



# Currumbin Community Special School

## Student Code of Conduct

# 2020 - 2023

### *Every student succeeding*

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

*Queensland Department of Education*

*State Schools Strategy 2020-2024*

## Purpose

The Currumbin Community Special School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive and effective whole school approach to discipline. It's purpose is to facilitate whole school systematic implementation of a pedagogical approach that supports high standards of behaviour so that the teaching and learning in our school is effective and students can participate positively in our school community.

Currumbin Community Special School endeavours to provide:

- positive support to promote high standards of achievement and behaviour
- positive support and non-aversive crisis management for all students
- emphasis on a safe, tolerant and disciplined learning environment
- partnerships between the school, local community and other agencies
- support and clear standards and responsibilities for students, parents/carers, staff, and the Principal.



## Contact Information

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## Endorsement

Principal Name: Nicky Aiken

Principal Signature: *Nicky Aiken*

Date: *22/11/2021*

*Secretary*  
P/C President and/or

School Council Chair Name: *MARIETTE WRURRO-DANCEY*

*Secretary*  
P/C President and/or School

Council Chair Signature: *Mariette Wrurro-Dancey*

Date: *22/11/2021*

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## Principal's Foreword

Currumbin Community Special School is committed to providing a school environment that is safe, supportive, positive and individualised for each person. All staff are committed to the implementation of Schoolwide Positive Behaviour Support for Learning.

This Student Code of Conduct Plan provides a guide to ensure that our school fosters high standards of behaviour so that all students have the opportunity to engage in quality learning experiences and can participate positively within our school community and beyond.

At Currumbin Community Special School, managing behaviour is seen as a valuable opportunity for developing person and social learning and enhancing our ability to successfully provide a productive learning and teaching environment.

In our school, we are committed to:

- Individualised programming for each student determined by their unique needs
- Encouraging every student to reach their potential and to become functional, lifelong learners.
- A school community where each member is respected and valued
- Providing a school environment that is safe, supportive, positive and stimulating for each person.
- A school learning community where each person is committed to self-reflection, and participating in quality learning opportunities.

Our school motto of 'Working Together- Learning for Life' is a driving guide to our practices as is our schoolwide rules of "We are Safe, We are Responsible, We are Learners." We have a strong philosophy of Positive Behaviour Support where we believe that all behaviour is communicative. Teachers teach students functionally equivalent or replacement skills with targeted reinforcement strategies to improve challenging behaviour. Teachers create adjustments to the learning environment and programmatic adaptations, resulting in the person's needs being better addressed. Our aim at CCSS is to teach skills in order to reduce challenging behaviours and subsequently, increase a person's quality of life.

I thank the students, teachers, parents and other members of the community for their work in bringing this Code of Conduct together. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## P&C Statement of Support

As president of the Currumbin Community Special School P&C Committee, I am proud to support the new Student Code of Conduct.

The P&C Committee encourage all parents to familiarise themselves with the Currumbin Community Special School Code of Conduct. Any parents who wish to discuss the Currumbin Community Special School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Currumbin Community Special School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

## School Captains/Leaders Statement

On behalf of the Student Representative Council (SRC) here at Currumbin Community Special School, we aim to support and implement our school rules across all settings, in the school and in the community. The three rules we have at our school are I am Safe, I am Responsible and I am a Learner.

We demonstrate being responsible by presenting Student Awards and leading our school parade each week. The student leaders also look out for our fellow students making sure they are encouraged, are organised and are supported during whole school events, such as Sports Day, AAC Day and Disability Action week.

We model being safe by wearing a hat, keeping our hands and feet to ourselves, and using equipment safely. If we see students not being safe, we remind them of the rules then we tell an adult so that can help the student to be safe.

We teach each other about being learners in all different things. For example, when the SRC organised Disability Action week activities, we learnt about what it looks like to have different needs and how we learn differently.

School Captain Name: **Maximus Gallagher**

Date: 17/11/2020

School Captain Name: **Megan Langridge**

Date: 17/11/2020



## Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

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

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

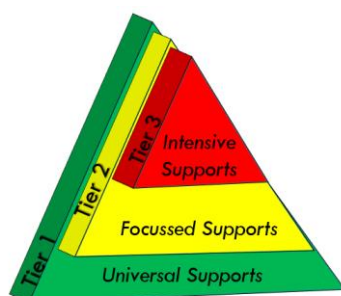
There are four different confidential surveys for

- parents
- students
- staff
- principals.

## Whole School Approach to Discipline

Our school Social and Emotional Learning Focus (S.E.L.F) is aligned to the Positive Behaviour for Learning (PBL) framework and is our whole school approach to discipline across the school. The multi-tiered systems of support are the foundation for our integrated approach to learning and behaviour. The PBL framework is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.

### *Multi-tiered Systems Of Support*



At Currumbin Community Special School, we value the involvement of families and the wider community in creating a learning environment where all students feel safe, supported and included. The development of Currumbin Community Special School's Student Code of Conduct is an opportunity to explain our S.E.L.F framework with parents and students, and gain their support to implement a consistent approach to the teaching of our whole school expectations.

The language and expectations of our S.E.L.F framework can be implemented in any environment, including the home setting. Our S.E.L.F framework aims to deliver the best possible outcomes for our students, recognising the close relationship between individual needs, learning and behaviour. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who would like to discuss the Student Code of Conduct or our Social and Emotional Learning Focus (S.E.L.F) are encouraged to speak with the class teacher or make an appointment to meet with the principal.

### ***Positive Behaviour for Learning Expectations (PBL)***

All areas of Currumbin Community 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 school community has identified the following key skills to teach and promote:

- I am RESPONSIBLE
- I am SAFE
- I am a LEARNER

The focus of PBL is to reinforce expected behaviours through:

- Clearly defined and taught behaviour expectations
- Consistent and frequent acknowledgment of appropriate behaviour
- Constructively and specifically addressing problem behaviour
- Effective use of behaviour data to assess and inform decision making

Positive Behaviour for Learning results in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours.

### ***Consideration of Individual Circumstances***

Staff at Currumbin Community Special School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not equitable. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

### ***Universal Teaching and Supports***

Staff at Currumbin Community Special School recognise the diverse social, academic and emotional needs of our students and provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, offer feedback, provide correction, and opportunities for practise.

Staff at Currumbin Community Special School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to

engage students; assist them to achieve the expected learning; and to demonstrate their learning.

### Clear Set Of Positive Expectations

Our *School Wide S.E.L.F Expectations* matrix outlines the expected behaviours to be observed across all areas of the school and in the community. Using this matrix, the classroom teaching team work with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and community. The completed matrix is on display across the school and is used as the basis of teaching expectations throughout the year. The S.E.L.F teaching matrix is visited each year to address any new or emerging issues. In supporting students in learning these skills, all staff are familiar with our school wide systems for teaching, acknowledging, and responding to behaviours.

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

- Daily behaviour expectation lessons conducted by classroom staff;
- During active supervision by staff during classroom and non-classroom activities;
- Weekly behaviour focus announced at each school assembly;
- Visual reminders of the three school expectations at strategic locations around the school.
- A whole school approach to teaching S.E.L.F lessons (Term Overview).
- The weekly behaviour expectation is included in the school newsletter.

Currumbin Community Special School Teaching Matrix

CCSS School Wide SELF Expectations			
Classroom I am safe	Playground I am safe	Community I am safe	Transitions I am safe
I can . . .			
<ul style="list-style-type: none"> <li>• keep my hands and feet to myself</li> <li>• be a good listener</li> <li>• stay with my group</li> <li>• use classroom equipment safely</li> <li>• learn from my mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• keep my hands and feet to myself</li> <li>• be a good listener</li> <li>• use playground equipment safely</li> <li>• be sun safe</li> <li>• be a safe friend</li> <li>• stay with my group</li> </ul>	<ul style="list-style-type: none"> <li>• keep my hands and feet to myself</li> <li>• be a good listener</li> <li>• be sun safe</li> <li>• stay with my group</li> </ul>	<ul style="list-style-type: none"> <li>• keep my hands and feet to myself</li> <li>• be a good listener</li> <li>• stay with my group</li> </ul>
Classroom I am responsible	Playground I am responsible	Community I am responsible	Transitions I am responsible
I can . . .			
<ul style="list-style-type: none"> <li>• ask for help</li> <li>• take turns</li> <li>• be a good friend</li> <li>• be in the right place at the right time</li> <li>• be organised</li> <li>• use kind words and actions</li> </ul>	<ul style="list-style-type: none"> <li>• ask for help</li> <li>• take turns</li> <li>• be a good friend</li> <li>• use kind words and actions</li> <li>• pack away equipment</li> <li>• be in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• ask for help</li> <li>• be in the Right place at the right time</li> <li>• be a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• ask for help</li> <li>• be in the right place at the right time</li> </ul>
Classroom I am a learner	Playground I am a learner	Community I am a learner	Transitions I am a learner
I can . . .			
<ul style="list-style-type: none"> <li>• follow instructions</li> <li>• self manage</li> <li>• have a 'Have A Go Attitude'</li> <li>• help others</li> </ul>	<ul style="list-style-type: none"> <li>• follow instructions</li> <li>• self manage</li> <li>• help others</li> <li>• follow the rules of the game</li> <li>• invite others to join in</li> </ul>	<ul style="list-style-type: none"> <li>• follow my instructions</li> <li>• self manage</li> <li>• help others</li> </ul>	<ul style="list-style-type: none"> <li>• follow instructions</li> <li>• self manage</li> <li>• help others</li> </ul>

## Teaching Expected Behaviours

At Currumbin Community Special School, it is recognised that as well as teaching the skills outlined in our teaching matrix within the classroom, our students require explicit instruction across a range of contexts. For example, positive behaviours related to the playground must be clearly explained to the student, taught and the student given opportunities to practise the skill in the playground. Staff are guided by the S.E.L.F term overview that outlines the weekly expectations and how they are aligned to the Social and Emotional Capabilities continuum from the Australian Curriculum, as illustrated below. Each of the S.E.L.F expectations have an associated lesson plan for use across the school that can be adapted by teachers to suit the learning needs of their class.

### Example Of A S.E.L.F Term Overview

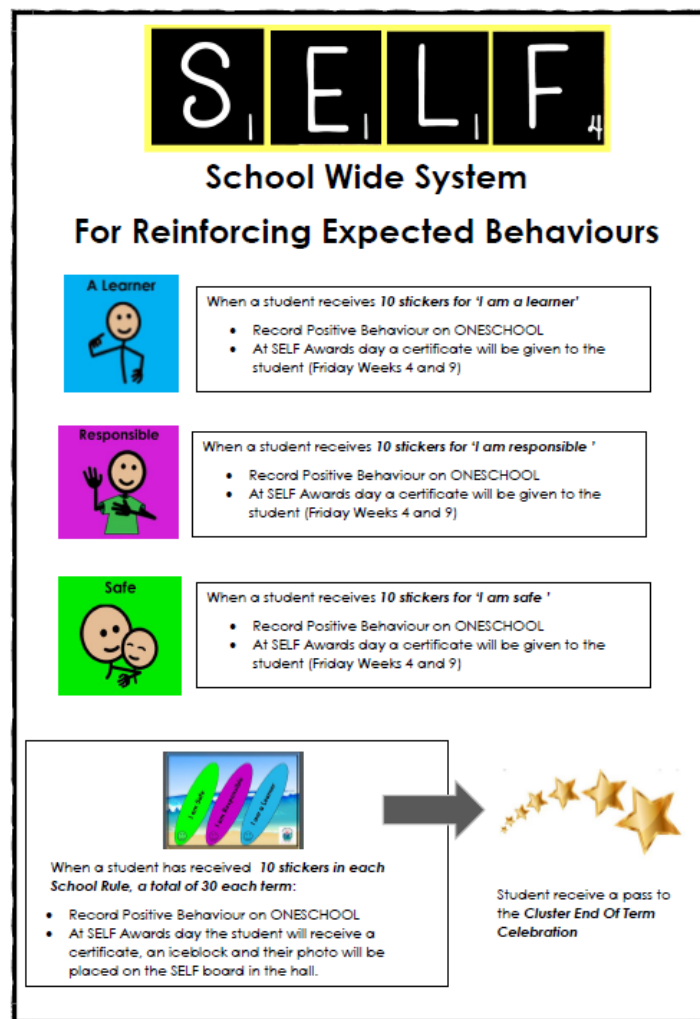


### CCSS School Wide SELF Expectations

Week	Personal and Social Capability	School Rule	SELF Expectation
1	Social-Awareness	I am Responsible	I can be organised
2	Self- Management	I am Safe	I can use classroom equipment safely
3	Self- Management	I am a Learner	I can have a 'have a go' attitude
4	Social- Management	I am Responsible	I can be in the right place at the right time
5	Social- Management	I am Safe	I can keep my hands and feet to myself
6	Self- Management	I am a Learner	I can follow the rules of the game
7	Social- Management	I am Responsible	I can use kind words and actions
8	Social- Awareness	I am Safe	I can be a safe friend
9	Self- Awareness	I am a Learner	I can help others
10	Self- Management	I am Responsible	I can pack away equipment

## Encouraging Expected Behaviours

At Currumbin Community Special School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviours. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are able to give consistent and appropriate acknowledgement and rewards that are entered and tracked in OneSchool. Positive behaviour strategies are in place to include whole school and individual classroom recognition systems to celebrate school expectations.



### ***Focussed Teaching and Support***

Some students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular session of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves:

- revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill.
- more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.
- information gathered from a guided Functional Behaviour Analysis is used to design a personal framework of positive behaviour expectations and actions that enable staff to provide consistent strategies or adjustments across all learning environments.
- the student may require a Risk Management Assessment and plan.

In many cases, the challenging behaviours of these students may not be immediately regarded as severe, but the frequency of these behaviours may put these students' learning and social success at risk if not addressed.

## Intensive Teaching

At Currumbin Community Special School, we recognise that students with highly complex and challenging behaviours need comprehensive systems of support. These students will be referred to more complex case management support, which will include members from the Leadership Team, and may also include specialist staff, the guidance officer, inter-agency support, and allied health involvement to facilitate:

- a comprehensive Functional Behaviour Assessment and Individual Behaviour Support Plan;
- working with other staff members to develop appropriate behaviour support strategies;
- monitoring the impact of support for individual students through ongoing data collection;
- making adjustments as required for the student;
- working with the Leadership Team to achieve continuity and consistency;
- a Risk Assessment and plan is completed by the class teacher and a member from the school Leadership team.

Positive Behaviour Support Process Model *(LaVigna, Willis and Donnellan, 1993)*

Phase 1 <b>Background Information</b>	<ul style="list-style-type: none"> <li>Nature and complexity of student's disability</li> <li>Student's health and medical status</li> <li>School history and educational focus</li> <li>Student competencies</li> <li>Student preferences</li> <li>Family history and living arrangements</li> <li>Student challenging behaviours</li> <li>History of challenging behaviours</li> </ul>			
Phase 2 <b>Functional Analysis Of Behaviour</b>	<ul style="list-style-type: none"> <li>Description of challenging behaviour (baseline)</li> <li>Communication analysis</li> <li>Ecological analysis</li> <li>ABC analysis</li> <li>Hypothesis building and testing</li> <li>Cost/benefit analysis</li> <li>Ethical and policy considerations</li> </ul>			
Phase 3 <b>Intervention Planning</b>	<b>Proactive Strategies</b>			<b>Reactive Strategies</b>
	Environmental Changes	Positive Programming	Focused Support	Situational Management
	Associated Programs			
Phase 4 <b>Intervention Implementation and Review</b>	<ul style="list-style-type: none"> <li>Training and support</li> <li>Implementation and data collection</li> <li>Monitoring and modification</li> <li>Regular review</li> </ul>			
Phase 5 <b>Intervention Evaluation</b>	<ul style="list-style-type: none"> <li>Outcomes</li> <li>Social validity</li> <li>Overall intervention effectiveness</li> <li>Future recommendations</li> </ul>			





## Individual Positive Behaviour Support Plan

Student Name:	Date Of Report:	DOB:	Team Members:
Teacher Name:	Review Date:	Year Level:	
Long Term Goals:			
Short Term Goal:			
PROACTIVE STRATEGIES			REACTIVE STRATEGIES
Environmental Changes	Positive Programming	Focused Support	Situational Management
<ul style="list-style-type: none"> <li><b>Physical factors</b> e.g. seating arrangements, resource specifications, adapted equipment, physical space</li> <li><b>Interpersonal factors</b> e.g. staffing, peers</li> <li><b>Programmatic factors</b> e.g. timetabling of activities, communication systems, transition cues/prompts.</li> <li><b>Medical adjustments</b></li> <li><b>Dietary changes</b></li> </ul>	<ul style="list-style-type: none"> <li><b>General skills</b> (tasks/activities that are functional, age-appropriate and performed in socially integrated community settings e.g domestic, vocational, community access)</li> <li><b>Functionally Equivalent skills</b> (skills that give the learner more effective and socially acceptable ways of addressing the functions of the behaviour)</li> <li><b>Functionally Related skills</b> (skills that are related to but do not directly serve the same function for the behaviour)</li> <li><b>Coping/ Tolerance Skills</b> (skills that help the learner cope with aversive events, such as delay in gratification, denial, the need to perform a non-preferred activity, waiting)</li> </ul>	<ul style="list-style-type: none"> <li><b>Differential Reinforcement Procedures</b> (Reinforcement given when a certain response occurs and usually in the presence of a stimuli i.e. DRL, DRO, DRA)</li> <li><b>Stimulus satiation</b> (Continuous and non-contingent availability of a reinforcer to maintain behaviour in an effort to reduce its effectiveness/frequency)</li> <li><b>Stimulus control</b> ( Discriminative control of behaviour by presence/ removal of stimuli)</li> </ul>	<p>Please refer to Risk Management Plan and Safety Plan</p>



## Legislative Delegations

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

## Disciplinary Consequences

The disciplinary consequences model used at Currumbin Community Special School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. Currumbin Community Special School makes systematic efforts to prevent challenging 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. All minor and major problem behaviours are recorded electronically.

### Universal Supports

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

- Pre-correction (e.g. “Remember, walk to the playground”)
- Non-verbal and visual cues (e.g. visual schedule and gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (communicate to the student what you want them to do, not what you don’t want)
- Rule reminders (e.g. “We wait at the gate for our teachers”)
- Explicit behavioural instructions (e.g. “Put the rubbish in the bin”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not ignoring the student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Provide time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process.
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to a classmate demonstrating same unacceptable behaviour)
- Respectful discussion with student about expected behaviour away from peers.
- Warning of more serious consequences (calling a member of the Leadership Team)

## Focussed Supports

Class staff are supported by other school-based staff to address in-class problem behaviour. This may include:

- Guided Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Individualised Token economy
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Stakeholder meeting with parents and external agencies

## Intensive

The school Leadership Team work in consultation with all stakeholders including external agencies to address persistent or ongoing serious problem behaviour. This may include:

- Comprehensive Functional Behaviour Assessment with an Individual Support Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies that may include regional specialists

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address unacceptable student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Currumbin Community Special School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### Re-entry following suspension

Prior to a student returning to school following a suspension, it can be effective for the school to arrange a meeting to plan for a successful re-entry into the education setting. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is not mandatory for the

student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

**Reasonable adjustments**

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

## School Policies

Currumbin Community Special School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

## Temporary removal of student property

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

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

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

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* 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.

### Administration of Medications

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

**State school staff** at Currumbin Community Special School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);

**Parents** of students at Currumbin Community Special School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Currumbin Community Special School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;

**Students** of Currumbin Community Special School:

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

## *Use of mobile phones and other devices by students*

Currumbin Community Special School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

### **Responsibilities**

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Currumbin Community Special School to:

- use mobile phones or other devices for;
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Currumbin Community Special School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.



At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Currumbin Community Special School Student Code of Conduct and the Department Of Education's Advice for state schools on acceptable use of ICT facilities and devices policy. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## *Preventing and responding to bullying*

Currumbin Community Special School uses the Student Learning and Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school. The Student Learning and Wellbeing Framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school.

At Currumbin Community Special School, students in the Lower Primary and Upper Primary clusters of the school access The Daniel Morcombe Child Safety Curriculum. The Department of Education, in consultation with experts in child safety education and other child protection partners, has developed the Daniel Morcombe Child Safety Curriculum. The Daniel Morcombe Child Safety Curriculum aims to assist students to Recognise, React and Report potentially dangerous situations. Through the Daniel Morcombe Child Safety Curriculum, teachers will deliver important learning experiences, informed by current safety education research that will assist students to better manage their own safety.

Students in the Junior Secondary and Senior clusters of the school are supported to access the Respectful Relationships Education Program (RREP) and the True program. These programs give the students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

### **Bullying**

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);

- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Currumbin Community Special School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The anti-bullying procedures at Currumbin Community Special School are an addition to our 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.

Currumbin Community Special School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## Cyberbullying

Cyberbullying is treated at Currumbin Community Special School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) it is unacceptable for students to bully, harass or victimise another person whether within Currumbin Community Special School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Currumbin Community Special School whether those behaviours occur during or outside school hours.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Currumbin Community Special School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which

occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principal.

### **Cybersafety and Reputation Management (CRM)**

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

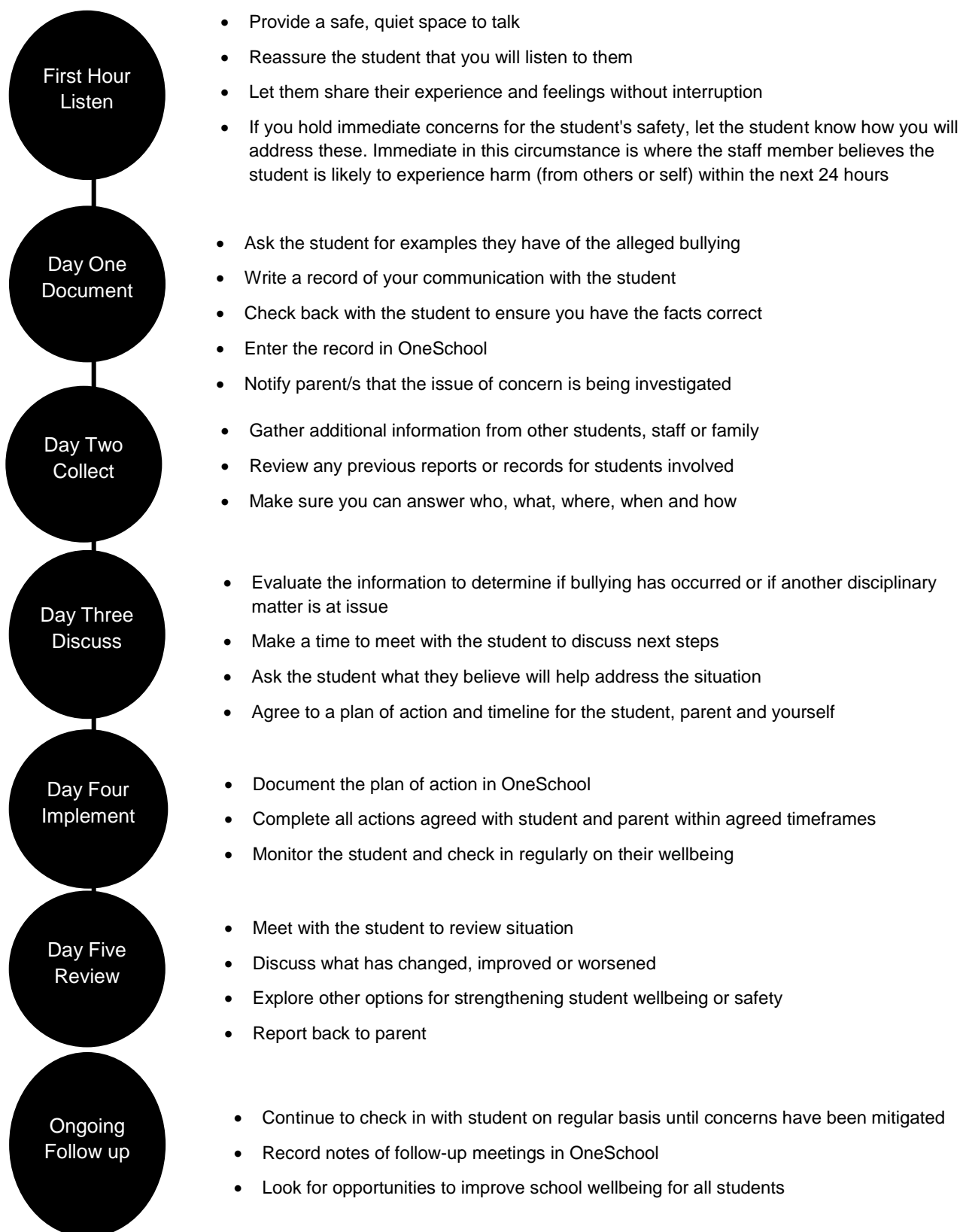
This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a **guide for parents** with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

## Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

Prep to Year 12 – Class teacher



## *Appropriate use of social media*

Currumbin Community Special School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Currumbin Community Special School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Currumbin Community Special School will face disciplinary action for simply having an account on Facebook or other social media site.

This policy reflects the importance of students at Currumbin Community Special School engaging in appropriate online behaviour.

### **Role of social media**

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

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

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

## Possible civil or criminal ramifications of online commentary

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

## What about other people's privacy?

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

## What if I encounter problem content?

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

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

## Restrictive Practices

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

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

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**. An Individual Student Safety Plan (ISSP) will be completed by the class teacher and a member of the Leadership Team that details the planned use of a restrictive practice to manage an identified and unmanaged behavioural risk.

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

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

The review is a supportive problem solving and reflective process that explores the situation that occurred and the system's responses, and seeks to support best practice. The focused review does not seek to review the actions of individual staff or students or apportion blame. It is important that all the staff who were involved in the incident, whether or not they took part in or observed the use of the restrictive practice, are involved in the Focused Review.

It is possible that the review can be facilitated by a member of school staff who is not directly affected by or involved in the incident that is the subject of the focused review, or



alternatively, it may be preferable to seek a skilled external facilitator. In any event the ideal facilitator will be:

- familiar with departmental and school procedure
- familiar with the school, the students and staff
- skilled at providing objective and solution focused facilitation.

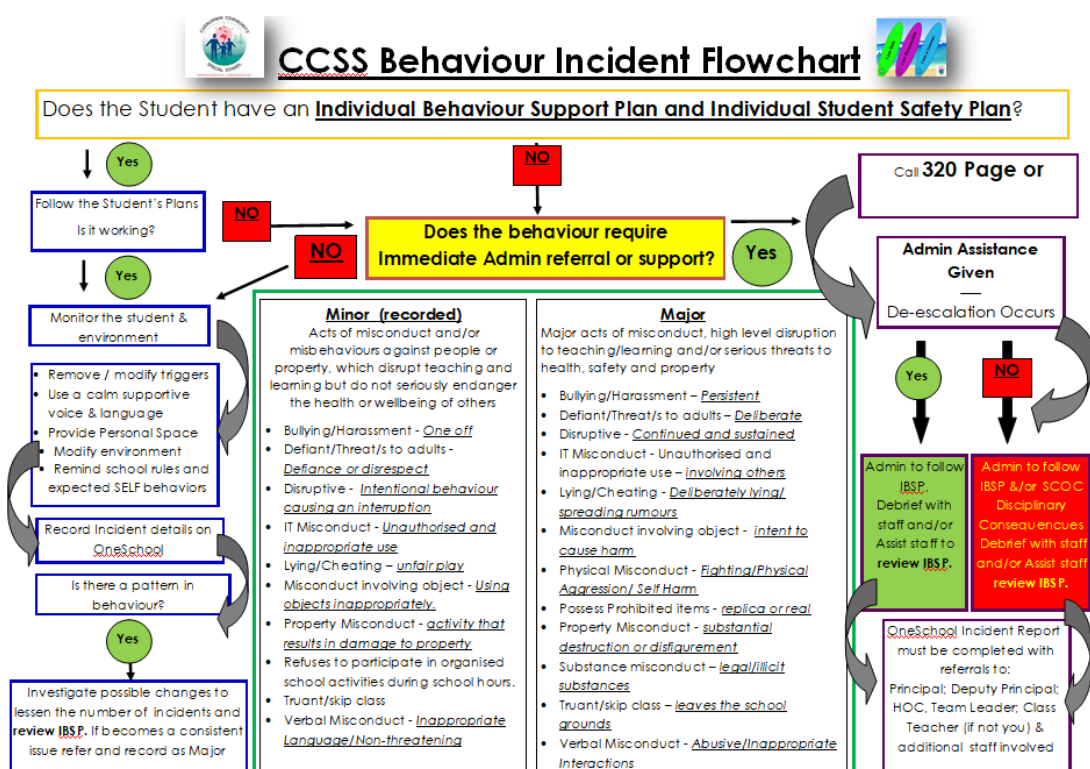
All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

# Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. Staff should refer to our school Behaviour Incident Flowchart (see below) so that the appropriate actions are taken to ensure both students and staff are kept safe.

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

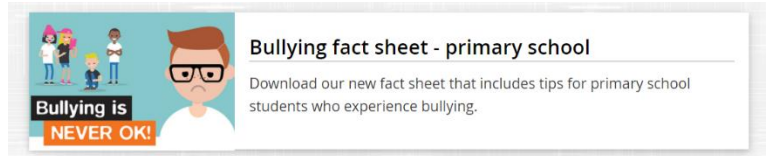
Staff should follow the documented Risk Management plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool. The information and strategies documented in the Risk Management plan and Individual Student Safety Plan will be individualised for each student.



## Related Procedures and Guidelines

Please **click** on the images below for further information from the QLD Department Of Education regarding related procedures and guidelines.

### Disciplinary Consequences



### Temporary Removal Of Student Property by School Staff



### Respectful Relationships Education in Schools

### Restrictive Practices Procedures



### Wheel Of Wellbeing

### Positive Behaviour for Learning (S.E.L.F)



### Advancing Partnerships – Parent and Community Engagement Framework

