



Kuraby Special School

Student Code of Conduct 2021-2024

Every student succeeding


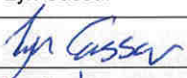
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

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Endorsement

Principal Name:	Steve Roberts
Principal Signature:	
Date:	26 November 2020
P/C President and-or School Council Chair Name:	Lyn Cassar
P/C President and-or School Council Chair Signature:	
Date:	26/11/2020

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Purpose

Kuraby 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.

The Kuraby Special School Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Consultation

Kuraby Special School has developed the Student Code of Conduct in collaboration with the school community, in particular the Positive Behaviour for Learning committee. This committee consists of representatives from the leadership team, teachers and teacher aides within the school. Parent consultation has been sought through the sharing of the draft Student Code of Conduct with the P&C committee.

Kuraby Special School has developed a strategy to promote the communication of the Student Code of Conduct through the school website, face-to-face parent information sessions, staff induction processes and student enrolment packs.

Families who require access a translated copy of the Student Code of Conduct are encouraged to contact the school office for assistance.

Learning and Behaviour Statement

At Kuraby Special School, we implement Positive Behaviour for Learning as our school-wide framework for managing and supporting student behaviour. This framework focuses on the positive and proactive responses to behaviour and provides opportunities to explicitly teach the schoolwide expectations to students. We consider our responses to student behaviour an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our shared expectations for student behaviour and assists Kuraby Special School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understanding of their role in the educational process.

Our school community, including members of staff and the school P&C identified and agreed upon the following school expectations to teach and promote our high standards of responsible behaviour:

- **CARE** for yourself
- **CARE** for others
- **CARE** for learning
- **CARE** for our school



These expectations are explicitly taught and reinforced to students through a number of strategies including the Zones of Regulation learning framework, explicit weekly PBL lessons, incidental teaching moments and assembly presentations. The schoolwide expectations are reinforced to students through our schoolwide reward system, which includes CARE tickets, PBL Wheel, rewards on assembly and whole school celebration days to acknowledge the positive behaviour achievements of all students.

Student Support Network

At Kuraby Special School, we support every student to develop their social, emotional and physical wellbeing throughout the day. The staff and students are also supported by a team of specialists including: Guidance Officer, Physiotherapist, Occupational Therapist, Speech Language Pathologist, Registered School Nurse, Advisory Visiting Teachers and School Chaplain.

There are regional and statewide support services that can be accessed to supply additional support to the school network. For more information regarding extra support and access, please contact the school.

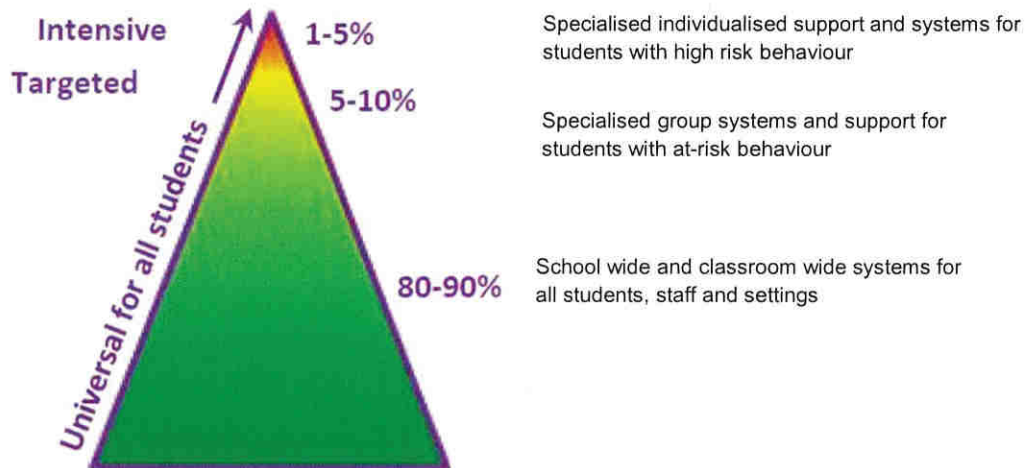
Whole School Approach to Discipline

Positive Behaviour for Learning is a researched based practice to promote learning expectations and to shape behaviour with positive reinforcement. PBL recognises that there are three levels or tiers of support that are required. These three tiers are; Tier 1: universal support; Tier 2: targeted support and Tier 3: intensive support.

- Tier 1 supports are for all students and utilise the universal strategies that all students can engage in. Typically, 80-90% of the school community would be in the universal level of support.
- Tier 2 supports are for students who require targeted behaviour support. Individual behaviour support plans may be developed for these students, depending on factors including the frequency and intensity of behaviours.
- Tier 3 supports student who require intensive behaviour support. Individual behaviour support plans will be developed for all students in this group, in consultation with parents and carers and external agencies where appropriate.

PBL Expectations

The language and expectations of PBL can be used in any environment, including the home setting for students. Working in partnership with families maximises the effectiveness of these interventions.



At Kuraby Special School teachers focus on providing a safe, supportive and engaging learning environment. To do this we implement the Ten Essential Skills for Classroom Management to ensure we are providing a positive classroom environment with clear and consistent expectations and consequences while also building positive interpersonal relationships.

The Ten Essential Skills for Classroom Management

1. **Establishing expectations** – Making rules.
2. **Giving instructions** – Telling students what to do.
3. **Waiting and scanning** – Stopping to assess what is happening.
4. **Cueing with parallel acknowledgement** – Praising a particular student to prompt others.
5. **Body language encouraging** – Smiling, nodding, gesturing and moving near.
6. **Descriptive encouraging** – Praise describing behaviour.
7. **Selective attending** – Not obviously reacting to certain behaviours.
8. **Redirecting to the learning** – Prompting on-task behaviour.
9. **Giving a choice** – Describing the student's options and likely consequences of their behaviour.
10. **Following through** – Doing what you said you would.

Teachers at Kuraby Special School are trained in the Ten Essentials Skills for classroom management and develop their rules and consistent expectations in line with this evidence based practice. Teachers at Kuraby also engage with classroom profiling and work with the regional behaviour team to review and build their professional skills.

Consideration of Individual Circumstances

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.

When applying consequences, the individual circumstances and actions of the student, together with the rights and needs of all members of the school community are considered at all times. Kuraby 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
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or verification areas.

Differentiated and Explicit Teaching

Kuraby Special School is committed to supporting every student to succeed. All staff work collaboratively to support and enable each student to reach their greatest potential through embracing opportunities within:

- innovative and relevant curriculum,
- communication,
- social and emotional development (Zones of Regulation),
- our responses to behaviour (Kuraby CAREs),
- community-based learning and
- accessing leisure and recreation activities.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



The three layers in the above diagram map directly to the tiered approach discussed earlier in the Whole school approach to discipline section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

All classes provide daily lessons focused on a Kuraby CARE of the week to proactively teach appropriate and expected behaviours. These are supported by schoolwide and individualised classroom reward systems to positively acknowledge students' learning or

demonstration of the school CAREs. Kuraby CAREs are supported by the explicit teaching of social and emotional awareness through the use of the Zones of Regulation.

Zones of Regulation is a learning framework designed to increase children's understanding of their ability to understand and foster their own emotional regulation and self-control. At Kuraby Special School we aim to develop student understanding of each zone and strategies that students can employ to proactively manage their self-regulation.

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Kuraby Special School, we emphasise the importance of explicitly teaching students the specific behaviours we want to see demonstrated at school.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

Schoolwide Positive Behaviour Expectations and Teaching Matrix

	Care for others	Care for yourself	Care for your learning	Care for your school
Play areas	<ul style="list-style-type: none"> I follow the playground expectations e.g., be safe, I include others, I use equipment safely, I keep hands and feet to self I use kind words e.g., no swearing, teasing, rudeness 	<ul style="list-style-type: none"> I wear hat and shoes at all times I am safe e.g. report injuries to duty teacher, I ask for help, I think before I do I listen to staff 	<ul style="list-style-type: none"> I try activities I play appropriate games I listen to staff 	<ul style="list-style-type: none"> I look after our school e.g. equipment, gardens, computers
Hall/ undercover	<ul style="list-style-type: none"> I follow the hall expectations e.g., be safe I am safe with my hands and feet I use kind words e.g., no swearing, teasing, rude 	<ul style="list-style-type: none"> I walk safely I think before I do 	<ul style="list-style-type: none"> I think before I do I help before I leave 	<ul style="list-style-type: none"> I look after school gardens I look after sport equipment I look after school property
Learning Environments	<ul style="list-style-type: none"> I can be safe e.g., Walking on concrete, equipment, cause and effect thinking I make a good choice e.g. I take turns and share 	<ul style="list-style-type: none"> I follow directions I ask permission to leave or use toilet I use appropriate volume 	<ul style="list-style-type: none"> I am ready to learn e.g. I have a go, learn from your mistakes, I try to communicate I follow classroom expectations e.g. I follow directions, I listen to instructions 	<ul style="list-style-type: none"> I look after school property I do my best I put rubbish in the correct bin, I put items away
Toilets	<ul style="list-style-type: none"> I use toilets safely e.g., appropriately 	<ul style="list-style-type: none"> I use toilets appropriately 	<ul style="list-style-type: none"> I use the toilet during morning tea and lunch e.g. I ask to use toilet 	<ul style="list-style-type: none"> I use toilets appropriately e.g. report problems to staff
Wider community	<ul style="list-style-type: none"> I use kind words e.g., no swearing, teasing, rudeness I can be safe e.g., listening, staying with the group, follow instructions 	<ul style="list-style-type: none"> I travel safely e.g. I listen to staff, I stay with the group 	<ul style="list-style-type: none"> I listen to instructions I have everything I need to learn e.g. Go card, wallet, hat, shoes, water bottle 	<ul style="list-style-type: none"> I make a good choice

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

- Daily PBL lessons conducted by classroom teachers;
- Incidental teaching and rule reminders throughout the day and across all learning environments;
- Reinforcement of weekly CARE at school assemblies and during active supervision by staff through classroom and non-classroom activities.

Kuraby Special School CARES

- **CARE Tickets**

Staff members award CARE tickets each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When staff 'catch' a student following the school expectations, he/she is rewarded with a CARE ticket. When students are given a CARE ticket, they place the tickets in the class CARE bucket. Each week at assembly student's CARE tickets are drawn randomly from each class and the student receives a prize to reinforce positive behaviour. CARE tickets are never taken from students as a consequence for problem behaviour.

- **Student of the Week and The CARE Wheel**

On a weekly basis, class teachers and teacher aides award a student with a PBL Student of the Week certificate on assembly. The recipient of the student of the week certificate has their photo placed on the CARE wheel. The CARE wheel is spun at assembly each week and the winner receives a prize. The CARE wheel is a powerful reinforcer for students to engage in our School Expectations. These positive student achievements are recorded on OneSchool.

- **Celebrations – Kuraby Carnival**

Positive Behaviour for Learning celebrations occur at the end of each semester. Students receive a Kuraby Card (based on the number of CARE tickets they received throughout the semester) and use their Kuraby Card to 'purchase' rides, activities, special food treats and toys/rewards. The Kuraby Carnival is a celebration of all students' success in relation to the Kuraby CARES.

Focused Teaching

Kuraby Special School communicates key Positive Behaviour for Learning (PBL) expectations through daily explicit teaching and positive reinforcement, to encourage engagement in expected school behaviours. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

We acknowledge that some of our students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. In some cases, this may also involve the development of an Individual Behaviour Support Plan. This plan would identify behaviours of concern and strategies to proactively attempt to prevent these behaviours from occurring and also identifying our responses to these behaviours.

Intensive Teaching

For students with highly complex and challenging behaviours, an intensive teaching approach is identified. For students in this category an Individual Behaviour Support Plan will be developed in consultation with parents/carers and external agencies. These plans identify behaviours of concern and specific strategies to prevent these behaviours from occurring and also identifying our responses when these behaviours do occur. The development of these plans may also involve a Functional Behaviour Assessment (FBA). A Functional Behaviour Assessment attempts to identify the functions of specific behaviours. This information is used to identify behavioural responses that acknowledge these functions.

Legislative Delegations

Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [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

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

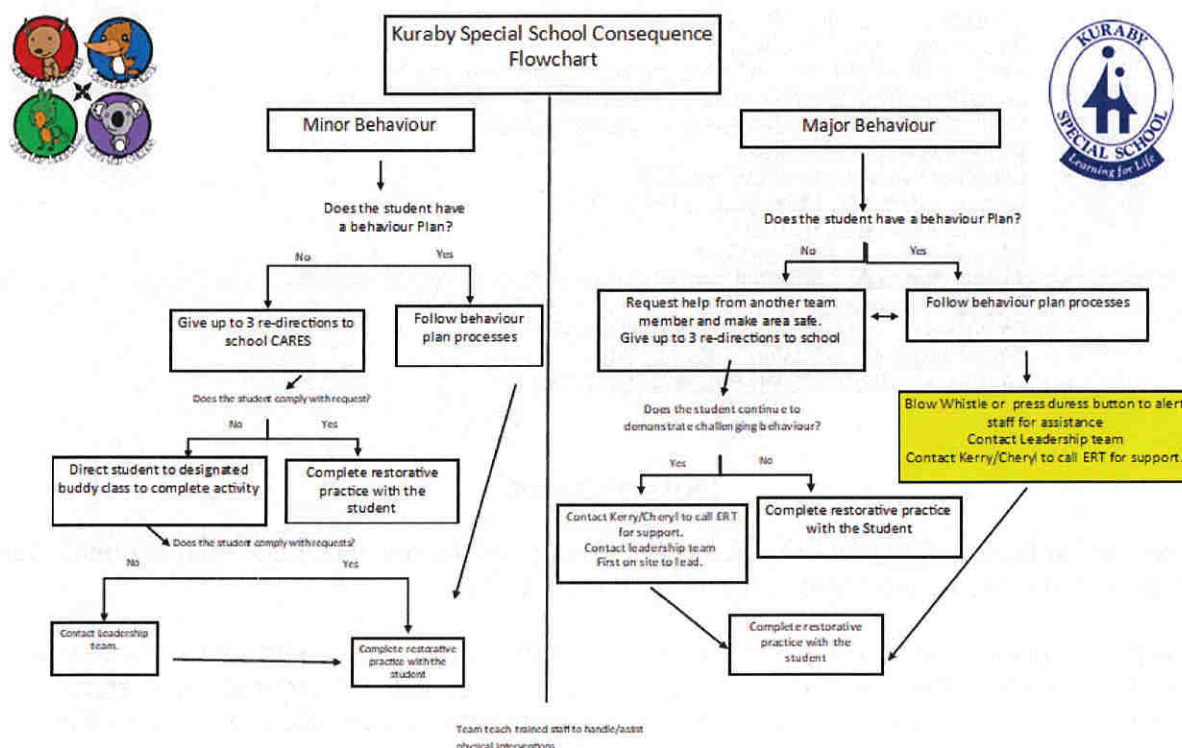
The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

Kuraby 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. Kuraby Special School seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour, taking into consideration the student's disability and the impact of that disability on their behaviour.

A consequence flowchart was devised by the PBL committee to support consistent decision making across the school for minor and major behaviours. The flowchart ensures that all staff know and understand appropriate steps to take to assist students who are demonstrating unacceptable behaviour. The flowcharts is outlined below:



Kuraby Special School Minor and Major Behaviours

Behaviour category	Definition	Minor Example	Possible strategies/ consequences	Major Example	Possible strategies/ consequences
Bullying / harassment	Repeated teasing, physical and verbal intimidation of a student. Purposefully hurting or overpowering another student (verbally, physically and/or emotionally) continuously.	<ul style="list-style-type: none"> Deliberately irritating others by touch, sound or movement. Name-calling. Intimidation. Invading and remaining in student's personal space. 	<ul style="list-style-type: none"> Verbal warning Reminder of expectations – refer to CAREs Refer to Zones. Student to rectify/repair Moved within the class 	<ul style="list-style-type: none"> Persistent (3 minor incidents with one day). Racial slurs towards staff or students. Repeated physical and/or verbal targeting of another student. 	<ul style="list-style-type: none"> Administration referral Mediation Contact with parents
Defiant/threats to adults	Verbal or physical gesture that is intended to harm and/or cause fear	<ul style="list-style-type: none"> Low intensity refusal to follow instruction. Threats towards adult. Swearing towards adult. Invading and remaining in adults' personal space. 	<ul style="list-style-type: none"> Verbal warning Reminder of expectations – refer to CAREs Students to rectify/repair Moved within the class "Change face" 	<ul style="list-style-type: none"> Follow through with threat towards an adult. Offensive language directed towards an adult. Explicit descriptions with objects in possession towards an adult. Physical harm towards adult. Continued refusal to follow instruction. 	<ul style="list-style-type: none"> Contact parent Suspension/Exclusion
Disruptive	Behaviour that results in an interruption in the class, school routines or school activity	<ul style="list-style-type: none"> Touching other people and their property. Shouting out and loud inappropriate talking. Throwing objects around the room. Tearing up tasks as task avoidance. 	<ul style="list-style-type: none"> Verbal warning Reminder of expectations – refer to CAREs Choices given, limits set Moved within the class 	<ul style="list-style-type: none"> Persistent (3 minor incidents within a session). Leaving the classroom without permission. Kicking and screaming. Throwing or pushing over furniture. 	<ul style="list-style-type: none"> Verbal warning Time in Administration referral Repair damage



		<ul style="list-style-type: none"> Encouraging others to disengage. 			
Dress code	Late from lunch breaks or activities outside of the classroom.	Administration discretion			Administration discretion
IT misconduct	Inappropriate use of any electronic devices	<ul style="list-style-type: none"> Failure to hand in electronic device etc. Not following Internet or Mobile devices policy. Access inappropriate websites (games etc.) Using computer without permission 	<ul style="list-style-type: none"> Verbal warning Reminder of expectations – refer to CAREs Written warning / email (parent cc'd) Loss of privilege 	<ul style="list-style-type: none"> Repeated failure to hand in electronic devices Repeated use of prohibited electronic devices Repeated access inappropriate websites (blocked sites, images) Accessing computer on others username or password without permission Cyberbullying 	<ul style="list-style-type: none"> Verbal warning Written warning / email (parent cc'd) Loss of privilege Contact parents
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules and/or harms	<ul style="list-style-type: none"> Denies behaviour Lying to obtain attention or object. Lying to avoid task or instruction Deliberately delivering a message that is untrue. 	<ul style="list-style-type: none"> Apology Mediation 	<ul style="list-style-type: none"> Premeditated and planned. Accusations made of incidents that did not occur 	<ul style="list-style-type: none"> Administration referral Contact parents Mediation with parents present
Misconduct involving object	Inappropriate use of an object for the non-intended purpose of that object Taking another person's belongings without permission or taking items from a store without purchasing,	<ul style="list-style-type: none"> Misuse of property Approaching someone with an object (without intention to harm) Taking another student's belongings 	<ul style="list-style-type: none"> Choices given, limits set Sent to another class - buddy class Reminder of expectations – refer to CAREs Refer to Zones 	<ul style="list-style-type: none"> Use an object to deliberately cause injury Approaching someone with an object with the INTENT to harm Stealing items from a business Intentionally stealing items from other students or staff 	<ul style="list-style-type: none"> Items to be returned to the business by parents or arranged otherwise Contact parents Suspension/Exclusion Police involvement – Administration decision



Non-compliant with routine	Behaving in a way that does not comply with classroom and playground routines	<ul style="list-style-type: none"> Refusal to transition to new activity. Not transitioning from area to area Not following direction 	<ul style="list-style-type: none"> Choices given, limits set Redirection Use of First-Then cards Reminder of expectations – refer to CAREs Refer to Zones 	<ul style="list-style-type: none"> Deliberate physical contact with another to cause harm (including biting and scratching requiring first aid). Actions involving physical contact or having the potential to cause injury to self and others. Deliberate spitting at or on a person 	<ul style="list-style-type: none"> Contact parents Behavioural intervention Suspension/Exclusion
Physical misconduct	Fighting or actions that involve physical contact	<ul style="list-style-type: none"> Student not respecting personal space and touching another person Contact with another person without permission e.g. pushing, tripping Spitting in the environment 	<ul style="list-style-type: none"> Moved within the class Parents/guardians contacted Change of environment Sent to another class – buddy class 		
Possess prohibited items	Possessing on their person or in their bag an item declared by the school as prohibited	School discretion	<ul style="list-style-type: none"> Verbal warning Contact parents 	<ul style="list-style-type: none"> Cigarettes, lighter, knives, R-rated magazines. Drugs/alcohol Possession of weapons 	<ul style="list-style-type: none"> Contact parents Confiscation of item/s Suspension/Exclusion
Property misconduct	Participating in an activity that results in damage, destruction or disfigurement of property	<ul style="list-style-type: none"> Draw on school property (can be removed) Break/damage someone else's belongings (can be fixed or replaced at low cost) 	<ul style="list-style-type: none"> Student to rectify/repair damage Reminder of expectations – refer to CAREs Refer to Zones Parents/guardians contacted 	<ul style="list-style-type: none"> Damage of school property (requires financial contribution to repair/replace) Graffiti/Tagging Deliberately impairs the usefulness of someone else's property (requires financial contribution to repair/replace) 	<ul style="list-style-type: none"> Financial contribution to repair damage Administration referral Suspension/Exclusion



Refusal to participate in program of instruction	Non-Verbally or verbally refusing to participate in activities or engage in tasks	<ul style="list-style-type: none"> Passive refusal (head on desk, back to teacher, lying on floor) Not listening Walking away from group (within sight) Refusing to participate in a particular activity 	<ul style="list-style-type: none"> Verbal warning Reminder of expectations – refer to CAREs Time in to complete work Choices given, limits set 	<ul style="list-style-type: none"> Repeated refusal Leaving the area of instruction (out of sight). Absconding 	<ul style="list-style-type: none"> Parent contact Administration referral Emergency services (if missing in community)
Third minor referral	3 minor incidents referred to buddy room or reflection room	Do not enter this category on OneSchool		<ul style="list-style-type: none"> 3 minor incidents in one day requiring administration assistance/alert. 	
Threat/s to others	Any verbal or non-verbal threat to a person's physical or emotional wellbeing	<ul style="list-style-type: none"> Making verbal and/or gestural threats towards staff or students Isolating a class mate in the playground 	<ul style="list-style-type: none"> Verbal warning Reminder of expectations – refer to CAREs Refer to Zones Mediation Apology 	<ul style="list-style-type: none"> Making statements to encourage a reaction from another (violence occurs as a result) e.g. directing someone to hit someone else Threatening violence on staff or students 	<ul style="list-style-type: none"> Administration referral Contact parents Suspension/Exclusion
Truant/skip class	Unexplained absence with or without parent's knowledge	Do not enter this category on OneSchool		<ul style="list-style-type: none"> Leaving school grounds without permission 	
Verbal misconduct	Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another	<ul style="list-style-type: none"> Comments or gestures targeted at another person Swearing not directed at anyone else. Making statements to receive a reaction from another e.g. 'Don't listen to the teachers' or 'Come with me' Spreading rumours/gossip 	<ul style="list-style-type: none"> Apology Choices given, limits set Students to rectify/repair 	<ul style="list-style-type: none"> Offensive language, sexual connotations or gestures directed at another person. 	<ul style="list-style-type: none"> Verbal warning Contact parents Removal from class Contact GO Administration Referral Possible suspension – Administration decision



School Policies

Kuraby Special School ensures all staff work consistently to create and maintain a supportive and safe learning environment through the proactive teaching of the school's CAREs. To ensure all members of our school community maintain a safe and supportive environment, please familiarise yourself with the following 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

Temporary removal of student property

Temporary removal of student property

- Property may be temporarily removed from a student if the principal or state school staff are reasonably satisfied the removal is necessary to:
 - ensure compliance with the Student Code of Conduct
 - preserve the caring, safe, supportive and productive learning environment of the school
 - maintain and foster mutual respect among staff and students at the school
 - encourage all students to take responsibility for their own behaviour and the consequences of their actions
 - provide for the effective administration of matters about the students of the school.

Return of temporarily removed student property

- principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service
- ensure temporarily removed student property held by the school is made available for collection by the student or parent within a reasonable time period
- if the student is a child, the principal or school staff member may choose to make the temporarily removed property available for collection to the parent only if it is more appropriate to do so, given
 - its condition, nature or value, and/or
 - to ensure the safety of students or staff, and/or
 - for the good order and management, administration and control of the school.
- where the student is independent or mature age, it may be appropriate to return the temporarily removed property directly to them
- ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

Retention of temporarily removed student property

- principal and state school staff may retain temporarily removed student property if:
 - the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and state school staff are in the process of notifying police
 - police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
 - if police seize the property under the *Police Powers and Responsibilities Act 2000* (Qld), advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff
 - if police decide not to seize the property, return the temporarily removed student property to the student or parent as soon as practicable.
- student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent that it is available for collection
- where staff reasonably suspect that the student is not the lawful owner of the property.

Please see [Temporary removal of student property by school staff](#) for further information.

Use of mobile phones and other devices by students

The school policy for students who bring electronic devices to school requires the student to hand their mobile phone and/or other electronic devices in to the office on arrival at school. The mobile phone/device will be kept in the office and is to be collected at the end of the day.

iPads, tablets and other devices are permitted to come to school for individual communication purposes. If students bring personal devices for other use, it will be collected by staff and held in the office for students to collect at the end of the day.

Students who wear and use hearing aids, cochlear and/or AM/FM transmitters will be supported to use these appropriately by staff. If students remove their aids, staff will attempt to keep them safe during playtime and return them to the student or relevant staff member for learning time.

Preventing and responding to bullying

At Kuraby Special School, we participate in the 'Bullying, No Way' awareness day and staff proactively teach appropriate social interactions through the use of the school CAREs and the Zones of Regulation. The CAREs matrix includes lessons focused on treating others with respect. The Zones of Regulation supports students to appropriately identify and manage their emotions if they are feeling mistreated.

Bullying

The agreed national definition for Australian schools describes bullying as

- Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- Involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- Happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- Having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.

Appropriate use of social media

The department acknowledges the growing popularity of social media as both 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 and employees 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 in a personal capacity.

Kuraby Special School explicitly teaches appropriate and safe use of the Internet through the CAREs matrix and participates in the Daniel Morcombe program.

Kuraby Special School - 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](#).

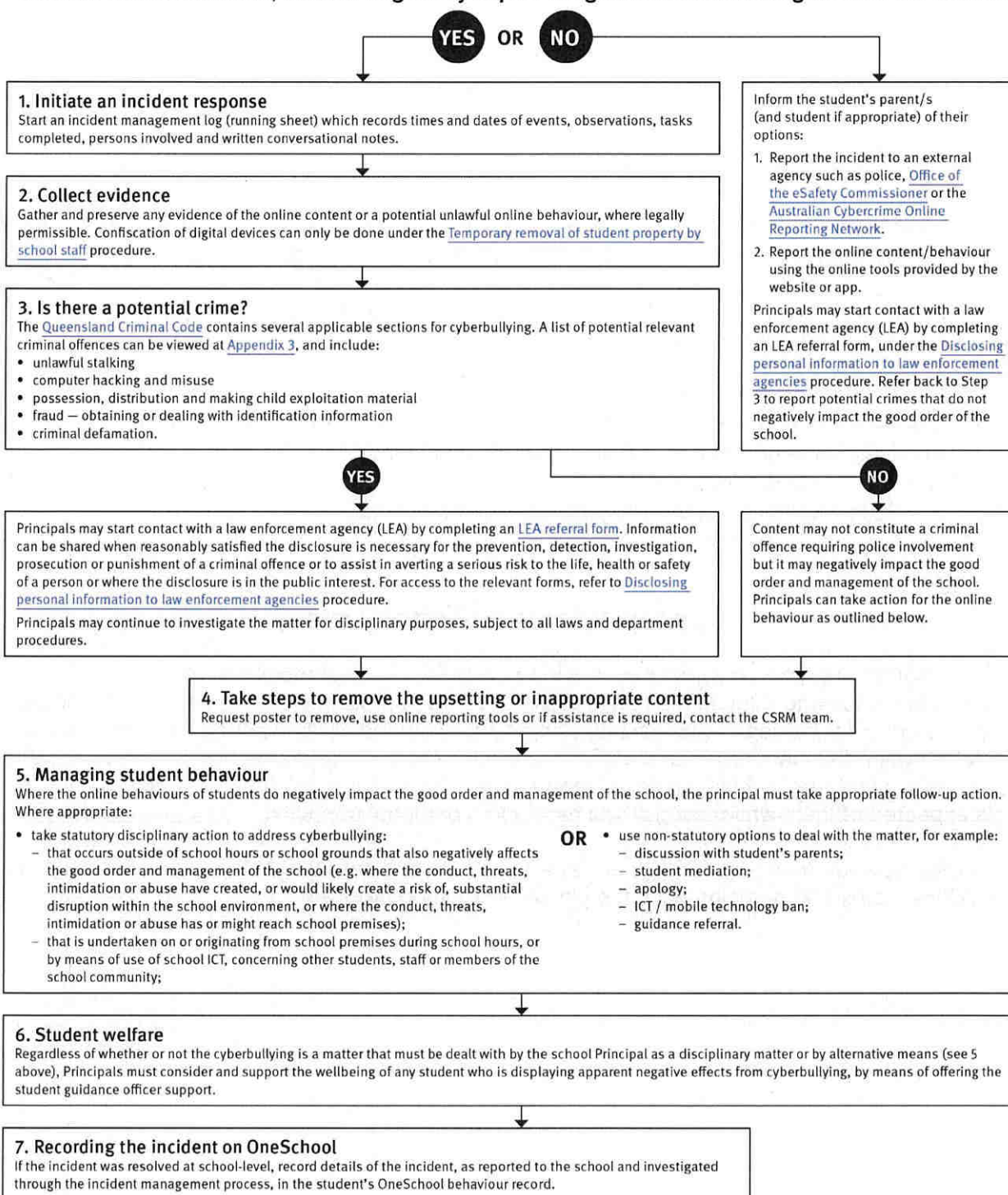
Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Restrictive Practices

In some situations, where there is immediate risk of physical harm to the student or 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 on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Restrictive practices procedure.

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.

Staff at Kuraby Special School are provided professional development and training in TeamTeach. The focus of TeamTeach is to safeguard students and staff through positive behavioural support and de-escalation strategies. TeamTeach emphasises removing stress, calming, de-escalating and diverting attention to prevent hazardous behaviour.

TeamTeach practices align with PBL philosophy and support the legal framework of the department. TeamTeach utilizes 95% de-escalation strategies and limits physical intervention to when a student is physically assaulting another student or staff member or posing an immediate threat to him/herself. TeamTeach practices support the development of positive support plans and restorative 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 problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

When dealing with a critical incident staff will:

1. Implement a range of de-escalation strategies as outlined and taught in Team Teach.
2. 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.
3. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose language carefully, be matter of fact and avoid responding to the student emotionally.
4. 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.
5. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
6. 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).
7. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

Kuraby Special School staff have a duty of care to all students and other members of staff from foreseeable risks or injuries. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

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

Any physical intervention made must:

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

Restorative Practices

Restorative Practices are designed to engage the student in the incident that occurred and develop the student's understanding regarding the impact of the incident. Restorative Practice is based on the philosophy and principals of restorative justice, which includes:

- Viewing wrongdoing through a 'relational' lens; understanding that harm has been done to people and relationships
- Understanding that when such harm is done it creates obligations and liabilities
- Focusing on repairing the harm and making things right

The end outcome of Restorative Practice is to REFLECT, REPAIR & RECONNECT. An example of one of the practices is below:

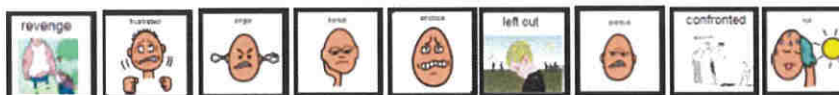
Restorative Justice

1. What Happened?



Describe _____

2. What were you thinking/feeling at the time?



Describe? _____

3. What have you thought about since?



Describe? _____

4. Who has been affected? How?



What are their names? _____

5. What do you think you need to do to make things right?



Other ideas _____

6. What could you do next time?



Other _____

