Kuraby Special School’s

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

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. Broad consultation with parents, staff and students was undertaken.
A review of school data sets from 2011-2014 also informed the development
process.

The Plan was endorsed by the Principal and the President of the P&C/Chair of
the School Council.

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 programs. Our
school-wide framework for managing behaviour is Positive Behaviour for
Learning.

Our Responsible Behaviour Plan outlines our system for facilitating positive
behaviours, preventing problem behaviour and responding to unacceptable
behaviours. Through our school plan, shared expectations for student behaviour
are explicit to everyone, assisting 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 rules to teach and
promote our high standards of responsible behaviour:

- Care for Yourself
- Care for Learning
- Care for Others
- Care for School

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

**Universal Behaviour Support**

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 directly teaching students the behaviours we want them to demonstrate across programs and within the community. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

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

<table>
<thead>
<tr>
<th>Positive Behaviour for Learning – Expected Behaviours</th>
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</thead>
<tbody>
<tr>
<td><strong>Care for yourself</strong></td>
</tr>
<tr>
<td><strong>Play</strong></td>
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<td></td>
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<tr>
<td><strong>School Learning Environments</strong></td>
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<td><strong>Community Learning Environments</strong></td>
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</table>
These expectations are communicated to students via a number of strategies, including:
- Daily PBL lessons conducted by classroom teachers;
- Reinforcement of learning from PBL lessons at School Assemblies
- Active supervision by staff during 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 Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Specific policies have been developed to address:
- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).

Reinforcing expected school behaviour
At Kuraby Special School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Kuraby Special School Positive Notice
Staff members hand out CARE tickets each day to students when they observe them following school rules in both classroom and non-classroom settings. This reinforcement occurs throughout the day. When staff ‘catch’ a student following the rules they give the student a CARE ticket and reinforce which of the school expectations the student was ‘caught’ doing. When students are given a CARE ticket they drop the ticket in the CARE bucket in their classroom. The CARE buckets are taken to assembly each Monday and a ticket is randomly selected from each bucket and the student receives a reward.

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

Our preferred way of re-directing low-level problem behaviour is to ask the student to of how they could CARE for ‘yourself’, ‘school’, ‘others and/or ‘learning. 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.

2. Targeted behaviour support: Positive Action Team (PAT)
Each year a small number of students at Kuraby Special School are identified through our data as needing additional support in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.
Students accepted into the PAT attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive additional support and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Positive Action Team is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

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

3. **Intensive behaviour support: Behaviour Support Team**

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. The *Intensive Behaviour Support Team:*  
- facilitates a Functional Behaviour Assessment for appropriate students;  
- works with other staff members to develop appropriate behaviour support strategies;  
- monitors the impact of support for individual students through ongoing data collection;  
- makes adjustments as required for the student; and  
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

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

5. **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.

**Minor and major behaviours**

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.  
- **Major** problem behaviour is communicated directly to the school Administration team for support.

**Staff Self-Reflection**

- Have I set the student up for success by using proactive strategies from least intrusive to most intrusive?  
- Is the behaviour stopping the teaching and learning process?
<table>
<thead>
<tr>
<th>Minor behaviour can be determined by reflecting:</th>
<th>Major behaviour can be determined by reflecting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was there...</td>
<td>Was there...</td>
</tr>
<tr>
<td>Task avoidance?</td>
<td>Intent to harm, bully or intimidate?</td>
</tr>
<tr>
<td>Non-compliance?</td>
<td>Physical contact of self or others?</td>
</tr>
<tr>
<td>Disruptive?</td>
<td>Deliberate and targeted behaviour?</td>
</tr>
<tr>
<td>Low intensity?</td>
<td>High intensity?</td>
</tr>
<tr>
<td>Low frequency?</td>
<td>High frequency (3 or more incidences/session)</td>
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</tbody>
</table>

Minor behaviours are those that:
- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- A minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.

Examples of responses for Minor level behaviours include:
- Redirect – STOP THINK and MAKE the RIGHT CHOICE
- Reinforce The 4Cs – “Are you Caring for Others by throwing sand?”

Major behaviours must be immediately communicated to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then follows the ‘Responding to Critical Incidents Policy’ flow chart.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- significantly impact on the teaching and learning process
- require the involvement of school Administration.

Major unacceptable behaviours may result in the following consequences:
- **Level One**: Time out, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Case Management team and an Individual Behaviour Plan developed and enabled;
- **Level Two**: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level Three**: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Refer to departmental procedure *Safe, Supportive and Disciplined School Environment* for further details.
The following outlines Minor Level Behaviours and Major Level Behaviours as determined by Kuraby Special School

<table>
<thead>
<tr>
<th>MINOR</th>
<th>MAJOR</th>
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<tbody>
<tr>
<td>Teasing – low level</td>
<td>Bullying/verbal harassment with the intent</td>
</tr>
<tr>
<td></td>
<td>to intimate or threaten</td>
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<tr>
<td>Swearing – in general conversation</td>
<td>Swearing with the intent to demean,</td>
</tr>
<tr>
<td></td>
<td>intimidate or threaten</td>
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<tr>
<td>Unintentional physical contact</td>
<td>Physical contact causing or attempting to</td>
</tr>
<tr>
<td></td>
<td>cause harm (eg hitting, kicking, pinching,</td>
</tr>
<tr>
<td></td>
<td>pushing, biting, hair pulling, tripping)</td>
</tr>
<tr>
<td></td>
<td>Self-harm causing or attempting to cause</td>
</tr>
<tr>
<td></td>
<td>harm to self (eg hitting, kicking, pinching,</td>
</tr>
<tr>
<td></td>
<td>pushing, biting, hair pulling)</td>
</tr>
<tr>
<td></td>
<td>Spitting targeted at another person or intent</td>
</tr>
<tr>
<td></td>
<td>to intimidate</td>
</tr>
<tr>
<td></td>
<td>Throwing property (physical objects) with</td>
</tr>
<tr>
<td></td>
<td>cause harm, damage or intimidate</td>
</tr>
<tr>
<td>Leaving the classroom – staying in</td>
<td>Leaving classroom and attempting or</td>
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<tr>
<td>proximity</td>
<td>leaving the school grounds</td>
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<tr>
<td>Inappropriate touch to self or others</td>
<td>Inappropriate touch to self or others</td>
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<td></td>
<td>(sexualised behaviour)</td>
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<tr>
<td></td>
<td>Theft/damage to property with intent to</td>
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<td></td>
<td>break steal</td>
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<td></td>
<td>Intentionally bringing prohibited items to</td>
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<td></td>
<td>school (weapons, alcohol) that have the</td>
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<tr>
<td></td>
<td>capacity to cause harm or intimidate</td>
</tr>
<tr>
<td>Non-compliance</td>
<td>Non-compliance (high frequency/intensity 3</td>
</tr>
<tr>
<td></td>
<td>or more incidences per session)</td>
</tr>
<tr>
<td></td>
<td>Urinating and defecating in pubic</td>
</tr>
</tbody>
</table>

Relate problem behaviours to expected school behaviours
When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour
At Kuraby Special School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.
Responding to Critical Incidents Policy

CRITICAL INCIDENT
Student behaviour/Student Well-being

'Whistle' to alert staff for assistance
Admin Support is required

Principal Extension 711
Deputy Principal Extension 722
HOC Extension 705

First staff member on scene to direct support that is required.

- Debrief Staff members, students
- Offer support
- Contact family
- Record on OneSchool

*NVCI trained staff to handle/ assist physical interventions.
Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

Basic defusing strategies
1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation in a supportive stance, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position (if safe), 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.

Record keeping
Each instance involving the use of physical intervention must be formally documented on OneSchool.

7. Network of student support
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
• Head of Curriculum
• Administration Staff
• Guidance Officer
• Advisory Visiting Teachers
• Positive Action Team

External support is also available through the following government and community agencies:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council

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

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:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o 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
• Bullying. No Way!
• Schoolwide Positive Behaviour Support
• Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or
Chair, School Council

Effective Date: 1 January 2015 – 31 December 2018
Appendix 1

The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Certain personal technology devices banned from school
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Kuraby Special School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.
A 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 may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording private conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under this 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.
Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
Kuraby 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 Kuraby Special School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

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

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

At Kuraby Special School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Kuraby Special School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

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

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

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Kuraby Special School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Kuraby Special School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3
Appropriate use of social media

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

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

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

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

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

This policy reflects the importance of students at Kuraby Special School engaging in appropriate online behaviour.

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

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

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

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

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

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.
Appropriate use of social media
Students of Kuraby Special School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

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

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

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

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

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

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

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

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

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

There are significant penalties for these offences.

Kuraby Special School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Kuraby Special School expects its students to engage in positive online behaviours.
Appendix 4

Kuraby Special School
Behaviour Referral Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Location (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playground</td>
</tr>
<tr>
<td>Date:</td>
<td>Time:</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Behaviour</th>
<th>Minor (Please tick)</th>
<th>Major (Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defiance/Disrespect</td>
<td>Low intensity, brief failure to follow directions.</td>
<td>Defiance/Disrespect</td>
</tr>
<tr>
<td>Physical Contact</td>
<td>Student engages in non-serious but inappropriate physical contact.</td>
<td>Physical Aggression</td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>Low intensity language (eg shut up, idiot etc).</td>
<td>Inappropriate /Abusive Language</td>
</tr>
<tr>
<td>Disruption</td>
<td>Low intensity but inappropriate disruption.</td>
<td>Disruption</td>
</tr>
<tr>
<td>Property Misuse</td>
<td>Low intensity misuse of property.</td>
<td>Vandalism</td>
</tr>
<tr>
<td>Dress Code</td>
<td>Student wears clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td>Dress Code</td>
</tr>
<tr>
<td>Safety</td>
<td>Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
<td>Safety</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Student engages in minor lying/cheating not involving any other person.</td>
<td>Dishonesty</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Expectation Category</th>
<th>Be</th>
<th>Be</th>
<th>Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFE</td>
<td>RESPECTFUL</td>
<td>RESPONSIBLE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others involved in incident</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Peers</td>
</tr>
</tbody>
</table>
### Appendix 5

**Behaviour Incident Report**

Name of student/s involved in incident:

Person Completing Form:  

Date:

<table>
<thead>
<tr>
<th>Problem behaviour (name):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

Who else was in the immediate area when the incident occurred?

What was the general atmosphere like at the time of the incident?

What was the student doing at the time of the incident?

What occurred **immediately** before the incident? Describe the activity, task, event.

Describe what the student did during the incident.

Describe the level of severity of the incident. (e.g. damage, injury to self/others)

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).
Appendix 6

Debriefing Report

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

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

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

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

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

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

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
Responding to Critical Incidents Policy

(Effective 22 July 2015)

CRITICAL INCIDENT
Student behaviour/Student Well-being

‘Whistle’ to alert staff for assistance
Admin Support is required

Principal
Extension 711
Mob: 0422 149 133

Deputy Principal
Extension 722
Mob: 0428 965 263

HOC
Extension 705
Mob: 0433 215 813

First staff member on scene to direct support that is required.

- Debrief Staff members, students
- Offer support
- Contact family
- Record on OneSchool

*NVCI trained staff to handle/ assist physical interventions.
Kuraby Special School
Positive Action Team (PAT)

**Step 1:** Student is identified. Class teacher becomes the case manager

**Step 2:** Initial information collection by class teacher including 2 wks

**Step 3a:** Class teacher discusses concerns at the Sector Meeting or discusses with the Team

**Step 3b:** Class teacher consults with Parents/Caregivers

**Step 4a:** Class teacher submits form to Admin Team and collects more data to

**Step 4b:** Admin Team invites Class teacher to a PAT case meeting at a specific time

**Step 4c:** Positive Action Team Case Meeting

<table>
<thead>
<tr>
<th>ACTION</th>
<th>WHO/WHEN</th>
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**Step 5:** Follow up as required, by class

Parents are informed of the action to be taken by CT
Step 1: Student is identified.
A range of people including: class teachers, parents, support teachers, specialist teachers, advisory teachers, outside agencies and school administrators may identify a student as needing a case review. The classroom teacher is the case manager.

Step 2: Initial Information Collection
The classroom teacher completes the PAT Form and collects/compiles information to present at the Case Conference see appendix A for ideas, formats of how to present the data.

Step 3a: Discussion at the Sector Meeting or with the Sector Leader
The classroom teacher discusses the concerns and seeks advice at the Sector Meeting or with the Sector Leader who may suggest some strategies to try before progressing to a Case Conference with the Positive Action Team.

Step 3b: Consulting with Parents/Caregivers
The class teacher firstly consults with the parent/caregiver of the student. The purpose of this is firstly, to inform the parent/caregiver of the specific concerns the teacher has regarding the student’s learning and secondly, to obtain information/history relevant to concerns and let them know you may to take it to the Positive Action Team.

Step 4a: Class teacher submits the completed PAT form to the Admin

Step 4b: Admin allocates a time to attend the upcoming PAT case meeting
PAT meetings are held every three weeks in the staff room at 8 a.m.

Step 4c: Positive Action Team including the class teacher meet for a case conference.
This meeting will determine what further information /action is required. This might include actions for the class teacher, admin, specialist teacher. These will be documented on One School and appropriate referrals completed at the meeting via One School.

Step 5: Follow up as required in the Action Plan

Step 6: Review PAT Meeting
At this subsequent PAT meeting (case review) the team considers:
all further information from interventions, assessments and consultations with specialists /support personnel and determines the implications for the student’s educational program.
Note: Parents are kept informed and involved throughout the process
Student's parents/caregivers are fully informed of the PAT process including all assessment results and the implications of these on the student's educational program.

KURABY SPECIAL SCHOOL
POSITIVE ACTION TEAM FORM
Case Management Process
(Meetings every three weeks 8 a.m. on the Tuesday mornings alternating with Curriculum and Speech/Language Sessions in the Staffroom starting week 3 Term 4 2015.)

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Parent's Name</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Class/ Teacher's name</th>
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</table>

Contact Details

Referred by: (.....) Teacher (.....) Parent (.....) Support Staff (.....) Other

Background Information From Class Teacher (including reports/information provided by parents):

<table>
<thead>
<tr>
<th>Specific areas</th>
<th>Comments based on: work samples, formative/summative assessment, observational data</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Numeracy</td>
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<tr>
<td>Wellbeing</td>
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<tr>
<td>Social Skills</td>
<td></td>
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<tr>
<td>Behaviour- 2 wks data</td>
<td></td>
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<tr>
<td>Access</td>
<td></td>
</tr>
<tr>
<td>Health/Safety</td>
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<tr>
<td>List documentation included e.g. work samples,</td>
<td></td>
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</tbody>
</table>

Kuraby Special School - 2015
OneSchool entries, standardised and diagnostic testing

What strategies are currently being implemented to support the student at school? What worked and what didn’t work.

CIRCLE ONE: Has the student been referred for case management previously? YES / NO

Information has been discussed with: Parent/s (.....), Sector Leader (.....), Administration (......) and/or at Sector Meeting (.....)

Outcomes of these discussions?

COMMENT FROM PAT:

Differentiation Flowchart: SCHOOL REFERRAL PROCESS TO Positive Action TEAM (PAT) see APPENDIX 2

Date of Case Conference/Review:

<table>
<thead>
<tr>
<th>ACTION</th>
<th>WHO</th>
<th>WHEN</th>
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Case Review Date:
Actions noted on One School yes/no