Self-managed
(1 person)

Co-managed (layers of support)
Creating an environment in which learners are more likely to satisfy their basic needs

To maximise our capability for achieving desired learner outcomes, we need to provide a learning environment at school that is likely to be needs-satisfying for learners.

The basic needs include the physical need for **survival** and the 4 psychological needs:

- Love and Belonging
- Power
- Freedom
- Fun & Enjoyment

When providing a safe supportive environment for learners, often we ensure the conditions for learners to address their physical needs are provided, yet neglect to also consider the importance of the learners’ being able to address their psychological needs.

We encourage you to self-evaluate how likely your classroom environment is needs-satisfying by comparing it to your colleagues’ ideas in the following Quality Standards. Refer to the Quality Standards for need satisfying classrooms.
| Caring | ▪ Does each child know you care about him/her as an individual  
▪ Does the class know you care about them as a class?  
▪ Do you promote ‘care for others’ and teach children how? |
| Identity | ▪ Do children feel they are part of a ‘special’ group as a class and as a smaller group of friends?  
▪ Are special features and events publicised? |
| Class Meetings | ▪ Are celebrations, suggestions, personal concerns and issues discussed at class meetings? |
| Learning Partners | ▪ Do children have the opportunity to share, work and play together?  
▪ Do they get the opportunity to choose their learning partner or groups at times? |
| Work Groups | ▪ Do children have access to a variety of groups in which to be able to work as a team member?  
▪ Are those children who prefer to work alone given the opportunity? |
| Teacher /Learner Conferences | ▪ Do you take the time to confer and connect 1 to 1 with individual learners on a regular basis?  
▪ Do you know each one’s needs and interests?  
▪ Is there a relationship of trust? |
| Buddy System | ▪ Are children buddied to help others, e.g. younger children, child in need, children with similar interests, children of similar ability, children in expert/novice roles |
| Social Activities | ▪ Are children involved in social activities where the focus is on interaction with others e.g. camps, excursions, class celebrations, games and parties? |
| Class Routines | ▪ Have routines and procedures been developed together so children know what’s expected as a member of their class?  
▪ Are these routines displayed?  
▪ Are these routines monitored?  
▪ Have children discussed, ‘My job is …….Your job is…..’? |
| Social Skills Lessons | ▪ Are lessons on making and keeping friends provided?  
▪ Are children learning the importance of forming relationships?  
▪ Are children being taught Choice Theory to help them understand their own behaviour and others’ behaviour? |
| Physical Support | ▪ Do you incorporate physical contact (handshakes, back patting, shoulder touches, hugs, etc.) to indicate caring support? |
| Ideas | ▪ Have you tried specific strategies such as:  
  - thank you speeches to a child, ‘Sparkles’ for a day.  
  - Biography and photo display, celebration of special achievements, personal notes, written conversations, time capsule with profiles, etc. |
| Connecting Activities | ▪ Do you have strategies in place to connect and build relationships with the class members and among the class members themselves? |
| Feedback | ▪ Do you provide needs-satisfying feedback to help cater for the Love & Belonging need? e.g.  
  - ‘It's wonderful having kids like you in our class.’  
  - You’ve impressed me.’  
  - We’re all glad you’re here.’ |
## SUNSHINE BEACH STATE SCHOOL

### LEARNER BASIC NEED – EMPOWERMENT

| **Self-Esteem** | Are children involved in activities to help them develop their sense of identity? e.g. art portraits, autobiographies, personality profiles  
|                 | Are opportunities available for children to develop their self-esteem, to feel good about who they are? Do you know what helps each child feel important? e.g. determining their multiple intelligences, strengths, learning styles, needs-profile (personality).  
|                 | Are children taking responsibility for keeping their own portfolios to illustrate their achievements? |
| **Self-Direction** | Is self-evaluation across all key learning areas encouraged so children develop control of their own learning?  
|                  | Are children encouraged to set goals, negotiate parts of the curriculum and take responsibility for their own learning? |
| **Expectations** | Do you pitch your expectations at an appropriate level for each child indicating your confidence in their ability? |
| **Personal Responsibility** | Are children continually being taught about why they behave as they do, about internal motivation, about being in control of oneself and about being responsible for their own choice of behaviours i.e. Choice Theory?  
|                     | Are individuals who are co-managed receiving extra support? |
| **Roles** | Have roles for class members been developed to determine how each member can contribute according to their strengths and abilities. e.g. monitors, buddies, peer tutors, assistants, carers, coaches. |
| **Recognition** | Are children’s efforts, personal achievements and special talents (academic, social, creative, physical etc.) recognised regularly by both teachers and peers? Are parents/carers involved?  
|                  | Are children’s ideas and thoughts acknowledged? Are they listened to? |
| **Co-Learners** | Are children given the opportunities to help others in a range of activities, to feel important about what they can offer? |
| **Competence** | Are children encouraged to do quality work?  
|                  | Are children encouraged to achieve at a high personal standard?  
|                  | Are children individually assisted to become competent across curriculum areas? |
| **Feedback** | Do you provide needs-satisfying feedback to cater for the Power need? e.g.  
|                  | - ‘I bet you’re pleased with yourself.’  
|                  | - ‘What an achievement!’  
|                  | - ‘You’re really good at this.’ |
# SUNSHINE BEACH STATE SCHOOL

## LEARNER BASIC NEED – FREEDOM

| Choices | - Is some choice incorporated into learning experiences e.g.  
| - Do learners have options in work tasks?  
| - Is content sometimes negotiable?  
| - Are learners able to choose the sequence for when tasks will be completed?  
| - Do learners sometimes have a say about learning partners or work groups?  
| - Are learners free and encouraged to be creative in activities?  
| - Are learners able to demonstrate their learning in a variety of ways? |

| Class Meetings | - Are class meetings held to discuss issues, solve problems, celebrate successes, address needs? |

| Self-direction & Management | - Is being self-managed and self-directed encouraged?  
| - Are learners setting individual short term and long term goals?  
| - Are learners negotiating parts of the curriculum?  
| - Are learners involved in self evaluation and reporting?  
| - Is learner-initiated learning valued and encouraged? |

| Personal Responsibility | - Are learners taught that they are in control of their behaviour – that what they do and think influences what happens, that how they behave is their choice so they alone are responsible for their behaviour? |

| Opinions | - Are learners' opinions sought?  
| - Do they 'have a say' at times in what's happening?  
| - Is learner feedback sought regarding classroom experiences and learning activities?  
| - Do learners feel they are listened to? |

| Passions | - Do you provide time for learners to pursue their individual passions so learners feel they have control of their learning?  
| - Is free time set aside for learners to indulge in personal pursuits? |

| Timetable | - Are timetables flexible to response to spontaneous issues?  
| - Is routine sometimes changed on a whim?  
| - Is free time set aside for learners to indulge in personal pursuits  
| - Is the routine open to negotiation at times? |

| Optimism | - Is optimism nurtured:  
| - Are learners encouraged to look for the positives in life? |

| Emotions | - Is the expression of emotions encouraged?  
| - Are learners free to express how they feel? |

| Feedback | - Do you provide needs-fulfilling feedback to cater for the Freedom need? e.g.  
| - 'You know what you want and you choose the right way to get it.'  
| - 'You certainly know what you’re doing.' |
### Appendix 3

#### SUNSHINE BEACH STATE SCHOOL

**LEARNER BASIC NEED – FUN & ENJOYMENT**

<table>
<thead>
<tr>
<th>Category</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td>Are children enjoying learning?</td>
</tr>
<tr>
<td></td>
<td>Are activities interesting and stimulating for children?</td>
</tr>
<tr>
<td></td>
<td>Is there a variety of activities to appeal to the range of learning styles and multiple intelligences?</td>
</tr>
<tr>
<td></td>
<td>Are learning tasks real or life-like to ensure relevance to the learner?</td>
</tr>
<tr>
<td></td>
<td>Are activities inclusive of learners’ culture, e.g. popular music, fashion, language, movies, sports, games?</td>
</tr>
<tr>
<td></td>
<td>Are activities kept short and varied to maintain concentration?</td>
</tr>
<tr>
<td></td>
<td>Is there a balance between challenge and success for each individual so that enjoying success is a reality?</td>
</tr>
<tr>
<td>Feedback</td>
<td>Is positive need-fulfilling feedback incorporated into activities?</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Are children aware that you as the teacher are enthusiastic about the tasks, about the children’s involvement and about their success?</td>
</tr>
<tr>
<td>Humour</td>
<td>Is laughter a feature of your classroom?</td>
</tr>
<tr>
<td></td>
<td>Is fun encouraged?</td>
</tr>
<tr>
<td></td>
<td>Do you all have fun together?</td>
</tr>
<tr>
<td>Play</td>
<td>Is the value of play in learning recognised?</td>
</tr>
<tr>
<td></td>
<td>Do all children know how to play?</td>
</tr>
<tr>
<td></td>
<td>Are games a feature in class activities?</td>
</tr>
<tr>
<td>Free Time</td>
<td>Are opportunities available for children to participate in fun activities of their choice?</td>
</tr>
<tr>
<td>School Activities</td>
<td>Are children participating in school-wide fun activities such as discos, Jogathon, concerts?</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>Are you flexible enough to seize the moment?</td>
</tr>
<tr>
<td></td>
<td>Are activities changed on a whim when warranted?</td>
</tr>
<tr>
<td>Feedback</td>
<td>Do you provide needs-satisfying feedback to cater for the Fun need? e.g.</td>
</tr>
<tr>
<td></td>
<td>- ‘Go for it’</td>
</tr>
<tr>
<td></td>
<td>- ‘Good onya kid’</td>
</tr>
<tr>
<td></td>
<td>- ‘That a handsome devil!’</td>
</tr>
</tbody>
</table>
**Appendix 3**

**SUNSHINE BEACH STATE SCHOOL**

**LEARNER BASIC NEED – SURVIVAL**

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Temperature**| • Is it cool enough? (ventilation, fans, open windows)  
• Is it warm enough? (no draughts, heaters)                                                                 |
| **Light**      | • Is there adequate lighting in all areas of the workplace?                                                                                   |
| **Furniture**  | • Are desks and chairs the correct height? Are they comfortable?  
• Are there areas on which to spread out to work?                                                                                          |
| **Water**      | • Is water readily available as needed? (children require substantial amounts of water especially in hot weather)                              |
| **Food**       | • Have children eaten breakfast?  
• Do they have adequate and nutritious food at school? Are they eating it?  
• Are lunches kept in a cool place to prevent spoilage?  
• Are lessons on nutrition included in the class curriculum?                                                                               |
| **Rest**       | • Are relaxation periods incorporated into the school day?  
• Are there times when less demanding tasks are expected?                                                                                   |
| **Exercise**   | • Do children have opportunities to stretch, to exercise muscles, to move around at intervals throughout the day?  
• Are alternatives to traditional forms of exercise offered?                                                                                 |
| **Personal Safety** | Do all children feel physically safe and free from fear of ridicule or humiliation from others?  
• Have children developed effective strategies for dealing with physical and verbal harassment?                                             |
| **Safety**     | • Is the classroom safe?  
• Is the furniture secure  
• Are electrical points overloaded?                                                                                                        |
| **Personal Items** | Are all items named to prevent loss?  
• Are unattended classrooms locked to prevent theft?  
• Are children not leaving valuables in school bags?                                                                                     |
| **Parents/Carers** | Do parents/carers make instructions clear to children?  
  e.g. where to collect them after school?                                                                                                   |
| **Plants**     | • Does the room contain oxygen-producing plants?                                                                                              |
| **Hygiene**    | • Are children displaying hygienic habits? Do they know how to care for their bodies to prevent illness?  
• Is soap for hand washing available?  
• Are tissues freely available?  
• Is the classroom clean?                                                                                                                  |
| **Shelter**    | • Are children using covered walkways and playing under cover in inclement weather  
• Are children wearing hats outside and playing in the shade in really hot weather                                                                 |
| **Feedback**   | • Do you provide feedback that’s likely to be needs-satisfying to the children’s survival need?  
  e.g. ‘We all look after each other here.’ ‘You’re safe here, you can relax.’                                                              |


**What are our Sunny Solutions?**

- They are effective strategies to develop problem-solving skills for our learners.
- A whole school approach that can also eradicate bullying.
- It is a five step strategy that can be used in the classroom, in the playground and for perceived bullying incidents

**As a staff member**

- We want to teach our learners the skills which will build their self-esteem and empower them to take responsibility to practise these skills.
- We want to promote pro-active strategies to prevent incidents escalating to bullying.

**Use the Sunny Solutions**

- **IGNORE**
- **WALK AWAY**
- **TALK FRIENDLY**  
  
  _THE ORDER IN WHICH THE FIRST FOUR STRATEGIES ARE USED CAN BE INTERCHANGED_

- **SEEK SUPPORT**

**Ignore**

- Pretend you didn’t hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

  USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE
### Sunshine Beach State School
#### SELF MANAGEMENT PROFILE  2009

Each learner self-evaluates at the end of Semester 2

### Care for Yourself

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Most Times</th>
<th>Hardly Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I keep myself neat and clean. (e.g. I shower and clean my teeth every day).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I wear my school uniform and shoes to school every day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I wear a hat outside each day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I wash my hands whenever I use the toilet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I walk, not run on concrete and play safely.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I stop, think, then choose. I make sensible choices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I think, 'Is what I'm doing helping me?'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>If I don't feel safe, I would move away and talk to an adult I trust.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Care for Your Learning

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Most Times</th>
<th>Hardly Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have everything I need ready before class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I make sure I'm on time to class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I do the best job I can.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I listen when the teacher or group leader is speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I ask questions when I don't understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I complete all my set work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I ask for help when I need it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I look after my books and property.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learner:** I think I am:  
- [ ] self managed  
- [ ] co-managed (others need to help me)

**Teacher's comment:** ________________________________

### Care for Others

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Most Times</th>
<th>Hardly Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I treat others well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I speak politely to others. I don't swear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I allow others to be safe. I choose 'Hands Off'.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I leave sticks, stones, and other dangerous things on the ground.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I solve my problems peacefully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I allow others to learn in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I leave other people's property alone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I stay seated on the bus and follow the bus driver's instructions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Care for Our School

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Most Times</th>
<th>Hardly Ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I help keep our buildings and classrooms clean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I eat in the eating areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I put my litter in the bins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I keep my desk and tray tidy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I put things away after using them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I return all books and things I borrow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I look after our gardens, trees and wildlife.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I stay out of 'out of bounds' areas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Parent's / Carer's comment:** ________________________________

**Signature:** ________________________________
There are 5 power bases of influence from which we can operate as a teacher. Behaviours associated with these bases are described below.

1) **REWARD** - We can use reward to try to control others’ behaviour.
   - e.g. ‘If you finish that work by Thursday, we can have free time on Friday’.
   - e.g. ‘Those who have earned tickets can now choose a prize’.

2) **THREAT** - We have the power to threaten.
   - e.g. ‘If you don’t get better results you won’t be going on the excursion/camp’.
   - e.g. ‘If you don’t stop talking, you’ll be picking up papers at lunch’.

3) **STATUS** - Some expect our status should result in compliance with what we want.
   - e.g. ‘I’m the teacher….you do what I say’.
   - e.g. ‘Don’t you dare speak to me that way!’

Using your status doesn’t seem to work as well as it used to. Learners often ask, ‘Why?’

Now we all use these three are common power bases at one time or another. But they are basically methods of Boss Management based on an External Control Psychology.

If you depend on only these three excessively it can lead to a lot of stress. Using external control strategies is often a win/lose situation and there are definite limits to each one. These strategies do in fact, work at times, but only when acceptance of the reward or avoidance of the punishment is needs-satisfying for the learner.

Use of these power bases does **not** contribute to the learner’s becoming self-managed which is our ultimate desired outcome. They help to keep learners at a co-managed level. There are however two other major power bases that all effective teachers use to persuade and influence.

4) **EXPERTISE** - Expertise in curriculum areas, and expertise as a teacher generally.

   We all know teachers who have become experts in certain subject areas, or classroom teachers who can get groups operating, or get individuals working effectively by teaching in the ways the various individual learners learn and keeping their lessons interesting and enjoyable.

5) **PERSONAL POWER** - comes from:
   - understanding yourself;
   - understanding others
   - understanding how relationships work

It’s about knowing and being aware of our own selves as people, of the behaviours we are using, and why we behave in certain ways. It’s also about knowing learners well, connecting with them and communicating with them as individual people. Our power to persuade and influence others is directly proportional to the quality of the relationships we have with them.

**The amazing thing about Power Bases 4 and 5 is that they are limitless.**

You can go on expanding these 2 power bases to influence others ad infinitum. The more these are used, the more learners are likely to move from co-management towards self-management.
Sunshine Beach State School
Behaviour Reflection

Name ___________________________     Date ______     Class _____

Is what I’m doing getting me what I want?

What did I do?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What did I really want when I did it?
____________________________________________________________________
____________________________________________________________________

What are the consequences of what I did?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Did doing it help me get what I wanted?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What are some other things I can do to get what I want?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

If I don’t know what else to do, how can I find out?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What is my plan?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Sunshine Beach State School

Critical Behaviour Management Plan

Classroom behaviour management procedures in line with Sunshine Beach Responsive Behaviour Plan:
- Redirect
- Give options
- Follow through
- Counsel
- Self-evaluation/planning time

Learner chooses unsafe or violent behaviour

Teacher includes class: quietly leave room and calmly assemble in the playground:angan. V.S: angan_au: us: 1004.

Learner refuses to leave room and go to office to calm down

Class teacher calmly refuses the request to leave the room. The learner is privately reminded that the consequence of refusing to leave is that the office will be called and someone will need to come to escort him/her.

Teacher phones office or sends two learners to office to request assistance.

Admin Officer notifies:
- Principal
- Deputy
- Behaviour Support Teacher

Teacher phones the office (O2O) to inform admin learner is on their way.

School leader assumes control of situation. Class teacher stays with class.

Teachers and learners debriefed and supported.
# Incident Report

**Name:**

**Date:**

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name</th>
<th>PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
<td>Time incident started</td>
</tr>
<tr>
<td>Where was the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was working with the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Where was staff when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who was next to the student when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>Who else was in the immediate area when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>What was the general atmosphere like at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What was the student doing at the time of the incident?</td>
<td></td>
</tr>
<tr>
<td>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</td>
<td></td>
</tr>
<tr>
<td>Describe what the student did during the incident.</td>
<td></td>
</tr>
<tr>
<td>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</td>
<td></td>
</tr>
<tr>
<td>Describe who or what the incident was directed at.</td>
<td></td>
</tr>
<tr>
<td>What action was taken to de-escalate or re-direct the problem?</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>
</tr>
</tbody>
</table>
APPENDIX 11

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.
The Use of Personal Technology Devices at School

APPENDIX 12

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras 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.

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. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Sunshine Beach. 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;
- disseminating material (through text messaging, display, internet uploading etc);
- 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, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
We can work together to keep knives out of school. At Sunshine Beach 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.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

Sunshine Beach State School 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.
- 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.

Sunshine Beach State School is an Education Queensland School and as such the following actions can be undertaken:

- School property such as desks or lockers 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 Sunshine Beach 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.