Townsville Community Learning Centre – A State Special School

**Responsible Behaviour Plan for Students**

based on *The Code of School Behaviour*

1. **Purpose**

Townsville Community Learning Centre – A State Special School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. **Consultation and data review**

Townsville Community Learning Centre – A State Special School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken. A review of current school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents, Interim Headline Indicators Report 2016 and the School Data Profile 2016 also informed the development process.

The plan was reviewed in November 2016 for the commencement of the 2017 school year as required by legislation.

3. **Learning and behaviour statement**

All areas of Townsville Community Learning Centre – A State Special School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Townsville Community Learning Centre – A State Special 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 Cool Tools to teach and promote our high standards of responsible behaviour:

- The way we .......... Talk politely
  - Care for each other
  - Look, listen and learn
  - Act calmly and safely

Our school Cool Tools 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 Townsville Community Learning Centre – A State Special 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 challenging behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations which apply to all settings has been attached to each of our four Cool Tools. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations across all school settings.

<table>
<thead>
<tr>
<th>TCLC COOL TOOL</th>
<th>IN ALL CONTEXTS: SCHOOL AND COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk Politely</td>
<td>• I use my manners – &quot;please&quot; / &quot;thank-you&quot;</td>
</tr>
<tr>
<td></td>
<td>• I use my inside / outside voice</td>
</tr>
<tr>
<td>Care for each other</td>
<td>• I share</td>
</tr>
<tr>
<td></td>
<td>• I take turns</td>
</tr>
<tr>
<td></td>
<td>• I have gentle hands and feet</td>
</tr>
<tr>
<td></td>
<td>• I help others</td>
</tr>
<tr>
<td>Look, listen and learn</td>
<td>• I do whole body listening</td>
</tr>
<tr>
<td></td>
<td>➢ My mouth is quiet</td>
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<tr>
<td></td>
<td>➢ My body is still</td>
</tr>
<tr>
<td></td>
<td>➢ I face the front</td>
</tr>
<tr>
<td></td>
<td>• I do my work</td>
</tr>
<tr>
<td>Act Calmly and safely</td>
<td>• I move safely around the school</td>
</tr>
<tr>
<td></td>
<td>• I have gentle hands and feet</td>
</tr>
<tr>
<td></td>
<td>• I follow directions</td>
</tr>
<tr>
<td></td>
<td>• I look after all my belongings</td>
</tr>
<tr>
<td></td>
<td>• I hand in my mobile phone when I arrive at school</td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
- Reinforcement of learning through
  - behaviour lessons taught in class – each class has a folder with lessons/resources and links to 'cool tool' PowerPoints on the Curriculum Directory
  - visuals of classroom rules/ rewards and consequences displayed in every classroom
- Whole School Assemblies
- Sector Assemblies
- The practice and use of the 10 Essential Skills for Classroom Management
- active supervision by staff during classroom and non-classroom activities
- reinforcement of 'cool tools' before and after every play break
- rewards in the form of a 'Gotcha' to 2 + students observed following the 'cool tools' during play breaks
- Follow up ‘Gotcha’ awards to a student during sector assemblies
- Student of the Month Award at whole school assemblies

The expectations and process for new staff are communicated through:
- Staff are inducted at the beginning of the year with a full overview of the behaviour management processes of the school- Cool Tools, Rewards/Reinforcement strategies /Behaviour lessons/PowerPoints on students presenting with challenging behaviours/Student updates/Meetings.
- Through an induction process/timeline to induct new staff starting after the pupil free days.
- Regular sector meetings where behaviour issues are discussed and addressed
- Weekly student update meetings.
- Behaviour Committee meetings scheduled monthly.

A common language associated with each of the Cool Tools has been identified. Staff are encouraged to use the language associated with what each Cool Tool “looks like”, “sounds like”, and “feels like”.

<table>
<thead>
<tr>
<th>COOL TOOL</th>
<th>LOOKS LIKE</th>
<th>SOUNDS LIKE</th>
<th>FEELS LIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TALK POLITELY</strong></td>
<td>I use my manners</td>
<td>Calm</td>
<td>&quot;Please&quot; / &quot;Thank-you&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friendly</td>
<td></td>
</tr>
<tr>
<td><strong>TALK POLITELY</strong></td>
<td>I use my inside / outside voice</td>
<td>Inside voice – calm, friendly</td>
<td>Inside voice - calm, quiet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside voice – playful, happy</td>
<td>Outside voice – friendly, happy</td>
</tr>
<tr>
<td><strong>CARE FOR EACH OTHER</strong></td>
<td>I share</td>
<td>Friendly / gentle</td>
<td>&quot;Please&quot; / &quot;Thank-you&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Playing with a friend</td>
<td>I use my words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smiling / kind / happy</td>
<td>&quot;Would you like ....&quot;</td>
</tr>
<tr>
<td>CARE FOR EACH OTHER</td>
<td>Caring</td>
<td>&quot;Your go&quot;</td>
<td>Helpful</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>I take turns</td>
<td></td>
<td>I wait my turn</td>
<td>Respectful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I listen for my name</td>
<td>Feels like I care</td>
</tr>
<tr>
<td></td>
<td>Safe</td>
<td>My hands are still</td>
<td>Safe</td>
</tr>
<tr>
<td>I have gentle hands and feet</td>
<td>Hands are down</td>
<td>My feet are still</td>
<td></td>
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<tr>
<td></td>
<td>Feet are down</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Personal space – this is my body</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kind, caring</td>
<td>&quot;Can I help you?&quot;</td>
<td>Thoughtful</td>
</tr>
<tr>
<td>I help others</td>
<td>Sharing</td>
<td>&quot;Are you OK?&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I need help&quot;</td>
<td></td>
</tr>
<tr>
<td>LOOK, LISTEN AND LEARN</td>
<td>My mouth is quiet</td>
<td>Quiet</td>
<td>Safe</td>
</tr>
<tr>
<td>I do whole body listening</td>
<td>My body is still</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>I face the front</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My hands are down</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My feet are still</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My bottom is still</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I look like I’m ready for learning and listening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COOL TOOL</th>
<th>LOOKS LIKE</th>
<th>SOUNDS LIKE</th>
<th>FEELS LIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOOK, LISTEN AND LEARN</td>
<td>I’m listening</td>
<td>Talking calmly to my friend</td>
<td>Proud</td>
</tr>
<tr>
<td>I do my work</td>
<td>My eyes are on my work</td>
<td>Taking turns</td>
<td>Happy</td>
</tr>
<tr>
<td></td>
<td>Participating – having a go</td>
<td>Following instructions</td>
<td>Calm</td>
</tr>
<tr>
<td></td>
<td>My hands are on my work</td>
<td></td>
<td>Respectful</td>
</tr>
<tr>
<td>ACT CALMLY AND SAFELY</td>
<td>Calm</td>
<td>I am walking quietly and safely</td>
<td>Safe</td>
</tr>
<tr>
<td>I move safely around the school</td>
<td>Safe</td>
<td></td>
<td>Responsible</td>
</tr>
</tbody>
</table>
| ACT CALMLY AND SAFELY | Listening  
| I follow directions | Being responsible  
| Look positive  
| Looks like I know where to go  
| Looks like I know what to do  
| Mobile phones handed in | I say "yes"  
| I understand | Safe  
| Co-operative  
| In control |

| ACT CALMLY AND SAFELY | Items are in place  
| I look after all my belongings | Items are looked after  
| Mobile phones are handed in | I care for my things | Feel good  
| Proud  
| Responsible |
To compliment the cool tools, the seniors and junior secondary sectors have implemented the *Traffic Lights* system to identify with the students appropriate behaviour and resulting rewards and inappropriate behaviour and appropriate corrective strategies. Staff wear traffic lights for reinforcement and reminders.

| I am doing a good job! | Looks like: following cool tools, completing curriculum tasks to the best of their ability, compliant.  
No restrictions to class program or playtime. Extra motivators may be earnt for students continually on green card.  
Language to use: “Well done! Great work! You are following the cool tool of ........ I like how you are following the cool tool of ........by doing this. If you continue on the green card, you may have choice time later”  
Choose the language appropriate to each student.  
Continued green cards will lead to awards/certificates presented on weekly sector assembles and student of the month awards at the whole school assemblies.  
In the playground a green card will signify to the student they are allow to return to play.  
Positive behaviour can be recorded on One School. |
|---|---|
| I need to stop and think | Looks like: Upsetting others on purpose, disobedient, verbal misconduct, cumulating small incidents that may lead to a larger incident.  
Restrictions may include: classroom curriculum only (limited choice time), threat of withdrawal to courtyard, time outs from play.  
Language to use: “I think you to stop and think! This behaviour is not following our cool tools. I think you may need some time out if you continue. You will miss out on some play if you continue. I will need to call admin if you continue. What can you do to get back onto green?”  
Choose the language appropriate to each student. Ask for assistance from other staff in the playground if needed. Use the walkie talkie if behaviour escalates to red and admin if required to assist.  
Continued yellow cards may lead to red. If students adjust behaviour to positive, use the green card to show them they have moved off yellow. Praise! |
| STOP! I need help!  
Call home | Looks like; Aggression, extremely disobedient, verbal misconduct, threat to others.  
Restrictions may include: classroom curriculum only (no choice time), withdrawal to courtyard, time outs, alternate play program.  
Language to use: “You need to stop! This behaviour is not ok. You need some time out. You are not following the cool tools. You need to leave the playground for some time out. I will call home to talk to your parents. I will call admin.”  
Choose the language appropriate to each student. Use the walkie talkie in the playground for assistance. Use the emergency buzzer in classrooms for assistance.  
Continued red cards may lead to suspension or managed attendance. All red incidents must be reported on One School. |
Townsville Community Learning Centre – A State Special School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Team meetings
- Comprehensive induction programs in the Townsville Community Learning Centre – A State Special Responsible Behaviour Plan for Students delivered to new and relief staff.
- An introduction to the Cool Tools and management strategies is presented to volunteers through the induction process.
- Positive Behaviour Support Plans and/or PowerPoints are 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.
- Weekly student update meetings when class teachers present student behaviours and management strategies regarding students exhibiting challenging behaviours
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour
At Townsville Community Learning Centre – A State Special School, communication of our key messages about behaviour is reinforced and provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This 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.

Recognition of Focus Cool Tool
Each month staff members acknowledge and recognise individual students who have demonstrated consistent behaviour within the nominated focus area. The students are formally recognised at our monthly whole school assembly and titled ‘Student of the Month.’
After every play session students (2+) who are following the Cool Tools are recognised by being awarded a ‘Gotcha’.
Rewards are given to the ‘Gotcha’ student of the week during sector assemblies. Gotcha recipients and student of the month are all recorded on OneSchool.

Class Rewards Program
Each class has a reward system which is based on the TCLC ‘Cool Tools’. This reward system is on display with clearly defined classroom rules, rewards and consequences. It is a way of enabling students to monitor their progress. All students learn that their rewards whether it be tokens, play money or stickers can be cashed in weekly for prizes. Class reward programs are a strategy to consistently and constantly reinforce the schools cool tools.

Sector Assemblies
Weekly the junior, middle, junior secondary and senior students meet at an assembly as four discrete groups. Staff in each group acknowledge students who have followed the TCLC Cool Tools with certificates of merit. A student name is drawn out from those that have received ‘Gotchas’ for the week and a prize awarded.

Administration Reward Program
The Principal, the Deputy Principal and the Head of Curriculum reward students if they observe a TCLC Cool Tool. This system occurs continuously throughout each school day.
5. Consequences for unacceptable 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, direct student attention to displayed class rules, then ask them to change their behaviour so that it aligns with the school’s Cool Tools and class rules. Townsville Community Learning Centre – A State Special 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 logical and predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Staff members are provided with appropriate professional development and/or training- 20 teachers and aides have been trained in Non Violent Crisis Intervention (2015) and 20 teachers and teacher aides attended workshops on Youth Mental health First Aid (2016).

Through training, weekly meetings and student update meetings, we work to ensure consistent responses to any behaviours of concern across the school.

Minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

Minor behaviours are those that:

- are minor breeches of the 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 problem 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 problem 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.

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 Administration because of their seriousness.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal area, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- **AND/OR**
- **Level Two:** Parent contact, referral to Guidance Officer, development of a positive behaviour support plan, suspension from school
- **AND/OR**
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.
<table>
<thead>
<tr>
<th>Consequence</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level One</strong></td>
<td><strong>Time out to withdrawal space.</strong> A principal or a teacher may use timeout as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be directly supervised and given the opportunity to re-join class in intervals of no more than 10 minutes. If this strategy is used then the incident must be documented in One School with management and re-entry time/s.</td>
</tr>
<tr>
<td><strong>Level One</strong></td>
<td><strong>Temporary Removal of Property</strong> The Principal, Deputy or staff member from Townsville Community Learning Centre has the power to temporarily remove property from a student, as per the procedure <em>Temporary Removal of Student Property by School Staff</em> Removed items will be kept in the administration block in an envelope with their name. Items will not be returned if they are prohibited.</td>
</tr>
</tbody>
</table>
| **Level Two**                  | **Positive Behaviour Plan** Is a written agreement that sets out  
  - Behaviours of concern  
  - Triggers  
  - Expectations of behaviour (Goals)  
  - Pro-active and reactive strategies  
  - Template located in the Curriculum Directory on the team site |
| **Level Two**                  | **Suspension** A principal may suspend a student from school under the following grounds:  
  - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
  - The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school  
  - The student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school |
| **Level Three**                | **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 form school would be inadequate to deal with the behaviour. A student may be excluded for the following reasons:  
  - conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school;  
  - conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;  
  - The student’s attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school  
  - The student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school |
| **Level Three**                | **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 |
The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Talk Politely</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| • Not using our manners – please and thankyou  
• Not taking turns  
• Not using a quiet and calm voice  
• Refusing to follow directions | • Using offensive, vulgar and abusive language  
• Calling out |

<table>
<thead>
<tr>
<th>Care for Each Other</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| • Minor physical contact  
• Not playing safely  
• Petty theft  
• Not playing fairly | • Serious physical aggression  
• Fighting  
• Throwing objects at students and/or staff  
• Possession or selling of drugs  
• Major bullying and harassment  
• Possession of an instrument that could cause harm (weapon) |

<table>
<thead>
<tr>
<th>Look, Listen Learn</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| • Refusing to complete set tasks  
• Minor disruptions to class routines  
• Inappropriate language  
• Not sharing items of school equipment  
• Not listening when taking turns  
• Not listening to the bus/taxi driver  
• Not walking safely to the car/taxi/bus | • Leaving the classroom without permission  
• Persistent and wilful disobedience  
• Not following the road safety rules  
• Leaving your class group without permission when on excursions |

<table>
<thead>
<tr>
<th>Act Calmly and Safely</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>
| • Incorrect use of equipment  
• Not packing up when work has finished  
• Not walking safely in the classroom  
• Playing in toilets  
• Refusal to hand in mobile phone | • Stealing / major theft  
• Leaving the school without permission  
• Possession of material pornographic in nature |

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:
- Debrief with students using resource – de brief board  
- Communicate the relevant expected school behaviour  
- Communicate the likely consequences if the problem behaviour continues; and

Should a problem 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 problem behaviour
At Townsville Community Learning Centre – A State Special School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Staff have received training on the Essential Skills for Classroom Management and have a flip book as a visual reminder.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.
6. Emergency or critical incident responses

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. Staff members are provided with appropriate professional development and/or training - 20 teachers and aides have been trained in Non Violent Crisis Intervention (2015). Staff trained in Non Violent Crisis Intervention to be placed across the sectors

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.

Physical restraint is a continuum beginning with time out and moving to physical restraint. Physical restraint may be used as an immediate or emergency response or as part of a student’s individual plan. This includes prevention of self-harming behaviours. Physical forms of restrictive practice are the last resort and least restrictive practices and options are adopted first.

A Physical Intervention Incident Report and Debriefing Report are to be documented in One School following an incident. A Health and Safety Incident record must be recorded in MY HR Workplace Health and Safety if any injury or illness has been sustained due to the critical incident.

**Basic defusing strategies**

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

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

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

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

**Debrief**
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Use Resource – debrief Board provided in behaviour resources for students
Debriefing Report to be completed by Administration and uploaded to One School.

Physical Intervention as an immediate and emergency response.

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

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

The process to follow is:

- Isolate the situation
- Call for assistance (phone/duress alarm)
- Non Violent Crisis Intervention (NVCI)

Appropriate physical intervention may be used to ensure that Townsville Community Learning Centre’s duty of care to protect students, staff and members of the community 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.

Training in NVCI will be offered to staff every two years.

Physical intervention should involve the procedures from Non Violent Crisis Intervention and include:

- Preventive techniques- Personal Safety Principles- block, deflect, move
  Non Violent Physical Crisis Intervention and Team Intervention- restraints
  (appendix 2)
- Post- Intervention
  1. Find ways to use the time after a crisis (Postvention) as a step toward preventing future crises
  2. Debriefing and re-establishment of a therapeutic relationship with involved individuals
  3. Review behaviour plan

- De- briefing for staff as required (Appendix 3)
- De-briefing for students

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.
- Be documented on the student’s behaviour plan and signed by parent/guardian

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident recorded in OneSchool
- Physical Intervention Report – Appendix 5
- If required, a MyHRWh&S incident record
- Debriefing Report- Appendix 4
7. Network of student support
Students at Townsville Community Learning Centre – A State Special School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents/Carers  
- Teachers  
- Support Staff  
- Administration Staff  
- Guidance Officer  
- Advisory Teachers  
- Senior Guidance Officer  
- School Chaplain  
- School Based Nurse  
- Approved Volunteers

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

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

School processes in place for staff support:

- Lockdowns practised every term.  
- Every teacher is given a flip book of the 10 essential teaching strategies  
- Weekly student update meetings  
- PowerPoint of every student with identified challenging behaviours  
- Staff trained in NVCI  
- NVCI training to be offered every 2 years

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 including parents and carers are considered at all times.

Townsville Community Learning Centre – A State Special 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, socio-economic situation and their emotional state  
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time  
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and  
  - receive adjustments appropriate to their learning and/or disability needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992  
- Commonwealth Disability Standards for Education 2005  
- Education (General Provisions) Act 2006  
- Education (General Provisions) Regulation 2006  
- 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
• Weapons Act 1990
• Education (Strengthening Discipline in State School) Amendment Bill 2013

10. Related policies
• Safe, Supportive and Disciplined School Environment
• School Education
• Enrolment in State Primary, Secondary and Special Schools
• Protocols for Enrolment in State 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
• Information Communication and Technology
• Information Sharing Under Child Protection Act 1999
• Disclosing Personal Information to Law Enforcement Agencies.
• Managing Electronic Identities and Identity Management
• Temporary Removal of Student Property by School Staff
• Code of School Behaviour,
• Statement of Expectations for a Discipline School Environment
• Accidents, Incidents and Incident Investigations
• Code of Conduct for the Queensland Public service
• Department of Education, training and Employment Standard of Practise
• Health, safety and Wellbeing Policy Statement
• Managing Risks in School Curriculum Activities
• Working with Children Check- Blue cards

11. Some related resources
• National Safe Schools Framework
• Bullying. No Way!
• Cyber safety and schools resources
• Take a Stand Together
• Kids Matter
• Better Buddies

Endorsement

C. Davies
Principal

P&C President or Chair, School Council

Effective Date: 1 January 2017 – 31 December 2020
Appendix 1

The Use of Personal Technology Devices at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras, ipods, ipads or MP3 players as there is a risk of damage or theft. If students bring mobile phones to school they must be hand in the device to administration upon arrival at school.

Confiscation
Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline
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 handed at administration upon arrival at 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 Townsville Community Learning Centre – A State Special School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 1 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

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

* Personal Technology Devices includes, but is not limited to: game devices (such as Portable gaming devices, laptop computers, ipads, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

**Purpose**
1. Townsville Community Learning Centre – A State Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Townsville Community Learning Centre – A State Special 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 Townsville Community Learning Centre – A State Special School include name-calling, taunting, mocking, making offensive comments and gestures, 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 Townsville Community Learning Centre – A State Special 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 Townsville Community Learning Centre – A State Special School are an addition to our already research-validated school-wide positive behaviour
support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

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 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 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. Respect for others is taught through classroom lessons and reinforced in all environments.

10. The introduction and continuation of Kids Matter programs for example Duke of Edinburgh, Social Connectedness to develop student’s personal and social capabilities.

11. 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 Community Learning Centre – A State Special 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’.

12. Townsville Community Learning Centre – A State Special 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.
**CPI KICK BLOCK**

In any strike situation, you can remove the target or deflect the weapon by placing an object between the weapon and the target. The act of blocking or shielding is based on your natural response—a primal reflex to protect yourself from a strike. In this example, the bottom of the staff member’s foot is used to shield or block the oncoming kick.

Attempt to move out of the way to maintain safety.

**CPI ONE-HAND WRIST GRAB RELEASE**

Gain a physiological advantage by using leverage and momentum to pull away from the weak area of the wrist grab (between the thumb and four fingers). You can increase your momentum and leverage by maintaining a balanced stance and using your body position to enhance your physiological advantage. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

Release and attempt to move out of the way to maintain safety.

**CPI TWO-HAND WRIST GRAB RELEASE**

Gain a physiological advantage by using leverage and momentum to pull away from the weak area of the wrist grab (between the thumb and four fingers). You can increase your momentum and leverage by using your free hand to assist in pulling away from the grab, maintaining a balanced stance, and using your body position to enhance your physiological advantage. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

Release and attempt to move out of the way to maintain safety.

**CPI ONE-HAND HAIR PULL RELEASE**

Immobilise this grab by securing the person's hand to your head. By using one or both of your hands to immobilise the person's hand, you can prevent further grabbing of hair and minimise injury. Move your head toward the person, leveraging the arm position to a 45-degree angle. The grip of the hair pull is levered backward, reducing the strength of the grip and opening up the weak point of the grab at the fingers. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.

As your hair is released, attempt to move out of the way to maintain safety.
CPI TWO-HAND HAIR PULL RELEASE
Use both of your hands to immobilise the person's hands on your head. By securing the hands to your head, you can prevent further grabbing of hair and minimise injury. Move your head toward the person, leveraging the arm position to a 45-degree angle. The grip of the hair pull is levered backward, reducing the strength of the grip and opening up the weak point of the grab at the fingers. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.
As your hair is released, attempt to move out of the way to maintain safety.

CPI FRONT CHOKE RELEASE
Raise your arms straight up for leverage. (This may also create a distraction.) Lean away to extend the individual's arms; this will weaken the grab. Create momentum by turning your shoulders and arms in a rotating motion away from the individual. Your shoulders will act as a lever while your momentum will assist in releasing the grab. Increase your psychological advantage by using a verbal distraction or an element of surprise.
Attempt to move out of the way to maintain safety.

CPI BACK CHOKE RELEASE
Raise your arms straight up for leverage. (This may also create a distraction.) Lean away to extend the individual's arms; this will weaken the grab. Create momentum by turning your shoulders and arms in a rotating motion away from the individual. Your shoulders will act as a lever while your momentum will assist in releasing the grab. Increase your psychological advantage by using a verbal distraction or an element of surprise.
Attempt to move out of the way to maintain safety.

CPI BITE RELEASE
Avoid pulling away from the bite. Instead, lean into, or feed the bite, using the minimum amount of force necessary to cause the jaw of the person to open. Concurrently, use your finger in a vibrating motion to stimulate the person's upper lip. This vibrating motion may result in a parasympathetic response that causes the mouth to open. At the same time, you can gain a psychological advantage by using a verbal distraction or an element of surprise.
Once the bite releases, attempt to move out of the way to maintain safety.
CPI CHILDREN’S CONTROL POSITION™

The CPI Children’s Control Position™ is designed to be used with children. You should consider using this position only with individuals considerably smaller than yourself.

Gain control of the child’s arms from behind and cross the arms in front of the child. The arms should be positioned high on the child and secured by locking one arm under the other. This will prevent the child from slipping through and will minimise any pressure on the child’s chest or abdomen. (Fig. A) Position yourself behind the child while maintaining close body contact and standing to one side. This position allows you to maintain a balanced stance while managing the child. (Fig. B)

The auxiliary team member(s) will monitor for safety and assist, if needed.
**CPI Team Control Position**

The CPI Team Control Position is used to manage individuals who have become dangerous to themselves or others. Two staff members hold the individual as the auxiliary team member(s) continually assess the safety of all involved and assist, if needed. During the intervention, staff members who are holding the individual should:

- Face the same direction as the acting-out person while adjusting, as necessary, to maintain close body contact with the individual.
- Keep their inside legs in front of the individual. (Fig. A)
- Bring the individual's arms across their bodies, securing them to their hip areas. (Fig. B)
- Place the hands closest to the individual's shoulders in a C-shape position to direct the shoulders forward. (Fig. C)

**Control Dynamics**

1. 

2. 

3. 

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CPI TRANSPORT POSITION™

The CPI Transport Position™ will assist you in safely moving an individual who is beginning to regain control.

Prior to moving an individual, assist the person into a more upright position and remove your hand from the individual's shoulder. Reach under the individual's arm to grab your own wrist. This cross-grain grip better secures the individual between staff during transport. Remove your leg from directly in front of the individual prior to transport while maintaining close body contact.

It is not recommended to transport an individual who is struggling. If necessary, return to the CPI Team Control Position™ if the individual's and/or staff's safety is at risk.
Appendix 4
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 Appendix 6).

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- Debriefing Board
Appendix 5
Physical Intervention Incident Report
When Non Violent Physical crisis Intervention (NVPCI) is used then details must be recorded on One School and must include answers to the following questions.

Student Name: Date:

Person Completing Form:

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time incident started</td>
</tr>
<tr>
<td>Time incident ended</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 <strong>immediately</strong> before the incident? Describe the activity, task, 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>
</tbody>
</table>

**Upon receipt of the incident report Admin will follow up with a debriefing process.**
Appendix 6

Staff Debriefing and Follow up Procedures

Tick as required

☐ Time out with Admin/peer
☐ Counselling
☐ Medical treatment
☐ Police Statement where necessary
☐ Family Notification
☐ Other
☐ My HR WH&S report

Details of Follow – up

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________