

WOODY POINT



SPECIAL SCHOOL

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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.


The Student Code of Conduct is designed to facilitate whole school systemic implementation of a pedagogical approach, which supports high standards of behaviour and learning approaches. *With behaviour, as with all learning, we offer a student-centred learning environment, where everything we do is driven by the individual needs of the students.* This facilitates effective learning and teaching in our school so that students can functionally participate positively within our school community.

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Endorsement

Principal Name: Bronwyn Paxton

Principal Signature: 

Date: 8/12/2020.

P/C President and-or
School Council Chair
Name:

Gail Taylor

P/C President and-or
School Council Chair
Signature:



Date: 8/12/2020

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Principal's Foreword

Introduction

Woody Point Special School (WPSS) and Woody Point Early Childhood Development Program (ECDP) are located at Woody Point on the Redcliffe Peninsula. Working in close collaboration with our partner school, Redcliffe Special School, we provide high quality educational programs for students with disability who live on the Redcliffe Peninsula and surrounding areas. At Woody Point Special School, we are committed to offering a student-centred learning environment where everything we do is driven by the needs of our individual learners. We work together to provide 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.

The Woody Point Special School community is united by our four core values of Learning, Belonging, Respecting and Celebrating:

Learning	We have high expectations and take pride in our work
Belonging	We are a safe and supportive community
Respecting	We value each other and work as a team
Celebrating	We acknowledge our achievements and have fun

These values have been used in the development of this Student Code of Conduct, and are the cornerstone of our whole school approach to discipline. School staff believe that positive relationships based on an in-depth knowledge of each student, their strengths, their interests and their developmental and learning needs is the key to creating a culture of learning and wellbeing within the school.

Woody Point Special School staff take an educative and highly personalised approach to discipline. We believe that all behaviour is a function of communication and that, in developing an in-depth understanding of each student and their motivations, we are better able to create a learning environment that supports positive behaviour choices and positive relationships. Our Student Code of Conduct details our highly personalised approach to teaching students about expected behaviour and includes details about how we respond to behaviours that breach our whole school expectations through consequences that consider each student's circumstances and learning needs.

I thank the students, teachers, parents and other members of the community for their work in bringing this Woody Point Special School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Data Overview

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 (PB4L) in the school. This group meets three times per term, regularly consulting with staff and the community. The team's collective work drives the review of the Student Code of Conduct and the key strategies that arise from it. The team includes representatives from administration, phase leaders, teachers and teacher aides, and is open to engaging parent representatives.

Ongoing data collection and analysis informs future actions within the PBL framework and behaviour curriculum. The PBL team regularly review Behaviour Incident and Positive Behaviour Report Data to address trends and build supportive structures within the school. Other processes, such as Complex Case Management and Student Engagement teams, also access this data in order to target interventions and support at the individual level.

Behaviour Incident and Positive Behaviour data is recorded on OneSchool. Parents and/or Guardians need to submit a written request to the principal to access these records. More information about this process can be found at <https://www.qld.gov.au/education/schools/information/contact/accessing>

Wellbeing and community engagement is also an important aspect of ensuring we provide a safe and supportive environment for our students. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for:

- Parents
- Students
- Staff
- Principals

School Opinion Survey 2020

Parent Opinion Survey

Survey item	n	Total agreement
My child likes being at this school.	20	95.0%
My child feels safe at this school.	20	100.0%
My child's learning needs are being met at this school.	20	100.0%
My child is making good progress at this school.	20	90.0%
Teachers at this school expect my child to do his or her best.	19	100.0%
Teachers at this school provide my child with useful feedback about his or her school work.	19	84.2%
Teachers at this school motivate my child to learn.	20	100.0%
Teachers at this school treat students fairly.	19	100.0%
I can talk to my child's teachers about my concerns.	19	89.5%
This school works with me to support my child's learning.	20	100.0%
This school takes parents' opinions seriously.	20	100.0%
Student behaviour is well managed at this school.	20	90.0%
This school looks for ways to improve.	20	90.0%
This school is well maintained.	20	90.0%
This is a good school.	20	100.0%

Student Opinion Survey

Survey item	n	Total agreement
I like being at my school.	7	100.0%
I feel safe at my school.	7	100.0%
Teachers at my school treat students fairly.	7	100.0%
My school gives me opportunities to do interesting things.	7	100.0%
I am getting a good education at my school.	7	100.0%
My teachers expect me to do my best.	7	100.0%
My school supports me to be involved in school activities.	7	100.0%
My school looks for ways to do things better.	7	100.0%
I can talk to my teachers about things that worry me.	7	100.0%
This is a good school.	7	100.0%

Staff Opinion Survey

Survey item	n	Total agreement
I feel this school is a safe place in which to work.	35	88.6%
This school looks for ways to improve.	35	91.4%
I have access to quality professional development.	35	91.4%
I can access necessary information and communication technologies to do my job at my school.	35	97.1%
The wellbeing of employees is a priority for my school.	35	91.4%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	30	80.0%
This is a good school.	35	97.1%

Learning and Behaviour Statement

Our vision is to be an inclusive school community, in which every student succeeds. Woody Point Special School is committed to offering a student-centred learning environment, where everything we do is driven by the individual needs of all learners. All areas of Woody Point Special School are considered 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:

- ✓ Learning – We have high expectations and take pride in our work.
- ✓ Belonging – We are a safe and supportive community.
- ✓ Respecting – We value each other and work as a team.
- ✓ Celebrating – We acknowledge achievements and have fun.

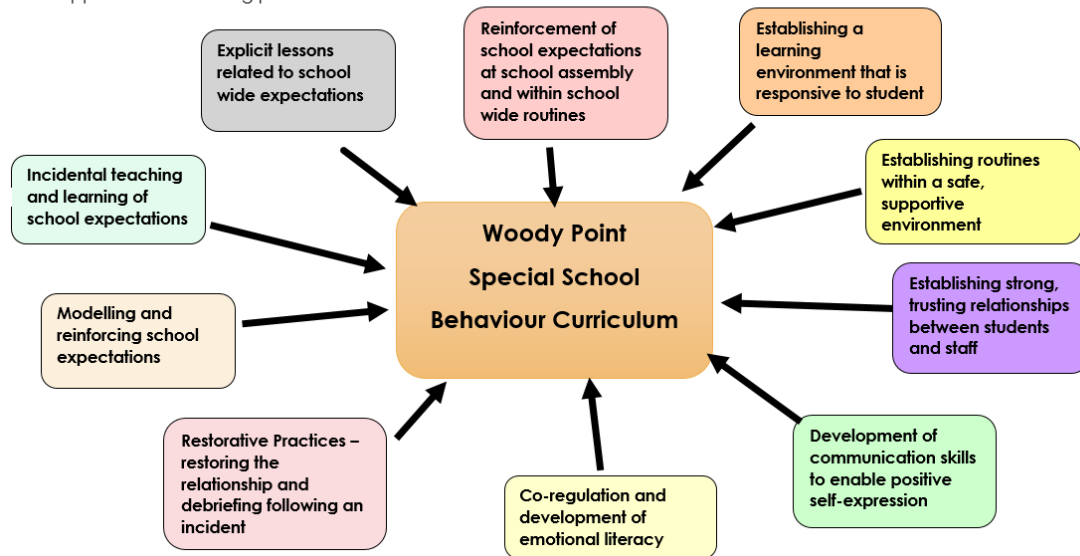
Principles underpinning student behaviour and learning at Woody Point State Special School include:

- ✓ 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 (PB4L) 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.



The Student Code of Conduct 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



I can, you can, we can!
At Woody Point Special School,
Pel – I – Can says...



Student Wellbeing and Support Network

Woody Point Special School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

School Based Services	Regional & Other EQ Services	Community Services
Complex Case Management Team	Regional PBL and Student Wellbeing staff	Department of Child Safety
Admin support	Senior Guidance Officers	Queensland Health
Guidance Officer	Access to Educational Support Plan funding for students in care.	Child and Youth Mental Health
Therapy input	Online resources re PBL: http://behaviour.education.qld.gov.au/positive-behaviour/whole-school/Pages/why.aspx	Police
Nursing/medical advice		Local council
School Chaplain	Guidance Officer Social Emotional Wellbeing (GOSEW)	Neighbourhood Centre
Team Teach Team	PEO-Student Services	Paediatricians
	Assistant Regional Director	Private therapists
		Others: Medical specialists, Evolve

Woody Point Special School views wellbeing as the state in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (World Health Organisation, 2014). We acknowledge that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal – without one, the other will not happen. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum, embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). Woody Point Special School plans and enacts curriculum experiences based on the whole school CARP which focuses on two core threads drawn from the Personal and Social General Capability – Sense of Self and Sense of Others.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

School staff, parents/carers and health professionals collaborate to manage identified health risks. Schools provide support for students, taking into account what is safe and reasonable in an individual case. Students' support is documented on Individual health plans and/or Emergency health plans (health plans), which guide school staff to perform a health support procedure that is required at school. Schools manage and implement health plans, which are developed and updated by health professionals.

A health plan **must** be developed for any student:

- whose parents are requesting support outside the scope of first aid
- who is known to be at risk of a health emergency due to a diagnosed health condition
- who requires health support procedure/s during school or school-related activities.

In cases other than this, where it would assist the school to support the student, the principal can determine whether a health plan is required. Parents who believe that their child requires a health support procedure are asked to contact the principal.

Specialised health needs

Woody Point Special School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Woody Point Special School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For

students requiring medication to be administered during school hours, Woody Point Special School can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Woody Point Special School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Woody Point Special School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Woody Point Special School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Woody Point Special School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Woody Point Special School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Woody Point Special School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Whole School Approach to Discipline

At Woody Point Special School, we believe that ‘discipline’ refers to a collaborative process between a student and their community, in which teaching and learning takes place to support positive behaviours. This learning takes in to account the differing student needs, experiences and the specific impacts of disability. Positive behaviours are supported through modelling, building positive relationships, and creating supportive, engaging learning environments. The school mascot, Pel-I-Can, supports and encourages students to engage in positive behaviours, and understand school expectations.

We view a child’s behaviour as a combination of internal factors (e.g. personality, degree of cognition, impact of disability) and external factors (e.g. environment, past experiences, needs). The biggest positive change in behaviour occurs when we aim to understand and support the function of the behaviour and are flexible to meet the needs of the learner. We recognise our own individual and collective responsibility to exercise a growth mindset in regards to understanding the function of behaviour and the impact of disability and trauma. Central to this approach is our belief that behaviour is communication, and communication is behaviour.

Woody Point Special School uses Positive Behaviour for Learning (PB4L) as a framework to organise a range of behaviour supports. Our *universal* approach shapes, supports and recognises appropriate behaviours in all students. Many of our students will flourish with these universal supports, however some may need additional *targeted* behaviour supports and timely interventions. 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 further elaborated upon under Differentiated and Explicit Teaching.

PB4L Expectations

Woody Point Special School has three Positive Behaviour for Learning expectations – I Can Be Safe, I Can Be Respectful, and I Can Be a Learner.



I can, you can, we can!

At Woody Point Special School,

Pel - I - Can says...

I can be SAFE



I can be a LEARNER



I can be RESPECTFUL



I can keep my hands and feet to myself.



I can listen and do.



I can care for myself, other people and equipment.



I can use equipment safely.



I can ask for help.



I can share and take turns.



I can move calmly.



I can do my best.



I can use kind and friendly language.



Learning

Belonging

Respecting

Celebrating

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 logical 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.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

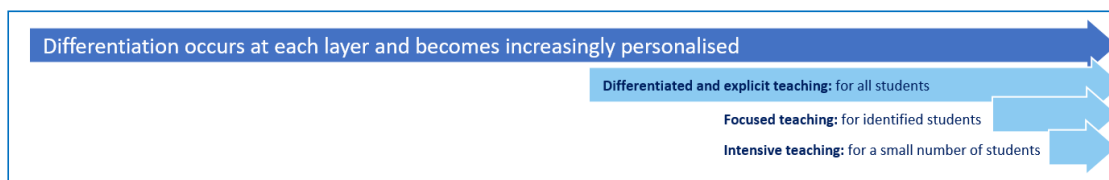
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

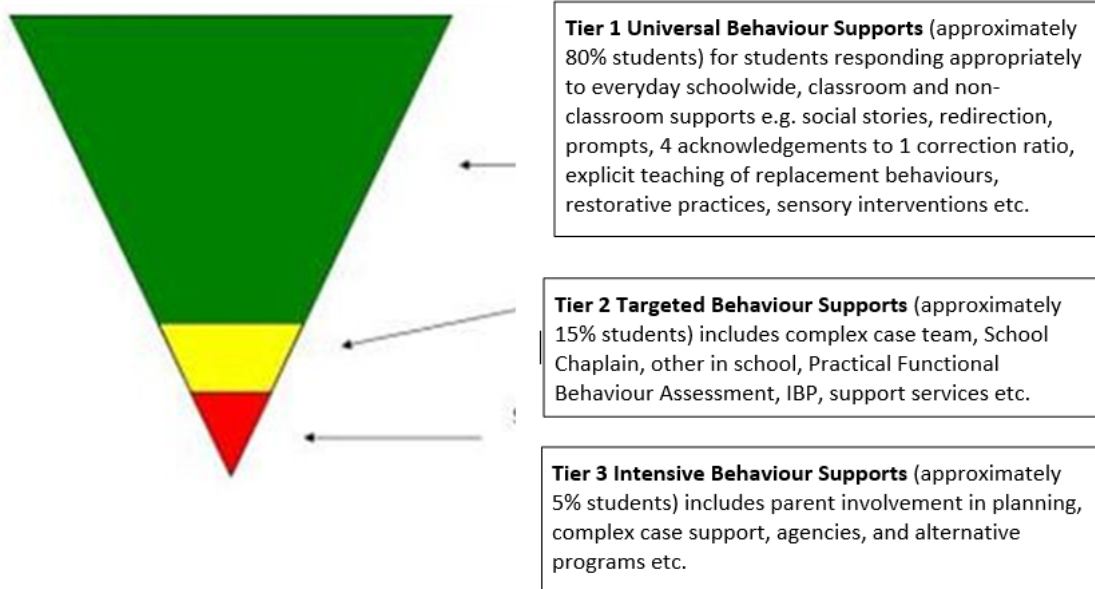
At Woody Point Special School, we recognize the need for differentiated teaching that meets the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback, and opportunities for practise.

Teachers at Woody Point Special School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below.



These three layers map directly to the tiered approach as indicated below. For example, in the PB4L framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.



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 which 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

	Whole School: All Settings	Learning Areas	Eating Areas & Play Areas	In the Community	Transitions	Bus	Bathroom
I can be SAFE	<ul style="list-style-type: none"> I keep hands, feet and objects to self I use equipment safely as instructed I move calmly to designated area I use Private behaviour in appropriate places 	<ul style="list-style-type: none"> I use furniture properly I use learning tools appropriately 	<ul style="list-style-type: none"> I sit at the table for eating I wear my hat in the playground 	<ul style="list-style-type: none"> I stay with my class group I am road safe I am stranger aware 	<ul style="list-style-type: none"> I stop and wait at gates I walk on hard surfaces 	<ul style="list-style-type: none"> I wear my seatbelt I sit on my seat I follow instructions given by bus staff I carry my bag safely 	<ul style="list-style-type: none"> I wash my hands with soap and water I use toileting facilities correctly
I can be RESPECTFUL	<ul style="list-style-type: none"> I use polite and friendly language I care for self, others and belongings I respect others personal space 	<ul style="list-style-type: none"> I treat all property carefully I respect the rights of others to learn I support and encourage my classmates I share and take turns 	<ul style="list-style-type: none"> I eat my own food Place rubbish in the bin I keep my eating area clean 	<ul style="list-style-type: none"> I am respectful towards the public, parents and volunteers 	<ul style="list-style-type: none"> I move quietly around the school 	<ul style="list-style-type: none"> I speak respectfully to bus staff and students 	<ul style="list-style-type: none"> I respect the privacy of myself and others
I can be a LEARNER	<ul style="list-style-type: none"> I follow routines and programs I follow adult directions I am organised and ready to work 	<ul style="list-style-type: none"> I am an active listener I ask for help I stay on task I do my best work 	<ul style="list-style-type: none"> I make healthy choices I use appropriate eating behaviours 	<ul style="list-style-type: none"> I follow community rules 	<ul style="list-style-type: none"> I line up in the correct place I keep to the left where possible 	<ul style="list-style-type: none"> I can learn to be an independent traveller 	<ul style="list-style-type: none"> I wait my turn I return to class promptly

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.

Woody Point Special School 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 PB4L and Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Individual support profiles, such as Student Engagement and Wellbeing Plans or Student Support Plans, 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

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:

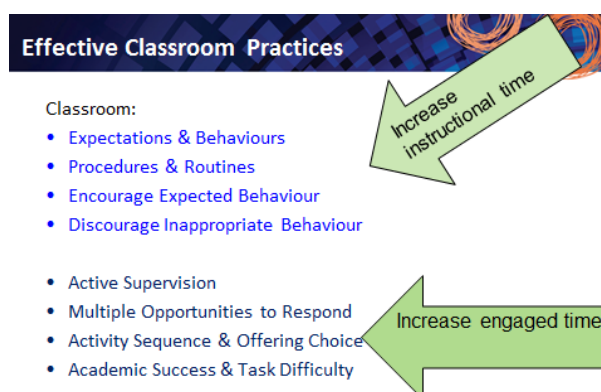
At WPSS, quality curriculum and pedagogy are viewed as the cornerstone of positive programming. Teachers provide curriculum programs that are engaging and meaningful for students and highly responsive to the needs of individual students.

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:

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

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



Reinforcing expected school behaviour:

At WPSS, communication and teaching 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)

Focussed Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behavioural expectations, even after being provided with differentiated and explicit teaching. 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.

Focused teaching involves revisiting key behavioural concepts and/or skills and using a suite of strategies to support student understanding and development of the expected behaviour. Focussed teaching provides students with more opportunities to practise the appropriate behavioural skills, as well as allowing for staff to investigate other factors which may be contributing to any inappropriate behaviours.

At this level, support options may but not be limited to the following-

- ✓ Ongoing provision of explicit and differentiated teaching
- ✓ 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-
 - Targeted behaviours
 - Plan for acknowledging and reinforcing appropriate behaviours
 - Planning for correction of inappropriate behaviours
 - Plan for managing critical incidents if appropriate
 - Referral to Guidance Officer, Complex Case Management Team and necessary support personnel e.g Chaplain
 - Referral to therapists (particularly in circumstances of communication and sensory needs impacting upon learning)
 - 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 to support understanding of impact of specific behaviours and identify appropriate behaviours going forward

Intensive Teaching

We recognise that students with highly complex and challenging behaviour needs may require a comprehensive and intensive system of support. Intensive teaching involves frequent and explicit instruction, allowing the student a multitude of opportunities to practise the appropriate behavioural skills.

We recognise that, for our cohort of students, there may be a number of other barriers impacting their learning and participation. For these students, individualised behaviour plans may be developed with a range of stakeholders, to support a holistic understanding of the student needs.

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.

Legislative Delegations

Legislation

Provided are links to legislation which influences the form and content of Queensland State School discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

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

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

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

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

Disciplinary Consequences

While an emphasis on prevention and positive behaviour support strategies is foundational to effective classroom management, it is important that teachers also respond consistently to problem behaviours using fair, logical, and predictable consequences.

WPSS places emphasis on prevention and positive behaviour support strategies by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs students experience fair, logical and predictable responses. The purpose of a consequence is to correct and teach; therefore the provision of a consequence should always contain an opportunity to reteach the expected behaviour. Consequences should be selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the 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 breeches 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.

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.

At Woody Point Special School 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 behaviours:

		Minor (Unrecorded) Consider Data Collection sheet for repeat behaviour.	Minor (Recorded & Referred-See One School Behaviour Entry Protocols)	Major (Recorded & Referred -See One School Behaviour Entry Protocols)
		Minor acts of misconduct which interfere with teaching, learning or the comfort of others	Acts of misconduct and/or misbehaviours against people or property, which disrupt teaching and learning but do not seriously endanger the health or wellbeing of others	Major acts of misconduct, high level disruption to teaching/learning and/or serious threats to health, safety and property
		Incident has become a consistent Issue	Record 	Record & Refer
Be a Learner		<ul style="list-style-type: none"> Unprepared for learning Off task, out of seat Not completing set tasks that are at an appropriate level Calling out or talking during listening time. 	<ul style="list-style-type: none"> Regular minor disturbance or interference that takes away from the learning environment but does not cause physical harm or injury. Behaving in such a way that does not comply with classroom or playground rules and routines but does not cause harm to self or others. 	<ul style="list-style-type: none"> Major disturbance or interference that takes away from the learning environment causing injury to self or others.
Be Safe		<ul style="list-style-type: none"> Moving unsafely –running on concrete, swinging on chairs Minor physical misconduct – play fighting, rough play, playing with sticks, tripping in a game Not wearing hat Throwing objects not likely to cause harm Being in out of bounds areas 	<ul style="list-style-type: none"> Inappropriate use of equipment that does not cause harm to others. Deliberate <u>low level</u> contact such as pushing, tripping, poking, made by hands or feet that is not welcomed by the recipient but <u>does not result in injury</u>. Having at school an item that is of value or is banned and causes disruption to the good order of the class or school. Use of property in a way that it was not designed that causes damage to property. Being purposely absent from or leaving class without reasonable explanation or permission. 	<ul style="list-style-type: none"> Behaving in such a way that does not comply with classroom or playground rules and risks safety of self or others. Deliberate physical contact with the <u>intent or outcome</u> of causing injury or harm to others or self. Having possession of an item capable of causing bodily harm. Intentional destruction of property belonging to the school or staff member, through misuse or aggressive behaviour Having possession of or affected by any alcoholic substance, illegal drug or tobacco. Being truant from school or leaving school grounds without prior parental consent

Be Respectful	<ul style="list-style-type: none"> • Minor interruptions to learning –talking, noises, late • Inappropriate language (low intensity) • Inappropriate use of materials • Lack of care for the environment –Littering, moving through gardens • Ignoring instructions • Not playing fairly 	<ul style="list-style-type: none"> • Low level teasing causing distress. (rude gestures, name calling, harassing- initial, major if ongoing) • Intentional refusal to comply with a reasonable request. • Cheating and Lying • Persistent use of unsuitable words, calling names or use of inappropriate tones. • Using another’s property without having permission. • Stealing low value items such as stationery, food, other persons belongings. 	<ul style="list-style-type: none"> • Repeated targeting of a student, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm. • Refusing to follow staff directions <u>and</u> using threatening or offensive language. • The use of technology in such a way that it is used to bully, harass or threaten others or used to display inappropriate or offensive material. • Verbalising an incident that is found to be blatantly untrue and affects the reputation of another student or staff member. • Stealing valuable school, staff or student property with the intention of keeping it. • Repeated gestures or words directed toward others in a demeaning or provoking manner, includes racial or religious slurs.
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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.

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.

WPSS uses a differentiated approach to responses to problem behaviours, both major and minor, which can be organised in to three tiers. This data-driven approach allows the school community to identify and address behaviours that may be interfering with learning or endangering others, in a way that increases in intensity and support.

Differentiated

Class teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, we walk safely to line up”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Revised environmental set up
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Parallel acknowledgement of appropriate behaviours
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Meet intrinsic sensory needs
- Support emotional regulation through co-regulation
- Consider Maslow’s Hierarchy of Needs
- Ensure robust and accessible communication system available

Class teachers also routinely consider the environmental (both classroom and community) factors which support positive behaviour.

Classroom 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

Focussed

Class teachers are supported by other school-based staff to address in-class problem behaviour. This behaviour may be infrequent major behaviour, or frequent and/or disruptive minor behaviour. This may 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.

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing major behaviour. This may include:

- ✓ Functional Behaviour Assessment based individual support plan or crisis plan
- ✓ Complex case management and review
- ✓ Stakeholder meeting with parents and external agencies including regional specialists

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

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.

School Disciplinary Absences

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 a School Disciplinary Absence (SDA). There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion

At Woody Point Special School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the behaviour is considered to have increased risk to the safety or wellbeing of the school community. The use of an SDA is not considered a punishment for an individual, but is an opportunity for the stakeholders involved to consider necessary supports and structures to aid the student to succeed in the future.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so

that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school and, where appropriate, to allow the opportunity for the student to repair harm done through the incident. This is in line with the Restorative Practices approach.

Restorative Practices

A Restorative Practice approach is aimed at identifying underlying causes, issues and feelings following a specific incident, in a non-blaming, supportive and caring manner. It allows the student to take responsibility for their actions, identify the impact of their actions on others, examine strategies that can support them in the future, and identify strategies to help them repair harm done in this instance. The purpose of Restorative Practice is to allow opportunity for the student to Reflect, Repair and Reconnect. “In the end, it’s the relationships that matter” (Thorsborne and Vinegrad, 2009).

One of the key elements of good practice when using Restorative Practice, is to consider desired outcomes before strategy.

- What do we want them to understand about the situation?
- What changes do we need to see in their behaviour?
- Will a punishment teach them to be more thoughtful/reflective?
- What do we want for the others involved? For ourselves?

Where appropriate, the re-entry meeting may follow a Restorative Practices structure. This may include supporting questions such as:

- What happened?
- What were you thinking about when you...?
- How did you feel when you...?
- What have you thought about since?
- Who’s been affected by your behaviour?
- What do you need to do to fix things up?

When considering the use of the Restorative Practice approach, it is important to consider the cognitive and emotional capacity of the individual. The use of visual supports should be considered to aid the student’s expressive and receptive language, and the student should have access to a robust communication system.

Reasonable Adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Woody Point Special School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The Temporary Removal of Student Property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Woody Point Special School and will be removed if found in a student's possession:

- illegal or imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs*
- alcohol
- aerosol deodorants or cans
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material

* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

State school staff at Woody Point Special School:

- do not require the student's consent to search school property such as desks or tablets that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;

- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination
- take in to consideration individual student needs and perceived intent when determining action to take
- Maintain transparent and open communication with parents/caregivers regarding the temporary removal of property.

Parents of students at Woody Point Special School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Woody Point Special School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection
- contact the school if there are questions about whether or not an object can come to school

Students of Woody Point Special School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Woody Point Special School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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.

Students who require the use of a personal technology device (for example to assist with communication, with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal to determine the appropriate parameters around the use of these devices. These devices must be used under the supervision of a staff member.

Personal technology device etiquette

Bringing personal technology devices to school that are not directly supporting educational or personal outcomes (e.g. personal communication devices) 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.

Personal technology devices that are brought to school that are not being used as part of an approved educational program must either a) remain off in the student's bag for the duration of the school day or b) remain off in the administration office for the duration of the school day to be collected at the end of the day.

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.

Members of the school community 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 member of the school community 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.

Preventing and responding to bullying

Purpose

Woody Point Special School strives to create positive, predictable environments for all students at all times of the day. The 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 display bullying behaviours 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 Woody Point Special School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

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

Rationale

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

The anti-bullying procedures at WPSS align with and are an addition to our Positive Behaviour for Learning processes. This means that all students are engaging in 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.

Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Deputy Principal – 3480 4333

Principal – 3480 4333

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Where appropriate, ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

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.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

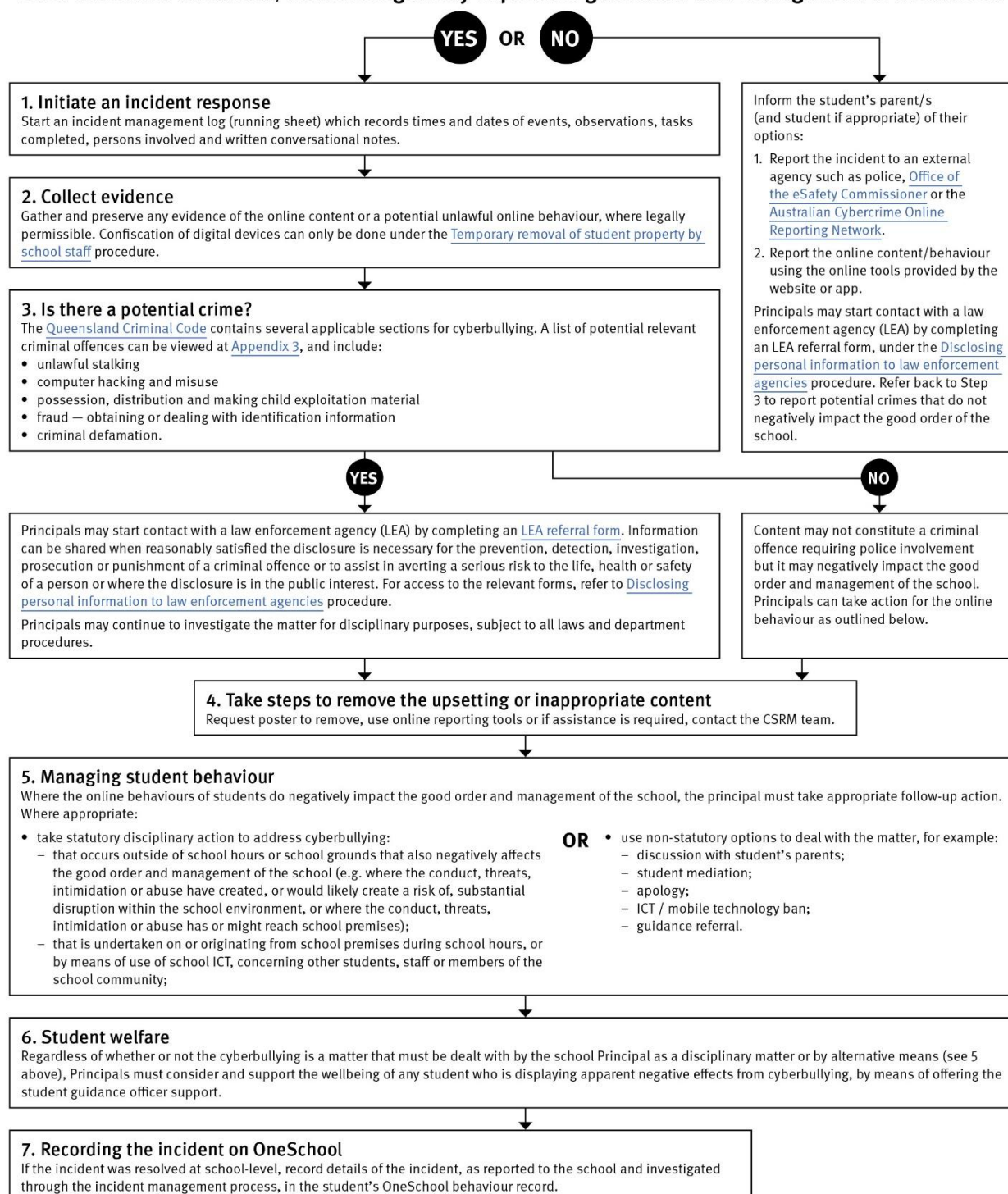
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Restrictive Practices

On occasion, school staff Woody Point Special School need to respond to student behaviour that presents a risk of physical harm to the student, themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, 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.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, 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

Restorative Practices

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 right 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.

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [Cybersafety and schools resources](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [National Safe Schools Framework](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Safe Schools Hub](#)
- [Student Wellbeing Hub](#)
- [Take a Stand Together](#)
- [Working Together resources for schools](#)