Southport Special School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose
Southport Special School is committed to providing a safe, respectful and supportive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review
Southport Special School developed this plan in collaboration with our school community. Broad consultation with parents (P&C/Chair of school Council), staff and students was undertaken through survey distribution and community meetings held during July 2017.

A review of education for students with disability in Queensland State Schools was considered and included as part of this school-wide Responsible Behaviour Plan. A review of school data sets from 2016-2017 also informed the development process. Consultation with the Positive Behaviour for Learning (PB4L) Coach informed this plan. The Plan was endorsed by the Principal and the President of the P&C/Chair of the School Council.

3. Learning and behaviour statement
All areas of Southport Special School are learning and teaching environments. We consider behaviour support 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 supporting and preventing behaviour is, PB4L.

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- Be safe
- Be kind
- Be a learner

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

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Southport Special 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 complex and challenging behaviour and to provide a framework for responding to this behaviour.

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

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Class</th>
<th>Bus</th>
<th>Bikes</th>
<th>Playground</th>
<th>Bathrooms</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>Keep hands, feet and body to self</td>
<td>Wait quietly</td>
<td>Wear a helmet</td>
<td>Wear a hat</td>
<td>Wash hand after using bathroom</td>
<td>Stay with group</td>
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<td></td>
<td>Give others personal space</td>
<td>Wait in correct area</td>
<td>Stay in the correct area</td>
<td>Keep sticks and stones on the ground</td>
<td>Use bathroom appropriately</td>
<td>Stay aware of environment</td>
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<td>Sit in correct area</td>
<td>Wear your scooter</td>
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<td>Use equipment appropriately</td>
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<tr>
<td><strong>Be Kind</strong></td>
<td>Use friendly language</td>
<td>Use manners</td>
<td>Help others</td>
<td>Care for property and others belongings</td>
<td>Fill the bucket</td>
<td>Be aware of other people</td>
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<tr>
<td><strong>Be a Learner</strong></td>
<td>Have a go and do your best</td>
<td>Share with others</td>
<td>Take turns</td>
<td>Wait quietly</td>
<td>Follow adult instructions</td>
<td>Whole body listening</td>
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</table>
These expectations are communicated to students via a number of strategies, including:

- PB4L lessons conducted by classroom teachers;
- Reinforcement of learning from PB4L lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities.

Southport Special School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated PB4L section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Southport Special School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Positive Behaviour Support Plans (PBS Plan) developed for students with high behavioural needs (identified within data-tier 3). These PBS Plans are distributed school-wide, 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 Personal Technology 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 Southport Special 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 has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Southport Special School Gotcha rewards:

Staff members hand out Gotchas each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a Gotcha. The gotcha stickers are then added to the sticker chart and students are able to work towards different short and long term rewards.
Positive Behaviour Flow Chart

Southport Special School Reward Flow Chart – 2018

New Sticker Chart

Student receives 10 stickers across 3 areas

1st, 2nd, 4th or 5th Certificate at Assembly

3rd Certificate at Assembly

Principal’s Morning Tea

6th Certificate at Assembly

Semester Celebration Day
A Principal’s Morning Tea is also held once a semester to reward students who display consistent positive behaviour over that period. After the 6th certificate at assembly, there will be a celebration Day.

**Responding to complex and challenging behaviour**

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

   Our preferred way of re-directing low-level problem behaviour is to ask or model with students how they can be a kind, safe, learner. We also use social stories to support this process with visual aids. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

2. **Targeted behaviour support:**
   **Positive Behaviour 4 Learning Team**

   Each year a small number of students at Southport Special School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the challenging behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

   Students referred into the team attend their normal scheduled classes and activities with appropriate adjustments, if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the through academic support, adult mentoring or intensive social skills training.

   Co-ordination occurs through a school-based team with active Leadership support and staff involvement. All staff members are provided with continuous professional development consisting of an overview, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

   Students whose behaviour does not improve with the teams support, or whose previous behaviour indicates a need for specialised intervention, may have a Positive Behaviour Support Plan written to support them further and/or referral to the additional intensive behaviour support, through the PB4L team. This decision will be made in consultation with the Leadership Team, parents/carers and teaching staff.

3. **Positive Behaviour Support Plans**

   If a student is identified as exhibiting a high incidence of complex and challenging behaviours, a positive behaviour support plan is created through the Behaviour Support Team. The Positive Behaviour Support Plan outlines a systemic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the Plan brings together parents, professionals and the student (where appropriate) to consider the student’s current level of performance and to determine needs and priorities. It promotes:

   - Shared responsibility
   - Consensus about behavioural and educational goals of the student
   - Focus on a small number of key behaviours
   - Collective accountability for outcomes
   - Opportunity for communication.
Current “best practice” focuses on non-aversive behaviour support strategies to effect change in behaviour. Educative approaches, including ecological manipulation and positive programming, are most beneficial to the development of positive behaviour.

The Implementation of the PBS Plan Process
PBS Plan will be developed for selected students where appropriate during the school year. Once a PBSP is written, the teacher presents the plan at a staff meeting to facilitate consistency of support for the student. The plan is implemented, data is collected, regular reviews occur and modifications are made as necessary. The suggested time frame for review is:

- informal meeting between teacher and guidance officer each term
- formal meetings twice yearly as part of the ICP or SET Plan process.

At these meetings, evaluation of the plan based upon data collected during this period is undertaken and recommendations regarding changes to the plan implemented. If a PBSP indicates the possible need for staff (trained in) physical intervention (MAPA), further discussion and approval must occur through Stakeholder’s meetings.

4. Intensive behaviour support:
   **Positive Behaviour 4 Learning Support Team**
Southport Special School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The Intensive Behaviour Support Team:
- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Positive Behaviour 4 Learning Support Team
has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and regional behavioural support staff.

5. Intervention and Support for complex and challenging behaviour
Southport Special School makes systematic efforts to prevent complex and challenging student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When challenging behaviour occurs, students experience predictable intervention and support. Our school seeks to ensure that responses to challenging behaviour are consistent and proportionate to the nature of the behaviour. One School is used to record all minor and major behaviour incidents. The recording of three minor behaviours constitutes a major behaviour.

**Minor and major behaviours**
When responding to challenging behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:
- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:
- are minor 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 Administration.
Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or make up work.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal and visual acknowledgement for expected school behaviour.

Major behaviours are those that:
- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. Major behavioural incidents are dealt with on an individual basis. The staff member then completes a One School report. These behaviours may result in a school disciplinary absence.
## RESPONSES TO BEHAVIOUR

<table>
<thead>
<tr>
<th>MINOR RESPONSE</th>
<th>MAJOR RESPONSE</th>
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<tr>
<td><strong>DEAL WITH ON LOCATION</strong></td>
<td><strong>ADMIN ASSISTANCE</strong></td>
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<tr>
<td>Minor - Any situation that can be responded to easily by redirection or warning and does not involve restrictions, threats or the safety of students. Minor breaches of school rules. Does not violate rights of others in an sustained way.</td>
<td>Major - Any disruption that is ongoing, has malicious intent either verbally or physically and puts others at risk. Deliberate actions to the detriment of others.</td>
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<td><strong>1. RULE REMINDER</strong></td>
<td><strong>2. TEACHER WARNING</strong></td>
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<td>Disciplinary: Calling out</td>
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<td><strong>3. THINKING SPACE</strong></td>
<td><strong>4. BUDDY CLASS</strong></td>
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<td>Physical misconduct</td>
<td>Physical misconduct</td>
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<td>Bullying harassment</td>
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<td>Possession of prohibited items</td>
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<td>Substance misconduct involving illicit substances</td>
<td>Substance misconduct involving illicit substances</td>
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<td>Substance misconduct involving tobacco and other legal substances</td>
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<td>Possession of energy drinks</td>
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<td>Possession or caught using prohibited</td>
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## Relate complex and challenging behaviours to positive school behaviours
When responding to challenging behaviours, staff members ensure that students understand the relationship of the challenging behaviour to positive school behaviour. One method that staff members might use to achieve this is to have students:
- articulate the relevant positive school behaviour;
- explain or provide visuals/social stories of how their behaviour differs from positive school behaviour;
- describe or provide visuals/social stories of the likely intervention and support if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with positive school behaviour.

Template Version Control: September 2017
Should a challenging behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the outcome of their challenging behaviour.

**Ensuring consistent responses to complex and challenging behaviour**
At Southport Special School, staff members authorised to issue intervention and support for complex and challenging behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

**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 challenging 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.

Southport Special School staff are trained in lock-down procedures resulting from severe challenging behaviours. Lockdown procedures involve the securing of all staff, students and visitors within a building to prevent a potential harm or injury while the students presenting with challenging behaviours can be calmed, redirected and the threat neutralised.

Severe challenging 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.

A student’s Positive Behaviour Plan should be referred to if available, otherwise use basic defusing strategies.

**Basic defusing strategies**

1. 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, be matter of fact and avoid responding emotionally.

2. 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.

3. 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 behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

4. 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 trained in Management of Aggressive and Potentially Aggressive Persons (MAPA) may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Posing an immediate danger to him/herself or to others.

**Physical Intervention**
School staff are responsible for:
Using physical intervention
- as an immediate or emergency response
- as part of student’s individual plan, including prevention of self-harming behaviours or
- when other options have been considered such as allowing the student to withdraw or
  move away, or moving other people from the situation
- after considering the welfare of student, staff and other students
- with such force as is reasonable under the circumstances
- in conjunction with teaching and reinforcement of alternative appropriate behaviour

Developing strategies to deal with situations involving the use of physical intervention by
- using risk management procedures
- following procedures in accordance with Code of conduct
- following the Student protection procedure

Considering any issues that might exacerbate the situation such as
- body language, tone of voice or facial expressions
- student’s sensitivity to sounds or touch
- student’s methods of communication

Assuming a calm demeanour to avoid escalating student’s behaviour

Maintaining appropriate observation or monitoring of student during and after incident of physical intervention
Following specific processes for
- Physical intervention - immediate or emergency response
- Physical intervention – planned response including prevention of self-harming behaviours
  (individual plan).

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;
- 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 Southport Special School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:
- Parents
- Teachers and Teacher Aides
- Support Staff
- Head of Learning Teams
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- PB4L Team
- Senior Guidance Officer
- Student School Council
- School Based Police Officer
- School Based Youth Health Nurse
- School Based Therapy support.

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
- Neighbourhood Centre.

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

Southport Special School considers the individual circumstances of students when applying support and outcomes 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
- Review of education for students with disability in Queensland state schools, February 2017
- 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

- MAPA Training

11. Some related resources
- Bullying. No Way!
- Positive Behaviour for Learning
- Code of Conduct for School Students Travelling on Buses
Appendix 1

The use of personal technology devices at school

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

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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 school hours.

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

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

Students may be subject to discipline (including suspension and 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.

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.

**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 this 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.
Appendix 2

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

Purpose
Southport Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Southport Special School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Southport Special School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

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

The anti-bullying procedures at Southport Special School are an addition to our positive behaviour for learning processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on
bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our positive behaviour for learning practices will be maintained at all times. This will ensure that:

- Our universal positive behaviour for learning processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

The school's Positive Behaviour for Learning lesson schedule includes lessons targeting processes dealing with bullying behaviour.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Southport Special School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Southport Special School records complex and challenging behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Appropriate use of social media

Southport Special School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Southport Special School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Southport Special School will face disciplinary action for simply having an account on Facebook or other social media site.

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 Southport Special School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Southport Special School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Southport Special School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.
Appropriate use of social media

Students of Southport Special School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Southport Special 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 and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Southport Special 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.

Southport Special School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Southport Special School expects its students to engage in positive online behaviours.
Appendix 4

One School Behaviour Incident Report

Record Incident (Single Student)

Student Involved *

- Family name
- Given name

Staff member *

- Family name
- Given name

Date of Incident *

23-Aug-2017

Incident Details *

- Location
- Staff and students present
- Lesson or event
- Description of the student
- Description of the behaviour of the student
- Where or how the incident took place
- Action taken to de-escalate the behaviour

Guidelines

In accordance with the Information Privacy Act 2000 and the Right to Information Act 2006, all school-based employees need to be vigilant to the way personal information of staff and students is collected, stored, accessed, amended, used and disclosed.

Please remember that any information you record here may be released to the student and their family, and may be used to inform future decisions regarding the student’s education.

Behaviour Strategies

- Bullying/harassment
- Defiant/threat to self
- Disruptive
- Drugs
- IT misconduct

Records of contact

[Table]

Misconduct

[Table]

Total found: 0

Save.
Appendix 5

Debriefing Report

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).