. • Found with or affected by illegal drugs. • Found with or found to have brought in cigarettes or matches with intention to use.
Threat/s to Others	Written or verbal intent to inflict punishment or injury or desire to see harm or death come to another person.		<ul style="list-style-type: none"> • 'I'm going to kill you' - verbal or written.

Behaviour Category	Definition	Minor Example (Staff Managed)	Major Example (Office Managed)
Truant/Skip Class	Noticeably absent from class without reasonable explanation. Missing school, skipping classes or leaving school grounds without prior parental consent.	<ul style="list-style-type: none"> Not showing up to class (beyond 10 minutes). Leaving classroom without permission. 	<ul style="list-style-type: none"> Leaving school grounds without permission. Returning late to class 3 times during a week
Verbal Misconduct	Unsuitable use of words, calling names, use of inappropriate tones. Repeated gestures or words directed toward others in a demeaning or provoking manner, includes racial or religious slurs.	<ul style="list-style-type: none"> Yelling back at a staff member, 'This sucks'. Screaming at other students during class time, 'you're an idiot, you're a loser'. 	<ul style="list-style-type: none"> A student directing an expletive at another person. Expletives directed at a staff member or any use of racial language



MAJORS

Action taken as a result of an office referral *is case specific*, but *may* include:

- Contacting parent or caregiver
- non-participation in activity
- detention
- time out
- suspension
- sent home
- intervention
- exclusion

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of Blair State School has the power to temporarily remove property from a student, as per the procedure <i>Temporary Removal of Student Property by School Staff</i>.</p>
School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> ▪ 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 ▪ no longer than three months

Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

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

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Blair State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. 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 reduce the risk of harm to self or others
- 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:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Positive Learning Centre Staff
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- RAI

8. Consideration of individual circumstances

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

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

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent

- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*

10. Related procedures

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

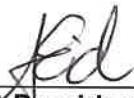
11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- National Safe Schools Framework Resource Manual
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

12. Endorsement



Principal



P&C President or
Chair, School Council



Assistant Regional Director

Effective Date:July 2017..... toJuly 2020.....

The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Blair State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build 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 the class teacher provides express consent.

A school student 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 bullying¹, 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 proposal/recommendation for exclusion).

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

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.

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

Special Circumstances Arrangement

Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

** Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Appendix 2

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

Purpose

1. Blair State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Blair State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Blair State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Blair State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. 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.

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

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
 - Not to respond to messages but keep them to report to parents and/or teachers immediately
 - Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Blair State School will then investigate and respond to any incident of cyberbullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
11. An initial introductory lesson is delivered, which teaches the 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults
 13. 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 Blair State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
 14. Blair State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
-

WORKING TOGETHER TO KEEP Blair State School SAFE

We can work together to keep knives out of school. At Blair State School

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal or Deputy Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including Suspension or a recommendation for exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Blair State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact either Mr Lund or Mrs Jones.

Appendix 4

Major Incident – Office Referral Form

Child's Name:		Class:		Date:
Staff:				Time:
PROBLEM BEHAVIOUR (SELECT ONLY ONE)	<input type="checkbox"/> Bullying/harassment	<input type="checkbox"/> Defiant/threat/s to adults	<input type="checkbox"/> Disruptive	
	<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Misconduct involving object	<input type="checkbox"/> Dress code	
	<input type="checkbox"/> Non-compliant with routine	<input type="checkbox"/> Physical misconduct	<input type="checkbox"/> Late	
	<input type="checkbox"/> Possess prohibited items	<input type="checkbox"/> Property misconduct	<input type="checkbox"/> Third minor referral	
	<input type="checkbox"/> Threat/s to others	<input type="checkbox"/> Truant/skip class	<input type="checkbox"/> IT misconduct	
	<input type="checkbox"/> Verbal misconduct	<input type="checkbox"/> Refusal to participate	<input type="checkbox"/> Substance misconduct	
	<input type="checkbox"/> Other _____			
INCIDENT TYPE	<input type="checkbox"/> Minor <input type="checkbox"/> Major <input type="checkbox"/> Severe			
SUBJECT AND PERIOD	<input type="checkbox"/> English	<input type="checkbox"/> LOTE	<input type="checkbox"/> History	Period
	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Library	<input type="checkbox"/> Technology	
	<input type="checkbox"/> Music	<input type="checkbox"/> Science	<input type="checkbox"/> Arts	<input type="checkbox"/> before school
	<input type="checkbox"/> HPE	<input type="checkbox"/> SOSE	<input type="checkbox"/> PE	<input type="checkbox"/> 1 st session
	<input type="checkbox"/> Other _____			<input type="checkbox"/> 1 st break
WORKING WITH THE STUDENT	<input type="checkbox"/> self			<input type="checkbox"/> 2 nd session
	<input type="checkbox"/> peers names _____			<input type="checkbox"/> 2 nd break
	<input type="checkbox"/> teacher _____			<input type="checkbox"/> 3 rd session
	<input type="checkbox"/> other adult _____			<input type="checkbox"/> bus line
WITNESSES	Staff	Student	Public	
LOCATION	<input type="checkbox"/> classroom	<input type="checkbox"/> eating areas	<input type="checkbox"/> infant playground	<input type="checkbox"/> toilets
	<input type="checkbox"/> buildings	<input type="checkbox"/> bus line	<input type="checkbox"/> library	<input type="checkbox"/> top oval
	<input type="checkbox"/> tuckshop	<input type="checkbox"/> bottom oval	<input type="checkbox"/> detention	<input type="checkbox"/> other _____
MOTIVATION	<input type="checkbox"/> obtain attention – peer/adult		<input type="checkbox"/> escape/avoid attention – peer/adult	
	<input type="checkbox"/> obtain sensory stimulation		<input type="checkbox"/> escape/avoid sensory stimulation	
	<input type="checkbox"/> obtain activity		<input type="checkbox"/> escape/avoid activity	
	<input type="checkbox"/> obtain object		<input type="checkbox"/> escape/avoid instructional activity	
	<input type="checkbox"/> provoked/retaliation		<input type="checkbox"/> don't know	
DESCRIPTION OF EVENT				
STEPS TAKEN BY STAFF	<input type="checkbox"/> Rule Reminder 1	<input type="checkbox"/> Natural Consequence	<input type="checkbox"/> Time Out	
	<input type="checkbox"/> Rule Reminder 2	<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> Removed from Playground	
	<input type="checkbox"/> Classroom Reflection	<input type="checkbox"/> Monitoring Card	<input type="checkbox"/> Detention – Classroom	
	<input type="checkbox"/> Buddy Class	<input type="checkbox"/> Conference	<input type="checkbox"/> Detention - Behaviour Room	
	<input type="checkbox"/> Office	<input type="checkbox"/> Loss of Privileges		
ADMIN COMMENT/ ACTION				

Appendix 5

Incident Report (optional)

Name: Date:

Person Completing Form:

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