Miami State High School’s

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

Vision: First Class Location, World Class Education
Mission: To generate innovative opportunities that excite, engage and empower everyone, everyday
Values: Respect-Connect-Inspire

1. Purpose

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

This Responsible Behaviour Plan for Students is designed to facilitate high expectations of behaviour so that the learning and teaching in our school can be effective and students can engage positively within our school and the wider community.

2. Consultation and data review

Miami State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through the analysis of the School Opinion Survey, which was presented to the Leadership Team and teachers by the Executive Leadership Team.

The Plan was endorsed by the Principal and the Chair of the School Council.

3. Learning and behaviour statement

All areas of Miami State High School and the wider community, including all digital platforms, are learning and teaching environments. We consider all behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, proactively preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared high expectations for student behaviour are clearly communicated to all stakeholders, assisting Miami State High School to create and maintain a positive and engaging learning and teaching environment. 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 values to teach and promote our high expectations of positive behaviour: Respect-Connect-Inspire.

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Miami State High School we emphasise the importance of explicitly 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 which is designed to proactively prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school values. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
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<tbody>
<tr>
<td>ALL AREAS</td>
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<tr>
<td><strong>RESPECT</strong></td>
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<tr>
<td>▪ Use all equipment appropriately</td>
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<tr>
<td>▪ Keep hands, feet and objects to yourself</td>
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<td>▪ Respect others’ personal space and property</td>
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<tr>
<td><strong>CONNECT</strong></td>
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<tr>
<td>▪ Use polite language</td>
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<td>▪ Follow instructions straight away</td>
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<td><strong>INSPIRE</strong></td>
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<tr>
<td>▪ Be on time</td>
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<tr>
<td>▪ Be in the right place at the right time</td>
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<tr>
<td>▪ Be engaged, inspired and empowered every day</td>
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<tr>
<td>▪ Complete all set tasks</td>
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These expectations are communicated to students via a number of strategies, including:

- Code of School Behaviour (signed upon enrolment)
- Student Planners
- Behaviour expectations outlined by classroom teachers
- Active supervision by staff during classroom and non-classroom activities
- Reinforcement of expectations at School Assemblies and in the School Newsletter

Miami State High School 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.
- Student Engagement Team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Miami State High School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

- The use of Digital Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate use of Social Media (Appendix 3).

Reinforcing expected school behaviour

At Miami State High School 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 tracking system has been developed by the Student Engagement Team. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff (i.e. DA 9 - Building Relationships). All staff members are trained to celebrate the successes of students in line with the school’s pedagogical framework (ASoT).

Responding to unacceptable behaviour

1. Whole School Positive Behaviour Support: Behaviour Expectations Referral

   When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to:
   - remind the student of expected school behaviour, and
   - redirect their behaviour so that it aligns with our school’s values and high expectations.

2. Targeted Positive Behaviour Support: Engagement Program

   Students may be identified by the Student Engagement Team through our formal recognition and tracking system as needing targeted behavioural support. Parents of identified students will be contacted and students accepted into the Engagement Program attend their normal scheduled classes and activities with appropriate adjustments if required. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training to ensure that the students’ behaviour aligns to the school’s values.

3. Intensive Positive Behaviour Support: Future Pathway Providers

   Miami State High School recognises that students (current and future) with highly complex and challenging behaviours need comprehensive systems of support. The Student Engagement Team:
   - identifies relevant students and contacts the student’s parents
   - provides individual case management of identified students
   - works with other staff members to develop appropriate positive behaviour support strategies
   - works with external agencies to develop appropriate positive behaviour support strategies
   - monitors the impact of support for individual students through ongoing data collection
   - makes adjustments as required for the student

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5. Consequences for Unacceptable Behaviour

Miami State High School makes systematic efforts to proactively prevent problem student behaviour by teaching and reinforcing expected behaviours.

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 Executive Leadership Team.

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

1. **Stop, Think and Choose:** Initial behaviour redirection using classroom behaviour management skills by the teacher
   - WHAT is the expectation?
   - HOW did your choices affect your learning?
   - HOW will you change your behaviour?

2. **Junior Secondary Students - Buddy Class/HOD Referral:** Continued refusal to comply with classroom expectations will result in students choosing to be removed from their classroom and being referred to a buddy class or relevant HOD.

3. **Senior Secondary Students – ELT:** Continued refusal to comply with classroom expectations will result in students choosing to be removed from their classroom and being referred to the relevant Deputy Principal. Staff members calmly state the problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Behavioural Expectations Referral form and has the student escorted to Administration.

4. Warning regarding future consequence for repeated offence
5. Parent contact
6. Behaviour incident recorded (OneSchool)
7. Referral to Student Engagement Team
8. Suspension from school; and/or
9. Implementation of a Teaching and Learning / Enrolment Contract

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of the Executive Leadership Team.

Major behaviours result in an immediate referral to the relevant Deputy Principal because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Behavioural Expectations Referral form and has the student escorted to Administration.

Major problem behaviours may result in consequences 5-9 identified in the minor behaviour breaches and the following:

- Cancellation of Enrolment (Senior Students) or recommendation of exclusion from school following an immediate period of suspension
The following table outlines examples of minor and major problem behaviours:

<table>
<thead>
<tr>
<th>Minor Behaviour</th>
<th>Possible Consequence</th>
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<tbody>
<tr>
<td>▪ Non-participation in the Education Program</td>
<td>1-10 day Suspension</td>
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<tr>
<td>▪ Inappropriate/disrespectful behaviour toward others of a verbal, sexual, physical, aggressive, or indecent nature</td>
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<td>▪ Inappropriate language or actions towards staff or students</td>
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<td>▪ Inappropriate use of electronic devices and/or media (including the use to harass, intimidate or bully others)</td>
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<td>▪ Use of and/or possession of alcohol</td>
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<td>▪ Use of and/or possession of tobacco or relevant utensils</td>
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<td>▪ Inappropriate use of the school’s IT</td>
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<td>▪ Repeated truancy or unauthorised departure of the school grounds</td>
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<td>▪ Disrespect or theft of others or school property</td>
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<td>▪ Throwing any object in the vicinity of other members of the school community</td>
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<td>▪ Deliberate disobedience of teacher instruction or the schools Code of Behaviour</td>
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<tr>
<td>▪ Repeated incidents of inappropriate targeted behaviour</td>
<td>11-20 day Suspension</td>
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<tr>
<td>▪ Repeated 1-10 day suspensions</td>
<td>Exclusion or Cancellation</td>
</tr>
<tr>
<td>▪ Failure to participate in Education Program</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Behaviour</th>
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<tbody>
<tr>
<td>▪ Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including but not limited to bullying, fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/devices to abuse or denigrate)</td>
<td>Permanent Exclusion (while this outcome may not be given in all cases, it is the likely outcome for the behaviours indicated).</td>
</tr>
<tr>
<td>▪ Behaviour that interferes with the property of the school or others of the school (including but not limited to vandalism, graffiti, wilful damage and theft)</td>
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<tr>
<td>▪ Possession of certain inappropriate items or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers and explosives)</td>
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</tr>
<tr>
<td>▪ Inappropriate use, possession, supply of intoxicating substances and/or utensils (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, and prescription medicine)</td>
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<tr>
<td>▪ Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school</td>
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<tr>
<td>▪ Habitual misconduct/disobedience or other conduct prejudicial to the good order and management of the school (includes repeated breaches of the school’s behaviour plan)</td>
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6. Emergency or Critical Incident Responses
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour.

Basic defusing strategies
1. **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.

2. **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.

3. **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.

4. **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.

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

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Miami State High School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

Record keeping

7. Network of Student Support
Students at Miami State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Heads of Department
- Executive Leadership Team
- Student Engagement Team
- Senior Guidance Officer
- Junior Guidance Officer
- School Chaplain
- School Based Youth Health Nurse
External support is also available through the following government and community agencies:
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- External Educational Facilities and Programs

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

**Miami State High School** 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
- recognising and taking into account students’ age, gender, disability, cultural background, socio-economic 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.

**9. Related legislation**
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
- Human Rights Act 2019

**10. Related policies and procedures**
- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
11. Some related resources

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

Endorsement

Principal – Sue Dalton

Chair, School Council – John Campbell

Effective Date: 1 January 2019 – 31 December 2019
Appendix 1

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

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.

The use of mobile phones and other personal technology devices is subject to the following guidelines.
1. These are to be switched off during class time to enhance the learning environment.
2. These will be confiscated by the teacher if used during class time without teacher permission.
3. These confiscated items may be collected from Administration at the end of the school day.

Parent/Carers will be asked to collect the phone for more than three confiscation in the term. The recording of voice and images by mobile phone or other device and sharing of these recordings and images will be regarded as gross misconduct and will be subject to consequences as referred to in the school’s Responsible Behaviour Plan.

Student involved in:
1. recording; and/or
2. disseminating material (through text messaging, display, internet uploading etc); and/or
3. knowingly being a subject of a recording

Breach of this policy is a gross breach and subject to consequences (including suspension or 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.

Security, Theft, Damage and Insurance
Devices are the sole responsibility of the student. The school accepts no responsibility for the security or safety of the device. Students are responsible for the security of the device and it is recommended that a suitable protective bag be used with the device. Should damage to the device occur whilst at school by other student/s the school may not be in a position to provide any information regarding the incident.

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 Student Engagement Team.

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 she/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.
We uphold the value of trust and the right to privacy at Miami State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony and will not be tolerated.

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 may be subject to discipline (including suspension or recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

**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.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
At Miami State High School, the learning 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

There is no place for bullying in Miami State High School.

Bullying behaviours that will not be tolerated at Miami State High School include:
- name-calling, taunting and mocking
- making offensive comments
- kicking, hitting and 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

THE ‘MIAMI 5’ BULLYING PROCESS
The ‘Miami 5’ is the school’s common process for students to use when dealing with situations of potential conflict or unwanted attention. These 5 steps help students to know what to say in such situations and it helps the perpetrator to recognise the ‘common language’ which signals that their behaviour is unacceptable and/or unwanted.

The 5 Steps
1. Ignore
In the first instance a student should attempt to ignore the comments/behaviour of another student. This response may lead the other student to stop. Some students feel comfortable using humour as a response to negative behaviour but sometimes it can escalate the unwanted behaviour from the other student. If the behaviour involves physical aggression the incident should be reported immediately.

2. Walk Away
Where possible a student should also move away from the other student/s.

3. Speak Friendly
If a student feels they cannot ignore or walk away or the behaviour is repeated they make the following statement in a calm (friendly) voice: “Will you please stop saying/doing that. I don’t like it!”

4. Speak Firmly
If the behaviour from the other student is repeated a student should make the following statement in a firm (not angry) voice: “I have asked you to stop saying/doing that. If you don’t stop I will report you.” OR “I have asked you to stop saying/doing that. If you don’t stop I will need to talk to someone about this.”

5. Report
If the behaviour is repeated again the student reports the incident/s to an appropriate staff member and an Incident Statement form is completed by the student and responded to by the appropriate staff member.
Appendix 3

Appropriate use of social media

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Miami State High School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Miami State High School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Miami State High School engaging in appropriate online behaviour.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come. If inappropriate online behaviour impacts on the good order and management of Miami State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension or recommendation for exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Miami State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.
Appendix 4

Formal debriefing
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; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- 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?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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).