



Caboolture Special School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

Purpose

Caboolture Special School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Caboolture Special School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Contact Information

Postal address:	PO Box 108 Morayfield, Qld. 4509
Phone:	07 5431 4444
Email:	admin@caboolturespecs.eq.ed.au
School website address:	www.caboolturespecs.eq.edu.au
Contact Person:	Elizabeth Devonshire (Principal)

Endorsement

Principal Name:	Elizabeth Devonshire
Principal Signature:	
Date:	15.02.2021
P/C President Name:	Vicky Collins
P/C President Signature:	
Date:	15.02.2021

Contents

Purpose
Principal's Foreword
P&C Statement of Support
Consultation
Data Overview
Review Statement
School Opinion Survey
School Disciplinary Absences (SDA)
Learning and Behaviour Statement
Multi-Tiered Systems of Support
Consideration of Individual Circumstances
Student Wellbeing
Student Support Network
Whole School Approach to Discipline
PBL Expectations
Differentiated and Explicit Teaching
Focussed Teaching
Intensive Teaching
Legislative Delegations
Legislation
Delegations
Disciplinary Consequences
School Policies
Temporary removal of student property
Use of mobile phones and other devices by students
Preventing and responding to bullying
Appropriate use of social media
Restrictive Practices
Critical Incidents
Related Procedures and Guidelines
Resources
Conclusion

Principal's Foreword

Introduction

Caboolture Special School is a Prep – Year 6 school community which upholds the three core values of:

- Respect
- Growth
- Belonging

These values are based on beliefs in high expectations for all students; high-quality, high-equity education, shared community and citizenship responsibilities, and a safe, healthy and supportive environment.

Our curriculum framework focuses on the Australian Curriculum, including the Highly Individualised Curriculum ensuring a whole school approach to Literacy and Numeracy.

A safe and supportive environment is promoted through a positive and proactive approach to responsible behaviour, including the use of the Positive Behaviour for Learning (PBL), Restorative Practices and access to the school Chaplain.

Our staff Health and Well-Being projects support healthy, active lifestyles across the school community.

This Student Code of Conduct includes references to the Positive Behaviour for Learning (PBL) program in our school community, including strategies for home and school which also apply for students when travelling to and from school.

Our school involves our students in anti-bullying strategies through proactive lessons and participates in community based celebrations around this issue.

Our school PBL Team monitors and reports to the school community on the behaviour data collected through One School each fortnight and utilises this data in planning focussed lessons across each school term.

We also value the information from the annual School Opinion Survey and utilise this data to inform future focussed programs for our wider school community.

This Student Code of Conduct also gives reference to the Reboot Program which promotes self-regulation in students and staff as a school-wide approach that is evident across classrooms.

P&C Statement of Support

As president of the Caboolture Special School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Elizabeth Devonshire and her team has ensured that all parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Caboolture Special School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Caboolture Special School Student Code of Conduct, and assist their children to follow the expectations of the week. In particular, we want to emphasise the systems in place to help students understand the school expectations.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our children. It is important that every parent and child of Caboolture Special School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Caboolture Special School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Caboolture Special School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Consultation

Consultation around the Student Code of Conduct was undertaken through a variety of formats including the following:

- Parent surveys conducted across 2020
- Staff professional learning and tracking behaviours through One School
- The school's PBL team investigating the data and setting expectations
- Whole of school weekly expectations
- Implementation of the reward structure across the school
- Consultation with community groups including transport providers
- Consultation with the school's P and C Executive

Short information sessions for families will be available once the Student Code of Conduct has been finalised. These sessions across 2021 onwards, will provide an opportunity for families to engage with the Student Code of Conduct through face-to-face discussion.

Data Overview

From the start of 2020, Caboolture Special School became a Primary Special School for students in Year levels Prep – Year 6. This saw a significant decrease in the number of behaviour incidents in the school, as more than half of the student population moved on to a separate Secondary Special School. At the start of 2020, the school attracted a large cohort of Prep aged students and the school's values and statement of purpose were redefined.

Data on behavioural incidents is regularly tracked by the school's PBL Team and presented to staff on a three weekly basis.

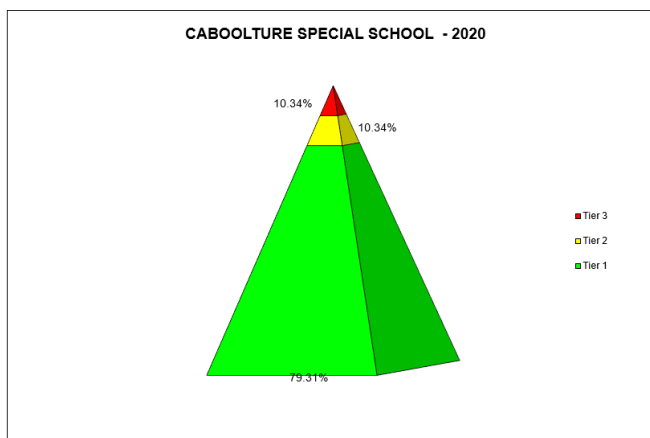
The following data shows the percentage of students in our school in each

of the three Zones:

Tier 1 show most students in the zone where the school expectations are followed = 79.3% - target = 80%

Tier 2 shows a small percentage of students who are in the yellow zone – needing additional support = 10.34% - target =15%

Tier 3 shows a small percentage of students in the Red zone, requiring intensive support and case management= 10.34% - target = 5%



DATA SETS

The Education Adjustment Profile summary below gives details of the characteristics of our student cohort from the most recent School Data set. These characteristics are particular to a Primary Special School and the complexities inherent in working with students with multiple and severe disabilities.

Education Adjustment Program (EAP) Profile Data Summary

Major EAP Category	Awaiting	Student Count by Year Level (this school) - current verification & profile eligibility														School	State	
	Verification	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11	12	Total	Avg	Avg
Autism Spectrum Disorder (ASD)	2					1	1	2								5	117.0	76.1
Hearing Impairment (HI)																0		70.6
Intellectual Disability (ID)	19		1	17	11	10	12	20	14					1		86	129.9	106.2
Physical Impairment (PI)								1	2							3	134.0	80.6
Speech-Language Impairment (SLI)																0		78.4
Vision Impairment (VI)																0		90.0
TOTAL	21	0	1	17	11	11	13	23	16	0	0	1	0	1	0	94	129.3	85.1

Data current as at 29/04/20

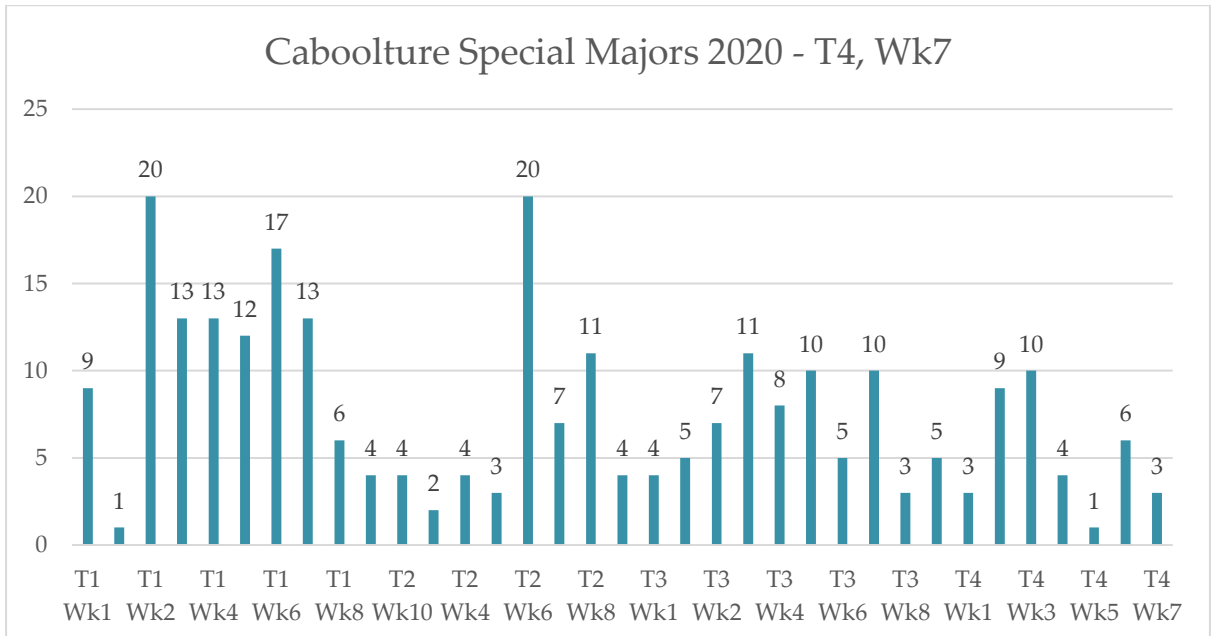
School Avg = School EAP profile average score; State Avg = State EAP profile average score

The above data includes only students with an enrolment status of 'Active'. Caution should be used when interpreting results where small numbers are involved.

The One School data base is utilised in our school to record incidents of both positive behaviours and behaviour incidents. These are recorded either daily or weekly, or as a student reaches a milestone record of positive behaviours. Information about accessing records, reports or timetables is provided here:

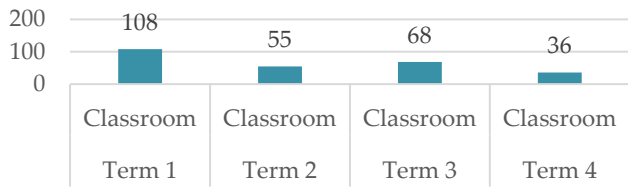
<https://www.qld.gov.au/education/schools/information/contact/pages/accessing>

Our One School behaviour data, most recently reviewed, shows the level of challenging behaviours that have been the focus for intervention under the PBL scheme in our school.



A particular focus for our school has been on decreasing the number of major behaviours in class. These show a decrease across the school terms and a persistent focus on rewarding positive behaviours across all classes. The school reached its target of reducing in class major behaviours by an average weekly decline of 50% by the end of 2020.

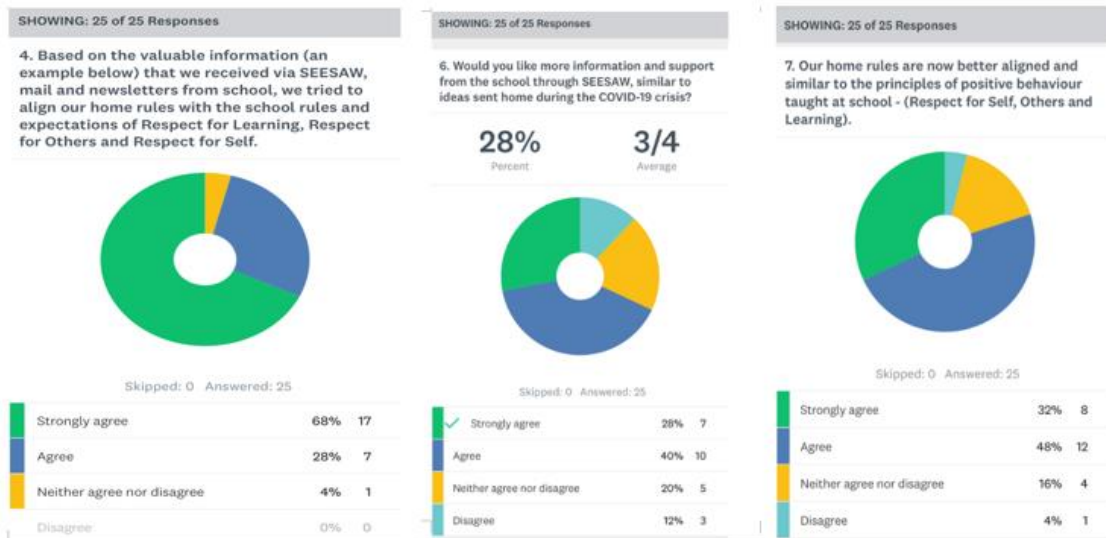
Caboolture Special Majors 2020 - T4, Wk7



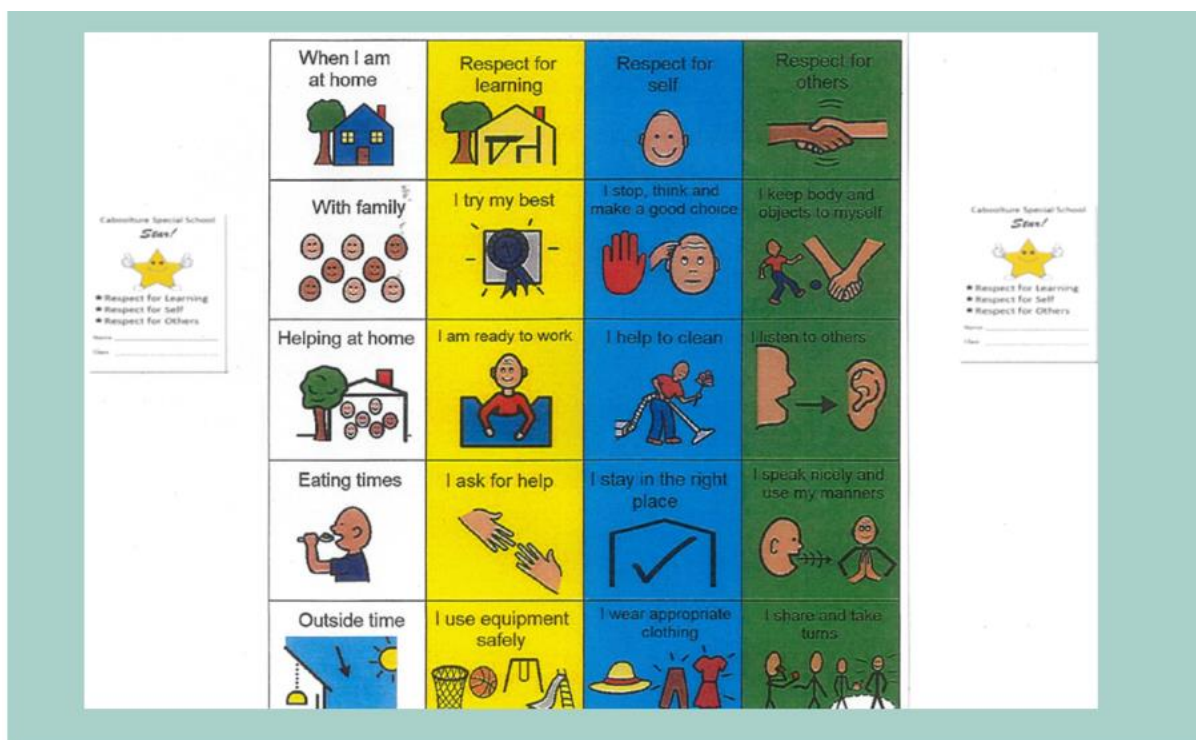
Parents and Carers gave feedback on the progress of the school in the 2020 amended School Opinion Survey in the COVID – 91 pandemic environment.

Survey item	n	Total agreement
My child likes being at this school.	14	92.9%
My child feels safe at this school.	14	92.9%
My child's learning needs are being met at this school.	14	92.9%
My child is making good progress at this school.	14	92.9%
Teachers at this school expect my child to do his or her best.	14	92.9%
Teachers at this school provide my child with useful feedback about his or her school work.	14	92.9%
Teachers at this school motivate my child to learn.	14	92.9%
Teachers at this school treat students fairly.	14	92.9%
I can talk to my child's teachers about my concerns.	14	92.9%
This school works with me to support my child's learning.	14	92.9%
This school takes parents' opinions seriously.	14	85.7%
Student behaviour is well managed at this school.	14	92.9%
This school looks for ways to improve.	12	91.7%
This school is well maintained.	14	92.9%
This is a good school.	14	92.9%

Across 2020 the school PBL Team enacted particular strategies to engage with families, particularly during the COVID – 19 pandemic environment of learning@home. These strategies have now given the basis for continued collaborative work with our community, as evidenced in the following data sets.



The following family PBL matrix is now available for parents and carers:



Learning and Behaviour Statement

Our School Vision: *“To teach; and build positive relationships with students, families and staff, by providing a consistent, safe, caring environment that fosters independence in today’s world.”*

Caboolture Special School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

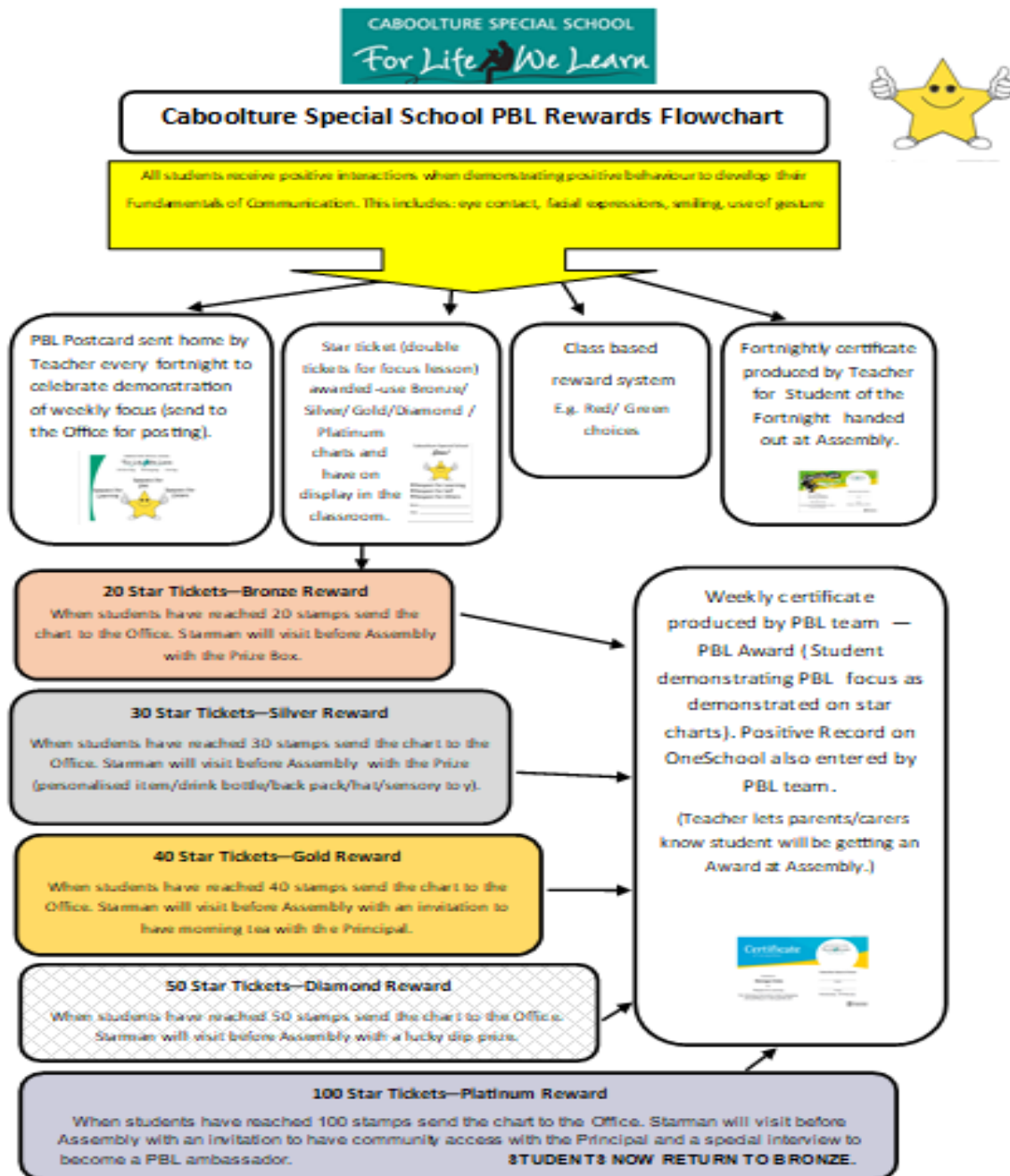
Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe and supportive workplace.

Caboolture Special School has a defined set of expectations under the Positive Behaviour for Learning (PBL) programme. These are clearly displayed across our school in both word and visual formats. These expectations are defined as:

- Respect for Learning
- Respect for Self
- Respect for Others



Reinforcing Expected School Behaviour



The development of student communication skills is closely entwined with these expectations. For this reason, the school has a belief in the development and rights of our children in their communication development. This vision for communication is articulated as:





















Our School Vision for Communication is: *“Every student deserves to share their voice and to be empowered to access meaningful communication.*

”Positive Behaviour for Learning (PBL) at Caboolture Special School creates consistent language, shared understandings to build positive, safe relationships and environments within our community. It supports the practices of teaching and learning that focus on the Professional Standards for Teachers, particularly Standard 4 - Create and Maintain Supportive and Safe Learning Environments:

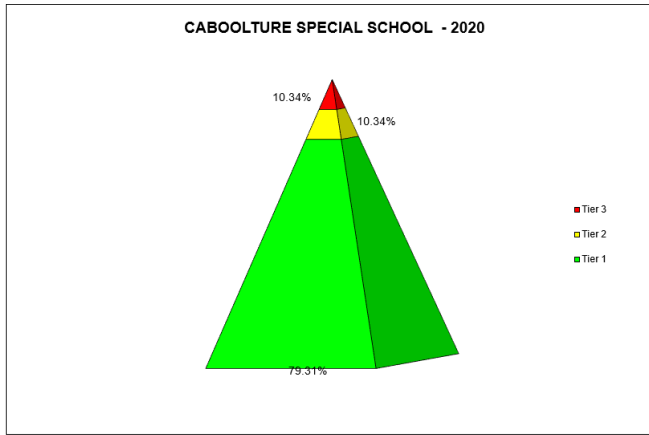
- *To establish and maintain orderly workable routines to create a learning environment where student time is spent on learning tasks; and*
- *To manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully*

Supporting student behaviour is a very important element of student learning and wellbeing. Positive Behaviour for Learning (PBL) is the organizational framework for identifying, adopting and applying evidence-based practices for building and supporting academic and social success for all students at our school. PBL promotes positive behaviour across a school and helps all schools develop safe and supportive learning environments.

This support is multi-tiered and is used school-wide. The PBL support system is used in all classrooms and programs as the foundation for our integrated approach to learning and behaviour. Some students need more additional support than others to use positive behaviour. If any student needs intensive support to enable them to engage successfully at school, then they are assisted by Augmentative and Alternative Communication systems such as key word signing, PODD, ProLoQuo2Go and visual supports as seen in the School Matrix below:

	Respect for Learning <i>Everyday I do my best</i>	Respect for self <i>I make safe and healthy choices</i>	Respect for Others <i>I take care of others with my words and actions</i>
At all times 	I listen and follow instructions from staff 	I stop, think and make a good choice 	I keep my body and objects to myself 
In the classroom 	I am ready to work 	I ask for help when I have a problem 	I listen when others are talking 
During break/play times 	I use equipment safely 	I stay in the right place 	I share and take turns 
Out and About <small>(Excursions/moving around the school/ bus)</small> 	I stay with the group 	I wear appropriate clothing 	I speak nicely & Use Manners 
Assembly 	I watch and listen when it is not my turn 	I sit quietly 	I participate in the assembly routine 

Multi- tiered Systems of Support



The following table outlines the tiered system of support:

Tier	Prevention Description
1	<p>Universal - All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. Guidelines and expectations for all, aimed for all, aimed at proactively teaching positive behavioral and preventing the use of problem behaviour.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Teaching behaviours in the setting they will be used • Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. • Providing refresher lessons and targeted recognition through the school year so skills are ready and likely to be used when students need them. • Asking students and their families for their perspectives on school climate, instruction, reinforcement and discipline so improvements in Tier 1 may be made.
2	<p>Targeted – Additional teaching and support for a few aimed to develop skills. This level of instruction and support for some students (10-15%) are more intense than that Tier 1 Services. Providing more time and specialization in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p>

	<p>Tier 2 supports build on the lessons provided Tier 1 and may prevent the need for more intensive interventions. The types of interventions offered at this level will vary according to each students' individual needs.</p> <ul style="list-style-type: none"> • There is a clear connection between the skills taught and the function of the behaviour. • Interventions require little time of classroom teachers and are easy to sustain. • Interventions have a good chance of working (eg: they are 'evidence based' interventions that are matched to the student's needs). <p>If the school data indicated that more than 10-15% of students require targeted services than a review of Tier 1 is needed to address the basic implementation and quality instruction. Tier 2 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the students use of the replacement behaviour • MINIMISE the payoff for problem behaviour <p>Students who fall within the targeted behaviour support category may have an Individual Behaviour Support Plan developed collaboratively with parents, teachers and administration. These plans are signed off by all stakeholders and reviewed regularly.</p>
3	<p>Intensive – significant and individualized support is required. Individualized services for few students (2-5%) who require the most intensive support a school can provide.</p> <p>Tier 3 supports continue to build on the lessons and supports required at Tiers 1 and 2, becoming more individualized and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports exist along a continuum. Many students can benefit from a simple Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success.</p> <p>If school data indicates that more than 2-5% of the student population requires individualized</p>

services, a review of Tier 1 and 2 supports and organization is recommended. Students who fall within the targeted behaviour support category may have an Individual Behaviour Support Plan developed collaboratively with parents, teachers and administration. These plans are signed off by all stakeholders and reviewed regularly.

Consideration of Individual Circumstances

Staff at Caboolture Special School take into account each individual student's circumstances. They do this whether they are proactively teaching expected behaviours or responding to and managing a behaviour incident.

They take into account the impact of disability, current health and wellbeing, current home / care circumstances, religious / cultural considerations and behaviour history. When considering individual circumstances staff recognise that the way we teach, support and respond to students will differ. An individual's success is reliant on supporting their specific needs, rather than using the same approach for all students.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair.


If any parent or carer has concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, they are encouraged to make an appointment with the Principal to discuss the matter. All matters in regards to student behaviour are treated with confidentiality for each student. For this reason some details of particular student circumstances are not shared with parents other than the child's own family.

Student Wellbeing


Student Wellbeing at our school has been recognised as an essential element that underlies all our teaching and learning. For this reason, the school has engaged with Rebooting Education (Reboot) since 2016 and utilised their developing resources to assist students to develop their own self-awareness, self-regulation and thus realise their own strategies for wellbeing.

The Reboot system is based on the concept of Three Brains as outlined below. The Five Faces are also utilised as a school system. Each day in every classroom staff check in with students as to how they are feeling and how ready they are to engage in learning. This is outlined below in the Five Faces information:


Reboot Tool: Three Brains



Smart Brain
(Neocortex)



Emotional Brain
(Limbic System)



Wild Brain
(Brain Stem + Cerebellum)

Our Brain can be broken down into three main parts – *Smart, Emotional and Wild*.

The **Wild Brain** is responsible for all our automated functions – heart rate, breathing, body temperature control, movement, and our fight / flight / freeze (survival) response.

The **Emotional Brain** is responsible for our feelings, emotions (both positive and negative), and memory. It also houses the Amygdala, which constantly scans like a smoke detector and notices any stress or perceived threat to our wellbeing or survival.

The **Smart Brain** is responsible for higher order thinking – complex thought, problem solving, language, reasoning, creativity and decision making.

When the amygdala perceives a threat, it will set off an alarm that sends us into **Wild Brain** and activates our Fight / Flight / Freeze response. The **Wild Brain** then hijacks the rest of our brain, shutting down all other non-essential functions, meaning it is hard for us to make a smart decision or to be reasoned with when we are in Fight, Flight or Freeze.

WILD BRAIN NEEDS

- Predictability + routine, Safety + trust, Relaxation + rhythm, Sleep, Hydration, Physiological resilience, Good food and Exercise

EMOTIONAL BRAIN NEEDS

- Validation, Empathy, Self-regulatory ability, Social connection Inspiration + passion, Co-regulation, Positivity, Harmony

SMART BRAIN NEEDS






- Clarity Meaning + purpose, Organization, Problem solving skills, Appropriate stimulation, Rhythm + downtime, Vision + intent

Reboot Tool: 5 Faces & Self-Regulation

Homework for Parents & Carers

Talk to your children about their emotions – can they identify how they feel by using the 5 Faces? Do they know what they need to feel better? Promise them that you are there to support and help them feel the best they can.

Use the 5 Faces at home – be open and honest with your children when you are feeling a 1 or a 2 (they might even pick up on it before you do!) and explain to them what you need to feel better.

				
1	2	3	4	5
Upset, angry, depressed, scared	Negative, frustrated, confused, sad	OK, fine, alright, average	Comfortable, positive, pleased	Excited, happy, pumped

Whole School Approach to School Discipline

Caboolture Special School uses Positive Behaviour for Learning as the multi –tiered system of support for discipline in school.

This is a whole school approach used in all classrooms and programmes offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- Analyse and improve students behaviour and learning outcomes
- Ensure that only evidence based practices are used correctly by teacher to support students
- Continually support staff member to maintain consistent school and classroom improvement practices

Caboolture Special School values individuality of skills and personalities within a framework that celebrates positive achievement. To this end, our wellbeing and support model focuses on the skills that students have and the positive behaviours which the school community expects them to achieve.

We aim to assist students to develop self-management and self -regulation skills and take on the responsibility of their own decisions and choices. With parental and staff involvement, our school hopes to achieve a shared focus on behavioural issues and support plans which will provide safe and supportive learning environments. We recognize in many cases our students' disabilities impact upon their behaviour and this is considered.

Responsible behaviours are those which respect the rights and safety of others (both peers and adults). Unacceptable behaviours are those that interfere with the rights and safety of others.

The development of the Caboolture Special School Student Code of Conduct is the opportunity to explain the PBL Framework with parents and students, and gain support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set up student for success is a shared goal of every parent and school staff member.

PBL Expectations

Caboolture Special School has a defined set of expectations under the Positive Behaviour for Learning (PBL) programme. These are clearly displayed across our school in both word and visual formats. These expectations are displayed visuals in all classrooms as depicted below:

- Respect for Learning
- Respect for Self
- Respect for Others

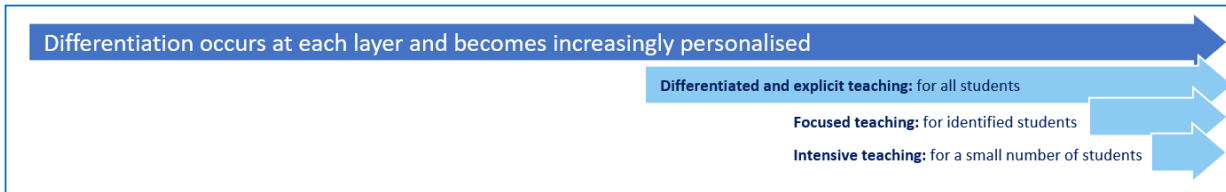


These are translated into the School Matrix for PBL and the Guidelines for Managing Students Behaviour:

Guidelines for Managing Student Behaviour										
Learning Essential Skills for Classroom Management PB, Tact 1, Disrespectful 	Establish Expectations *Create classroom rules *Display the rules *Refer to the rules frequently *Model the behaviour you want to see *Positive statements	Giving Instructions *Concise, positive body language *Firm, calm and measured voice *Make instructions achievable *Encourage eye contact *Positive statements	Waiting and Scanning *Wait 5 – 10 seconds after you give instruction *Give students time to process the direction *Give students time to process the direction	Working with Parallel Acknowledgement *Acknowledge students on task behaviour with the intention of prompting another student to follow *e.g. like the way Sam is reading quietly	Body Language Encouraging *Intentionally use your body language to encourage students to remain on task *Thumbs up – Frowns, frowns, Push off	Descriptive Encouraging *Describe exactly what you see/hear *Respectful, Genuine, Intentional, frequent	Selective Allowing *Intentionally give minimal attention to off-task behaviour only when the student is NOT seriously disturbing others and safety is NOT at risk.	Verbal and Non-Verbal Redirection to Learning *Redirect student behaviour using positive non-confrontational methods	Giving a Choice *When a student is disturbing the class *Time, measured tone *Walk away after giving the choice *Reflect on the award later with a colleague	Following Through *Establish planned action *Be consistent *Say what you planned *Measure level of the class *Reflect on the award later with a colleague
Low Impact Behaviours *Not recorded on OnTrack 	Verbal Misconduct *Swearing, persistent use of unacceptable words *Non-compliant with routine *Off task behaviour (low level) Refusal to follow instructions *Disruptive *Disrupting others from learning (low-level) *Physical Misconduct *Physical contact with hands/feet that is not welcome	Verbal Misconduct *Repeated low level inappropriate language or swearing directed at others *Bullying/harassment *Repeated low level teasing-causing distress *Non-compliant with routine *Leaving Classroom or area/ not in class at appropriate time *Failure to hand in mobile phone when requested *Physical Misconduct *Repeated physical contact or touch which does not result in injury *Misconduct with Objects *Physical behaviour with communicative intent (throwing work or toys/ pushing away etc.) *Disruptive Behaviour *Regular intentional disruption including yelling/making noise/removing clothes	Verbal Misconduct *Repeated low level inappropriate language or swearing directed at others *Bullying/harassment *Repeated low level teasing-causing distress *Non-compliant with routine *Leaving Classroom or area/ not in class at appropriate time *Failure to hand in mobile phone when requested *Physical Misconduct *Repeated physical contact or touch which does not result in injury *Misconduct with Objects *Physical behaviour with communicative intent (throwing work or toys/ pushing away etc.) *Disruptive Behaviour *Regular intentional disruption including yelling/making noise/removing clothes	Communication- *Low and slow voice *Acknowledge feelings *Read students body language *Offer AAC devices, visuals etc. *Offer known self-care strategy *Offer reassurance Body Language- *Use Team Teach CALM stance *Face, voice and posture supportive not aggressive Removal of PBL expectations *Explicitly removal of expectations *Explicitly praise efforts to follow expectations Reward positive behaviour- *PBL reward system *Individual rewards- free/lines	Communication- *Low and slow voice *Acknowledge feelings *Offer AAC devices, visuals etc. *Acknowledge emotional state Body Language- *Use Team Teach CALM stance *Face, voice and posture supportive Removal of PBL expectations *Explicitly removal of expectations *Explicitly praise efforts to follow expectations Reward positive behaviour- *PBL reward system *Individual rewards- free/lines *State desired behaviours clearly and set clear enforceable limits	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	
Moderate Impact Behaviours *Recorded as a MAIBS on OnTrack 	Verbal Misconduct *Repeated low level inappropriate language or swearing directed at others *Bullying/harassment *Repeated low level teasing-causing distress *Non-compliant with routine *Leaving Classroom or area/ not in class at appropriate time *Failure to hand in mobile phone when requested *Physical Misconduct *Repeated physical contact or touch which does not result in injury *Misconduct with Objects *Physical behaviour with communicative intent (throwing work or toys/ pushing away etc.) *Disruptive Behaviour *Regular intentional disruption including yelling/making noise/removing clothes	Verbal Misconduct *Repeated low level inappropriate language or swearing directed at others *Bullying/harassment *Repeated low level teasing-causing distress *Non-compliant with routine *Leaving Classroom or area/ not in class at appropriate time *Failure to hand in mobile phone when requested *Physical Misconduct *Repeated physical contact or touch which does not result in injury *Misconduct with Objects *Physical behaviour with communicative intent (throwing work or toys/ pushing away etc.) *Disruptive Behaviour *Regular intentional disruption including yelling/making noise/removing clothes	Verbal Misconduct *Repeated low level inappropriate language or swearing directed at others *Bullying/harassment *Repeated low level teasing-causing distress *Non-compliant with routine *Leaving Classroom or area/ not in class at appropriate time *Failure to hand in mobile phone when requested *Physical Misconduct *Repeated physical contact or touch which does not result in injury *Misconduct with Objects *Physical behaviour with communicative intent (throwing work or toys/ pushing away etc.) *Disruptive Behaviour *Regular intentional disruption including yelling/making noise/removing clothes	Communication- *Low and slow voice *Acknowledge feelings *Offer AAC devices, visuals etc. *Acknowledge emotional state Body Language- *Use Team Teach CALM stance *Face, voice and posture supportive Removal of PBL expectations *Explicitly removal of expectations *Explicitly praise efforts to follow expectations Reward positive behaviour- *PBL reward system *Individual rewards- free/lines *State desired behaviours clearly and set clear enforceable limits	Communication- *Low and slow voice *Acknowledge feelings *Offer AAC devices, visuals etc. *Acknowledge emotional state Body Language- *Use Team Teach CALM stance *Face, voice and posture supportive Removal of PBL expectations *Explicitly removal of expectations *Explicitly praise efforts to follow expectations Reward positive behaviour- *PBL reward system *Individual rewards- free/lines *State desired behaviours clearly and set clear enforceable limits	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	
High Impact Behaviour *Recorded as a MAIBS on OnTrack 	Verbal Misconduct *Physical contact with the intent or outcome of causing injury or harm to others or self *Threats/Attempts to assault *Persistent refusal to follow directions combined with an attitude that challenges adults *Coarse threats to harm staff/students/self/others *Misconduct involving objects *Significant destruction of property *Truancy/High Class *Absconding from school grounds *Bullying /harassment *Repeated targeting of a student through physical or verbal/ non-verbal actions *If misconduct *Serious inappropriate use of IT *Substance Misconduct *General Offences - Stealing/looting/using/abusing use	Verbal Misconduct *Physical contact with the intent or outcome of causing injury or harm to others or self *Threats/Attempts to assault *Persistent refusal to follow directions combined with an attitude that challenges adults *Coarse threats to harm staff/students/self/others *Misconduct involving objects *Significant destruction of property *Truancy/High Class *Absconding from school grounds *Bullying /harassment *Repeated targeting of a student through physical or verbal/ non-verbal actions *If misconduct *Serious inappropriate use of IT *Substance Misconduct *General Offences - Stealing/looting/using/abusing use	Verbal Misconduct *Physical contact with the intent or outcome of causing injury or harm to others or self *Threats/Attempts to assault *Persistent refusal to follow directions combined with an attitude that challenges adults *Coarse threats to harm staff/students/self/others *Misconduct involving objects *Significant destruction of property *Truancy/High Class *Absconding from school grounds *Bullying /harassment *Repeated targeting of a student through physical or verbal/ non-verbal actions *If misconduct *Serious inappropriate use of IT *Substance Misconduct *General Offences - Stealing/looting/using/abusing use	Communication- *Low and slow voice *Acknowledge feelings *Offer AAC devices, visuals etc. *Acknowledge emotional state Body Language- *Use Team Teach CALM stance Face, voice and posture De-escalation- *Continue to use low and medium positive handling techniques as above * Access comfort items/people Safe Individual- *Encourage/invite the student side on to protect self *Remove self and students to safety if needed Safe Environment- *Remove objects which may be used as weapons, noise *Furniture, ensure clear walk etc. *Monitor student from a distance if required Safe Handling- *Calling C's and Safe Hold if necessary	Communication- *Low and slow voice *Acknowledge feelings *Offer AAC devices, visuals etc. *Acknowledge emotional state Body Language- *Use Team Teach CALM stance Face, voice and posture De-escalation- *Continue to use low and medium positive handling techniques as above * Access comfort items/people Safe Individual- *Encourage/invite the student side on to protect self *Remove self and students to safety if needed Safe Environment- *Remove objects which may be used as weapons, noise *Furniture, ensure clear walk etc. *Monitor student from a distance if required Safe Handling- *Calling C's and Safe Hold if necessary	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	Disrupt and distract- *Use humour *Intervene early *Movement break *Music *Sensory object *Move other students away Essential Skills- *Repeat instructions *Positive body language *Selective attending Reboot- *Check in (Three breaths, 5 faces) *Take-a-minute activity	
Recovery 	Staff Support- *Debrief with Deputy *Lifeworks Ph: 1800 604 640 *Staff informed of follow up Action *Debrief to Chaplain or G.O. *Restorative conversation to rebuild relationship between staff and student	Staff Support- *Debrief with Deputy *Lifeworks Ph: 1800 604 640 *Staff informed of follow up Action *Debrief to Chaplain or G.O. *Restorative conversation to rebuild relationship between staff and student	Staff Support- *Debrief with Deputy *Lifeworks Ph: 1800 604 640 *Staff informed of follow up Action *Debrief to Chaplain or G.O. *Restorative conversation to rebuild relationship between staff and student	Staff Support- *Debrief with Deputy *Lifeworks Ph: 1800 604 640 *Staff informed of follow up Action *Debrief to Chaplain or G.O. *Restorative conversation to rebuild relationship between staff and student	Staff Support- *Debrief with Deputy *Lifeworks Ph: 1800 604 640 *Staff informed of follow up Action *Debrief to Chaplain or G.O. *Restorative conversation to rebuild relationship between staff and student	Staff Support- *Debrief with Deputy *Lifeworks Ph: 1800 604 640 *Staff informed of follow up Action *Debrief to Chaplain or G.O. *Restorative conversation to rebuild relationship between staff and student	Staff Support- *Debrief with Deputy *Lifeworks Ph: 1800 604 640 *Staff informed of follow up Action *Debrief to Chaplain or G.O. *Restorative conversation to rebuild relationship between staff and student	Staff Support- *Debrief with Deputy *Lifeworks Ph: 1800 604 640 *Staff informed of follow up Action *Debrief to Chaplain or G.O. *Restorative conversation to rebuild relationship between staff and student	Staff Support- *Debrief with Deputy *Lifeworks Ph: 1800 604 640 *Staff informed of follow up Action *Debrief to Chaplain or G.O. *Restorative conversation to rebuild relationship between staff and student	

Differentiated and Explicit Teaching

Caboolture Special School responds to the diverse learning needs of our students by identifying differentiated teaching and learning in three levels of planning. This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.



All students have multiple and repeated opportunities for intensive teaching support and individualised goals for their learning. The development of Individual Curriculum Plans is a collaborative process with parents and carers and details the specific strategies that are used to both engage each student in learning and take into account their person circumstances. Adjustments are made in curriculum planning and communication. These are clearly displayed in classrooms. Each student also has his/her individual PBL reward chart and is working towards a level of reward matched to his/ her progress in displaying positive behaviours.

Focused Teaching

PBL lessons are built on the focus lesson for the week across all classes in the school. They are built on the following model:

Live It	Modifications made for students who are not yet communicating intentionally
Teach It	Modifications for students at early developmental levels
Embed It	Modifications for older students who can contribute to the development of the school systems

Suggested Lesson Modifications/Differentiation	
General Modifications	<ul style="list-style-type: none"> The lesson plans and activities are a guide only. Teachers should select and modify lesson content and activities according to the needs of their students. Consider the receptive language abilities and vocabulary of students and adjust accordingly Teachers should present lesson content and activities using students' preferred mode of communication (oral language, signing, symbol, communication device etc.) Adapt or modify resources to meet the learning needs of students (more or fewer choices, convert text to symbols etc.)
Modifications for students who are not yet communicating intentionally Live it	Students who are at level 1a or 1b within Literacy General Capability do not learn conceptually. The learning focus across all areas (including PBL) for these students is communication. Teachers will model the concepts through their interactions (such as Intensive Interaction). Teachers may also choose to immerse their students in visual/ sensory elements of the learning expectation e.g. (using intensive interaction to model what the expected behaviour looks like).
Modifications for students at early developmental levels Teach it	<ul style="list-style-type: none"> Reduce language expectations by minimising content of lessons (e.g. leave out rationale section). Use stories to reinforce concepts – digital social stories work well (e.g. PowerPoint) Consider using puppets to role play the desired behaviour
Modifications for older students Embed it	<ul style="list-style-type: none"> Older students may like to contribute to the development of the school bank of resources by developing I-movies of role plays of positive and negative behaviour examples, making posters etc. Visit classrooms of young students to share their movies, posters etc. Reinforce targeted behaviours with games Use classroom meetings to discuss behaviours, any problem areas etc. Self-assessments and surveys (see worksheets) Teach through familiar or imagined scenarios (e.g. school based experiences such as during sports activities or post school activities such as when at work) – use scenario worksheet to guide thinking

Intensive Teaching

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student.

Where students require an intensive level of support for learning expected behaviours, teachers refer these students to the Student Support Team for individualised case management.

Students can be referred for a variety of different reasons and as the case management team meets further referrals and assessments may be recommended. The following is an exemplar of the referral form for the Student Support Team:

Student Support Team

EMAIL THIS FORM TO Asha Kumar (akuma59@eq.edu.au) by Monday 5pm

Pre-referral Checklist

Teachers have you... (tick when completed)

- Checked the Student Profile on OneSchool to note any relevant information, read reports and/ or recommendations?
- Discussed concerns/ strategies used with the child's previous teacher?
- Met with and discussed your concerns and strategies used with the child's parent/s or guardian/s? One School contacts completed?
- Checked with parents that the child's hearing and vision have been checked recently?
- Built a relationship with this student?
- Reviewed curriculum adjustments and used varied differentiation strategies?
- Made appropriate changes to the classroom environment to cater to learning styles/ sensory issues?
- Considered support for social/ emotional needs or implemented social skilling lessons?
- Discussed possible issues and strategies with colleagues and/or school leaders?

Responsibility of class teachers when referring a student:

- Follow and complete all steps on the pre-referral checklist;
- Fill in this form by typing as much detail as possible for electronic filing on One School;
- Notification of Meeting date and time will be emailed after the completed referral form has been received by team. As per school calendar.

Student Name:		Date of Birth:	
Referred by:		Class:	
Verified Disabilities	<input type="checkbox"/> ID <input type="checkbox"/> ASD <input type="checkbox"/> PI <input type="checkbox"/> VI <input type="checkbox"/> HI <input type="checkbox"/> Other diagnosed conditions:		
I have followed and completed the pre-referral checklist steps.			YES/NO
I have contacted parents/carers to advise them of my concerns and upcoming referral to the committee. Date of One School contact _____ - ongoing			YES/NO

NATURE OF REFERRAL: <i>please X the areas of concern</i>					
CURRICULUM			COMMUNICATION / LEARNING ENVIRONMENT		
Reading		Organization & Planning	Resources for Receptive Language	Class transition/ routines	
Writing		Working independently	Resources for Expressive Language	Interpreting body cues	
Spelling / Phonics		Motivation / attitude	Speech /sound production	Sensory issues	
Mathematics		Focus on Tasks	Comprehension	Following instructions	
Engagement		Task completion	Conversation skills	Motor skills	
BEHAVIOUR			HEALTH AND WELLBEING		
Non-compliance		Attendance	Safety	Anxiety	
Social skills		Impulsiveness	Health concern	School refusal	
Attention seeking		Maturity	Self-care	Self-harm	
Problem solving		Aggression	Trauma / Crisis	Vision /Hearing	
Exiting – non-compliance with routines		Emotional Wellbeing	Family issues	Out of Home Care	
Obsess/Fixates		Playground Behaviour			

PREVIOUS (P)/ CURRENT INTERVENTION (C)											
	P	C		P	C		P	C		P	C
Flexible Arrangement Plan			Chaplain Support			Guidance Officer- Counselling			Hearing Assessment		
Risk management Plan			Individual Behaviour Support Plan			Guidance Officer – Assessment			Vision Assessment		
External Providers - NDIS SDOSS			OT / PHYSIO Assessment/ Program						SLP – Assessment/ Program		

RELEVANT FACTORS					
Age		Home Environment		Fine motor	
OT difficulties (functional movement)		Health/medical		Gross motor	
Behavioural		Social		School change	
Family situation changed		Absenteeism		Motivation	
Sensory		Change of routine		Transitions	
School refusal		Mental health		Speech/Language difficulties	

What are your concerns? Summarize current classroom supports, curriculum adjustments, environmental adjustments

Referring Teacher Name _____
 Date: first submitted _____

Intensive teaching supports involving frequent and explicit instruction for individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge may need to be enacted to develop a change to positive behaviours.

Both the focussed and intensive teaching provides additional support to revisit key behavioural concepts and/or skills and explicit and structured teaching strategies. Focused and intensive teaching practices provide students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

These may occur with the following resource organisation:

- Additional personal support in either inside or outside the classroom environments
- Additional observations from the Occupational therapist
- A Functional Behaviour Assessment and analysis
- Referral to outside agencies, as appropriate
- A team approach to targeting specific desirable positive behaviours

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

The following section explains the delegations of the Principal and school staff in relation to student discipline. This is important to ensure that all in the school community are aware of the legislative requirements underpinning these delegations.

Personnel	Delegation
Principal responsibilities	<p>Collaboratively develop the Student Code of Conduct</p> <p>Implement behaviour procedures with fidelity</p> <p>Take into account individual student circumstances</p> <p>Facilitate differentiated approaches to learning</p> <p>Lead whole school evidence based approach to student learning, wellbeing and behaviour.</p> <p>Make school disciplinary absence decisions</p> <p>Assess risks regarding disciplinary absences</p> <p>Take reasonable steps to arrange for students to access their education program for the duration of their disciplinary absence</p> <p>Be mindful of obligations under the Disability Standards for Education</p> <p>Ensure disciplinary absence decisions and documentation are recorded in OneSchool</p>
Deputy Principal responsibilities	<p>Model the use of preventative, proactive and positive behaviour supports</p> <p>Provide clear expectations for appropriate student behaviour</p> <p>Explicitly teach students expected behaviours and provide opportunities for them to practise expected behaviours across all school settings</p>

	Organize resources for differentiated teaching to respond to the learning needs of students
Staff responsibilities	<p>Be familiar with the school's Student Code of Conduct, including support and response strategies</p> <p>Implement expectations consistent with the Student Code of Conduct</p> <p>Explicitly teach students expected behaviours and provide practise</p> <p>Provide differentiated teaching to respond to the particular learning needs of all students</p> <p>Take into account individual student circumstances when responding to inappropriate student behaviour</p> <p>Document disciplinary incidents in OneSchool</p>

Disciplinary Consequences

Through consultation with staff, students and the broader school community, the school's system of suggested consequences for unacceptable behaviour is detailed.

There is no suggestion or indication in this Student Code of Conduct that any specific behaviour will automatically result in a particular disciplinary consequence, as individual students and family circumstances need to be taken into account.

Principles of natural justice that all Principals are required to adhere by in their decision-making are inherent in this Code of Conduct as each situation is given due consideration..

In line with the school beliefs about behaviour and learning, environmental influences, positive programming and other interventions are seen to have a greater impact on positive behavioural change than consequences alone. In line with the philosophy of Restorative Practice, wrongdoing is viewed through a relational lens with an understanding that harm has been done to people and relationships.



The focus is on repairing the harm and making things right. However consequences of unacceptable behaviour may be viewed as part of the inclusive school environment where individuals' culture, disability, mental health and a range of other issues impact upon their understanding and responses.

If behaviour is becoming or has become more serious (intermediate or high impact) then a restorative practices conference may be held to address the issues and develop an agreed plan with strategies to repair the harm that has been done.

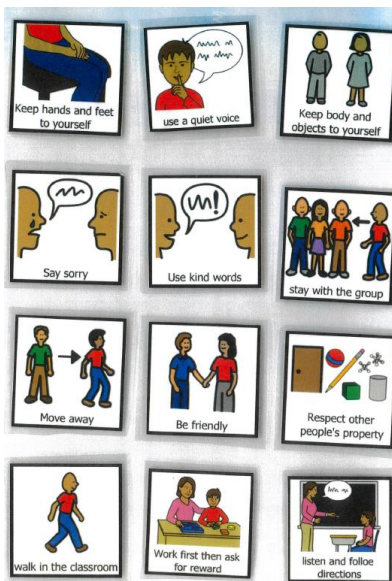
For students to learn and grow, any consequences must assist with recovery and repair. For this reason, a range of consequences unique to individuals

applies. This includes the use of Restorative Practices to assist students to understand the impact and consequences of their behaviours.

Restorative Practices Incident Report

	What happened?	
	What happened?	
	What have you thought about since?	
	Who was affected and how?	
	How can you make things right?	

This is accompanied by a visual format where students engage in identifying behaviours, persons affected and steps to rectify their actions in an interactive format.



What can you do to make it better?



How can I help you?

School Policies

This section includes copies of specific school discipline policies designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment.

- **Use of mobile phones and other devices by student and**
- **Temporary removal of student property**

In making reasonable rules about what students can and cannot bring to school, schools can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students.

The use of mobile phones and other electronic equipment (including those with Bluetooth functionality) by students at school, if unmonitored, can become disruptive. Therefore, unless these are a sanctioned part of the educational program, mobile phone and other personal electronic devices (including those with Bluetooth functionality) are restricted.

This includes all gaming devices (e.g. PSPs, Gameboys) laptop computers, cameras and/or voice recording devices, mobile phones, iPods and devices of a similar nature. If, for security reasons you have given your son/daughter a mobile phone, we need to be advised of this and it will be locked away in the office during school hours.

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, mobile phones, digital video cameras or MP3 players to school (unless they are being used with teacher permission as part of a learning program) as there is a risk of damage or theft. Such devices will be handed in to school staff and collected at the end of the day. Breaches of this prohibition may result in disciplinary action.

Temporary removal of student property

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.

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.

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

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

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

Students involved in:

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

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

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

Text communication

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

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, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone), mobile telephones, iPads and tablets and devices of a similar nature.

[Temporary removal of student property by school staff procedure](#)
[Advice for state schools on acceptable use of ICT facilities and devices](#)

- **Preventing and responding to bullying**

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

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

There is no place for bullying in Caboolture 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.

At Caboolture Special School students' individual disabilities and level of cognitive functioning will be considered. Bullying is categorically unacceptable in the school community and will not be tolerated.

Bullying may be related to, but not limited to:

- *Race, religion or culture*
- *Disability*
- *Appearance or health conditions*
- *Sexual orientation*
- *Sexist or sexual language*
- *Young carers or children in care.*

The following behaviours: 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 may be evidence of bullying.

- **Cyberbullying response flowchart for school staff and
Appropriate use of social media**

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. This section details the behaviour that is expected of students, how this will be reinforced and possible consequences for failing to meet these standards.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant

messaging or web pages. It can also include bullying through mobile phone technologies such as SMS.

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation

Caboolture Special School teaches, practises and encourages a three step process:

Stop: Teach students the school wide STOP signal (saying in a loud firm voice STOP while simultaneously raising one hand in the universal stop signal) for problem behaviour. This may be used by students experiencing a problem behaviour or when a student observes another student experiencing the problem behaviour.

Walk: Students are taught to walk away from the problem behaviour and seek help.

Talk: Students should talk to an adult about what has happened to them or what they have observed.

	Students	Staff		Parents
Responses	Stop	Wrong Doer:	Victim:	If you have concerns talk to the class teacher or make an appointment to see the Deputy Principal or Principal
	Walk away	What happened?	What happened?	Other support options may include the Guidance Officer and School Chaplain
	Tell a teacher	Was that a good choice or a bad choice?	Who did you tell?	Talk to child about incident
		What can you do next time?	What can you do next time?	

Responsibilities	To report incidents of bullying	Explicitly teach what is bullying behaviour	Listen to your child and remain calm
	To use the 3 step approach to seek help	Explicitly teach friendship skills	Make contact with the class teacher as first point of contact to inform of alleged bullying incident, refer to Administration if necessary
	Participate in lessons around bullying and appropriate social skilling	Create learning environments that foster appropriate social interaction and therefore minimise opportunities for bullying to take place	
		Explicitly teach the skills for students to use the 3 step approach	
		Investigate the incident thoroughly, listening to all sides of the story to see if it constitutes bullying.	
		Use Restorative Practices' Questioning	
		Record incidents on One School and follow the school plan for action and response based on the level of behaviour impact	

Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Template timeframes to be adopted/adapted as necessary to address local context

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal/ Guidance Officer

Principal

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

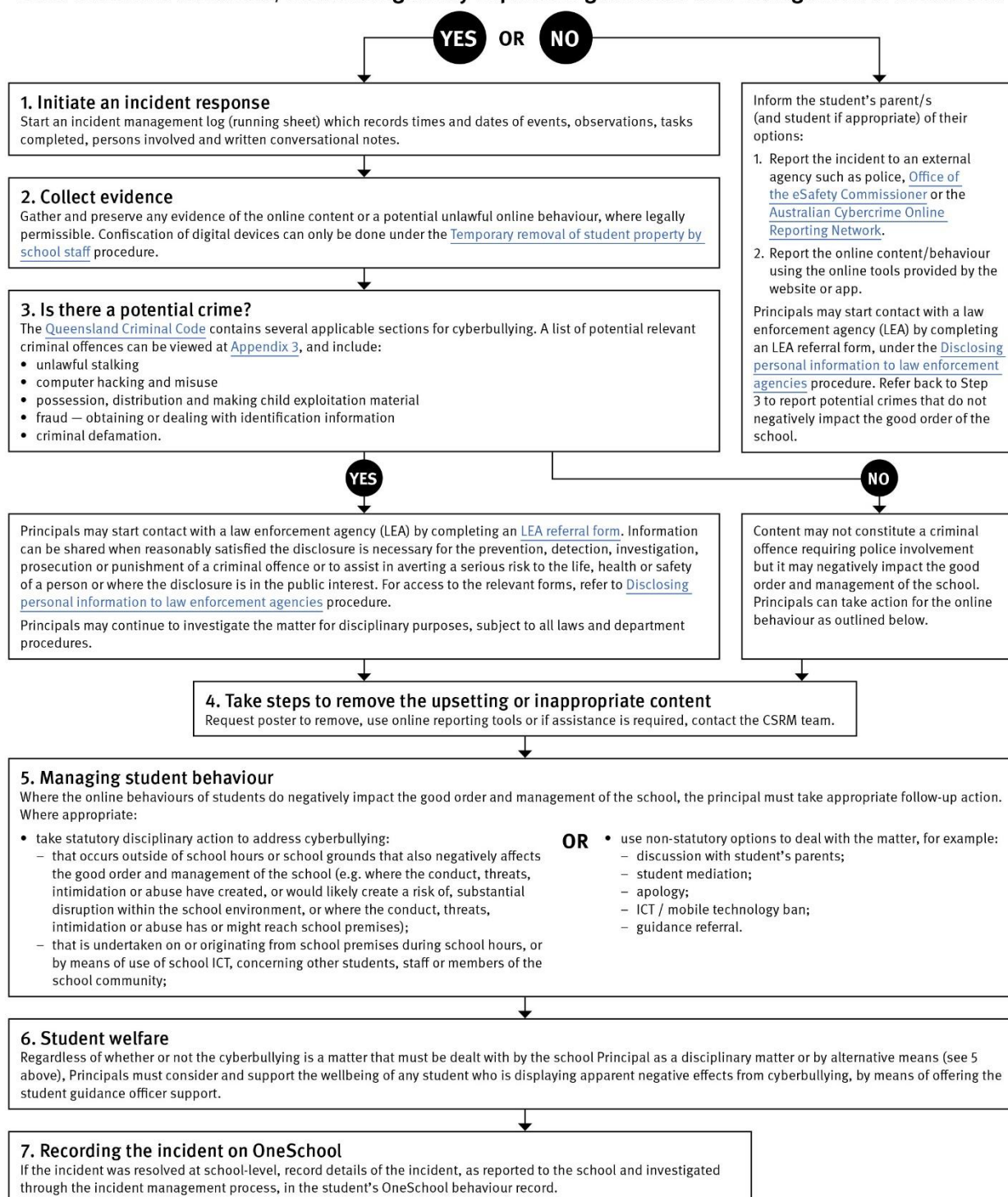
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersecurity.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management of the school?**



Restrictive Practices

In some very rare situations, where there is immediate risk of physical harm to the student or to other people and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance of communication and consultation with parents and carers
5. Maximizes the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures. This includes:

- Individual Behavior Support Plans
- Individual Student Support Plan
- Individual Risk Assessment
- Functional Behaviour Analysis
- Restorative Practices conversations (PODD assisted)
- Team Teach practices

Critical Incidents

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.

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

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,

Immediate Strategies:

- Implement a range of de-escalation strategies as outlined in Team-Teach training
- Avoid escalating the unacceptable behaviour

Avoid shouting, concerning the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger or frustration through body language.

- Maintain calmness, respect and detachment

Model the behaviour you want the student 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.

- Evacuation of the classroom

Removing the other students from the classroom may allow the student who is escalated to calm without the need for physical intervention.

- Approach the student in a non-threatening behaviour

Move slowly and deliberately towards the situation or incident, speak privately to the student if possible, speak calmly and respectfully, minimize body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

The school also uses a Rapid Response team Plan to attend to critical incidents:



Rapid Response Team Plan

Description:

A Rapid Response Team responds to an emergency situation both on and off the school grounds.




This team is comprised of staff members, and may include Volunteers or parents involved in a school activity.

In this team plan, it is necessary that all staff are aware of the responsibilities of the roles of Teacher A/B/C.

In any emergency situation, staff are designated the roles of Teacher A or B or C for the duration of the emergency.

This team plan should be practised by class teams in out of emergency situations, so as to gain familiarity with the responsibilities.

This team plan should be used in conjunction with the school's Emergency Procedures for Evacuation and Lock Down and Team Teach Strategies

Teacher A	Teacher B	Teacher C
 <p>Responsibilities</p>	 <p>Responsibilities</p>	 <p>Responsibilities</p>
<ul style="list-style-type: none"> ➢ Stays with the affected student/person ➢ Ensures that the person is safe ➢ Applies first aid as required ➢ Reassures student/person ➢ Remains with the person at all times /or until emergency assistance arrives 	<ul style="list-style-type: none"> ➢ Calls for help ➢ Contacts emergency services – by phone ➢ Contacts school administration ➢ Then returns to assist Teacher A if required ➢ Otherwise goes to assist Teacher C 	<ul style="list-style-type: none"> ➢ Stays with the group of students ➢ Moves students to a safe area ➢ Ensures that all students are safe ➢ Assists to calm students if upset ➢ Continues with the regular activities where at all possible



Following a Critical Incident or distressing Event, the school has a procedures to support all persons involved or affected by the situation.

STAFF WELLBEING

<https://intranet.ged.qld.gov.au/Services/HumanResources/payrollhr/healthwellbeing/staffwellbeing>

WHAT IS A DISTRESSING EVENT OR CIRCUMSTANCE?

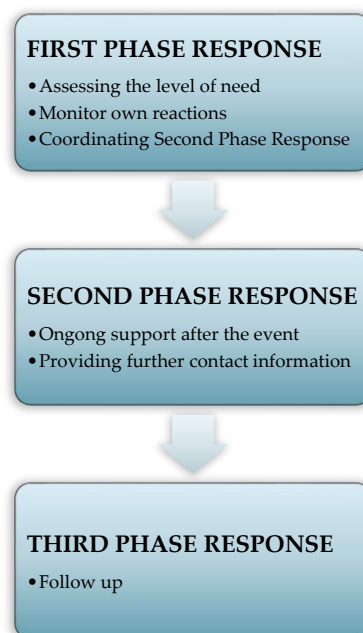
A distressing event is any event that although not a 'critical incident' (see Caboolture Special School Critical Incident Plan) is such that causes the individual or individuals to feel distressed or may evoke a strong emotional reaction or feelings.

Example of distressing events may include:

- Being physically hurt by a student
- Being spat upon
- Ongoing verbal abuse from a student
- Dealing with an angry parent
- Managing an unsafe situation
- Restraining a student to prevent harm
- Critical medical issues of students such as seizures
- Other work related issues

The same event may have little impact on one person but cause severe distress in another individual. The impact that an event has may be related to the person's mental and physical health, level of available support at the time of the event, and past experience and coping skills.

THE SUPPORT PROCESS



COMPLAINTS MANAGEMENT PROCESS

At Caboolture Special School, our complaints management process involves the following steps:

i. **Receipt**

The complaint should be made where the problem or issue arose. At Caboolture Special School, we ask parents, carers, students or community members who would like to make a complaint by email to the Principal at a the.principal@caboolturespecs.eq.edu.au, email your child's teacher to make an appointment or contact the school office.

We accept anonymous complaints, however it is important to understand that this could limit how a complaint is assessed and resolved, and it may also prevent an outcome being provided.

ii. **Assessment and management**

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly, but understand that we have many other responsibilities and it may not be possible to make contact or resolve a complaint immediately.

iii. **Providing an outcome**

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

Review options

If the person who has made the complaint is dissatisfied with the outcome or the way we handled their complaint, they can contact the regional office to ask for an internal review. A Request for internal review form should be completed and the request should be submitted within 28 days.

There is also an external review option (for example, the Queensland Ombudsman or Queensland Human Rights Commission), which becomes available once the department's complaints process has been exhausted.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. *This may include reference to:*

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing

- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Conclusion

All areas of Caboolture 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 maximizing the success of academic education programs.

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

- Respect for Learning (Every day I do my best)
- Respect for Self (I make safe and healthy choices)
- Respect for Others (I take care of others with my words and actions)

These overarching expectations have been agreed upon and endorsed by all staff, student representatives and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Student Code of Conduct.

Caboolture Special School developed this plan in collaboration with our school community. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2019 - 2021 also informed the development process. This plan has been developed on the premise of three key overarching beliefs and values:

1. The relationships we build with students are crucial in supporting student behaviour
2. All students have a right to learn
3. As a school we play a key role in developing capable, confident and fulfilled citizens who are able to contribute meaningfully to their community.