



Beenleigh Special School

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



The Code of
**School
Behaviour**

Better Behaviour
Better Learning

1. Purpose

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

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

2. Consultation and data review

Beenleigh Special School is in Tier 2 of Positive Behaviour for Learning. During Term 3 2015, a review of our Responsible Behaviour Plan was undertaken through staff consultation and in collaboration with our school community and Positive Behaviour for Learning Team. A review of school data sets from 2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in September 2015, and will be reviewed in 2018 as required in legislation.

3. Learning and behaviour statement

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

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

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

- Be a listener
- Be a word-user
- Be safe
- Be fair

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.



4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Beenleigh Special School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

	BE A LISTENER	BE A WORD USER	BE SAFE	BE FAIR
LEARNING SETTING	<ul style="list-style-type: none"> Be Still Maintain eye contact Be quiet/ no voice Follow adult directions 	<ul style="list-style-type: none"> Ask permission to leave room Ask teacher/teacher aide for help Use polite words and Communicate appropriately 	<ul style="list-style-type: none"> Keep hands, feet and mouth to self Ask permission to leave the classroom Use all equipment safely Stay in the correct place Maintain self-control 	<ul style="list-style-type: none"> Take turns when speaking/sharing equipment Allow others to learn Try your best Listen to others Be nice to others
RECREATIONAL AREAS	<ul style="list-style-type: none"> Follow adult directions Maintain eye contact Respond immediately when directed 	<ul style="list-style-type: none"> Ask teacher/teacher aide for help Ask teacher/teacher Aide permission to leave room Use polite words and communicate appropriately Say "NO" to bullying 	<ul style="list-style-type: none"> Stay in the right area Ask permission to leave the area Tell an adult when not feeling safe and report difficulties Wear hat and shoes Use recreational equipment safely Keep hands, feet and mouth to self Respect the environment 	<ul style="list-style-type: none"> Share play equipment fairly with others Follow the rules when playing games Say "NO" to bullying Be kind to others Respect the environment
PICK UP AND DROP OFF AREAS	<ul style="list-style-type: none"> Listen for your name Follow adult instructions Be Still 	<ul style="list-style-type: none"> Use appropriate (inside) voice Use manners and polite words 	<ul style="list-style-type: none"> Sit quietly and wait for parent/bus in correct spot Have bag and equipment ready to go 	<ul style="list-style-type: none"> Be on time so that buses can leave on time Wait your turn
TRANSITIONS	<ul style="list-style-type: none"> Follow adult directions Stay with your class group 	<ul style="list-style-type: none"> Use appropriate (inside) voice 	<ul style="list-style-type: none"> Walk/move slowly and stay on the path Stay with your class group Look ahead and watch where you are going 	<ul style="list-style-type: none"> Help others Stay with class group Keep hands, feet and mouth to self
ASSEMBLY	<ul style="list-style-type: none"> Sit still Look at the speaker Be quiet/no voice 	<ul style="list-style-type: none"> Share stories when invited by an adult 	<ul style="list-style-type: none"> Sit quietly on assembly seats Stay with your teacher and class group Keep hands, feet and mouth to self 	<ul style="list-style-type: none"> Sit quietly and allow space for others to sit Walk quietly Take hat off
EATING AREAS	<ul style="list-style-type: none"> Listen to adult on duty Follow adult instructions 	<ul style="list-style-type: none"> Use appropriate (inside) voice Ask permission to leave room Ask teacher/teacher aide for help Use polite words 	<ul style="list-style-type: none"> Sit down to eat Place rubbish in bin provided Eat nicely 	<ul style="list-style-type: none"> Eat own food Clean up any mess made
TOILETS	<ul style="list-style-type: none"> Follow verbal prompts/picture schedules 	<ul style="list-style-type: none"> Ask permission to use toilet. Ask teacher/teacher aide for help Use appropriate (inside) voice with minimal speak 	<ul style="list-style-type: none"> Wash hands thoroughly Use toilets appropriately 	<ul style="list-style-type: none"> Allow others their privacy Keep toilet area clean and tidy
COMMUNITY	<ul style="list-style-type: none"> Follow adult directions 	<ul style="list-style-type: none"> Use manners and polite words Ask permission to use toilet. Ask teacher/teacher aide for help Use appropriate (inside) voice 	<ul style="list-style-type: none"> Walk/ move slowly Stay with class group Follow adult directions Ask permission to leave the area Use equipment safely Be alert to what is happening around you Respect the property of others 	<ul style="list-style-type: none"> Look before choosing what to purchase Allow others their personal space Be alert to what is happening around you Respect the property of others

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour for Learning teams regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Beenleigh Special School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

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

Reinforcing expected school behaviour

At Beenleigh Special School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Staff at Beenleigh Special School realise the importance of rewards in reinforcing positive behaviour in students. There are three levels of reinforcers in the Beenleigh Special School rewards system process:

Free and Frequent

- The free and frequent classroom reward system to be used in all classrooms is a symbol coin system, whereby students earn symbol coins for following any of the four school rules.
- The master chart and coin symbol templates are supplied by the school for the classroom teacher to adapt as required. For example, some classes may be rewarding students at the end of each session based on the coins earned, and some may be rewarding at the end of the day, and others at the end of the week.
- Staff will give the verbal reinforcement each time a coin is earned also.
- Classroom staff to decide on what the rewards are-dependent on what is motivating for students.
- The classroom/team system of free and frequent reinforcement should be documented in the classroom planning folder, explaining how to implement the system for those students across different environments.
- Teachers collect data on positive behaviour via the Positive Behaviour Tally Sheet and upload this information to OneSchool on a regular basis.

Intermittent

- The intermittent reward system is a weekly award which is presented to one student from every class on each school assembly.
- These awards are presented for following a particular Beenleigh Special School rule, which is outlined to the students in advance so they know what is being focussed on, and so staff can also focus on reinforcing those behaviours required. Two rules per term on a rotating basis is the framework for this intermittent system.
- These awards are printed by teachers on OneSchool, thereby creating a permanent record of the positive behaviour.

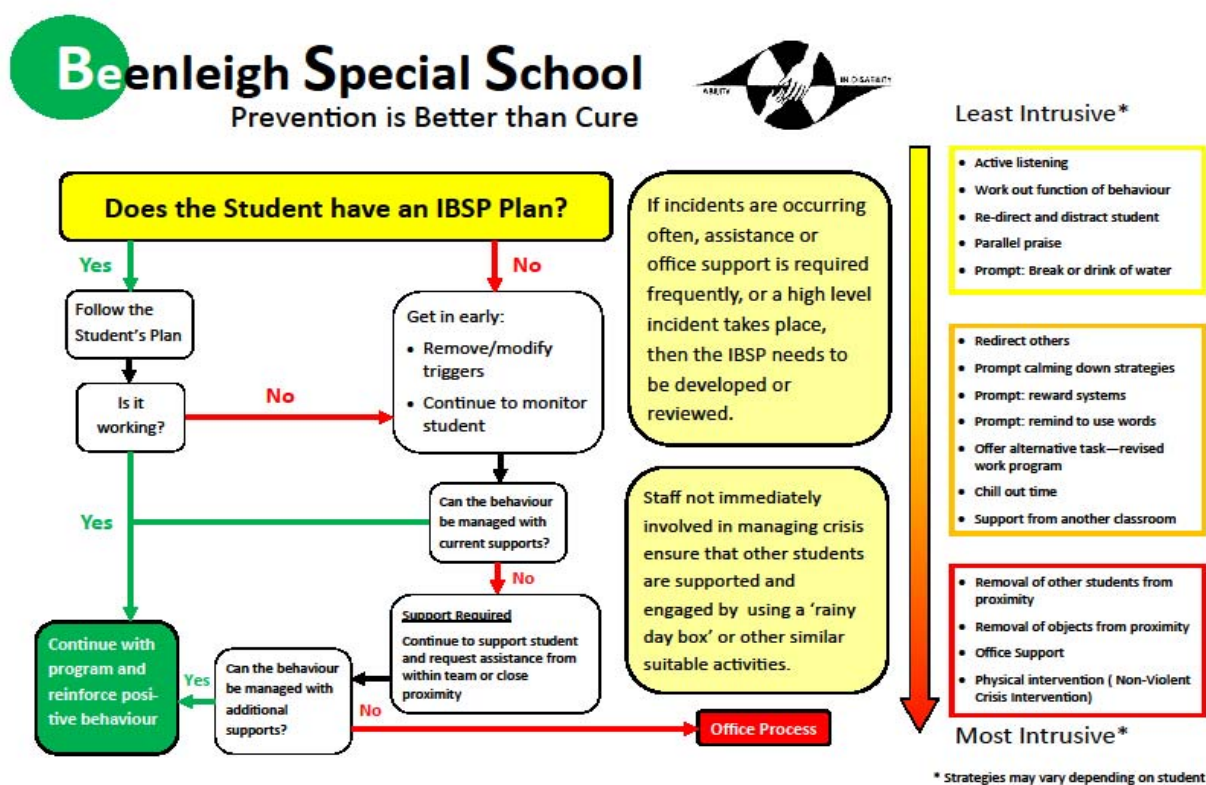
- Certificates are created by teachers and placed in the red folder in the Principal's pigeon hole by Thursday for signing. Certificates are then placed in the teacher aide resource preparation area for laminating for Monday, and then put in Leah's pigeon hole for presentation at Monday morning assembly.
- To assist with focussing students on a particular rule at a time, the rules have been colour-coded, and teachers will print certificates on the relevant coloured paper. Be a Listener – Yellow, Be a Word-user - Lilac, Be Safe - Pink, Be Fair - Light Blue. The school office will put the coloured paper required in teacher pigeon holes each week.

Long-Term

- The long-term reward system is a term award.
- The system for this award is very similar to the intermittent reward system, one student is chosen from every class for following any one of the four school rules diligently that term.
- Certificates are created in the same way as above for the intermittent rewards.
- For these rewards, the student also receives another reward such as a voucher/prize.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. A flowchart depicts the appropriate responses and referral processes for responding to unacceptable behaviour including least intrusive to most intrusive responses depending on the severity of the incident:



1. Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to be a listener, word-user, safe or fair. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support

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

OneSchool is used to collect data on individual student behaviour. Through an analysis of data and reports generated through OneSchool, students may be identified as having high incidence or high risk behaviours and therefore require individualised, targeted behaviour support. These students are identified as yellow on the OneSchool Class Dashboard, and teachers initiate the Tier 2 process of behaviour support for these students. This process is outlined in the Positive Behaviour for Learning Tier 2 Referral Process Flowchart in Appendix 8.

3. Intensive behaviour support: Behaviour Support Team

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

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

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

All identified students are required to have an Individualised Behaviour Management Plan which is written by the classroom teacher and may be in consultation with the Guidance Officer, Principal, Head of Curriculum and parents/carers. In most cases the behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Individual Behaviour Support Plans are written following an analysis of data including a Functional Behaviour Analysis and presented to staff during a staff meeting to ensure an agreed whole school approach is followed to support the students' needs.

Beenleigh Special School has a documented Individual **Positive Behaviour Support Process** which details each of the steps in the Positive Behaviour Support process and includes relevant surveys, inventories and data sheets as in Appendix 6. This is a very useful reference point for teachers who have students who display challenging behaviours in their classes and require Positive Behaviour Support plans. The format of the Positive Behaviour Support Plan is in Appendix 7.

4. Consequences for unacceptable behaviour

Beenleigh Special School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

MINOR AND MAJOR BEHAVIOURS - Definitions for OneSchool Behaviour Categories

When responding to unacceptable behaviour the staff member first determines if the unacceptable behaviour is major or minor, with the following agreed understanding:

- **Minor** unacceptable behaviour is handled by staff members at the time it happens
- **Major** unacceptable behaviour is referred directly to the school Administration team

Minor behaviours are those that:

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

All minor behaviours are to be recorded on the minor behaviours tally sheet and uploaded to OneSchool for each student on a weekly basis by the classroom teacher.

Major behaviours are those that:

- significantly violate the rights of others
- are performed/engaged in with an intent to harm others or them self
- require the involvement of school Administration.
- Students who engage in very serious unacceptable behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Major behaviours result in an immediate referral to Administration because of their seriousness. All major behaviours are to be recorded on OneSchool and referred to the Principal/Deputy Principal through OneSchool (and prior if required), on the day of the incident by the person who observed the incident most directly.

OneSchool Category	Definition
MINOR	
Verbal misconduct	Serious verbal behaviour which disrupts the safe and fair school environment e.g. swearing at, or serious verbal abuse/ put-down, towards another child
Truant/ skips class	Absconds from instructional area or playground area and does not immediately return with prompt.
Other conduct prejudicial to the good order or management of school	Other behaviour which significantly disrupts classroom management and learning e.g. persistent screaming
Refusal to participate in program of instruction	Student does not engage in learning activities for a whole session despite repeated prompting and encouragement
Lying/ Cheating	Teacher interprets child to be deliberately lying or cheating for own advantage
Non-compliant with school routine	Refuses to follow school routines e.g. entering classroom e.g. moving with class to under-cover area for H.P.E.
IT misconduct	Inappropriate behaviour with IT equipment including sending unkind messages to others or handling equipment in way that is likely to cause damage – and does not respond to staff direction to modify behaviour
Disruptive	Behaviour disrupts class instruction or peaceful play in playground and is unable to be successfully redirected by staff. e.g. messing up other children's work or game
MAJOR	
Physical misconduct	Significant physical aggression to another person – regardless of function of behaviour. e.g. hitting, biting, kicking
Leaves school grounds	Leaves school grounds without permission
Property misconduct	Student damages or destroys public or private property e.g. breaking a window
Misconduct involving object	Serious physical aggression or threat involving object which could be dangerous to others e.g. hitting another child with a stick, throwing a chair
Threat/s to others	Verbal/non-verbal behaviour judged by staff member to imply safety risk to others
Substance misconduct involving illicit substances	Use of, or possession of, illegal substances
Defiant/ threats to adults	Publicly/ visibly/ loudly defies staff member (e.g. "You can't make me do this!"), swears at, or threatens staff member verbally or non-verbally
Prohibited items	Student brings banned item to school e.g. weapon
Substance misconduct involving tobacco and other legal substances	Use of, or possession of, banned legal products e.g. tobacco or alcohol
Bullying/ Harassment	Repeatedly engages in unwanted and aversive behaviour to another child or adult – can include verbal (e.g. name-calling), physical (e.g. pinching) or social (e.g. saying mean things to others about someone)

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. To achieve this, staff may:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what the student can do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

5. Ensuring consistent consequences to student behaviour

At Beenleigh Special School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Consequences need to be:

- Appropriate and meaningful for the student
- Fair
- Logical or natural and related to the incident in some way
- Applied as soon as possible following the incident
- Involve the person who the behaviour offended (if appropriate)
- Used to assist in the development of the student's behaviour
- Used to help show the student that they are responsible for their own behaviours
- Individual consequences for that student and that particular incident

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Whilst proactive and preventative approaches are utilised at Beenleigh Special School, certain types of behaviour are unacceptable and responses can include suspension. In extreme and repetitive cases of high level behaviour, the Principal's decision to exclude is an option.

This is considered only when all other approaches have been exhausted and the individual circumstances have been considered. Consequences will be implemented in line with the Department of Education and Training policy and procedures, Safe Supportive and Disciplined School Environments.

6. Emergency or critical incident responses

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

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

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

If a student is identified as regularly being at the centre of a crisis situation then the Individual Positive Behaviour Support Process should be followed. This would include the development and implementation of reactive strategies as a part of the Positive Behaviour Support Plan for the student.

At Beenleigh Special School we acknowledge that there are some important principles to consider when managing a crisis situation:

- Identification of the crisis and the cause of the crisis
- Physical environmental factors such as the surroundings that may be contributing to the crisis
- Communication should minimise speech, maximise nonverbal communication, be clear and direct
- Timing & Patience
- Spontaneity as each incident is unique and therefore requires individual adapted techniques
- System of least to most prompts

Within the reactive strategies column of the Positive Behaviour Support Plan, it is acknowledged that crisis situations may arise where staff urgently need to:

- evacuate students
- receive assistance from other staff members
- calm/ restrain a student

These situations may involve any one or all three of the above and may arise from a variety of causes. Some of these may be:

- non-compliance by a student which jeopardises the safety of the student and/or others;
- an accident;
- seizure or seizure activity over which the student has no control;
- fight/altercation or other physical aggression directed towards staff or students.

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

Basic defusing strategies

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Staff at Beenleigh Special School are trained in and utilise the strategies of Non-Violent Crisis Intervention (NVCi). Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Record keeping

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

7. Network of student support

At Beenleigh Special School we acknowledge that the complexity of the characteristics of students with disabilities calls for the knowledge and skills of many different people, if maximum learning and development are to occur. It is for this reason that we are committed to working collaboratively with each other, parents/caregivers, other professionals, paraprofessionals and members of the wider community.

Effective communication among team members is particularly important if there is to be consistency in the implementation of behaviour support strategies – and indeed consistency is central to the success of behaviour interventions. Beenleigh Special School acknowledges that many people play an important role in supporting the behaviour of the students in the school.

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

- Parents/Carers
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator.

External support is also available through the following government and community agencies:

- Cerebral Palsy League
- Family Support Group
- Uniting Care Australia
- Child and Youth Mental Health
- Department of Communities
- Family Planning Queensland

8. Consideration of individual circumstances

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

Beenleigh Special School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

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

10. Related policies and procedures

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

11. Some related resources

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

Endorsement



Nicole Finch
Acting Principal



Leanne Lund
P&C President



Jenny Hart
Principal Supervisor

Effective Date: 6th October 2015 – 6th October 2018

THE USE OF PERSONAL TECHNOLOGY DEVICES AT SCHOOL

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

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

Certain personal technology devices banned from school

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

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

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

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

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

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

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

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

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Appendix 2

SCHOOL POLICY FOR PREVENTING AND RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

Purpose

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

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

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

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

Bullying may be related to:

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

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

Rationale

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

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

Prevention

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

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

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

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

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

APPROPRIATE USE OF SOCIAL MEDIA

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

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

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

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

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

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

Role of social media

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

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

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

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

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

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Beenleigh Special School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences

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

DEBRIEFING REPORT

FORMAL DEBRIEFING

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:

- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

WORKING TOGETHER TO KEEP BEENLEIGH SPECIAL SCHOOL SAFE

We can work together to keep weapons out of school. At Beenleigh Special School:

- Every student has the right to feel safe and be safe at school.
- No weapons are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Beenleigh Special School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.

The Behavioural Support Process Model

Phase 1 Background Information

- Nature and complexity of student’s disability
- Student’s health and medical status
- School history and educational focus
- Student competencies
- Student preferences
- Family history and living arrangements
- Student’s challenging behaviours
- History of challenging behaviours

Phase 2 Functional Analysis of Behaviour

- Description of challenging behaviour (baseline)
- Communication analysis
- Ecological analysis
- ABC analysis
- Hypothesis building and testing
- Cost/benefit analysis
- Ethical and policy considerations

Phase 3 Intervention Planning

Proactive Strategies			Reactive Strategies
Environmental Changes	Positive Programming	Focused Support	Situational Management

Phase 4 Intervention Implementation and Review

- Training and support
- Implementation and data collection
- Monitoring and modification
- Regular review

Phase 5 Intervention Evaluation

- Outcomes
 - ◊ Changes in behaviour – speed/degree of effects
 - ◊ Generalisation of effects
 - ◊ Side effects of intervention
 - ◊ Change in overall quality of life
- Social validity of plan and programs
- Overall intervention effectiveness
- Future recommendations

Appendix 7

Positive Behaviour Support Plan for _____

See student file for complete PBS documents

Short Term Goal:

Date:

POSITIVE STRATEGIES			REACTIVE STRATEGIES
ENVIRONMENTAL CHANGES	POSITIVE PROGRAMMING	FOCUSSED SUPPORT	SITUATIONAL MANAGEMENT

Developed By:
 Review Date:
 Principal Signature:

Signatures of plan developers:
 Parent/Carer Signature:

