Nambour Special School

Responsible Behaviour Plan for Students

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

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

Consultation and data review
Nambour Special School developed this plan in collaboration with our school community. Broad consultation was undertaken through staff and community/parent meetings held during 2014. A Discipline Audit was undertaken in 2014 and a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012 to 2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C (Regional Executive Director or Executive Director (Schools)) in August 2015, and will be reviewed in 2018 as required in legislation.

Learning and Behaviour Statement
All areas of Nambour Special School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to behaviours that do not meet individual expectations at Nambour Special School. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Nambour Special School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

TEAM TEACH Philosophy
Nambour Special School staff are trained in TEAM TEACH strategies for managing students in the educational setting. TEAM TEACH is the over-arching philosophy under which decisions are made when managing students at Nambour Special School.

TEAM TEACH aims to provide an accredited training framework designed to reduce risk and through working together, help safeguard people and services. All staff (Teachers and Support staff) undergo formalised training in TEAM TEACH strategies. This training provides staff working at Nambour Special School with

- Knowledge of student management theory. This includes
  - Communication
  - Understanding behaviour as a language
  - Functional Behaviour
  - Listening and Learning
  - The Conflict Spiral
- De-escalation techniques

- Knowledge of positive behaviour support strategies

- Knowledge of principles underpinning the safe use of physical interventions (positive handling)

- Knowledge of ethical and legal aspects of implementing positive handling plans

**School Wide Positive Behaviour Support (SWPBS)**

School-Wide Positive Behaviour Support (SWPBS) is implemented across the whole school. This non-aversive methodology acknowledges that a multi strategy approach is required to achieve positive outcomes for all students. Positive reinforcement of appropriate behaviours is considered the most successful response to behaviours displayed at Nambour Special School. At Nambour Special School, it is considered that students will develop responsible behaviours through teaching of and modelling of desired behaviours, which will in turn reduce or replace any challenging behaviours.

SWPBS is a systems-perspective and provides a continuum of behaviour support. There is a strong focus on proactive strategies, including teaching and supporting the appropriate and expected positive behaviours to all students in the school.

There are 6 necessary elements of SWPBS:

- The school has an SWPBS Statement of Purpose
- Expected behaviours are clearly defined across the whole school
- School wide expected behaviours are taught and practised
- The school has a continuum of procedures for encouraging school wide expected behaviours
- The school has a continuum of procedures for discouraging problem behaviours
- Decision-making is based on data records of all student behaviours.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour from Prep to Grade 10 students (5-16 years)

- Be safe
- Be respectful
- Be a Learner

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

Nambour Special School gained School of Excellence status for School Wide Positive Behaviour Support in 2013.
**Universal Behaviour Support**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Nambour Special School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent challenging behaviour and provide a framework for responding to unacceptable behaviour.

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

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be a Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow staff directions</td>
<td>• Follow staff directions</td>
<td>• Follow staff directions</td>
</tr>
<tr>
<td>• Make safe choices (stop, think, choose)</td>
<td>• Co-operate with others</td>
<td>• Be an active and considerate participant</td>
</tr>
<tr>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Use appropriate language</td>
<td>• Ask for help appropriately</td>
</tr>
<tr>
<td>• Wear appropriate clothing</td>
<td>• Be polite to others</td>
<td></td>
</tr>
<tr>
<td>• Use hygienic practices</td>
<td>• Treat property and the environment with care</td>
<td></td>
</tr>
<tr>
<td>• Remain in allocated areas</td>
<td>• Show good sportsmanship</td>
<td></td>
</tr>
<tr>
<td>• Use equipment and materials appropriately</td>
<td>• Take turns</td>
<td></td>
</tr>
<tr>
<td>• Move carefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wait the right way in the right place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Travel safely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Get help when needed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- Visuals located in all classrooms and in common areas around school.
Reinforcing expected school behaviour

Junior/Middle/Senior School

School wide strategies for staff to use when students exhibit the expected positive behaviours related to the Three School Rules have been developed and are implemented. These strategies may include

- **Incentives/rewards** (tangible and social) - for displaying the expected positive behaviours.
- **Thumbs Up Awards** – presented to students displaying expected school behaviours
- **Thumbs Up Prizes** – drawn and presented to students who have received Thumbs Up awards throughout the week. There are 3 Thumbs Up boxes which students place the awards each week. These are
  
  Junior (5-8 years)  
  Middle (9-12 years)  
  Senior (13-15)

- **SWPBS Postcards** – Principal to complete and send to students who receive 15 or and 30 Thumbs Up Awards each Term.
- **Student of the Week certificates** – presented at school Assembly
- **Multi-media presentations** of students demonstrating the expected positive behaviours – shown in assembly
- **Staff members reinforce the behaviour** when students receive a Thumbs Up award eg “This Thumbs Up award is for being respectful when you ……..”
- **Gold Pass Day** – Gold Pass day celebrations are held each term. Gold Pass Day events are held for students who have received 15 Thumbs Up Awards during the Term.

Incentives and Rewards

Nambour Special School staff will present students with incentives and rewards for displaying expected behaviours in school. These may include, but are not limited to –

- Stickers
- Positive acknowledgement by other staff members
- Extra time engaging in reward activity
- Free choice of activity and choosing peer to participate
- Whole class – reward activity
- Extra responsibility/privileges – taking roll to office, class monitor
- Verbal praise given
- Acknowledgement by certificate
- Multi-media presentations shown to peers/on assembly
- Parents/carers informed
- Peer acknowledgement
- Acknowledgement in assembly

Each week, the Thumbs Up Awards are tallied and the data is entered onto ONESCHOOL to record positive behaviour referrals.

STEP PROGRAM (Supporting Transitions through Engaging Partnerships)

Students in the STEP Program (16 years +) have 5 Core Values with regard to expected behaviours. These are
1. **Community** – understanding behaviours expected in different communities (environments)
2. **Esteem** – Achieving and ‘feeling good’ about yourself to challenge and take risks
3. **Lifelong Learning** – Using every opportunity to learn new skills
4. **Active** – Actively engaging in all aspects of school and community life
5. **Safety** – maintaining own and others safety at all times – work and leisure

Rewards for students in the STEP Program, are age appropriate and may include

- **SCALE the STEPS AWARD** distributed to a student from each class, who have displayed the Transition core values, in Transition Assembly
- **Access** to preferred activity
- **Positive staff acknowledgement**
- **Certificate**
- **Celebration** in newsletter
- **Tuckshop Voucher** – to the value of $5.00
Strategies for Supporting Students at Nambour Special School

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

- **Comprehensive induction programs** in the Nambour Special School’s Responsible Behaviour Plan for Students delivered to new students, parents as well as new and relief staff.
- **Staff trained** in accredited TEAM TEACH processes
- **Student Welfare Team** (ADMIN Team, Guidance Officer, School Chaplain, School Nurse) meets weekly to review ONESCHOOL behaviour data and coordinate planned response to student management (relevant data includes student PTR referrals and major incidents recorded in ONESCHOOL).
- Class Teacher presents information to the Student Welfare Team at The Student Welfare Meeting (SWM)
- Collaborative response to students displaying complex/challenging behaviours
  - Classroom level support plan developed and implemented
  - Individual Student Risk Assessment and Risk Reduction Plan completed
  - Student Management Plan developed and endorsed by school and family
  - Individualised support/training provided to relevant personnel
- **Individual student support plans (ISSP)** developed for all students, enabling staff to make the necessary adjustments to support students consistently across all classroom and non-classroom settings.
- **Partnerships** developed with community agencies to provide coordinated responses to student behaviours. Agencies include – Department of Communities, EVOLVE behaviour support, IFYS, CYMH, QPS, QAS.
- **Policies/Processes** developed to support positive student management:
  - Accredited TEAM TEACH training undertaken by Teachers/Teachers Aides every 2 years
  - SWPBS
  - Classroom Level support Plan
  - Individual Student Risk Assessment and Risk Reduction Plan
  - Student Management Plan (including Positive Handling)
  - Incident Report (Positive Handling)
  - Incident Report (Parent Information)
  - Electronic devices at school
  - Bullying and Cyberbullying policy
- A dedicated section of the school newsletter to School Wide Positive Behaviour Support (SWPBS). This includes the focus rule for the fortnight and highlights students who were ‘Thumbs Up’ winners on Assembly and enables parents to be actively and positively involved in school behaviour expectations.
Responding to challenging behaviour

Even with the most proactive and consistent implementation of school wide positive behaviour support, some students will exhibit challenging behaviours at some time.

If such a situation arises there are school wide procedures for determining the consequences for such challenging behaviours. These procedures take into account the circumstances of each individual student and their actions. They also consider the needs and rights of members of the school community to feel safe and supported.

Re-directing low-level and infrequent challenging behaviour

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

Our preferred way of re-directing low-level challenging behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. The following table outlines examples of major and minor challenging behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>Running on concrete or around buildings</td>
<td>Leaving school grounds</td>
</tr>
<tr>
<td></td>
<td>Leaving classroom/activity without permission</td>
<td>Climbing on buildings/fences/objects around school</td>
</tr>
<tr>
<td></td>
<td>Walking away from class group</td>
<td></td>
</tr>
<tr>
<td>Breaktimes</td>
<td>Throwing equipment</td>
<td>Throwing objects at students and staff</td>
</tr>
<tr>
<td></td>
<td>Refusing to take turns on school equipment</td>
<td>Attempting to leave school grounds</td>
</tr>
<tr>
<td></td>
<td>Refusing to follow playground roster</td>
<td>Hitting/kicking/pushing students and/or staff</td>
</tr>
<tr>
<td></td>
<td>Leaving rostered area without permission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inappropriate language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refusing to wear hat on outside play</td>
<td>Physical conflict with others</td>
</tr>
<tr>
<td></td>
<td>Refusal to follow staff instruction</td>
<td></td>
</tr>
<tr>
<td>CBL</td>
<td>Refusal to follow staff direction</td>
<td>Removal of seatbelt whilst travelling</td>
</tr>
<tr>
<td></td>
<td>Walking away from group</td>
<td>Hitting/kicking/pushing students and/or staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical conflict with others</td>
</tr>
<tr>
<td>Bus Duty/Travel Routines</td>
<td>Refuses to sit with class group</td>
<td>Hitting/kicking/pushing students and/or staff</td>
</tr>
<tr>
<td></td>
<td>Inappropriate language</td>
<td>Leaving school grounds without permission</td>
</tr>
<tr>
<td></td>
<td>Unsafe practise whilst getting on bus</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Unsafe helping of buddy in school</td>
<td></td>
</tr>
</tbody>
</table>
Continuum of Procedures for Managing Challenging Behaviours

Classroom

- Behaviour Ignored
- Re-direct to activity
- Repeat clear directions
- Reinforce expected positive behaviours
- High success/micro activity
- Use/increase pictorial/gestural cues
- Restate rule/expected positive behaviour
- Give specific step-by-step directions
- Give time for cognitive processing
- Provide choices
- Shadow student
- Quiet Time (student removed from activity until student demonstrates expected behaviour)
- Removal/reprogramming of desired activity/event
- Chill out/Time out in buddy class
- Peers removed from classroom
- PIR - 5 minute increments up to 15 minutes - Behaviour Reflection Sheet completed
- Reduced participation in activity where the unacceptable behaviour is displayed (remove trigger)
- Behaviour discussed with parent/carer
- Classroom Level Support Plan completed by Teacher

Level 1 Support

- Incident Report completed and data entered onto ONESCHOOL
- Student to be presented at Student Welfare meeting by class teacher
- Student behaviour to be discussed at Student Welfare Meeting and behaviour data reviewed
- Individual Student Risk Assessment and Risk Reduction Plan completed
- Student Management Plan (Inclusive of positive handling Strategies) completed (as appropriate)
- ADMIN staff liaise with parent to discuss and endorse plans
- ADMIN staff to train appropriate personnel in line with endorsed plans
- Data collected for Functional Behaviour Analysis
- Regular review by stakeholder group

Level 2 Support

- Administration staff to support strategies discussed and implemented in SWM
- Ongoing unacceptable behaviours may result in
- In-school suspension
- Suspension (implemented in line with Education Queensland policy SM-16 Student Disciplinary Absences)
- Recommendation for Exclusion (implemented in line with Education Queensland policy SM-16 Student Disciplinary Absences)
Consequences for Challenging Behaviours

Nambour Special School makes systematic efforts to prevent challenging student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When challenging behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to challenging behaviour are consistent and proportionate to the nature of the behaviour, while individualised for each student’s specific needs.

**Minor and major behaviours**

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

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

Minor behaviours are those that:

- are minor infringements 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 challenging behaviours
- do not require involvement of specialist support staff or Administration.

**Re-direction procedure**

The staff member takes the student aside and:

1. names the behaviour that student is displaying,
2. asks student to name expected school behaviour,
3. states and explains expected school behaviour if necessary
4. gives positive verbal acknowledgement for expected school behaviour.

Minor challenging behaviours may result in the following consequences:

- a minor consequence logically connected to the challenging behaviour, such as withdrawal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or a change in behaviour
- Minor behaviours are recorded directly onto ONESCHOOL by teaching staff

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

These may include, but are not limited to

- Repeated/ongoing minor incidents
- Verbal threats to students
- Verbal threats to staff
- Self-harm
- Unsafe conduct
- Physical conflict – student/student
- Physical conflict – student/staff

**Managing Major incidents**

If a major incident occurs in school, staff members managing the incident must

- Implement strategies identified in the **Student Management Plan** (if behaviour has been displayed previously)
- Contact Administration for assistance to ensure safety of all staff and students. Administration staff assist with the implementation of appropriate strategies to manage immediate action, safely.
• Possible strategies (post incident) may include
  - Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
  - Parent contact, referral to Guidance Officer
  - Referral to Student Welfare meeting to review Student Management Plan
  - Students who engage in very serious problem behaviours such as physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension.

• Staff member to complete Incident Report – All major incident data collated and reviewed at Student Welfare Meeting each week.

If students display major challenging behaviours for the first time, the following processes MUST be followed

• Class teacher presents student information at Student Welfare Meeting

• Individual Student Risk Assessment and Risk Reduction Plan completed

• Student Management Plan completed (as appropriate)

• Further training identified and delivered to relevant personnel

• ADMIN member to liaise with parents for endorsement and sign off

**The Positive Teaching Room**

The positive teaching room is a functionally appropriate and disability specific program that is implemented during a lunchtime session, which supports the school behaviour expectations. Administration staff supervise this program during the lunchtime session.

Students engage with this program if he/she is:

• Involved in continuous inappropriate behaviour choices after all proactive and low level consequences have been implemented (dependent upon the situation/individual student/IBSP)
• Disrupting class activities that impact on learning in the classroom
• Being involved in aggressive behaviours, both verbal and/or physical
• Bullying

  - Students may be referred to The Positive Teaching Room for 5 minute blocks up to a maximum of 15 minutes during lunchtime.
  - Students assisted to complete Behaviour Reflection Form (see Appendix) which is attached to the Incident Report.
  - Data entered onto ONEschool.
  - Should a student visit the PTR, class teacher will contact parent/carer either by phone or in the communication book.
  - If a student is referred to The Positive Teaching Room on a number of occasions, the data will be reviewed at a Student Welfare Meeting for discussion and implementation of appropriate support strategies.
Ensuring consistent responses to problem behaviour
At Nambour Special School staff members authorised to issue consequences for challenging behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to challenging behaviour across the school, as specific to individual students.

Students also receive training about how to respond when other students display challenging behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for challenging behaviour.

Emergency or critical incident responses
It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving challenging behaviour. TEAM TEACH training involves ‘refresher’ courses every 2 years. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe at all times.

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 challenging 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.

Positive Handling
Staff may use positive handling techniques (physical intervention), involving the manual restriction of a student’s movement for reasons of safety in cases where a student is:

- behaving in a manner that is potentially injurious to themselves or others, or
- to prevent serious property damage.

It is used only as an immediate or emergency response or as part of a Student Individual Management Plan, including prevention of self-harming behaviours.

Students who may require Positive Handling by staff members fall under two categories

1. Students displaying unsafe behaviours for the first time

Strategies implemented for students who display unsafe behaviours for the first time include

i) Staff to dynamically risk assess (at the time of the behavior) the situation and intervene to ensure the safety of students and staff. The intervention must consider the following questions

What intervention is reasonable for the behavior that is being displayed?
What intervention is necessary to ensure the safety of all students and staff members?
What intervention is proportionate to the behavior being displayed?

ii) If staff members are required to utilize TEAM TEACH positive handling techniques when managing the situation, the following documents must be completed

Incident Report – Positive Handling – completed by Teacher involved
Incident Report – Positive Handling (parent/carer information) – completed by member of ADMIN

iii) Class teacher must present to the Student Welfare Meeting to complete the following documentation
Individual Risk Assessment and Risk Reduction Plan

Student Management Plan (to be endorsed by ADMIN, class teacher and parents)

2. Students displaying unsafe behaviours that have been displayed on previous occasions.
   
i) Strategies from the following plans to be implemented

Student Classroom Level Support Plan

Student Management Plan

ii) Documentation after an unsafe incident, requiring positive handling must include

Incident Report – Positive Handling

Incident Report – Positive Handling (Parent/Carer) – to be scanned, copied and sent home to parents

It is important that all staff understand:

- Positive handling is not used as a form of punishment
- Positive handling is implemented when other, less invasive strategies have been exhausted, or if students or staff are in immediate danger

Any Positive Handling technique must

- be reasonable for the behaviour being displayed
- be proportionate to the behaviour being displayed
- be necessary for the behaviour being displayed
- be the minimum force needed to achieve the desired result
- takes into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of positive handling must be formally documented. The following records must be maintained:

- Incident report – Positive Handling
- Incident Report – Positive Handling (Parent/carer)
- Incident entered onto ONESCHOOL with relevant documents uploaded
- Health and Safety incident record (link)

Network of student Support

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

- Parents
- Teachers
- Support Staff
- Administration staff
- Guidance Officer
- Senior Guidance Officer
- School Chaplain

Support is also available through the following government and community agencies:

- Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police

Consideration of individual circumstances
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.
Nambour 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 and equitable sanctions.
• Recognising the rights of all students to:
  o Express opinions in an appropriate manner and at the appropriate time
  o Work and learn in a safe environment
  o Receive adjustments appropriate to their learning and/or impairment needs.

DISABILITY CONSIDERATION (including SUSPENSION AND/OR EXCLUSION):
All situations will be evaluated and reviewed on an individual basis, specifically considering the student’s disability and the impacting circumstances connected to any incident. Before a decision is reached over any incident, other setting events/factors including the social context; the socio-cultural and emotional wellbeing of the student will be acknowledged and considered.
Consistency will be in responding to the behaviour, but not necessarily in the nature of the response.

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 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009

Related Policies
• SMS-PR-021: Safe, Supportive and Disciplined School Environment
• CRP-PR-009: Inclusive Education
• SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
• SMS-PR-022: Student Dress Code
• SMS-PR-012: Student Protection
• SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
• GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
• ICT-PR-004: Using the Department’s Corporate ICT Network
• IFM-PR-010: Managing Electronic Identities and Identity Management
• SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

11. Some related resources
• Bullying. No Way!
- School-wide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal

P&C President or Chair, School Council

Regional Executive Director or Executive Director (Schools)

Effective Date: 1st January 2016 – 31st December 2018
Appendices
Nambour Special School Student Management Flowchart
Student Management Flowchart

- As for green/yellow zone+
  - Student Management Plan (positive handling)
  - Incident Reports – positive handling
  - Review of existing plans.

- As for green zone +
  - Student Welfare Meeting
  - Student Support Plan
  - Individual Risk Assessment and Risk Reduction Plan
  - Major incidents reported via behaviour incident form to Admin

  Check In systems; Parental Contact; Withdrawal; PTR; Buddy Class etc.

- Individual Student Support Plan (ISSP)
- Minor Incidents (OneSchool)
- Classroom level Student Support Plan

CALM, relationships with students/families, establishing rules, procedures and routines, consequences and rewards, engaging and differentiated curriculum, explicit teaching of pro-social skills and behaviours, targeted behaviour management and allocation of classroom resources

  + Proactive, de-escalation strategies include: Redirection; Rule reminders; Explicit Reteaching; Social Story/skilling; Choices & Consequences – Stop, Think, Choose, Do; Planned ignoring; Warning Systems; Negotiated Schedules/Workloads; Loss of free time or miss out on preferred activity; note in Communication Books.
Incident Management Flowchart
Incident occurs

Level 1 Incident

Staff intervention
1. Intervention by staff member involved. Follow through with consequences/management strategies
2. Inform parents/carers of level 1 incidents (class teacher to advise)
3. Follow Responsible Behaviour Plan
4. Review Individual Student Support Plan and relevant documents
5. Liaise with colleagues for professional dialogue – previous teachers/support staff
6. Implement identified strategies
7. Monitor improvements

Incident resolved
No further action required
Incidents/behaviour continues

Level 2 Incident

Staff member to complete Incident report (see attached) and class teacher to inform parent/carer (phone or comm book)
Incident entered onto ONESCHOOL (HOC)

Staff to arrange time for a discussion about the incident with ADMIN – within 24 hours

Review Individual Student Support Plan

Incident to be discussed at Student Welfare Meeting (SWM) – ADMIN Team, GD, Chaplain, School Nurse, Teaching Staff

Further follow up by ADMIN – as required

On-going monitoring by ADMIN as required

Possible Referral Pathways
- CYMHS
- AVT’s
- EVOLVE
- SCAN Team
- DSQ
- Behaviour Support
- GO
- Child Safety (SP4)
Incident Report
Nambour Special School
Incident Report *(Please give to Office)*

Student/s: ___________________________  Date: ______  Reported by: ___________________________

<table>
<thead>
<tr>
<th>Location</th>
<th>Time:</th>
<th>Behaviour category</th>
<th>Witnesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Bike Track</td>
<td>☐ After School: Bus Stop</td>
<td>☐ Non-compliance</td>
<td>Staff:</td>
</tr>
<tr>
<td>☐ Bus Stop</td>
<td>☐ Afternoon Session</td>
<td>☐ Disruptive</td>
<td></td>
</tr>
<tr>
<td>☐ Classroom</td>
<td>☐ Before School</td>
<td>☐ Aggressive verbal</td>
<td></td>
</tr>
<tr>
<td>☐ Community</td>
<td>☐ First break</td>
<td>☐ Aggressive physical</td>
<td></td>
</tr>
<tr>
<td>☐ F Block P/G</td>
<td>☐ Lunchbreak</td>
<td>☐ Bullying/teasing</td>
<td></td>
</tr>
<tr>
<td>☐ G Block</td>
<td>☐ Middle Session</td>
<td>☐ Property misconduct</td>
<td></td>
</tr>
<tr>
<td>☐ Oval</td>
<td>☐ Morning Session</td>
<td>☐ Threats</td>
<td></td>
</tr>
<tr>
<td>☐ SHED</td>
<td></td>
<td>☐ Other: __________</td>
<td></td>
</tr>
<tr>
<td>☐ Western P/G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ A Block</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Work Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Behaviour Incident: *(Include antecedents, behaviours and consequences)*

A Antecedents *(What happened before the incident)*

____________________________________________________________________________________

____________________________________________________________________________________

B Behaviour *(Describe the behaviour)*

____________________________________________________________________________________

____________________________________________________________________________________

C Consequence *(What happened as a result of the behaviour)*

____________________________________________________________________________________

____________________________________________________________________________________

Motivation for Behaviour  Strategies  Contact – Parent notified via

☐ Access adult attention  ☐ Distraction  ☐ Communication book
☐ Access peer attention  ☐ Choices/Limits/consequences  ☐ Phone call
☐ Access desired object  ☐ Negotiation  ☐ Meeting/interview
☐ Access activity/event  ☐ Withdrawal/’Chill Out’  ☐ Letter / Email
☐ Access sensory stimulation  ☐ Planned ignoring  ☐ Fax
☐ Avoid adult attention  ☐ Sensory intervention  ☐ Informal meeting
☐ Avoid peer attention  ☐ Stop – Think - Do  ☐ Other: __________________________
☐ Avoid instructional tasks  ☐ Natural consequence  Follow up contact (if applicable)
☐ Avoid activity/event  ☐ Buddy class  Date: __________
☐ Avoid sensory stimulation  ☐ Restorative Justice
☐ Don’t know  ☐ PTR (5, 10, 15, 20mins)
  ☐ Other: __________________________
  ☐ DP/Principal

Staff signature: ___________________________  *(Information will be entered by HOC on to OneSchool)*
Classroom Level Support Plan
Individual Student Risk Assessment and Risk Reduction Plan
Individual Student Risk Assessment and Reduction Plan

Name: 
Diagnosis: 

Date: 
Review date: 

Risk Assessment completed by: 
Other staff involved in risk assessment: 

Reason for Risk Assessment:
☐ prior to admission/re-admission
☐ in response to staff concerns – Student Welfare Meeting (SWM)
☐ following a series of incidents
☐ following a major incident

Potential Hazards Analysis
(if a score of more than 5 is reached for any behaviour/hazard, a risk reduction plan is required)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Behaviour/ Hazard</th>
<th>Seriousness of outcomes (A)</th>
<th>Probability of Hazard (B)</th>
<th>Severity risk score (A x B)</th>
<th>Risk reduction plan needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-hourly</td>
<td></td>
<td>1 – trivial injury/illness to 5 - fatality</td>
<td>1 – improbable to 5 – almost certain</td>
<td>Maximum score = 25</td>
<td>(if 'yes' complete Risk Reduction Plan)</td>
</tr>
<tr>
<td>D-daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W-weekly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M-monthly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggression towards peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggression towards staff/ adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impulsive dangerous behaviours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-harm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Damage to property</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harm from absconding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the risk score is 5 or less:

- file the risk assessment in the student file
- create a classroom level Student Support Plan
<table>
<thead>
<tr>
<th>Likelihood</th>
<th>1 Insignificant</th>
<th>2 Minor</th>
<th>3 Moderate</th>
<th>4 Major</th>
<th>5 Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Almost Certain</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>Extreme</td>
<td>Extreme</td>
</tr>
<tr>
<td>4 Likely</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Extreme</td>
</tr>
<tr>
<td>3 Possible</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>2 Unlikely</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>1 Rare</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Indicate the assessed risk level and undertake the actions required for that level of risk.

<table>
<thead>
<tr>
<th>Inherent Risk Level</th>
<th>Action Required / Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Manage through regular planning processes - ESCM, SWPBS</td>
</tr>
<tr>
<td></td>
<td>Classroom level Student Support Plan</td>
</tr>
<tr>
<td>Medium</td>
<td>Student Welfare Meeting</td>
</tr>
<tr>
<td></td>
<td>Behaviour Support Plan</td>
</tr>
<tr>
<td></td>
<td>Individual Student Risk Assessment and Reduction Plan</td>
</tr>
<tr>
<td>High</td>
<td>Student Welfare Team / Team-Teach Team</td>
</tr>
<tr>
<td></td>
<td>Individual Student Risk Assessment and Reduction Plan</td>
</tr>
<tr>
<td></td>
<td>EQ Behaviour Team</td>
</tr>
<tr>
<td></td>
<td>Student Management Plan</td>
</tr>
<tr>
<td></td>
<td>Parent/carer</td>
</tr>
<tr>
<td></td>
<td>Inter-agency</td>
</tr>
<tr>
<td>Extreme</td>
<td>Team-Teach/Admin Team</td>
</tr>
<tr>
<td></td>
<td>Individual Student Risk Assessment and Reduction Plan</td>
</tr>
<tr>
<td></td>
<td>Principal approval of all plans/activities/interventions</td>
</tr>
<tr>
<td></td>
<td>SGO/PEOSS/EQ Behaviour Team</td>
</tr>
<tr>
<td></td>
<td>Parent/carer</td>
</tr>
<tr>
<td></td>
<td>Inter-agency</td>
</tr>
</tbody>
</table>
## Risk Reduction Plan

(This plan is only to completed in conjunction with the Student Welfare Team)

<table>
<thead>
<tr>
<th>Triggers/function of behaviour</th>
<th>Flash points/high risk situations</th>
<th>Adults towards whom behaviour is most likely to be exhibited</th>
<th>Peers to whom behaviour is most likely to be exhibited</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ frustration</td>
<td>☐ arrival at school</td>
<td>☐ all staff</td>
<td>☐ all peers</td>
</tr>
<tr>
<td>☐ conflict with adults</td>
<td>☐ change in routine</td>
<td>☐ familiar staff</td>
<td>☐ male peers</td>
</tr>
<tr>
<td>☐ conflict with peers</td>
<td>☐ non-preferred lessons</td>
<td>☐ unfamiliar staff</td>
<td>☐ female peers</td>
</tr>
<tr>
<td>☐ anxiety</td>
<td>☐ persistent and continuous</td>
<td>☐ specific staff</td>
<td>☐ younger peers</td>
</tr>
<tr>
<td>☐ change to routine</td>
<td>☐ home/school transport</td>
<td>☐ women</td>
<td>☐ older peers</td>
</tr>
<tr>
<td>☐ learned behaviour</td>
<td>☐ moving/transitioning between lessons</td>
<td>☐ men</td>
<td>☐ peers with a physical disability</td>
</tr>
<tr>
<td>☐ supply/relief staff</td>
<td>☐ moving/transitioning around school</td>
<td>☐ visitors</td>
<td>☐ others:</td>
</tr>
<tr>
<td>☐ choice required</td>
<td>☐ out of school activities</td>
<td>☐ members of the public</td>
<td></td>
</tr>
<tr>
<td>☐ possible psychiatric/psychological difficulties/episode</td>
<td>☐ risk of absconding</td>
<td>☐ other:</td>
<td></td>
</tr>
<tr>
<td>☐ response to environmental change</td>
<td>☐ lunchtimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ gender issues</td>
<td>☐ morning session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ ego defence</td>
<td>☐ middle session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ response to consequence</td>
<td>☐ afternoon session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ substance abuse</td>
<td>☐ non-contact lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ control issues</td>
<td>☐ other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ unstructured time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ access an item/activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk Reduction - Proactive Intervention</td>
<td>Risk Reduction – Developing Intervention</td>
<td>Risk Reduction – Reactive Interventions</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>☐ 2:1 staffing support – Team-Teach trained</td>
<td>☐ calm space available</td>
<td>☐ Team-Teach positive handling by trained staff</td>
<td></td>
</tr>
<tr>
<td>☐ 1:1 staff support – Team-Teach trained</td>
<td>☐ referral to Student Welfare team</td>
<td>☐ removal of staff</td>
<td></td>
</tr>
<tr>
<td>☐ additional staff training</td>
<td>☐ increased supervision</td>
<td>☐ removal of peer group</td>
<td></td>
</tr>
<tr>
<td>☐ Team-Teach trained staff with group at all times</td>
<td>☐ removal of staff</td>
<td>☐ give clear and positive direction</td>
<td></td>
</tr>
<tr>
<td>☐ Team-Teach trained staff with student at all times</td>
<td>☐ removal of peers</td>
<td>☐ allow to leave</td>
<td></td>
</tr>
<tr>
<td>☐ additional teacher aide support in particular lessons</td>
<td>☐ allow to leave</td>
<td>☐ remove objects</td>
<td></td>
</tr>
<tr>
<td>☐ additional teacher aide support in class</td>
<td>☐ steer away</td>
<td>☐ help protocol</td>
<td></td>
</tr>
<tr>
<td>☐ individual timetable</td>
<td>☐ planned ignoring</td>
<td>☐ single elbow</td>
<td></td>
</tr>
<tr>
<td>☐ restriction of out-of-school visits</td>
<td>☐ distraction</td>
<td>☐ standing T-wrap</td>
<td></td>
</tr>
<tr>
<td>☐ restriction of school-based activities</td>
<td>☐ specified withdrawal</td>
<td>☐ figure of four</td>
<td></td>
</tr>
<tr>
<td>☐ restricted access to vehicles</td>
<td>☐ verbal advice and support</td>
<td>☐ double elbow</td>
<td></td>
</tr>
<tr>
<td>☐ communication with home before/after school</td>
<td>☐ negotiation</td>
<td>☐ removal of student to alternate location</td>
<td></td>
</tr>
<tr>
<td>☐ special seating arrangements</td>
<td>☐ state boundaries</td>
<td>☐ T-wrap to chairs</td>
<td></td>
</tr>
<tr>
<td>☐ special arrangements on arrival/at end of day</td>
<td>☐ state consequences</td>
<td>☐ graded hold to chair</td>
<td></td>
</tr>
<tr>
<td>☐ restricted access to equipment</td>
<td></td>
<td>☐ replacement of staff</td>
<td></td>
</tr>
<tr>
<td>☐ limited group size</td>
<td></td>
<td>☐ confine to area</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ parental involvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ graded holding to kneeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ T-wrap to kneeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ police involvement</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation of reduction in risk:**

The above risk management plan would reduce the maximum risk to:

<table>
<thead>
<tr>
<th>Seriousness of Outcome:</th>
<th>Probability of Hazard:</th>
<th>Severity Risk Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parents/carers/professionals acknowledgement:

- I have read the Risk Reduction Plan
- I understand the strategies used to reduce the risk and maintain a safe and supportive school environment.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/carer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Management Plan
**Student Management Plan (inclusive of Positive Handling Strategies)**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Review date:</td>
<td></td>
</tr>
</tbody>
</table>

**Trigger behaviours:** (describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

**Description of Behaviour:** (describe what the behaviour looks/sounds like)

**Preferred Supportive Strategies (CALM strategies)** (describe strategies that, where and whenever possible, should be attempted before positive handling techniques are used)

<table>
<thead>
<tr>
<th>Techniques</th>
<th>✅ use or ❌ not use</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>visual/verbal advice and support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reassurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALM talking/stance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time out-offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>choices/limits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consequences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>distraction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned ignoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take up/processing time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>negotiation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>contingent touch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time out-directed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>transfer adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>success reminder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>humour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If 2 or more staff are required, Admin will be involved.*
**Preferred Handling Strategies:** Minimum of 2 staff

- [ ] double elbow
- [ ] figure of four
- [ ] T-wrap
- [ ] half shield

- [ ] standing
- [ ] sitting
- [ ] kneeling
- [ ] ground

**Brief description of risk reduction strategies or Positive Handling:**

**Staff trained:**

**Date:**

**De-briefing process following incident** (where is best place, what works well etc):

**Any further recording required:**

- [ ] Incident Report: Positive Handling (Admin to complete)
- [ ] Accident Form/WHS form
- [ ] Incident Report: OneSchool (class teacher to complete)

**Parent/Carer/Professional Acknowledgement of Plan:**

- I have read the Student Support Plan
- I understand the strategies used to reduce the risk, manage an incident, and maintain a safe and supportive school environment.

<table>
<thead>
<tr>
<th>Parent</th>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incident Report – Positive Handling
# Incident Report – Positive Handling

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff member reporting:</td>
<td>Staff involved:</td>
</tr>
</tbody>
</table>

**Reason for Positive Handling:**
- [ ] to avert an immediate danger of personal injury to the student
- [ ] to avert an immediate danger of injury to another student or staff member
- [ ] to avoid serious damage
- [ ] to prevent conduct that is prejudicial to the good order of the group

<table>
<thead>
<tr>
<th>Location of initial problem:</th>
<th>Staff and context of initial problem:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location of Positive Handling:</th>
<th>Duration of Positive Handling:</th>
</tr>
</thead>
</table>

**De-escalation techniques used prior to Positive Handling:**
- [ ] verbal advice/support
- [ ] CALM talking/stance
- [ ] distraction
- [ ] choices/limits/consequences
- [ ] negotiation
- [ ] success reminder
- [ ] planned ignoring
- [ ] reassurance
- [ ] humour
- [ ] take up/processing time
- [ ] withdrawal offered
- [ ] withdrawal directed
- [ ] transfer adult
- [ ] contingent touch
- [ ] other:

**Team-Teach Positive Handling Techniques Employed:**
<table>
<thead>
<tr>
<th><strong>Number of staff involved:</strong></th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single elbow</td>
<td></td>
</tr>
<tr>
<td>Double elbow</td>
<td></td>
</tr>
<tr>
<td>T-wrap</td>
<td></td>
</tr>
<tr>
<td>Figure of four</td>
<td></td>
</tr>
<tr>
<td>Half shield</td>
<td></td>
</tr>
</tbody>
</table>

**Brief description of the positive handling:**

**Witness to incident:**

- **Staff:**

- **Other:**

**Details of any injury:**

- **Staff/student/both**
  - **Medical treatment:** yes/no

**Details:**

**WHS incident form:** yes/no

**Student Body Map:** yes/no

**Details:**

**Notifying Procedures:**

- **Incident Reported by:**

- **Incident Reported to:**

**Parent/carer informed:**

**Signature of report compiler:**

**Signature of other staff involved:**

**Post Incident De-brief – Student**

- **Location:**

- **Staff present:**

- **Student response/comment:**

- **Behaviour Management Plan Implemented:** yes

**Reviewed:** yes/no  **Date:**
<table>
<thead>
<tr>
<th>Post-Incident De-brief – Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Staff Present:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Training needs identified:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Admin comments:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Incident Report – Positive Handling (parent/carer)
## Incident Report – Positive Handling (Parent/Carer Information)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff member reporting:</td>
<td>Staff involved:</td>
</tr>
</tbody>
</table>

### Reason for Positive Handling:
- [ ] to avert an immediate danger of personal injury to the student
- [ ] to avert an immediate danger of injury to another student or staff member
- [ ] to avoid serious damage
- [ ] to prevent conduct that is prejudicial to the good order of the group

### Location of initial problem: | Staff and context of initial problem:

### Location of Positive Handling: | Duration of Positive Handling:

### De-escalation techniques used prior to Positive Handling:
- [ ] verbal advice/support
- [ ] CALM talking/stance
- [ ] distraction
- [ ] choices/limits/consequences
- [ ] negotiation
- [ ] success reminder
- [ ] planned ignoring
- [ ] reassurance
- [ ] humour
- [ ] take up/processing time
- [ ] withdrawal offered
- [ ] withdrawal directed
- [ ] transfer adult
- [ ] contingent touch
- [ ] other:

### Team-Teach Positive Handling Techniques Employed:
- Number of staff involved:
  - [ ] single elbow
  - [ ] double elbow
  - [ ] t-wrap
  - [ ] figure of four
  - [ ] half shield
  - [ ] standing ☐ sitting ☐ kneeling ☐ ground

### Contact:
- Who: ☑ parent ☐ carer ☐ other _________

### Staff Signature:

### Date:
The Use of Personal Technology Devices at School
The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices must be handed in to the Administration Office on arrival at school and collected at 2.30pm.

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

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

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

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

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

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to 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 the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

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.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

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* Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Procedure for managing students who bring a knife to school
Procedure for managing students who bring a knife to school

WORKING TOGETHER TO KEEP NAMBOUR SPECIAL SCHOOL SAFE

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

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

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

What kinds of knife are banned?

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

Nambour Special School Administration will take tough action against a student who brings a knife to school.

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

How can parents help to keep Nambour Special School safe?

• Make sure your child knows what the laws and rules are about knives.
• Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft
kits.
• Contact your school principal if you believe your child is being bullied or threatened at school.
• If you want to talk about students and knives at school, please contact Richard Fisher on 5444 9333
Procedures for Preventing and Responding to incidents of Bullying (including cyberbullying)
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose
1. Nambour Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   • achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   • raising achievement and attendance
   • promoting equality and diversity and
   • ensuring the safety and well-being of all members of the school community.

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

3. Bullying behaviours that will not be tolerated at Nambour 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, graffiti, excluding people from groups, and spreading hurtful and untruthful rumours.

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

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

7. The anti-bullying procedures at Nambour Special School are an addition to our already research-validated 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**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our 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 nonclassroom 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 nonclassroom areas of the school.
   - A high level of quality active supervision is a permanent staff routine in the nonclassroom 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 nonclassroom areas.

9. 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.

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

11. Nambour Special School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Student Behaviour Reflection Sheet
1. What did you do?


2. What rule have you broken?


3. What should you have done?


4. Doing that would have been ........?


5. What will you do next time?


