Hervey Bay Special School

Responsible Behaviour Plan for Students 2016 - 2019
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Responsible Behaviour Plan for Students 2016-2019

Based on The Code of School Behaviour

1. Purpose

Hervey Bay 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.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Hervey Bay Special School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2. Consultation and data review

Hervey Bay Special School developed this plan in collaboration with our school community - parents, staff and students. Broad consultation was undertaken through meetings held throughout the latter part of 2015. A review of school data sets from 2014-2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

- The Priority School Review October 2015
- School Opinion Survey Data also informed the development process.

Consultation and data analysis are integral to the ongoing success of Hervey Bay Special School. Communication and consultation include classroom records, regular juncture meetings and parent contact, newsletter and other home communiciqués, staff meetings discussions, parent and P&C conversations and regular reporting by teachers to the staff and general community. The plan reflects approaches currently operating within the school. It is expected that essential principles pertaining to behavioural expectation and management of student behaviour will remain similar in any revised plan/approach. Systems and related school policies may alter to reflect changing needs/trends of the Hervey Bay Special School community.

A team of staff and parents leads the development of the Positive Behaviour for Learning (PBL) approach in the school. This lead group meet approximately twice per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2019 as required by legislation.

3. Learning and behaviour statement

All areas of Hervey Bay 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 our academic education programs.

We are implementing the research validated 'Positive Behaviour for Learning' framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

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

Hervey Bay 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 delivers quality, individualised, needs-based programs, in an alternative setting for students P-12, where each student is developed to their full potential.

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

- Be Safe
- Be Respectful
- Be a Learner

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules/expectations. This matrix outlines our Behaviour Curriculum – our agreed rules and positive behaviour definitions of appropriate behaviours in all school settings.

<table>
<thead>
<tr>
<th>HBSS Schoolwide Behaviour Curriculum (Matrix)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong> Am I keeping myself and others safe?</td>
</tr>
<tr>
<td>All Areas</td>
</tr>
<tr>
<td>• Keep hands, feet and objects to yourself.</td>
</tr>
<tr>
<td>• Tell teacher if something is wrong or unsafe.</td>
</tr>
<tr>
<td>• Your body is private</td>
</tr>
<tr>
<td>• Move safely around the school</td>
</tr>
<tr>
<td>• Use equipment safely</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>• Ask permission to leave</td>
</tr>
<tr>
<td>• Walk in the classroom</td>
</tr>
<tr>
<td>• Enter and exit the classroom calmly</td>
</tr>
<tr>
<td>• Sit still on the chair or floor</td>
</tr>
<tr>
<td>Outside the classroom (playground, walkways)</td>
</tr>
<tr>
<td>• Walk on the concrete</td>
</tr>
<tr>
<td>• Wear your hat and shoes</td>
</tr>
<tr>
<td>• Stay seated while eating</td>
</tr>
<tr>
<td>• Stay in play areas</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• Wash and dry hands</td>
</tr>
<tr>
<td>• Flush the toilet when finished</td>
</tr>
<tr>
<td>Drop off / Pick up time</td>
</tr>
<tr>
<td>• Sit on the seats</td>
</tr>
<tr>
<td>Outings</td>
</tr>
<tr>
<td>• Stay with your class</td>
</tr>
<tr>
<td>• Board the bus carefully</td>
</tr>
<tr>
<td>• Sit in your seat and keep your seatbelt on</td>
</tr>
<tr>
<td>Technology use &amp; online</td>
</tr>
<tr>
<td>• Only use your own login</td>
</tr>
<tr>
<td>• Use only approved websites</td>
</tr>
<tr>
<td>• Ask an adult before giving out personal information online</td>
</tr>
<tr>
<td>• Leave devices at home or at the office</td>
</tr>
</tbody>
</table>

These expectations are communicated to students via a number of strategies, including:
• Class meetings conducted by classroom teachers
• Behaviour lessons conducted by classroom teachers with the same focus topic being taught across the whole school.
• Direct teaching of behaviour expectations as required.
• Visual supports and reminders, including school rule signage, strategically placed throughout the school.
• Reinforcement of learning from proactive behavioural lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
• A whole-school approach to the teaching of behaviour lessons.
The PBL framework uses a three-tiered continuum of evidenced based supports (Tier 1 'Universal'; Tier 2 'Targeted', and Tier 3 'Intensive' levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour.

Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- from professional development for all members of the school community consistent with the school’s evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

**Tier 1 Universal Behaviour Support**

Hervey Bay Special School uses Positive Behaviour for Learning (PBL) to facilitate the development of acceptable standards of behaviour. In collaboration with all staff, the school has designed a teaching matrix that outlines the behaviour expectations for each of our three school rules. This ensures that the behaviour expectations are embedded into our school’s daily routines and practices. Our three school expectations are explicitly taught through behaviour lessons in the classroom and by constant reinforcement in all school settings.

A set of behavioural expectations in specific settings has been attached to each of our three rules. The School Wide Expectations Teaching Matrix (page 4) outlines our agreed rules and specific behaviour expectations across all school settings.
These expectations are communicated to students via a number of proactive and preventative strategies, including:

- Behaviour lessons conducted by classroom teachers using specific focuses from school data
- Reinforcement of learning from behaviour lessons and during active supervision by staff during classroom and non-classroom activities.
- A dedicated section of the school newsletter, communicating to parents the weekly rule and focus as well as informing them of the positive behaviour demonstrated by students within sectors. This enables parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour for Learning Support team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Hervey Bay Special School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Hervey Bay 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 Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Hervey Bay Special State School’s Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- School rules framed in positive terms which are easily understood by students from all year levels;
- Classroom rules which draw on the school rules and are designed to foster a caring, productive and safe learning environment;
- A highly respectful environment characterised by positive language which engenders the development of responsibility in students;
- Responsive classroom discussions supporting positive relationships;
- Regular, proactive contact with parents;
- Ongoing classroom focus on values e.g. respect, tolerance, responsibility;
- Comprehensive induction programs in the Hervey Bay Special School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff;
- Awards, notification and certification processes which recognise positive achievement in a range of areas. These include: Student of the Week, "GOTCHA" awards, Behaviour Passports and end of semester reward day.
• Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;

• Development of specific policies to address:
  o The Use of Personal Technology Devices* at School (Appendix 1)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)

Our whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students have little or no difficulties in adhering to the Code of Behaviour for Students. However, about 10% to 15% of students occasionally need additional support and timely intervention on some occasions. For a variety of reasons, some 2% to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Reinforcing expected school behaviour

At Hervey Bay Special School, communication of our key messages about behaviour is supported through acknowledgement and reinforcement, which provides students with instructional feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed across the sectors. 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. Everyone has a role and responsibility for the explicit teaching of socially appropriate behaviours within the school.

At Hervey Bay Special School we believe it is important to consistently reinforce positive behaviour as this provides students with instructional feedback for engaging in expected school behaviour. The system of ‘instructional feedback’ includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. 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 reinforcers. The ways in which staff members reinforce positive behaviour are listed below.

Gotcha Awards

Gotcha slips are used in all school areas. Students are ‘caught’ following the 3 school rules and/or the PBL ‘focus of the week’ and are rewarded with a ‘Gotcha’. These Gotchas are drawn out of a box each week on parade and a prize is received. (Appendix 10)

• 20x Gotcha’s received = bronze certificate and prize
• 50x Gotcha’s received = silver certificate and book prize
• 100x Gotcha’s received = gold certificate, medal or trophy and photo in the foyer.

Star of the Week Award Certificates

At School Assemblies each week, students from each class are awarded a
• Star of the week Award – Be a Learner, or
• Star of the week Award – Be Safe, or
• Star of the week Award – Be Respectful

Teachers nominate a student who has displayed appropriate behaviour or has shown great improvement in a particular area. Prizes are chosen from a prize box for receiving award.
Whole School Classroom Behaviour System

At Hervey Bay Special School we use a whole-school Passport Reward system using Hervey the Whale as our Motto for Being Safe, Being a Learner, and Being Respectful. Students work towards earning rewards in their classroom and participating in a juncture or whole-school rewards day activity at the end of each term. Classes are also encouraged to use a Behaviour Ladder to visually support student understanding of behaviour choices. (See Appendix 10)

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Consequences for unacceptable behaviour are applied within the context of a proactive support system that focuses on positive prevention and instruction.

Tier 1 ‘Universal’ behaviour support:

Re-directing low-level (minor) and infrequent problem behaviour

Staff at Hervey Bay Special School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. ‘Pre-correction’ and ‘prompts’ are examples of preventative strategies. ‘Least intrusive’ strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal 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.

When a student exhibits low level, minor and infrequent problem behaviours staff may choose to use:

Less intrusive strategies:
- Verbal reminders to think about how they could Be Safe, Be Respectful and Be a Learner
- Use of Visual prompts (Boardmaker symbols, posters or photos) to support understanding of school rules
- Social Stories to remind and teach specific expected behaviours
- Visual and verbal prompts (e.g. behaviour ladder) to explicitly display to the student the negative effect/consequence of their actions

Most intrusive strategies
- Redirection to a different and more appropriate activity/behaviour
- Give choices of activity
- Removal or withdrawal from learning space or activity

Ongoing/or major problem behaviours are referred to administration /and Student Support Services.

Tier 2 ‘Targeted Behaviour Supports’

Each year, a small number of students at Hervey Bay Special School are identified by staff and through our data as requiring additional support in the way of targeted behavioural support due to them not responding to Tier 1 behaviour supports. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but frequency of their behaviours may put these student’s learning and social success at risk if not addressed in a timely manner.

Tier 2 supports may include:
- The use of behaviour data to accurately identify students requiring level 2 supports
• Referral to Student Support Services to seek support and assistance for the student (Guidance Officer, Functional Behaviour Analysis and other school based specialists/programs)
• A team approach to supporting the student (including case meetings with parents/carers/student, where needed, other staff, school based programs and outside agencies)
• An Individual Behaviour Support Program (with input from all relevant stakeholders)
• Use of data to support decision making around evaluation and exits of support programs
• Making adjustments for individual student needs (ISP, classroom set-up, non-classroom settings)
• The use of personalised learning section in OneSchool supports to identify students and their behaviours as well as recording responses and evidence
• The use of research/evidence validated program options for targeted support interventions:
  • Adult mentoring/shadowing
  • Targeted/small group social skilling
  • ‘Buddy’ programs
• All staff members are provided with ongoing professional development opportunities including the review of the Responsible Behaviour Plan for Students, the referral process and response process and the reporting responsibilities of the staff in regards to the students being supported.

Tier 3 ‘Intensive Behaviour’

Hervey Bay Special State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Services Support Team:

• works with other staff members to develop appropriate behaviour support strategies and record these appropriately e.g. IBSP, Oneschool personalised learning;
• monitors the impact of support for individual students through ongoing data collection;
• makes adjustments as required for the student;
• works with all staff to achieve continuity and consistency;
• investigate if a Functional Behaviour Assessment is appropriate for a student to guide an individualised intervention plan;
• identifies flexible / alternative learning options including flexible arrangements and negotiated attendance;
• Organises referrals to regional behaviour support resources.

In addition to students being identified through current school behaviour data Student Support Team as a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and regional behavioural support staff.

Physical Restraints: (Individual Plan)
Physical Restraint, involving the manual restriction of a student’s movement for reasons of safety may be used only in cases where a student is behaving in a manner that is potentially injurious to
themselves or others, or to prevent serious property damage, as per the Safe Supportive and Disciplined School Environment policy.

At Hervey Bay Special School, physical restraint will only be used when verbal strategies and other lower level physical interventions have not been successful.

When provision is made for the use of physical restraint in a student’s individual plan as an ongoing response strategy due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), plans will:

- be approved by the principal with a copy provided to the principal’s supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- Identify strategies to reduce and eliminate the need for physical restraint.
- in preventing self-harming behaviours, strategies may include:
  - restoring safety in other practicable ways such as removing harmful objects;
  - employing responses such as increased monitoring and support within classrooms and /or referral to appropriately trained staff; and
  - Use of movement limiting and / or protective devices at times of high risk.
- complete documentation according to Student Protection requirements

Where physical restraints are included as part of a student’s individual plan deemed necessary due to frequency of behaviour risk/patterns (including prevention of self-harming behaviours), staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
- employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm
- establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. Consequences for unacceptable behaviour

Hervey Bay 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 behaviours are monitored through the use of regular communication between teaching staff, administration and support staff. Office discipline referrals are recorded on OneSchool by all staff, and are used to record major behaviour problems.
Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).
- Work together to keep knives out of school (Appendix 7)

**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; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)

- 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.

- 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, individual meeting with the student, apology, restitution or detention for work completion.

**Major behaviours** – Single Incident - are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.
**Major** behaviours

When major problem behaviours occur, staff members calmly state the major problem behaviour to the student, remind them of the expected school behaviour visually (e.g. P.O.D.D or Boardmaker symbols) and verbally. In response to individual student needs, the student could be directed to have some 'Time away' in a quiet space to allow the opportunity to review appropriate school and class expectations. A 'Re-entry' process is completed by staff using 'Restorative questioning' strategies. This process assists with the reinforcement of expectations and fosters positive relationships between staff and students.

Time away procedures may be used:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and procedures for, Time away. These include:

- giving the student opportunity to re-join class at intervals of no more than 10 minutes
- provide the student with opportunities to complete assessments to fulfil educational requirements
- ensure when using Time Away as a management technique that it is consistent with:
  - developmental stage of the student
  - any special needs that the student may have
  - a ‘time away plan’ is part of an Individual Behaviour Support plan
- ensuring the student is **safe and under supervision at all times by a staff member**
- ensuring emergency procedures are in place for students ‘out of class’
- the regular review of time away procedures, frequency of use with particular students, and effectiveness measured using data

**Major** behaviours –

**Major** behaviours may result in an immediate referral to Administration because of their seriousness. The staff member completes the OneSchool referral and if needed escorts the student to Administration or calls for assistance.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to time-away space, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and /or referral to Tier 2 ‘Targeted’ behaviour supports(Student Support Services)
AND/OR

- **Level Two**: Parent/carer contact, referral to Regional Behaviour Support personnel / Guidance Officer, referral to Student Support Services, 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. Police may be called for assistance in serious matters.

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

<table>
<thead>
<tr>
<th>Minor Behaviour (low level, can be redirected and managed)</th>
<th>Major behaviour (intentional, hurting and disrupting many)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Running in, or around the classroom buildings</td>
<td>• Physical abuse (pinching, scratching, spitting, biting, biting, poking, pushing, slapping, punching, kicking)</td>
</tr>
<tr>
<td>• Running on the concrete</td>
<td>• Throwing or using objects with intent to injure</td>
</tr>
<tr>
<td>• Incorrectly using equipment</td>
<td>• Possession of weapons/prohibited items</td>
</tr>
<tr>
<td>• Playing disrespectfully</td>
<td>• Intentionally leaving the school grounds</td>
</tr>
<tr>
<td>• Playing in out of bounds areas</td>
<td>• Inappropriate ICT usage (bullying/pornography)</td>
</tr>
<tr>
<td>• Minor physical aggression (Pushing/shoving/ getting</td>
<td>• Directed sexualised behaviours</td>
</tr>
<tr>
<td>into other’s personal space)</td>
<td>• Re-occurrence of running/minor physical aggression</td>
</tr>
<tr>
<td>• Not wearing a hat or shoes outside</td>
<td>after repeated warnings</td>
</tr>
<tr>
<td>• Not following instructions/non-compliance</td>
<td></td>
</tr>
<tr>
<td>• Not walking bike/scooter/skateboard in school grounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aggressive language (written/verbal)</td>
</tr>
<tr>
<td></td>
<td>• Verbal abuse/threatening language</td>
</tr>
<tr>
<td></td>
<td>• Physical threats to staff and students</td>
</tr>
<tr>
<td></td>
<td>• Stealing/major theft</td>
</tr>
<tr>
<td></td>
<td>• Intentional/premeditated damage to property/vandalism</td>
</tr>
<tr>
<td></td>
<td>• Major bullying/harassment</td>
</tr>
<tr>
<td></td>
<td>• Major defiance/refusal to complete work</td>
</tr>
<tr>
<td></td>
<td>• Major escalation of behaviour following intervention by</td>
</tr>
<tr>
<td></td>
<td>adult</td>
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</table>

<table>
<thead>
<tr>
<th>Be Respectful</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Swearing (written/verbal)</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td>• Calling out/disruptive</td>
<td>• Refusal to attend class or complete any tasks</td>
</tr>
<tr>
<td>• Verbal threats to staff and students</td>
<td>• Physically aggressive when asked to work</td>
</tr>
<tr>
<td>• Minor non-compliance/not following routine/defiance</td>
<td>• Continual non-compliance</td>
</tr>
<tr>
<td>• Taking others belongings</td>
<td>• Blatant lying</td>
</tr>
<tr>
<td>• Throwing rubbish on the ground</td>
<td>• Leaving class without permission</td>
</tr>
<tr>
<td>• Lack of care for school equipment and the environment</td>
<td>• Using mobile phone at school</td>
</tr>
<tr>
<td>• Not taking turns or playing fairly</td>
<td>• Major dishonesty that impacts others</td>
</tr>
<tr>
<td>• Minor bullying/harassment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be a Learner</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not completing set tasks</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td>• Refusing to work</td>
<td>• Refusal to attend class or complete any tasks</td>
</tr>
<tr>
<td>• Disrupting the class</td>
<td>• Physically aggressive when asked to work</td>
</tr>
<tr>
<td>• Late for class</td>
<td>• Continual non-compliance</td>
</tr>
<tr>
<td>• Failure to respond to instructions</td>
<td>• Blatant lying</td>
</tr>
<tr>
<td>• Non-compliance/uncooperative</td>
<td>• Leaving class without permission</td>
</tr>
<tr>
<td>• Lying</td>
<td>• Using mobile phone at school</td>
</tr>
<tr>
<td>• Not handing in mobile phone to your teacher</td>
<td>• Major dishonesty that impacts others</td>
</tr>
</tbody>
</table>

**Relate problem behaviour 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 use to achieve this is to have students:

- articulate the relevant expected school behaviour visually and verbally;
- 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 Hervey Bay Special School, all staff members are provided with appropriate professional development and training to ensure consistent responses to problem behaviours in all school settings. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students are explicitly taught via our Positive Behaviour for Learning Curriculum how to respond when other students display inappropriate behaviour.

**Possible Consequences for unacceptable behaviours**

<table>
<thead>
<tr>
<th>Possible Minor Behaviour Consequences</th>
<th>Possible Major Behaviour Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Teachers use ESCM (Essential Skills of Classroom Management) to manage with-in class and out of class behaviours</td>
<td>✓ ALWAYS check IBSP’S (individual behaviour support plans)</td>
</tr>
<tr>
<td>✓ Persistent behaviours MUST be entered on OneSchool</td>
<td>✓ Tier 1 student consequences may differ to Tier 2 and 3 students</td>
</tr>
<tr>
<td>✓ Check tier 2 and 3 IBSP’S (individual behaviour support plans) for individualised strategies and consequences</td>
<td>✓ Tier 2 and 3 students may have set strategies and consequences in place to meet their individual needs</td>
</tr>
<tr>
<td>• Give choice or warning (using choice cards or behaviour ladder)</td>
<td>• Daily communications regarding behaviours via communication book</td>
</tr>
<tr>
<td>• Distract &amp; redirect</td>
<td>• Contact parent / guardian</td>
</tr>
<tr>
<td>• Reminders of expectations using school rules</td>
<td>• Conference / case meeting with parent / guardian / administration</td>
</tr>
<tr>
<td>• Use of picture symbols or social stories</td>
<td>• Daily check-in monitoring</td>
</tr>
<tr>
<td>• Negative consequence visually displayed</td>
<td>• Call Administration for assistance</td>
</tr>
<tr>
<td>• Informal Time out</td>
<td>• Withdrawal from classroom/playground</td>
</tr>
<tr>
<td>• Withdrawal or Time away (10 minutes)</td>
<td>• Loss of Play</td>
</tr>
<tr>
<td>• Removal from playground</td>
<td>• Exit from school / suspension / exclusion with (principal approval)</td>
</tr>
<tr>
<td>• Loss of play</td>
<td>• Non-Violent Crisis Physical intervention</td>
</tr>
<tr>
<td>• Daily communication book</td>
<td></td>
</tr>
<tr>
<td>• Contact parent / guardian</td>
<td></td>
</tr>
</tbody>
</table>

**6. Emergency responses 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 unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff. All staff at Hervey Bay Special School are trained in Non-Violent Crisis Intervention Training with annual refresher courses.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Where possible a member of the Administration team or familiar staff member should be dealing with the student. All other staff should be ensuring the safety of the other students. (Refer to appendix 9)

**Severe unacceptable behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk. Students at our school who exhibit severe and challenging behaviours which may be a result of their disability have support strategies and procedures outlined in their Individual Behaviour Support Plans. All staff are informed of these strategies so as to maintain a consistent approach in managing these behaviours.

**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, and 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.

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.

Follow up Strategies: Provide post incident opportunities that include:

- Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
- Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions

**Physical Intervention and Restraints – Immediate or Emergency Response**

Appropriate physical interventions and restraints may be used to ensure that Hervey Bay Special School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical restraints (manual restriction of a student's movement for reasons of safety) is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Police may be called for assistance in extremely unsafe situations.

Staff may make legitimate use of physical restraints if all non-physical (including defusing strategies) and more moderate 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; or
- to prevent serious property damage.

Staff will:

- give clear verbal instruction before physical restraints are used, unless the urgent nature of the situation makes this impractical
• call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised

• notify the principal (if not directly involved) and the student’s parent/carer of the incident detailing:
  o the behaviour that preceded the use of physical restraint
  o the type and duration of restraint used
  o staff members and other witnesses present during the period of the restraint
  o student’s physical condition before and after the period of physical restraint
  o planned future action to prevent further incidents of the behaviour

More moderate 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.(Note: Staff are trained in Non-Violent Crisis Intervention Training)

It is important that all staff understand:

• physical intervention cannot be used as a form of punishment;

• physical interventions and restraints must not be used when a less severe response can effectively resolve the situation and

• the underlying function of the behaviour.

Physical interventions or restraints are not to be used as a response to:

• school disruption;

• refusal to comply;

• verbal threats;

• property destruction 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 individual student.

Debriefing

Following each instance involving the use of physical restraint:
• debriefing to be provided for the student and any other students after a suitable interval of time has elapsed

• a debriefing meeting with the relevant staff members to be held with a member of administration staff

• an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

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

• Physical Intervention Incident Report (Appendix 5)

• Debriefing Report (Appendix 6)

7. Network of Student Support Services

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

• Parents
• Teachers
• Support Staff
• Master Teacher
• Administration Staff
• Guidance Officer
• Advisory Visiting Teachers
• Positive Behaviour for Learning Support Staff
• Senior Guidance Officer
• School Chaplain
• School Based Police Officer (Urangan Point State High School)
• Regional based nurse
• Other available outside agencies

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
• Neighbourhood Centre
7. 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.

Hervey Bay 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan)
- 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 socioeconomic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Weapons Act 1990
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011 Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related procedures

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

11. Some related resources

Schools should list any related resources they have identified. This could include:
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses
• National Safe Schools Framework
• National Safe Schools Framework Resource Manual
• Working Together resources for schools
• Cybersafety and schools resources
• Bullying. No way!
• Take a Stand Together

Endorsement

Reno Tieppo  
Principal

P&C President

Effective Date: March 2017 to December 2019
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.

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.

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 handed in to the office or class teacher at the beginning of the school day.

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 Hervey Bay 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) 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.

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, Tamagotchi®, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPads, iPods® and devices of a similar nature.
APPENDIX 2

Procedures for Preventing and Responding to Incidents of Bullying (Including Cyber bullying)

Bullying means teasing, hurting, or upsetting someone’s body or feelings over and over again, so that they become frightened, uncomfortable or unhappy. Like most schools, we do have some incidences of bullying. There may be some minor and major instances of bullying behaviour which occur at our school. It is the quality of prevention and the speed, certainty and appropriateness of the reaction that is critical to the success of any anti bullying programme. To combat this we have found the best way to deal with the situation is to work with all parties involved.

For the child that is bullying others we have:
- Increased supervision in the playground
- Behaviour plans
- Modelling and role playing appropriate behaviours
- A consequence for inappropriate behaviours/bullying and making sure the student understands what inappropriate behaviour is and what the consequences are
- Teaching of school rules: Be Safe, Be Respectful and Be a Learner
- Working together with parents and carers
- Class discussions about bullying and playground behaviour
- Children are taught that students come to school to learn in a safe and supportive environment and no one has the right to make others frightened, uncomfortable or unhappy

Many times the child that is being bullied or hurt has not followed strategies they have been taught or have unknowingly contributed to the problem by their own behaviour. This does not mean that the student is responsible for the bullying. They require support and explicit strategies to solve the conflict. The following strategies may help:
- Hervey’s 3 step plan 1. Ignore 2. Talk firmly or communicate clearly 3. Report
- Bullying is defined so that students know what it is that they are trying to prevent
- Students are explicitly taught conflict resolution skills in the classroom through modelling and role play
- Gotcha awards are given to highlight good choices and behaviour
- Situations that occur in the playground that could result in bullying (such as play fighting, army games, contact games, teasing, and not telling a student to stop) are discussed in class and alternative activities are decided on
- Students are asked to ‘look out’ for each other and report any occurrence to a staff member.
- Students are taught to be assertive and positive in the playground to help stop some students becoming victims
- Students are taught to listen to the teacher and follow instructions as we have found that some students actually seek out the more aggressive students as it gets them attention from staff, students and parents
- Communication with staff, students, parents/carers
- Support from guidance officers if needed

Please encourage your children to talk about school bullying with you and the strategies they have learnt to deal with this. The following policy is in place.

Purpose

Hervey Bay Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community
• There is no place for bullying at Hervey Bay 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.

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

• Bullying may be related to:
  • race, religion or culture
  • disability
  • appearance or health conditions
  • sexual orientation
  • sexist or sexual language
  • young carers or children in care.

At Hervey Bay 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
• 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 responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

• The anti-bullying procedures at Hervey Bay 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
• 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 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 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
• Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct an internet search, what cyber bullying 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 cyber bullying to parents and/or teachers immediately.

Hervey Bay Special School will then investigate and respond to any incident of cyber bullying.

• 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. Simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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

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

• Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Hervey Bay 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'.

• Behavioural data is used 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 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

Appropriate use of social media

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

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

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

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

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

Role of social media

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

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

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

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

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

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

Appropriate use of social media

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.
• Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

• Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

• Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

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

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

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

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

There are significant penalties for these offences.

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

Student name/s: ____________________________

Date: ________________________

Incident Type: circle Major Minor

Period: circle class time 1st break 2nd break drop off time pick up time

Morning Middle Afternoon

Location: ____________________________

Incident details: ________________________________________________________________

Strategies used: circle

distract redirect sent to administration
time out natural consequence restorative justice

Motivation for behaviour circle

Obtain ➔ peer attention adult attention item/activity sensory stimulation

Avoid ➔ peer attention adult attention item/activity sensory stimulation

Staff member completing form and recording on OneSchool: ________________________

Student's Class Teacher: ____________________________

Please tick

☐ Consequence decided on

☐ Debrief to follow

Return to staff member entering incident details on OneSchool

Staff member making contact to complete 'Record of contact'

Advise administration of incident immediately if needed
### Physical Restraint / Intervention Report

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<th>Date and Time Report Completed</th>
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<td>To cease the physical assault of another student or staff member</td>
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<td>To avert an immediate danger to him/herself or to others</td>
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<table>
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<th>Behaviours preceding restraint</th>
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<tr>
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| Type and Duration of Restraint | |
|-------------------------------||

<table>
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<tr>
<th>Student Removed to</th>
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<table>
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<tr>
<th>De-Escalation Strategies Used Prior to Restraint</th>
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<tbody>
<tr>
<td>Distraction</td>
<td>Change of face, place, activity</td>
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| Physical Condition of Student After Restraint |            |

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</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of Damage:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Details of Trauma:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Notifying Procedures:</th>
<th></th>
</tr>
</thead>
</table>

| Incident Reported to |        |
Follow Up Report – to be completed by Form Recipient (Admin/Delegate)

1. Follow up Call

<table>
<thead>
<tr>
<th>Made by:</th>
<th>Made to:</th>
</tr>
</thead>
</table>

2. Post Investigation

<table>
<thead>
<tr>
<th>Necessary ○ Not</th>
<th>Completed by:</th>
<th>Recorded in:</th>
</tr>
</thead>
</table>

3. Damage Repair

<table>
<thead>
<tr>
<th>Necessary ○ Not</th>
<th>Organised by:</th>
</tr>
</thead>
</table>

4. Entered on MYHR / WHS

<table>
<thead>
<tr>
<th>Necessary ○ Not</th>
<th>Completed by:</th>
</tr>
</thead>
</table>

5. Entered on OneSchool

<table>
<thead>
<tr>
<th>Necessary ○ Not</th>
<th>Completed by:</th>
<th>On Student Profile of</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Contact</td>
<td>Completed by:</td>
<td></td>
</tr>
<tr>
<td>As single student incident</td>
<td>Completed by:</td>
<td></td>
</tr>
<tr>
<td>As multiple student incident</td>
<td>Completed by:</td>
<td></td>
</tr>
</tbody>
</table>

6. Other Forms completed

<table>
<thead>
<tr>
<th>Debrief Report</th>
<th>Physical restraint / Intervention record</th>
<th>Individual Plan including Physical Restraint</th>
</tr>
</thead>
</table>

Signed:
APPENDIX 6
Debriefing Report Part 1

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

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

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened?
- PLANNING: what can/should we do next?

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

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

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes). For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
APPENDIX 7 DEBRIEF SHEET FOR STUDENTS - MINOR INCIDENTS

MY PLAN

Name: ___________________________ Date: ___________________________

What did I do?

- Throwing things
- Running
- Not following instructions
- Touching or hurting others
- Being silly
- Talking
- Speaking rudely

What rules did I break?

- Stay with the group
- Follow directions
- Keep my hands/feet to myself
- Be calm
- To listen
- Be nice to my friends
- Raise my hand to speak

What happens when I break these rules?

- I don't learn
- I disrupt the class
- I hurt someone
- I hurt my friend's feelings
Do I want that to happen?        YES  NO

What would I rather have happen?

Am I willing to work at making things better?

Is what I am doing getting me what I want?        YES  NO

What do you need to do?
<table>
<thead>
<tr>
<th>I need to...</th>
<th>Stay with the group</th>
<th>Follow directions</th>
<th>Keep my hands/feet to myself</th>
<th>Be calm</th>
<th>To listen</th>
<th>Be nice to my friends</th>
</tr>
</thead>
</table>

**COMMENTS:**


**Debrief Staff Member’s Signature:** ..................................................  
**Student’s Signature:** .................................................................

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APPENDIX 8

Working together to keep Hervey Bay Special School safe - possession / use of knives at school

We can work together to keep knives out of school. At Hervey Bay Special School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have type of knife at school including:
  - Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
  - Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Hervey Bay Special School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Hervey Bay 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 or Deputy Principal.

Referenced at
Responding to Critical Incidents Policy
(Effective 31 August 2016)

CRITICAL INCIDENT
Student behaviour/Student Well-being

Admin support is required

First staff member on scene to direct support that is required. Designated LEADER of INCIDENT provides directions.

- Debrief Staff members, students
- Offer support
- Contact family
- Record on OneSchool
APPENDIX 10 WHOLE-SCHOOL POSITIVE BEHAVIOUR SYSTEM

**Behaviour Passport**
- Stamps are given daily in the classroom for daily/weekly reward
- 1x full passport = end of term classroom reward
- 2x full passports = whole-school end of semester reward day

**Hervey Poster**
- Full whale for end of term classroom reward
- 2x full whales for whole-school end of semester reward day

**Rewards Day**
- Fun Day for the whole school at the end of Term 2 and Term 4
- Must have 2 full Positive Behaviour Passports signed by Mr Reno or Ms Folley

**Student of the Week**
- Teacher gives one per week for being a learner, being respectful or being safe in the classroom
- Students choose a prize on parade

**GOTCHA!**
- Given in all settings across the school
- Weekly Gotcha draws on parade
- 20x Gotcha's received = certificate and prize
- 50x Gotcha's received = certificate and book prize
- 100x Gotcha's received = certificate, medal or trophy and photo in the foyer.

Whole-School Positive Behaviour Rewards System
BEHAVIOUR LADDER

Call home
Lose Play
Time Away
Warning
Good Behaviour

BE SAFE
Am I keeping myself and others safe?

BE A LEARNER
Am I trying my best?

BE RESPECTFUL
Am I showing appropriate behaviour?