Rockhampton Special School

**Responsible Behaviour Plan for Students**

based on *The Code of School Behaviour*

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**Rationale**

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Rockhampton Special School is a co-educational P – 12 state school committed to working in partnership with parents, caregivers and the wider community to achieve the best possible outcomes for our students so that they can reach their full potential in society.

Our purpose is to deliver an educational curriculum that provides opportunities for students to develop skills and knowledge that will empower them to live a rich, quality lifestyle within a diverse community. In addition to academic, communication and mobility skills, we assist our students in developing appropriate behaviours so that they can mix socially and behave appropriately with other people in the community.

Our vision encompasses the belief that students are able to learn in a variety of environments including at school and in the community.

To do this we are building a learning environment that is a happy and caring place to be, for both staff and students. This means that all members of the school community are required to behave in an acceptable manner so all students have the opportunity to learn and play safely without interference, enabling staff the opportunity of providing stimulating learning experiences.

As reflected in the Explicit School Improvement Agenda, a key priority for Rockhampton Special School is to continue to implement School Wide Positive Behaviour Support (SWPBS) within the school. This is currently being implemented through having a clear set of expectations being explicitly taught from data to inform teaching practices and through the promotion of positive behaviour as a whole school community approach resulting in a positive learning environment for all.

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**School beliefs about behaviour and learning**

Our Behaviour Plan for students is governed by a series of guiding principles.

1. This is a non-violent school. We believe that physical or verbal violence is an unacceptable way to resolve problems and difficulties.
2. Behaviour is essentially an act of communication – when we behave in a certain way, we communicate something that may or may not have been the intended message.
3. Behaviour is generally an act of choice – it results from the choices we make.
4. We believe children learn appropriate and inappropriate behaviours. Our purpose is teaching and learning appropriate behaviours. The purpose for responding to inappropriate behaviour is so that learning can occur. If a positive change in behaviour does not result from a particular response, then the response needs to be changed.
5. There is a context of respect and fair process for all members of the school community.
6. There is a focus on restorative justice rather than punitive justice. This means that the focus is on repairing the harm caused to relationships by the inappropriate behaviour. Punishment is unexpected and beyond a student’s control whereas, consequences of behaviour should be explained to the student. The student who then chooses the inappropriate behaviour also chooses the consequences. A student who is punished is likely to feel resentful and angry and will often seek revenge. A student who knows the consequences of the behaviour they choose is likely to feel angry with themselves for making an inappropriate choice. Knowing the consequences of behaviour will increase a
student’s feeling of being in control of what happens to them – their locus of control. Punishment decreases their locus of control (*separate the deed from the doer!*)

7. When providing consequences to inappropriate behaviour it is the certainty of the consequence not the severity that will change the behaviour. Students should be involved in the development of rules and consequences.

8. Responding consistently to appropriate behaviour is as important as responding to inappropriate behaviour. At every opportunity staff will encourage appropriate behaviour (and approximations) with, visual cues and prompts, personal praise, rewards, and public acknowledgement and awards.

9. Because we are aiming at certainty and consistency we value our partnership with parents and caregivers so that the student experiences consistency of consequences at home and at school.

10. In shaping behaviour we emphasize the effort a student is making to modify their behaviour rather than the standard of their behaviour.

REMEMBER: You can’t change somebody else’s behaviour.
You can only change your response to it.

**Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

To achieve positive behaviours, staff members actively teach social competencies and skills. Active teaching of specific behaviours sustained by the modelling of desirable competencies is the underlying structure. All staff in all settings promote the development of positive behaviours.

**Whole-school behaviour support**

As a school we

- Develop an understanding of individual student history and needs and how this impacts on learning.
- Develop units of work around student interests that are age appropriate and connected to their world.
- Model the behaviours we expect to observe in others.
- Establish rules and consequences.
- Reinforce the behaviours we want students to maintain.
- As well as verbally prompting, visually cue and prompt appropriate behaviours with Widget (Writing With Symbols) based symbols, gestures and with signing.
- Maintain consistent and regular communication between school and home in regards to behaviour expectations
- Speak to others in a positive and respectful way even when we consider behaviours to be unacceptable
- Develop and implement a range of proactive and preventative strategies to meet the needs of individuals
- Utilise specialist staff
- Fade reinforcers as appropriate
- Establish behaviour charts that visually remind students of their targets
- Staff members take an interest in each student’s pastoral needs and develop a positive rapport with them.
- Familiarize ourselves with the code of school behaviour policy and the School’s Responsible Behaviour Plan for Students and these principles outlined will be reflected in our conduct
- Develop risk assessments that address management strategies for individual and program concerns
- Apply strategies across all school environments
- Offer Professional Development in areas such as Professional Assault Response Training (and updates), Functional Behaviour Assessments, Classroom profiling, Microskills, etc.
- Take into account individual circumstances and actions of students when responding to inappropriate behaviour.
**Targeted behaviour support**

Each student has an Individual Education Plan (IEP), which identifies educational goals appropriate to individual needs. The IEP goals assist students to develop skills needed to benefit from the school’s curriculum. IEPs may outline goals aimed at developing social competence and positive social behaviours.

Strategies that might be used to support student’s needs at the Rockhampton Special School include the following:

- Staff communication sends positive and productive messages
- Behaviour Support Plans developed, implemented and reviewed by teachers and implemented across the school by all staff
- Develop reinforcement charts
- Use reinforcement inventories
- Where appropriate, students evaluate their own performance on a daily basis and record their behaviours in a behaviour log.
- Use Functional Behaviour Assessment
- Provide alternative programs that meet individual students’ needs
- Include Visual Cues to support plans
- Support students by valuing their diverse backgrounds
- Identify the social skills involved in a variety of contexts and teach and reinforce these to the students
- Teach, display and reinforce class rules and consequences on a daily basis until this can be faded
- Communicate with parents/carers how the student is progressing
- All staff consistently follow plans
- Teach students to identify individual responses to stress and teach appropriate strategies to manage this stress
- Identify desired behaviour and acknowledge effort and improvement
- Reinforce and promote behaviours we want rather than focusing on behaviours we don’t want (rules phrased positively, acknowledge behaviour we want and redirect behaviour we don’t)
- Hold regular classroom discussions about how students feel about school behaviour. Identify and discuss issues raised by students. As a class put plans into place to remediate these issues.

**Intensive behaviour support**

If a student is identified as exhibiting a high rate of challenging behaviours, a Complex Case Management Team is created. Complex Case Management involves core stakeholders assisting the school to create plans and to implement strategies to differentiate with our behaviour curriculum. Students may also have an Individual Behaviour Support Plan and/or Individual Risk Management Plan developed to inform staff of individual strategies. This plan outlines an approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the plan brings together parents, teachers, school administration staff, any associated service providers and the student (where appropriate) to consider the student’s current level of performance and to determine needs and priorities. It promotes:

- Shared responsibility
- Consensus about behavioural and educational goals of the student
- Focus on a small number of key behaviours
- Collective accountability for outcomes
- Opportunity for communication.

Best practice focuses on non-aversive behaviour management strategies to effect change in behaviour and, in our school, will include the following:

- Primary plans are written collaboratively for students with high behavioural needs involving all stake holders.
- Staff will communicate expectations of primary plans for individuals to all other relevant staff.
- Back up plans will be written targeting an individual’s behaviour needs specific to ‘other” situations, e.g., excursions, supply staff, hydro, playground, etc
- Behaviour plans will be supported with visual cuing.
- Include provision for students to self manage through time out, playing cards, quiet time, taking a break, time spent with an adult.
- Staff will maintain positive and assertive communication at all times (provide options, say what behaviour is wanted rather than what is not, express logical and known consequences, acknowledge any approximation of appropriate behaviour)
- Redirect students to de-escalate crisis while ignoring secondary behaviours.
- Consequences are to be immediate, when the child is back to baseline, and not revisited
- In the behaviour support plan, approaches are developed to address targeted behaviours. Identify social skills required, teach them and revise regularly.
- Based on a legal model for restraint a plan will be developed to ensure safety of all when working with a student who exhibits dangerous behaviour. This plan will outline staff response ensuring it matches guidelines for reasonable force.

**Consequences for unacceptable behaviour**

This process follows a cycle of assessing, (including the development of a Behaviour Support Plan or Risk Management Plan where necessary).

<table>
<thead>
<tr>
<th>Assessment of student needs and behaviour</th>
<th>Teacher responses based on meeting student needs and identifying the teaching and learning that must occur for behaviour change.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• In designing consequences for inappropriate behaviour, staff members consider the student’s intellectual ability to understand the behaviour and the associated consequence.</td>
</tr>
<tr>
<td></td>
<td>• Staff focus on the purpose of the behaviour and ensure communication is aimed at meeting this need rather than attending to the behaviour itself.</td>
</tr>
<tr>
<td></td>
<td>• Staff members consider the antecedents and consequences of the behaviour that may contribute to the behaviour.</td>
</tr>
<tr>
<td></td>
<td>• The relevance and quality of the school's curriculum, pedagogy, interpersonal relationships, and organization directly influence behaviours, opportunities, and learning outcomes for students.</td>
</tr>
<tr>
<td></td>
<td>• Effectively supporting student behaviour requires a range of provisions from positive preventative action for all students through to intensive intervention for disruptive, alienated, or troubled individuals or groups.</td>
</tr>
<tr>
<td></td>
<td>• Through the Individual Educational Plan (IEP) process, parents/caregivers and teachers are able to target socially significant behaviours related to the curriculum principles of functionality and chronological age appropriateness. This process deals with taking baseline data, setting a small number of measurable and achievable short and long term goals, collecting formative data during instruction and making instructional changes based on data.</td>
</tr>
</tbody>
</table>

The School Wide Positive Behaviour Support Committee has created a matrix for All School Settings Minor and Major Consequences (see below). The matrix aligns with the School Wide Positive Behaviour Support Expectations table (Appendix 7).

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Minor Behaviours</th>
<th>Minor Consequences</th>
<th>Major Behaviours</th>
<th>Major Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Responsible</td>
<td>* Not following class procedure/ routine</td>
<td>* Individual conference with student to reinforce expectations</td>
<td>* Continually threatening adults and or others</td>
<td>* Loss of privileges</td>
</tr>
<tr>
<td></td>
<td>* Refusing to follow instructions, defiance</td>
<td>* Reminder of classroom rules</td>
<td>* Extreme continual class disruption</td>
<td>* Parents informed or interview</td>
</tr>
<tr>
<td></td>
<td>* Not completing work</td>
<td>* Detention (break time)</td>
<td>* Continually leaving the classroom without permission</td>
<td>* Behaviour monitoring card</td>
</tr>
<tr>
<td></td>
<td>* Disturbing others, not sitting still, interrupting learning of others, disruptive behaviour</td>
<td>* Calling out in</td>
<td>* Detention (after school)</td>
<td></td>
</tr>
</tbody>
</table>
Be Respectful

**I will look after my own and others belongings**
- Borrowing equipment and not returning it
- Taking others belongings without permission
- Rule reminder
- Apology
- Clean or repair property
- Wilfully destroying or damaging school property
- Destruction of other student property
- Vandalism
- Stealing

**I will keep my private parts covered**
- Flashing private body parts
- Touching own private body parts in a public place
- Rule reminder
- Individual conference with student
- Timeout
- Continually exposing private body parts
- Touching other people’s private body parts
- Continually touching own private body parts in a public place
- Parents informed/interview
- Possible Guidance Officer referral
- Withdrawal
- Action from Administration

**I will use ICT devices in a safe and responsible manner**
- Using obscene language
- Using internet chat and online email services unsupervised
- Using another student or staff member’s username or password to access the school network
- Restricted network access
- Rule reminder
- Individual conference with student
- Timeout
- Downloading, distributing or publishing offensive messages or pictures
- Using obscene or abusive language to harass, insult or attack others
- Violating copyright laws including plagiarism
- Purposefully damaging ICT equipment including computers, iPads, printers or any networked equipment
- Parents informed/interview
- Replacement of property
- Action from Administration
- Police informed
- Loss of network access

Be Safe

**I will wear my school uniform with pride**
- Uniform infringements
- Rule reminder
- Change into spare appropriate uniform
- Wearing offensive/inappropriate apparel
- Parents contacted
- Change into spare appropriate uniform
- Letter home

**I will always be kind and courteous to others**
- Swearing as a reaction
- Speaking rudely to others
- Saying unkind/hurtful comments
- Rule reminder
- Suggest alternative words and practice
- Timeout
- Withdrawal
- Apology
- Parents informed/interview
- Action from Administration

**I will follow sun safe practices**
- Not wearing a hat, sleeves and collar
- Rule reminder
- Spare hat to be worn
- Withdrawal from outdoor activities
- Continually not wearing a hat, sleeves and collar
- Letter home
- Parent interview

**I will stay within school grounds**
- Leaving the classroom
- Rule reminder
- Detention (Break times)
- Continually leaving the classroom
- Leaving the school grounds
- Action from Administration
- Detention (after school)
- Parent interview
- Behaviour Monitoring card
- Police informed
<table>
<thead>
<tr>
<th>I will follow appropriate road safety practices</th>
<th>* Walking across the road without following appropriate steps such as looking both ways etc. * Walking away from the group</th>
<th>* Rule Reminder * Practice using appropriate steps</th>
<th>* Running across the road or away from the group</th>
<th>* Action from Administration * Withdrawal from community access * Parent interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will keep my hands and feet to myself</td>
<td>* Not keeping hands and feet to self * Rough play</td>
<td>* Rule reminder * Individual conference with student * Apology * Separate from peers * Timeout</td>
<td>* Physically assaulting or harming another person * Punching, kicking with force, on purpose with intent</td>
<td>* Parents Informed * Action from Administration * Other students and staff taken away * Withdrawal * Lockdown</td>
</tr>
<tr>
<td>I will walk calmly around the school</td>
<td>* Running on paved/concrete surfaces</td>
<td>* Rule reminder * Practice walking * Individual conference with student</td>
<td>* Continually running on paved/concrete surfaces</td>
<td>* Practice walking during students own time</td>
</tr>
</tbody>
</table>

**Suspension**

In some cases where extreme major behaviours or ongoing breaches of the Responsible Behaviour Plan for students occur, suspension may occur.

**Suspension 1-5 Days**

A student may be suspended for up to 5 days for disobedience, misconduct, or other conduct that is prejudicial to the good order and management of the school.

**Suspension 6-20 Days**

A student may be suspended for longer than 5 school days, but no more than 20 school days if the Principal is satisfied that the behaviour is so serious that it warrants a suspension of longer than 5 days.

The Principal must co-ordinate an alternate education program for the suspended student. A student who has been suspended must attend a re-entry interview with parents / caregivers, in which re-entry conditions are agreed upon.

**Exclusion**

A student may be excluded from the school for disobedience, misconduct or other conduct prejudicial to the good order and management of the school. This sanction may be applied by the Principal when a student’s behaviour:-

- Endangers or places at risk the present and /or future safety of students
- Endangers or places at risk the present and /or future safety and welfare of staff
- Continues to be inflexible and other sanctions have proven ineffective
- Exhibits severity that a suspension is inadequate.

**The network of student support**

**Core Support Structures**

The school provides a number of support structures for students – eg School Staff, Guidance Officers, Therapists, inclusion programs and school planning teams.

**Extended Support Structures**

The school may access external support services including Advisory Visiting Teachers, Autism Queensland and Cerebral Palsy League. The school maintains networks and contacts with parent support groups, respite providers, Disability Services Queensland and Department of Child Safety.
Consideration of individual circumstances
When implementing any strategies to support student behaviour, whether whole school, targeted or intensive behaviour support or applying any consequence, the Principal and teachers will take into account factors such as students' age, cultural background, emotional state and the particular context.
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 will be considered at all times.

Related legislation
- 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 Regulation 1997
- Freedom of Information Act 1992

Related policies
- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SMS-PR-018: Information Sharing under Child Protection Act 1999
- SMS-PR-008: Family Law Matters Affecting State Educational Institutions
- SMS-PR-019: Mature Age Students
- SMS-PR-017: Enforcement of Compulsory Education Provisions
- SMS-PR-031: Flexible Arrangements
- SCM-PR-005: School Security
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
- HLS-PR-012: Curriculum Activity Risk Management
- GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions
- CRP-PR-005: Drug Education and Intervention in Schools
- HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions
- CMR-PR-001: Complaints Management
- LGS-PR-002: Freedom of Information
- SMS-PR-001: Publishing Student and Staff Information on School Web Sites
- IFM-PR-004: Managing Electronic Identities
- SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- SMS-PR-024: Internet - Student Usage
- WFR-PR-005: Code of Conduct
- SDV-PR-001: Employee Professional Development

Some related resources
- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
Appendix 1

The Use of Personal Technology Devices* at School
This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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

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

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

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be given to the Office when the student arrives at school, and picked up by the student from the Office at the end of the school 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 Rockhampton 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.
1. Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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.

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

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

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

**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, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*
Appendix 2

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

Purpose
Rockhampton Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Rockhampton 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.

Bullying behaviours that will not be tolerated at Rockhampton 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
- young carers or children in care.

At Rockhampton 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
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.

The anti-bullying procedures at Rockhampton 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**

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

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

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

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

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

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Rockhampton 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’.

Rockhampton 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.
Appendix 3

Rockhampton Special School
Behaviour Referral Form

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

School Expectation Category

| Be Safe | Be Respectful | Be Responsible |

Others involved in incident

| None | Peers | Staff | Other |
Incident Report

A. Name:                                                                 Date:

Person Completing Form:

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Time incident started</td>
</tr>
<tr>
<td>Time incident ended</td>
</tr>
</tbody>
</table>

Where was the student when the incident occurred?

Who was working with the student when the incident occurred?

Where was staff when the incident occurred?

Who was next to the student when the incident occurred?

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

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

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

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

Describe what the student did during the incident.

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

Describe who or what the incident was directed at.

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

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

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

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

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff

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

Questions for student

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

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
## Appendix 6

### School Wide Positive Behaviour Support Expectations

<table>
<thead>
<tr>
<th>SETTING</th>
<th>RESPONSIBLE</th>
<th>RESPECTFUL</th>
<th>SAFE</th>
</tr>
</thead>
</table>
| All Settings | - I will follow instructions  
- I understand that I am responsible for my own belongings  
- I will behave responsibly at all times  
- I will keep my hands and feet to myself  
- I will keep my private parts covered | - I will wear my school uniform with pride  
- I will respect all property  
- I will always be kind and courteous to others  
- I will respect the personal space of others | - I will follow sun safe practices  
- I will stay within the school grounds |
| School Arrival & Departure Procedures | - I will wait in the designated area  
- I will be responsible for my own belongings | - I will use appropriate social greetings | - I will follow appropriate road safety practices  
- I will walk safely with an adult to my vehicle |
| Office | - I will go directly to and from the office when asked to do so | - I use respectful language  
- I will wait my turn without interrupting  
- I will ask before borrowing equipment | - I will walk safely while in the office  
- I understand that equipment can be dangerous if touched |
| Classroom | - I will always try my best  
- I understand that I am responsible for my own belongings  
- I will be punctual and organised at all times  
- I will care for my classroom environment | - I will be respectful of the right to teach and learn in the classroom by:  
- waiting my turn  
- sharing  
- listening carefully  
- I will work quietly while in the classroom  
- I will respect the property of others | - I will use classroom equipment appropriately  
- I will walk at all times while moving around the classroom  
- I will sit properly on my chair  
- I understand that some chairs are only for staff  
- I will use ICT devices in a safe and responsible manner. |
| Toilets | - I understand that the toilet is not a play area  
- I use the toilet appropriately  
- I use the soap and toilet paper responsibly  
- I turn off the tap when finished  
- I return promptly to class  
- I report any damage or problems | - I respect the privacy of others  
- I flush the toilet when finished  
- I leave the toilet clean and tidy | - I wash my hands  
- I walk carefully  
- I leave my food, drink and toys outside |
| Play Areas | - I will use equipment responsibly  
- I will return borrowed sports equipment  
- I will play appropriately  
- I will report bullying and unsafe behaviour to an adult | - I will show good sportsmanship  
- I will include others during playtime  
- I will respect the personal space of others | - I understand only one person can jump on the trampoline at a time  
- I will follow sun safe practices  
- I understand that not all sports can be played inside.  
- I will stay within the school grounds  
- I understand that I must wear enclosed shoes when I am on the oval  
- I must wear a helmet when bike-riding |
<table>
<thead>
<tr>
<th>Eating Time</th>
<th>Community Access</th>
<th>Manual Arts</th>
<th>Home Economics</th>
<th>Sensory Room</th>
<th>Hydrotherapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ I eat at the lunch table</td>
<td>➢ I will stay with my group</td>
<td>➢ I will stand at my work bench</td>
<td>➢ I understand that I need to wait for a staff member before entering the manual arts room</td>
<td>➢ I will use all equipment appropriately</td>
<td>➢ I understand that I need to wait at the gate for a staff member to enter the pool area</td>
</tr>
<tr>
<td>➢ I eat my own food</td>
<td></td>
<td>➢ I will wait for instructions</td>
<td>➢ I will use all equipment responsibly</td>
<td>➢ I understand that the sensory room is a food free zone</td>
<td>➢ I will try to go to the toilet before entering the pool</td>
</tr>
<tr>
<td>➢ I put my lunch away when finished</td>
<td></td>
<td>➢ I will share equipment with others</td>
<td>➢ I will leave the home economics room clean and tidy</td>
<td>➢ I will leave the sensory room clean and tidy</td>
<td>➢ I will keep the pool area clean and tidy</td>
</tr>
<tr>
<td>➢ I clean up any mess I make</td>
<td></td>
<td>➢ I will use all equipment appropriately</td>
<td>➢ I will put equipment away in their correct places when finished</td>
<td>➢ I will share equipment with others</td>
<td>➢ I will respect the personal space of others</td>
</tr>
<tr>
<td>➢ I respect the personal space of others</td>
<td></td>
<td>➢ I will keep my work area clean and tidy</td>
<td>➢ I will wash any equipment I have used properly</td>
<td></td>
<td>➢ I will change in private</td>
</tr>
<tr>
<td>➢ I use appropriate table manners</td>
<td></td>
<td>➢ I will ask before borrowing equipment and return when finished</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ I chew with my mouth closed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ I remain seated during meal times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ I wash my hands before and after eating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>