



**Southport**  
Special School

# Student Code of Conduct 2021-2024

## Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.



Queensland Department of Education  
State Schools Strategy 2020-2024



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## Endorsement

Principal Name	Susan Christensen
Principal Signature	
Date	20.1.21
P&C President Name	Cameron Chrichton
P&C President Signature	
Date	20.1.21

## Purpose

Southport Special School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Southport Special School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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# Principals Foreword

Southport Special School has a long and proud tradition of providing high quality education to students in the south east region of Gold Coast. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Southport Special School has three core values, Be Safe, Be Kind and Be a Learner. These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Southport Special School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's multi-tiered systems of support, how we support student wellbeing and details of our extensive student support network. It also explains our whole school approach to school discipline and how we must explicitly teach and differentiate for our students. We've mapped out state and federal legislative delegations that guide our work and assist in creating our own school policies. Finally, we've outlined disciplinary consequences that may apply when students breach the expected standards of behaviour.

I thank the students, teachers, parents and other members of the community for their work in bringing the Southport Special School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.



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Susan Christensen

Principal – Southport Special School

# P&C Statement of Support

As president of Southport Special School's P&C Committee, I support the new Student Code of Conduct.

The ongoing review process led by Thomas McDonald and his team has provided the P&C has an opportunity to overview, collaborate and provide feedback. This has been an important aspect in the development of the Southport Special School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Southport Special School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. We also encourage all parents to reach out to the staff at Southport School to continue the feedback cycle regarding the Student Code, if there are any questions, comments or further explanation needed.

Any parents who wish to discuss the Southport Special School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Southport Special School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.



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Cameron Crichton

President – P&C Committee of Southport Special School

# Consultation

## Phase 1

- Consultation started in July with partner schools of Currumbin Community Special School and Ipswich Special School working with the school PBL leaders and Deputies in an intentional collaboration process.
- The PBL Team developed our schools priority areas reflecting our school strategic plan in August. During this planning time we discussed the importance of having regular, collaborative discussions around behaviour and working on a more positive approach to managing behaviour.

## Phase 2

- Early September, key pieces of the DRAFT code were shared with the Leadership team including Head of Departments and Heads of Learning Teams for feedback opportunities.
- P&C were consulted

## Phase 3

- Shared with the community Communication strategy (website, Facebook, induction, enrolment)

A communication strategy has been developed to support the implementation of the Southport Special School Student Code of Conduct, promotion through the school website, the fortnightly newsletter and staff communications. Any families who require assistance to access a copy of the Southport Special School Student Code of Conduct are encouraged to contact the principal.

# Review Statement

## **Review Statement\***

The Southport Special School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

### School Opinion Survey

The data sets that inform the Student Code of Conduct policy include parent, student and staff satisfaction data drawn from the School Opinion Survey conducted in 2019. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school. Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Please see our School Opinion Survey data from the last 3 years as shown below.

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	94%	98%	89%
• this is a good school (S2035)	97%	100%	92%
• their child likes being at this school* (S2001)	94%	95%	92%
• their child feels safe at this school* (S2002)	97%	98%	91%
• their child's learning needs are being met at this school* (S2003)	97%	95%	89%
• their child is making good progress at this school* (S2004)	94%	100%	86%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	89%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	98%	89%
• teachers at this school motivate their child to learn* (S2007)	97%	100%	86%
• teachers at this school treat students fairly* (S2008)	100%	95%	94%
• they can talk to their child's teachers about their concerns* (S2009)	97%	95%	94%
• this school works with them to support their child's learning* (S2010)	97%	98%	83%
• this school takes parents' opinions seriously* (S2011)	97%	98%	92%
• student behaviour is well managed at this school* (S2012)	97%	93%	88%
• this school looks for ways to improve* (S2013)	97%	98%	89%
• this school is well maintained* (S2014)	100%	100%	91%



Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	98%	99%	92%
• they feel that their school is a safe place in which to work (S2070)	92%	92%	78%
• they receive useful feedback about their work at their school (S2071)	88%	94%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	88%
• students are encouraged to do their best at their school (S2072)	97%	100%	96%
• students are treated fairly at their school (S2073)	100%	100%	91%
• student behaviour is well managed at their school (S2074)	90%	95%	76%
• staff are well supported at their school (S2075)	88%	93%	69%
• their school takes staff opinions seriously (S2076)	86%	94%	65%
• their school looks for ways to improve (S2077)	95%	99%	89%
• their school is well maintained (S2078)	95%	98%	78%
• their school gives them opportunities to do interesting things (S2079)	89%	95%	78%

## School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension. The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	12	20	33
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	1	1
Cancellations of enrolment	0	0	0

# Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable on an individual student basis. We encourage any parent or caregiver to make an appointment with the PBL Team Leader or Principal to discuss the model of behaviour support and discipline used at this school.

## Multi-Tiered Systems of Support

Southport Special School uses Positive Behaviour for Learning (PBL) as the foundation for our integrated approach to learning and behaviour. PBL provides the framework for a whole-school evidence-based approach to behaviour support. PBL takes an instructional approach to behaviour, recognising that schools need to teach the behaviours needed for success at school and beyond. School-wide PBL provides the foundations for Classroom PBL, which can be described as the consistent implementation of proactive, research-informed practices for classroom management.

### Tier 1 – Universals

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All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- Teaching behaviours in the setting they will be used
- Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

### Tier 2 – Targeted

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*Targeted* Tier 2 supports build on the systems and lessons provided through our *Universal* Tier 1 supports and are a proactive approach aimed at preventing the need for further, more intensive interventions for approximately 15% of students. Students identified or referred for Targeted support require further specialisation from the PBL team, who will undertake a review of the *Universal* behaviour supports in place and assess the students' access/engagement to the instruction/implementation of the curriculum. The types of interventions offered at this level will vary according to the needs of each student, but all have certain things in common:

- Interventions are evidence based, matched to the students' needs and take into account their disability
- Explicit teaching of skills will be undertaken which are linked to the Personal and Social Capability General Capabilities and the school-wide expectations

Each student identified through this process will have a *Targeted Behaviour Support Plan* which will be created in consultation and collaboration with immediate staff, the PBL coach and PBL team,

family and other identified support staff as required. Where possible, students will also be actively involved in the development of these plans. *Targeted* supports are based on the underlying reasons for a student's behaviour and may benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success.

See Appendix 1 – Targeted Behaviour Support plan

### Tier 3 – Intensive

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*Intensive Behaviour Support Plans* are for few students (2-5%) who require the most intensive support a school can provide. Intensive supports continue to build on the lessons, systems and supports provided at the *Universal* and *Targeted* levels, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful.

- A comprehensive FBA that includes a more thorough process for data collection and problem solving
- Opening a Complex Case involves a wraparound plan that includes input from a range of internal and external professionals, family members and where possible students..
- Behaviour Risk assessment tool - Risk Management Plan
- Reference to Restrictive practices, Student Code of Conduct

See Appendix 2 – Intensive Behaviour Support plan

## Consideration of Individual circumstances

Staff at Southport Special School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

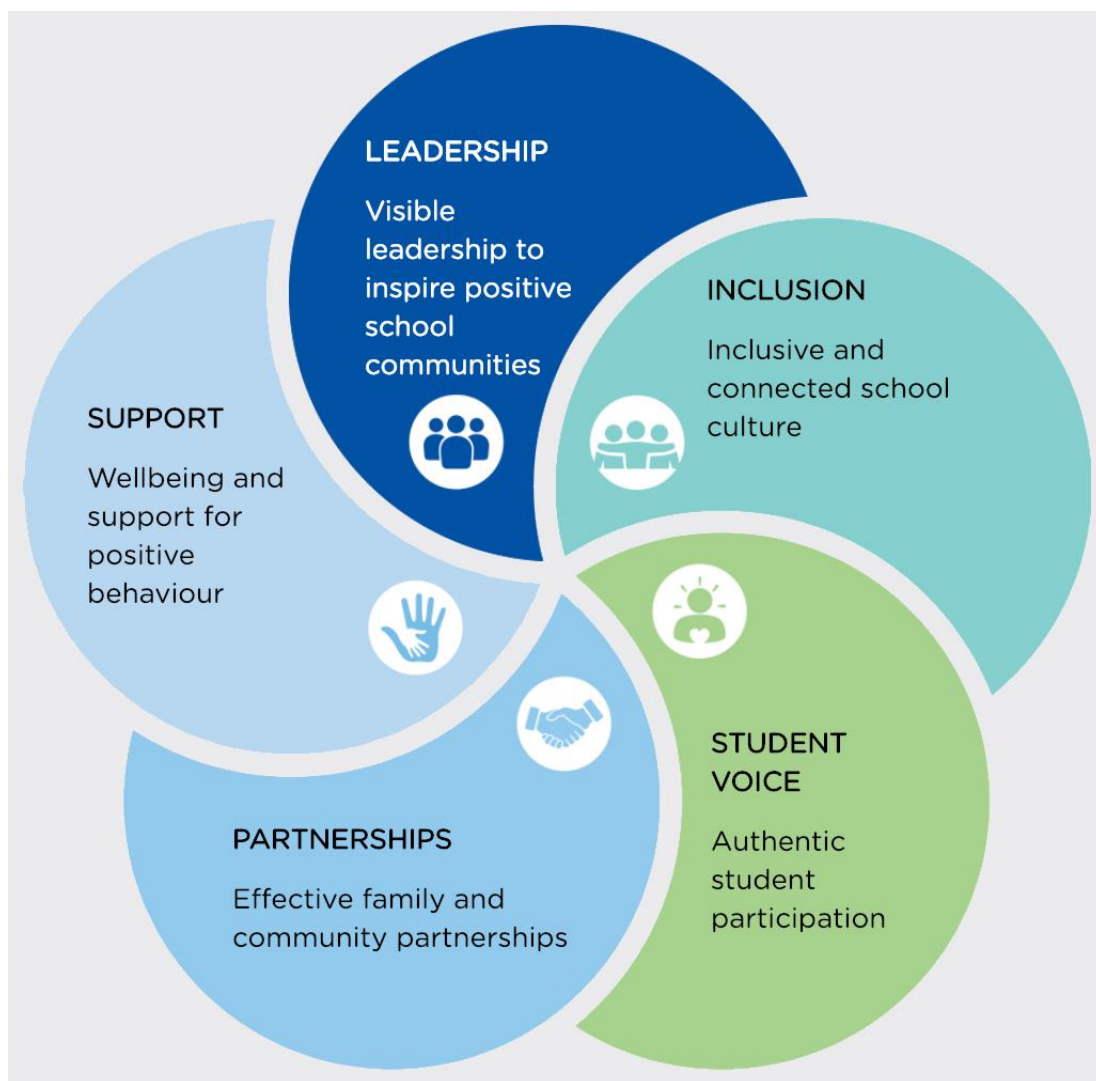
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the PBL Team Leader or Principal to discuss the matter.

## Student Wellbeing

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community



Southport Special School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Southport Special School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services or support.

## Curriculum and Pedagogy

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Schools build the foundations for wellbeing and lifelong learning through curriculum and embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 Curriculum, Assessment and Reporting Framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Southport Special School, we provide;

- age-appropriate drug and alcohol education that reinforces public health and safety messages
- sexuality transmissible infections education as part of a broader sexuality and relationships education program
- explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy

## Policy and Expectations

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Within a school community there are specific health and wellbeing issues that will need to be addressed as a whole school, for a specific student, or in a particular circumstance.

## Drug education and intervention

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Southport Special School implements drug intervention measures, in the form of age appropriate curriculum and family planning support, for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

## Specialised Health needs

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Southport Special School works closely with our onsite Registered Nurses, Occupational Therapists, Physiotherapists and parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that staff have been trained to support the student's health condition.

## Medications

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Southport Special School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, our school and onsite nursing services can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a request to administer medication at school form signed by the prescribing health practitioner.

Southport Special School maintains adrenaline auto-injectors and asthma reliever/puffers, which stored in the school's first aid kit to provide emergency first aid medication if required.

## Mental Health

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Southport Special School implements early intervention measures for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of an Individual Risk Management Plan.

## Suicide Prevention

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Southport Special School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of an Individual Risk Management Plan.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Southport Special School staff follow suicide intervention and prevention advice by ensuring:

1. The student is not left alone
2. Their safety and the safety of other students and staff is maintained
3. Students receive appropriate support immediately
4. Parents are advised
5. All actions are documented and reported.

## Suicide Post-vention

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In the case of a suicide of a student that has not occurred on school grounds, Southport Special School enacts a post-vention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Southport Special School staff immediately enact the School Emergency Management Plan school alert, communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.



## Student Support Network

Southport Special School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Southport Special School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network. Parents who would like more information about the student support roles and responsibilities are invited to contact the administration team on the school phone number.

### Guidance officer

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Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. Assists students with specific difficulties, acting as a mediator or providing information on other life skills. Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

### Registered nurses

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Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs. Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

### Occupational Therapists

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Support schools to make adjustments that enable students with disability to access the curriculum and participate in the full range of school life including joining in school activities, playing and interacting with other people, moving safely around the school, and looking after themselves while at school.

### Physiotherapists

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Support students to learn, move around the school, play, participate in sport, physical education and other physical activities and change positions.

### Speech language pathologists

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Support students at school to: communicate, understand and use language, develop literacy skills, participate in learning and other school activities, interact with other people and eat and drink safely.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal or Principal.

# Whole School approach to discipline

Southport Special School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms, non-classroom settings and all programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

1. Analyse and improve student behaviour and learning outcomes
2. Ensure that only evidence-based practices are used correctly by teachers to support students
3. Continually support staff members to maintain consistent school and classroom improvement practices.

At Southport Special School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Southport Special School's Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the PBL Team Leader or Principal.

## PBL expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being safe, being kind and being a learner.

The *PBL Teaching Matrix (Appendix 3)* outlines what these positive expectations for student behaviours look like for students across the school. In addition, each classroom will have their own differentiated set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Southport Special School.

Be Safe, Be Kind and Be a learner – In the class, school grounds and the community. *See Appendix 3*



## Parents and Staff

The table below explains the PB4L expectations for parents when visiting our school and the standards we commit to as staff.

### Safe

What we expect to see from you	What you can expect from us
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

### Kind

What we expect to see from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

### Learner

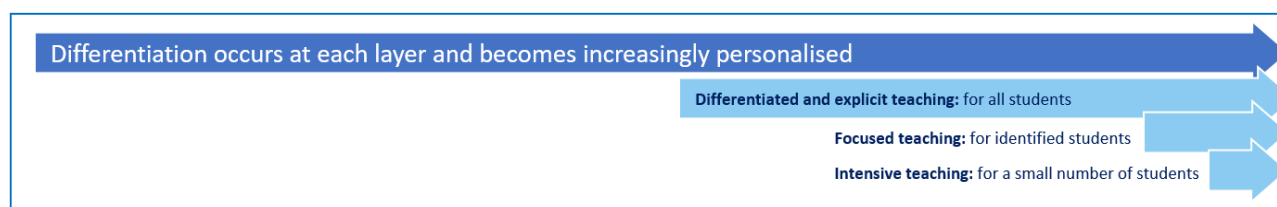
What we expect to see from you	What you can expect from us
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

## Differentiated and Explicit teaching

Southport Special School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Southport Special School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, *Universals* is differentiated and explicit teaching for all students, *Targeted* is focussed teaching for identified students and *Intensive* is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Referring to Appendix 3, every classroom in our school uses the *PBL Teaching Matrix*, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## 2021 Lesson Schedule

Explicitly teaching lessons is prevention-based. The goal of teaching behaviour lessons are to teach important social skills, prevent the development of new problem behaviours and reduce the intensity and frequency of existing problem behaviours.

2021 PBL Lesson Schedule – See appendix 4

## Targeted Teaching

Some students at our school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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Targeted teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Targeting teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Our school will support these students by developing a Targeted Behaviour Support Plan. This will involve the classroom teacher/s working with the behaviour coach to develop strategies to support the behaviour development of the student and encompass a holistic approach to manage student behaviours.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Southport Special School to provide targeted teaching. Targeted teaching is aligned to the PBL Teaching Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

1. No longer require the additional support
2. Require ongoing targeting teaching
3. Require intensive teaching.

## Intensive teaching

Research evidence shows that even in an effective, well-functioning school there will always be some students who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned a behaviour coach who will support the coordination of their Intensive Behaviour Support Plan, learning program and communicate with stakeholders.

# Legislative Delegations

In this section of the Southport Special School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

## Legislation

1. Anti-Discrimination Act 1991 (Qld)
2. Child Protection Act 1999 (Qld)
3. Commonwealth Disability Discrimination Act 1992
4. Commonwealth Disability Standards for Education 2005
5. Criminal Code Act 1899 (Qld)
6. Education (General Provisions) Act 2006
7. Education (General Provisions) Regulation 2017
8. Human Rights Act 2019 (Qld)
9. Information Privacy Act 2009 (Qld)
10. Judicial Review Act 1991 (Qld)
11. Right to Information Act 2009 (Qld)
12. Police Powers and Responsibilities Act 2000 (Qld)
13. Workplace Health and Safety Act 2011 (Qld)
14. Workplace Health and Safety Regulation 2011 (Cwth)

## Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

1. Education (General Provisions) Act 2006 Director-General’s delegations
2. Education (General Provisions) Act 2006 Minister’s delegations
3. Education (General Provisions) Act 2006 Director-General’s authorisations
4. Education (General Provisions) Regulation 2006 Minister’s delegations
5. Education (General Provisions) Regulation 2017 Director-General’s delegations

# Disciplinary Consequences

The disciplinary consequences model used at Southport Special School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Some students will need additional support, time and opportunities to practise expected behaviours. For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the PBL Team Leader or Principal in consultation with staff and other relevant stakeholders.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

## Universals

Teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

1. Pre-correction (e.g. "Remember, walk quietly to your seat")
2. Non-verbal and visual cues (e.g. posters, hand gestures)
3. Whole class practising of routines
4. Ratio of 5 positive to 1 negative commentary or feedback to class
5. Corrective feedback (e.g. "Hand up when you want to ask a question")
6. Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
7. Explicit behavioural instructions (e.g. "Pick up your pencil")
8. Proximity control
9. Tactical ignoring of inappropriate behaviour (not student)
10. Revised seating plan and relocation of student/s
11. Individual positive reinforcement for appropriate behaviour
12. Class wide incentives
13. Reminders of incentives or class goals
14. Redirection
15. Low voice and tone for individual instructions
16. Give 30 second 'take-up' time for student/s to process instruction/s
17. Reduce verbal language
18. Break down tasks into smaller chunks
19. Provide positive choice of task order (e.g. "Which one do you want to start with?")
20. Prompt student to take a break or time away in class
21. Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
22. Provide demonstration of expected behaviour
23. Private discussion with student about expected behaviour
24. Warning of more serious consequences (e.g. removal from classroom)

## Targeted

Teachers are supported by other school-based staff to address in-class challenging behaviour. This may include:

1. Development of a Targeted Behaviour Support Plan
2. Simplified Functional Behaviour Assessment
3. Teacher coaching and debriefing
4. Complex case management and review
5. Check in Check Out strategy
6. Referral to Student Support Network for team based problem solving
7. Targeted skills teaching in small group
8. Behavioural contract
9. Temporary removal of student property

## Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

1. Development of an Intensive Behaviour Support Plan
2. Functional Behaviour Assessment
3. Complex case management and review
4. Stakeholder meeting with parents and external agencies including regional specialists
5. Temporary removal of student property (e.g. mobile phone)
6. Short and long term suspension
7. Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
8. Suspension pending exclusion (student is suspended from school pending a decision by Principal about their exclusion from school)
9. Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
10. Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## Major Minor Definition flowchart

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The Major Minor Definition flowchart provides a summary of how minor and major behaviours are defined and managed at Southport Special School.

*See Appendix 5 - Major Minor definition flowchart*

## School Disciplinary Absences

Supportive discipline is an important part of the work undertaken in schools each day to help students develop and extend their capabilities in self-management and personal responsibility. The focus for teachers is on implementing proactive, preventative approaches that facilitate student growth.

At times, disciplinary consequences may be used as part of a student's educative process. The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others. For the majority of disciplinary consequences in-class responses can be managed by teachers or teacher aides. For persistent or more serious behavioural incidents, the leadership team may be called to assist.

Prior to making a decision about the suitability of any disciplinary consequence, the principal or deputy principal will consider the individual circumstances of a student. This will include their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. There are no mandated consequences used in Queensland state schools, each individual student case is considered and determined by the principal based on the particular circumstances.

Suspensions, exclusions and cancellations of enrolment are used as a last resort option by principals, after considering individual circumstances, the actions of the student and the needs and rights of other school community members.

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

1. Short suspension (1 to 10 school days)
2. Long suspension (11 to 20 school days)
3. Charge-related suspension
4. Exclusion (period of not more than one year or permanently).

At Southport Special School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

## Re-entry following suspension

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Students who are suspended from Southport Special School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

### Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

### Possible agenda:

1. Welcome back to school
2. Check in on student wellbeing
3. Discuss any recent changes to school routine or staffing
4. Offer information about supports available (e.g. guidance officer)
5. Set a date for follow-up
6. Thank student and parent/s for attending
7. Walk with student to classroom

### Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g.

AUSLAN), provision of written and/or pictorial information and other relevant accommodations.

The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.



# School Policies

Southport Special School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

1. Temporary removal of student property
2. Use of mobile phones and other devices by students
3. Preventing and responding to bullying
4. Appropriate use of social media (technology)

## Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The Temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or school staff will consider:

1. The condition, nature or value of the property
2. The circumstances in which the property was removed
3. The safety of the student from whom the property was removed, other students or staff members
4. Good management, administration and control of the school.

The Principal or school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Southport Special School and will be removed if found in a student's possession:

1. Illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
2. Imitation guns or weapons
3. Potentially dangerous items (e.g. blades, rope)
4. Drugs\*\* (including tobacco)
5. Alcohol
6. Aerosol deodorants or cans (including spray paint)
7. Explosives (e.g. fireworks, flares, sparklers)
8. Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
9. Poisons (e.g. weed killer, insecticides)
10. Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

**\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).**

## **Responsibilities**

Staff at Southport Special School:

1. Do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
2. May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
3. Require consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
4. May in emergency circumstances, where it is necessary to, search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
5. Request consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Southport Special School:

1. Ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - Is prohibited according to the Southport Special School Student Code of Conduct
  - Is illegal
  - Puts the safety or wellbeing of others at risk
  - Does not preserve a caring, safe, supportive or productive learning environment
  - Does not maintain and foster mutual respect;
2. Collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Southport Special School:

1. Do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - Is prohibited according to the Southport Special School Code of Conduct
  - Is illegal
  - Puts the safety or wellbeing of others at risk
  - Does not preserve a caring, safe, supportive or productive learning environment
  - Does not maintain and foster mutual respect;
2. Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Southport Special School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

### Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is acceptable for students at Southport Special School to:

- Use mobile phones or other devices
- Assigned class work and assignments set by teachers
- Developing appropriate literacy, communication and information skills
- Authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- Conducting general research for school activities and projects
- Communicating or collaborating with other students, teachers, parents or experts in relation to school work
- Accessing online references such as dictionaries, encyclopaedias, etc.
- Researching and learning through the department's eLearning environment
- Use a mobile device to be courteous, considerate and respectful towards others
- Follow the expectation to switch off mobile devices and place that device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- Use a mobile device under special circumstances if a teacher's approval has been sought.

### It is unacceptable for students at Southport Special School to:

- Use a mobile phone or other devices in an unlawful manner
- Use a mobile phone in technology-free designated spaces or times
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Insult, harass or attack others or use obscene or abusive language
- Deliberately waste printing and internet resources
- Damage computers, printers or network equipment
- Commit plagiarism or violate copyright laws
- Ignore teacher directions for the use of social media, online email and internet chat
- Send chain letters or spam email (junk mail)
- Knowingly download viruses or any other programs capable of breaching the department's network security
- Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- Use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Southport Special School Student Code of Conduct. In addition students and their parents should understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities. Also ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.

### Be aware that:

- Access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- The school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- Schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- Students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- Despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

The agreed national definition for Australian schools describes bullying as;

- Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- Involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- Happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- Having immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Southport Special School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

## Cyberbullying

Cyberbullying is treated at Southport Special School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. If they wish they may also make a meeting to discuss the issue with the Principal or Deputy.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Southport Special School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Deputy Principal or Principal.

## Cyber Safety and Reputation Management (CRM)

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The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety processes.

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. They provide a guide for parents with important information about cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management. For more information about cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the Principal.

## Student Intervention and Support Services

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Southport Special School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Southport Special School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

## Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies that can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.

- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

### **Is it appropriate to comment or post about schools, staff or students?**

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

### **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

- Refrain from responding
- Take a screen capture or print a copy of the concerning online content
- If you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school Principal, or police, as needed for escalation of serious concerns
- Block the offending user
- Report the content to the social media provider.



# Restrictive Practices

School staff at Southport Special School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a Focused Review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.



# Critical incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

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: At an appropriate time when there is low risk of re-escalation, 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.

## Related procedures and guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

1. Cancellation of enrolment
2. Complex case management
3. Customer complaints management policy and procedure
4. Disclosing personal information to law enforcement agencies
5. Enrolment in state primary, secondary and special schools
6. Hostile people on school premises, wilful disturbance and trespass
7. Inclusive education
8. Police and Child Safety Officer interviews and searches with students
9. Restrictive practices
10. Refusal to enrol – Risk to safety or wellbeing
11. Student discipline
12. Student dress code
13. Student protection
14. Supporting students' mental health and wellbeing
15. Temporary removal of student property by school staff
16. Use of ICT systems
17. Using mobile devices

## Resources

1. Australian Professional Standards for Teachers
2. Behaviour Foundations professional development package (school employees only)
3. Bullying. No Way!
4. eheadspace
5. Kids Helpline
6. Office of the eSafety Commissioner
7. Parent and community engagement framework
8. Parentline
9. Queensland Department of Education School Discipline
10. Raising Children Network
11. Student Wellbeing Hub

# Parent engagement

Genuine parent engagement exists when there is a meaningful relationship between parents and teachers with the shared goal of maximising learning outcomes for students. Research shows that the most successful schools engage students, parents, carers and the community as partners in supporting student learning and wellbeing.

The department's Parent and community engagement framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes



## Parent Participation

### Keeping informed

Southport Special School provides many formal and informal opportunities for parents to find out about their children's progress at school.

- Reports on student performance - Schools provide reports to parents to inform them of their children's progress. All schools are required to provide parents with a written report on their child's performance at least twice a year.
- Use of images and recordings - Parents and carers may be requested for their permission for images and recordings of their children to be used on departmental websites.
- School annual reports – Southport Special School provides information in the form of an Annual report for parents and the community to read, which is available on the school's website

- Newsletters – Southport Special School produces a fortnightly newsletter, Keeping in Touch (KIT) with Families, to inform parents, caregivers and community members about school activities, developments and initiatives.
- Letters – Southport Special School will often communicate information about specific issues relating to a student by way of a personal letter, usually sent home with the student.
- Personal appointments - Parents are encouraged to meet with any staff member at a mutually convenient time at their child's school to discuss relevant issues and concerns.
- FaceBook – School FaceBook Page
- ClassDojo – Some teachers choose to use the internet platform ClassDojo to stay in contact with parents

## Becoming involved – Parent and Citizens' (P&C) Association

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Southport Special School offer opportunities for parents to join a Parents and Citizens' (P&C) Association. This association is involved in a variety of school activities from policy to financial planning as well as fundraising, school functions and out-of-school-hours care.

## Making a complaint

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Southport Special School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- Give us a clear idea of the issue or concern and your desired solution
- Provide all the relevant information when making the complaint
- Understand that addressing a complaint can take time
- Cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- Let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable. In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

### 1. **Early resolution: discuss your complaint with the school.**

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

## **2. Internal review: contact the local Regional Office**

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

## **3. External review: Contact a review authority.**

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- Issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- Complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

## **OneSchool and QParents**

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OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. OneSchool supports teachers, administrators and students in:

- student management
- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services.

Parents with students at participating schools can access student information through QParents. QParents is a secure, online portal that is free for all Queensland state schools to use, and provides parents with quick, easy access to their student information including:

- student and attendance details
- behaviour information
- report cards and assessment planners
- timetables and upcoming events
- invoices and payment history.

To learn more about QParents you can visit the QParents website - <https://qparents.qld.edu.au/#/about> or call 13 QGOV (13 74 68).

## Appendix 1




# SOUTHPORT SPECIAL SCHOOL Targeted Behaviour Support Plan

**Student:**

Baseline			
<u>Looks Like</u>	<u>Strategies</u>	<u>Staff Response/s</u>	
<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>	<div>photo</div>
			<div>Tension Reduction</div>
Anxiety / Defensive			<u>Looks like</u>
<u>Looks Like</u>	<u>Strategies</u>	<u>Staff Response/s</u>	
<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>
			<div>Strategies</div>
Risk Behaviours			<u>Staff Response</u>
<u>Looks Like</u>	<u>Strategies</u>	<u>Staff Response/s</u>	
<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ul>
Triggers			
<u>Touch</u>	<u>Playground</u>	<u>Other students</u>	<u>Staff Response/s</u>
<ul style="list-style-type: none"> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> </ul>

## Appendix 1 Cont.

 <b>SOUTHPORT SPECIAL SCHOOL</b> <b>Targeted Behaviour Support Plan - Planning</b>	
<b>Student at a Glance</b>	Verification – ASD / HI / VI / SLI / PI
	Medical – Health Plan / Emergency Health Plan
	Referrals – OT / PT / SLT
	Communication – AAC device?
<div> <div> <b>Prevent</b>            (Proactive strategies to avoid the behaviour occurring).         </div> <div> <b>Teach</b>            (Proactive strategies to teach the student how to manage their own behaviour).         </div> </div>	
<div> <div> <b>Physical Environment:</b>            • • • •         </div> <div> <b>Sensory Environment:</b>            • • • •         </div> <div> <b>Instructional Environment:</b>            • • • •         </div> <div> <b>Social Environment:</b>            • • • • •         </div> </div> <div> <b>Target Behaviour:</b>            • • •         </div> <div> <b>Teach:</b>            • • •         </div> <div> <b>Behaviour Goal:</b>            •         </div>	
<b>Other considerations:</b>	

## Appendix 2 - Intensive Behaviour Support plan

Intensive Behaviour Support Plan					
Risk Behaviour	Classroom Teacher/s			Date of Plan	
Baseline	Anxiety/Over Excited	Defensive	Risk Behaviour	Tension Reduction	
Observable Features					
Actions	1.	1.	1.	1.	
Considerations	<p>1. MAPA 2. Risk management plan 3. Restrictive practices 4. Signatures</p> <p>Additional MAPA controls may be required (physical intervention holding skills appropriate to the level of risk).   If deemed low/ medium/high risk of harm to self or others, then low/medium/ high level of MAPA restriction strategy required by *trained staff. (*crisis intervention team of staff trained in MAPA physical interventions)</p> <p>* If additional MAPA controls are required, use the MAPA "Decision Making Matrix" below to confirm that there is a HIGH risk of harm to others. If restrictive practice (RP) is necessary adhere to the following: -Only ever to be used where there is no less restrictive measure available to respond to the behaviour or circumstance. -Ensure RP is proportionate to the risk of harm; -Ensure that no alternate strategy will reduce the immediate foreseeable risk of harm; -Discontinue RP once the risk of harm has dissipated; -Maintain the respect and dignity of Declan at all times.</p> <p>**Restrictive practice is a last resort for responding to immediate risk and should protect every person's human rights, health, safety and welfare.</p> <p>*Notify parents if restrictive practice is used as soon as possible after the behavioural incident.</p> <p>*Document any restrictive practice in Complex Case Management in One School.</p>				



## Appendix 3 – Teaching Matrix



# SOUTHPORT SPECIAL SCHOOL PB4L – Teaching Matrix

## Positive expectations for student behaviour

### Safe

- Hands, feet, objects and body to yourself
- Follow instructions or expectations
- Use equipment appropriately

- Keep areas clean and tidy
- Saliva stays in your mouth

- Report problems to staff
- Ask to leave areas
- Be sun safe

#### In the classroom

- Using a device with permission
- Stay "Cyber-safe"
- Washing hands

#### In the school grounds

- Return to class promptly
- Walk on concrete paths
- Stay in a supervised area
- Use the toilets appropriately

#### In the community

- Stay together, as a group
- Stay seated and wear a seatbelt on the bus
- Wear the school uniform (where possible)
- Follow road rules

### Kind

- Help others
- Use manners

- Respect others
- Encourage others

- Respect others belongings
- Sharing and taking turns

#### In the classroom

- Let others learn
- Be cooperative
- Be honest

#### In the school grounds

- Take turns and share equipment
- Help and encourage others
- Play fairly

#### In the community

- Acknowledging others
- Care for others
- Positively represent our school

### Learner

- Ask for help
- Use **your** voice (AAC)
- Show active listening

- Try your best
- Problem solve together
- Making mistakes is okay!

- Be prepared
- Be persistent

#### In the classroom

- Make attempts and challenge yourself
- Attempt set tasks
- Follow classroom expectations

#### In the school grounds

- Follow rules during games
- Assist with packing away

#### In the community

- Being aware of signage and signals
- Using transport appropriately




**SOUTHPORT SPECIAL SCHOOL**  
**2021 PB4L LESSON SCHEDULE**



<i>Term 1</i>	<i>Lesson Focus</i>
1-2	Establish classroom expectations - Introducing safe, kind, learner
3-4	SAFE- Hands, feet, objects and body to myself
5-6	KIND- Use manners
7-8	LEARNER- Ask for help
9-10	SAFE- Follow instructions and expectations
<i>Term 2</i>	
1-2	Review classroom expectations
3-4	KIND- Help others
5-6	LEARNER- Show active listening
7-8	SAFE- Use equipment appropriately
9-10	KIND- Respect others
<i>Term 3</i>	
1-2	Review classroom expectations
3-4	SAFE- Ask to leave areas
5-6	KIND- Sharing and taking turns
7-8	LEARNER- Try your best
9-10	SAFE- Report problems to staff
<i>Term 4</i>	
1-2	Review classroom expectations
3-4	SAFE- Day for Daniel (Last Friday of October)
5-6	KIND- Encourage others
7-8	LEARNER- Use <b>your</b> voice (ACC)
9-10	KIND- Respect other belongings

## Appendix 5 – Major and Minor definition flowchart

 <b>SOUTHPORT SPECIAL SCHOOL</b> <b>Major and Minor definition flowchart</b>			
Minor		Major	
Unrecorded	Record in Oneschool as 'Minor' Refer class teacher and HOLT	Refer to Sector DP, Tom, class teacher and HOLT Record in OneSchool as a 'Major'	
Incident has become a consistent issue	Incident has become a consistent issue	REQUIRING AN IMMEDIATE RESPONSE	
Minor acts of misconduct which interfere with teaching, learning or the safety or comfort of others	Acts of misconduct and/or misbehaviours against people or property, which disrupt teaching and learning but do not seriously endanger the health or wellbeing of others	Major acts of misconduct and inappropriate behaviour causing a high level of disruption to teaching/learning and/or serious threats to health, safety and property	
<b>Bullying/Harassment</b>			
	<ul style="list-style-type: none"> <li>Repeated name calling</li> </ul>	<ul style="list-style-type: none"> <li>Persistent name calling or targeting</li> <li>Racial, religious/culture, sexual orientation, disability, size, slurs towards staff or students</li> </ul>	<ul style="list-style-type: none"> <li>Intimidation</li> <li>Targeted and repeated slurs towards staff or students</li> </ul>
<b>Defiant/Threats</b>			
	<ul style="list-style-type: none"> <li>Talking back</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing open disregard or bold resistance towards staff</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate verbal or physical threatening towards any adult member of the school community.</li> </ul>
<b>Disruptive</b>			
<ul style="list-style-type: none"> <li>Calling out</li> <li>Disruptive noise</li> </ul>	<ul style="list-style-type: none"> <li>Repeated disruptive noise</li> <li>Repeated calling out</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to disengage</li> <li>Persistent noises and calling out</li> </ul>	
<b>Lying/cheating</b>			
<ul style="list-style-type: none"> <li>Student denies behaviours</li> <li>Lying to avoid or get something</li> </ul>	<ul style="list-style-type: none"> <li>Student has lied about their or others involvement in a minor behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Student has lied about their or others involvement in a major behaviour.</li> <li>Premeditated and planned</li> </ul>	<ul style="list-style-type: none"> <li>Fraudulent accusations against staff or students</li> </ul>
<b>Misconduct involving an object</b>			
<ul style="list-style-type: none"> <li>Misuse of property</li> </ul>	<ul style="list-style-type: none"> <li>Taking others belongings</li> </ul>	<ul style="list-style-type: none"> <li>Intent to use an object to deliberately hurt someone</li> <li>Stealing items</li> </ul>	<ul style="list-style-type: none"> <li>(physical misconduct)</li> </ul>
<b>Non-compliant with routine</b>			
	<ul style="list-style-type: none"> <li>Not transitioning between areas</li> <li>Failure to attend a lesson or arrive at class</li> </ul>	<ul style="list-style-type: none"> <li>Leaving an area without permission</li> <li>Repeated fails to arrive to class.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to or leave school grounds without permission.</li> </ul>
<b>Physical Misconduct</b>			
<ul style="list-style-type: none"> <li>Not respecting others personal space by touching</li> </ul>	<ul style="list-style-type: none"> <li>Non-targeted Spitting – sensory / saliva</li> <li>Contact without permission</li> <li>Urinating/defecating anywhere but a toilet</li> </ul>	<ul style="list-style-type: none"> <li>Exposing of private body parts.</li> <li>Deliberate pushing and tripping</li> </ul>	<ul style="list-style-type: none"> <li>Physical contact between students which is sexual in nature.</li> <li>Actions involving serious physical contact with staff or students where injury has occurred (hitting, punching, biting, kicking, hair pulling, scratching, spitting)</li> </ul>
<b>Possesses prohibited items</b>			
	<ul style="list-style-type: none"> <li>Possessing without permission items declared as prohibited by the school</li> </ul>		<ul style="list-style-type: none"> <li>Student communicates or presents they are in possession of weapons (knives, guns, lighters or any object capable of causing bodily harm) or illegal substances (alcohol/drugs)</li> </ul>
<b>Property misconduct</b>			
	<ul style="list-style-type: none"> <li>Breaking/damaging someone else's belongings (can be fixed)</li> <li>Drawing on school property (can be removed)</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately damaging/impairing the usefulness of someone else's property requiring financial contribution to repair or replace – Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Damage of school property requiring financial contribution to repair or replace</li> </ul>
<b>Refusal to participate in program of instructions</b>			
<ul style="list-style-type: none"> <li>Passive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Not listening and walking away from the group (within sight)</li> <li>Failure to follow instruction to complete set tasks</li> </ul>	<ul style="list-style-type: none"> <li>Absconding</li> </ul>	<ul style="list-style-type: none"> <li>Absconding (out of sight)</li> </ul>
<b>Verbal Misconduct</b>			
<ul style="list-style-type: none"> <li>Non-threatening use of words in an inappropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted swearing</li> <li>Screaming</li> </ul>	<ul style="list-style-type: none"> <li>Repeated targeted swearing at a student or staff member.</li> </ul>	<ul style="list-style-type: none"> <li>Vocalisation or gestures of harm to a peer or adult.</li> <li>Verbal aggression</li> </ul>
<b>Other</b>			
	<ul style="list-style-type: none"> <li>Self-harm- repeatedly biting, hitting scratching, hair pulling</li> </ul>	<ul style="list-style-type: none"> <li>Self-harm- displaying an object with intent to harm or causing bleeding or bruising</li> </ul>	<ul style="list-style-type: none"> <li>Self-harm - use of an object with intent</li> </ul>
<b>IT Misconduct</b>			
<ul style="list-style-type: none"> <li>Changing technological device settings</li> <li>Using or changing another student's password</li> </ul>	<ul style="list-style-type: none"> <li>Failure to use correct program</li> <li>Unauthorised use of school technological device</li> </ul>	<ul style="list-style-type: none"> <li>Providing personal information.</li> <li>Downloading of software/sites/pictures</li> </ul>	<ul style="list-style-type: none"> <li>Downloading of illegal software/sites/pictures</li> </ul>