



The Code of School Behaviour

Better Behaviour
Better Learning

Responsible Behaviour Plan for Students

1. 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.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Kuraby Special School developed this plan in collaboration with our school community. A review of school data sets from 2013-2017 also informed the development process.

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

3. Learning and behaviour statement

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Our school plan 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 understandings of their role in the educational process.

Our school community has identified 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



Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

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

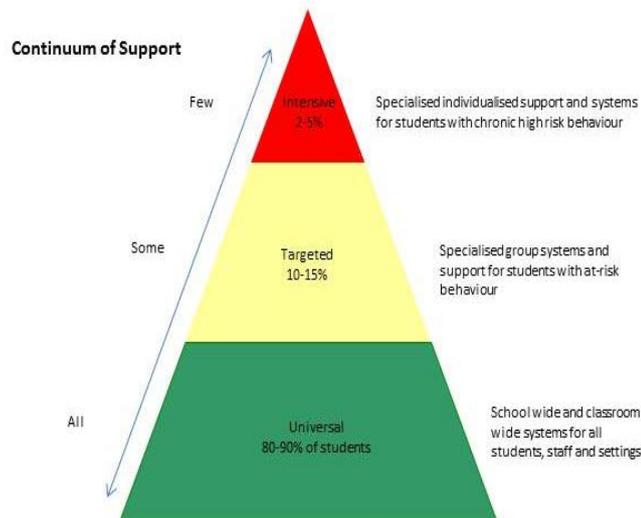


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Positive Behaviour for Learning is a researched based practice to promote learning expectations and to shape behaviour with positive reinforcement. PBL recognises that there are three levels or tiers of support that are required. These three tiers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

- Tier 1 supports are for all students and utilise the universal strategies that all students can engage in. Students who are in Tier 1 at Kuraby Special School have had 0-1 behaviour incidents recorded. It is anticipated that 80-90% of the school community should be in the universal level of support.
- Tier 2 supports are for a students who require targeted behaviour support. Students in this group will be identified as having 2-5 behaviour incidences recorded. 10-15% of the students at the school will be in the target support level.
- Tier 3 supports student who require intensive behaviour support. Students in this group will be identified as having 5+ behaviour incidents recorded. 2-5% of the school should be identified in this level.

At Kuraby Special School it has been agreed that students who have had three or more behaviour incidents will be supported by staff through the development of an Individual Behaviour Support Plan (IBSP), which will be shared with parents and the school team to better understand and support the student's needs. The student may also be referred to the Positive Action Team to further develop the student's Individual Behaviour Support Plan. This intervention is made to support the transition of the students to return to the Tier 1 of the PBL framework



• Universal behaviour support



The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Kuraby Special School we emphasises the importance of directly teaching students the specific behaviours we want to see demonstrated at school. Communicating behavioural expectations is a form of



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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 in all school settings.

The Schoolwide Positive Behaviour Expectations and Teaching Matrix

	Care for others	Care for yourself	Care for your learning	Care for your school
Play areas/ Outside	<ul style="list-style-type: none"> I take turns I am a good friend I invite others to join in I share 	<ul style="list-style-type: none"> I make good choices I am sun safe I follow instructions I play fair 	<ul style="list-style-type: none"> I join in I try new games 	<ul style="list-style-type: none"> I take care of equipment I return equipment and pack up
Transitions	<ul style="list-style-type: none"> I stay inside the school grounds I listen and act when I hear the bell. 	<ul style="list-style-type: none"> I walk safely I am ready for the bus. I use my manners 	<ul style="list-style-type: none"> I follow directions I follow routines 	<ul style="list-style-type: none"> I walk on the paths I move safely to my next activity
Learning areas/ classroom Community access	<ul style="list-style-type: none"> I wait my turn I am a good listener I take turns to talk I let others learn 	<ul style="list-style-type: none"> I ask for help I sit quietly I wait I communicate I complete my work I look after my belongings I am safe 	<ul style="list-style-type: none"> I am ready to learn I try my best I have a go I am responsible I follow road safety rules 	<ul style="list-style-type: none"> I put rubbish in the bin I represent my school
Online	<ul style="list-style-type: none"> I report inappropriate content to staff 	<ul style="list-style-type: none"> I keep my username and password private I follow online rules 	<ul style="list-style-type: none"> I use the internet for learning I use my device for learning 	<ul style="list-style-type: none"> I use school approved sites and educational games I hand my phone in

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

- Daily behaviour expectation lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff through classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Kuraby Special School's Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- 'Student at a glance' individual support profiles developed for students with high behavioural support needs, enabling staff to make the necessary adjustments to assist these students consistently across all classroom and non-classroom settings.
- Home School Communication books specifically supporting understanding and engagement of school based PBL and Zones of Regulation

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);





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- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour

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.

Kuraby Special School CARES

- CARE Tickets

Staff members award students 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.

- Super CARES

Class CARE tickets are tallied on a Monday. Classes and students glue the earned tickets into their CARE books. Once a student receives 6 CARE tickets they receive a Super CARE. If a student earns five Super CARES (30 CARE tickets) they meet with the Deputy Principal to be awarded a CARE band. CARE bands coincide with each of the four CARES. A photo is then taken of the student receiving their band and displayed on the Admin wall. The student is then awarded a place on the CARE wheel for a larger prize. The CARE wheel is spun at Assembly each week.

A student who receives all four CARE bands will be invited to celebrate this achievement with the Principal at a special event. Special events are held twice a term.

- The CARE Wheel and Special Events

The CARE wheel and Special Events have been identified as powerful reinforcers for students to engage in our School Expectations. CARE tickets are never taken from student as a consequence for problem behaviour.

- Weekly Positive Awards

On a weekly basis, class teachers and teacher aides award a student with a PBL certificate on assembly. These positive student achievements are recorded on OneSchool.

Responding to unacceptable behaviour

- Re-directing low-level and infrequent problem behaviour

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





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Our preferred way of re-directing low-level problem behaviour is to ask the student to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

- Targeted behaviour support:
As many of our students have been diagnosed with Autism Spectrum Disorder, our school ensures that all staff are trained in evidenced based Autism Practices. Our school reference for this is **Autism Tools for Teachers**- by the Autism Education Trust. Common practices we use at school include schedules, finished boxes, and procedural sequences.

7 Essentials Skills for Classroom Management

Teachers at Kuraby Special School are trained in the 7 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. As part of this work Kuraby Special School has identified school based solutions to support the diverse needs of our learners such as:

- 'Working Towards Cards', schedules, movement breaks and modified classroom environments including sensory areas to minimise problem behaviours and promote maximum student engagement.

• Targeted behaviour support

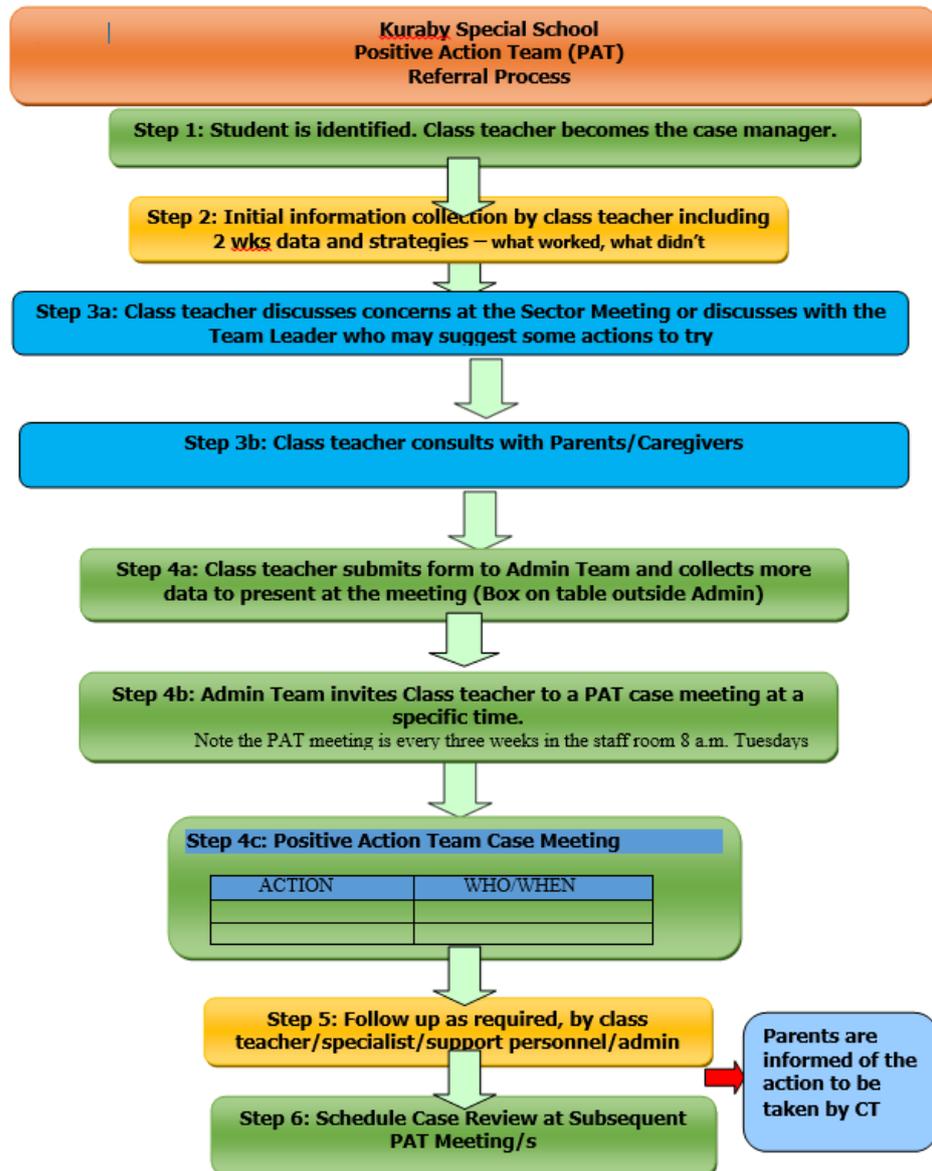
Each year a small number of students at Kuraby Special School are identified through our data as needing additional targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. These students are referred to the Positive Action Team (PAT). The team's role is to support the student through gathering further data from; specialists; therapists; the family; teaching staff and other key stakeholders to develop a structured set of actions that will further support the student's positive learning and engagement.



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The process for a PAT referral is:



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

• Intensive behaviour support

Kuraby Special School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. These students may be referred to more complex case management support which may include the Administration team, & more highly trained staff employed by Metropolitan Region who will facilitate:

- a Functional Behaviour Assessment for appropriate students;



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- working with other staff members to develop appropriate behaviour support strategies;
- monitoring the impact of support for individual students through ongoing data collection;
- making adjustments as required for the student; and
- working with the Administration Team to achieve continuity and consistency.

An Individual Behaviour Support Plan (IBSP) will be developed for students who are identified with targeted behaviour. The IBSP is designed from data collected on a student such as Functional Behaviour Assessment (FBA), OneSchool data and reports by specialist, regional supports and recommendations of the PAT. The IBSP displays the area of concern and positives ways to reshape the behaviours into appropriate behaviours for school with a focus on understanding the function of the behaviour and how we *Teach, Prevent* and *React* to support change. IPBS plans are reviewed at least every six months with the goal to reduce the behaviour a student is exhibiting and to teach appropriate behaviour through positive reinforcement.

ZONES OF REGULATION

Kuraby Special School also uses Leah Kuyper's **Zones of Regulation** which is a learning framework designed to increase children's understanding of their ability to understand and foster their own emotional regulation and self-control. Students from Prep to 12 all participate in weekly lesson on the zones and develop their own understanding of their feelings and behaviours in each zones and develop 'tools' which increase self-control and agency for emotional regulation.

5. Emergency responses or 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.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy. When dealing with a critical incident staff will:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose language carefully, be matter of fact and avoid responding to the student emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep





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a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).
5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

Appropriate physical intervention may be used to ensure that Kuraby Special School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Kuraby Special School has invested in further de-escalation training through Team Teach. The focus of Team Teach is to safeguard students and staff through positive behavioural support and de-escalation strategies. Team Teach supports emphasise removing stress, calming, de-escalating and diverting attention to prevent hazardous behaviour. Team Teach practices





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align with PBL philosophy and support the legal framework of the department. Team Teach 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. Team Teach practices support the development of positive support plans and restorative practices.

Restorative Practices

Restorative Practices are used Kuraby Special School after a behaviour incident. They 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:



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Restorative Justice

1. What Happened?



Describe _____

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



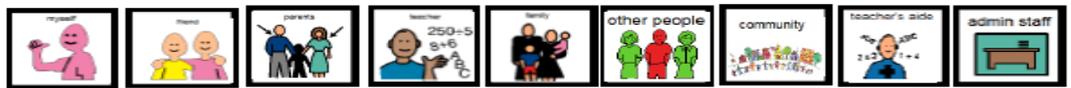
Describe? _____

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 _____

Record keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online. The Incident will also be documented on OneSchool to ensure a clear and accurate record of events are recorded.

Staff assist students to complete student centred incident reports which help students to understand and sequence a behavioural incident. The main goal of this work is for the student to understand what happened in the incident and how the behavioural choices he or she made may have contributed to the incident's outcome.





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Incident Review

Name: _____

Date: _____

Who was involved



When



Where



What happened?

?

How would they feel?

happy sad angry frightened okay frustrated lonely annoyed other

What is a better way?

→

What am I going to do now?

⌚

How do I feel now?

happy sad angry frightened okay frustrated lonely annoyed other

Acknowledgement: developed by Megan Jackes Speech-Language Pathologist & Cheryl Weilly AVT-SLI Education Queensland

6. Consequences for unacceptable behaviour

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.

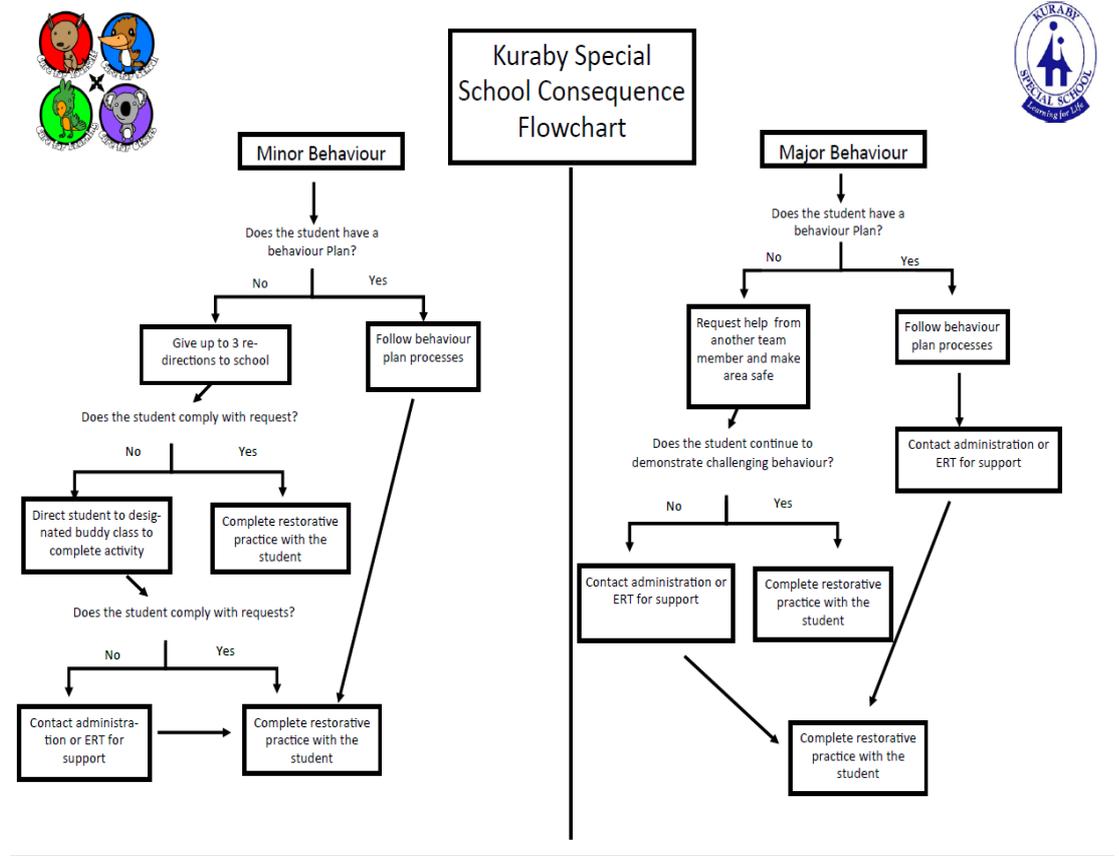
Staff use this clear process to support the student to display Kuraby Special School's expected behaviours. A consequence flowchart was devised by the PBL





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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 flowchart is outlined below:



The following document, outlines clear expectations and language for all staff to follow when responding to unacceptable behaviour when supporting students displaying Minor, Moderate and Major Level Behaviours as determined by the school:





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KSS – Behaviour Level – Minor

Minor Level Behaviours

(Teacher and/or Teacher Aide managed)

Minor Behaviours Definition:

Minor Level Behaviours at Kuraby Special School is defined as a behavioural occurrence that require management by the teacher or teacher aide in class or in the common areas of the school where redirection and supported by staff in attendance.

Minor behaviours do not impede upon the flow of a lesson or an activity and do not pose risk in terms of student and staff safety, welfare or well-being.

Some minor behaviour examples include but are not limited to:

- Not following directions (Not leaving play area or following class routines)
- Minor dishonesty
- Inappropriate language & back chatting
- Deliberate defiance
- Failure to respond immediately to reasonable request
- Tantrum

Strategies at a Minor level:

Staff will use behaviour management appropriate for the situation, including but not limited to the strategies below.

- If student has behaviour plan to follow strategies to help de-escalate the behaviour.
- Given a choice
- Visual reminder
- Communication device used to help de-escalate
- Proximity
- Restating expectations and routines
- Direct instructions
- Redirection (what are you working for in class?)
- Distraction
- Selective engagement
- Reminder (first this.... Then that)
- Positive reinforcement of others
- School expectations reminder

KSS PBL Team - Last reviewed

Remember our ZONES:

The **Blue Zone** is used to describe low states of alertness. e.g.: Sad tired, sick, or bored.
The **Green Zone** is used to describe a calm state of alertness. e.g.: Happy, focused content.

The **Yellow Zone** is also used to describe a heightened state of alertness. e.g.: Stress, anxiety, excitement.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. e.g. anger, rage, explosive behaviour, devastation.

Actions after the incident (Staff action):

- Weekly data collection sheets mapping behaviours collated.
- Referral to PAT team if behaviours persist.
- Review of classroom management plan
- Review of communication access and opportunities
- Review individual behaviour management strategies.

Possible Recovery Processes:

- Quiet talk
- Sit and think (2-5 mins)
- Natural consequences
- Social story
- Stating school expectations
- Modelling appropriate behaviour



KSS - Behaviour Level – Moderate

Moderate Level Behaviours

(Managed at a Teacher Level – Team Approach)

Moderate Behaviours Definition:

Moderate Level Behaviour at Kuraby Special School is defined as a behavioural occurrence that requires the support of staff beyond the regular management team of the student.

Moderate behaviours require the intervention by Classroom Teacher with additional support provided by other Teachers and Teacher Aide/s.

The Recovery Processes are clearly defined and are followed in accordance with School Expectations and individual behaviour plans.

Some moderate behaviours examples include but are not limited to:

- Spitting
- Minor physical harassment to themselves and others.
- Careless actions leading to harm
- Taking clothes off
- Throwing shoes at a person or onto a roof
- Misuse of property
- Inappropriate Language

Strategies at a Moderate level:

Staff will use behaviour management appropriate for the situation, focusing in the first instance on ensuring the safety of all parties involved in the de-escalation of the student

Some effective de-escalation/management strategies including but not limited to previous strategies from Minor Behaviours:

- De-escalation strategies
- Visual aids
- Use of school 'help' script
- If child has a behaviour plan to follow strategies to help de-escalate the behaviour.
- Identify safety concerns and move child or other students from the area.
- Allow 'time' for child to self regulate their behaviour
- Implement a re-entry strategy that can be used for the student to come back into class after the incident

KSS PBL Team - Last reviewed

Remember our ZONES:

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The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. e.g. anger, rage, explosive behaviour, devastation.

Actions after the Incident:

- Incident recorded on OneSchool, record contact in OneSchool – referral required to the Principal and Deputy Principal
- Re-evaluate behaviour plan or if child doesn't have one discuss with PAT.
- Individual positive behaviour management plan
- Note home to parents in communication book or phone call to parents/guardians, record contact in OneSchool, referral required to the Principal and Deputy Principal.
- Debrief staff/students involved or who witnessed the incident
- Restorative Practice Incident Review

Possible Recovery Processes:

- Stakeholder meeting
- Buddy class
- Sit and think/ time out
- Withdrawal of playtime privileges and moved to another area for play and eating.
- Specific positive behaviour strategy
- Restorative justice
- Social story





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KSS - Behaviour Level – Major

<p style="text-align: center;">Major Level Behaviours (Managed by Administration Team and Class Teacher)</p> <p>Major Behaviours Definition: Major Level Behaviour at Kuraby Special School is defined as a behavioural occurrence that requires immediate attention and intervention by the school Administration Team. Intervention Strategies and Recovering Processes are agreed upon by the Administration staff and the Class Teacher.</p> <p>Some major behaviour examples include but are not limited to:</p> <ul style="list-style-type: none"> - Excessive physical aggression, use of a weapon, use of an object to harm or intimidate - Use or sale of illegal substance - Bullying (face-to-face, cyber, rumour) - Major anti-social behaviours (urinating on others, defecating) - Deliberate destruction of school property - Stealing - Sexual Harassment - Leaving school grounds - Behaviours resulting in immediate exclusion from a Queensland State School 	<p>Strategies at a Major level: <u>Administration is phoned to Support</u> <u>Lockdown or Evacuation May Occur</u></p> <p>Teachers will use behaviour management appropriate for the situation, including but not limited to previous strategies from Minor and Moderate behaviours.</p> <p>Others include:</p> <ul style="list-style-type: none"> - If student has Behaviour plan to follow strategies to help de-escalate the behaviour. - Identify safety concerns and move child or other students from the area - Use of school 'Help' script - Send student to buddy class or Administration Office to seek support - Monitor child from a safe distance - Allow 'time' for child to self regulate their behaviour - Implement a re-entry strategy that can be used for the student to come back into class after the incident. <p style="border: 1px solid black; padding: 2px;">KSS PBL Team - Last reviewed</p>	<p>Remember our ZONES:</p> <p>The Blue Zone is used to describe low states of alertness. e.g.: Sad, tired, sick, or bored.</p> <p>The Green Zone is used to describe a calm state of alertness. e.g.: Happy, focused content.</p> <p>The Yellow Zone is also used to describe a heightened state of alertness. e.g.: Stress, anxiety, excitement.</p> <p>The Red Zone is used to describe extremely heightened states of alertness and intense emotions. e.g. anger, rage, explosive behaviour, devastation.</p>	<p>Actions after the Incident:</p> <ul style="list-style-type: none"> - Incident reported on OneSchool by staff member involved - Parent/Guardian/Carer contacted - Police/Ambulance contacted (if required) - Support agencies contacted (if required) - Re-evaluate IPBS plan or if child doesn't have one discuss with Administration or PBL chair and implement. - Individual Positive Behaviour Management Plan Review with key Stakeholders - Debrief staff/students involved or who witnessed the incident <p>Possible Recovery Processes:</p> <ul style="list-style-type: none"> - Time in the office/withdrawal - Specific Positive Behaviour Strategy - Change in program (limits applied) - Sent home (Re-entry required) - Restorative Practice - Restorative Practice Incident Review - Suspension
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At Kuraby Special School consequences of unacceptable behaviour will be managed through proactive strategies that support prevention and instruction. Minor and moderate behaviours will be managed by staff teams with intention to refocus the student to demonstrate target behaviour. Some strategies will include:

- Redirection
- Repeating instruction
- Offering a different choice
- Negotiation
- Change of staff member
- Moving to a buddy class

Students who demonstrate a higher level of challenging behaviour may require further support from the administration team to safeguard him/herself. During this time staff may need to intervene to ensure the safety of the student and of staff teams. Some strategies may include:

- Making the space safe of objects that could cause harm
- Removing other students to a safe place
- Use identified Zones of Regulation 'Red Zone' tools to reduce the student's behaviour
- Identified sensory preferred activities
- Following the recommendations and guides in the IPBS plan



7. Network of student support



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

- Parents
- Teachers
- Support Staff
- Administration staff
- Guidance Officer
- Advisory Visiting Teacher
- Senior Guidance Officer
- Adopt A Cop
- School Based Nurse

External support is also available through the following government and community agencies:

- Disability Services
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety)
- Police
- Local Council
- Neighbourhood Support Groups

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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





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- receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

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

10. Related policies and procedures

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

11. Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from to

