Numinbah Valley Environmental Education Centre

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

1. Purpose

Numinbah Valley Environmental Education Centre 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 at the Centre can be effective and students can participate positively during their visit.

2. Consultation and data review

Numinbah Valley EEC developed this plan in collaboration with our community of schools. Consultation with centre staff and visiting parents, staff and students was undertaken through survey distribution and discussions during 2009. A review of data relating to centre visitation, program implementation and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the centre Principal and the Regional Executive Director in 2009, and will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

All areas utilised for the implementation of Numinbah Valley EEC educational programs 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. We also emphasise the importance of appropriate behaviour in order to reduce the risk of injury to staff and students whilst conducting educational programs in the natural environment.

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 Numinbah Valley EEC 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.

At all times, Numinbah Valley EEC seeks to reflect the values and behaviour that are acceptable in our society. It has a clear expectation that, as far as possible, it remains connected to the wider community and that visiting students will embrace the appropriate values as their preferred way of behaving.
It is recognised that there are four key stakeholders within the Numinbah Valley Environmental Education Centre community:

*Students *Teachers *Non-teaching staff members *Parents

Each enjoys certain rights and responsibilities that need to be considered by all those involved in our school community if it is to function effectively and efficiently.

In order for this centre in particular to operate effectively and serve the needs of all members of our community, it is understood and accepted that certain kinds of behaviour are expected.

We believe that each person has rights that should be recognised and respected by all those involved in the school community.

Related to these rights are certain responsibilities that must be adopted and fulfilled by each member of the Community.

It must be realised and accepted that certain consequences will occur when these rights are infringed upon or responsibilities are not accepted.

This school believes in the reality of the following pertaining to students and school life, and accepts that we must work with each of them in mind.

- Students are all capable of displaying acceptable levels of behaviour.
- Students will make wrong choices of behaviour from time to time.
- Quality, effective teaching cannot take place without appropriate levels of student behaviour.
- Behaviour management must be administered consistently and fairly to be acceptable to all concerned.

**RIGHTS OF STUDENTS**

Students have the right to:

- be respected by all members of the Community;
- work without interference from others;
- learn at a level appropriate to their needs;
- express themselves in a socially acceptable manner;
- feel safe during their Centre visit;
- have all property respected and safe;
- be free from verbal and physical abuse;
- receive adjustments appropriate to their learning and/or impairment needs.

**RESPONSIBILITIES OF STUDENTS**

Students have a responsibility to:

- accept others regardless of race, religion, etc;
- take full advantage of all learning opportunities available;
- respect the property of the centre and other community members;
- follow centre rules or learn to accept the consequences of decisions;
- refrain from harassing or bullying others;
- respect the rights of teachers to direct actions to occur.

**RIGHTS OF TEACHERS**
Teachers have a right to:
- be respected as individuals and for their expertise;
- assist students to learn and a right to teach;
- appropriately express their opinions;
- manage students’ behaviour;
- be treated with respect and courtesy;
- feel safe during their visit;
- expect full support from Parents, Centre staff and Education Queensland;
- be allowed to direct their teaching at specific needs of students and aim to achieve maximum student potential.

RESPONSIBILITIES OF TEACHERS

Teachers have a responsibility to:
- ensure the consistent implementation of the Behaviour Management policy during the centre visit;
- encourage acceptable patterns of behaviour in all students;
- accept and follow centre rules and encourage others to do likewise;
- promote a safe environment which respects individuals and their property;
- treat others with respect and courtesy;
- deal with parents and colleagues in a professional manner;
- be receptive to other’s opinions;
- periodically review the Behaviour Management Policy.

RIGHTS OF PARENTS

Parents have the right to:
- have their child’s needs catered for reasonably within the parameters of school resourcing;
- be respected and treated as the major influence of their child’s development;
- be able to express themselves on matters of school policy, through the appropriate channels;
- be kept informed of their child’s social and academic development;
- have access to school personnel at mutually appropriate times;
- feel safe within the school and centre environment.

RESPONSIBILITIES OF PARENTS

Parents have a responsibility to:
- encourage good behaviour in children;
- model fair treatment and appropriate behaviours;
- take an active, positive and ongoing interest in their child’s academic and social development;
- provide support to the centre to put this Behavioural Management Policy into place;
- recognise that the major responsibility for attaining educational goals rests upon the teaching staff;
- ensure their child attends school regularly, appropriately dressed, fed and equipped.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Numinbah Valley EEC has developed a culture in which good behaviour is not just expected but celebrated. It is recognised that student behaviour is based on a sound school and community values system that encourages reasoned discussion and considered outcomes. It is underpinned with classroom and playground practices which model reasonableness, natural justice principles and the principles of inclusivity.

Numinbah Valley EEC implements the following proactive and preventative processes and strategies to support student behaviour:

- Dissemination of pre-visit information which clearly outlines the expectations and information relating to centre visits.
- Liaising with visiting school staff in order to adjust Centre behaviour management strategies to mirror established school procedures.
- Upon arrival at the centre all students and visiting adults undergo a detailed orientation process to establish expected procedures and behaviours.
- Through liaising with visiting teachers, individual support profiles are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students throughout their visit.
- 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).

Effective behaviour support includes:

- creation of a positive whole school culture;
- immediate identification and correction of unsafe behaviours
- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- induction of visiting students and staff;
- school-wide procedures which recognise the importance of positive reinforcement in the teaching and learning process;
- classes and activities with appropriate adjustments, if required;
- supportive and collaboratively developed programs and procedures that provide students with rapid access to assistance;
- managed professional development, education or training for all members of the school community;
- implementation of bullying and cyberbullying programs;
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices;
- established procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- a continuum from whole school positive preventative action for all students, through to intensive intervention for specific individuals or groups.
- In class rewards for positive behaviours;
- Recording of positive and other incidents in One School.
Centre structures have been developed on the understanding and expectation that they are pertinent to the whole visiting school group.

Whole-School Behaviour Support (100% of students)
Targeted Behaviour Support (approximately 10 - 15%)
Intensive Behaviour Support (approximately 2 - 5%)

The whole school focus aims:

- To develop an environment where genuine respect and courtesy exist between all community members;
- To promote an awareness of and adherence to standards of behaviour that produce positive educational experiences, either within the school campus or when engaged in any off campus school activity;
- To ensure the use of a consistent set of consequences for undesirable behaviour throughout the school community;
- To lead students towards the acceptance that they are ultimately responsible for their own actions, and to help them develop appropriate levels of restraint and self-discipline;
- To develop an environment where conflict and stress are minimised;
- To recognise that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace;
- To ensure inclusiveness — providing the opportunity for students, irrespective of their personal circumstances, background and starting-point, to participate fully in the education and social experiences offered by schools and achieve outcomes according to their potential — is guaranteed. *(2010 Queensland State Education)*

These students include:

- Students with disabilities;
- Students with learning disabilities and difficulties;
- socio-Economically disadvantaged students;
- Gifted and Talented students;
- Students from a Culturally and Linguistically Diverse background;
- Students at risk due to social and personal circumstances;
- Students from Aboriginal and Torres Strait Islander background.
Whole School Behaviour Support

At all times, students are encouraged to display behaviours that are known through the community as the “Four Cs”.

<table>
<thead>
<tr>
<th>Care</th>
<th>Courtesy</th>
<th>Consideration</th>
<th>Co operation</th>
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Each of the following specific points can be related to at least one of these “C”s.

All members of the centre and visiting school community treat each other with respect, address each other courteously and display good manners at all times.

Fighting, swearing, bullying and harassment are not acceptable to our centre community.

To protect and enjoy our centre environment:

- Litter and waste must be placed in the correct bins provided;
- Play occurs in designated areas;
- Hats are worn at all times in outdoor areas;
- No chewing or bubble gum may be brought to the centre;
- No food is consumed outside of dining areas.

Areas out of bounds in the interests of student safety include:

- Unsupervised areas;
- Carparks and driveways – unless instructed by centre staff;
- All maintained gardens and ponds;
- Staffroom/Office area;
- Forest surrounding the centre-unless supervised by centre staff;
- Other areas designated “out of bounds” as advised during the centre orientation e.g workshed, generator shed.
- Kitchen and food preparation areas – unless directed by centre staff.
- Students must walk at all times on concrete and bitumen surfaces, verandahs and all steps.

The only jewellery to be worn at by students should present no danger to either the wearer or others and includes watches, jewellery of a religious significance, sleepers and studs.

Illegal substances or dangerous items must not be brought to the centre.

Visitors to the centre must go through the office and sign the visitor’s book. Parents collecting students individually from the centre must make prior arrangements and report to administration on arrival.
Targeted Behaviour Support

Should inappropriate behaviour occur, the centre has a process which it follows giving due regard to the principles of natural justice, age appropriateness and contextual matters. It is recognised that some students are learning appropriate behaviours and counselling of these students will form part of the behaviour support afforded all students. However, it is also recognised that some consequence is attached to all inappropriate behaviour and this is non-negotiable.

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

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

Ensuring consistent responses to inappropriate behaviour

At Numinbah Valley EEC staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities and by liaising with individual visiting schools, we work to ensure consistent responses to problem behaviour across the wider school community.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member redirects their behaviour or consequences are applied for problem behaviour.
INAPPROPRIATE BEHAVIOUR OCCURS
Teacher evaluates and initiates appropriate Level. Actions under headings are options available to Class Teacher, Teacher Aides and Administration.

OPTIONS
Level 1
Ignore
Redirect
Question
Use prior knowledge
Teacher records

BEHAVIOUR CONTINUES
Level 2
Detail to student why actions are inappropriate
Seek commitment to change
Explain relevant dangers

BEHAVIOUR CONTINUES
Level 3
Student withdrawn from current activity
Visiting teacher to direct student

BEHAVIOUR CONTINUES
Level 4
Refer to centre administration with details of incident and subsequent actions

ADMINISTRATION OPTIONS
Interview with student and/or teacher
Behaviour Management Plan
Parents notified
Home school notified/ consulted
Daily behaviour report
Student sent home/back to school

STUDENT REFERRED TO HOME SCHOOL

Possible reasons for withdrawal of student from centre activity include
- failing to follow instructions
- insolence
- swearing
- graffiti
- out of bounds
- spitting
- verbal/physical harassment (bullying)
- placing themselves or others at risk
- disruption (to the learning of others)
- discourtesy
- littering
- vandalism
- theft
- throwing (stones, etc.)
- fighting / assault.
Intensive behaviour Support

Numinbah Valley EEC 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. Specialised assistance can be provided for high need students through consultation with centre staff and by the visiting school bringing extra support personnel. School staff can then:

- work with centre staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student, and
- provide individual supervision as required.

5. Consequences for unacceptable behaviour

While the school focus is on proactive and preventative whole school approaches, certain types of behaviour are unacceptable and responses can include the return of the student back to school/home. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. Certain types of behaviour are serious enough to warrant the termination of the student’s centre visit. For example, students found in possession of drugs, or persisting with dangerous or violent actions will have their centre visit terminated.
6. Emergency responses or critical incidents

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

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

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

Basic defusing strategies

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

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

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

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

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

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that the centre’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

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

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

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented in One School. Other suggested formats for recording of incidents in Appendix 3 and debriefing suggestions in Appendix 4.

7. Network of student support
A range of personnel exist to support student behaviour. Quality teaching and student engagement remain the preferred methods of ensuring appropriate student behaviour both within and outside the classroom. Centre staff should monitor behavioural issues evident during the centre visit, and refer these to the home school so that appropriate long-term measures can be put in place to address the needs of the student.

8. Consideration of individual circumstances
It is considered that, while technically students may have been considered to have exhibited inappropriate behaviours, in some instances, individual actions should be judged on their merits. Where it is clear that actions, though inappropriate, were accidental, were in self defence or were the result of previous appropriate actions, consideration will be given to the full application of the code of behaviour. Individual circumstances pertaining to students with special needs will be considered in light of the potential for danger to others, disruption to learning and classroom respite.
Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies

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

Some related resources

- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- Kids Matters (www.kidsmatter.edu.au/)
- Mind Matters (www.mindmatters.edu.au/)
- School Wide Positive Behaviour Support (education.qld.gov.au/studentservices/behaviour/swpbs/)

Endorsement

Principal ___________________  Regional Executive Director or Executive Director (Schools)

Date effective: 16 October 2009
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.

Mobile Phones

Students are advised not to bring mobile phones to the Centre due to the risk of damage, loss or theft. Any mobile phones brought on site are to be clearly labelled and given to office staff at the beginning of the visit and collected before leaving. All care but no responsibility will be taken for equipment.

Confiscation

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

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

Personal Technology Device Etiquette

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

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Numinbah Valley EEC. 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).
A student at the centre 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 centre into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the centre will not tolerate images or sound captured by personal technology devices on the centre 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 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 referral to the home school with possible subsequent 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.

**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 advise their home school teacher and negotiate a special circumstances arrangement with the Centre 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.

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

16 October 2009
Appendix 2

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

Purpose

1. Numinbah Valley EEC 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 centre 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 centre community.

2. There is no place for bullying at Numinbah Valley EEC. 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 centre community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated 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 Numinbah Valley EEC 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 centre 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 centre 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 Numinbah Valley EEC 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 universal centre 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 centre rules and have been taught the expected behaviours attached to each of the 4C’s in all areas of the school
   - All students have been or are being taught the specific routines in all centre areas, conducting themselves in accordance with the centre expectations
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in areas of the centre
   - A high level of quality active supervision is a permanent staff routine at the centre. This means that duty staff members (both centre and visiting) are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the centre.

9. 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 Numinbah Valley EEC takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.
## Appendix 3

### Incident Report

A. Name:        Date:  

Person Completing Form:

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
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<tbody>
<tr>
<td>Date of incident</td>
<td>Time incident started</td>
<td>Time incident ended</td>
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<tr>
<td>Where was the student when the incident occurred?</td>
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<tr>
<td>Who was working with the student when the incident occurred?</td>
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<td>Where was staff when the incident occurred?</td>
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<tr>
<td>Who was next to the student when the incident occurred?</td>
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<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
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<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
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<tr>
<td>What was the student doing at the time of the incident?</td>
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<tr>
<td>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</td>
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<tr>
<td>Describe what the student did during the incident.</td>
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<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
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<tr>
<td>Describe who or what the incident was directed at.</td>
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<tr>
<td>What action was taken to de-escalate or re-direct the problem?</td>
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<tr>
<td>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</td>
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16 October 2009
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).

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 you emotional state at the time of the escalation?

Questions for student

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

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