



The Code of School Behaviour

Better Behaviour
Better Learning

Mackay District Special School

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

1. Purpose

Education Queensland and Mackay District Special School are committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

The Mackay District Special School community believes that responsible behaviour encompasses the behaviour of all members of the school community: parents, students, staff and volunteers. It believes that the behaviour of all these people impact on the school environment and its consequent level of supportiveness. We aim to create a safe and positive environment, whereby everyone is encouraged to take responsibility for their actions, as well as acknowledging the importance of appropriate and meaningful relationships.

We encourage each student to make effective choices about participation in the world. We value the building and development of positive relationships through respect, tolerance, honesty and consideration for each other while fostering the freedom to do so.

Our school plan aligns with and supports the Code of School Behaviour. The plan provides a framework of positive strategies as articulated in the provision of Positive Behavioural Supports (PBS) (Ruef, Poston & Humphrey, 1998). It goes beyond one approach, reducing challenging behaviour, to multiple approaches: changing systems, altering environments, teaching skills, and appreciating positive behaviour. We design comprehensive, multidimensional PBS plans (Sugai, 1998) and tailor them to meet the unique needs to the students.

2. Consultation and data review

The Positive Behavioural Support Committee has been instrumental in assessing and planning behaviour support in Mackay District Special School over the past few years. The committee comprises of teachers, teacher aides and parents (P&C).

Surveys are conducted to determine the effectiveness of school wide, non-classroom, classroom and individual systems. A critical feature of the consultation process will be a review of the following important data sets for our school:

- attendance
- unexplained absences
- suspensions and exclusions
- behaviour incidents (e.g. bullying – including cyberbullying).

The plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in 2012 and will be reviewed again in 2015 as required by legislation or prior if required.

3. Learning and behaviour statement

Mackay District Special School community believes in a whole school approach to behaviour management which addresses the rights and responsibilities of all its' participants. We are committed to providing a caring environment that provides quality, individualised, needs-based programs, in an alternative setting for students P-12, where each student is developed to their full

potential. We aim for quality educational outcomes, which will enable students to access the skills and knowledge necessary to participate in present and future society. We aim to provide the best possible climate where the whole school community can feel safe and be happy, based on skilled, sensitive inter-personal relationships.

The *Responsible Behaviour Plan for Students* is founded on the following principles:-

- The foundation of positive classroom behaviour is effective teaching;
- The provision of an inclusive and engaging curriculum underpinned by respectful relationships between staff and students;
- Positive behaviour is enhanced through a whole-school approach, core values and effective school organisation and leadership. Whole-school resource allocation supports sustainability of Positive Behaviour Supports (PBS);
- Effective partnerships with parents/carers, the wider school and other support agencies contribute to positive behaviour in the school;
- Staff expertise is valued and developed;
- Standards of expected student behaviour are linked to positive pro-social behaviours (which have been explicitly taught) and the identification of appropriate assistive/augmentative behaviours to support effective communication;
- Responses to chronic or intense problem behaviour, take into account the reasons to why the behaviour occurs;
- Individual PBS plans are developed for students through the use of functional behavioural assessments; and
- Students, parents, teachers and other professionals are encouraged to access all appropriate educational opportunities.

As part of our general philosophy the school community articulates the following beliefs about behaviour and learning:-

- All students are capable of learning. Each student exhibits unique individual strengths, weaknesses and learning styles;
- That programming should be appropriate and designed for student success;
- Development of fair and consistent rules for the safety and wellbeing of the whole school community;
- Provision of a wide range of activities that cater to the needs and abilities of all students;
- Provision of opportunities for teachers to learn and extend their skills in effective learning and teaching;
- Students will interact to the best of their ability within their learning environment as identified in ISP's;
- Parents/carers will support their child's learning by interacting with the school to achieve the best educational outcomes; and
- Staff will adopt a whole school approach to the teaching and learning behaviour which is based on an accepted set of values.

There are 5 values that Mackay District Special School had adopted from the National Framework-Values for Australian Schooling that form the basis for our 3 school rules. Research indicates that student achievement is more assured when the values of care, respect and trust underpin the learning relationship are made explicit in all aspects of teaching and schooling.

The 5 values:-

- Achievement – Personal Best (achieving your goals)
- Valuing – Showing Respect (empathy and understanding)
- Teamwork – Together As One
- Sharing
- Encouragement

The three school rules are:

Make Good Choices, Be Respectful, Stay Safe.

These are aligned in all aspects of the curriculum and school procedures.

School Rule	Office	Playground/ Buildings	Classroom	Garden	Taxi area
Make Good Choices	Walk to and from the office	Stay with the group Go into class when the bell rings	Listen to the teachers Follow classroom rules	Follow instructions when in the garden	Wait on the bench until your name is called
Be Respectful	Smile and say "Hello" Wait for people to look up	Listen to the adult for instructions Take turns with your friends	Look after your friends Use an 'inside voice' Give personal space	Look after school equipment Help friends in the garden	Smile and say hello to the taxi driver Hands to yourself Give personal space
Stay Safe	Walk straight to the office and straight back to class	Walk with the group Make sure the gates are locked Wear a hat and sunscreen	Hands to yourself Look after property Join in with classroom activities	Stay with the group Use equipment safely	Wait with your group Put on your seat belt

School Rule	Off school grounds	Oval	Swimming Pool	Toilets	U/cover area
Make Good Choices	Sit quietly on the bus Listen to the teachers	Have fun and join in the activities	Sit at the edge until the teachers tells you it is time to get in	Flush the toilet and wash hands	Stay with your group Join in with the singing
Be Respectful	Wait patiently while students in wheelchairs access the bus Smile and be polite on the public bus	Take turns in the games Be a good winner and a good loser	Get changed in private Look after school equipment	Use the toilet and then go back to join the group Stay outside when someone else is in the toilet	Sit nicely hands to yourself Smile and say hello to visitors Come up to the front when your name is called
Stay Safe	Keep seatbelt on Answer when the teacher calls your name Stay with the group	Stay with the group Use equipment safely Wear your bike helmet	Listen to instructions Look after your friends Walk at the pool	Wash hands with soap and put paper towel in the bin	Hands and feet to yourself Walk in the u/cover area Follow instructions

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

In keeping with our beliefs about learning behaviour we believe that our students respond best to positive reinforcement. Positive behaviours are established through modifying that student's environment and teaching new skills while responding effectively to problematic behaviours.

We do not tolerate bullying in any format and will respond with immediate consequences. (Refer to Appendix 1 - The use of Personal Technology Devices at School and Appendix 2 – Procedures for Preventing and Responding to incidents of Bullying)

School wide Positive Behaviour Support

School wide Positive Behaviour Support as defined by Horner and Sugai (2004) is

“comprised of a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. PBS is not a specific model but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically and efficient.”

In practical terms, PBS is:-

- Proactive school wide systems of support for defining, teaching, and supporting appropriate student behaviours to create positive school environments;
- A behaviourally based systems approach to improving the link between research-validated practices and the environments in which teaching and learning occurs;
- Creating and sustaining school wide, classroom and individual systems of support that improve lifestyle results for all learners;
- Building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved; and
- Focussing on de-escalating strategies when behaviour becomes out of control.

To achieve positive behaviours, staff actively teach social competencies and skills in structured lessons. Active teaching of specific behaviours sustained by the modelling of desirable competencies is the underlying structure. All staff in all settings promotes the development of positive behaviours.

Our approach is based on the Lavigna and Willis (1995) model shown below:

Proactive strategies			Reactive Strategies
Ecological Strategies Altering classroom Environment	Positive Programming	Focused Support	Situational Management
Associated Support Programs			

This easily followed, well-structured, multi-element process provides guidance for all staff and students in supporting the development of positive behaviours.

The three Proactive Strategies are:

1. **Ecological Strategies**- identification of environmental factors that may trigger negative behaviours and make changes to those environments to avoid or address such triggers.
2. **Positive Programming**- teach skills and competencies to facilitate behavioural changes for the purpose of social and community integration.

Teaching new skills involves determining what the student needs to learn to replace the challenging behaviour. It is necessary to understand the purpose of the behaviour so that a replacement skill can be selected. New skills need to be functional and age appropriate.

3. **Focused Support**- use specific strategies such as differential reinforcement procedures and stimulus-based procedures to bring about rapid changes in problem behaviours.

Individual Reinforcement systems:

- *Personal Visual Schedules with student selected reward for completing agreed task*
- *Short, Medium and Long Term Schedules*

Class Reinforcement Systems

- *Token Economy*
- *Class negotiation of reward for completion of group activities*

School Reinforcement Systems

- *Playground Merit Cards*
- *Principal Awards*
- *Intermittent differential rewards from Principal*

Whole School Proactive Strategies

Students at Mackay District Special School have diverse needs. Students have an Individual Support Plan (ISP), which identifies educational goals appropriate to individual needs. ISP's may outline goals aimed at developing social competence and positive social behaviours.

Strategy 1: Alter the Classroom Environment

Environmental influences on students with disabilities are of great importance. A variety of environmental and situational forces influence the behaviour of all children. Because these varieties may have even greater significance for children with disabilities, a conscious effort is made to carefully analyse the student's environment as an ongoing component of the instructional process. Visual organization of instruction supports the visual learning modality. Systematic routines ensure students carry out the task in a systematic way. Concrete clues, including meaningful visual stimuli are used to help the student to consider what is expected and increase independence levels. Physical layout of the classroom has visually clear areas and boundaries, for example individual and computer workstations reinforce the systematic component of the programs.

Strategy 2: Increase Predictability and Scheduling

Specific schedules are designed that allow the students to anticipate and predict activities (Fullerton, 1996), which lead into eventually organising and developing their own self-management system.

Strategy 3: Increase Choice Making

From the onset it is vital that the students be involved in making choices about the systems that they want. Similarly, in providing the student with opportunities to make choices is another way of teaching them that they can influence others without having to resort to challenging behaviour (Ruef, 1998).

Strategy 4: Make Curricular Adaptations

Modifications made to improve the student's performance in completing activities can influence their positive and negative behaviours. It is therefore imperative to consider individual adjustments and accommodations.

Strategy 5: Appreciate Positive Behaviours

A critical component of any intervention plan is the pattern of reinforcement for using the appropriate behaviour. The student is positively reinforced for exhibiting, for example, on-task behaviour and following teacher instructions.

Through rearrangement of the instructional environment the students will have the opportunity to engage in and be positively reinforced for appropriate behaviour at an appropriately timed interval. The positive reinforcement menu is based on the student's preferred activities and the information gleaned from an informal study of reinforcement preferences.

Strategy 6: Teach Replacement Behaviours

The teacher/teacher aide identifies that in teaching appropriate, alternative responses that serve the same purposes as the challenging behaviour, the student could be directed in reducing the undesired responses and increases their skill level.

Specific tuition in the codes of social conduct, conflict resolution and friendship skills using Social Stories and Comic Book Conversations (Gray, 1998), combined with CBT may be designed to enable students to relieve anxiety, depression and anger.

Programs presently in place to support ISP's are

Intensive Interaction, Protective Behaviours, SoSafe, KidsMatters, Functional Communication, Pictorial Exchange Communication System (PECS), Aided Language Stimulation (ALS), Family Planning, and HRE.

Staff were trained in TeamTeach – positive handling techniques during 2010. Staff will be trained in Non-Crisis Intervention with updates occurring at yearly intervals.

• Intensive behaviour support

Individual Positive Behaviour Support Plans

If a student is identified as exhibiting a high incidence of challenging behaviours, a positive behaviour support goal (Horner et al, 1990) is included in the child's ISP. From this goal an **Individual Behaviour Support Plan (IBSP)** will be developed. See Appendix for IBSP sample template.

The Individual Positive Behaviour Support Plan outlines a systematic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the Plan brings together parents, professionals and the student (where appropriate) to consider the student's current level of performance and to determine needs and priorities. It promotes:

- Shared responsibility;
- Consensus about behavioural and educational goals of the student;
- Focus on a small number of key behaviours;
- Collective accountability for outcomes;
- Opportunity for communication.

We focus on non-aversive behaviour management strategies to effect changes in behaviour (Non-Crisis Intervention). Educative approaches, including ecological manipulation and positive programming, are instrumental to the development of appropriate behaviour.

The process we use to develop an IBSP is derived from the Multi-element Model of Lavigna and Willis (1995).

The Behaviour Support Process Model

Phase 1	Background Information	<ul style="list-style-type: none"> • Details of students disability, health and medial status • School History and IEP focus • Student competencies and preferences • Family history and living arrangements • Details of history of student's problem behaviours 			
Phase 2	Functional Analysis of Behaviour	<ul style="list-style-type: none"> • Description of problem behaviour • 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	
		Ecological Strategies	Positive Programming	Focused Support	Situational Management
		Associated Support Programs			
Phase 4	Intervention Implementation and Review	<ul style="list-style-type: none"> • Training and support • Implementation and data collection • Monitoring and modification • Regular review 			
Phase 5	Intervention Evaluation	<ul style="list-style-type: none"> • Outcomes • Social validity • Overall intervention effectiveness • Future recommendations 			

The Implementation of the Individual Behaviour Support Plan

The development of the IBSP is initiated when students are identified as exhibiting a specified number of challenging behaviours.

Behavioural markers are identified through data collected by teachers, ABC data sheets and the Incident Report Register used for recording more serious incidents.

These behaviours are classified into levels indicating the severity of the assault or disruptive behaviour.

- Level I Any five Level I incidents in any three week period
- Level II Any three Level II incidents in any three-week period.
- Level III Any Level III incident occurring at any time.

When the criteria for any are reached, consultation occurs between the classroom teacher (case manager), the principal and the student's parent/carer (where appropriate the student and the guidance officer may be involved in these discussions). At this point, the IBP may be developed.

The behaviour support goal is reviewed and progress reported twice yearly at the end of each semester. The IBSP is no longer required when the behaviour support goal is reached.

Guidance Officer Intensive Behaviour Support as well as staff from the District Guidance Team will be consulted when required.

5. Consequences for unacceptable behaviour

Consequence for unacceptable Behaviour

Mackay District 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. An office referral form (Appendix 4) is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence 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 student is displaying,
 2. asks student to name expected school behaviour,
 3. states and explains expected school behaviour if necessary
 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
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Respond Program
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school

- **Level Three:** Students who engage in very serious problem 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.

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem 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 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.

Ensuring consistent responses to problem behaviour

At Mackay District 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.

Students also receive training about how to respond 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.

Consequences at Mackay District Special School are built into all social interactions and fit into the positive behaviour support strategies of the school. It is hoped that traditional systematic consequences will not be necessary in such a climate. If a student's behaviours do not respond to this approach it may be necessary to call for a placement meeting, which includes all interested agencies and community groups to reassess the program. If no alternative is available and the student poses a danger to the school community then the suspension/exclusion process will commence.

- If a student is suspended for 1 – 5 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.
- If a student is suspended for 6 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.
- Should the student's behaviour result in a proposed/recommended exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.

The Disability Discrimination Act 1992 states, "To avoid doubt a disability that is otherwise covered by the definition includes behaviour that is a symptom or manifestation of the disability." Therefore, Mackay District Special School will make 'reasonable adjustments' for students to access and participate in all school programs.

6. Emergency or critical incident responses

Mackay District Special School has a current 'Critical Incident Management Plan' in place.

This is reviewed yearly, after any critical incident, and after any emergency evacuation drills.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. For example the possibility of knives or weapons at school.

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.

Mackay District Special School identifies the importance of conducting Risk Assessments with students known to exhibit challenging behaviours.

Basic defusing strategies

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).

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).

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).

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).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention in accordance with SMS-PR-021 Safe Supportive and Disciplined School Environment if all non-physical interventions have been exhausted and a student is:-

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

Appropriate physical intervention may be used to ensure that Mackay District 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 Team Teach Positive Handling 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; and
- the underlying function of the behaviour.

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

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

Any physical intervention made must:-

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

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report on OneSchool
- [Health and Safety incident record](#)
- debriefing report (for student and staff) (Appendix 5 – Debriefing Report).

7. Network of student support

The network of student support

The network for support at Mackay District Special School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:-

- School teaching and support staff including a school nurse;
- School administration;
- Parents;
- School guidance officer;
- District senior guidance officer;
- AVT- Behaviour/Autism/Intellectual/Physical/Visual/Visual/Hearing;
- Police Liaison Officer; and
- Behavioural Support Committee.

The Behavioural Support Committee provides support to students who require more targeted or intensive support. The Committee consists of the school Guidance Officer, Principle and class teacher.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services and Juvenile Aid Bureau also work closely with the school to provide support when necessary.

Lifeline	13 11 14
Salvation Army	3831 9016
Department of Families	13 13 04
Department of Child Safety	1800 811 810
Community Health	

8. Consideration of individual circumstances

Consideration of individual Circumstances

Consequences for breaking the schools Responsible Behaviour Plan for students can vary according to a number of factors, which may include:

- Disability of the child;
- Previous behaviour record;
- Severity of the incident;
- Amount of reliable evidence;
- Degree of provocation;
- Intent of the action; and
- Honesty and level of genuine remorse.

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 the school community members will be considered at all times.

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 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

11. Some related resources

- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses](#)

- [National Safe Schools Framework](#)
(www.curriculum.edu.au/verve/resources/natsafeschoolsfile.pdf)
- [Kismatters \(www.kidsmatter.edu.au\)](http://www.kidsmatter.edu.au)

- [Schoolwide Positive Behaviour Support
\(education.qld.gov.au/studentservices/behaviour/swpbs\)](http://education.qld.gov.au/studentservices/behaviour/swpbs)

Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Effective Date: 1 January 2013 – 31 December 2015



Appendix 1

The Use of Personal Technology Devices* at School

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

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 Mackay District 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 bullying¹ 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 involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is 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 the 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.

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Mackay District 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.
2. There is no place for bullying in Mackay District Special School. Research indicates that both those being 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.
3. Bullying behaviours that will not be tolerated at Mackay District 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.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Mackay District 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

6. Research indicates that many problem behaviours are peer-maintained. 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 response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Mackay District Special School are an addition to our already research-validated 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

8. 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 nonclassroom 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 nonclassroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. 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.
11. 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.
12. 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 Mackay District 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'.
13. Mackay District Special School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Individual Positive Behaviour Support Plan

Individual Positive Behaviour Support Plan

Student	Date of birth	Plan start	Plan review

Aims of this plan	Communicative intent
1. Aim 1 2. Aim 2 etc	- What is the student trying to communicate by showing these behaviours

Student strengths/likes	Possible triggers
- Include as many as possible	- Possible things that may trigger the behaviour/s in this plan

Topography of behaviour
Escalation: 1. First behaviour 2. Second behaviour etc Crisis: 1. First behaviour 2. Second behaviour etc

Preventative and teaching strategies and support	
Class support - Curriculum adjustments <ul style="list-style-type: none"> • Wait time • Visual schedules • Notice to finish • Appropriate time for tasks • Working for card • This – then card • 1:1 or 1:2 • Consistent language • etc 	Reinforcements for desired behaviour <ul style="list-style-type: none"> • Positive praise • Free time with choice of activity • iPad time • Stickers • 1:1 play (tickles, chasing etc) • Walk to admin • etc
Interagency support - e.g. evolve	Student support network Teaching team, school behaviour group, family etc
Medical Support - e.g. Doctors name	Out of class support - e.g. 1:1 playground
Individual monitoring - e.g ABC data collection sheets	Case monitoring/Evaluation 6 monthly by teaching team, parents and school behaviour group

Preferred support strategies (Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)		
Technique	Y/N	Comment
C.A.L.M talking/stance		
Choices		
Consequences		
Planned Ignoring		
Distraction/Redirection		
Contingent Touch		
Negotiation		

Break offered		
Success reminder		
Humour		
Pressure		
Transfer Adult		
Other		

Preferred handling strategies (Minimum 2 staff, list any "get out" that can used during hold)		
Technique	Y/N	Comment
T Wrap (smaller child only)		
Single Elbow		
Double Elbow (not for sitting)		
Figure of Four (not for sitting)		

Other strategies
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Brief description of risk reduction strategies or Positive Handling.
Where significant risk of injury to self or others is considered, responses may include the use of Physical Restraint in line with Education Queensland Policy SMS-PR-021: Safe, Supportive and Disciplined School Environment. 1. Behaviour 1 2. Behaviour 2 etc

Debriefing/recovery after the incident
1. Behaviour 1 2. Behaviour 2 etc

Contributors to the Individual Positive Behaviour Support Plan			
Name	Position	Signature	Date
	Teacher		
	Teacher Aide		
	Parents		
Sheina Treuel	Principal		

Appendix 4

Guide for staff to use when recording behaviour incidents o OneSchool

Incident Report

Student Name:			Location (please tick)	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Classroom	
			Other	

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing)

Appendix 5

Debriefing Report

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**
- **Address organisational problems and make appropriate changes**

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).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- 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?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

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