



2017 - 2020

Cleveland Education and Training Centre

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

Approved

Gavin Moncur: Principal

Date

30/01/2017

To be reviewed: December 2020

The Code of School Behaviour

Better Behaviour
Better Learning



Queensland
Government



Cleveland Education and Training Centre

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

Purpose

Cleveland Education and Training Centre is committed to providing a safe, supportive, 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.

Consultation and data review

Cleveland Education and Training Centre developed and reviewed this plan in collaboration with our school community. Ongoing consultation with caregivers, staff and students has been undertaken. Meetings and discussions with the management and staff of the Department of Justice and Attorney General have provided feedback on the effectiveness of the school's achievements in supporting young people to adopt more positive behaviour patterns. The Centre's Interdepartmental Programs Advisory Committee has provided advice on the principles adopted, such as in the Classroom Profiling program and the Positive Behaviour Learning Framework.

EQ Transition Team organises EQ teachers to be included in DJAG Stakeholder meeting to discuss ongoing Student behaviour and possible implications on destinations.

PBL time allocated at weekly Staff Meeting to allow discussion on particular students. Monthly reviews of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents and PBL statistics are held on a monthly basis at staff meetings.

The Plan was endorsed by the Principal, Cleveland Youth Detention Centre Director and Assistant Regional Director (Schools) in December 2016, and will be reviewed in 2020 as required in legislation.

Learning and behaviour statement

All areas of Cleveland Education and Training Centre are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. The Code of School Behaviour and the Statement of Expectations for a disciplined school environment policy are closely aligned with our core belief that all students are capable of learning when they are supported by focussed and intensive teaching, and they can be encouraged to behave in a positive and responsible manner.

Our Responsible Behaviour Plan has been developed within a Positive Behaviour Learning (PBL) framework. The 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 Cleveland Education and Training Centre 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.

PBL is an evidence-based framework for establishing the social culture needed for schools to be effective learning environments for all students. It is a three-tiered

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organisational framework for identifying, adopting and applying evidence based practices for building and supporting academic and social success for all students (see Figure 1). The three-tiered prevention model recognises that, at a universal level, all students need to be taught the expected behaviours. If the behaviour of students is non-responsive, then more intensive behavioural supports are provided, in the form of Targeted Group Interventions (Tier 2), or a highly individualised plan (Intensive Behaviour Support – Tier 3). Appendix 5

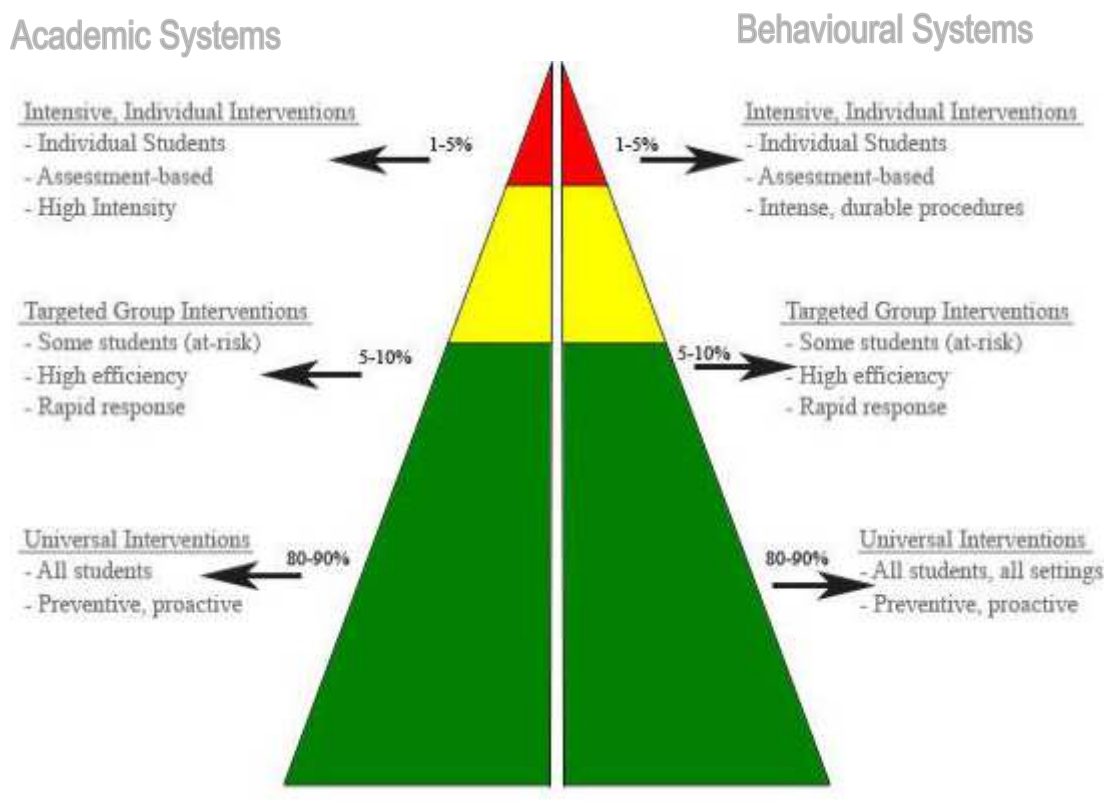


Figure 1. Positive behaviour support three-tiered model

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

- We are safe
- We are responsible
- We are respectful
- We are learners

Our school rules have been agreed upon and endorsed by all staff and our Centre Interdepartmental Advisory Committee. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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** new students through our PBL Induction sessions. At Cleveland Education and Training Centre we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and within Cleveland Youth Detention Centre (CYDC). Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations has been developed to outline desired behaviours across CETC and other CYDC settings. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in the school setting.

| CLASSROOM BEHAVIOURAL EXPECTATIONS | |
|---|---|
| WE ARE RESPECTFUL | <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Respect others' personal space <input type="checkbox"/> Look after classroom property <input type="checkbox"/> Listen to others <input type="checkbox"/> Give others a fair go |
| WE ARE RESPONSIBLE | <input type="checkbox"/> Take care of classroom property <input type="checkbox"/> Participate in daily routine and structures <input type="checkbox"/> Follow rules |
| WE ARE SAFE | <input type="checkbox"/> Move carefully and safely around the room <input type="checkbox"/> Respect others' personal space <input type="checkbox"/> Settle issues calmly <input type="checkbox"/> Follow Occupational Health and Safety (OHS) guidelines |
| WE ARE LEARNERS | <input type="checkbox"/> Come into the classroom ready to work and learn <input type="checkbox"/> Let others learn <input type="checkbox"/> Ask for help when needed <input type="checkbox"/> Give myself a break when I make a mistake <input type="checkbox"/> Listen to instructions and follow directions |

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

- Specific PBL behaviour lessons, based on the four areas of behavioural expectations, conducted by classroom teachers on a systematic fortnightly rotational basis
- Reinforcement of learning throughout all structured day activities;
- School induction for all new students
- Visual reinforcers displayed in all classrooms and acknowledgement of positive behaviours in every session through the use of "spotya" cards

Cleveland Education and Training Centre implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Professional Development in classroom management strategies for staff members, provided through the use of the Classroom Profiling program. (Appendix 9)

- Professional Development in behaviour support strategies through ongoing reviewing of the application of the Positive Behaviour Learning program. (Appendix 5)
- Professional Development in staff capacity building within Trauma Informed Practice, Poverty Research and Restorative Practice.
- Comprehensive induction programs in the Cleveland Education and Training Centre Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Monthly reviews of behaviour reporting data and graphs at staff meetings, to identify any challenging areas, and to discuss appropriate strategies to address them.
- Coordinating support strategies/structured day timetables with the wider CYDC multidisciplinary team to ensure behavioural support and safety and security are consistent across CYDC environments.
- 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 Cleveland Education and Training Centre, 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.

Cleveland Education and Training Centre “Spot Ya” cards and Rewards

Staff members hand “Spot Ya” cards out each day to students they observe following school rules. This reinforcement occurs continuously throughout the day. Through displaying positive behaviours and successfully completing academic tasks students are issued with points, which can then be redeemed for reward items. For further information refer to [Rewards Program Guidelines](#) (link).

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 (Tier 1 – universal level)

When students exhibit low-level and infrequent problem behaviour, the first response of school staff members is to remind the students of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. 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 (Tier 2)

Each year a small number of students at Cleveland Education and Training Centre are identified through our data as needing additional targeted behavioural support. In most cases the problem behaviours of these students 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 who have been identified as requiring Targeted Behaviour Support attend their normal scheduled classes and activities with appropriate adjustments if required. However they receive additional interventions through attendance at CYDC Therapeutic Programs (e.g. A.R.T. C.H.A.R.T, Cognitive Skills Training, Self-Esteem, Social Skills Training) and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the learning environment through the provision of additional learning support and mentoring.

The Targeted Behaviour Support is coordinated by a multidisciplinary team with active administrator support and staff involvement through information sharing and attendance to case conferences and care plan meetings.

Students whose behaviour does not improve after the provision of Targeted Behaviour Support Interventions, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Behaviour Support (Tier 3): Multidisciplinary Behaviour Support Team

Cleveland Education and Training Centre is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Behaviour Support Team*:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The *Behaviour Support Team* has a simple and quick referral system in place (refer to Appendix 3). Following referral, a prioritisation assessment takes place and, when applicable, the CYDC Team Leader – Behaviour Support contacts relevant staff members to form a support team and begins 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 district-based behavioural support staff.

Consequences for unacceptable behaviour

The Cleveland Education and Training Centre makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A OneSchool Behaviour Report form (Appendix 4) is used to record all minor and major problem behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:

- are minor 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 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.
- a re-direction procedure. The 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.

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 immediate action by CYDC Operational staff and referral to Administration because of their seriousness. When major problem behaviour occurs, actions are taken to ensure the safety of all staff members and other students. The staff member then fills out a OneSchool Behaviour Report.

Major problem behaviours may result in the following consequences:

- Warning regarding future consequence for repeated offence, removal to EQ table (time out), loss of privilege, restitution, suspension from school, referral for Targeted Behaviour Support (Therapeutic Programs) or Behaviour Support Team interventions
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or other prohibited items can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

| | Area | Minor | Major |
|---------------------------|---|--|--|
| We Are Safe | Movement around school | <ul style="list-style-type: none"> • Running | |
| | Play | <ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games | <ul style="list-style-type: none"> • Throwing objects • Possession of weapons |
| | Interpersonal dynamics/Physical contact | <ul style="list-style-type: none"> • Not maintaining appropriate personal space of self and others • Minor physical contact (eg: pushing and shoving, play-fighting) | <ul style="list-style-type: none"> • Serious physical aggression • Fighting |
| | OHS procedures/Tool programs | <ul style="list-style-type: none"> • Not wearing protective equipment | <ul style="list-style-type: none"> • Dangerous behaviour (e.g. not following safety procedures when operating tools) |
| | Other | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Possession of prohibited articles |
| We Are Responsible | Class tasks | <ul style="list-style-type: none"> • Not completing set tasks that are at an appropriate level • Refusing to work | |
| | Being in the right place | <ul style="list-style-type: none"> • Not in the right place at the right time • In "out of bounds" area | <ul style="list-style-type: none"> • Leaving class without permission (out of sight) |
| | Follow instructions | <ul style="list-style-type: none"> • Low intensity failure to respond to staff request • Non compliance • Unco-operative behaviour | <ul style="list-style-type: none"> • Dangerous behaviour (e.g. not following safety procedures when operating tools) |
| | Accept outcomes for behaviour | <ul style="list-style-type: none"> • Minor dishonesty (e.g. denying responsibility) | <ul style="list-style-type: none"> • Major dishonesty |
| | Rubbish | <ul style="list-style-type: none"> • Littering | |
| | Audio-visual equipment | <ul style="list-style-type: none"> • Using cameras/IPads to take photos/film without permission | <ul style="list-style-type: none"> • Accessing Internet without permission • Sharing passwords/accounts with other students |
| We Are Respect | Language | <ul style="list-style-type: none"> • Inappropriate language (including boasting about offending behaviours/criminal activities) • Calling out • Poor attitude • Disrespectful tone | <ul style="list-style-type: none"> • Offensive language • Aggressive language/threats/intimidation • Verbal abuse / directed profanity • Inciting others to aggressive behaviour |

| | | | |
|------------------------|----------------|---|--|
| | Correct Attire | <ul style="list-style-type: none"> Not removing hat in the classroom Inappropriate attire (e.g. taking shirt off) | <ul style="list-style-type: none"> |
| | Property | <ul style="list-style-type: none"> Petty theft Lack of care for the environment Not putting things away | <ul style="list-style-type: none"> Stealing / major theft Willful property damage Vandalism |
| | Others | <ul style="list-style-type: none"> Non-directed spitting Not playing fairly Minor disruption to class Minor defiance Minor bullying / harassment | <ul style="list-style-type: none"> Repeated engagement in disruptive/defiant/non-compliant behaviours Major bullying / harassment Major disruption to class Blatant disrespect Major defiance |
| We Are Learners | Class tasks | <ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work | |
| | Others | <ul style="list-style-type: none"> Minor disruption to class (e.g. not sitting still, getting up, walking around the classroom) Minor defiance | <ul style="list-style-type: none"> Leaving class without permission (out of sight, unsupervised) |

Relate problem behaviours to expected school behaviours

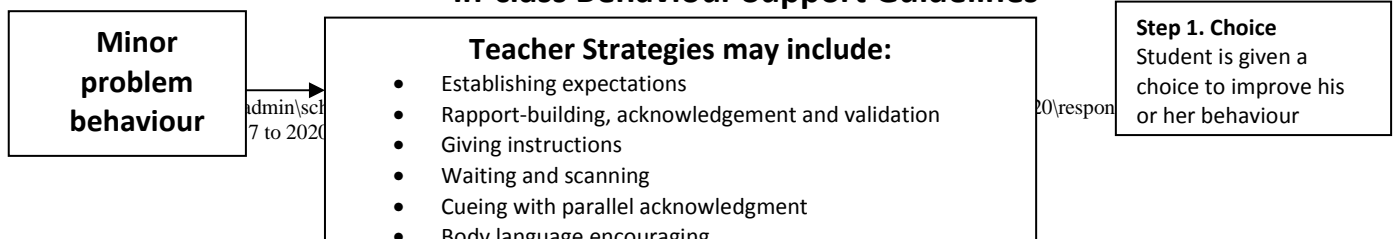
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- 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 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.

Below is a list of strategies that teachers may implement when addressing problem behaviours.

In-class Behaviour Support Guidelines



**Major problem behaviour/
repeated instances of
minor problem behaviour**



Teacher Strategies in consultation with School Administration and CYDC Management include:

- Instant feedback that behaviour is not acceptable
- Refer to time out
- Refer to cool-off at EQ table
- Resolution meeting/mediation with consultation teacher, student, Curriculum Coordinator, Structured Day Coordinator
- Request Youth Worker to escort the student from the classroom.
- Debriefing provided to staff and other students
- Behaviour Development Plan may be initiated by Operational staff in consultation with the Behaviour Support Team
- Restitution
- Referral to Targeted/Intensive Support for assessment and specialist intervention
- Suspension
- Police notification
- Review of risk assessment and risk management plan (including amendments to the Special Interest Young People register)

Step 2. EQ Table
By continuing to engage in inappropriate behaviour, the student chooses to go to the EQ Table to work on a Behaviour Improvement Plan.

Step 3. Removal from Structured Day Activities
By continuing to engage in inappropriate behaviour, the student chooses to return to the Accommodation Unit. The student is supported to work on a Behaviour Improvement Plan and additional interventions may be introduced to assist him or her in engaging in more adaptive behaviour.

Depending on the severity of the problem behaviour (e.g. if a student's actions pose a risk to the safety of self or others) steps can be fast-tracked

Definitions of Consequences

| | |
|------------------------------------|---|
| Time out | A principal or a teacher may use time out 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 an opportunity to re-join the class when they have settled and re-focused. |
| Discipline Improvement Plan | CETC has a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school. |

| School Disciplinary Absences (SDA) | |
|--|--|
| Suspension | A principal may suspend a student from school under the following grounds: <ul style="list-style-type: none"> • disobedience; • misbehaviour; • 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 |
| 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"> • persistent disobedience; • misbehaviour; • 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 |
| 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. |

Ensuring consistent responses to problem behaviour

At Cleveland Education and Training Centre 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. Ongoing training occurs at staff meetings in conjunction with reviews of behaviour incidents which occurred during the previous week. Emphasis is given to preventative strategies as well as classroom management strategies to address the different levels of behaviour challenges which can occur.

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.

Removal from Structured Day Activities/Suspension/Behaviour Development Plan

Instances of major problem behaviour can result in the student being removed from Structured Day Activities for a period of time. The student's individual circumstances and the severity of the behaviour will inform any decisions as to whether a meeting with a member of the school administration team, a suspension, and/or a Behaviour Development Plan (BDP; refer to CYDC Behaviour Development Plan policy and procedures) may be required. In the event that a student should be suspended and/or placed on a Behaviour Development Plan, he or she will be referred to the DJAG Behaviour Support Team for Targeted Group Interventions and/or Intensive Support. Students who have been suspended will not be allowed to take part in EQ Structured Day activities, with the exception of scheduled Targeted Group Interventions. The Behaviour Support Team, CETC staff, case workers, CYDC Operational Staff and other parties involved in the student's care (e.g. parents, Mental Health clinicians, Disability Services case manager) will work collaboratively to review risk assessments and management plans, and develop integrated behaviour support interventions. A support program, which includes the provision of academic work by CETC and assistance in the development of a Behaviour Improvement Plan (Appendix 6), is prepared to facilitate the student's reintegration into Structured Day activities. Monitoring and review systems are implemented to evaluate the student's progress and to inform the delivery of additional interventions.

Re-entry procedures

All students returning from a period of suspension are required to take part in a re-entry interview with a member of the CETC Leadership Team, a representative from CYDC

Operational staff and a member of the Case Work and/or Behaviour Support Teams. During the re-entry interview staff and the student review the Behaviour Improvement Plan and explore any potential issues that could adversely affect the student's behaviour. A re-entry form (refer to Appendix 7) is then discussed, signed, and attached to the student's file on the OneSchool database. If the young person has been placed on a Behaviour Development Plan, reintegration into the CETC Structured Day may follow a staggered approach, as determined by the BDP review panel.

Emergency or critical incident responses

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

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

Major 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.

CYDC staff take responsibility and control of emergency situations or critical incidents/major problem behaviour situations. Such an incident is coded and called by operational staff through a radio system and personal duress alarms with associated operating procedures. The Control Room ("Base") will coordinate all emergency responses.

Basic defusing strategies

Avoid escalating the problem behaviour

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

Maintain calmness, respect and detachment

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

Approach the student in a non-threatening manner

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

Follow through

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

Debrief

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

Physical Intervention

Staff may not make use of physical intervention in a youth detention centre setting, unless there is risk to the safety of others and assistance from youth workers cannot be obtained. If all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member, or
 - posing an immediate danger to him/herself or to others,
- then the staff member is to call a code yellow by requesting assistance from a youth worker or by activating their personal duress alarm.

The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and it is not possible to obtain the assistance of youth workers. The strategy is used to prevent injury. For further details refer to the Use of Physical Intervention Policy and Procedures outlined in the Youth Detention Centre Practice Manual.

In most instances where the use of physical intervention may be required, appropriate action will be taken by CYDC Operational staff.

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
- be used for the least amount of time necessary to ensure safety, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

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

- OneSchool Behaviour Report, in the appropriate section; Physical Restraint Incident Report, Health & Safety Incident Report, (Appendix 4)
- [Health and Safety incident record](#)
- Debriefing report (for student and staff) (Appendix 8).

Network of student support

Students at Cleveland Education and Training Centre are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- | | |
|------------------------|---------------------------|
| • Parents | • Guidance Officer |
| • Teachers | • Transition Officer |
| • Support Staff | • Senior Guidance Officer |
| • Administration Staff | • School Chaplain. |

Referral Processes:

In-school:

- Teachers to Guidance Officer
- Teachers to Reading Support Teachers
- Teachers to School Administration
- School Administration to school Guidance Officer

Beyond the School, the school's administration team places referrals with:

- DJAG Case Workers,
- DJAG Behaviour Support Team
- DJAG Psychologists
- DJAG Therapeutic Team
- Q Health Mental Health Team
- Q Health General Health Nurse
- DJAG Behaviour Support Unit
- DJAG Unit Managers
- DET Regional Guidance Officers

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.

Cleveland Education and Training Centre 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, ability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment taking into account their age, gender, ability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs,
- 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, ability, cultural background, socioeconomic situation and their emotional state

Cleveland Education and Training Centre considers the individual circumstances of parents and or caregivers when providing information to them about their son/daughter by recognising and taking into account their age, gender, ability, cultural background, socioeconomic situation and their emotional state

Related legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Education (Strengthening Discipline in State Schools) Amendment Bill 2013*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Workplace Health and Safety Act 2011*
- *Workplace Health and Safety Regulation 2011*
- *Right to Information Act 2009*

- *Information Privacy (IP) Act 2009*
- *Weapons Act 1990*

Related Departmental Policies & 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*
- *The Code of School Behaviour*
- *Statement of Expectations for a Disciplined school*
- *Accidents, Incidents and Incident Investigations*
- *Code of Conduct for the Queensland Public Service*
- *Department of Education, Training and Employment Standard of Practice*
- *Health, Safety and Wellbeing Policy Statement*
- *Managing Risks in School Curriculum Activities*
- *Working with Children Check- Blue Cards*

Some related resources

- [Bullying. No Way!](#)
- [Positive Behaviour for Learning \(PBL\)](#)

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 are not permitted to have valuable personal technology devices like cameras, digital video cameras or MP3 players in a detention centre setting. Such devices will be confiscated by youth workers.

Personal Technology Device Etiquette

Using CETC personal technology devices in school is under the expectation that there will not be general distraction and/or disruption associated with them.

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 Cleveland Education and Training Centre. 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 bullying¹ 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,

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.

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

Text communication

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

Assumption of cheating

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

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

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

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

Special Circumstances Arrangement

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

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

Appendix 2

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

Purpose

1. Cleveland Education and Training Centre 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 Cleveland Education and Training Centre. 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 Cleveland Education and Training Centre 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 Cleveland Education and Training Centre 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 Cleveland Education and Training Centre 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 nonclassroom 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 nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
9. 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.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
11. 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.
12. 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 Cleveland Education and Training Centre takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Cleveland Education and Training Centre 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.

Appendix 3

Internal Referral to CYDC Multidisciplinary Services

| REFERRER | STUDENT DETAILS |
|----------------------------------|-------------------------------|
| Name: _____ | Family Name: _____ |
| Position: _____ | Given Names: _____ |
| Date of referral: ____/____/____ | Date of Birth: ____/____/____ |

SERVICE REQUESTED

- Intensive Behaviour Support
- Programs Team
- Recommended referral to NQ Adolescent Forensic Mental Health Service (NQAFMH)
- Recommended referral to Disability Services Queensland (DSQ)
- Recommended referral to Child Safety
- Other (please specify) _____

REASON FOR REFERRAL

| | |
|--|--|
| <input type="checkbox"/> Functional Behavioural Assessment/Intensive Behaviour Support | <input type="checkbox"/> NQAFMH clinical support/case management |
| <input type="checkbox"/> Targeted Group Interventions (Therapeutic Programs) | <input type="checkbox"/> Support/advice (secondary consultation) |
| <input type="checkbox"/> Brief mental health assessment | <input type="checkbox"/> Joint care planning |
| <input type="checkbox"/> Cognitive assessment | <input type="checkbox"/> Access to DSQ specialist services |
| <input type="checkbox"/> Specialised assessment i.e. violence risk assessment | <input type="checkbox"/> Child Safety Assessment |
| <input type="checkbox"/> Inappropriate sexualised behaviour risk assessment | <input type="checkbox"/> Other (please specify) _____ _____ |

INITIAL ASSESSMENT OF NEEDS/CURRENT CONCERNS

Leadership Team member

Name _____ Signature _____ Date _____

Appendix 4

Incident Report Form

Student Involved

Family name: _____ Given names: _____

Staff member

Family name: _____ Given names: _____

Date of Incident: ___/___/_____

Incident Type

Major

Minor

Period

Session 1

Session 2

Session 3

Session 4

Library-After School Reading Program

During Movement Morning Tea Lunch

Location Category

Program 1

AV Room

Art Room

Music Room

Ceramics Studio

GLA 1

GLA 2

GLA 3

Workshop Small Engines

Programs Art – Indigenous

Workshop- Furniture/B&C

Horticulture- Outside

GLA 5

Hospitality

Library 1

Library 2

Covered Basketball Court

Oval

Miscellaneous

Subject

| Minor | Major |
|--|--|
| <input type="checkbox"/> Non directed unacceptable language | <input type="checkbox"/> Assaulting/fighting |
| <input type="checkbox"/> Littering | <input type="checkbox"/> Causing damage |
| <input type="checkbox"/> Poor Manners | <input type="checkbox"/> Possession of prohibited articles |
| <input type="checkbox"/> Non-directed spitting | <input type="checkbox"/> Inciting riotous/assaulting actions |
| <input type="checkbox"/> Play Fighting | <input type="checkbox"/> Bullying/name calling |
| <input type="checkbox"/> Bragging on criminal activities | <input type="checkbox"/> Sexual/racial harassment |
| <input type="checkbox"/> In "out of bounds" areas | <input type="checkbox"/> Taunting |
| <input type="checkbox"/> Persistent/deliberate disobedience | <input type="checkbox"/> Physical aggression/intimidation |
| <input type="checkbox"/> Directed unacceptable language/gestures | <input type="checkbox"/> Threats verbal/gestures |
| <input type="checkbox"/> Refusing to participate in programs | <input type="checkbox"/> Self-harm at-risk indicators |
| <input type="checkbox"/> Refusing to follow directions | <input type="checkbox"/> Other misbehaviours |
| <input type="checkbox"/> Inciting uncooperative/aggressive actions | |
| <input type="checkbox"/> Disruption to learning/teaching | |
| <input type="checkbox"/> Portrays aggressive attitude | |
| <input type="checkbox"/> Throws articles when angry | |

Restricted to:

Principal Only (Level 1)

Guidance Officer Only

Principal & Guidance Officer Only

DP or higher (Level 2)

HOD/HOC or higher (Level 3)

BSM or higher (Level 4)

Behaviour Support or higher (Level 5)

All Staff

Witnesses: _____

Behaviour strategies

| Categories | Strategies | Motivation for Behaviour |
|--|--|--|
| <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Defiant/threat/s to adults <input type="checkbox"/> Disruptive <input type="checkbox"/> Dress code <input type="checkbox"/> IT misconduct <input type="checkbox"/> Late <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Non-compliant with routine <input type="checkbox"/> Other conduct prejudicial to the good order and management of school <input type="checkbox"/> Physical misconduct <input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Property misconduct <input type="checkbox"/> Refusal to participate in program of instruction <input type="checkbox"/> Substance misconduct <input type="checkbox"/> Third minor referral <input type="checkbox"/> Threat/s to others <input type="checkbox"/> Truant/skip class <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Other | <input type="checkbox"/> Natural Consequence <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Recording of Minor Incident <input type="checkbox"/> Step Out 1 - Self Management <input type="checkbox"/> Step Out 2 – Consultation <input type="checkbox"/> Time Out/Separation <input type="checkbox"/> Withdrawal from Program <input type="checkbox"/> Commitment Contract <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Loss of Tool Approval <input type="checkbox"/> Exclusion from Elective | <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Tangible Object <input type="checkbox"/> Obtain Activity or Event <input type="checkbox"/> Obtain Sensory Stimulation <input type="checkbox"/> Escape/Avoid Activity or Event <input type="checkbox"/> Escape/Avoid Instructional Task <input type="checkbox"/> Escape/Avoid Adult Attention <input type="checkbox"/> Escape/Avoid Peer Attention <input type="checkbox"/> Escape/Avoid Sensory Stimulation <input type="checkbox"/> Don't Know |

Incident Details (should include information on location, staff and students present, lesson or event, observed behaviour of the student, who or what the behaviour was directed toward, action taken to de-escalate the behaviour)

Appendix 5

Positive Behaviour Learning Policy

The vision at CETC is to create positive learning experiences which will encourage, support and engage all students. Through a whole school positive reward scheme the vision will be supported by:

- Promoting a pro-active, whole school system designed to define, teach and encourage acceptable and appropriate behaviours.
- Focussing on building a culture of consistency, positivity and rewarding students for hard work and positive classroom interactions.
- Acknowledging the Centre's unique setting and the barriers that exist in engaging all attending students.

AIMS AND OBJECTIVES

The aim of our whole school positive reward scheme is to:

- Encourage appropriate behaviour through the use of positive rewards applied consistently by all teaching staff.
- Improve student behaviour and academic outcomes through positive encouragement and rewards.

The school will also:

- Regularly monitor and review the policy with the cooperation and involvement of all staff, the wider school community and students (where appropriate).
- Include student feedback/suggestions when reviewing the reward system.

PRACTICE AND PROCEDURES

Teacher responsibilities

- Teachers will keep track of their student's daily points by entering them onto student tracker.
- For subject coordinators, when giving points for completed work units/booklets/modules etc, clearly mark on the front of the work booklet the number of points that have been allocated, the date and by whom.
- Reminding students about how points can be earned and the rewards they can earn.
- Clearly display in their classrooms the list of points that can be earned.

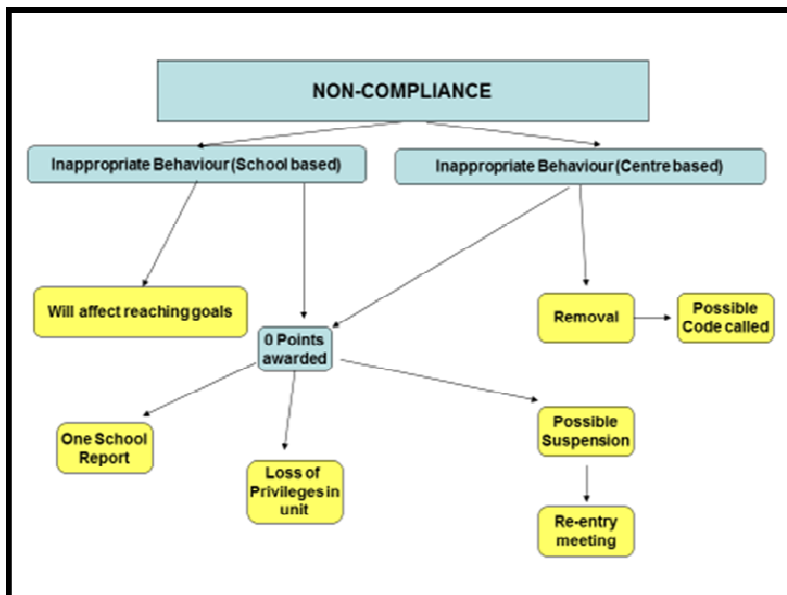
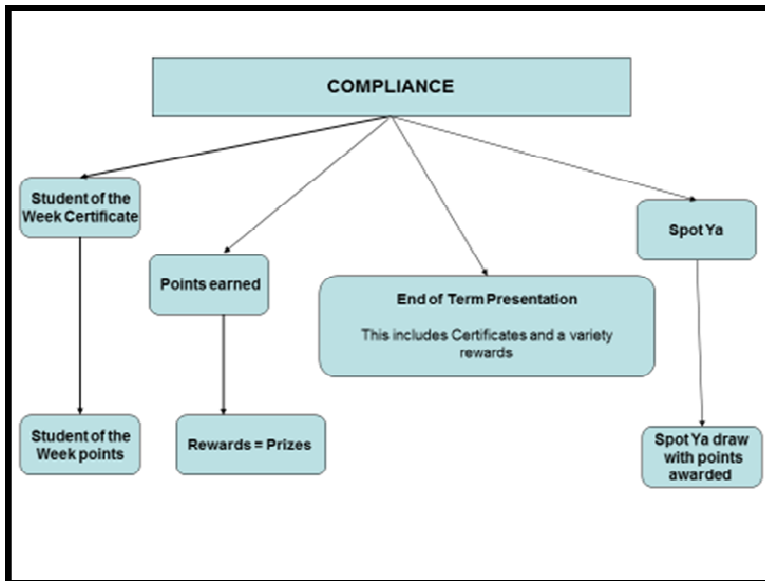
Ensure

- Digital posters are from approved folders only. All posters have an 'approval' logo embedded on the image.
- Commercially purchased items will have an ink stamp for 'approved' identification purposes.
- When new material is added to the approved list, the new material needs to be scanned via the leadership team and SHACCS for approval status.
- Photos and posters cannot have a pro-criminal presentation.

- Shirts to be worn by all students.
- No CETC or CYDC identifiers in photo background.
- Individual student in photo only.
- No hand gestures.
- No provocative poses.

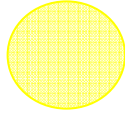
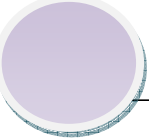
REWARDS PROGRAM

Students earn points in every lesson for following the school rules and finishing work. Students can receive 'spot ya' cards for being caught displaying excellent qualities and be nominated for 'student of the week'.



**CLEVELAND 'SPOT
YA'**

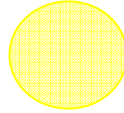
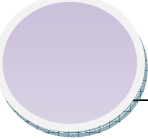
Congratulations! You've been spotted following one of the school's focus rules.



Staff Member: _____

**CLEVELAND 'SPOT
YA'**

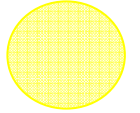
Congratulations! You've been spotted following one of the school's focus rules.



Staff Member: _____

**CLEVELAND 'SPOT
YA'**

Congratulations! You've been spotted following one of the school's focus rules.



Staff Member: _____

**CLEVELAND
STUDENT OF THE
WEEK**



This certificate is awarded to

For displaying our school PBS rules—being responsible, being respectful, being safe and being a learner.

**CLEVELAND EDUCATION
AND TRAINING CENTRE**

Signature _____

Date _____

Appendix 6
BEHAVIOUR IMPROVEMENT PLAN

Student Name:.....Date:.....

What was the situation?

What were you thinking at the time?

How were you feeling at the time?

What did you do?

What rule/s did you break?

Word Bank

It's not fair
They are picking on me
I'll teach them a lesson
I'm not safe
Something bad is going to happen
I don't want to be here
Who do they think they are?

Word Bank

Angry Selfish Jealous
Scared Bored Unhappy Unsafe
Getting Even Frustrated Embarrassed
Annoyed Self-conscious Ashamed

| We Are Respectful | We Are Responsible |
|---|---|
| <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Respect others' personal space <input type="checkbox"/> Look after classroom property <input type="checkbox"/> Listen to others <input type="checkbox"/> Give others a fair go | <input type="checkbox"/> Take care of classroom property <input type="checkbox"/> Participate in daily routine and structures <input type="checkbox"/> Follow rules |
| We Are Safe | We Are Learners |
| <input type="checkbox"/> Move carefully and safely around the room <input type="checkbox"/> Respect others' personal space <input type="checkbox"/> Settle issues calmly <input type="checkbox"/> Follow Occupational Health and Safety (OHS) guidelines | <input type="checkbox"/> Come into the classroom ready to work and learn <input type="checkbox"/> Let others learn <input type="checkbox"/> Ask for help when needed <input type="checkbox"/> Give myself a break when I make a mistake <input type="checkbox"/> Listen to instructions and follow directions |

What happens to you when you break this rule?

Who else was affected /harmed when you broke this rule?

How do you think they felt?

What will you do to make it up to them?

What will you do next time?

What support do you think you may need to help you with controlling your behaviour? Who could you ask to help you?

Student Signature: _____ Date: _____

RTR Staff Signature: _____ Date: _____

Word Bank

Angry Annoyed
Disappointed Irritated
Unhappy Frustrated
Hurt Offended
Unsafe Scared

Cleveland Education & Training Centre

STUDENT RE-ENTRY PLAN FROM SUSPENSION

STUDENT NAME:

DATE OF RE-ENTRY:

OUR CODE OF BEHAVIOUR IS:

“All members of the school community must demonstrate courtesy, consideration and respect for the rights of others in all school related activities.”

REASONS FOR SUSPENSION

- E.g. threats of harm to another student

RE-ENTRY EXPECTATIONS

- that you will respect yourself by;
 - behaving in a mature manner
 - working at your school programs
- that you will respect staff by:
 - speaking courteously to them
 - being cooperative and calm in class
 - respecting their personal rights

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOURS

- loss of privileges
- loss of tool approval
- suspension from school

WHAT DOES THE STUDENT WANT HELP WITH TO BE SUCCESSFUL?

(This is filled out by the student with the assistance of the Accommodation Representative, Case Worker, and EQ representative)

- -
- -
- -

REVIEW

- All aspects of this Plan will be reviewed on (date): _____

AGREEMENT & SIGNATURES

- We agree that this re-entry plan will be implemented from

Student

Teacher

Care Provider

Administration

Appendix 8

Debriefing Report

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

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

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

Debriefing should provide information on:

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

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

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

Questions for staff

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

Questions for student

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

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

Appendix 9

The Essential Skills for Behaviour Management and Classroom Profiling Developed by Mark Davidson

“Managing behaviour in a safe, supportive and disciplined school environment”.

Classroom profiling is a confidential and non-judgemental process that enables a teacher to reflect on the effective learning and teaching strategies they employ to manage the behaviour of the students in their care.

The process involves a trained profiler being invited into a teacher’s classroom for approximately forty minutes. The profiler records data on an observation sheet than leaves at the end of the agreed time. The teacher is given the original data sheet and the profiler retains a copy.

The teacher is then able to reflect on the data before participating in a reflection sessions, this occurs a day or so later. During this session the teacher is guided through a data reflection process with the profiler.

When a teacher participates in Classroom Profiling over time at Cleveland, their ability to manage behaviour in a safe, supportive school is enhanced.

At Cleveland teachers require a range of skills in order to deescalate and calm students in attempt to re-engage them into work. Using the Essential Skills for Classroom Management successfully is of vital importance to produce successful student outcomes within our context. The Classroom Profiling process provides our school with a way of tracking the teachers’ use of the Essential Skills in order to better practice and continually improve student outcomes.

Essential Skills for Classroom Management

1. Establishing Expectations
2. Instruction Giving
3. Waiting and Scanning
4. Curing with acknowledgement
5. Body Language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the Learning
9. Giving a Choice
10. Following through