



The Code of School Behaviour

Better Behaviour
Better Learning

Boonah State High School's

Responsible Behaviour Plan for Students 2016 – 2019

Revised September 2017

based on *The Code of School Behaviour*

1. Purpose

Boonah 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.

Boonah State High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

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

2. Consultation and data review

Boonah State High School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings and workshops held during Term 4, 2015. A review of school data sets from 2013-2015 also informed the development process.

The Plan was endorsed by the Principal and the President of the P&C.

3. Learning and behaviour statement

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

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

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

- Respect ourselves, others and the community
- Act responsibly and ethically
- Value effort

In simple terms, these translate to four guiding statements for student behaviour across all school settings:

- Be **P**repared
- Be **R**esponsible
- Be **O**n task
- Be **P**olite

Our school Responsible Behaviour Plan has 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 Boonah State High School 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 which is designed to 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.

BOONAH STATE HIGH SCHOOL SCHOOL WIDE EXPECTATIONS		
VALUES	DURING CLASS	ALL OTHER TIMES
<i>Respect ourselves, others and the community</i>	Wear the correct uniform with pride Enter and exit rooms in an orderly manner Follow Staff instructions Respect the rights of others to learn Value the opinions of others – listen Respect the personal space and property of others Use polite and appropriate language Keep the environment clean and tidy	Follow Staff instructions Wear the correct uniform with pride Respect the personal space and property of others Use polite and respectful language at all times whether in person or online Keep the environment clean and tidy Walk quietly and orderly so others are not disturbed Listen to others Use equipment/facilities with care Use break time to access amenities Attend bus parade as required and wait to be dismissed Leave school grounds promptly when dismissed Take care and be aware of your own belongings as well as the belongings of others Actively participate in school and community sporting and social events Acknowledge the efforts and achievements of others appropriately
	Be on task Use equipment/facilities with care Be in the right place at the right time Only access personal technology devices (phones, iPads, laptops etc) when directed by the Teacher Ask for Staff permission to leave the classroom	
	Be prepared for class Complete set tasks Participate Take an active role in classroom activities Take pride in own and others achievements	
<i>Act responsibly and ethically</i>		
<i>Value effort</i>		

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

- Reinforcement of school values at School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- Modelling by all school community members;
- Promotion across various media including the school planner, classroom posters, Facebook, the school website and newsletters;
- School camps at certain year levels with specific focus on leadership skills, teamwork, and personal development that is aligned with and reflective of Boonah State High School's values.

Boonah 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;
- A Behaviour Committee comprised of Year Level Coordinators, a representative of the Wellbeing Centre and a Deputy Principal that is responsible for regular provision of information to staff and parents via review of student behaviour levels and organisation of activities that reward positive behaviour;
- Induction programs in Boonah State High School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- The availability of 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;
- Fostering the development of engaging and relevant curriculum;
- Completing Risk Assessments for all relevant activities.

Specific policies have been developed to address:

- Anti-Bullying
- Acceptable Use of School Digital Resources
- Acceptable Use of Personal Digital Resources

These are available in the School Prospectus and updated annually

Reinforcing expected school behaviour

At Boonah 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 monitoring system of Behaviour Levels has been developed. This 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 feedback and allow students to take ownerships of their behaviour.

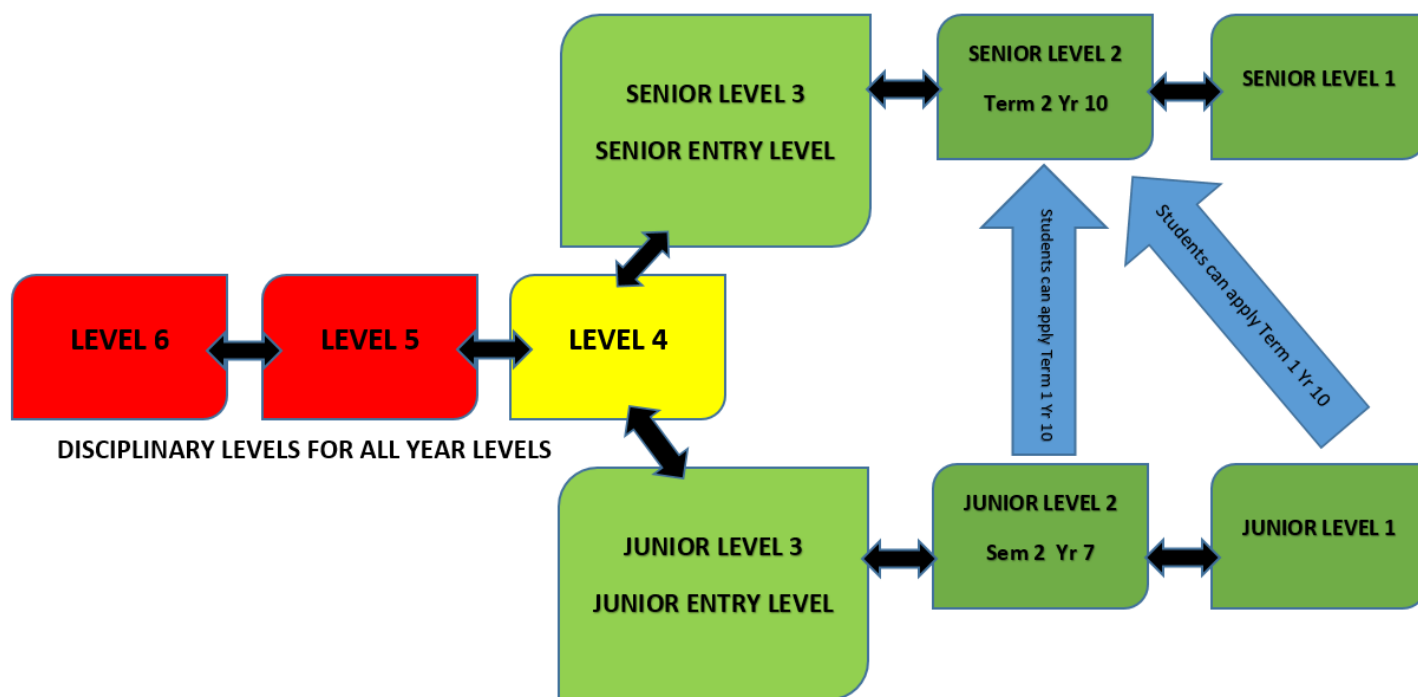
Specific programs at Boonah State High School that recognise positive student contributions include:

- Gotcha Awards for Year 7 students;
- Recognition and Rewards Scheme in the Junior School;
- Industry and Effort Awards;
- Positive Behaviour Level Support Indicators for Levels 1, 2 and 3 in the Junior and Senior school;
- Reward trips for students of Behaviour Levels 1,2 and 3 throughout the year;
- Student leadership positions in both the Junior and Senior school.

Behaviour levels

Boonah State High School has adopted a system of behaviour levels in order to encourage and recognise positive school behaviour. Levels 3, 2 and 1 are recognised as positive behaviour levels. Students must apply to move to Levels 1 and 2 in order to recognise and celebrate their school wide positive behaviour. These applications are considered at a weekly Behaviour Committee meeting and successful students are awarded with a certificate and the relevant star badge on whole school assemblies. A letter is also sent to parents to communicate and congratulate them on their student's success.

POSITIVE BEHAVIOUR LEVELS YEARS 10-12



POSITIVE BEHAVIOUR LEVELS YEARS 7-9

The following tables display the attributes required by students on these levels:

Positive Junior School Behaviour Indicators

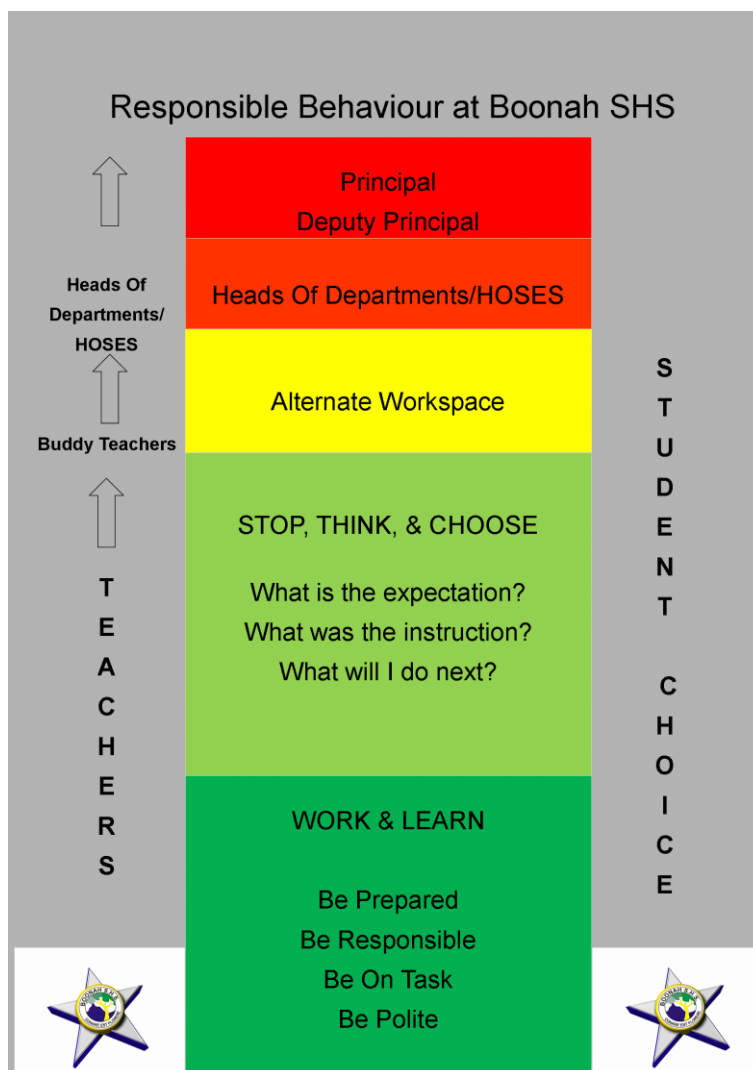
LEVEL 3 INDICATORS	LEVEL 2 INDICATORS	LEVEL 1 INDICATORS
<ul style="list-style-type: none"> <input type="checkbox"/> School approved attendance rate is at 85% or higher <input type="checkbox"/> Demonstrates PROP values <input type="checkbox"/> Fulfils the BSHS Responsible Behaviour Plan <input type="checkbox"/> Wears uniform to an acceptable standard and follows the BSHS Uniform Policy <input type="checkbox"/> Respects themselves, others and community members <input type="checkbox"/> Acts Responsibly and Ethically <input type="checkbox"/> Values effort <p><i>Students who maintain Junior Level 3 or above are entitled to be involved in all school sporting teams, social events, camps and excursions.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> School approved attendance rate is 90% or higher <input type="checkbox"/> Always wears uniform with pride and to a high standard by following the BSHS Uniform Policy <input type="checkbox"/> Is respectful to Staff and Peers <input type="checkbox"/> Consistently demonstrates behaviour that reflects the BSHS Responsible Behaviour Plan <input type="checkbox"/> Participates in all School Curricular and a variety of co-curricular activities including attendance at all Sporting Carnivals <input type="checkbox"/> Completes classwork, homework and assessment items on time and to a standard that reflects the best of their personal ability 	<ul style="list-style-type: none"> <input type="checkbox"/> Within the bounds of school has demonstrated leadership in some fashion <input type="checkbox"/> School approved attendance rate is 95% or higher <input type="checkbox"/> Always wears uniform with pride and to a high standard by following the BSHS Uniform Policy <input type="checkbox"/> Is respectful to Staff and Peers <input type="checkbox"/> Consistently demonstrates behaviour that reflects the BSHS Responsible Behaviour Plan <input type="checkbox"/> Participates in all School Curricular and a wide variety of co-curricular activities including attendance at all Sporting Carnivals <input type="checkbox"/> Completes classwork, homework and assessment items on time and to a standard that reflects the best of their personal ability

Positive Senior School Behaviour Indicators

LEVEL 3 INDICATORS:	LEVEL 2 INDICATORS	LEVEL 1 INDICATORS
<ul style="list-style-type: none"> <input type="checkbox"/> School approved attendance rate is at 85% or higher <input type="checkbox"/> Demonstrates PROP values <input type="checkbox"/> Fulfils the BSHS Responsible Behaviour Plan <input type="checkbox"/> Wears uniform to an acceptable standard and follows the BSHS Uniform Policy <input type="checkbox"/> Respects themselves, others and community members <input type="checkbox"/> Acts Responsibly and Ethically <input type="checkbox"/> Values effort <p><i>Students who maintain Senior Level 3 or greater are expected to be in attendance at all organised school activities and are entitled to be involved in all school sporting teams, social events, camps and excursions.</i></p>	<p>Students at this level are actively involved in their education and school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> School approved attendance rate is 90% or higher <input type="checkbox"/> Always wears uniform with pride and to a high standard by following the BSHS Uniform Policy <input type="checkbox"/> Is respectful to Staff and Peers <input type="checkbox"/> Consistently demonstrates behaviour that reflects the BSHS Responsible Behaviour Plan <input type="checkbox"/> Participates in all School Curricular and a variety of co-curricular activities including attendance at all Sporting Carnivals <input type="checkbox"/> Completes classwork, homework and assessment items on time and to a standard that reflects the best of their personal ability 	<p>Students at this level display commitment to their education, and are very actively involved in the school and community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently shows initiative and leadership within the school and wider community <input type="checkbox"/> School approved attendance rate is 95% or higher <input type="checkbox"/> Always wears uniform with pride and to a high standard by following the BSHS Uniform Policy <input type="checkbox"/> Is respectful to Staff and Peers <input type="checkbox"/> Consistently demonstrates outstanding behaviour that reflects the BSHS Responsible Behaviour Plan <input type="checkbox"/> Participates in all School Curricular and a wide variety of co-curricular activities including attendance at all Sporting Carnivals <input type="checkbox"/> Completes classwork, homework and assessment items on time and to a standard that reflects the best of their personal ability

Responding to unacceptable behaviour

At Boonah State High School, students and staff employ the traffic light system to deal with Classroom Behaviour. Copies of this are available in all classrooms as well as the Student Planner.



5. Consequences for unacceptable behaviour

Boonah State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. All behaviours and associated contact is required to be entered into One School and referred to the appropriate staff member.

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 HODS and/or 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 serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of Heads of Department and/or School Administration.

Major behaviours result in an immediate referral to Heads of Department and/or Administration because of their seriousness. When major problem behaviour occurs, staff members must complete the Behaviour tab in One School and refer the incident to the appropriate Year Level Coordinator (for information), Head of Department (for action) and Administration (for action).

Ensuring consistent responses to problem behaviour

At Boonah State High School, staff members who issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through this and the behaviour level system, we work to ensure consistent responses to problem behaviour across the school. Disciplinary Behaviour levels are Levels 4,5 and 6. **Students on Levels 4 and 5 are not eligible to attend organised school activities including sporting teams, social events, camps and excursions. Students on Level 4 will need a dispensation from the Principal.** The following tables display the behaviours that **may** reflect student placement at each level:1

LEVEL 4 INDICATORS	LEVEL 5 INDICATORS	LEVEL 6 INDICATORS
<p><i>Non-compliance with the Boonah State High School Responsible Behaviour Plan.</i> <i>Examples include but are not restricted to:</i></p> <p>Respect ourselves, others and the community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> behaviour that brings the school in to disrepute, including: <ul style="list-style-type: none"> - Use of offensive language towards fellow students - Disregard for the property of others that results in minor damage - Inappropriate behaviour in classroom, playground and/or online - Disobedience - Repeated failure to comply with the school uniform policy <p>Act responsibly and ethically:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Truancy <input type="checkbox"/> Lateness to class despite intervention/support <input type="checkbox"/> Failure to comply with the "Hands Off" policy eg tackling/wrestling <input type="checkbox"/> Minor harassment of others verbally or through the use of a carriage system <input type="checkbox"/> Failure to attend detentions <input type="checkbox"/> Disregard of WH&S requirements (throwing objects, dangerous use of equipment) <input type="checkbox"/> Vandalism (minor, removal by student) <input type="checkbox"/> Plagiarism <input type="checkbox"/> Failure to abide by the Acceptable Use of School and Personal Digital Resources policies <p>Value effort:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Failure to co-operate with staff instructions <input type="checkbox"/> Repeated non-completion of school or assignment work 	<p><i>Major non-compliance with the Boonah State High School Responsible Behaviour Plan as a single incident or as a repetition of Level 4 Behaviour.</i> <i>Examples include but are not restricted to:</i></p> <p>Respectful ourselves, others and the community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Repeated behaviour that brings the school in to disrepute <input type="checkbox"/> Use of highly offensive language towards fellow students or staff <input type="checkbox"/> Disregard for the property of others that results in major damage <input type="checkbox"/> Highly inappropriate behaviour in classroom, playground and/or online <input type="checkbox"/> Repeated failure to comply with the school uniform policy despite previous support and intervention <input type="checkbox"/> Intimidating or threatening behaviour towards students or staff members <p>Act responsibly and ethically:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Theft of school or personal property. <input type="checkbox"/> Repeated lateness to class despite intervention/support at Level 4. <input type="checkbox"/> Physical assault <input type="checkbox"/> Harassment or denigration of students or staff (including sexual, racial, physical, verbal, bullying in person or via a carriage service) <input type="checkbox"/> smoking at school, or on the way to or from school in school uniform <input type="checkbox"/> Repeated failure to attend detentions despite support <input type="checkbox"/> Repeated disregard of WH&S requirements (throwing objects, use of equipment) <input type="checkbox"/> Inappropriate use of motor vehicles <input type="checkbox"/> Possession/use of pornography/racially/sexually offensive material <input type="checkbox"/> Behaviour on the way to or home from school that brings the good name of the school into disrepute <input type="checkbox"/> Vandalism (major) 	<p><i>Extreme non-compliance with the Boonah State High School Responsible Behaviour Plan as a single incident or as a repetition of Level 5 Behaviour. Students who exhibit these behaviours may be recommended for Exclusion or Cancellation of E1nrolment.</i> <i>Examples include but are not restricted to:</i></p> <p>Respect ourselves, others and the community:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Repeated behaviour that brings the school in to disrepute despite previous support and intervention <input type="checkbox"/> Gross disobedience <input type="checkbox"/> Repeated insolence <p>Act responsibly and ethically:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Repeated/serious physical assault <input type="checkbox"/> Continued/serious harassment of others (including sexual, racial, physical, verbal, bullying in person or via a carriage service) <input type="checkbox"/> Possession/use of illicit substances at school <input type="checkbox"/> Possession/use of illegal/dangerous items (for example, a knife or blade) <input type="checkbox"/> Supply of illicit substances at school or on the way to or from school <input type="checkbox"/> Dangerous/unlawful behaviour (eg. property damage, ringing 000, fraud, motor vehicle incidents, making serious threats towards others via a carriage service) <input type="checkbox"/> Serious vandalism (Property or IT) <input type="checkbox"/> Persistent failure to abide by the Acceptable Use of School and Personal Digital Resources policies <p>Value effort:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Persistent failure to co-operate as a student of the school, despite

<input type="checkbox"/> Disrupting the learning of others	<input type="checkbox"/> Repeated failure to abide by the Acceptable Use of School and Personal Digital Resources policies Value effort: <input type="checkbox"/> Repeated failure to co-operate with staff instructions <input type="checkbox"/> Repeated failure to engage in the teaching/learning process <input type="checkbox"/> Persistent disruption of the learning of others	support and intervention <input type="checkbox"/> Persistent failure to engage in the teaching/learning process
--	---	--

Students also receive instruction in how to respond appropriately when other students display problem behaviour. Students are encouraged to complete an Incident Report (see Appendix 1) in order to allow Administration to investigate and deal with the matter in an appropriate manner.

6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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 Boonah 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.

It is important that all staff understand:

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

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

7. Network of student support

Students at Boonah State High School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Year Level Coordinators
- Head of Department
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Wellbeing Centre Staff
- Senior Guidance Officer
- School Chaplain
- Indigenous Liaison Officer
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

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
- Scenic Rim Regional Council
- Fassifern Community Centre.

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.

Boonah 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
- 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.

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

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

P&C President

Effective Date: 30 September 2017



BOONAH STATE HIGH SCHOOL STUDENT INCIDENT REPORT

Date of Report: _____ Time of Report: _____

Reporting Student's Name: _____ Form: _____

Date of Incident: _____ Time of Incident: _____

Where did incident happen?:

People Involved:

Brief Record of Incident: (to be completed by student involved)

Witnesses:

Signature

OFFICE USE ONLY

Parent/Caregiver Contacted:

Yes No

First Aid Administered:

Yes No

Ambulance Called:

Yes No

Health & Safety Incident Report:

Yes No

Suspension:

Yes No

Entered on One School:

Yes No

Regional Office Contacted:

Yes No

Notes:

_____ / /

Signature

Dat

