Responsible Behaviour Plan for Students
2017-2021

(Based on The Code of School Behaviour)

1. Purpose

Woody Point Special School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in inclusive and quality learning experiences, and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate whole school systemic implementation of a pedagogical approach, which supports high standards of behaviour and learning approaches. This facilitates effective learning and teaching in our school so that students can functionally participate positively within our school community.

2. Consultation and data review

It is the responsibility of the Woody Point State Special School Community to assist the student population to develop skills and understandings that will enable positive participation and inclusion within the community.

A team of staff leads the development of the Positive Behaviour for Learning (PBL) in the school (see Appendix 1 for details of PBL framework). This group meets fortnightly to monthly, regularly consulting with staff and the community. The team’s collective work drives the review of this school plan and the key strategies that arise from it. The team includes representatives from administration, sector leaders, teacher aides and parent representatives.

This plan has been continually reviewed in line with the PBL implementation processes. Ongoing data collection and analysis informs future actions within the PBL framework and behaviour curriculum.

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

3. Learning and behaviour statement

All areas of Woody Point Special School are learning and teaching environments. We consider behaviour supports to be an opportunity for valuable social learning as well as a means of maximising the success of education programs. Responsible behaviours are those which respect the rights and safety of others (both peers and adults). Unacceptable behaviours are those that interfere with the rights and safety of others.
Values underpinning student behaviour and learning at Woody Point State Special School include:

- Safety and dignity for all members of the school community
- Personalised approaches to learning based on sensitivity to diversity and individual difference
- Respectful, productive relationships

**Principles underpinning student behaviour and learning at Woody Point State Special School include:**

- All students access an intended curriculum that is responsive to individual student needs, motivating, challenging and engaging.
- The foundation of positive classroom behaviour is effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students.
- Positive behaviour is enhanced through a whole school approach (PBL) and effective school organisation and leadership.
- Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in schools.
- Responses to inappropriate student behaviour must consider both the individual circumstances and actions of the student and the needs and rights of school community members.

At Woody Point Special School we believe that positive behaviour is taught through the enactment of the behaviour curriculum that includes approaches such as explicit teaching of lessons, development of consistent routines and procedures; teaching communication, social understanding and emotional regulation; modelling and reinforcement of positive behaviours and the development of productive relationships. The PBL Teaching and Learning Framework is outlined below:

**THE TEACHING AND LEARNING FRAMEWORK**

A key component of Positive Behaviour for Learning (PBL) is the enactment of a school wide behaviour curriculum. At Woody Point Special School, the PBL Teaching and Learning framework outlines the elements that incorporate a school wide approach to teaching positive behaviour.

- Explicit lessons related to school wide expectations
- Reinforcement of school expectations at school assembly and within school wide routines
- Establishing a learning environment that is responsive to student
- Establishing routines within a safe, supportive environment
- Establishing strong, trusting relationships between students and staff
- Development of communication skills to enable positive self-expression
- Co-regulation and development of emotional literacy
- Restorative practices – restoring the relationship and de-escalating following an incident
- Modelling and reinforcing school expectations
- Incidental teaching and learning of school expectations

**Woody Point Special School Behaviour Curriculum**
This Responsible Behaviour Plan outlines our system for teaching and learning positive behaviours, teaching students skills to minimise the likelihood of problem behaviours and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are explicitly and clearly stated. Woody Point Special School aims to create and maintain a nurturing, positive and productive learning and teaching environment, where ALL school community members are valued and have clear and consistent understanding and expectation of their role in personalised learning approaches.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. Our school rules have been agreed upon and endorsed by all staff and our school P&C committee. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour:

- I can be SAFE
- I can be a LEARNER
- I can be RESPECTFUL

Our School Rules

Refer to Appendix 1 for further information about PBL.

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

At WPSS, we recognize the need for a wide range of behaviour supports. Our universal approach shapes, supports and recognizes appropriate behaviours in all students. Many students will have little or no difficulties. However some of our students may need additional targeted behaviour support and timely intervention on some occasions. For a variety of reasons, a smaller group of students may not respond to these early efforts and may need more intensive behaviour support and/or flexible learning options to assist them to continue their learning. This three-tiered approach to supporting positive behaviour is outlined below:
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At WPSS, we emphasise the importance of teaching students the behaviours we want them to demonstrate at school using personalised and interactive approaches support communicative functions. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour, teach expected behaviours, acknowledge expected behaviours and respond to unacceptable behaviours.

A set of behavioural expectations in specific settings has been attached to each of the school rules:

School Wide Positive Behaviour Support Matrix:
Woody Point Special School

<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</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>I keep hands, feet and objects to self</td>
<td>I use furniture properly</td>
<td>I sit at the table for eating</td>
<td>I stay with my class group</td>
<td>I wear my seatbelt</td>
<td>I wash my hands with soap and water</td>
<td>I respect the privacy of myself and others</td>
</tr>
<tr>
<td>I use equipment safely as instructed</td>
<td>I use learning tools appropriately</td>
<td>I eat my own food</td>
<td>I am respectful towards the public, parents and volunteers</td>
<td>I get on and off bus</td>
<td>I respect the privacy of myself and others</td>
<td>I respect the privacy of myself and others</td>
</tr>
<tr>
<td>I move only to designated area</td>
<td>I use private behaviour in appropriate places</td>
<td>I clean the bin</td>
<td>I am respectful towards the public, parents and volunteers</td>
<td>I stop and wait at gates</td>
<td>I wash my hands with soap and water</td>
<td>I respect the privacy of myself and others</td>
</tr>
<tr>
<td>I use polite and friendly language</td>
<td>I care for self, others and belongings</td>
<td>I keep my eating area clean</td>
<td>I respect the privacy of myself and others</td>
<td>I keep my hat in the playground</td>
<td>I wash my hands with soap and water</td>
<td>I respect the privacy of myself and others</td>
</tr>
<tr>
<td>I respect other personal space</td>
<td>I take turns</td>
<td>I move quietly around the school</td>
<td>I wash my hands with soap and water</td>
<td>I stay safe</td>
<td>I wash my hands with soap and water</td>
<td>I respect the privacy of myself and others</td>
</tr>
</tbody>
</table>

Queensland Government
These expectations are communicated to students via a number of strategies including:

- Behaviour lessons conducted by classroom teachers (as appropriate for individual learners).
- Reinforcement of learning at school assemblies and during incidental learning opportunities during classroom and non-classroom activities.
- Visuals located in all classrooms and in common areas around the school.

WPSS implements the following school wide 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.
- 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.
- Staff receive training in Team Teach processes, Effective Skills for Classroom Management, Active Supervision and other behaviour support strategies.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School
- Procedures for Preventing and Responding to Incidents of Bullying; and
- Appropriate Use of Social Media
- Guidelines for Physical Contact

(See Attachments).

In addition to this, staff are responsible for the positive behaviour support needs of all students and may employ the following approaches to support positive behaviour:

**Positive Programming:**
At WPSS, quality curriculum and pedagogy are viewed as the cornerstone of positive programming. Teachers provide curriculum programs that are engaging and meaningful for students and highly responsive to the needs of individual students.

In addition to this, we use the framework of the Essential Skills for Classroom Management (ESCM) as a way to inform positive programming in the classroom environment.

The 10 Essential Skills for Classroom Management are outlined in the table below:

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establishing expectations</td>
<td>Making rules, displaying rules visually, social</td>
</tr>
<tr>
<td></td>
<td>stories etc</td>
</tr>
<tr>
<td>2. Giving instructions</td>
<td>Telling students what to do – clearly, with visual</td>
</tr>
<tr>
<td></td>
<td>supports, short focused instructions.</td>
</tr>
<tr>
<td>3. Waiting and scanning</td>
<td>Stopping to assess what is happening</td>
</tr>
<tr>
<td>4. Cueing with parallel acknowledgment</td>
<td>Praising a particular student to prompt others</td>
</tr>
<tr>
<td>5. Body language encouraging</td>
<td>Smiling, nodding, gesturing and moving near</td>
</tr>
<tr>
<td>6. Descriptive encouraging</td>
<td>Praise describing behaviour</td>
</tr>
<tr>
<td>7. Selective attending</td>
<td>Not obviously reacting to some bad behaviour</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>8. Redirecting to the learning</td>
<td>Prompting on-task behaviour</td>
</tr>
<tr>
<td>9. Giving a choice</td>
<td>Describing the student’s options and likely consequences of their behaviour</td>
</tr>
<tr>
<td>10. Following through</td>
<td>Doing what you said you would</td>
</tr>
</tbody>
</table>

This is supported by the Effective Classroom Practices model which is aimed at increasing both instructional time and engagement:

**Effective Classroom Practices**

**Classroom:**
- Expectations & Behaviours
- Procedures & Routines
- Encourage Expected Behaviour
- Discourage Inappropriate Behaviour
- Active Supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty

**Classroom or School Wide Adjustments to support positive behaviour:**
- Levels of stimulation
- Furniture and equipment
- Noise levels
- Numbers and group dynamics
- Classroom routine and structure
- Seating arrangements
- Communication methods with students
- Medical/dietary/health interventions (where appropriate)
- Communicative function of behaviour and individual access to communication supports
- Disability specific requirements/adjustments

**Community Environmental Adjustments to support positive behaviour:**
- Choosing community situations that will enhance appropriate behaviour.
- Choosing settings in which students can use functional skills
- Levels of stimulation with associated sensory supports
- Additional assistance to increase tolerance
- Medical/dietary/health interventions
- Disability specific requirements/supports
- Personal technology devices and communication aids
- Risk assessments
Reinforcing expected school behaviour:

At WPSS, 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 for students who have developed contingency awareness. The reinforcement system is designed to increase the quantity and quality of positive interactions between students, peers and staff. The school wide acknowledgement system includes:

- Free and frequent rewards (e.g. verbal praise, sticker charts, tokens etc)
- Short term rewards (e.g. Pel-i-can awards on assembly)
- Strong and Long Term awards (e.g. Golden Pelican awards, postcard home)

Refer to Appendix 5 for further details about the school wide acknowledgement system and how this is modified to cater to students who do not yet have contingency awareness.

Responding to unacceptable behaviour:

Behaviour support represents an important opportunity for learning how to get along with others. In line with the school beliefs about behaviour and learning, environmental influences, positive programming and other interventions are seen to have a greater impact on positive behavioural change than consequences alone. In line with the philosophy of Restorative Practice, wrongdoing is viewed through a relational lens with an understanding that harm has been done to people and relationships. The focus is on repairing the harm and making things right. However consequences of unacceptable behaviour may be viewed as part of the inclusive school environment where individuals’ culture, disability, mental health and a range of other issues impact upon their understanding and responses.

For students to learn and grow, any consequences must assist with recovery and repair. For this reason, a range of consequences unique to individuals applies. (Refer to Section 6 Consequences for Unacceptable Behaviour for further details).

Tier 2 - Targeted behaviour support

Students not fully responding to Tier 1 Universal Supports, processes and strategies may be referred for Tier 2 Targeted Behaviour Supports. In most cases, the behaviours of concern may not be immediately regarded as ‘severe’ but the frequency of behaviours may put these students’ learning and social/emotional wellbeing at risk if not addressed in a timely manner.

Features of Tier 2 Targeted Behaviour Supports include:

✓ Use of behaviour data to accurately identify students
✓ School-based referral process
✓ A team approach to supporting students
✓ Making adjustments for individual learners
✓ Identifying the function of behaviour, which may include the Practical Functional Behaviour Assessment (Practical FBA) process
✓ Using research validated program options for targeted support interventions
✓ Ongoing monitoring and data informed decisions.
When students are identified through data requiring in addition to Universal Tier 1 schoolwide/classroom/non-classroom supports, this is considered to be Targeted Tier 2 supports. Students requiring targeted behaviour support are initially referred to the Complex Case Management Team.

At this level of intervention support options may but not be limited to the following-
✓ Ongoing provision of Universal Tier 1 supports
✓ Teacher/Parent Nomination via Referral Form to Complex Case Management Team
✓ Collection and analysis of existing school data
✓ Identification of the function of behaviour (access or avoid- attention, sensory stimuli, tasks/activities/events)
✓ Development of Individual Behaviour Plan which clearly outlines-
  o Targeted behaviours
  o Plan for acknowledging and reinforcing appropriate behaviours
  o Planning for correction of inappropriate behaviours
  o Plan for managing critical incidents if appropriate
  o Referral to Guidance Officer, Complex Case Management Team and necessary support personnel e.g Chaplain
  o Referral to therapists (particularly in circumstances of communication and sensory needs impacting upon learning)
  o Observations/classroom profiling
✓ Support provided through additional resourcing e.g. speech, social skills, motor programs, sensory processing supports, intensive interactions, adult mentoring and shadowing, targeted/small group social skilling
✓ Implementation of restorative practices.

Individual Behaviour Plans are to be developed by the Class Teacher with input from a range of stakeholders including parents, agencies, and other support personnel as necessary. Plans should be evaluated and reviewed on a regular basis each term and/or if changed circumstances arise.

**Intensive behaviour support**

Students not fully responding to Tier 1 Universal Supports or Tier 2 Targeted Supports processes and strategies may be referred for Tier 3 Intensive Behaviour Supports. We recognise students with highly complex and challenging behaviour needs may require a comprehensive and intensive system of support. Intensive Behaviour Supports can require both short term and crisis management, which may include Positive Handling to ensure the safety of all stakeholders. Additionally long term management of cases of intensive support will involve explicit teaching of personalised replacement and desired behaviours.

When students are identified through data requiring in addition to Targeted Tier 2 supports, this is considered to be Intensive Tier 3 supports. Students requiring intensive behaviour support are referred to the Complex Case Management Team.

At this level of intervention support options may include but are not limited to the following-
✓ Parents will be informed and referrals to external support agencies/ liaison with medical personnel may be undertaken as appropriate
✓ Stakeholder meetings involving external support agencies (e.g. CYMHS, EVOLVE, Disability Services etc.) may be convened in conjunction with members of the Complex Case Management team
The plan for support may include involvement in timetabled alternative learning and support programs, intensive training in social skilling and self-management programs, intensive therapeutic support etc.

In some exceptional cases, documented modifications to student’s enrolment and attendance may be considered to enable the student to continue to experience success and positive outcomes during a targeted time in the school environment. An essential element of this plan is the provision of alternative educational activities for the student to participate in during times when education is provided in an off-campus model. It is the responsibility of the classroom teacher to provide access to alternative learning experiences and to negotiate with parents/ caregivers how this will be delivered and monitored.

Throughout all phases of support, positive handling will involve risk reduction strategies which include verbal, non-verbal and, where absolutely necessary, physical interventions. As actions taken must always be in the best interests of the students, the focus is on de-escalation by ensuring an environment of security and acceptance, followed by opportunities for recovery and repair.

It is essential that adequate data and information is provided to support intervention approaches. Data sources include:

- One School reports
- Classroom behaviour data sheets
- Formal observations by Student Services team/ other support personnel
- My HR reports

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving 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.

In the event of critical incidents, crisis management can include:

1. Basic defusing strategies (related to function of behaviour):

   - 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).

   - 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 problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

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).

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).

2. Seek support from colleagues in line with Team Teach processes or request support from Administration.

3. Evacuate other students and staff

4. Removal of student from the area (only if appropriate and safe to do so) or provide an open safe space for student to de-escalate

5. Positive handling - prompts, guides as a last resort and only when absolutely necessary to ensure safety of student and others.

Physical Intervention/Positive Handling (in line with Team Teach approaches):

Staff may make legitimate use of physical intervention/positive handling if all non-physical interventions 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/positive handling may be used to ensure that Woody Point Special School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention/positive handling is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. It is only used as an immediate or emergency response, or to prevent self-harming behaviours.

Physical intervention/positive handling 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 approved restraint.

It is important that all staff understand:

- the 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
- 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 achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

See Appendix 3 for further information about Team Teach

**Restorative Practices** (See Appendix 4)

Restorative approaches are recommended, and provide an underpinning ethos and philosophy for making, maintaining and repairing relationships, and for fostering a sense of social responsibility and shared accountability. There are many challenges in implementing an organisation or institution wide approach since the restorative way challenges deeply held notions about power and control, and the urge to make things unpleasant for someone when they have done something wrong or ‘misbehaved’.

When harm has been caused by inappropriate, sometimes thoughtless, negative behaviour, then all stakeholders need-

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to feel understood by others involved
- to find a way to move on and feel better about themselves.

If conflicts and challenges are dealt with in a way that gets these needs met, then those involved can repair the damage done to their connections with the others involved, or even build connections where there were none previously. They feel fairly treated and respected, since they have been trusted to find solutions for themselves and put things write in their own way. Because they have been listened to, people in conflict are more ready to listen to others’ perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop.

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. The processes can be found at: [http://prr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx](http://prr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx) online.
6. Consequences for unacceptable behaviour

WPSS 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 responses. In alignment with the Code of School Behaviour, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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 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 problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following responses:
- staff identify possible motivation for behaviour and communicative intent wherever possible and respond accordingly addressing any contributing factors such as environmental or social influences
- a minor consequence that is logically connected to the problem behaviour, such as removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restorative actions may be appropriate in some instances

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

To support the appropriate response to major behaviours, staff will be trained in Team-Teach approaches including a range of de-escalation skills, positive listening and debriefing and personal safety.

A Behaviour Incident report on Oneschool must inform Principal/Deputy Principal of the incident. In some cases where student or staff safety is at risk, staff may call for immediate assistance from the school administration team.

In the case of more serious behaviours that impact on safety and/or the good order of the school, a number of responses and/or consequences will be identified which could include in-school suspension, suspension or exclusion / cancelation of enrolment.

Upon returning from suspension, the student and at least one parent or caregiver must attend a re-entry meeting or restorative practices conference to address the issue and maintain expectations for a successful return to school.

At WPSS we value and acknowledge all students as learners. When identifying behaviour within the Minor and Major categories we consider all behaviour as developmental and communicative. Responding to behaviours will incorporate strategies/support for classroom systems, environments, essential pedagogical
practices, ESCMS, routines, procedures and quality instructional leadership through a team approach.

The following table outlines examples of minor and major problem behaviours:

*Note: This table should be considered as a guide only. In all instances, individual circumstances and contributing factors should be taken into account when determining whether a behaviour is considered to be major or minor in nature.*

<table>
<thead>
<tr>
<th>Area</th>
<th>Definition: Minor</th>
<th>Definition: Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property</td>
<td>Behaviour that may disrupt the learning of self and others and the good order of the school.</td>
<td>Behaviour with intent to cause significant risk, harm or impact on the emotional and physical well-being of self and others.</td>
</tr>
<tr>
<td></td>
<td>• Not using property as intended</td>
<td>• Wilful damage of property</td>
</tr>
<tr>
<td></td>
<td>• Theft of school items</td>
<td>• Stealing/major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Vandalism</td>
</tr>
<tr>
<td></td>
<td>• Taking things that don’t belong to you</td>
<td></td>
</tr>
<tr>
<td>Movement</td>
<td>• Running on concrete</td>
<td>• Physical abuse, pinching, scratching, spitting, biting,</td>
</tr>
<tr>
<td>within the</td>
<td>• Leaving classroom/activity without permission</td>
<td>• Pushing, slapping,</td>
</tr>
<tr>
<td>school</td>
<td>• Opening school gates</td>
<td>• Punching, kicking</td>
</tr>
<tr>
<td></td>
<td>• Walking away from class group</td>
<td>• Leaving school grounds</td>
</tr>
<tr>
<td></td>
<td>• Dropping refusing to move</td>
<td>• Climbing on buildings/fences/objects around the school</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate language</td>
<td>• Offensive / aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Refusal to wear clothes</td>
<td>• Verbal abuse</td>
</tr>
<tr>
<td>Break times</td>
<td>• Throwing equipment</td>
<td>• Bullying/harassment</td>
</tr>
<tr>
<td></td>
<td>• Refusing to take turns</td>
<td>• Nudity</td>
</tr>
<tr>
<td></td>
<td>• Refusal to wear hat</td>
<td>• Sexualised behaviours</td>
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<tr>
<td></td>
<td>• Refusal to wear clothes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refusal to follow instructions / school rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inappropriate language</td>
<td></td>
</tr>
<tr>
<td>Eating</td>
<td>• Taking others food</td>
<td>• Movement that may result in choking</td>
</tr>
<tr>
<td></td>
<td>• Refusal to sit at designated eating area</td>
<td>• Ongoing refusal to follow instructions / school rules</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate eating behaviours</td>
<td>• Offensive / aggressive language</td>
</tr>
<tr>
<td></td>
<td>• Throwing food scraps rubish on ground</td>
<td>• Verbal abuse</td>
</tr>
<tr>
<td></td>
<td>• Refusal to follow instructions /school rules</td>
<td>• Bullying/harassment</td>
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<td></td>
<td>• Inappropriate language</td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>• Refusal to stop and wait at gates</td>
<td>• Climbing on buildings/fences/objects around the school</td>
</tr>
<tr>
<td></td>
<td>• Not moving quietly around the school</td>
<td>• Leaving school grounds</td>
</tr>
<tr>
<td></td>
<td>• Not lining up in the correct place</td>
<td>• Physical abuse, pinching, scratching spitting, biting,</td>
</tr>
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<td></td>
<td>• Not keeping hands and feet to self</td>
<td>• Pushing, slapping,</td>
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<td>• Refusal to wear clothes</td>
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<td></td>
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<td>• Ongoing refusal to follow instructions / school rules</td>
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<tr>
<td></td>
<td></td>
<td>• Nudity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sexualised behaviours</td>
</tr>
<tr>
<td>Category</td>
<td>Unsafe practices while entering and exiting the bus/bus area</td>
<td>Not complying with wearing a seatbelt</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Technology/Electronic Devices (App 14)</td>
<td>Minor breaches to WPSS Policy on “Electronic devices in school”</td>
<td>Incorrect use of electronic devices including iPads, phones, cameras, electronic games and computers</td>
</tr>
<tr>
<td>Community</td>
<td>Not staying with the class Group</td>
<td>Excessive noise</td>
</tr>
<tr>
<td>Learning areas</td>
<td>Using learning tools inappropriately</td>
<td>Using furniture inappropriately</td>
</tr>
<tr>
<td>Other</td>
<td>Possession of weapons/prohibited items</td>
<td>Directed sexualised behaviours</td>
</tr>
</tbody>
</table>
The following flowchart outlines considerations that will be taken into account in determining the appropriate response to unacceptable behaviour:

**Decision making flowchart - Major/Minor Behaviours**

- **Is the behaviour identified as a possible major behaviour in the school guidelines? i.e. was there intent to cause harm?**
  - Yes: The following factors are considered in decision-making to ensure due process is followed:
    - Student-Related Factors:
      - Impact of disability on behaviour e.g. is behaviour impacted by sensory needs, social misunderstanding, communication difficulties etc.
      - Degree of intent/understanding of harm caused related to intellectual disability.
      - Mental health issues or other pervasive health issues.
      - Out of school factors e.g. does student have a safe home environment?
      - Need for a medical review or specialist intervention.
      - History of unproductive behaviour.
    - School-Related Factors:
      - Does the student have an Individualised Education Plan (IEP)?
      - Was the plan followed?
      - Contributing factors e.g. environmental, social, curriculum.
      - Course of action to best support those harmed by behaviour.
      - Other agencies involved in support and level of support.
  - No:
    - **Is there a pattern of behaviours causing accumulative harm to others?**
      - Yes:
        - **Student-Related Factors:**
          - Given due consideration to all factors does the behaviour meet criteria for a major behaviour? Is administrative support required?
        - **School-Related Factors:**
          - Minor behaviour responses:
            - Monitor behaviour and consider modifications to environment, learning experiences etc.
            - Collect data as appropriate (frequency, time of day etc).  
            - Ensure 1:1 positive to negative interactions.
            - Focus on function of behaviour and where appropriate teach communicative behaviors.
            - Explicit teaching of school expectations as appropriate.
            - Model and state expected behaviors.
            - Verbal, visual and physical prompts to encourage appropriate behaviour.
            - Return to alternative/more appropriate activity.
      - No:
        - **Possible responses to Major Behaviour:**
          - Review or develop IEP.
          - Implement restorative processes (informal to formal).
          - Discuss with parents — convene meeting if necessary.
          - Referral to Complex Case Management Team.
          - Consider “circuit breaker” - change of environment/person/activity.
          - Restriction/repair of damages.
          - Removal of privileges.
          - Removal of equipment/devices (e.g. mobile phones).
          - Possible suspension/exclusion.

**7. Network of student support**

<table>
<thead>
<tr>
<th>School Based Services</th>
<th>District &amp; Other EQ Services</th>
<th>Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Case Management Team</td>
<td>Regional PBL and Student Wellbeing staff</td>
<td>Department of Child Safety</td>
</tr>
<tr>
<td>Admin support</td>
<td>Senior Guidance Officers</td>
<td>Disability Services Qld</td>
</tr>
<tr>
<td>Guidance Officer</td>
<td>Access to Educational Support Plan funding for students in care.</td>
<td>Queensland Health</td>
</tr>
<tr>
<td>Nursing/medical advice</td>
<td>Guidance Officer Social Emotional Wellbeing (GSEW)</td>
<td>Police</td>
</tr>
<tr>
<td>School Chaplain</td>
<td>PEO-Student Services</td>
<td>Local council</td>
</tr>
<tr>
<td>Team Teach Team</td>
<td>Assistant Regional Director</td>
<td>Neighbourhood Centre</td>
</tr>
</tbody>
</table>

**Queensland Government**
8. Consideration of individual circumstances

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

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

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

All situations will be evaluated and reviewed on an individual basis, specifically considering the students' impairment and the impacting circumstances connected to any incident. Before a decision is reached over any incident, other setting events/factors including the social context, and the social-cultural and emotional wellbeing of the student will be acknowledged and considered.

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

Related policies and procedures

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

11. Some related resources

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

Endorsement

[Signatures]

Principal

P&C President or Chair, School Council

Date effective: from 17/10/17 to 17/10/20
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, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods®, iPads and devices of a similar nature.

**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 for legitimate personal or educational reasons, they must be used under the supervision of a staff member.

**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 Woody Point 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.

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.

Attachment 2 - School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose
WPSS 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 Woody Point 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 WPSS 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:
At WPSS 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 WPSS 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.

WPSS 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.

**Attachment 3 - Appropriate use of social media**

Woody Point 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.

WPSS is committed to promoting the responsible and positive use of social media sites and apps.

No student of WPSS 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 in Attachment 2, it is unacceptable for students to bully, harass or victimise another person whether within the grounds of WPSS or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of WPSS, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at WPSS 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 WPSS 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 WPSS 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.
WPSS 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 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.

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

Attachment 4 - Guidelines for physical contact

Introduction

This attachment sets out to provide information about physical contact at Woody Point Special School (WPSS) to ensure that we have a positive effect on student safety, wellbeing, welfare and achievement. The beliefs, expectations and experiences of families are a powerful determinant in students’ achievement. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment. Routines for health, hygiene, sensory factors, comfort and social relationships which are established in students’ families are built upon in the school environment.

This school community believes that physical contact is integral to the experience of being human and a fundamental factor in the education of students (Barnes and Hewett, 2015). Not only is it important in supporting students to change positions, walk, eat, drink, and
meet their personal hygiene needs, but also, and perhaps even more importantly, in providing effective teaching and learning opportunities for our students (Hewett, 2007).

Physical contact at WPSS can be frequent across daily interactions amongst staff and students and is considered a vital and appropriate teaching strategy. It is an important part of our pedagogical practice that significantly contributes to student learning (Barnes and Hewett, 2015).

**Types of Physical Contact**

Physical contact and interactions in educational settings is perceived as an area where there can be uncertainty for staff and students. Therefore common guidelines for staff can provide clarity for all parties about what physical contact, if any, is required or appropriate.

The term “physical contact” will be used in these guidelines to mean the interactions between two or more people that involve some form of touch between people. In the context of Special Schools, physical contact happens regularly and extensively in a wide range of situations and contexts.

Teaching and learning:
Physical contact is an integral part of teaching and learning at WPSS. Students may need support to move, to access learning opportunities, and to meet their personal hygiene needs.

Communication:
Physical contact is a natural part of communication and is used knowingly to support communication and communicative intent. For many students attending a WPSS, physical contact may be the most effective way of communicating with another person and crucial to students’ everyday experiences (Barnes and Hewett, 2015).

Social:
Physical contact is part of the human experience. Humans are social beings and use physical contact for a variety of socially based reasons including comforting and providing support and as a part of developing and maintaining social relationships.

Health and Hygiene:
Some students attending WPSS require assistance to maintain their personal hygiene and staff members use physical touch to ensure the students are assisted with and maintain their personal hygiene and care, balance and mobility.

Safety of staff and students:
Some students attending WPSS require varying levels of support to maintain safe behaviours. The amount and types of physical contact vary according to individual students and the situation. Any actions that are taken, it must be in the best interests of the student and the safety of those nearby and follow the Queensland Government, *Department of Education and Training Student Protection guidelines*.

**Consent and Transparency**

This document strives to provide awareness and encourages transparency of the practices of physical contact at WPSS. Open and regular communication about physical contact with staff, students, parents and the wider community will provide a safer and more productive environment for learning and teaching.

At WPSS many students have disabilities that impact on their ability to communicate expressively and receptively but the same courtesies and respect should be shown to all
students regardless of disability. Staff should always be aware of how students might respond to physical contact and act accordingly in a respectful way and ensuring the dignity of the students. Often a student's level of compliance and/or non-compliance can communicate the student's intention and staff members need to respect the student's wishes and consider their dignity and risks when prompting and encouraging students to follow staff instructions. Safety for both staff members and students should always be paramount.

Reasons for withholding non-essential physical contact can vary greatly and knowing individual students and their circumstances is vital in discerning when to withhold physical contact. Physical contact might be withheld by staff when:

- it might be likely or proves to cause the student distress
- it could potentially cause harm to the student or another person
- it causes short term unintended sensory sensation or stimulation

Staff should notify the school leadership team, school guidance officer and the parents if the student exhibits any concerning behaviours.

The chronological age of students can also be a factor in the type and amount of physical contact. Younger students may seek more physical interaction particularly as part of play and when in need of comfort, whereas it may be more appropriate to use physical contact in a different way with older students.

Summary

Physical contact is a natural part of human interactions and is vital to the communicative, educational, emotional and psychological development of all people (Barnes and Hewett, 2015). Within the context of WPSS physical contact is frequent and extensive and contributes to the holistic care and education of students.

References


