Calamvale Special School

Responsible Behaviour Plan for Students

2016 - 2019

Based on the Code of School Behaviour

Calamvale 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 (RBP) 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.

1. Consultation and data review
The 2009-2012 Calamvale Special School Responsible Behaviour Plan was developed in collaboration with the school community. Broad consultation with parents, staff and students was undertaken. Consultation drew on feedback from three groups – staff, parents and students. Staff reviewed the existing plan during staff meetings. They gave feedback on the proposed additions to the plan, and built awareness and skills in the additions to the plan. The P&C gave feedback indicating the need for parents to have clear explanations of what the plan says and means and the way the Levels system works. Parent information was also drawn from Parent Satisfaction Surveys. Student feedback was drawn from Student Satisfaction Surveys.

In 2016 a review of the important data sets for this school relating to attendance, unexplained absences, suspensions, behaviour incidents including bullying as well as the current implementation of Positive Behaviour for Learning (PBL) was undertaken. This review led to this updated version of the Responsible Behaviour Plan for 2016 – 2019.

2. Learning and behaviour statement
All areas of Calamvale Special School are learning and teaching environments. We consider the RBP to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our RBP outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Calamvale 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 holistically:

- We Are Safe
- We Are Responsible
- We Are Respectful

Within these expectations our school community has further identified five core learning principles, or Think 5, which underpin our school values and educational outcome priorities:

- Listen
- Help
- Communicate
- Wait
- Share

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*. 
### 3. 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 Calamvale Special School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour. The expectations have been reframed in 2016 to sit around three overarching expectations: “I am safe”; “I am responsible; and “I am respectful”. These overarching themes are supported by five demonstrable core learning principles that we as a school community will enact. The five learning principles have been broken down to show what is expected in specific settings.

The School Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. We accept the work of Stuart Shanker regarding the importance of self-regulation in student development and use his framework to analyse and design interventions to support students. As set out in the school Vision, our goal is always to assist students to take responsibility for their learning and their behaviour.

<table>
<thead>
<tr>
<th>Whole School: All Settings</th>
<th>Learning Areas</th>
<th>Eating Areas &amp; Play Areas</th>
<th>In the Community</th>
<th>Transitions</th>
<th>Bus &amp; Parent Pick-up</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Am Safe</strong></td>
<td></td>
<td></td>
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<tr>
<td>- I Can Communicate</td>
<td>- We are in the right place at the right time.</td>
<td>- We move to the correct area after the bell rings</td>
<td>- We follow road safety rules</td>
<td>- We walk</td>
<td>- We remain seated until we are called</td>
<td>- We use toilet suitable for our gender</td>
</tr>
<tr>
<td>- I Can Wait</td>
<td>- We use equipment safely</td>
<td>- We participate in school approved games safely</td>
<td>- We remain with our group</td>
<td>- We stay with our teacher</td>
<td>- We walk straight to and from the toilet</td>
<td>- We wash our hands</td>
</tr>
<tr>
<td>- I Can Ask For Help</td>
<td>- We ask permission to leave the area</td>
<td>- We are sun safe</td>
<td>- We remain alert</td>
<td>- We report unsafe behaviours to adults</td>
<td>- We walk when we are called</td>
<td>- We walk when we are called</td>
</tr>
<tr>
<td><strong>I Am Responsible</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>- I Can Communicate</td>
<td>- We follow directions from all adults within the school</td>
<td>- We return all equipment to the right area</td>
<td>- We follow directions from all adults within the school</td>
<td>- We follow directions from all adults within the school</td>
<td>- We remain seated until we are called</td>
<td>- We use toilet suitable for our gender</td>
</tr>
<tr>
<td>- I Can Share</td>
<td>- We participate and try our best</td>
<td>- We place rubbish in the bin</td>
<td>- We remain with our group</td>
<td>- We remain alert</td>
<td>- We remain alert</td>
<td>- We walk straight to and from the toilet</td>
</tr>
<tr>
<td><strong>I Am Respectful</strong></td>
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<td></td>
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<tr>
<td>- I Can Communicate</td>
<td>- We stay positive</td>
<td>- We eat our own food</td>
<td>- We follow directions from all adults within the school</td>
<td>- We follow directions from all adults within the school</td>
<td>- We report unsafe behaviours to adults</td>
<td>- We wash our hands</td>
</tr>
<tr>
<td>- I Can Listen</td>
<td>- We accept leadership roles</td>
<td>- We eat our own food</td>
<td>- We remain alert</td>
<td>- We identify ‘safe’ people</td>
<td>- We identify ‘safe’ people</td>
<td>- We wash our hands</td>
</tr>
</tbody>
</table>

We are in the right place at the right time.
We use equipment safely.
We walk safely.
We keep hands, feet and objects to ourselves.
We tell an adult if we don’t feel safe.
We follow fire and safety drill procedures.
We are in the right place at the right time.
We use equipment safely.
We walk safely.
We keep hands, feet and objects to ourselves.
We tell an adult if we don’t feel safe.
We follow fire and safety drill procedures.
We are in the right place at the right time.
We use equipment safely.
We walk safely.
We keep hands, feet and objects to ourselves.
We tell an adult if we don’t feel safe.
We follow fire and safety drill procedures.
Calamvale Special School implements the following proactive and preventative processes and strategies to support student behaviour:

- Parents and carers are informed of the school expectations regularly through the school newsletters and home-school communication books and emails.
- Behaviour expectations are displayed visually in all classroom and non-classroom environments and on all school buses.
- Positive Behaviour for Learning (PBL) provides regular feedback and information to staff and parents/carers about the teaching and implementation of the school’s expectations.
- Individual Behaviour Support Plans are developed for students with high behavioural needs so staff can make the necessary adjustments to support these students consistently both in classroom and non-classroom settings.

**Reinforcing expected school behaviour**

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

**Gotcha Cards**

Gotcha cards are used from the Middle to Senior classes. This system is used for non-classroom activities such as in the eating area or on the oval. When a student is observed following one or more of the 5 School Expectations, he or she is presented with a Gotcha card. The student then takes the Gotcha back to class and sticks it onto the Gotcha chart. When the student earns five Gotchas, he or she takes the completed chart to administration for a Gotcha prize. The classroom teacher then enters the student’s name into a draw for the end-of-term PBL prize, usually a disco or afternoon tea with the principal. The more entries, the more chance the student has of winning. It is at the discretion of the classroom teacher what to do with completed charts. The students will also be issued with a PBL award certificate during the Friday assembly when they have completed a Gotcha chart. The classroom staff are responsible for administering and maintaining Gotcha cards and charts for their students.

Early Year (EY) classes use a PBL-based award system individualised for their unique classroom needs. EY students are invited to receive Gotcha prizes and receive prizes.

Each Friday on assembly the Principal will award the students with certificates to reward positive behaviour and successful academic goals.

**Responding to unacceptable behaviour**

Students come to school to learn. Positive Behaviour for Learning PBL represents an important opportunity for students to learn how to get along with others and to be more focused on learning.

To help achieve this goal classroom teachers utilise a traffic light system for addressing positive and challenging behaviours throughout the day. This strategy utilises a tri-coloured chart consisting of green, orange and red sections. Students demonstrating on-task and appropriate behaviours are placed in the green panel. A student is moved from green to orange if minor behavioural incidents persist following a reasonable amount of teacher redirection. When placed on the orange panel the student is given opportunity to correct his/her behaviour using individualised strategies. These are posted near the orange zone for reference. If the student applies an appropriate calming strategy and corrects his/her behaviour, he/she is moved back to green and praised. However, if the challenging behaviour(s) continue while in the orange section, the student is then moved to the red zone. Movement to the red panel results in a classroom consequence administered by the teacher. Three movements to red in a day result in an office referral.
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 students 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:

Data is collected on One School and used by the PBL Team to review student progress and make decisions about the need for targeted support through the Intensive Behaviour Flow Chart. Target support is individualised according to the needs and circumstances of the student through the meeting and review processes. A school-based PBL case manager (Coach) is available for support and development of intervention programs. Partnerships with parents are an essential element of the support program. It is always our goal for teachers and parents to act together to support the student to improve behaviour and engagement in learning.

The targeted support team and process:

This team’s goals are to provide:

- assistance for effectively coordinating support for that 2-5% of students identified as needing intensive behaviour support
- an in-school referral process for teachers seeking assistance regarding these students
- a team-based approach for providing intensive individualised support that includes a high level of adjustments
- the effective use of behaviour data for the accurate identification of students requiring individualised support
- research validated procedures in place for the assessment and support of students requiring intensive, individualised support (e.g. Functional Behaviour Assessment)
- access to flexible and/or alternative learning options
- access to district, regional and state behaviour support options.
- support for the identification and implementation of the appropriate educational adjustments for these students
- promotion of the model of Case Management within the school regarding the support of these students

The team is constituted of:

A Core Team:

- The Principal
- Representatives of the PBL Team
- Guidance Officer
- PBL Co-Ordinator
- PBL Behaviour Coach / Case Manager

An associate group who will be invited to case conferences where they either have prior case involvement or where their expertise might be required:

- Representative from Metropolitan Regional PBL team
- Interagency Representatives
- DET Support Staff e.g. Nurse, Speech Pathologist, Occupational Therapist, Physiotherapist

Communication between members will be enhanced through:

- Group email participation: and this will be the primary medium for referral for support and case discussion.
- Case conferences and reviews (see below)
Informal case discussions between parties including Intensive Interaction (II) Coach
Case registration and record-keeping will be located on the school intranet

Requests for Support come from staff to Case Manager or administration team based on the data and concerns of the teacher in a collegial manner.

Enhancing Support for Students Requiring Intensive Behaviour Support

Aims to provide:
- Increased support for Teachers in meeting the needs of these students
- Team-based consultative approach to managing the needs of these students
- Access to case conferencing to help identify and agree upon the necessary educational/behaviour adjustments.

Critical elements of the PBL coach and co-ordinator
- The central people for communication regarding support for a student
- Informing teachers of issues, strategies that work with a student etc.
- Knowing who the partners are and their roles in the support agreement
- Ensuring the monitoring of students is consistent
- To help activate case reviews were emergent needs present

Case Conferences and Reviews
Are used for students with persistent challenging behaviours.
- Case conferences are co-ordinated by the Behaviour Coach / Case Manager
- The conferencing team consist of the behaviour coach, classroom teacher, parents and associated carers, outside agencies, guidance officer and principal or other administration personnel.
- For reasons of privacy and sensitivity, a staged approach to each conference may be employed – key staff meet, then later the parents, followed by the student where appropriate.
- Specifically the Guidance Officer (GO) will
  - Provide additional support to the school by liaison with outside agencies, parents/carers
  - Promote partnerships outside agencies, parents/carers
  - Advocate for teachers, student, parents/carers
  - Promote support options such as respite, BM strategies and collaborating with school leadership team to provide optimal services for students
  - Key responsibility is with complex case management

This team will coordinate the participation of outside agencies in the case conferences if needed, as well as referrals to them once a plan has been established:
- Queensland Health
- Queensland Police Service
- Department of Communities (Child Safety)
- Private Medical Services
- Centrelink
- Respite care
- Department of Disability services
Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.
Intensive behaviour support:
Calamvale 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 may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The PBL Team:
- follows the processes outlined in the above flow chart.
- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the ICP, and
- works with the School Administration to achieve continuity and consistency.

The PBL team reviews OneSchool records to track student behaviour patterns and trends. The PBL Behaviour Coach begins the process to contact 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 specialist behaviour services staff.

5. Consequences for inappropriate or unacceptable behaviour
Calamvale Special School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.
CLASSROOM VS OFFICE BEHAVIOUR MATRIX

Low Level (Orange Zone) - Behaviours that disrupt learning but are not threatening. For Example:
- Swearing
- Out of Seat
- Dropping
- Rudeness
- Arguing

CLASSROOM MANAGEMENT:
1. Student moved to orange zone (traffic lights)
2. Positive Behaviour Support (follow individual / class strategies)
3. Students withdrawn from the activity for a period of time.
4. Incident recorded on OneSchool if necessary

Medium Level (Orange/Red Zone) - Behaviours that disrupt learning and can be threatening. For example:
- Verbal Harassment
- Soft Punch
- Spitting on the ground
- Hair Pulling
- Bullying

CLASSROOM MANAGEMENT:
1. Student moved to orange zone (traffic lights)
2. Positive Behaviour Support (Follow Individual Behaviour Management Plan and/or class strategies).
3. Students to be given a form of time out within the classroom.
4. Incident reported on OneSchool if necessary.
5. Injury Forms (Minor – Record in the First Aid Register; Major – Workplace Health & Safety Form)

CLASSROOM DETENTION/ORANGE ZONE:
1. Students provided with work to be completed during break/play time.
2. Staff to consult with the student and debrief before returning to class or break/play.

High Level (Red Zone) – Behaviours that significantly impact on learning and with the intent to cause harm. For example:
- Full swing hit / punch
- Biting
- Throwing objects at staff / peers
- Kicking
- Spitting at a person

CLASSROOM MANAGEMENT:
1. Student moved to Red Zone
2. Positive Behaviour Support (Follow Individual Behaviour Management Plan and/or class strategies).
3. Students withdrawn from the classroom or the activity for a period of time and are taken to the office.
4. School Behaviour Data sheet to be filled out.
5. Incident entered in OneSchool.
6. Injury Forms (Minor – Record in the First Aid Register; Major – Workplace Health & Safety Form)

OFFICE MANAGEMENT:
1. Staff to contact administration for support and to determine appropriate course of action.
2. Follow students Individual Behaviour Management Plan if there is one in place.
3. Debrief after incident.
Minor and major behaviours
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem 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 other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:
- a minor consequence logically connected to the inappropriate 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 process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school administration.

Major behaviours result in an immediate referral to school administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration or calls for support. A report of the student’s behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:

- **Level One**: Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequences for repeated or persistent inappropriate behaviour, referral to behaviour team.

- **Level Two**: Parent contact, referral to Guidance Officer, referral for specialist behaviour services, individual plan developed in partnership with parents/caregivers with exclusion from particular activities or parts of the school environment. Additional support is put in place to enable the individual plan.

- **Level Three**: Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.
### Definition of consequences*

<table>
<thead>
<tr>
<th>Detention</th>
<th>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Calamvale Special School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.</td>
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### School Disciplinary Absences (SDA)

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<tr>
<th>School Disciplinary Absences (SDA)</th>
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</table>
| **Suspension** | A principal may suspend a student from school under the following circumstances:  
- disobedience by the student  
- misconduct by the student  
- other conduct that is prejudicial to the good order and management of the school. |
| **Behaviour Improvement Condition** | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.  
A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:  
- reasonably appropriate to the challenging behaviour  
- conducted by an appropriately qualified person  
- designed to help the student not to re-engage in the challenging behaviour  
- no longer than three months. |
| **Proposed exclusion or recommended exclusion** | A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
- disobedience  
- misconduct  
- other conduct that is prejudicial to the good order and management of the school, or  
- breach of Behaviour Improvement Conditions. |
| **Cancellation of enrolment** | The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.*
The following table outlines examples of minor and major behaviour incidents*

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
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</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Throwing objects</td>
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<td></td>
<td>• Running in stairwells</td>
<td>• Possession of weapons</td>
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<td></td>
<td>• Not walking bike in school grounds</td>
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<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Serious physical aggression</td>
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<td></td>
<td>• Not playing school approved games</td>
<td>• Fighting</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: pushing and shoving)</td>
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<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Possession or selling of drugs</td>
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<td></td>
<td>• Not wearing shoes outside</td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
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<tr>
<td>Other</td>
<td>• Not wearing a helmet when on a bike or a scooter</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
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<td></td>
<td>• Refusing to work</td>
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<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
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<td></td>
<td>• Non compliance</td>
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<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
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<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty that impacts on others</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
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<tr>
<td>Mobile Phone or personal</td>
<td>• Mobile phone switched on in any part of the school at any time</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>personal technology devices</td>
<td>without authorisation (written permission from an authorised staff</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
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<tr>
<td></td>
<td>member)</td>
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<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
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<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
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<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
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<td></td>
<td>• Disrespectful tone</td>
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<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
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<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
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<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying</td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
</tbody>
</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.
Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the 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 an inappropriate or unacceptable 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 inappropriate or unacceptable behaviour

At Calamvale Special School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff. All staff are trained in Non-Violent Crisis Intervention (NVCI) annually. An Emergency Response team (ERT) is also trained for physical assault response training. However, the school follows a policy of Least restrictive Practises (LRP).

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 unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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.

- 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.

- Approach the student in a non-threatening manner:
  Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable
distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

**Reinforcement and Correction Strategies**
- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

**Follow Up Strategies**
- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

**Physical Intervention**
Staff may make legitimate use of physical intervention if the NVCI practises have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Calamvale Special School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others or the student 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
- 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
- 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 reduce the risk of harm to self or others
- 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. The following records must be maintained:
- On OneSchool using the student incident report
7. Network of student support

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

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Guidance Officer

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.

Calamvale Special School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and

  - 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
    - receive adjustments appropriate to their learning and/or impairment needs
    - provide written or verbal statements that will be taken into consideration in the decision making processes
    - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

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

10. Related procedures

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

11. **Some related resources**
- *School Wide Positive Behaviour Support*
- *Code of Conduct for School Students Travelling on Buses*
- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cybersafety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*
- Teachers Resource book with back-up materials for this plan.

12. **Endorsement**

<table>
<thead>
<tr>
<th>Principal</th>
<th>P&amp;C President or Chair, School Council</th>
<th>Assistant Regional Director</th>
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**Effective Date: …………………………. to …………………………..**
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.

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 disciplinary consequences.

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 Calamvale Special School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student 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\(^1\), including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

**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 the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

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\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
**Special Circumstances Arrangement**
Students who require the use of a personal assistive 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.

**Inappropriate behaviour outside of school hours**
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

Purpose

1. Calamvale Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined 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.

2. There is no place for bullying in Calamvale Special School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Calamvale SS 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.

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

5. At Calamvale 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 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

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

7. The anti-bullying procedures at Calamvale Special School are an addition to our already research-validated school wide 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

8. 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 school wide 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 five school expectations 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.

9. Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct and internet search, what cyber bullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

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

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

11. An initial introductory lesson is delivered, which teaches the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.
12. 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.

13. Calamvale Special School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. 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 Calamvale 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’.

15. Calamvale Special School 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.
WORKING TOGETHER TO KEEP CALAMVALE SPECIAL SCHOOL SAFE

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

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences including suspension from school and exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Calamvale Special School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.