*Responsible Behaviour Plan for Students*

based on *The Code of School Behaviour*

1. **Purpose**

Ipswich West 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.

1. **Consultation and data review**

Ipswich West Special School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through staff meetings, P&C meetings and wider community input. A review of the following school data sets from 2009-2012 also informed the development process: attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying, cyberbullying and the inappropriate use of mobile phones or other electronic devices.

The Plan was endorsed by the Principal and the President of the P&C.

1. **Learning and behaviour statement**

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

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

* 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.

1. **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 West Special School we emphasise the importance of directly and explicitly teaching students the behaviours we want them to demonstrate at school and in the wider community. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

|  |
| --- |
| **SCHOOLWIDE EXPECTATIONS TEACHING MATRIX**  |
| **SAFE** | **WHOLE SCHOOL** | **CLASSROOM** | **BUS & FRONT GATE** | **COURTYARD** | **WHEN EATING** |
| * We keep our hands, feet and other objects to ourselves
* We follow teacher instructions
* We walk safely on hard surfaces
* We think before we act
* We report unsafe or suspicious behaviour
* We make way for others on walkways
 | * We take responsibility for our own actions
* We ask permission to leave the classroom
* We use classroom furniture and resources appropriately
* We are on time to class and programs
* We sit on our chairs correctly
 | * We sit quietly and wait for our bus or to be picked up
* We stay inside the school until a staff member calls us
* We walk straight to our bus or car
* We keep our heads and arms inside the bus or car
 | * We play appropriate games in the courtyard
* We ride the bikes carefully and responsibly
* We listen to the staff member on duty
 | * We eat our own food and use our own bottle for a drink
* We sit down while we eat
* We chew our food carefully
 |
| **TOILETS** | **TRANSITIONS** | **OVAL** | **JUNIOR PLAY** | **COMMUNITY** |
| * We use the facilities for their intended purpose
* We flush the toilet after use
* We clean up any mess we make or ask for help
* We wash our hands with soap
* We wait our turn for the toilet
* We use the cubicle alone
* We report any damage or blockages to a staff member
 | * We line up and wait quietly and calmly
* We walk calmly around buildings
 | * We wear our hats and are sun safe
* We play fun games and follow the rules
* We ask for help when we need it
* We report dangerous behaviour and look after our friends
* We use the equipment appropriately
* We think before we act
* We keep our hands and feet to ourselves
* We listen to the staff member on duty
 | * We play correctly with the toys and equipment
* We only climb on the playground equipment
* We wear our hats and are sun safe
* We listen to the staff member on duty
* We keep our hands, feet and other objects to ourselves
 | * We follow the road safety rules
* We listen to the staff members
* We follow instructions
* We stay with our group
* We only talk to ‘safe’ adults
 |
| **RESPECTFUL** | **WHOLE SCHOOL** | **CLASSROOM** | **BUS & FRONT GATE** | **COURTYARD** | **WHEN EATING** |
| * We use polite and positive language
* We take care of our school
* We take pride in who we are
* We listen to and follow staff instructions
* We keep our hands and feet to ourselves
* We show courtesy to guests in our school
* We use our manners
* We take care of our belongings
* We listen when others are speaking to me
* We put rubbish in the bins
* We greet others with a smile
* We treat school and others’ property well
* We treat others the way we want to be treated
 | * We keep our work area tidy and clean
* We speak respectfully and at appropriate times
* We respect other people’s choices
* We look after our equipment
* We listen to and follow staff instructions
* We use an inside voice
* We ask before we leave the room
* We put our rubbish in the bin
 | * We do what the bus supervisor expects
* We keep the bus clean
* We wait quietly and calmly for our bus or to be picked up
* We listen for the staff member to call us to the gate
* We follow staff instructions
* We speak quietly and respectfully
 | * We speak politely to others using appropriate language
* We use equipment correctly
* We look after the schools property
* We listen to and follow staff instructions
* We share
 | * We chew with our mouths closed
* We cut our food when necessary
 |
| **TOILETS** | **TRANSITIONS** | **OVAL** | **JUNIOR PLAY** | **COMMUNITY** |
| * We allow others to use the facilities comfortably
* We leave the toilets clean
* We put our rubbish in the bin
* We give space and privacy to others
* We use the appropriate amount of soap
 | * We move safely and appropriately to our class or program
* We are on time
* We line up and wait quietly and calmly
* We use appropriate language and volume of voice
 | * We speak politely to others using appropriate language
* We listen to and follow the referees decision
* We are friendly and treat others with care
* We let others join in our game
* We treat school and others’ property well
* We show good sportsmanship
* We encourage others when playing games
* We return equipment at the end of play
* We report damaged or lost items to a staff member
* We keep hands and feet to ourselves
 | * We speak politely to others using appropriate language
* We share the toys and the equipment
* We listen to the staff members
* We pack up when the bell goes
* We keep our hands, feet and other objects to ourselves
* We let others join in our games
 | * We show appropriate behaviour
* We show pride in ourselves and our school
* We are considerate to the public
* We are polite and courteous to people we interact with (shop assistants, bust drivers etc.)
* We follow the rules set by venues we visit
* We listen and follow the staff members instructions
 |
| **LEARNER** | **WHOLE SCHOOL** | **CLASSROOM** | **BUS & FRONT GATE** | **COURTYARD** | **WHEN EATING** |
| * We are on time to our programs
* We listen to and follow staff instructions
* We are always neat and tidy
* We take care of our property
* We know the schools expectations
* We are role models
* We know when to “cool down”
* We know where to play
 | * We complete our class work and try our best
* We wait until directed by a staff member to start a computer
* We listen to and follow directions
* We take turns and share equipment and games
* We keep our workbooks tidy and up to date
* We listen to others while they are speaking
* We are organised and have our equipment ready
* We know the class expectations
* We share ideas
* We engage in class discussions and activities
 | * We know the expectations for bus line
* We know where to wait
* We sit and wait quietly
 | * We know what is expected of us
* We problem solve to share equipment
* We learn how to play safely
* We take turns and share equipment
* We listen to the staff member on duty
 | * We know how to eat politely
* We stay in the correct area while eating
* We learn to eat healthy foods and make healthy choices
 |
| **TOILETS** | **TRANSITIONS** | **OVAL** | **JUNIOR PLAY** | **COMMUNITY** |
| * We learn about personal safety
* We take advantage of play times to go to the toilet
* We remember the expectations
* We respect other people’s privacy
* We ask permission to use the facilities during class time and return quickly
 | * We learn how to line up and wait quietly
* We walk to our next activity
* We are on time
* We learn our timetable
 | * We learn and share fun games
* We know what it means to be a good sport
* We know about sun safety
* We include people in our games
* We take turns with the equipment
* We listen to the staff member on duty
* We come back to class when the first bell goes
 | * We remember to keep our hats on
* We share the toys
* We listen to the staff member on duty
* We play nice and safe games with each other
* We sit around the picnic tables when the bell goes and wait to go back to class
 | * We learn to show respect
* We learn and follow the road safety rules
* We take responsibility for our behaviour and belongings
 |

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

* Behaviour lessons conducted by classroom teachers;
* Reinforcement of learning from behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities
* Awarding a ‘Student of the Week’ award from every class with a focus on the identified behaviour of the week
* Awarding ‘Gotcha’ cards to students exhibiting desired behaviours.

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

* A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
* Positive Behaviour for Learning team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
* Comprehensive induction programs in the Ipswich West Special School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
* Individual learning plans developed in consultation with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour, providing a personal framework for positive behaviour expectations and enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:

* The Use of Personal Technology Devices at School (Appendix 1);
* Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
* 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 West Special School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Ipswich West Special School ‘Gotcha’ Cards

Staff members hand out ‘gotcha’ cards each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they ‘catch’ a student following the rules they can choose to give the student a green or an orange ‘gotcha’ card.

When students receive 5 green ‘gotcha’ cards they earn 1 orange ‘gotcha’ card. Students visit the Principal, Deputy Principal or Head of Curriculum to choose a prize when they have received 5 orange ‘gotcha’ cards. A postcard is also sent home from the Principal via post. ‘Gotcha’ cards are never taken off students as a consequence for problem behaviour.

In addition to the ‘gotcha’ card system, each class has developed a reward system for students displaying desired behaviours within the classroom.

Responding to unacceptable behaviour

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

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. 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.

1. Targeted behaviour support

Every student at Ipswich West Special School has an individual positive behaviour management plan. These are developed in consultation with parents/carers. Each teacher meets with the Principal and Deputy Principal to review each plan twice a year, or more if required. The aim of the plan is to promote positive strategies to support the students to stay in the green zone. Additionally, strategies are documented to assist in returning students to the green zone if they move to the blue, orange or red zone.

Buddy Class Program

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

Students accepted into the Buddy Class Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from the Principal, Deputy Principal or Head of Curriculum through check-in/check-out processes 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.

The Buddy Class Program is coordinated by the Head of Curriculum 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, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Buddy Class Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

1. Intensive behaviour support: Positive Behaviour for Learning Team

Ipswich West 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 *Positive Behaviour for Learning Team*:

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

The *Positive Behaviour for Learning Team* has a simple and quick referral system in place (Appendix 5). Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s leadership team and regional behavioural support staff.

5. Consequences for unacceptable behaviour

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

Minor and major behaviours

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 managed as per the student’s individual positive behaviour management plan.

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; and
* do not require involvement of specialist support staff or leadership team.

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 the school leadership team.

Major behaviours result in a referral to the leadership team through OneSchool because of their seriousness. When major problem behaviour occurs, staff members follow the student’s individual positive behaviour management plan.

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;
* Level Two: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
* 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.

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Area | Minor | Major |
| **Safe** | Movement around school | * Running on concrete or around buildings
* Running in stairwells
* Not walking bike in school grounds
 |  |
| Play | * Incorrect use of equipment
* Not playing school approved games
* Playing in toilets
 | * Throwing objects
* Possession of weapons
 |
| Physical contact | * Minor physical contact (for example, pushing and shoving)
 | * Serious physical aggression
* Fighting
 |
| Correct Attire | * Not wearing a hat in playground
* Not wearing shoes outside
 |  |
| Other | * Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
 | * Possession or selling of drugs
* Weapons including knives and any other items which could be considered a weapon being taken to school
* Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
 |
| **Respectful** | Language(including while online) | * Inappropriate language (written/verbal)
* Calling out
* Poor attitude
* Disrespectful tone
 | * Offensive language
* Aggressive language
* Verbal abuse / directed profanity
 |
| Property | * Petty theft
* Lack of care for the environment
 | * Stealing / major theft
* Wilful property damage
* Vandalism
 |
| Others | * Not playing fairly
* Minor disruption to class
* Minor defiance
* Minor bullying / victimisation/ harassment
* Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
 | * Major bullying / victimisation /harassment
* Major disruption to class
* Blatant disrespect
* Major defiance
* Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
 |
| **Learner** | Class tasks | * Not completing set tasks that are at an appropriate level
* Refusing to work
 |  |
| Being in the right place | * Not being punctual (e.g., lateness after breaks)
* Not in the right place at the right time
 | * Leaving class without permission (out of sight)
* Leaving school without permission
 |
| Follow instructions | * Low intensity failure to respond to adult request
* Non compliance
* Unco-operative behaviour
 |  |
| Accept outcomes for behaviour | * Minor dishonesty (lying about involvement in a low-level incident)
 | * Major dishonesty that has a negative impact on others
 |
| Rubbish | * Littering
 |  |
| Mobile Phone or personal technology devices | * Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)
 | * Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
* Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
 |

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

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

* in the event of a serious, one-off behaviour incident
* 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 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.

Basic defusing strategies

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

Physical 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 West Special School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

* 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:

* School incident report (Appendix 5)
* Student record of incident (as per process for natural justice).

**7. Network of student support**

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

* Parents
* Teachers
* Support Staff
* Leadership Team
* Guidance Officer
* Senior Guidance Officer
* School Chaplain
* Adopt-a-Cop.

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.

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

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

9. Related legislation

* [Commonwealth Disability Discrimination Act 1992](http://www.comlaw.gov.au/Details/C2012C00110)
* [Commonwealth Disability Standards for Education 2005](http://education.gov.au/disability-standards-education)
* [Education (General Provisions) Act 2006](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf)
* [Education (General Provisions) Regulation 2006](http://www.austlii.edu.au/au/legis/qld/consol_reg/epr2006396/)
* [Criminal Code Act 1899](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CriminCode.pdf)
* [Anti-Discrimination Act 1991](http://www.austlii.edu.au/au/legis/qld/consol_act/aa1991204/)
* [Commission for Children and Young People and Child Guardian Act 2000](http://www.austlii.edu.au/au/legis/qld/consol_act/cfcaypacga2000511/)
* [Judicial Review Act 1991](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/J/JudicialRevA91.pdf)
* [Workplace Health and Safety Act 2011](http://www.austlii.edu.au/au/legis/qld/consol_act/whasa2011218/)
* [Workplace Health and Safety Regulation 2011](http://www.austlii.edu.au/au/legis/qld/consol_reg/whasr2011309/)
* [Right to Information Act 2009](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/R/RightInfoA09.pdf)
* [Information Privacy (IP) Act 2009](https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/I/InfoPrivA09.pdf)

10. Related policies and procedures

* [Statement of expectations for a disciplined school environment policy](http://education.qld.gov.au/schools/strengthening-discipline/pdf/statement-of-expectations.pdf)
* [Safe, Supportive and Disciplined School Environment](http://ppr.det.qld.gov.au/education/learning/Pages/Safe%2C-Supportive-and-Disciplined-School-Environment.aspx)
* [Inclusive Education](http://education.qld.gov.au/studentservices/inclusive/index.html%22%20%5Co%20%22View%20document%3A%20CRP-PR-009%3A%20Inclusive%20Education)
* [Enrolment in State Primary, Secondary and Special Schools](http://ppr.det.qld.gov.au/education/management/Pages/Enrolment-in-State-Primary%2C-Secondary-and-Special-Schools.aspx)
* [Student Dress Code](http://ppr.det.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx%22%20%5Co%20%22View%20document%3A%20SMS-PR-022%3A%20Student%20Dress%20Code)
* [Student Protection](http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx)
* [Hostile People on School Premises, Wilful Disturbance and Trespass](http://ppr.det.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises%2C-Wilful-Disturbance-and-Trespass.aspx%22%20%5Co%20%22View%20document%3A%20SCM-PR-006%3A%20Hostile%20People%20on%20School%20Premises%2C%20Wilful%20Disturbance%20and%20Trespass)
* [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](http://ppr.det.qld.gov.au/corp/governance/Pages/Police-and-Child-Safety-Officer-Interviews-with-Students%2C-and-Police-Searches-at-State-Educational-Institutions.aspx%22%20%5Co%20%22View%20document%3A%20GVR-PR-001%3A%20Police%20Interviews%20and%20Police%20or%20Staff%20Searches%20at%20State%20Educational%20Institutions%20)
* [Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Acceptable-Use-of-Departments-Information-Communication-and-Technology-%28ICT%29-Network-and-Systems.aspx)
* [Managing Electronic Identities and Identity Management](http://ppr.det.qld.gov.au/corp/ict/management/Pages/Managing-Electronic-Identities-and-Identity-Management.aspx)
* [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](http://ppr.det.qld.gov.au/education/learning/Pages/Appropriate-Use-of-Mobile-Telephones-and-other-Electronic-Equipment-by-Students.aspx)
* [Temporary Removal of Student Property by School Staff](http://ppr.det.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx)

11. Some related resources

* [Bullying. No Way!](http://www.bullyingnoway.com.au)
* [Schoolwide Positive Behaviour Support](http://education.qld.gov.au/studentservices/behaviour/swpbs/index.html)
* [Code of Conduct for School Students Travelling on Buses](http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx)

*Endorsement*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Principal P&C President Assistant Regional Director

Effective Date: ………………………. to ………………………..

**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 disciplinary consequences.

**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 West Special School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build 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 school student 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[[1]](#footnote-1), 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 proposal/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 the 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 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 assistive 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 cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

\* *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.*

**Appendix 2**

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

**Purpose**

1. Ipswich West Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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.
1. There is no place for bullying in Ipswich West 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.
2. Bullying behaviours that will not be tolerated at Ipswich West 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.
3. 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.
1. At Ipswich West 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**

1. 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 setof 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.
2. The anti-bullying procedures at Ipswich West 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**

1. 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.
1. 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.

Ipswich West Special School will then investigate and respond to any incident of cyberbullying.

1. 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.
2. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

1. Ipswich West Special School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.
2. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in thefrequency 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 West 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’.
3. Ipswich West 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**

**WORKING TOGETHER TO KEEP IPSWICH WEST SPECIAL SCHOOL SAFE**

We can work together to keep knives out of school. At Ipswich West 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 a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

**What kinds of knife are banned?**

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

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

* If a student has a knife at school, principals can inform the police.
* Possessing a knife at school may result in serious disciplinary consequences such as Suspension or Exclusion.
* 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 West Special School safe?**

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

**Appendix 4**

**BEHAVIOUR INCIDENT REFERRAL**

DATE: \_\_\_\_\_\_\_\_\_\_\_\_ REFERRING STAFF: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CLASS:\_\_\_\_\_\_\_\_\_ TIME: \_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Major**Data entered on Oneschool before end of day**Location: * Junior Playground
* Courtyard
* Library
* Toilets
* Oval
* Excursion
* Bus
* Lift
* Other \_\_\_\_\_\_\_\_\_\_\_

Behaviour (tick ONE only)* Bullying/harassment
* Physical misconduct
* Non-compliance with routine
* Disruptive
* IT misconduct
* Lying/cheating
* Misconduct using object
* Threats
* Possess prohibited items
* Property misconduct
* Verbal misconduct
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategies Used: * Timeout
* Restorative justice
* Natural consequences

Possible motivation for behaviour:* Obtain peer attention
* Obtain adult attention
* Obtain object
* Obtain sensory stimulation
* Escape/avoid activity
* Escape/avoid sensory stimulation
* Escape/avoid peer/adult attention
* Don’t know

Other student involved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Please turn the page over and provide an account of what happened. | Minor **Data entered on Oneschool within 24 hrs.**Location: * Junior Playground
* Courtyard
* Library
* Toilets
* Oval
* Excursion
* Bus
* Lift
* Other \_\_\_\_\_\_\_\_\_\_\_

Behaviour (tick ONE only)* Bullying/harassment
* Physical misconduct
* Non-compliance with routine
* Disruptive
* IT misconduct
* Lying/cheating
* Misconduct using object
* Threats
* Possess prohibited items
* Property misconduct
* Verbal misconduct
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategies Used: * Timeout
* Restorative justice
* Natural consequences

Possible motivation for behaviour:* Obtain peer attention
* Obtain adult attention
* Obtain object
* Obtain sensory stimulation
* Escape/avoid activity
* Escape/avoid sensory stimulation
* Escape/avoid peer/adult attention
* Don’t know

Other students involved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Please turn the page over and provide an account of what happened. |

**BEHAVIOUR INCIDENT REFERRAL**

DATE: \_\_\_\_\_\_\_\_\_\_\_\_ REFERRING STAFF: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CLASS:\_\_\_\_\_\_\_\_\_ TIME: \_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Major**Data entered on Oneschool before end of day**Location: * Junior Playground
* Courtyard
* Library
* Toilets
* Oval
* Excursion
* Bus
* Lift
* Other \_\_\_\_\_\_\_\_\_\_\_

Behaviour (tick ONE only)* Bullying/harassment
* Physical misconduct
* Non-compliance with routine
* Disruptive
* IT misconduct
* Lying/cheating
* Misconduct using object
* Threats
* Possess prohibited items
* Property misconduct
* Verbal misconduct
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategies Used: * Timeout
* Restorative justice
* Natural consequences

Possible motivation for behaviour:* Obtain peer attention
* Obtain adult attention
* Obtain object
* Obtain sensory stimulation
* Escape/avoid activity
* Escape/avoid sensory stimulation
* Escape/avoid peer/adult attention
* Don’t know

Other students involved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Please turn the page over and provide an account of what happened. | Minor **Data entered on Oneschool within 24 hrs.**Location: * Junior Playground
* Courtyard
* Library
* Toilets
* Oval
* Excursion
* Bus
* Lift
* Other \_\_\_\_\_\_\_\_\_\_\_

Behaviour (tick ONE only)* Bullying/harassment29
* Physical misconduct
* Non-compliance with routine
* Disruptive
* IT misconduct
* Lying/cheating
* Misconduct using object
* Threats
* Possess prohibited items
* Property misconduct
* Verbal misconduct
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategies Used: * Timeout
* Restorative justice
* Natural consequences

Possible motivation for behaviour:* Obtain peer attention
* Obtain adult attention
* Obtain object
* Obtain sensory stimulation
* Escape/avoid activity
* Escape/avoid sensory stimulation
* Escape/avoid peer/adult attention
* Don’t know

Other students involved:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Please turn the page over and provide an account of what happened. |

**Only use factual information. Do not use any emotive language. Eg. student was angry. Only report on actual behaviours witnessed.**

Preceding behaviour (what happened before incident?)

Behaviour (actual behaviour witnessed)

Consequences (what happened after incident)

Extra information (witnesses)

**Only use factual information. Do not use any emotive language. Eg. student was angry. Only report on actual behaviours witnessed.**

Preceding behaviour (what happened before incident?)

•

•

•

Behaviour (actual behaviour witnessed)

•

•

•

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Consequences (what happened after incident)

•

•

•

•

Extra information (witnesses)

•

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**Appendix 5**

**Behaviour Team Referral Form**

|  |  |
| --- | --- |
| Teacher Name: | Class: |
| Student Name: |
| Reason for referral: |
| Successful strategies trialled: |
| Unsuccessful strategies trialled: |
| Student likes: |
| Student dislikes: |
| What do you want from the referral process?🞎FBA 🞎Extra support to develop strategies 🞎Extra support to develop resources  |
| Any other comments: |

**Before referring a behaviour to the behaviour team have you:**

* Discussed your concerns with your sector (anytime not just sector meetings)? Share Individual Behaviour Management Plan.
* Implemented any new strategies?

**If unresolved:**

* Fill out referral form in detail
* Please email to BehRefTeam@ipswwestspecs.eq.edu.au
* Please attach Individual Behaviour Management Plan
* Please fill out in as much detail as possible
1. *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*  [↑](#footnote-ref-1)