



# Onslow Primary School

## *Positive Behaviour Policy*

### **1. Purpose**

Onslow PS 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 Positive Behaviour Policy is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### **2. Learning and behaviour statement**

All areas of Onslow PS 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 *Positive Behaviour Policy* 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 Onslow PS 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 caring
- Be respectful
- Be your best.

Our school rules have been agreed upon and endorsed by all staff, our school P&C and School Council. They are aligned with the values, principles and expected standards outlined in the Department of Education WA's Student Behaviour Policy.

### **3. Code of Conduct**

#### 4. Rights and Responsibilities

Rights	Responsibilities
<b>Students</b>	
<ul style="list-style-type: none"> <li>Learn in a purposeful and supportive environment.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that their behaviour is not disruptive to the learning of others.</li> </ul>
<ul style="list-style-type: none"> <li>Work and play in a safe, secure, friendly and clean environment.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the school environment is kept neat, tidy and secure.</li> </ul>
<ul style="list-style-type: none"> <li>Respect, courtesy and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that they are punctual, polite, prepared and display a positive manner.</li> </ul>
	<ul style="list-style-type: none"> <li>Behave in a way that protects the safety and well-being of others.</li> </ul>
<b>Staff</b>	
<ul style="list-style-type: none"> <li>Respect, courtesy and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>Model respectful, courteous and honest behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>Teach in a safe, secure and clean environment.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the school environment is kept neat, tidy and secure.</li> </ul>
<ul style="list-style-type: none"> <li>Cooperation and support from parents and other staff.</li> </ul>	<ul style="list-style-type: none"> <li>Establish positive relationships with students.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure good organisation and planning.</li> </ul>
	<ul style="list-style-type: none"> <li>Report student progress to students and parents.</li> </ul>
	<ul style="list-style-type: none"> <li>Model, Teach, Promote PBS</li> </ul>
<b>Parents/Caregivers</b>	
<ul style="list-style-type: none"> <li>Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and safety.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the child attends school.</li> </ul>
<ul style="list-style-type: none"> <li>Be informed of their child's progress.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the physical and emotional condition of their child is at an optimum for effective learning.</li> </ul>
<ul style="list-style-type: none"> <li>Access meaningful and adequate education for their child.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that their child is provided with appropriate materials to make effective use of the school environment.</li> </ul>
<ul style="list-style-type: none"> <li>Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li> </ul>	<ul style="list-style-type: none"> <li>Support the school in providing a meaningful and adequate education for their children.</li> </ul>

#### 5. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

##### Whole School Three Tiered approach

A whole school approach directs support to different levels of student (and staff) need. The three tiers provide a continuum of support with increasingly focused and personalised, teaching and learning at each successive layer – including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff. Onslow PS identifies the appropriate layer of support through analysis of student data and on-going monitoring of student progress.

Tier 1	Practices and systems for all students and staff implemented across the school.
Tier 2	Specialised practices and systems for students or staff who have been documented as needing further support/intervention after tier 1. Generally provided in a standardised manner in small groupings
Tier 3	Intensive practices and systems for students or staff that have been documented as needing further support/intervention after tiers 1 and 2. Individualised to the specific needs and strengths of the student/staff member.

## **Tier 1 - Universal Behaviour Support**

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

### **All staff who work at Onslow PS will:**

- role model the behavioural expectations,
- teach the behavioural expectations as informed by the PBS Team,
- utilise CMS strategies within their classroom,
- access CMS training if not previously accessed or there has been an extended period since initial training,
- be trained in Team Teach

New staff are also supplied with a PBS handbook as a part of their induction.

A set of behavioural expectations in specific settings has been attached to each of our four school expectations. The **School Wide Expectations Matrix (appendix 3)** outlines our agreed rules and specific behavioural expectations in all school settings.

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

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

Onslow PS implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Onslow PS Positive Behaviour Policy delivered to new students as well as new and relief staff.
- *Individual behaviour plans 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).

## **Tier 2 - Targeted Behaviour Support**

Each year a small number of students at Onslow PS are identified through our data as needing 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.

Strategies used to support these students include:

- Functional Behaviour Problem Solving
- Documented Behaviour Plans: when the students behaviour is at a level that is beyond the scope of the School Positive Behaviour Policy
- Restorative Practices
- Collaboration/Co-ordination with external agencies as required

### **Tier 3 – Specific/Individualised Behaviour Support**

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support, such as:

- School Psychologist
- Advice sought from Regional and State-wide Services staff, as required
- Collaboration/Co-ordination with external agencies as required
- Individualised Behaviour Management Plans
- Individualised Risk management plans

### **Review Processes**

To measure the effectiveness of support and intervention strategies Onslow PS reviews behaviour data on an ongoing basis. The table below outlines the review methods for each of the tiers.

Tier 1	<ul style="list-style-type: none"><li>• PBS Team review Behaviour dashboard data on a monthly basis</li><li>• Data used to inform teaching schedule</li><li>• Teachers supplied with month summary of class data</li></ul>
Tier 2	<ul style="list-style-type: none"><li>• Functional Behaviour Problem Solving plans reviewed on an as needed basis. Dependent on student and behaviour.</li><li>• Documented Behaviour Plans reviewed on a monthly basis (as minimum). May be reviewed more frequently if required.</li><li>• Liaise with parents as needed</li></ul>
Tier 3	<ul style="list-style-type: none"><li>• Personalised adjustments to be reviewed on an ongoing basis.</li><li>• Formal reviews (case conferences) to occur monthly</li></ul>

### Reinforcing expected school behaviour

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

### **Onslow PS Tickets**

Staff members hand tickets out each day to students they observe displaying school expectations in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student displaying the expectations they can choose to give them a PBS ticket. When students are given a ticket they drop the ticket into the PBS barrel located in each block.

A tally of the tickets is kept via Class Dojo. The students are able to select from a suite of reinforcements starting at 5 tickets. Whole class/school reinforcements are part of a combined tally and start at 500 (see Appendix 4A&4B)). A ticket draw also occurs every school assembly as an added reinforcement.

**Tickets are never removed as a consequence for problem behaviour.**

### Responding to unacceptable behaviour

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

### **Re-directing low-level and infrequent behaviour**

When a student exhibits low-level and infrequent unacceptable 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 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.

### **Relate behaviours to expected school behaviours**

When responding to 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 as indicated on the PBS Matrix.
- explain how their behaviour differs from expected school behaviour.
- describe the likely consequences if the problem behaviour continues.
- identify what they will do to change their behaviour in line with expected school behaviour.

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

## **5. Consequences for unacceptable behaviour**

Onslow PS 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. An office referral form (Appendix 6 & 7) is used to record all minor and major problem behaviour. The recording of four minor behaviours constitutes a major behaviour.

### Minor and major behaviours

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

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

**Minor** behaviours are those that:

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

**Minor** 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 Administration.

**Major** behaviours result in an immediate referral to Administration because of their seriousness or as a result of obtaining four minors in one week (see Major/Minor Behaviour Flowchart; appendix 5). 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 fills out the office referral form (if practical to do so at the time) and escorts the student to Administration or sends a student runner to request Administration assistance.

**Major behaviours** may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, loss of break times, warning regarding future consequence for repeated offence.

AND/OR

- **Level Two:** Parent contact, referral to Administration, referral to Pilbara Behaviour Support Team, referral to school psychologist, suspension from school.

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

#### *Teacher Communication*

Teaching staff voice the consequence they have authority over and do not change the consequence once decided. More severe consequences such as suspensions can only be voiced and/or actioned by Administration.

### **Ensuring consistent responses to unacceptable behaviour**

At Onslow PS staff members authorised to issue consequences for unacceptable behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. 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. Consideration of individual circumstances**

To ensure alignment with the DOE Policy 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.

Onslow PS 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:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

### **7. 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 Contact and Restraint**

### **Physical Contact**

School Staff may use physical contact to care for a student or to manage their behaviour. Physical contact differs from restraint in that it uses little or no physical force and its purpose is to correct or direct a student. Staff may use contact to prompt, to give reassurance or to offer support in a variety of situations.

Before any form of physical contact is used with a student, staff must consider the:

- age of the student
- situation in which it is to be used
- the purpose of the physical contact; and
- the likely response of the student

Staff must only use reasonable physical contact once other less intrusive alternatives have failed. Examples of physical contact include escorting a student by the arm or hand, holding, guiding or shepherding. Physical contact must not be used where it is intended to provoke or punish a student or is intended to cause pain, injury or humiliation.

### **Physical Restraint**

**Staff will only consider the physical restraint of students once other less intrusive alternatives have failed or deemed to be inappropriate.**

*Physical restraint* must only be used if:

- A student is acting in a manner that places at risk the safety of any person
- There is a risk of damage to property

If it becomes necessary in emergency circumstances to use physical restraint, it will only be used with extreme caution and will be in line with the practice promoted by the Departments preferred training providers.

When restraint is used:

- It will be used in such a way to minimise or prevent harm,
- staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible,
- it will stop as soon as staff determine the student is no longer presenting a risk to safety
- it will always be the minimum force needed to achieve the desired result, and
- staff will take into account the age, stature, disability, understanding and gender of the student.
- The principal will provide appropriate support to staff, the student and parents as required after the restraint.

Where staff are required to use restraint on an ongoing basis to manage the behaviour of an individual student, information about the use of restraint must be included in the students documented plan. Such plans are to:

- Use restraint a part of a hierarchy of responses after other less intrusive alternatives have failed or are deemed inappropriate,
- Be a collaborative process between the principal, parent and other staff as required
- Provide parents with information to promote their understanding that restraint will be applied in line with the requirements of the *School Education Regulations 2000* and the *Behaviour Management in Schools* policy

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented by the staff member involved. Physical contact must also be documented where a complaint has been made by a student or parent, or the student has been hurt.

The principal must:

- Be advised as soon as possible on the day on the incident;
- Be provided with a written record of the incident no later than the day after the incident; (appendix 8)
- Provide the parent with details of the incident as soon as possible.

The following records must be maintained:

- Incident report (Appendix 8)
- DOE Online Incident Notification System – Administration only

## **8. Network of student support**

Students at Onslow PS are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Advisory Visiting Teachers
- School Chaplain
- School Based Health Nurse
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- Support is also available through the following government and community agencies:
  - Disability Services
  - Population Health
  - Department for Child Protection and Family Support
  - Police
  - Local Council

- School of Special Needs, Behaviour and Engagement
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- **9. Accountability and Record Keeping**



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• **Appendix 1**

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- **The Use of Personal Technology Devices\* at School**

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

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- **Certain Personal Technology Devices Banned From School**

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

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- **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.

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- 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 West Australian Police Service directly.

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- 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.

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- **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 taken to the front office for secure storage and collected at the end of the school day.

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- **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.

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- We uphold the value of trust and the right to privacy at Onslow PS. 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.

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- 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.
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- 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.
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- 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<sup>1</sup> 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.
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- 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).
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- 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 WA Police.
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- **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 WA Police. 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.
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- **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.
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- **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.
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- 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.
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- **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.
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- \* *Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, 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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## • Appendix 2

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- **Procedures for Preventing and Responding to Incidents of Bullying**
  - **(Including Cyber bullying)**
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- **Purpose**
- 1. Onslow PS strives to create positive, predictable environments for all students at all times of the day. The discipline 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.
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- 2. There is no place for bullying in Onslow PS. 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.
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- 3. Bullying behaviours that will not be tolerated at Onslow PS 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.
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- 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.
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- 5. At Onslow PS there is a 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.

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- **Rationale**
- 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.
- 6.
- 7. The anti-bullying procedures at Onslow PS are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
- 8.
- 9. **Prevention**
- 10. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
  - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the 4 School Expectations and have been taught the expected behaviours attached to each expectation 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.
- 11.
- 12. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction utilising resources such as (and not limited to) Friendly Families Friendly Schools, Friendly Schools Plus, and Protective Behaviours.
- 13.
- 14. 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 Onslow PS takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
- 15.
- 16. Onslow PS uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to



make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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### 26. Appendix 3

27. SETTING	28. BE SAFE	29. BE RESPECTFUL	30. BE YOUR BEST	31. BE CARING
32. Whole School	<ul style="list-style-type: none"> <li>Use equipment safely.</li> <li>Walk between areas and on hard surfaces.</li> <li>Be aware of others when moving around.</li> <li>Tell teachers about 'dangerous things'.</li> <li>Stay inside school areas until 2.15pm</li> <li>If you feel unsafe, tell a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Look after school property and the property of others.</li> <li>Follow all instructions.</li> <li>Use your manners.</li> <li>Move around the school quietly.</li> <li>Use 'school talk'.</li> <li>Put your rubbish in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>Be on time.</li> <li>Wear correct uniform.</li> <li>Attend school.</li> <li>Ask for help if you need it.</li> <li>Follow our school expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words.</li> <li>Keep your hands and feet to yourself.</li> <li>Help and encourage one another to follow our school expectations.</li> </ul>
33. Learning Areas (classrooms, school garden)	<ul style="list-style-type: none"> <li>Notify teacher if equipment is broken.</li> <li>Keep learning area tidy.</li> <li>Keep hands, feet and other objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention.</li> <li>Raise your hand to speak.</li> <li>Wait your turn to speak.</li> <li>Listen to others.</li> <li>Stay in seat unless given permission to move.</li> <li>Ask before borrowing.</li> </ul>	<ul style="list-style-type: none"> <li>Do your best work at all times.</li> <li>Ask questions if you don't understand instructions.</li> <li>Start work straight away.</li> <li>Stay on task.</li> <li>Do your best to complete your work.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to do their best.</li> <li>If other students are having difficulties, help them.</li> </ul>
34. Canteen	<ul style="list-style-type: none"> <li>Wash hands before eating.</li> <li>Eat only your own food.</li> <li>Stay seated until food is finished.</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn quietly.</li> <li>Keep hands, feet and other objects to yourself.</li> <li>Eat with your mouth closed.</li> <li>Clean eating area before leaving.</li> <li>Wait until duty teacher tells you to leave area.</li> </ul>	<ul style="list-style-type: none"> <li>Sit in correct eating areas.</li> <li>Line up properly and keep your place in line.</li> </ul>	<ul style="list-style-type: none"> <li>Help younger students follow our canteen procedures.</li> <li>Eat healthy food.</li> </ul>
41. Playground	<ul style="list-style-type: none"> <li>Wear your hat.</li> <li>Play within the correct area for your year group.</li> <li>Report problems to duty teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Only monitors in the sports shed.</li> <li>Return equipment at first bell.</li> <li>Play fairly and follow game rules.</li> </ul>	<ul style="list-style-type: none"> <li>Play by the rules of the game.</li> </ul>	<ul style="list-style-type: none"> <li>Include others in play.</li> <li>Report bullying behaviour.</li> </ul>
42. Before and After School	<ul style="list-style-type: none"> <li>Stop, look and listen for vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>Wait quietly outside your classroom until 8.00 am</li> <li>Leave after 2.15pm. If being collected, wait quietly for carer.</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at school on time.</li> <li>Have all books, homework and materials ready for the start of class.</li> <li>Have lunch ordered before the bell.</li> </ul>	<ul style="list-style-type: none"> <li>Help younger students safely around the car park.</li> </ul>
45. Technology	<ul style="list-style-type: none"> <li>Keep passwords secure.</li> <li>Log off when finished.</li> <li>Access only appropriate sites.</li> <li>Talk to teacher if feeling unsafe.</li> <li>Only post or publish information to internet with teacher permission.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language and manners in emails and Centra lessons.</li> <li>Notify teacher of any cyber bullying.</li> <li>Before putting anything online, consider:                             <ul style="list-style-type: none"> <li><input type="radio"/> T: Is it true?</li> <li><input type="radio"/> H: is it helpful?</li> <li><input type="radio"/> I: Is it inspiring?</li> <li><input type="radio"/> N: Is it</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Hand in phones to office before school.</li> <li>Collect phones from office after school.</li> </ul>	<ul style="list-style-type: none"> <li>If another student is having problems with Centra, talk to your online teacher.</li> <li>Help one another with technology and computer equipment.</li> </ul>

		necessary? ○ kind?	K: is it		
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49. **ONSLow PRIMARY SCHOOL PBS REWARDS- LOWER PRIMARY**

50. T o k e n s	51. Short	52. T o k e n s	53. Medium	54. 55. Long 500-1000 Whole Class/School targets
56. 5	57. Stickers	58. 4 0	59. Music while working	60 61. Activity Day (1/2 day):
62.	63. Smelly stickers	64.	65. Prize box	66 67.
68.	69. Thumbs up	70.	71. Be the teacher (10 minutes)	72 73. Back Beach/bbq
74.	75. Good phone call home	76.	77. Choose fitness game twice in one week	78 79. Beach/bbq
80.	81. Bookmarks	82.	83.	84 85. Sports/bbq
86.	87. 5 minutes free time	88. 5 0	89. Lunch boxes	90 91. Art/bbq
92.	93.	94.	95. Stationery	96 97. Fishing/bbq
98. 1 0	99. 10 minutes free time	100.	101. Backpacks	10 103. Water Day/bbq 2.
10 4.	105. Time playing word games	106.	107. Slinkies	10 109. Oval with special guest 8.
11 0.	111. Colouring In	112.	113. Books	11 115. Sporting equipment 4.
11 6.	117. PBS Certificate of Achievement	118.	119.	12 121. Sponge-throwing at Admin 0.
12 2.	123. 10 minutes special seat	124. 65	125. Book prize from Library	12 127. Class auction 6.

128.	129. Showing other teachers your work	130.	131. Principal for an hour	132.	133. Movie day + Popcorn
134.	135.	136.	137. Morning tea with teachers (Friday)	138.	139. Free Dress Theme
140.	141.	142.	143. Lunch paid for by school	144.	145. Extra sport games
146.	147.	148.	149.	150.	151. Scavenger Hunt
152.20	153. Computer time to play games (15 minutes)	154.80	155. PBS Wall of Fame/Champions plus voucher	156.	157.
158.	159. Music on Ipad (15 minutes)	160.	161. Photo and name displayed in front office	162.	163.
164.	165. Help teacher for (15 minutes)	166.	167. Lunch with Principal – pizza at Beach Club	168.	169.
170.	171. Help in another class	172.	173.	174.	175.
176.	177.	178.100+	179. Prize box	180.	181.
182.	183.	184.	185. Select a class reward	186.	187.
188.	189.	190.	- Waterpark	191.	192.
193.30	194. Teacher for 10 minutes	195.	- Skatepark	196.	197.
198.	199. Making cards- Free craft time	200.	- Movie	201.	202.
203.	204. Recess/lunch early	205.	- Messy Day	206.	207.
208.	209. Use teacher's chair for the day	210.	- Amazing Races	211.	212.

21 3.	214.	Class prize box	215.	216.	21 7.	218.
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219. **ONSLOW PRIMARY SCHOOL PBS REWARDS- UPPER PRIMARY & HIGH SCHOOL**

220 . T o k e n s	221.	Short	222.	Tokens	223.	Medium	224	225.	Long 500-1000 Whole Class/School targets
226 . 5	227.	Smelly Stickers	228.	40	229.	Bake a cake with a friend	23 0.	231.	Activity Day (1/2 day):
23 2.	233.	Good phone call home	234.		235.	Use Xbox 1 / Table Tennis	23 6.	237.	
23 8.	239.	Bookmarks	240.		241.	Free time- 15 minutes	24 2.	243.	Back Beach/bbq
24 4.	245.	Stamp	246.		247.	Choose attendance game	24 8.	249.	Beach/bbq
25 0.	251.		252.		253.		25 4.	255.	Sports/bbq
25 6.	257.		258.	50	259.	Stationery	26 0.	261.	Art/bbq
26 2.	263.		264.		265.	Class prize box	26 6.	267.	Fishing/bbq
268 . 1 0	269.	10 minutes free time	270.		271.	Free time- 30minutes	27 2.	273.	Water Day/bbq
27 4.	275.	Special Seat	276.		277.	Help the Deputy Principal for half an hour	27 8.	279.	Oval with special guest

28 0.	281. Showing other teachers your work	282.	283. Use the chocolate fountain with a friend	28 4.	285. Sporting equipment
28 6.	287. Showing Admin your work	288.	289.	29 0.	291. Sponge-throwing at Admin
29 2.	293. Choose special sport equipment recess/lunch	294. 65	295. Voucher-Shop/Servo	29 6.	297. Class auction
29 8.	299.	300.	301. Morning tea with teachers (Friday)	30 2.	303. Movie day + Popcorn
30 4.	305.	306.	307. Music while working	30 8.	309. Free Dress Theme
31 0.	311.	312.	313.	31 4.	315. Extra sport games
31 6.	317.	318.	319.	32 0.	321. Scavenger Hunt
322 . 2 0	323. Computer time to play games (15 minutes)	324. 80	325. Lunch with the Principal- at Beach Club	32 6.	327.
32 8.	329. Help the teacher (15 minutes)	330.	331. PBS Wall of Fame/ Champions plus voucher	33 2.	333.
33 4.	335. Help in another class	336.	337. Recess/Lunch Pass to go to shop	33 8.	339.
34 0.	341.	342.	343. Class excursion	34 4.	345.
34 6.	347.	348.	349.	35 0.	351.
35 2.	353.	354. 100+	355. Photo and Name Displayed in front office	35 6.	357.

35 8.	359.	360.	361. PBS Prize	36 2.	363.
364 . 3 0	365. Teacher for 10 minutes	366.	367. PBS Lunch with 2 friends	36 8.	369.
37 0.	371. Music while working – 1 session	372.	373. Select a class reward	37 4.	375.
37 6.	377. Recess/lunch early	378.	- Waterpark	37 9.	380.
38 1.	382. Class prize box	383.	- Skate park	38 4.	385.
38 6.	387. Use teachers chair for the day	388.	- Amazing Races	38 9.	390.

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417. **Minor Incident Report**  
418. **Teacher Record**

419.

420. **REMEMBER:**421. *Do not record every little misbehaviour. Apply the 'common sense' test.*422. *Record behaviour where a teacher-student conference has been required.*

423.

424. **Student:** \_\_\_\_\_  
\_\_\_\_\_ **Class/Year:** \_\_\_\_\_**Staff Member:**

425.

426. <b>1<sup>st</sup> Incident</b>	427. <b>Date:</b>	428. <b>Time:</b>
429. <b>Location</b>	430. <b>Problem Behaviour</b>	431. <b>Staff Intervention Administered</b>
432. <input type="checkbox"/> Classroom 433. <input type="checkbox"/> Playground 434. <input type="checkbox"/> Office 435. <input type="checkbox"/> Toilets 436. <input type="checkbox"/> Canteen 437. <input type="checkbox"/> Lunch Shed 438. <input type="checkbox"/> Phys Ed 439. <input type="checkbox"/> Garden	440. <input type="checkbox"/> Defiance 441. <input type="checkbox"/> Cheating 442. <input type="checkbox"/> Disinterested 443. <input type="checkbox"/> Disruption 444. <input type="checkbox"/> Passive non compliance 445. <input type="checkbox"/> Inappropriate comments 446. <input type="checkbox"/> Inattentive 447. <input type="checkbox"/> Lateness 448. <input type="checkbox"/> Dishonesty 449.	450. <input type="checkbox"/> Cued / Prompted student _____ 451. <input type="checkbox"/> Redirect 452. <input type="checkbox"/> Reteach 453. <input type="checkbox"/> Choice offered 454. <input type="checkbox"/> Choice implied 455. <input type="checkbox"/> Staff/student private conferencing initiated 456. <input type="checkbox"/> Acknowledgement of expected behaviour given 457. <input type="checkbox"/> Informed parent ____/____/____ 458. <input type="checkbox"/> <b>Teacher SIS Record Updated</b> 459. (Incident dealt with by teacher) 460. <input type="checkbox"/> <b>Assistance Required</b> 461. (Incident dealt with and recorded into SIS by School Leader, Deputy Principal)
462. <b>2<sup>nd</sup> Incident</b>	463. <b>Date:</b>	464. <b>Time:</b>
465. <input type="checkbox"/> Classroom 466. <input type="checkbox"/> Playground 467. <input type="checkbox"/> Office 468. <input type="checkbox"/> Toilets 469. <input type="checkbox"/> Canteen 470. <input type="checkbox"/> Lunch Shed 471. <input type="checkbox"/> Phys Ed 472.	473. <input type="checkbox"/> Defiance 474. <input type="checkbox"/> Cheating 475. <input type="checkbox"/> Disinterested 476. <input type="checkbox"/> Disruption 477. <input type="checkbox"/> Passive non compliance 478. <input type="checkbox"/> Inappropriate comments 479. <input type="checkbox"/> Inattentive 480. <input type="checkbox"/> Lateness 481. <input type="checkbox"/> Dishonesty 482.	483. <input type="checkbox"/> Cued / Prompted student _____ 484. <input type="checkbox"/> Redirect 485. <input type="checkbox"/> Reteach 486. <input type="checkbox"/> Choice offered 487. <input type="checkbox"/> Choice implied 488. <input type="checkbox"/> Staff/student private conferencing initiated 489. <input type="checkbox"/> Acknowledgement of expected behaviour given 490. <input type="checkbox"/> Informed parent ____/____/____ 491. <input type="checkbox"/> <b>Teacher SIS Record Updated</b> 492. <input type="checkbox"/> <b>Assistance Required</b>



<input type="checkbox"/> Garden		
<b>493.</b> <b>3<sup>rd</sup> Incident</b>	<b>494.</b> <b>Date:</b>	<b>495.</b> <b>Time:</b>
<b>496.</b> <input type="checkbox"/> Classroom <b>497.</b> <input type="checkbox"/> Playground <b>498.</b> <input type="checkbox"/> Office <b>499.</b> <input type="checkbox"/> Toilets <b>500.</b> <input type="checkbox"/> Canteen <b>501.</b> <input type="checkbox"/> Lunch Shed <b>502.</b> <input type="checkbox"/> Phys Ed <b>503.</b> <input type="checkbox"/> Garden	<b>504.</b> <input type="checkbox"/> Defiance <b>505.</b> <input type="checkbox"/> Cheating <b>506.</b> <input type="checkbox"/> Disinterested <b>507.</b> <input type="checkbox"/> Disruption <b>508.</b> <input type="checkbox"/> Passive non compliance <b>509.</b> <input type="checkbox"/> Inappropriate comments <b>510.</b> <input type="checkbox"/> Inattentive <b>511.</b> <input type="checkbox"/> Lateness <b>512.</b> <input type="checkbox"/> Dishonesty <b>513.</b>	<b>514.</b> <input type="checkbox"/> Cued / Prompted student _____ <b>515.</b> <input type="checkbox"/> Redirect <b>516.</b> <input type="checkbox"/> Reteach <b>517.</b> <input type="checkbox"/> Choice offered <b>518.</b> <input type="checkbox"/> Choice implied <b>519.</b> <input type="checkbox"/> Staff/student private conferencing initiated <b>520.</b> <input type="checkbox"/> Acknowledgement of expected behaviour given <b>521.</b> <input type="checkbox"/> Informed parent ___/___/___ <b>522.</b> <input type="checkbox"/> <b>Teacher SIS Record Updated</b> <b>523.</b> <input type="checkbox"/> <b>Assistance Required</b>
<b>524.</b> <b>4<sup>th</sup> Incident</b>	<b>525.</b> <b>Date:</b>	<b>526.</b> <b>Time:</b>
<b>527.</b> <input type="checkbox"/> Classroom <b>528.</b> <input type="checkbox"/> Playground <b>529.</b> <input type="checkbox"/> Office <b>530.</b> <input type="checkbox"/> Toilets <b>531.</b> <input type="checkbox"/> Canteen <b>532.</b> <input type="checkbox"/> Lunch Shed <b>533.</b> <input type="checkbox"/> Phys Ed <b>534.</b> <input type="checkbox"/> Garden	<b>535.</b> <input type="checkbox"/> Defiance <b>536.</b> <input type="checkbox"/> Cheating <b>537.</b> <input type="checkbox"/> Disinterested <b>538.</b> <input type="checkbox"/> Disruption <b>539.</b> <input type="checkbox"/> Passive non compliance <b>540.</b> <input type="checkbox"/> Inappropriate comments <b>541.</b> <input type="checkbox"/> Inattentive <b>542.</b> <input type="checkbox"/> Lateness <b>543.</b> <input type="checkbox"/> Dishonesty <b>544.</b>	<b>545.</b> <input type="checkbox"/> Cued / Prompted student _____ <b>546.</b> <input type="checkbox"/> Redirect <b>547.</b> <input type="checkbox"/> Reteach <b>548.</b> <input type="checkbox"/> Choice offered <b>549.</b> <input type="checkbox"/> Choice implied <b>550.</b> <input type="checkbox"/> Staff/student private conferencing initiated <b>551.</b> <input type="checkbox"/> Acknowledgement of expected behaviour given <b>552.</b> <input type="checkbox"/> Informed parent ___/___/___ <b>553.</b> <input type="checkbox"/> <b>Teacher SIS Record Updated</b> <b>554.</b> <input type="checkbox"/> <b>Assistance Required</b>

555.

556.

All Data entered on Integris

Teacher signature: \_\_\_\_\_

557.

558. **Appendix 7**

559.



563. **Major Office Discipline Referral Form**

564.

565.

566.

567. Student: \_\_\_\_\_ Grade: \_\_\_\_\_

568. Referring Staff: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_

569.  Direct Referral or  4 Minors (in 1 week)

570. **Location**

- 1.  Classroom 571.
- 2.  Playground
- 3.  Of
- 4. ice
- 5.  Canteen
- 6.  Lunch shed
- 7.  Phys Ed
- 8.  Toilets
- 9.  School /  
Communit
- 10. y Garden
- 11.
- 12.
- 13.

572. **Major Problem Behaviours (tick the most intrusive)**

14. <input type="checkbox"/> Verbal abuse (staff/student)	15. <input type="checkbox"/> Intimidation (staff/student)	16. <input type="checkbox"/> Physical assault (staff/student)
17. <input type="checkbox"/> Bullying	18. Defiance / refusal	19. <input type="checkbox"/> Leaving school grounds
20. <input type="checkbox"/> Substance misuse	21. <input type="checkbox"/> Serious property misuse / damage	22. <input type="checkbox"/> other _____ _____
23.	24.	25.

573.

574. **Possible Motivation**

26.  Obtain attention  
 27. in peer attention  
 28. Obtain attention  
 29.  Avoid tasks/activities  
 30.  Academic frustration  
 31. Obtain attention  
 32. Obtain attention  
 33.  Other  
 34. \_\_\_\_\_  
 35. \_\_\_\_\_  
 36. Obtain attention  
 37.  Obtain adult attention  
 38.  Avoid peer(s)  
 39.  Obtain attention  
 40. Social frustration  
 41. Obtain attention  
 42.  Obtain attention  
 43. Obtain item  
 44. Avoid activities  
 45.  Avoid adult(s)  
 46.  Don't know  
 47. Obtain attention

576. **Others Involved**

48.  None  
 49.  Staff  
 50.  Teacher  
 51.  Substitute  
 52.  Peers (Identify):  
 \_\_\_\_\_  
 53. \_\_\_\_\_  
 54. \_\_\_\_\_  
 55. \_\_\_\_\_  
 56. \_\_\_\_\_  
 57.  Unknown

579. **Administrative Decision**

58.  Conference with stud

580.

59. nt

60.  Loss of privile

61. e

62.  In-school

63. suspension

64.  Referral to in-school resource

65.  Detention

66. n

67.  Parent

68. contact

69.  Out-of-school suspension

70.  Other

581.

582.

583.

584.

585.

586. **Appendix 8**

587.

588.

**Critical Incident Report**

589.

590. *To be formally documented by the staff member involved. Staff member to provide the principal with a written record of the incident no later than the day after the incident.*

591.

1.1.Name:

Date:

592.

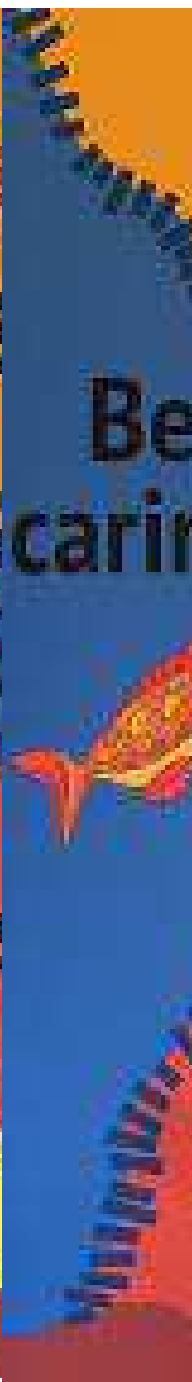
Person Completing Form:

593.

594.

595.

596. 597. 598.	Date of incident	Time incident started	Time incident ended
599. 600. 601.	Where was the student when the incident occurred?		
602. 603. 604.	Who was working with the student when the incident occurred?		
605. 606. 607.	Where was staff when the incident occurred?		
608. 609. 610.	Who was next to the student when the incident occurred?		
611. 612. 613.	Who else was in the immediate area when the incident occurred?		
614. 615. 616.	What was the general atmosphere like at the time of the incident?		
617. 618. 619.	What was the student doing at the time of the incident?		
620. 621. 622.	What occurred <b>immediately</b> before the incident? Describe the activity, task, event.		
623. 624. 625.	Describe what the student did during the incident.		
626. 627. 628.	Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
629. 630. 631.	Describe who or what the incident was directed at.		
632. 633. 634.	What action was taken to de-escalate or re-direct the problem?		
635. 636. 637.	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).		



Be safe

Be  
your  
best

Be  
respectful

