Goodna Special School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

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

This Responsible Behaviour Plan 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.

2. Consultation and data review
Goodna Special School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, staff consultations and community meetings held during 2011 and 2012. This was closely related to the schools participation in the School-Wide Positive Behaviour Support program.

A review of the following important data sets for this school relating to attendance, unexplained absences, cancellations, suspensions and exclusions, behaviour incidents including bullying and cyber bullying was undertaken. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, Mr Michael Brett, the President of the P&C, Mrs Helen Cook, and Assistant Regional Director, Mr Peter Blatch, in December 2012, and will be reviewed in 2015 as required in legislation.

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Goodna Special School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- I am safe
- I am responsible
- I am respectful

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

**Universal Behaviour Support**

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

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

**SCHOOL WIDE EXPECTATIONS TEACHING MATRIX**

<table>
<thead>
<tr>
<th>WHOLESCHOOL</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>WALKWAYS</th>
<th>EXCURSIONS/COMMUNITY ACCESS</th>
<th>TOILETS</th>
<th>ARRIVING AT &amp; LEAVING SCHOOL (BUS/WALK BIKE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I AM SAFE</strong></td>
<td>I am a safe learner</td>
<td>I am in the right place at the right time.</td>
<td>I am in the right place at the right time.</td>
<td>I am in the right place at the right time.</td>
<td>I am in the right place at the right time.</td>
<td>I am in the right place at the right time.</td>
</tr>
<tr>
<td>I am in the right place at the right time.</td>
<td>I move to the correct area after the bell rings</td>
<td>I walk safely</td>
<td>I tell an adult if I don’t feel safe</td>
<td>I report unsafe behaviours to adults</td>
<td>I tell an adult if I don’t feel safe</td>
<td>I tell an adult if I don’t feel safe</td>
</tr>
<tr>
<td>I use equipment safely</td>
<td>I use equipment safely</td>
<td>I tell an adult if I don’t feel safe</td>
<td>I report unsafe behaviours to adults</td>
<td>I follow road safety rules</td>
<td>I use equipment safely</td>
<td>I wash my hands</td>
</tr>
<tr>
<td>I walk safely</td>
<td>I tell an adult if I don’t feel safe</td>
<td>I report unsafe behaviours to adults</td>
<td>I follow road safety rules</td>
<td>I use equipment safely</td>
<td>I wash my hands</td>
<td>I tell an adult if I don’t feel safe</td>
</tr>
<tr>
<td>I keep hands, feet and objects to myself</td>
<td>I tell an adult if I don’t feel safe</td>
<td>I report unsafe behaviours to adults</td>
<td>I follow road safety rules</td>
<td>I use equipment safely</td>
<td>I wash my hands</td>
<td>I follow road and bike safety rules</td>
</tr>
<tr>
<td>I tell an adult if I don’t feel safe</td>
<td>I tell an adult if I don’t feel safe</td>
<td>I report unsafe behaviours to adults</td>
<td>I follow road safety rules</td>
<td>I use equipment safely</td>
<td>I wash my hands</td>
<td>I follow road and bike safety rules</td>
</tr>
<tr>
<td>I follow all fire and safety drill procedures</td>
<td>I tell an adult if I don’t feel safe</td>
<td>I report unsafe behaviours to adults</td>
<td>I follow road safety rules</td>
<td>I use equipment safely</td>
<td>I wash my hands</td>
<td>I follow road and bike safety rules</td>
</tr>
</tbody>
</table>
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers on a weekly basis with the same lesson taught across the school;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities;
- Explicit teaching of playground behaviours prior to breaks;
- Visual reminders of the three school expectations at strategic locations around the school grounds;
- ‘Refresher’ lessons on expected behaviours when required;
- A Whole School approach to the teaching of behaviour lessons.
Goodna Special School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- SWPBS Committee members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Goodna Special School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff
- Individual Behaviour Support Plans (See Appendix 7) developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
  - the use of personal property technology devices at school (Appendix 1) *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
  - procedures for preventing and responding to incidents of bullying (including cyber bullying and recording incidents for data collection) (Appendix 2)
  - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

Reinforcing expected school behaviour

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

Goodna Special School “Gotcha Cards” (Gotcha being Good Card)

**Green (Playground) Gotcha**
- Staff members hand Green Gotcha Cards out each day to students they observe following school expectations in playground areas. These cards have the students name and a brief description of their behaviours.

**Blue (Spot) Gotcha**
- This reinforcement occurs continuously throughout the day. When staff ‘catch’ a student following school expectations in any non-classroom situation, they can choose to give them a Gotcha card. When students are given a Gotcha Card they pass on to their class teacher for collection.

Each Friday on School Assembly, Blue and Green Gotcha Cards from each Juncture are drawn out of the box by the Principal and the winners are presented with a small prize.

**Bus/Travel Gotcha**

Bus supervisors have bus gotcha cards (specially designed cards on lanyards) which are distributed to students in the morning on arrival at school. These gotchas are swapped for cards with the students name on them and placed in a bus gotcha box positioned outside the Administration Office. Every 5 weeks, a special ‘Morning Tea with the Principal’ is held for 12 students whose names are drawn out from the collection of bus gotchas. Students who travel to school via parents/carers or taxis have ‘travel gotchas’, which are also placed in the Bus Gotcha box for the draw for the morning tea with the Principal.

Goodna Special School ‘Student of the Week’

Each week, the teachers from each of the Junctures nominate one student from their area for the ‘Student of the Week’ prize. These students have displayed an outstanding work ethic and commendable behaviours throughout the week. These students are then awarded a certificate and special wristband at the Friday Assembly.
Responding to unacceptable behaviour
Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

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

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

Targeted behaviour support: Classroom Based Programs
Each year a small number of students at Goodna Special School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Each class teacher is responsible for applying achievable behaviour support strategies in place in their individual classrooms. These behavioural support strategies are often related to a points system for our students and are always displayed visually within each classroom. Depending on the ability of the students in the room, the students themselves often have input in the behaviour strategies and are particularly interested in the negotiated rewards for reaching their behaviour support goals during the course of the year.

Students whose behaviour does not improve after participation in the Classroom Based Programs, or whose previous behaviour indicates a need for specialised intervention, are provided with an Individual Behaviour Support Plan. These Classroom Based Programs are developed with information supplied from as many different stakeholders as possible. Goodna Special School will be moving into Tier 2 SWPBS in 201, which will target low level, frequent unacceptable behaviour.

Intensive Behaviour Support: Behaviour Support Team
Goodna Special School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/ caregivers and other relevant specialist staff. The Behaviour Support Team:
  - works with other staff members to develop appropriate behaviour expectations and strategies
  - monitors the impact of support for individual students through continuous data collection
  - provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
  - works with all stakeholders to achieve continuity and consistency.

The Behaviour Support Team has a simple and quick referral system in place (See Appendix 4). Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and specialist behaviour services staff.

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

Minor behaviour incidents are recorded on Behaviour Zone and Major behaviour incidents are recorded on OneSchool.

**Minor and Major behaviours**

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

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

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

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

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then follows the Class or Playground Behaviour Consequence Flow Charts. (see Appendix 8 and 9)

**Major** unacceptable behaviours may result in the following consequences:

- **Level One**: Removal to a ‘Cool Room’ for Time out or detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Behaviour Support Team
- **AND/OR**

- **Level Two**: Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

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

<table>
<thead>
<tr>
<th>Time out</th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during students playground breaks.</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member of Goodna Special School has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</td>
</tr>
<tr>
<td>School Disciplinary Absences (SDA)</td>
<td></td>
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<tr>
<td>Suspension</td>
<td>A principal may suspend a student from school under the following circumstances:</td>
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<tr>
<td></td>
<td>- disobedience by the student</td>
</tr>
<tr>
<td></td>
<td>- misconduct by the student</td>
</tr>
<tr>
<td></td>
<td>- other conduct that is prejudicial to the good order and management of the school.</td>
</tr>
<tr>
<td>Behaviour Improvement Condition</td>
<td>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</td>
</tr>
<tr>
<td></td>
<td>A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:</td>
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<tr>
<td></td>
<td>- reasonably appropriate to the challenging behaviour</td>
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<tr>
<td></td>
<td>- conducted by an appropriately qualified person</td>
</tr>
<tr>
<td></td>
<td>- designed to help the student not to re-engage in the challenging behaviour</td>
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<tr>
<td></td>
<td>- no longer than three months.</td>
</tr>
<tr>
<td>Proposed exclusion or recommended exclusion</td>
<td>A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</td>
</tr>
<tr>
<td></td>
<td>- disobedience</td>
</tr>
<tr>
<td></td>
<td>- misconduct</td>
</tr>
<tr>
<td></td>
<td>- other conduct that is prejudicial to the good order and management of the school, or</td>
</tr>
<tr>
<td></td>
<td>- breach of Behaviour Improvement Conditions.</td>
</tr>
<tr>
<td>Cancellation of enrolment</td>
<td>The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school.</td>
</tr>
</tbody>
</table>

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following are examples of Major and Minor behaviours related to the three School Expectations at Goodna Special School.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbing structures</td>
<td>Student climbs on to lower structures. eg railings, fences</td>
<td>Student climbs up and /or onto school building. Eg roof of classroom, shed, greenhouse, containers</td>
</tr>
<tr>
<td>Leaking the school grounds</td>
<td>Exiting the school grounds and remaining in the car park or school vicinity.</td>
<td>Exiting the school grounds and walking down the street or in the local area</td>
</tr>
<tr>
<td>Throwing objects</td>
<td>Throwing a small item not directed at anyone. eg. Rubber, pencil, throwing object underarm</td>
<td>Student throwing object with the intent to injure a staff member or student. Eg. Rocks sticks, furniture, throwing objects at building.</td>
</tr>
<tr>
<td>Physical aggression</td>
<td>Accidental physical contact by a student. eg. Rough play, bumping into someone while playing</td>
<td>Student injuring a student or staff member. Eg. Kick, punch, spit, bite</td>
</tr>
<tr>
<td>Contraband</td>
<td>Bringing prohibited items to school. eg knife, slingshot, lighters, cigarettes, alcohol, chains, illegal substances, pornographic</td>
<td></td>
</tr>
<tr>
<td>Threatening behaviours</td>
<td>Intimidation using stand over tactics and verbal threats.</td>
<td>Displaying threatening behaviour towards students or staff members with intent to follow through. eg raising chair to throw, physically threatening to punch, “I am going to get you C…”</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bullying</td>
<td>Intimidation on a regular occurrence.</td>
<td>Deliberately targeting another student or staff member repeatedly through email, text, verbal, physical and visual intimidation.</td>
</tr>
<tr>
<td>Sexualised Behaviours</td>
<td>Masturbating in view of others (consider age-appropriateness) Exposing private body parts to others (If persistent and intentional then will be MAJOR) Inappropriate touch of others Inappropriate sexualised language directed at others in order to get a reaction from adult Kissing Inappropriate gestures</td>
<td>Persistent and intentional masturbation in order to upset others Derogatory sexual references with malicious intent to target another student or student's family Intended inappropriate sexualised language directed at others Luring peers into inappropriate sexual situations</td>
</tr>
<tr>
<td>Uniform</td>
<td>Inappropriate school clothes. No hat</td>
<td>Repeated wearing of no shoes, wearing thongs, sandals. Repeatedly not wearing bike helmet.</td>
</tr>
<tr>
<td>I Am Respectful</td>
<td>Student swearing in a conversational manner or responding to injury. eg. “Oh shit”, retelling an event.</td>
<td>Student directing swearing words towards students or staff in a demeaning or provoking way. eg. Racist comments, “You f…g c…”</td>
</tr>
<tr>
<td>Disruption to learning</td>
<td>Disengagement from activity through low level, high frequency behaviours. eg. Swinging on chair, talking, tapping, pencils, walking around room</td>
<td>Persistent refusal to engage in class activity over a sustained period of time despite teacher’s redirection and provision of alternative activities.</td>
</tr>
<tr>
<td>Defiance</td>
<td>Does not follow instructions or school routine immediately. Staff member offers take up time or choice.</td>
<td>Persistent refusal to follow direction from a staff member or regular routine of the school. Eg. “You can’t make me”; “No”; Not transitioning between classes or from playground.</td>
</tr>
<tr>
<td>Property and facilities</td>
<td>Interfering with other people’s property. Misuse of school property eg sports equipment Disruptive behaviour of school property. Eg pushing wheelie bins over, pulling plants out</td>
<td>Writing graffiti on walls etc. Wilful damage of any property or facilities</td>
</tr>
<tr>
<td>Mobile phones</td>
<td>Using phones in class to send messages etc.</td>
<td></td>
</tr>
<tr>
<td>I Am Responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in the right place at the right time</td>
<td>Student in vicinity of classroom but not in class.</td>
<td>Student refusing to leave area that is not in class area. Eg fort.</td>
</tr>
</tbody>
</table>

**Relate inappropriate or unacceptable behaviour to expected school behaviours**

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.
Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but remind the student of the consequences of their problem behaviour, Pause, give them time to process the information, Repeat the instruction and the consequence, Pause, Repeat the instruction and the consequence. If there is still no change of behaviour the staff member will enforce the consequence. For example – You have a choice, You either follow direction or staff member states the consequence. The staff member might need to repeat themselves several times, giving the student ample time to process the information or decide to follow directions.

**Ensuring consistent responses to inappropriate or unacceptable behaviour**

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

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

Student disciplinary absences (suspension and exclusion) may be considered:
- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. **Emergency situation or critical incident responses**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff. All staff are trained in [Non-Violent Crisis Intervention](#) with yearly refresher courses provided to all staff.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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

Basic Defusing Strategies (Refer to Non-violent Crisis Intervention Training/Procedures)

**Immediate Strategies**
- Avoid escalating the unacceptable behaviour
  - Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment
  - Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner
  - Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

**Reinforcement and Correction Strategies**
- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.
- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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

**Physical Intervention (Refer to Non-violent Crisis Intervention Training/Procedures)**
Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Goodna Special School’s staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

**7. Network of student support**
Students at Goodna Special School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
• Parents
• Teachers
• Support Staff
• Head of Curriculum
• Administration Staff
• SWPBS Coach
• Guidance Officer
• Senior Guidance Officer
• School Chaplain
• GIFS Family Support Officer
• Adopt-a-Cop.

Support is also available through the following government and community agencies:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Local Council
• Neighbourhood Centre.

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

Goodna Special School considers the individual circumstances of students when applying support and consequences by:
• promoting an environment which is responsive to the diverse needs of its students
• establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
• recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state(such as individualised learning plan or individual education plan), and
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  o receive adjustments appropriate to their learning and/or impairment needs
  o provide written or verbal statements that will be taken into consideration in the decision making processes
  o ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
9. Related legislation

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

10. Related procedures

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

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together

12. Endorsement

________________________  __________________________  _______________________
Principal P&C President Assistant Regional Director

Effective Date: January 2013 to December 2015
The Use of Personal Technology Devices* at School

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

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

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

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

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

¹ *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
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 assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

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

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

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

Purpose

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

2. There is no place for bullying in Goodna 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 Goodna 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.

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 Goodna 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 Goodna Special School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know the 3 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct an internet search, what cyber bullying is and what they should do if they receive unwanted messages including for example:
   - Not to respond to messages but keep them to report to parents and/or teachers immediately
   - Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

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

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

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

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

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

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

15. Goodna Special School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP GOODNA SPECIAL SCHOOL SAFE

We can work together to keep knives out of school. At Goodna 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.

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

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as suspension from school programs.
- 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 Goodna Special School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
Appendix 4
BEHAVIOUR SUPPORT COMMITTEE REFERRAL FORM

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability:</td>
<td>Class:</td>
</tr>
</tbody>
</table>

Please circle below to outline student’s behaviours
Where does the behaviour take place?

- Classroom
- Playground
- Community Access
- Bus Line
- Other please state

Is the behaviour...

- Physically aggressive/violent
- Verbally abusive
- Loud/disruptive
- Antisocial/withdrawn/negative self-talk
- Self-harming
- Non compliant
- All of the above
- Other please state

Please write a short description of the behaviour
Please state any triggers that set her/him off?

<table>
<thead>
<tr>
<th>Timing</th>
<th>Home factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in routine</td>
<td>Travel to school</td>
</tr>
<tr>
<td>Peer dynamics</td>
<td>Program/task at hand</td>
</tr>
<tr>
<td>Staff dynamics</td>
<td>Weather (exposure to elements)</td>
</tr>
<tr>
<td>Medication (lack of, incorrect, late)</td>
<td>Hunger/Thirst</td>
</tr>
</tbody>
</table>

Other (Please specify)

What have you tried?
What is in place at the moment?

Suggested options from the meeting Date:

Review date:
### Incident Report
( optional )

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>………………………………………………………………………………</td>
<td>…………………………</td>
</tr>
</tbody>
</table>

**Person Completing Form:** ………………………………………………………………………………

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Where was the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who was working with the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Where was staff when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who was next to the student when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Who else was in the immediate area when the incident occurred?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the general atmosphere like at the time of the incident?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was the student doing at the time of the incident?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What occurred <strong>immediately</strong> before the incident? Describe the activity, task, event.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe what the student did during the incident.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Describe who or what the incident was directed at.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What action was taken to de-escalate or re-direct the problem?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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).</th>
</tr>
</thead>
</table>
Appendix 6

Individual Behavioural Support Plans

Individual Plans are supportive documents developed for students needing additional support beyond the Responsible Behaviour Plan for Students.

Questions which may be helpful when developing an individual plan include:

- How can I shape the behaviour I am looking for?
- Is the child capable of the behaviour?
- What language will adults working with the child use in the intervention plan?
- What skills does the student have? What does he/she need?
- Where is the behaviour to occur?
- Who will provide prompting/reinforcement?
- Who will provide immediate reinforcement?
- What are the environmental considerations?
- How can I communicate the procedures to all staff?
- What physical signals does the child give that indicates a heightening of arousal?
- What is the time frame for the plan?
- What staff supports are in place for this student?
- What motivates this student?
- What need is the behaviour meeting?
- Are the child’s learning needs being catered for?
- Are there any social, medical, family factors impacting on the behaviour?

Individual Plans contain:

- target behaviour(s)
- proactive strategies and acknowledgement plans
- reactive strategies/consequence plan (including crisis plan if school does not already have one)
- responsibilities of all personnel involved
- a review date

Individual Plans are:

- written in consultation with all relevant personnel
- communicated to all relevant personnel.

NOTE - A hard copy of the preferred layout for the Goodna Special School Individual Behavioural Support Plan has been included for all staff.
**Appendix 7**

**Behavioural Support Plan**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Teacher:</th>
<th>School:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal:**

**Target Behaviour/s:**

<table>
<thead>
<tr>
<th>Behavioural Hypothesis</th>
<th>General Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Predictor:</strong></td>
<td></td>
</tr>
<tr>
<td>target behaviours of</td>
<td>are likely to occur when:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reinforcers:</strong></td>
<td></td>
</tr>
<tr>
<td>disruptive behaviours</td>
<td>are maintained by:</td>
</tr>
<tr>
<td>are likely to occur</td>
<td></td>
</tr>
<tr>
<td>when:</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Predictor:</strong></td>
<td></td>
</tr>
<tr>
<td>target behaviours</td>
<td>are likely to occur when:</td>
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<tr>
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<td><strong>Reinforcers:</strong></td>
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<td>disruptive behaviours</td>
<td>are maintained by:</td>
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<tr>
<td>are likely to occur</td>
<td></td>
</tr>
<tr>
<td>when:</td>
<td></td>
</tr>
<tr>
<td>Proactive Strategies</td>
<td>Reactive Strategies</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Environmental changes</td>
<td></td>
</tr>
<tr>
<td>Positive Programming</td>
<td></td>
</tr>
<tr>
<td>Focused Support</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Factors</th>
<th>General Skills</th>
<th>Reward System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Factors</td>
<td>Functional related skills</td>
<td></td>
</tr>
<tr>
<td>Programmatic Factors</td>
<td>Functionally Equivalent</td>
<td></td>
</tr>
</tbody>
</table>

The teacher will follow the following procedures for inappropriate behaviour.

Emergency Procedure
Appendix 8
Goodna Special School

General Procedure of Consequences

Classroom / Learning Environment

All teaching staff to demonstrate Essential Skills in the Classroom strategies and CPI strategies to the learning and social environments.

Observe problem behaviour.

MINOR

REMEMBER: Quiet talk – identify behaviour and reference expectation

RETEACH: Quiet talk – Reteach and check for understanding and ensure student can ‘show you how to’.

PROBLEM SOLVE: Assist student with expected behaviour through discussion. “How can I help you?”

CHILL OUT IN CLASS: Student is requested to move to area and follow steps. 5 – 10 mins only.

COOL ROOM: Staff member escorts and stays with student. Allow student to de-escalate. De-brief with student. Staff member makes judgement on student’s calmness. Cool room log to be completed. BEHAVIOUR ZONE ENTRY.

MAJOR

ENSURE SAFETY OF ALL PEOPLE.

Assist student to cool room. Student remains in cool room until calm.

Debrief with student. Give choice to engage with classroom or clam further.

Investigate incident.

Determine consequences.

Parent contact / Meeting. Inform the carer of incident and the consequences. If no suspension, class teacher to complete ‘Record of contact’ on One School

Follow through with consequences.

Class Teacher records on One School.

Admin to record suspension if

Continue to monitor student
Goodna Special School
General Procedure of Consequences
Eating and Play Environments

All teaching staff to demonstrate Essential Skills in the Classroom strategies and CPI strategies to the learning and social environments.

MINOR

Student not engaging in talk with staff member

REMINDER: Quiet talk – identify behaviour and reference expectation

RETEACH: Quiet talk – Reteach and check for understanding and ensure student can ‘show you how to’

P-3 JUNIORS:
Walk with duty adult/Sit on mat. Student walks with duty teacher or sits away

COOL Room:
Student attends cool room. Allow student to de-escalate if necessary. De-brief with student. Cool room log to be completed. BEHAVIOUR ZONE ENTRY.

MAJOR

ENSURE SAFETY OF ALL PEOPLE.

Assist student to cool room. Student remains in cool room until calm.

Debrief with student.

Investigate incident.

Determine consequences.

Parent contact/Meeting. Inform the carer of incident and the consequences. If no suspension, class teacher to complete ‘Record of contact’ on One School

Follow through with consequences.

Class Teacher records on One School. Admin to record suspension if necessary.

Continue to monitor student.