Sandy Strait State School

**Responsible Behaviour Plan for Students**

based on *The Code of School Behaviour*

1. **Purpose**

Sandy Strait State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Essentially, this plan intends to enable strategies and processes that respects:

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

2. **Consultation and data review**

Sandy Strait State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during Term 4 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009 - 2012 also informed the process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in November 2012, and will be reviewed in 2015 as required in legislation.

3. **Learning and behaviour statement**

All areas of Sandy Strait State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

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

- Be safe
- Be responsible
- Be respectful.
These rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour which outlines a consistent standard of behaviour for all state school communities in Queensland, inclusive of students, staff and parents.

All members of school communities are expected to:
• conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

**Students are expected to:**
• participate actively in the school’s education program
• take responsibility for their own behaviour and learning
• demonstrate respect for themselves, other members of the school community and the school environment
• behave in a manner that respects the rights of others, including the right to learn
• cooperate with staff and others in authority.

**Parents are expected to:**
• show an active interest in their child’s schooling and progress
• cooperate with the school to achieve the best outcomes for their child
• support school staff in maintaining a safe and respectful learning environment for all students
• initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
• contribute positively to behaviour support plans that concern their child.

**Schools are expected to:**
• provide safe and supportive learning environments
• provide inclusive and engaging curriculum and teaching
• initiate and maintain constructive communication and relationships with students and parents
• promote the skills of responsible self-management.

**Principals are expected to:**
• play a strong leadership role in implementing and communicating The Code in the school community
• ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
• communicate high expectations for individual achievement and behaviour
• review and monitor the effectiveness of school practices and their impact on student learning
• support staff and facilitate professional development to improve the skills of staff to promote responsible behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Sandy Strait State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Sandy Strait explicitly teaches the Five Keys to Success from Program Achieve and this program provides the core of our Social and Emotional learning program. 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 expectations is used to guide student behaviour for the three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and the specific behavioural expectations whilst in various school settings.

<table>
<thead>
<tr>
<th>ALL AREAS Including extra-curricular</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>TOILETS</th>
<th>BUS LINES/BIKE RACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>▪ Respect others’ personal space and property</td>
<td>▪ Raise your hand to speak</td>
<td>▪ Play fairly – take turns, invite others to join in and follow rules</td>
<td>▪ Respect privacy of others</td>
<td>▪ Wait your turn</td>
</tr>
<tr>
<td>▪ Care for equipment</td>
<td>▪ Respect others’ right to learn</td>
<td>▪ Care for the environment</td>
<td>▪ Keep your belongings nearby</td>
<td>▪ Keep your belongings nearby</td>
</tr>
<tr>
<td>▪ Clean up after yourself</td>
<td>▪ Talk in turns</td>
<td>▪ Use toiletries during breaks</td>
<td>▪ Have your bus pass ready</td>
<td>▪ Have your bus pass ready</td>
</tr>
<tr>
<td>▪ Use polite language</td>
<td>▪ Be a good listener</td>
<td>▪ Use toilet paper, soap and paper towels as intended.</td>
<td>▪ Leave school promptly</td>
<td>▪ Leave school promptly</td>
</tr>
<tr>
<td>▪ Wait your turn</td>
<td>▪ Be prepared</td>
<td>▪ Be a problem solver</td>
<td>▪ Line up in correct bus line</td>
<td>▪ Line up in correct bus line</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Ask permission to leave the classroom</td>
<td>▪ Be prepared</td>
<td>▪ Return equipment to appropriate place at the bell</td>
<td>▪ Use toilet paper, soap and paper towels as intended.</td>
<td>▪ Use own bike/scooter only</td>
</tr>
<tr>
<td>▪ Be on time</td>
<td>▪ Complete set tasks</td>
<td>▪ Keep work space tidy</td>
<td>▪ Be a problem solver</td>
<td>▪ Walk bike/scooter to the gate</td>
</tr>
<tr>
<td>▪ Be in the right place at the right time</td>
<td>▪ Take an active role in classroom activities</td>
<td>▪ Be honest</td>
<td>▪ Wear shoes and socks at all times</td>
<td>▪ Wait in line until escorted to bus</td>
</tr>
<tr>
<td>▪ Follow instructions straight away</td>
<td>▪ Keep work space tidy</td>
<td>▪ Be honest</td>
<td>▪ Be sun safe; wear a broad brimmed hat</td>
<td>▪ Wash hands</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Use equipment appropriately</td>
<td>▪ Walk</td>
<td>▪ Participate in school approved games</td>
<td>▪ Wash hands</td>
<td>▪ Use own bike/scooter only</td>
</tr>
<tr>
<td>▪ Keep hands, feet and objects to yourself</td>
<td>▪ Follow classroom teacher’s instructions</td>
<td>▪ Wear shoes and socks at all times</td>
<td>▪ Walk</td>
<td>▪ Walk bike/scooter to the gate</td>
</tr>
<tr>
<td>▪ Enter and exit room in an orderly manner</td>
<td>▪ Use technology devices safely</td>
<td>▪ Be sun safe; wear a broad brimmed hat</td>
<td>▪ Wash hands</td>
<td>▪ Wash hands</td>
</tr>
<tr>
<td>▪ Use technology devices safely</td>
<td>▪ Be a good listener</td>
<td>▪ Be a good listener</td>
<td>▪ Walk</td>
<td>▪ Wash hands</td>
</tr>
</tbody>
</table>

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

- The “You Can Do It” social emotional lessons by classroom teachers;
- Reinforcement of these lessons during school assemblies and during active supervision by staff during classroom and non-classroom activities.
Sandy Strait State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Explicit teaching of the social emotional learning program “You Can Do It”.
- The coordination of a Student Leadership program
- Comprehensive induction programs in the Sandy Strait State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- 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).
  - Information on and consequences for knives at school (Appendix 3)
  - Code of Dress (Appendix 4)
- A Positive Reward Program: RIBBIT (Rewarding Individual Behaviour Because It’s Terrific) the school’s recognition and monitoring system designed to acknowledge the exemplary behaviour individual students display throughout the year. (Appendix 5)

### Specific Procedures for Encouraging Expected Behaviours

<table>
<thead>
<tr>
<th><strong>Non –classroom (individuals)</strong></th>
<th>“You Can Do It” Slips</th>
<th>Verbal and non-verbal reinforcement</th>
<th>One School positive notice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom (individuals)</strong></td>
<td>Extrinsic rewards – stickers, certificates, tick charts</td>
<td>Parent phone calls, emails, letters</td>
<td>Verbal and non-verbal reinforcement</td>
</tr>
<tr>
<td><strong>Whole class</strong></td>
<td>Class rewards – free time, computer/game time, healthy treats, lucky dips, auctions, class raffles</td>
<td>Positive reinforcement</td>
<td></td>
</tr>
<tr>
<td><strong>Whole school</strong></td>
<td>Principal and Deputy Principal awards</td>
<td>Phone call, letter or email of commendation</td>
<td>Assembly Certificates</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>Volunteer morning teas</td>
<td>Newsletter recognition</td>
<td>Noticeboard recognition</td>
</tr>
<tr>
<td><strong>Other recognition programs</strong></td>
<td>Office foyer displays</td>
<td>100% attendance certificates</td>
<td>Year 6 awards</td>
</tr>
</tbody>
</table>
Reinforcing expected school behaviour
At Sandy Strait State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback and acknowledgement for engaging in expected school behaviour. A Positive Reward Program: RIBBIT (Rewarding Individual Behaviour Because It’s Terrific) is the school’s recognition and monitoring system and it is designed to acknowledge the exemplary behaviour individual students display throughout the year. (Appendix 5)
A “You Can Do It” behaviour matrix, highlighting the behaviours that exemplify the Five Keys to Success, (Confidence, Emotional Resilience, Getting Along, Organisation and Persistence) is used to help identify the students displaying exemplary behaviour. RIBBIT facilitates an increase in the quantity and quality of positive interactions between students and staff and is used school wide. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

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

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

Our preferred way of re-directing low-level problem behaviour is to ask them 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: Respond Program
Each year a small number students at Sandy Strait State School are identified through our data as needing a little bit extra in the way of 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 identified through our data attend scheduled classes with appropriate adjustments if required; however, they have increased daily opportunities to receive positive contact with adults through:
- A case management approach to support their needs
- Adult mentoring
- Individual Behaviour Management Plan
- Intensive social skills training
- Referral to Behaviour Support Services
- Referral to Positive Learning Centre
- Referral to outside agencies e.g. Bay Safety Mates, Stepping Stones

Students whose behaviour does not improve after participation in the intervention programs, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
**Intensive behaviour support:**
Sandy Strait State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The School Leadership team and the Behaviour Support Services:

- work with other staff members to develop appropriate behaviour support strategies
- work with parents, the identified student and other identified personnel relevant to the case to develop appropriate support strategies
- works with the Positive Learning Centre to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection and
- makes adjustments as required for the student

Following referral, a team member contacts parents and any relevant staff members to form a case management support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's leadership team and district-based behaviour support consultant.

### 5. Consequences for unacceptable behaviour

Sandy Strait State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. One School is used to record all minor and major problem behaviours. For major offences a referral to the leadership team is required. Parents are informed via a phone call or a “letter of concern”. (Appendix 6)

**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. (Each class teacher has a class behaviour plan in place.)
- Major problem behaviour is referred directly to the school leadership team

Minor behaviours are those that:

- are minor breeches of the school rules &/or the Five Keys to Success
- 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 leadership team.

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, restitution or detention for work completion.

- 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 leadership team.

Major behaviours result in an immediate referral to the Leadership team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then contacts the office and records the incident on One School at their earliest convenience.

Major problem behaviours may result in the following consequences:
- Time in office, removal to detention room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
  AND/OR
- Parent contact, referral to Guidance Officer, referral to Behaviour Support Services, suspension from school
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being Safe</strong></td>
<td>Running on concrete or around buildings</td>
<td>Throwing objects</td>
</tr>
<tr>
<td>Movement around school</td>
<td>Riding bike, scooter or skateboard in school grounds</td>
<td>Possession of weapons</td>
</tr>
<tr>
<td>Play</td>
<td>Incorrect use of equipment</td>
<td>Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td>Not playing school approved games</td>
<td>Fighting</td>
</tr>
<tr>
<td></td>
<td>Playing in toilets/ out of bounds areas</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>Minor physical contact (eg: pushing and shoving)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Attire</td>
<td>Not wearing a broad brim hat in playground</td>
<td></td>
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<tr>
<td></td>
<td>Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Possession or selling of drugs</td>
</tr>
<tr>
<td>Class tasks</td>
<td>Not completing set tasks that are at an appropriate level</td>
<td>Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>Refusing to work</td>
<td>Leaving school without permission</td>
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<tr>
<td>Being in the right place</td>
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<tr>
<td></td>
<td>Not being punctual (eg: lateness after breaks)</td>
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<tr>
<td></td>
<td>Not in the right place at the right time</td>
<td></td>
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<tr>
<td>Follow instructions</td>
<td>Low intensity failure to respond to adult request</td>
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<tr>
<td></td>
<td>Non compliance</td>
<td></td>
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<tr>
<td></td>
<td>Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>Minor dishonesty</td>
<td>Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>Littering</td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td>Mobile phone switched on in any part of the school</td>
<td>Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td></td>
<td>at any time without authorisation (written permission from an authorised staff member)</td>
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<tr>
<td>Language</td>
<td>Inappropriate language (written/verbal)</td>
<td>Offensive language</td>
</tr>
<tr>
<td></td>
<td>Calling out</td>
<td>Aggressive language</td>
</tr>
<tr>
<td></td>
<td>Poor attitude</td>
<td>Verbal abuse / directed profanity</td>
</tr>
<tr>
<td>Property</td>
<td>Petty theft</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of care for the environment</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>Not playing fairly</td>
<td>Major bullying / harassment</td>
</tr>
<tr>
<td></td>
<td>Minor disruption to class</td>
<td>Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>Minor defiance</td>
<td>Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>Minor bullying / harassment</td>
<td>Major defiance</td>
</tr>
</tbody>
</table>
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.

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

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

6. Emergency or critical incident responses

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 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 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 Sandy Strait State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

When Physical intervention is required the school attempts to utilise the Crisis Support team who are trained in Non-Violent Crisis Intervention.

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

- record details on One School. Staff are encouraged to use an incident report –form to aid with this process (Appendix 7).
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 8).
7. Network of student support
Students at Sandy Strait State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by a network that includes but not limited to:

- Parents
- Teachers
- Leadership Team
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- Behaviour Support Services

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Fraser Coast Regional Council
- Neighbourhood Centre.
- Bay Safety Mates
- Community Connect
- Fraser Coast Youth Mentoring
8. Consideration of individual circumstances

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

Sandy Strait considers the individual circumstances of students when applying support and consequences by:

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

The individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times when applying consequences in alignment with the Code of School Behaviour.

9. Related legislation

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

10. 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

11. Some related resources

- Bullying... No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Effective Date: 1 January 2012 – 31 December 2015
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
Due to the significant risk of damage or theft students should not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school without explicit (written) permission from the parent. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline action.

Should the devices be necessary, a letter of permission from the parent must be submitted and such devices must be handed in at the school office upon arrival at school. Devices can then be picked up from the office upon departure. Please note that we recommend these devices NOT be brought to school. Should students be found with said devices or similar not immediately handed in, the device will be confiscated by school staff and may be collected at the end of the day at the office. Breaches of this prohibition may result in discipline.

Mobile phones can only be brought to school with parent permission and are to be signed in at the office before school and signed out at the end of the school day. Mobile phones are then kept in a locked container at the office.

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them.

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 Sandy Strait State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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

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

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

**Special Circumstances Arrangement**
Students who require the use of a personal technology 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, Tamagotchi®, 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.
Appendix 2

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

**Purpose**

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

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

3. Bullying behaviours that will not be tolerated at Sandy Strait State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Any digital bullying / harassment originating from outside the school should be referred to the QLD Police Service for further action. Any behaviour brought into the school from outside influences will be dealt with according to the Sandy Strait State School Responsible Behaviour Plan.

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 Sandy Strait State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

**Rationale**

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

7. The anti-bullying procedures at Sandy Strait State School are an addition to our already research-validated Kids Matter Program and the social & emotional learning component of this - You Can Do It. This means that all students are being explicitly taught the expected school behaviours and
receiving high levels of social acknowledgement for doing so. Lessons on bullying and how to prevent and respond to bullying are 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The You Can Do It scope and sequence consists of lessons taught by all teachers in all classrooms as part of the anti-bullying approach. At all times explicit instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. 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 Sandy Strait State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

11. Sandy Strait State School uses behavioural data for decision-making. This data is entered on One School on a daily basis and can be recalled as summary reports at any time. This 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.
Information on and consequences for Knives at school

WORKING TOGETHER TO KEEP SANDY STRAIT STATE SCHOOL SAFE

We can work together to keep knives out of school. At Sandy Strait State School:

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

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

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

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

How can parents help to keep Sandy Strait State School safe?

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

WORKING TOGETHER TO KEEP SANDY STRAIT STATE SCHOOL SAFE

What Students Need to Know:

• Every student has the right to feel safe and be safe at school.
• There is no reason for a student to have a knife at school.
• No knives are allowed to be taken to school by students.
• It is against the law for a student to have a knife at school.
• A student that has a knife at school can receive very serious consequences.

What kinds of knives are banned?

You are not allowed to have any type of knife at school including:

• flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
• any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.
What will happen if I bring a knife to school?

• If you have a knife at school, the principal may call the police.
• Police can search you and your property at school if they think you have a knife.
• If you have a knife at school, you may be disciplined with consequences such as detention and suspension.
• You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
• School property such as desks can be searched if the principal suspects that you have a knife on or in school property.
• If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
• If you have a knife at school, it can be confiscated by the principal and given to the police.
• You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Sandy Strait State School safe?

• Make sure you know the laws and rules about knives.
• Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
• Contact your teacher if you are being bullied or threatened at school.
• Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
• Immediately tell a teacher if a student is threatening anyone with an object that could injure them.
GUIDELINES FOR A CODE OF DRESS AS ENDORSED BY SANDY STRAIT STATE SCHOOL P&C

This school, supported by its P&C Association, requires all students to wear our school uniform. Sandy Strait aims to instil pride in the school and what it represents. A major factor in this is the wearing of our school uniform.

Our school community believes that it is good preparation for life and future employment that students recognize and understand that the community has standards of conduct and dress which are appropriate for various situations and occasions.

For these reasons we outline the expected standards below:

1. On all occasions students should be clean, neatly attired and dressed in uniform.

2. School shorts/skirts are to be grey in colour and of a reasonable, tasteful length ensuring that children can participate in all school activities.

3. Students have a choice of the standard school polo shirt or a school polo sports shirt which can be worn on days in which they have Physical Education lessons or for school sporting carnivals.

4. Children are not to wear leggings, bike pants etc under uniforms, skirts or shorts for health reasons. These items are not part of the endorsed school uniform.

5. Hair - should be clean and neatly presented. Shoulder length hair is to be kept tied up or tied back away from the face. Inappropriate hair colouring (bright artificial colours eg red, green, orange) are not acceptable.

6. Footwear – Closed shoes or sneakers are essential for safety and socks must be worn for health reasons. Students without approved footwear will not be permitted to participate in sport or outside playground activities.

7. Hat – Wide hats are crucial for sun safety. Preference is the official school hat. Visors and caps are not acceptable.

8. Jewellery – Loose and elaborate jewellery (earrings, necklaces etc.) are considered dangerous in school play and should not be worn. This contravenes the Work Place Health & Safety directives for schools. Inappropriate body piercing, especially facial piercing is not permitted. Multiple ear piercings should be avoided. Standard sleepers and small studs are acceptable Rings should not be worn as they are dangerous in play. Students wearing inappropriate jewellery will not be permitted to participate in sport or outside school activities including excursions.

9. Nail polish and make up are not acceptable.

Exemptions

The only exemptions to this policy are students whose impairments prevent their ability to conform to the Dress Code or students whose families have religious or cultural grounds for conscientious objection. In such cases, these parents of these students will need to discuss their situation with the Administration who will review the issues involved. Newly enrolled students or families experiencing genuine hardship may contact the principal to make arrangements for the loan of clothing for a limited period.
RIBBIT: Rewarding Individual Behaviour Because It’s Terrific: A Reward program to acknowledge exemplary student behaviour.

Rationale: Sandy Strait State School community values student growth and development in not only the intended intellectual curriculum but also the social and emotional curriculum. Development in the areas of Persistence, Emotional Resilience, Organisation, Confidence and Getting Along is important to the ‘Education of the Whole Child.” Sandy Strait explicitly teaches these Five Keys to Success from Program Achieve and this program provides the core of our Social and Emotional learning program. In addition to the Program Achieve lessons the school has a reward program (RIBBIT) aligned with Program Achieve to enable and encourage students to display exemplary behaviour that embodies the Five Keys to Success.

Details of the Program:
RIBBIT provides a list of behaviour standards expressed in terms that exemplify the 5 Keys to Success in action. The standards are arranged into the 5 Keys to Success and displayed as a criteria sheet. Below is an example of a Criteria Sheet outlining the Level 1 RIBBIT Standard (i.e. Exemplary Behaviour).

<table>
<thead>
<tr>
<th>Getting Along</th>
<th>Confidence</th>
<th>Organisation Indicators</th>
<th>Persistence</th>
<th>Emotional Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitive to the needs of others and respects the rights of others</td>
<td>Respects self and uses appropriate conflict resolution skills when required</td>
<td>Is punctual for all school activities</td>
<td>Has a try at doing all of the school activities on offer</td>
<td>Works to the best of their ability</td>
</tr>
<tr>
<td>Seeks to include everybody</td>
<td>Tries new challenges and is not afraid to make mistakes</td>
<td>Sets own learning goals and strives to achieve these goals</td>
<td>Remains focused</td>
<td>Willing to try something new</td>
</tr>
<tr>
<td>Actively discourages bullying behaviours</td>
<td>Acts appropriately despite pressure from peers or others to act otherwise</td>
<td>Takes responsibility for personal belongings</td>
<td>Applies effort and aims for mastery</td>
<td>Continues with learning / work even when it gets difficult</td>
</tr>
<tr>
<td>Trustworthy and respects the property of others and reports any school damage</td>
<td>Self assesses own work</td>
<td>School materials and equipment are ready for each lesson</td>
<td>Completes set tasks</td>
<td>Reacts to situations reasonably</td>
</tr>
<tr>
<td>Follows instructions given by supervising adults</td>
<td>Seeks and uses teacher feedback</td>
<td>Keeps own area / equipment tidy</td>
<td></td>
<td>Copes with change</td>
</tr>
<tr>
<td>Plays appropriate games in play areas only</td>
<td>Contributes to class discussions</td>
<td>Presents work neatly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps hands, feet and objects to themselves</td>
<td>Uses humour appropriately</td>
<td>Manages time effectively</td>
<td></td>
<td>Adapts to various learning approaches</td>
</tr>
<tr>
<td>Eats in the specified eating areas and using bins to ensure a clean, tidy environment</td>
<td>Shows initiative</td>
<td>Starts tasks promptly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moves quietly around the school and knocks on doors before entering</td>
<td></td>
<td></td>
<td>Never need reminders / redirection to tasks</td>
<td></td>
</tr>
<tr>
<td>Enters and leaves by appropriate gateways</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travels to and from school safely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is polite and courteous</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
LETTER OF CONCERN

STUDENT:                                     CLASS:

DATE:

Dear Parent/Guardian

As a part of our School Behaviour Management Programme I wish to inform you of your child’s:

(Underlined and Bold)

- Disobedience/ Non compliance  - Disruptive Behaviour
- Rudeness/ Disrespectful Behaviour  - Offensive Behaviour
- Vandalism/ Destruction of Property  - Theft
- Harassment/ Bullying  - Fighting
- Assault  - Other

Comment:

Please sign and return this letter to the office tomorrow

Could you please discuss this matter with your son/daughter and support the endeavours of the school to bring about improved behaviour. We encourage you to contact the teacher or arrange an interview so that we can all work together.

Principal / Deputy Principal:    Dated:  2012
Parent/Guardian: ____________________________  Dated: ____________________________

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Referring staff member:</td>
<td>Playground</td>
</tr>
<tr>
<td></td>
<td>Specialist Lesson</td>
</tr>
<tr>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Incident Report

Name: ____________________________  Date: ____________________________

Person Completing Form: ____________________________  Date: ____________________________

Name PROBLEM BEHAVIOUR

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

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

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

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

Debriefing should provide information on:

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

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

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

**Questions for staff**

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

**Questions for student**

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

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