1. PURPOSE

Sunnybank Special School is committed to providing a safe, supportive and social learning environment where students engage in a range of high quality academic and personal development learning experiences, acknowledging individual student characteristics with an emphasis on the development of the whole person to support and facilitate lifelong learning.

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

Sunnybank Special School developed this plan in collaboration with our school community.

As a result of completion of Tier 1 SWPBS Regional Training and extensive consultation with parents, staff and students a review of SWPBS processes was undertaken in 2013. The results of this consultation led to the redevelopment of the SWPBS expectations and processes within the school to ensure that we are supporting the development of student behaviour in a systematic and successful manner.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in March 2014, and will be reviewed in 2015 as required in legislation.

3. LEARNING AND BEHAVIOUR STATEMENT

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

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing unacceptable behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Sunnybank 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:

- We are Safe
- We are Social
- We are Successful learners
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 Sunnybank 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 unacceptable behaviour and provides a framework for responding to unacceptable behaviour.

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

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
<table>
<thead>
<tr>
<th>Safe</th>
<th>Social</th>
<th>Successful Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play Safe</td>
<td>Share and take turns</td>
<td>Try your best</td>
</tr>
<tr>
<td>Travel Safe</td>
<td>Care for others</td>
<td>Follow instructions</td>
</tr>
<tr>
<td>Act Safe</td>
<td>Use your manners</td>
<td>Learn together</td>
</tr>
</tbody>
</table>

### In All Settings
- Wear your school uniform
- Follow all safety rules
- Stay with your group
- Follow directions
- Walk safely
- Wait your turn
- Care for your friends
- Use friendly words
- Be polite and well mannered
- Respect people and their property
- Wait your turn
- Listen carefully to others
- Ask for help
- Respect the rights of others to learn
- Have a go
- Be brave and try new activities

### In the Classrooms
- Stay in the classroom
- Care for and use equipment
- and furniture safely
- Follow class routines
- Stay in your seat
- Ask for help
- Follow class expectations
- Wait your turn
- Share classroom equipment
- Listen to others
- Help your friends
- Speak quietly in class
- Be on task
- Take pride in your class work
- Follow the class program
- Wait your turn
- Try your hardest
- Join in class activities

### In the Playgrounds
- Keep hands and feet to yourself
- Use playground equipment
- safely
- Wear your hat
- Wear your helmet
- Stay in your playground area
- Ask if you need help
- Wait quietly for your teacher
- when playtime has finished
- Use friendly words in a soft voice
- Share and take turns using the playground equipment
- Play with all your friends
- Follow the rules of the game
- Follow the playground rules
- Try different playground equipment
- Ask for help
- Help others join in the games

### In the Community
- Walk quietly in and around buildings
- Stay with your group
- Wear seatbelts
- Stay seated when travelling
- Follow community safety rules
- Identify safe people
- Wear Identification
- Use your manners at all times
- Be patient
- Look out for and help your friends
- Be aware of social conventions in the community
- Walk together as a group
- Follow instructions at all times
- Listen carefully
- Follow community and venue expectations

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Sunnybank 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.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Sunnybank Special School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual Behaviour Support Plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

**REINFORCING EXPECTED SCHOOL BEHAVIOUR**

At Sunnybank 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. The agreed upon process is as follows:

- Each Monday morning, the principal identifies which of the three behaviour expectations will be focused on that week. The principal then uses an interactive presentation to explicitly teach the week's expectation and asks students to provide examples of how they can follow the identified expectation in the classroom, playground and across the whole school setting.
- During morning tea and lunch breaks, students following the school expectations will be given a token, with staff explaining which expectation is being rewarded. Staff members are required to write the student's name and class on the back of the token. You may also circle the expectation on the front of the token that the student was displaying.
- After morning tea and lunch breaks, students are bring any tokens received to the box in the principal’s office or give tokens to their classroom teacher to put in a token box which is then brought to parade on Friday afternoon.
- Each Friday afternoon a parade is held which is used to celebrate students who have followed the school expectations. At parade, five tokens will be drawn from the tokens collected during the week. These five students are awarded a SWPBS sticker award. The names of students that receive these awards are published in the fortnightly school newsletter.
- At Friday parade, one student from each class is presented with a SWPBS certificate relating to the week’s behaviour expectation. Students that receive these certificates are given a choice of the prize box. This certificate is awarded by the classroom teacher with a photo of the award recipients being printed in the fortnightly school newsletter.

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 UNACCEPTABLE BEHAVIOUR

When a student exhibits low-level and infrequent unacceptable 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 unacceptable behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

TARGETED BEHAVIOUR SUPPORT

OneSchool is used to collect data on individual student behaviour. Through an analysis of data and reports generated through OneSchool, students may be identified as having high incidence or high risk behaviours and therefore require individualised, targeted behaviour support.

All identified students are required to have an Individualised Behaviour Management Plan which is written by the classroom teacher and may be in consultation with the Guidance Officer, Principal, Head of Curriculum and parents/carers. In most cases the behaviours of these students 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.

Individual Behaviour Support Plans are written following an analysis of data including a Functional Behaviour Analysis and presented to staff during a staff meeting to ensure an agreed whole school approach is followed to support the students’ needs.

INTENSIVE BEHAVIOUR SUPPORT: INTENSIVE BEHAVIOUR SUPPORT TEAM
Sunnybank 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 need comprehensive systems of support. The Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Intensive Behaviour Support Team has a simple and quick referral system in place (Appendix 3). 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 district-based behavioural support staff.

### 5. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Sunnybank Special School makes systematic efforts to prevent unacceptable student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (Appendix 3) is used to record all minor and major unacceptable behaviour. The recording of three minor behaviours constitutes a major behaviour.

**MINOR AND MAJOR BEHAVIOURS**

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

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

**Minor** behaviours are those that:

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

Minor unacceptable behaviours may result in the following consequences:

- a minor consequence logically connected to the unacceptable 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 procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- are performed/engaged in with an intent to harm others or themself
- require the involvement of school Administration.
Major behaviours result in an immediate referral to Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the major unacceptable behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major unacceptable behaviours may result in the following consequences:

- Time in office, time out of class, alternate lunchtime activities, loss of privileges, loss of break times, warnings regarding future consequences for repeated offence, referral to SWPBS Team
- Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- Students who engage in very serious unacceptable behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of low, medium and high level unacceptable behaviours:

<table>
<thead>
<tr>
<th>ONE SCHOOL CATEGORY</th>
<th>MINOR</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Misconduct</td>
<td>Swearing</td>
<td>Verbal Assault/Harassment</td>
</tr>
<tr>
<td>Defiant/Threats to Adults</td>
<td>Consistent Answering Back</td>
<td>Verbal Threatening Behaviour</td>
</tr>
<tr>
<td>Bullying/Harassment</td>
<td>Teasing</td>
<td>Targeted and Persistent Teasing/Bullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate Touching of Others</td>
</tr>
<tr>
<td>Physical Misconduct</td>
<td>Shove/Push</td>
<td>Forceful Shove/Push</td>
</tr>
<tr>
<td></td>
<td>Self Harm</td>
<td>Persistent Self Harm Causing Injury</td>
</tr>
<tr>
<td>Threats to Others</td>
<td>Shouldering</td>
<td>Slapping/Hitting/Punching</td>
</tr>
<tr>
<td>Defiant/Threats to Adults</td>
<td>Pinching</td>
<td>Pinching to Harm</td>
</tr>
<tr>
<td></td>
<td>Scratching</td>
<td>Scratching to Harm</td>
</tr>
<tr>
<td></td>
<td>Hair Grabbing</td>
<td>Hair Pulling/Pulling Hair Out</td>
</tr>
<tr>
<td></td>
<td>Nudging With Foot</td>
<td>Kicking To Harm</td>
</tr>
<tr>
<td></td>
<td>Biting Self</td>
<td>Bite To Harm</td>
</tr>
<tr>
<td></td>
<td>Spitting</td>
<td>Spitting At Others</td>
</tr>
<tr>
<td></td>
<td>Physical Intimidation</td>
<td>Physical Assault</td>
</tr>
<tr>
<td>Misconduct Involving Object Property Misconduct</td>
<td>Throwing Objects</td>
<td>Throwing Objects/Furniture To Harm</td>
</tr>
<tr>
<td></td>
<td>Damage to School Property</td>
<td>Wilful Damage to School Property</td>
</tr>
<tr>
<td>Non-compliant With Routine Disruptive Refusal to participate in a program of instruction Other Conduct Prejudicial To The Good Order And Management Of The School</td>
<td>Non-Compliance</td>
<td>Persistent Non-Compliance</td>
</tr>
<tr>
<td></td>
<td>Absconding from Class</td>
<td>Absconding from School/Community</td>
</tr>
<tr>
<td></td>
<td>Disturbing the Learning of Others</td>
<td>Disturbing the Learning of Others</td>
</tr>
</tbody>
</table>
CLASSROOM VS OFFICE BEHAVIOUR MATRIX

**Minor** - Behaviours that disrupt learning but are not threatening. For example:
- Swearing
- Out of Seat
- Scratching
- Rudeness
- Non-compliance

**CLASSROOM MANAGEMENT:**
1. Positive Behaviour Support (follow individual / class strategies)
2. Students withdrawn from the activity for a period of time.
3. School Behaviour Data sheet is filled out.

**OFFICE MANAGEMENT:**
1. Students provided with work to be completed in the office area.
2. Administration to consult with the student and debrief before returning to class.

**Major Level** – Behaviours that significantly impact on learning and with the intent to cause harm. For example:
- Full swing hit / punch
- Throwing objects at staff / peers
- Bullying
- Spitting
- Biting

**CLASSROOM MANAGEMENT:**
1. Positive Behaviour Support (Follow Individual Behaviour Management Plan and/or class strategies).
2. Students to be given a form of time out within the classroom.
3. Students withdrawn from the classroom or the activity for a period of time and are taken to the office.
4. School Behaviour Data sheet to be filled out.
5. Injury Forms (Minor – First Aid Register; Major – My HR)

**OFFICE MANAGEMENT:**
1. Staff to contact administration for support and to determine appropriate course of action.
2. Follow students Individual Behaviour Management Plan if there is one in place.
3. Debrief after incident.
RELATE UNACCEPTABLE BEHAVIOURS TO EXPECTED SCHOOL BEHAVIOURS

When responding to inappropriate behaviours, staff members ensure that students understand the relationship of the unacceptable 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 unacceptable behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate behaviour be repeated, staff members ensure that students understand the relationship of the behaviour to the relevant school expectation and the ensuing consequence if the expectation is not followed.

ENSURING CONSISTENT RESPONSES TO UNACCEPTABLE BEHAVIOUR

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

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

School disciplinary absences such as suspension, may be considered in the event of a serious one-off behaviour incident occurring and after consideration has been given to all other responses.

6. EMERGENCY OR CRITICAL INCIDENT RESPONSES

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

CYCLE OF CRISIS BEHAVIOUR

1. Trigger Stage - Situation has occurred and creates a state of distress in the student. Signs of anxiety are evident.
2. Escalation Stage - Behaviour from the student are escalating e.g. they have begun to pace, their voice is louder, eyes are fixed and hands are fists.
3. Crisis Stage – Student is in crisis they have become out of control physically or verbally they are unlikely to process any information.
4. Recovery Stage - Student is starting to recover. Crisis behaviour has started to decrease but could increase again.
5. After Crisis/Depression Stage – May be signs of tiredness and sleepiness at this stage.
BASIC DEFUSING 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 unacceptable situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

- 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.

Debrief

- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

PHYSICAL INTERVENTION

Staff utilise the strategies of Non-Violent Crisis Intervention, however, may make legitimate use of physical intervention if all non-violent/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 Sunnybank Special School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent serious injury to staff or students.
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 achieve the desired result, and
- 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:

- Incident Report (Appendix 4)
- Health and Safety Incident Record (My HR)
- Debriefing Report (Appendix 5)

**7. NETWORK OF STUDENT SUPPORT**

Students at Sunnybank 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
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities
- Police
- Local Council
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.

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

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

9. RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. RELATED POLICIES

- 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. RELATED RESOURCES

- Bullying No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe School’s Framework
- Cyber Safety
- Take a Stand Together

ENDORSEMENT

Nicole Finch  
Principal

Samantha Leigh-Cooper  
P&C President

Peter Blatch  
Assistant Regional Director

Effective Date: 1 January 2014 – 31 December 2015
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 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 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.

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 Sunnybank Special School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

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

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

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

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

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, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

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

Purpose

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

2. There is no place for bullying in Sunnybank Special School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic unacceptable outcomes. 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 Sunnybank 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 Sunnybank 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 unacceptable 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 unacceptable behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Sunnybank 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 unacceptable 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 unacceptable 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.

9. 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.

10. 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.

11. 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.

12. 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 Sunnybank 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’.

13. Sunnybank 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

**BEHAVIOUR SUPPORT**

**Referral Form 2014**

#### SECTION 1 - INFORMATION

<table>
<thead>
<tr>
<th>Student Name:</th>
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<td>Designation:</td>
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<tr>
<td>Signature:</td>
<td></td>
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**TYPE OF REQUEST** *(Please tick appropriate box)*

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<td>B</td>
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</tr>
<tr>
<td>C</td>
<td>Parent Support</td>
</tr>
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<td>D</td>
<td>Individual Student Support</td>
</tr>
<tr>
<td>E</td>
<td>Program Support</td>
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**FOCUS OF SUPPORT REQUESTED** *(e.g. Anticipated Outcomes, Timelines).*

#### SECTION 2 - DETAILED STUDENT INFORMATION

<table>
<thead>
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<th>Student Name:</th>
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<tr>
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<tr>
<td>Case Manager:</td>
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Please indicate support provided by the teacher to date:

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________
### SUMMARY OF PRESENTING BEHAVIOURS:

**Behaviour:**

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<th>MAJOR</th>
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<td>Teasing</td>
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<td>Shove/Push</td>
<td>Forceful Shove/Push</td>
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<tr>
<td>Others</td>
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<td>Shouldering</td>
<td>Shoveling/Forceful Shoveling</td>
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<td></td>
<td>Hair Grabbing</td>
<td>Hair Pulling/Pulling Hair Out</td>
</tr>
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<td></td>
<td>Nudging With Foot</td>
<td>Kicking To Harm</td>
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<td></td>
<td>Biting Self</td>
<td>Bite To Harm</td>
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<tr>
<td></td>
<td>Spitting</td>
<td>Spitting At Others</td>
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<td>Physical Assault</td>
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<td>Misconduct Involving Object</td>
<td>Throwing Objects</td>
<td>Throwing Objects/Furniture To Harm</td>
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<td>Property Misconduct</td>
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<td>Willful Damage to School Property</td>
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<td>Management Of The School</td>
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### SECTION 3 - CASE CONFERENCE

Documentation that may be included are:

- School Attendance History
- Suspension / Exclusion History
- OneSchool Behaviour Data/Graphs
- Guidance information & Reports
- Overview of Academic Performance
- Individual Support Plans
- Education Support Plan
- Individual Behaviour Support Plans

**PRINCIPAL**

Signatures: ___________________________    ___________________________

**CASE MANAGER**

Name: ___________________________    ___________________________
### Appendix 4

**Sunnybank Special School Behaviour Data Form**

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<td>Defiant/Threats to Adults</td>
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<td>Threats to Others</td>
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19
Appendix 5

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 unacceptables 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.
WORKING TOGETHER TO KEEP SUNNYBANK SPECIAL SCHOOL SAFE

We can work together to keep knives out of school. At Sunnybank 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 including suspension.
- 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 Sunnybank 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.