IPSWICH SPECIAL SCHOOL

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

1. Purpose

Ipswich 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

Ipswich Special School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through the school newsletter, school website, staff meetings and general surveys throughout 2011 and 2012. As a result the school has continued to implement Positive Behaviour for Learning as an overarching approach to behaviour support for all students throughout the school.

Through the Positive Behaviour for Learning framework, Ipswich Special School has implemented annual data collection strategies such as the School-wide Evaluation Tool (SET), Effective Behaviour Survey (EBS) and Team Implementation Checklist (TIC), to assist overall approach to positive behaviour support in the school and to effectively maintain the Positive Behaviour for Learning Framework

A review is done yearly of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyber bullying. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012, that still inform the development process.

This Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in December 2012, and was reviewed in 2015 as required in legislation. This plan has been reviewed again in 2018.

3. Learning and behaviour statement

All areas of Ipswich 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 student learning programs. Our school-wide framework for managing behaviour is the Positive Behaviour for Learning Framework which is differentiated to suit the diversity of our students.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Ipswich 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:
We are:
- Safe
- Respectful
- Learners.

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 Ipswich 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.

The expectations are communicated to students via a number of strategies, including:
- Behaviour lessons conducted by classroom teachers
- Differentiated behaviour reinforcement strategies to support the diverse needs of our students
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

Ipswich Special School Behaviour Expectations Matrix

Expectations	Settings								
	SCHOOL WIDE	**BUS LINE**	**CLASS ROOM**	**PLAY AREAS**	**POOL**	**TOILETS**	**TRANSITIONS**	**OFF CAMPUS**	**OFFICE**
SAFE	• Stay within appropriate school boundaries • Keep hands, feet and objects to self • Walk on hard surfaces and slow speeds in wheelchairs • Wear the school uniform proudly	• Stay in designated waiting areas for pickup • Wait to be called for bus by an adult • Put on seatbelt as soon as in vehicle.	• Ask permission to leave any setting • Use a quiet voice • Clean up own area/clean up after yourself	• Wear a sun safe hat and sun screen • Use equipment appropriate to a specific area • Play only school approved games and rules	• Walk in pool area • Brakes on wheel chairs when parked • Sit and slide into the pool • Keep gate and door shut • Exit pool on 3 whistles blown	• Wash hands with soap • Put paper towels in bin	• Make way for each other on the pathways and stair ways	• Wear a sun safe hat and sun screen • Remain seated on transport with seatbelt on • Follow road safety rules	• Stay in the designated area
RESPECTFUL	• Use polite and friendly words • Help keep the school tidy by packing up equipment • Knock to enter a room, wait to be invited in, use manners • Look after belongings and school property • Listen and follow adults directions • Acknowledge when I have made a mistake • Accept correction calmly	• Follow staff and bus drivers instructions	• Allow others to learn • Listen when others are speaking • Speak when it is your turn • Take care of personal belongings • Ask before using the personal belongings of others	• Win and lose fairly • Solve issues with friendly words • Stop play at 1st bell, in class by 2nd bell	• Be respectful of other people's privacy in the change room • Shower before entering the pool • Go to the toilet before entering the pool • Attend to nasal hygiene before entering the pool	• Allow for other's privacy • Use then flush toilets, leaving the toilets in a clean and presentable way	• Pass classrooms quietly	• Show members of the public, parents and volunteers courtesy • School expectations need to be followed	• Sit quietly in the office area • Use polite words and tone
	Using telephones, iPods and cameras Only use with teacher permission Keep in the classroom Always ask and gain permission before taking a photo Any photos that include other students must be deleted								
LEARNER	• Be ready to listen and learn • Be in the correct place following your program	• Be ready when your name is called • Be organised – Have all your belongings with you	• Have a go • Ask for help when needed • Attempt work without giving up	• Ask and play by the agreed rules	• Listen and Learn • Follow instructions • Follow your program • Have a go	• Hygiene sequence? • Be as independent as possible	• Be ready for the next program, activity or task • Have the correct equipment for the activity	• Follow the rules of the venue being visited	• Wait for your turn patiently

Ipswich Special School
PBL SCHOOL WIDE EXPECTATIONS MATRIX 2018

Term	Safe	Respectful	Learner
One	• Staying within appropriate school boundaries • Navigate safely around the pool area • Use toileting facilities correctly	• Listen and follow adult directions • Pass classrooms quietly when moving around the school • When you hear the bell ring at the end of play time go to your classroom	• Follow your program • Ask for help or gain an adults attention if you need assistance • I accept others and will communicate with them
Two	• Wait in designated area after school for pickup • Navigate safely around the school grounds • Wait patiently to be called for your bus	• Allow for other's privacy • Follow your classroom rules • Show members of our school and outer community courtesy	• Do your best • Be ready to listen and learn • Wait your turn patiently
Three	• Wear the school uniform proudly with correct colours • Wear applicable sun safety equipment when outside • Use equipment around the school appropriately	• Give others space if they are upset • Include everyone at break times • Help others	• Take turns during activities • Be proud of achievements • Accept help from other people
Four	• Follow appropriate hygiene procedures • Use gentle behaviours to communicate messages to adults and friends • Navigate your classroom safely	• Respect other people's belongings • Use polite and friendly words • Allow others to learn	• Appropriately celebrate the achievements of others • Always have a go • Model appropriate and safe behaviour to friends

Ipswich 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.
- School Positive Behaviour Support Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Ipswich Special School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.

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 (including cyber bullying and recording incidents for data collection) (Appendix 2); and
- Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected School Behaviour

At Ipswich 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.

Ipswich Special School uses differentiated Gotchas called Ollies, to acknowledge the behaviours we want to see. Staff members hand Ollies out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a Positive Notice card (Ollie).

Each student has an individualised behaviour rewards chart, which are displayed within the classroom. Each chart has between one to three positive behavioural goals. When a student receives an Ollie, demonstrates outstanding behaviour aligned to the school expectations, or demonstrates a behaviour aligned to their own differentiated behavioural goals. They place their Ollie on their rewards chart.

Once a student has completed their Individual rewards charts, the students will take their chart to an Administration representative to receive a reward plus recognition of their achievements. Students that complete their reward charts will receive a certificate from their classroom teacher at Assembly. Student progress is tracked using the Positive Behaviour wall, for every five completed charts students receive a personalised letter sent home by the principal outlining their achievements.

Responding to Unacceptable Behaviour

Re-directing low-level and infrequent problem behaviour using Universal School strategies
When a student exhibits low-level and infrequent problem behaviours, 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 how they might be able to act more safely or respectfully and be a learner. 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.

Targeted behaviour support:
Each year a small number of students at Ipswich Special School are identified through our data as needing additional 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.

Students for whom targeted behaviour is identified might attend their normal scheduled classes and activities with appropriate adjustments if required. They have increased daily opportunities to receive positive contact with adults and additional support from and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

This targeted behaviour is coordinated through a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, school wide coaching, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Behaviour Support: Behaviour Support Team

Ipswich 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 that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The *Intensive Behaviour Support Team*:
- Facilitates a Functional Behaviour Assessment for appropriate students (where appropriate);
- 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 Tier 2 committee to achieve continuity and consistency.

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 specialist behaviour services staff. A student needing intensive behaviour support might also be required to engage in alternative learning arrangements negotiated through the school, home and support agencies.

5. Consequences for unacceptable behaviour

Ipswich Special School makes systematic efforts to prevent inappropriate or unacceptable 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 inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

One School must be used by staff to record ALL minor and major problem behaviour. There is an incident report form (Appendix 4) that must be used by relief staff and handed in to administration if they are unable to access One School.

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

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

Minor problem behaviours may result in the following consequences:

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

Major behaviours are those that:

- Significantly violate the rights of others;
- Put others / self at risk of harm; and
- Require the involvement of school Administration.
- Intentionally stealing from others or businesses

Major behaviours result in an immediate referral to Administration (where appropriate) because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on One School.

Major problem behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral for targeted behaviour support.
                                      AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to the Positive Behaviour for Learning Tier Two Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

The following table outlines examples of minor and major problem behaviours:

Ipswich Special School MAJOR AND MINOR BEHAVIOURS

Behaviour	Definition	Minor Example	Example Consequences	Major Example	Example Consequences
Bullying/ harassment	Purposely hurting or overpowering another verbally, physically &/emotionally continually	• Name calling towards another student • Stand over tactics towards another student • Intimidation towards another • Invading and remaining in students personal space	• Verbal warning • Reminder of expectations • Student to rectify/repair • Moved within the class	• Persistent (3 minor incidents within one day) • Racial slurs towards staff or students • Physically and/or targeting another student • Stalking another student	• Office referral • Mediation • In school suspension • Contact with parents
Defiant/threats to adults	Verbal or physical gesture that is intended to harm and/or cause fear	• Threats towards adult • Swearing towards adult • Confrontation towards adult • Invading and remaining in adults personal space	• Verbal warning • Reminder of expectations • Students to rectify/repair • Moved within the class • Transfer adult	• Follow through with threat towards an adult • Offensive language directed towards an adult. • Explicit descriptions with objects in possession towards an adult • Physical harm towards adult	• Time in • Suspension – administration decision • Suspension – administration decision • Contact parent
Disruptive	Behaviour that results in an interruption in the class, school routines or school activity	• Leaving seat without permission • Throwing object around the room • Tearing up tasks • Loud continuous vocalisations • Interrupting other students learning	• Verbal warning • Choices given, limits set • Moved within the class	• Leaving room without permission, kicking objects, screaming • Pushing desk/chairs over • Throwing multiple objects • Encouraging others to disengage • Persistent (3 minor incidents within one day)	• Time in • Office referral • Repair damage • Verbal warning • Time in

IT misconduct	Inappropriate use of any electronic devices	• Failure to hand in electronic device etc. • Not following Internet or Mobile devices policy. • Access inappropriate websites (games etc.) • Using computer without permission	• Verbal warning • Written warning / email (parent cc'd) • Loss of privilege	• Failure to hand in electronic device 3 times in a week. • Using prohibited electronic devices 3 times in a week. • Access inappropriate websites (blocked sites, images) • Accessing computer on others username or password without permission • Cyberbullying	• Verbal warning • Written warning / email (parent cc'd) • Loss of privilege • Contact parents
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules and/or harms	• Denies behaviour • Lying to get something • Lying to avoid task or instruction	• Apology • Mediation	• Premeditated and planned. • Accusations made of incidents that did not occur	• Contact parents • Mediation with parents present • Administration referral

Page 1

Ipswich Special School MAJOR AND MINOR BEHAVIOURS

Behaviour	Definition	Minor Example	Example Consequences	Major Example	Consequence Examples
Misconduct involving object	Inappropriate use of an object for the non-intended purpose of that object Taking another person's belongings without permission or taking items from a store without purchasing,	• Misuse of property • Approaching someone with an object with intention to hurt • Taking another students belongings	• Loss of privilege • Choices given, limits set • Sent to another class- buddy class (same sector)	• Use an object to deliberately cause injury • Stealing items from a business • Intentionally stealing items from other students or staff	• Suspension – administration decision • Contact parents • Items to be returned to the business by parents or arranged otherwise • Police involvement – Administration decision
Non-compliant	Behaving in a way that does not comply with classroom and	• Not transitioning from area to area • Not following direction	• Choices given, limits set	Do not enter this category on One School	
Physical misconduct	Fighting or actions that involve physical contact	• Student not respecting personal space and touching another person • Contact with another person without permission e.g. pushing, tripping • Spitting in the environment	• Moved within the class • Parents/guardians contacted • Loss of privilege • Thinking chair • Change of environment	• Deliberate physical contact with another to cause harm (including biting and scratching requiring first aid). • Deliberate spitting at or on a person	• Suspension – administration decision • Contact parents • Behavioural intervention
Possess prohibited items	Possessing on their person or in their bag an item declared by the school as prohibited	• Chewing gum, electronic devices, spray deodorant, nail polish, electronic device (without contract)	• Loss of privilege • Verbal warning • Contact parents	• Cigarettes, lighter, knives, R rated magazines. • Drugs/alcohol • Weapons to cause harm	• Exclusion – administration decision • Possible suspension – administration decision • Contact parents
Property misconduct	Participating in an activity that results in damage, destruction or disfigurement of property	• Draw on school property (can be removed)	• Student to rectify/repair damage • Parents/guardians contacted	• Damage of school property (requires financial contribution to repair/replace) • Graffiti/Tagging	• Financial contribution to repair damage • Administration referral • Possible suspension

		• Break/damage someone else's belongings (can be fixed)		• Deliberately impairs the usefulness of someone else's property (requires financial contribution to repair/replace)	
Refusal to participate in program of instruction	Non-Verbally or verbally refusing to participate in activities or engage in tasks	• Passive (head on desk) • Not listening • Walking away from group (within sight)	• Time in to complete work • Verbal warning • Choices given, limits set	• Leaving the area of instruction (out of sight). • Absconding • Leaving school grounds without adult	• Office referral • Time in • Parent contact • Emergency services (if missing in community)
Third minor referral	3 minor incidents referred to buddy room or reflection room	Do not enter this category on One School		• 3 minor incidents in one day requiring administration assistance/alert.	
Threat/s to others	Any verbal or non-verbal threat to a person's physical or emotional wellbeing	• Making statements to receive a reaction from another e.g. 'Don't listen to the teachers' or • Spreading rumours/gossip	• Apology • Mediation • Verbal warning	• Making statements to encourage a reaction from another (violence occurs as a result) e.g. directing someone to hit someone else • Threatening violence on staff or students	• Time in • Administration referral • Possible suspension – Administration decision • Contact parents
Truant/skip class	Unexplained absence with or without parent's knowledge	Do not enter this category on One School		• Leaving school grounds without permission	• Parent contact • Emergency services (if missing in community)
Verbal misconduct	Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another	• Comments or gestures targeted at another person's race/disability/gender etc.	• Apology • Choices given, limits set • Students to rectify/repair	• Offensive language, sexual connotation words or gestures directed at another person.	• Verbal warning • Contact parents • Removal from class • Contact GO • Administration Referral • Possible suspension – Administration decision

Page 2

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- 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 they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may ask if they have remembered the previous discussion, remind them of the previous discussion, or the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- In the event of a serious, one-off behaviour incident or
- After consideration has been given to all other responses.

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

Basic defusing strategies

1. Avoid escalating the unacceptable behaviour. Remember that peak behaviours are most successfully dealt with when the behaviours have returned to baseline. 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 when appropriate: 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. Reinforcement and Correction Strategies
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Follow Up Strategies
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  o Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  o Assisting the individual 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.
  o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

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

Appropriate physical intervention may be used to ensure that Ipswich Special School's staff demonstrates 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 in the first instance, removing all other students and staff from an affected area and ensuring there is a physical barrier between the student/s who is acting out. This can involve coming between students, blocking a student's path, leading a student by the hand/arm, removing potentially dangerous objects and, in extreme situations, using more forceful restraint using Non Violent Crisis Intervention strategies.

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
- Understand that physical restraint CAN ONLY be used by trained staff
- The underlying function of the behaviour.

Physical intervention is NOT to be used as a response to:
- Property destruction;
- School disruption;
- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to reduce the risk of harm to self or others; and
- Take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Inappropriate student behaviours are to be reported as a behavioural incident on the One School website database. Reporting behavioural incidents into One School is fundamental to the maintenance of the Positive Behaviour for Learning framework.

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

7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer

- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- Behaviour AVT's

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- TRUE

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.

Ipswich 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 mental health and 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.
  - Provide written or verbal statements that will be taken into consideration in the decision making processes
  - Ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

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

10. Related policies and procedures

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

11. Some related resources

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

Endorsement

_____   _____

    Principal   **P&C President or**
                                  Chair, School Council

Effective Date: 1 January 2018 – 31 December 2019

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 the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones 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 Ipswich 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 Queensland Police Service.

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 Queensland Police Service. 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.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

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

Purpose

Ipswich 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 Ipswich 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 Ipswich 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 Ipswich Special School there is broad agreement among students, staff and parents that bullying is an 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 Ipswich Special School are an addition to our schoolwide 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 schoolwide 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 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

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 Ipswich 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'.

Ipswich Special School acknowledges anti-bullying through school celebrations. This is to highlight the importance of bullying issues within our school community and what our school is doing to build resilience in students.

Ipswich 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.

WORKING TOGETHER TO KEEP IPSWICH SPECIAL SCHOOL SAFE

We can work together to keep knives out of school. At Ipswich Special School:
- Every student has the right to feel safe and be safe at school.
- No knives 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 fishing knives, 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 missing activities or 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 Ipswich 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 school principal.

RECORD OF BEHAVIOUR INCIDENT

Date: _____   Staff Member
Reporting_____
Student/s involved:

_____

Staff / Student witnesses:

_____

Incident Type: ☐ **Minor**   ☐ **Major**   Period: _____

Location Category: _____   Subject: _____

Incident Details – should include information on: • Location • Staff and students present • Lesson or event • Observed behaviour of the student • Who or what the behaviour was directed towards • Action taken to de-escalate the behaviour	

BEHAVIOUR STRATEGIES:

Categories: (Select Primary Behaviour) Refer to Minor/Major Behaviours Table	
☐ Bullying/harassment	☐ Prohibited items
☐ Defiant/threat/s to adults	☐ Property misconduct
☐ Disruptive	☐ Refusal to participate in program of instruction (MINOR ONLY)
☐ ~~Dress code~~ DO NOT USE	☐ Substance misconduct involving illicit substance (ADMIN ONLY)
☐ IT misconduct	☐ Substance misconduct involving tobacco and other legal substances (ADMIN ONLY)
☐ Late (ADMIN ONLY)	
☐ Lying/Cheating	☐ ~~Third minor referral~~ DO NOT USE
☐ Misconduct involving object	☐ Threat/s to others
☐ ~~Non-compliant with routine~~ DO NOT USE	☐ Truant/skip class (ADMIN ONLY)
☐ ~~Other conduct prejudicial to the good order and management of school~~ DO NOT USE	☐ Verbal misconduct
☐ Physical misconduct	☐ Other (ADMIN ONLY)
☐ ~~Possess prohibited items~~ DO NOT USE	

Strategies	
☐ Dealt with in Class	☐ Quiet Time Self Initiated by Student
☐ Natural Consequence	☐ Withdrawal of Privileges
☐ Restorative Justice	☐ Quiet Time in Office
☐ Sent to Office	☐ Referral to PBL Leadership Team
☐ Discuss Appropriate Behaviour	☐ Physical Assistance
☐ Quite Time Directed by Staff	☐ Physical Restraint
	☐ Parent/Carer Interview

FOLLOW UP REQUIRED:
Followed Up By:

Incident Entered on One School By:_____

Date:_____