



WORKING TOGETHER • LEARNING FOR LIFE

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

Purpose Overview

Currumbin Community Special School is a Queensland State School dedicated to providing quality education for students with verified intellectual disabilities and possible secondary impairments, including hearing, vision, physical disabilities, and autism spectrum disorder.

Our vision is "Working together, learning for life." We value collaboration within our whole school community to support our students, believing that it takes a village to raise a child and a community to run a school.

The Currumbin Community Special School Student Code of Conduct outlines the responsibilities and processes that promote a productive and effective whole-school approach to discipline. Its purpose is to facilitate the systematic implementation of a pedagogical approach that supports high standards of behaviour, ensuring effective teaching and learning while enabling students to participate positively in our community.

We Endeavor to provide:

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

Our Code of Conduct upholds high standards of behaviour within the school community, ensuring that learning and teaching are prioritized, allowing all students to succeed while providing staff with a safe workplace.

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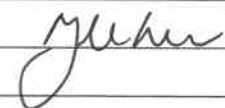
Endorsement

Principal Name: Nicky Aiken

Principal Signature:

Date:

17/6/25



P/C President and-
or School Council
Chair Name:

Erin Higgins and Jaime Morris

P/C President and-
or School Council
Chair Signature:



Date:

17/6/2025

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Principal Foreword

Principal Foreword Introduction

Currumbin Community Special School is committed to creating a safe, supportive, and positive learning environment tailored to each individual student. All staff actively implement Schoolwide Positive Behaviour Support (PBS) strategies and adopt proactive approaches designed to enhance students' social, emotional, and academic learning outcomes.

What is Positive Behaviour Support (PBS)?

PBS is a comprehensive framework that focuses on understanding the reasons behind behaviours and teaching new skills to replace challenging behaviours. By promoting positive and socially acceptable behaviours, we aim to create a more inclusive and effective learning environment for all students.

Key Principles of Positive Behaviour Support:

- **Prevention:** We focus on preventing challenging behaviours by creating a supportive and structured environment. This includes clear expectations and routines that help students feel secure.
- **Teaching:** Staff teach functional skills that help students express their needs and emotions effectively. This includes social skills, communication techniques, and self-regulation strategies.
- **Reinforcement:** Positive behaviours are reinforced through targeted strategies, such as praise, rewards, and incentives. This encourages students to engage in desired behaviours.
- **Data-Driven Decisions:** We regularly collect and analyse data on student behaviours to inform our practices and make necessary adjustments to support individual needs.

Our Commitment:

- **Individualised Programs:** Tailored to each student's unique needs.
- **Encouraging Growth:** Supporting every student to reach their potential as purposeful, lifelong learners.
- **Respect and Value:** Cultivating a community where everyone is respected and valued.
- **Safe Environment:** Ensuring a stimulating and supportive school atmosphere.
- **Reflective Practice:** Promoting self-reflection and quality learning opportunities for all.

Our motto, *"Working Together—Learning for Life,"* guides our practices. Through Positive Behaviour Support, we believe all behaviour communicates needs, and we strive to teach functional skills to address challenges. By adjusting learning

environments and programs, we better meet individual needs and enhance overall quality of life.

Thank you to our students, teachers, parents, and community members for contributing to this Code of Conduct. It clearly outlines our expectations for students and the support we provide to help them succeed.

P&C Statement of Support

Parent and Community Committee Statement

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.



Erin Higgins
P and C President

Date: 17/6/2025



Jaime Morris
P and C president

Date: 17/6/2025

Learning and Behaviour Statement

Learning and Behaviour at Currumbin Community Special School (Statement)

At Currumbin Community Special School, we believe that all students are capable, and that learning occurs best in a safe, supportive, and predictable environment and that all areas of our school are active learning and teaching environments. We recognise that behaviour is a form of communication, and that all behaviour—positive or challenging—presents an opportunity for learning and connection.

We view behaviour support as an essential part of each student's learning journey and wellbeing. Our approach is grounded in Positive Behaviour Support (PBS) practices that promote consistency, dignity, inclusion and an increased quality of life. Our approach aims to enhance each student's quality of life by supporting the development of skills that enable independence, self-regulation, and participation in meaningful learning.

Our school community upholds a shared commitment to three clearly articulated, positively stated behavioural expectations that guide all teaching, learning, and interactions across the school:

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

These expectations are embedded across all school environments and are actively taught, modelled, and reinforced to support students in understanding what success looks like in different contexts.

Teaching of expected behaviours is:

- **Explicit** – Students are taught what each expectation means and how to demonstrate it through direct instruction, visual supports, and modelling.
- **Consistent** – Expectations are applied and reinforced consistently by all staff across settings.
- **Accessible** – Teaching is differentiated to suit each learner's communication, cognitive, and developmental needs.
- **Ongoing** – Behaviour expectations are revisited regularly and linked to daily routines and classroom learning.

Students are also provided with frequent opportunities to practise expected behaviours through real-life scenarios, routines, and structured activities. Positive behaviours are acknowledged consistently through verbal praise, tangible reinforcement, and celebration of success at the individual, class, and whole-school level.

When behaviour challenges arise, we respond with a constructive and supportive approach that focuses on understanding the underlying needs, teaching alternative

skills, and restoring relationships. Behaviour data is used purposefully to guide decisions and ensure that support strategies are responsive and effective.

Through this intentional and inclusive approach to behaviour and learning, we aim to create a school community where every student feels safe, valued, and empowered to achieve their potential.

Student Wellbeing and Support Network

At Currumbin Community Special School, the social, emotional and physical wellbeing of every student is of paramount importance. In addition to the assistance provided by the students' class teachers and Education Assistants, we have a team of professionals who may also help ensure our school is an inclusive, nurturing environment. Students can approach any trusted school staff member at Currumbin Community Special School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Role	What they do
Guidance Officer	When needed, provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. Assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Nurse	Works with school staff to build their capability and confidence to safely manage procedures and interventions required by students with specialised health needs. Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Physiotherapist	Physiotherapists (PT) support students to learn, move around the school, play, participate in sport, physical education and other physical activities along with personal care access and positioning.
Occupational therapist	Occupational Therapists (OT) support schools to make adjustments that enable students with disability to access the curriculum and participate in the full range of school life including joining in school

activities, playing and interacting with other people, moving safely around the school, and looking after themselves while at school.

Speech Therapist

Speech language pathologists (SLPs) in education have specialist skills to undertake differential diagnostic assessments regarding the nature of the student's speech language communication difficulties, identifying the impact on the student's ability to access, participate and achieve in learning, identifying the most appropriate reasonable adjustment(s) for the student, and supporting schools to implement those reasonable adjustments.

The department's SLPs support inclusive education by working collaboratively with the school team to identify and assess student needs, plan and design differentiated high-impact teaching strategies that support students with speech language communication difficulties and reasonable adjustments, support implementation of strategies, and adjustments and undertake reviews.

General Practitioner

The GP is located in our community hub and can be accessed by student and their immediate family members.

Social Worker

Our social worker provides wellbeing support to families when required and can connect them to external support agencies.

Community Liaison Officer

Our community liaison officer connects with families, selected community organisations and facilitates bookings of stakeholder meetings.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Leadership Team.

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

- Carers Queensland
- Child and Youth Mental Health
- Queensland Health

- Department of Communities (Child Safety Services)
- Police
- Local Council
- Autism Queensland
- Youth Justice
- Headspace
- Vision Australia

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.

The leadership team and teachers use a range of data to monitor and respond to student behaviour across the school. This includes minor and major data documented on OneSchool, classroom monitoring strategies for behaviour within the classrooms and across the phases of learning within the school.

Whole School Approach to Discipline

Whole School Approach to Discipline Overview

At Currumbin Community Special School, we believe that all students have the right to learn and develop in a safe, supportive, and inclusive environment. Our approach to discipline is guided by the understanding that behaviour is a form of communication, influenced by a student's individual circumstances, including their developmental stage, disability, mental health and wellbeing, cultural background, and home environment. We adopt a strengths-based, trauma-informed approach that prioritises positive relationships and proactive strategies to support student engagement and success.

Role of Teachers in Creating a Supportive Learning Environment

Teachers play a critical role in fostering a safe and structured learning environment. Consistent with the Australian Professional Standards for Teachers – Standard 4, our staff are committed to:

- Encouraging student participation through engaging, differentiated instruction that promotes autonomy and self-regulation.
- Managing classroom activities effectively by establishing clear routines, expectations, and using evidence-based strategies to maintain focus and engagement.
- Addressing challenging behaviour through proactive de-escalation techniques, functional behaviour assessments, and positive reinforcement strategies.
- Maintaining student safety by implementing risk management practices, supporting emotional regulation, and responding promptly to incidents with restorative approaches.
- Using ICT safely, responsibly, and ethically, ensuring students understand digital citizenship and appropriate online behaviour.

Collaboration with Families and the Community

We recognise that strong partnerships with parents and carers are essential in supporting student behaviour and learning. Our school fosters collaborative relationships by:

- Engaging parents in regular communication through case meetings, parent-teacher conferences, and digital platforms.
- Providing families with resources and training on behaviour support strategies to create consistency between home and school environments.
- Consulting with allied health professionals, cultural liaisons, and external agencies to ensure holistic support for students.

Non-Linear Multi-Element Behaviour Support Plan

We acknowledge that behaviour support is not a one-size-fits-all approach. Our Non-Linear Multi-Element Behaviour Support Plans are developed for students requiring targeted or intensive support and include:

- Proactive strategies to prevent behaviours of concern.
- Teaching replacement skills that align with the student's communication needs.
- Individualised de-escalation and crisis management techniques.
- Restorative and therapeutic responses that support emotional regulation and self-determination.

Individual Goals and Case Management

Each student's behaviour support is informed by individual personal and social capability goals that align with their Personalised Learning Plan (PLP) and Individual Curriculum Plan (ICP).

Our School based intervention and case management processes include:

- Cross-disciplinary collaboration with therapists, behaviour specialists, and external support services.
- Regular review of student progress through data tracking and adjustments to interventions.
- Comprehensive documentation using OneSchool records, including Personalised Learning and Support Provisions, to ensure continuity of care and accountability in decision-making.

Applying Discipline in a Fair and Inclusive Manner

When responding to inappropriate behaviour, we consider the student's behaviour history, disability, mental health and wellbeing, religious and cultural background, home environment, and care arrangements. Our disciplinary responses are:

- **Proportionate** to the behaviour, prioritising educational and restorative approaches over punitive measures.
- **Flexible and individualised**, considering the function of behaviour and the best strategies for student learning and self-regulation.
- **Documented transparently** in OneSchool, ensuring all interventions and consequences align with student support provisions and the school-wide behaviour framework.

At Currumbin Community Special School, we are committed to fostering a positive, inclusive learning environment where every student is supported to reach their full potential, both academically and socially.

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.

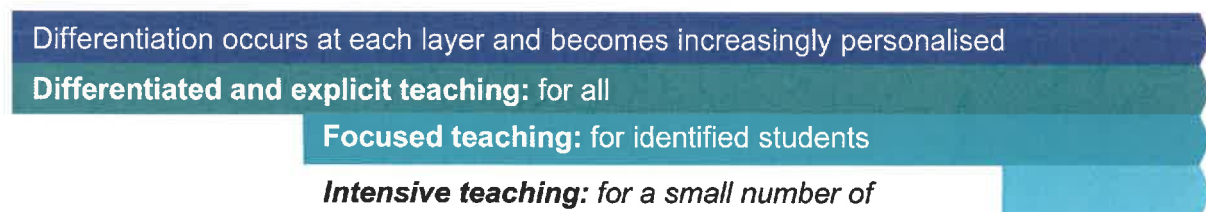
Differentiated and Explicit Teaching

Currumbin Community Special School is a supportive school environment that 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 behaviours, provide feedback and correction, and opportunities for practise.

Teachers 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.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

These three layers map directly to the Multi-Tiered System of Support framework (MTSS). For example, in the PBS framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

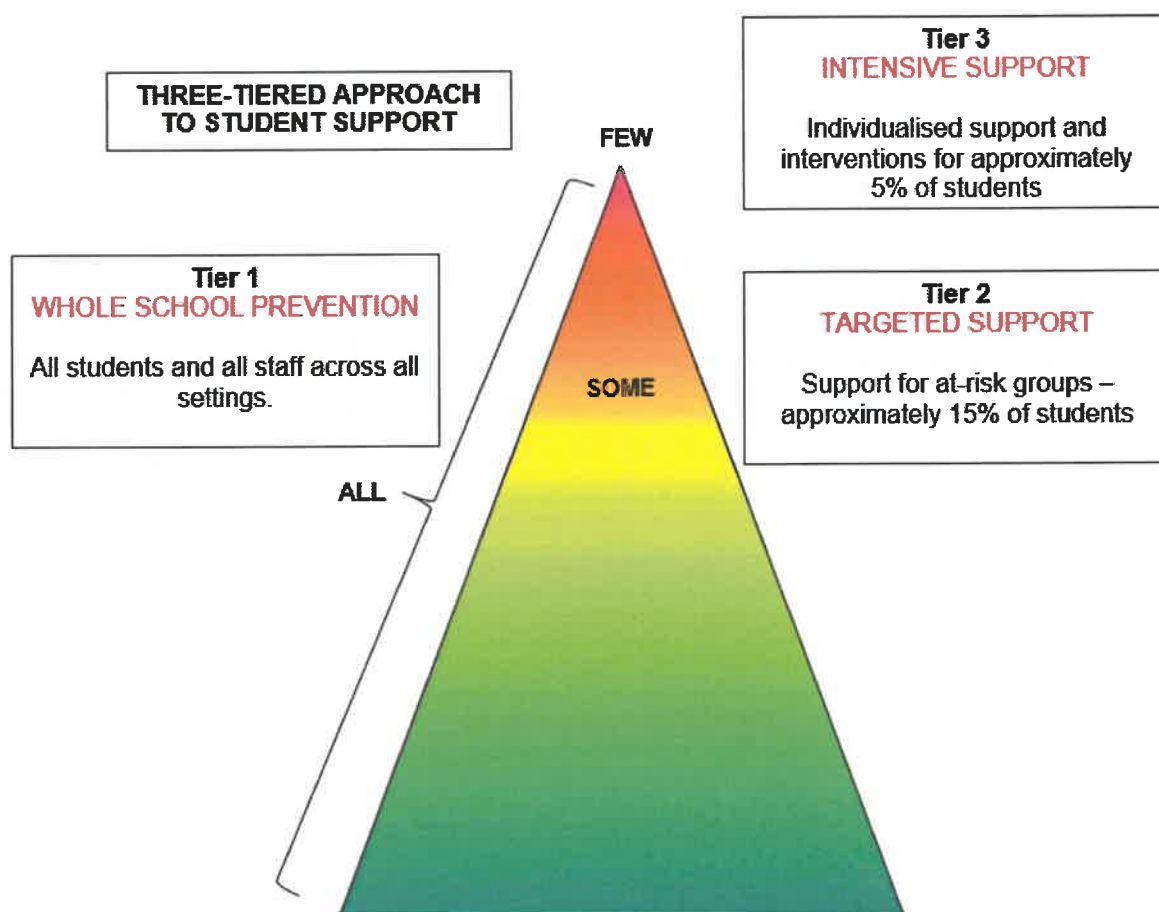


Multi-Tiered System of Support (MTSS) and Positive Behaviour for Support (PBS).

PBS is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The PBS framework assists us to improve social, emotional, behavioural, academic and functional life skill outcomes for the students at Currumbin Community Special School.

It provides us with:

- A proactive school-wide system of support for defining, teaching and supporting appropriate student behaviours to create positive school environments
- Creating and sustaining school-wide, classroom and individual systems of support that improve lifestyle results for all learners
- Building effective environments in which positive behaviour is more effective than challenging behaviour so that academic success is achieved



There are three specific aspects to a PBS Multi-Tiered Systems of Support at Currumbin Community Special School:

Differentiated Tier 1 Universal Supports and Explicit Teaching

Tier 1 differentiated universal supports and explicit teaching for all students', or school-wide interventions, are the critical foundation for PBS. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

At Currumbin Community Special School Tier 1 Differentiated Universal Supports includes the teaching team considering the following:

- Conducting an ecological analysis and making appropriate adjustments are in place.
- Positive programming (including personal and social capability goals)
- Focused support strategies
- Situational management strategies

Currumbin Community Special School Universal Differentiated Tier 1 Classroom Supports			
Ecological Strategies	Proactive Strategies	Focused Support Strategies	Reactive
• Small group of adult to student ratio (2 adults: 7 students) in each classroom to engage in highly individualised curriculum • The characteristics and number of people are considered by the classroom teacher when working with students during academic instruction. • Whole class visual schedule used in classroom • Core Words Boards displayed (in the classroom and in each playground in the school) to aid receptive language and model expressive language • Explicit instruction desk accessible. • Individual timetable for each student placed on their desk • Adapted seating, seating arrangements, break out rooms, dividers, outdoor learning environments, voice/output communication devices, low tech communication aides, visual prompts and adapted resources • Resource differentiation (alternative pencil, sensory pencils, etc.) • Each classroom has the main door and pool gate fence in a courtyard to support student engagement in the classroom environment • Individual learning intentions and success criteria clearly displayed within the classroom • 8ft fences where students are safe within the school grounds (internally and also a main gate). • Teacher and educational assistant wear and model AAC in the classroom.	• Each classroom has explicit and predictable routines and transitions. • Classroom teachers explicitly teach transition processes during the first weeks of school. • Explicit teaching and practice of classroom routines and transitions throughout the year. • Explicit teaching of classroom behaviour expectations. • Each student has access to a highly individualised communication system to augment functional communication and have access to teaching and learning. • Individualised social stories to support social interaction, social management, transitioning, readiness for change and self-management. • Pragmatic Organisational Dynamic Display (Teacher & TA wear all day) to aid receptive language and model expressive language • Proloquo2go on a class iPad (for the Teacher or TA to wear all day, including in the playground) to aid receptive language and model expressive language • Personal and social capability goals outlined within individual curriculum plans and support provisions. • Desired behaviours are taught within the context in which they will be used. • Transferable skills explicitly taught through the classroom curriculum • Self-regulation strategies are explicitly taught • Providing wait and processing time • Providing demonstrations of expected behaviours • Task are broken down into smaller chunks	• Visual Timers used during transition • Visual timetable broken down in to each activity/ session using Symbolstix • Token economy for student engagement based on their reinforcement inventory • Free and frequent reinforcement of positive behaviour through verbal and nonverbal communication by classroom teacher and educational assistant. • Individualised timetable including sensory and movement breaks, required access to identified sensory supports (ie., weighted blankets, HOKI stools, fidget toys etc). • Reinforcement inventory for each student. • Sensory needs and sensory regulation strategies are integrated into classroom. • Class-wide incentives are in place • Teacher provide ore correction • Non-verbal and visual cues and prompt (e.g. posters, hand gestures) • Students receive awards on assembly each Monday for academic achievement. • Students receive Positive Behaviour Support postcards in the mail from the classroom teacher which is celebrated at assembly. • Daily check in and check out with classroom teacher	• Active listening • Stimulus change • Redirecting students focus • Reducing verbal language • Teachers working with colleagues to support consistent behaviour responses • Teachers working with colleagues to support situational management. • Classroom teacher or preferred person/s provided situational support. • Teachers and educational assistants support students through co-regulations strategies.

Focused Teaching and Tier 2 Supports

Some students may require additional support to meet behaviour expectations, even after being provided with differentiated tier 1 supports 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 assessment-behaviour, safety and wellbeing](#).
- Students will be referred for case management with a school based multi-disciplinary team.
- Focused teaching of the respectful relationship's curriculum
- Focused teaching of personal and social capability goals

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.

Non-Linear Multi-Element Behaviour Support Plan (NLME-BSP)

Based on LaVigna and Willis' Positive Approaches to Behaviour Support, the ME-BSP is non-linear, adapting dynamically to student needs. Students who require focused teaching will have a plan developed with the classroom teacher and leadership team member.

The **NLME-BSP** integrates:

1. Proactive Strategies – Environmental modifications, structured routines, and sensory adjustments to reduce triggers.
2. Skill Development – Teaching replacement behaviours and functional life skills to promote independence.
3. Reactive Strategies – Non-restrictive de-escalation approaches that prioritise safety and dignity.
4. Quality of Life Outcomes – Focusing on self-efficacy, positive relationships, and meaningful engagement.

By embedding the NLME-BSP within our MTSS framework, we ensure all students receive the reasonable adjustments needed for engagement and success. This aligns with Education Queensland's commitment to inclusive education, recognising that

behaviour is a form of communication best supported through proactive, skill-based, and person-centred approaches.

The **NLME-BSP** for students requiring focussed support aims to address the following areas:

Tier 2 Focused Teaching at Currumbin Community Special School			
Proactive Strategies			Reactive
Ecological Analysis and Manipulation	Positive programming	Focused Support	Situational Management
<i>Changes in the physical, program and interpersonal environment to better fit the student's characteristics and needs.</i> - Physical factors, setting factors - Interpersonal factors - Programmatic factors - Dietary changes	<i>Longitudinal instruction designed to teacher skills and competencies to facilitate behavioural changes for the purpose of social and community integration and to facilitate self-determination and life quality.</i> - General Skills - Functionally equivalent/related skills - Coping/tolerance	<i>Strategies and processes to assist the student to achieve life quality and have their needs and wants met through socially acceptable behaviours.</i> - Differential reinforcement procedures - Stimulus control - Stimulus satiation	<i>Processes use non-aversive, non-restrictive strategies to gain rapid, safe control. Emergency management is never intended to teach or change behaviour in the long term, only to resolve a crisis at the time that the crisis is occurring.</i> - Antecedent controls - Instructional controls - Active listening - Strategic capitulation - Risk Management plan

Intensive Teaching and Tier 3 Support

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 Positive Behaviour Support Process (LaVigna, Willis and Donnellan, 1993). The students requiring intensive teaching will have a school based individual behaviour support plan that incorporates the NLME-BSP. A leadership team member will work with stakeholders in the student life to complete and facilitate:

Tier 3 Supports

- 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.
- Intensive teaching of the respectful relationships curriculum.
- Intensive teaching of personal and social capability goals.
- Development of an escalation continuum documenting team member response to behaviour.
- Ongoing complex case management and stakeholder meetings every 5 weeks.
- Staff have individualised support plans.
- Referrals to Department of Education Specialist and therapists.
- Ongoing data monitoring and analysis.

Positive Behaviour Support Process at Tier 3 at Currumbin Community Special School (LaVigna, Willis and Donnellan, 1993).

Phase 1 Background Information	• Nature and complexity of student's disability • Student's health and medical status • School history and educational focus • Student competencies • Student preferences • Family history and living arrangements • Student challenging behaviours • History of challenging behaviours			
Phase 2 Functional Analysis of Behaviour	• Description of challenging behaviour (baseline) • Communication analysis • Ecological analysis • ABC analysis • Hypothesis building and testing • Cost/benefit analysis • Ethical and policy considerations			
Phase 3 Intervention Planning	Proactive Strategies			Reactive Strategies
	Environmental Changes	Positive Programming	Focused Support	Situational Management
	Associated Programs			
Phase 4 Intervention Implementation and Review	• Training and support • Implementation and data collection • Monitoring and modification • Regular review			
Phase 5 Intervention Evaluation	• Outcomes • Social validity • Overall intervention effectiveness • Future recommendations • Ongoing monitoring and evaluation of plan and process related to the student			

Disciplinary Consequences

Disciplinary Consequences Overview

Currumbin Community Special School is dedicated to implementing non-aversive behaviour management strategies to support positive behavioural change. We prioritise interventions, such as Ecological manipulation and Positive Programming, as the most effective methods for fostering appropriate behaviour.

When addressing problem behaviours, a Multi element intervention Plan may incorporate some direct treatment strategies. Reactive strategies, including time-out, physical restraint, and suspension, will only be considered as a last resort, are unplanned and used only in case of emergencies.

Our approach to consequences is designed to be clear, consistent, and educational.

The consequences system includes:

Consequences that are logically tied to the problem behaviour.

- A focus on using consequences to teach students appropriate ways to meet their needs.
- The use of behavioural data to evaluate effectiveness.
- Consistency in the administration of consequences by staff.
- Evidence of staff collaboration in designing the system and broad agreement on its deployment.
- Agreed procedures for placing students away from the classroom, such as detention and time-out, in alignment with the Student Discipline Procedure.
- A structured approach to re-entry following suspension, where applicable.

Universal Responses and 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 Supports

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 Behaviour Support Plan.

- Complex case management and review.
- Stakeholder meeting with parents and external agencies that may include regional or external 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 (or their delegate) 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 (or their delegate) 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 schools 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, a re entry meeting will be arranged. 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 Policy Overview

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

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.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school

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) 20
- imitation guns or weapons • potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint) • 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).

Responsibilities

State school staff at Currumbin Community Special School:

- do not require the student's consent to search school property such as lockers, desks or digital devices 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.
- require consent from the student or parent 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);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents 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;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students at 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 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

Please see Temporary removal of student property by school staff procedure for more information.

Use of mobile phones and other devices by students

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

Process for Personal Technology Devices at School

Students who choose to bring a mobile phone, MP3 device (or similar) or camera to school do so at their own risk. These devices are not permitted to be used during school time. However, students may use them while travelling to and from school.

Upon arrival at school, all such devices must be handed in to the front office, where they will be signed in and securely stored. They may be signed out and returned to the student at the end of the school day.

If a student fails to sign in their device and it is found in their possession, it will be confiscated by school staff and held at the office. It may be collected at the end of the day unless it is required for a disciplinary investigation, in which case it will only be returned in the presence of a parent/carer.

Some students may be granted individual permission to use an MP3 or digital music player during class time as part of a specific support strategy outlined in their personal learning or individual behaviour support plan.

Breaches of this procedure may result in disciplinary consequences

Special Circumstances Arrangement

Students who require the use of a personal technology device in a way that would normally contravene this policy (e.g., for a medical condition, disability, or a special project) must negotiate an arrangement with the Deputy Principal or Principal.

Confiscation and Investigation

If there is reasonable suspicion that a device contains inappropriate material, it may be confiscated for further investigation.

Devices that may contain evidence of criminal activity may be reported to the Queensland Police Service (QPS), who may take possession of the device for investigative purposes. Parents and students will be advised to contact QPS directly in such cases.

Recording Voice and Images

Every member of the school community has the right to participate fully and confidently in school life without fear of being secretly recorded. Currumbin Community Special School upholds the values of trust and privacy.

Students must not:

- Record voice or images without explicit permission.
- Record in areas where privacy is expected, such as toilets or change rooms.
- Record private conversations or ordinary school activities (excluding events like graduations).
- Disseminate recordings that may cause embarrassment or harm to others or bring the school into disrepute.

The distribution of inappropriate recordings (e.g., fights, bullying, pranks, or staged incidents) by any method, including posting online or sharing via phone, is considered a serious breach of this policy.

Even if consent has been obtained, recordings must not be shared with the intent or likely outcome of:

- Causing embarrassment or distress
- Bullying or harassment (including racial or sexual harassment)

Consequences may include suspension or recommendation for exclusion. The recording or sharing of indecent material involving children (e.g., nudity or sexual acts) is illegal and will be referred to QPS.

Text Communication

Sending text messages that include obscene language, threats, or harassment constitutes bullying and may result in disciplinary action and referral to police.

Students receiving such messages at school are encouraged to:

- Keep the message as evidence.
- Report the incident to the school office

Legal Considerations: Invasion of Privacy Act 1971 (Qld)

Under the **Invasion of Privacy Act 1971**, it is an offence to:

- Use a listening device to overhear, record, monitor, or listen to a private conversation.
- Share the contents of a private conversation that one is not a party to.

Students must understand that recording private conversations without consent may be illegal and subject to criminal penalties.

Definition: Personal Technology Devices

For the purpose of this policy, *Personal Technology Devices* include but are not limited to:

- Mobile phones
- MP3 players or iPods® or other portable music devices
- Cameras and voice recorders (standalone or integrated in phones)

- Portable gaming devices (e.g., Nintendo Switch®, Tamagotchi®)
- Laptops, tablets, PDAs, Blackberries® and similar devices

Digital Literacy and Responsible Use

Digital literacy refers to the skills needed to live, learn and work in a world where communication and access to information are dominated by digital technology.

While these devices have the potential to enhance learning, misuse can lead to harm, disruption, and safety concerns.

At Currumbin Community Special School, we believe that explicit teaching about the responsible use of personal technology is an essential part of developing digital literacy.

Responsibility for supporting students in the safe and respectful use of technology is shared between parents/carers, 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 Principal or Deputy Principal 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

- use a mobile phone in technology-free designated spaces or times
- 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
- send chain letters or spam email (junk mail)
- 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. 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 24
 - 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

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.

Purpose

Currumbin Community Special School is committed to creating a positive and predictable environment for all students, throughout all parts of the school day. A supportive and consistent teaching environment is critical to:

- improving whole-school outcomes, including the effectiveness and efficiency of our student support procedures
- increasing student achievement and attendance
- promoting equity and celebrating diversity
- ensuring the safety and well-being of every member of our school community.

There is no place for bullying at Currumbin Community Special School. Research clearly shows that both those who are bullied and those who engage in bullying behaviours are at greater risk for emotional, behavioural, and academic difficulties. These consequences directly contradict our school's core values and commitment to supporting all students to thrive.

Bullying behaviours that are not tolerated at Currumbin Community Special School include (but are not limited to):

- name-calling, taunting, mocking, or making offensive remarks
- physical aggression such as hitting, pushing, or kicking

- taking belongings
- inappropriate text messaging
- sending offensive or degrading images via phone or internet
- graffiti of an offensive nature
- gossiping or spreading untruthful and harmful rumours
- excluding others from social groups or activities.

Bullying may be associated with:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Currumbin Community Special School, there is a shared understanding among students, staff, and families that bullying is observable and measurable behaviour. When responding to potential incidents of bullying, we focus on what was done rather than speculation about intent, the power dynamic involved, or how often it occurred. Whether the behaviour happens once or repeatedly, and regardless of whether it occurs between students of equal or unequal power, such behaviour is always considered unacceptable and will be addressed accordingly.

Rationale

Research shows that many problem behaviours, including bullying, are reinforced by peers. Bystanders may unintentionally encourage bullying by laughing, joining in, or failing to act. Although students at Currumbin Community Special School are never encouraged to put themselves at risk, we teach safe and appropriate ways to respond to problem behaviour. This helps reduce the likelihood that bullying is socially reinforced and increases the chances of students supporting one another in positive ways.

Our anti-bullying strategies build upon the school's established Positive Behaviour Support (PBS) framework, which is grounded in evidence-based practices. All students at Currumbin Community Special School are explicitly taught the expected behaviours of the school setting and receive frequent, specific positive feedback for demonstrating them. All students have personal and social capability goals in pre through to year 10 drawn from the Australian Curriculum and Senior School students have social and emotional learning goals drawn from the Guide to Individual Learning. These goals are selected to support the students where they are at in their learning. Anti-bullying education is delivered as part of this broader approach, using language and routines that are familiar and accessible to our students.

Prevention

Preventing bullying begins with maintaining a low overall level of disruptive behaviour across the school. This is achieved through our universal behaviour

support practices, which remain the foundation for addressing all forms of problem behaviour, including bullying.

These practices ensure that:

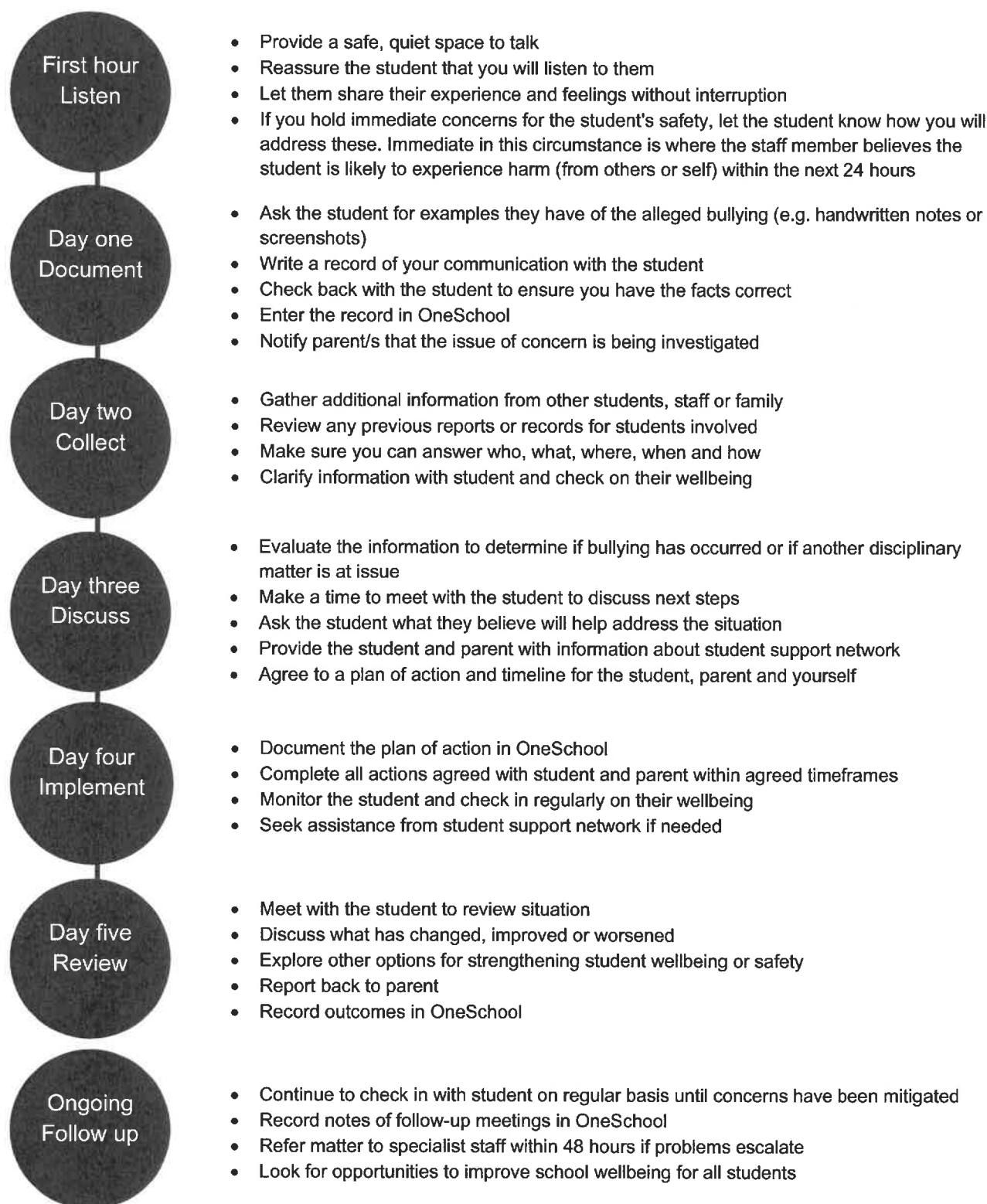
- Our PBS framework remains the school's primary strategy for reducing bullying and other problem behaviours.
- All students are explicitly taught the three school rules and the expected behaviours linked to them in every setting.
- Students are supported to learn specific routines for transitioning between classroom and non-classroom areas and are taught how to behave responsibly and respectfully in all settings.
- Students receive regular, meaningful reinforcement from staff for demonstrating expected behaviours, particularly in non-classroom spaces such as the playground, walkways, and eating areas.
- High-quality active supervision is standard practice in all non-classroom settings. Staff members on duty are easily identifiable, actively engaged with students, continuously moving and scanning, and providing positive reinforcement during their interactions.

Behavioural data is recorded daily and reviewed regularly using our school's data management system OneSchool. This enables staff to monitor the effectiveness of anti-bullying efforts, make data-informed decisions, adjust strategies where needed, and identify any emerging trends or recurring behaviours that require further instructional focus.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Classroom teacher > Deputy Principal of your Phase of learning > Principal



Appropriate use of social media

Currumbin Community Special School embraces the 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 apps can provide positive social development experiences through an opportunity to develop friendships and shape identities. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities. Currumbin Community Special School is committed to promoting the responsible and positive use of social media sites and apps.

As stated in the Cyberbullying section of the Preventing and Responding to Bullying Policy, 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. It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. If inappropriate online behaviour directly negatively impacts on the good order of Currumbin Community Special School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Currumbin Community Special School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not directly negatively impact upon the good order and management of the school. In these circumstances, such an incident will be a matter for parents and/or police to resolve.

This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Ensure that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.

- Remember that social media sites are designed to share online material widely and rapidly. Once you have posted something online, information and/or pictures, you have limited control over how that content is used.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily. Avoid provoking or engaging with another user who is displaying inappropriate or abusive behaviour. Rather than responding address cyberbullying concerns using the online reporting tools and seek support from an adult.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action. Remember that inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.
- Educate yourself about the types of inappropriate behaviours associated with technology.

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.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

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.

Currumbin Community Special School strives to create positive learning environments for all students at all times of the day, including while online. To help in achieving this goal, Currumbin Community Special School expects its students to engage in positive online behaviours.

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 cyber safety 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.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Currumbin Community Special School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Currumbin Community Special School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Cyberbullying response flowchart for school staff at Currumbin Community Special School

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

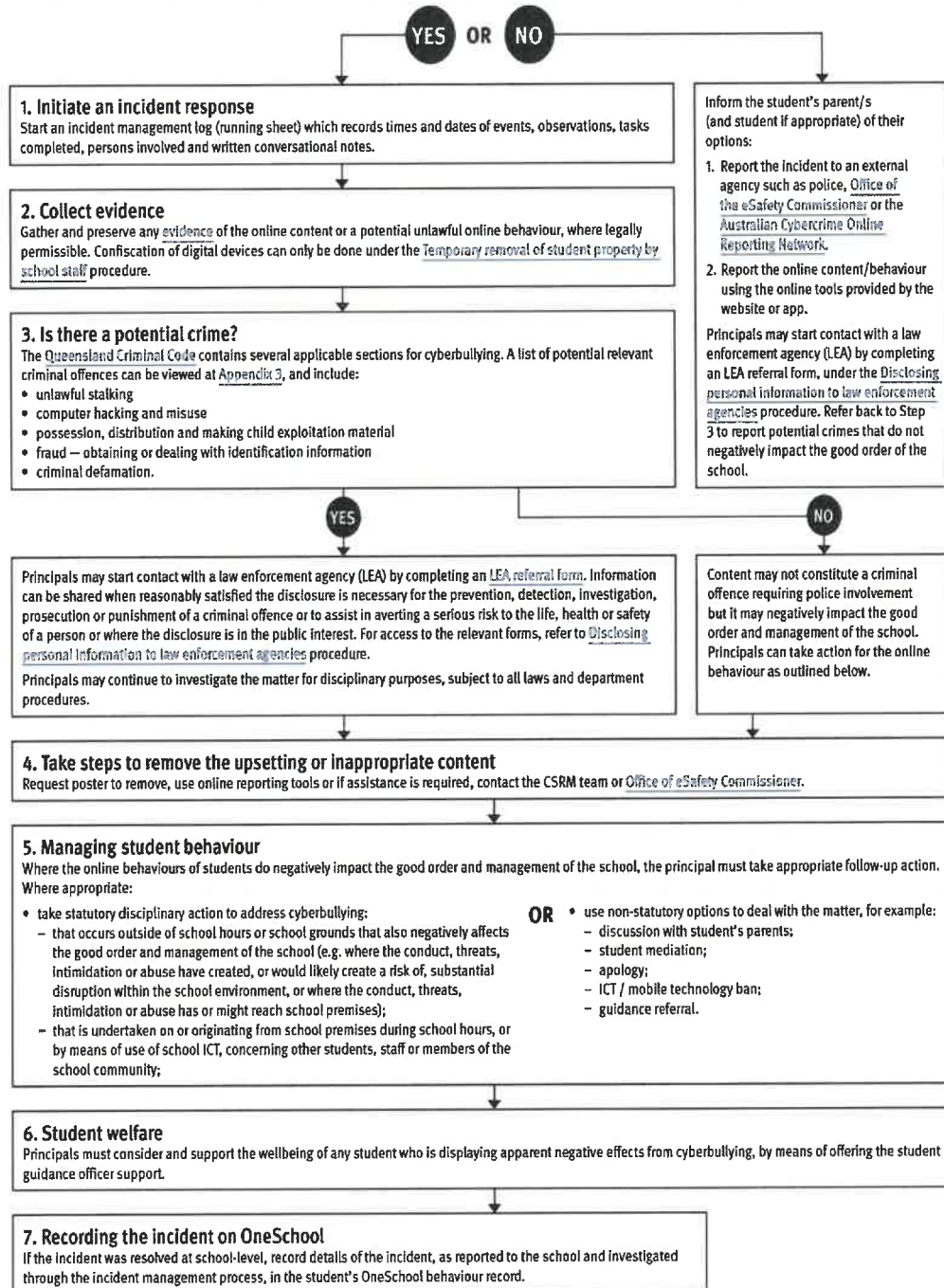
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?



Restrictive Practices

Restrictive Practices Overview

The Department of Education is committed to providing high quality, inclusive education and a safe and supportive school environment for all students, staff and visitors. Additionally, it is not acceptable for any school employee to face physical harm in the workplace or expect they might be harmed during the course of their work. School staff at Currumbin Community Special School have a non-delegable duty of care to take reasonable action to prevent the risk of harm to students, themselves and other persons. It is anticipated that most instances of risky 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.

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.

An Individual Student Safety Plan (ISSP)

(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 Incident Overview

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. This consistency ensures that appropriate actions are taken to ensure that 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 to punish or discipline the student; it is a crisis management period only. Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff may use the following defusing techniques:

1. Avoid escalating the problem 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.
2. 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.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem 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.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/ activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, 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.

Legislative & Departmental Policies

Legislative & Departmental Policy Links

Legislation

- [student-discipline-procedure](#)
- [Anti-Discrimination Act 1991 \(Qld\) External link](#)
- [Criminal Code Act 1899 \(Qld\) External link](#)
- [Disability Discrimination Act 1992 \(Cwth\) External link](#)
- [Education \(General Provisions\) Act 2006 \(Qld\) External link](#) Chapter 12
- [Human Rights Act 2019 \(Qld\) External link](#)
- [Information Privacy Act 2009 \(Qld\) External link](#)
- [Work Health and Safety Act 2011 \(Qld\) External link](#)
- [Work Health and Safety Regulation 2011 \(Qld\) External link](#)

Delegations/Authorisations

- Nil

Other resources

- [Code of Conduct for the Queensland Public Service External link](#)
- [Department of Education Standard of Practice External link](#)
- [Administration of medications in schools procedure](#)
- [Managing first aid in the workplace procedure](#)
- [Student protection procedure](#)
- [Principal guidelines - student discipline \(PDF, 2.2MB\)](#)
- [Guidelines for the administration of medication in schools \(DOCX, 3.5MB\)](#)
- [Accidents, incidents and incident investigations External link](#)
- [Risk assessment – behaviour, safety and wellbeing \(PDF, 1.1MB\)](#)
- [Planning and prescribing mechanical restraint and clinical holding External link \(DoE employees only\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”. Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals. The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations

- Education (General Provisions) Act 2006 Minister's delegations • Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegation

Related Procedures and Guidelines

- Cancellation of enrolment
- Complex case management
- [Customer complaints management policy and procedure](#)
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Bullying No Way!](#)
- [Australian Professional Standards for Teachers](#)
- [eHeadspace](#)
- [eSafety Commissioner](#)
- [Parentline](#)
- [Queensland Government: Behaviour](#)
- [Australian Parenting Website](#)
- [Student Wellbeing Hub](#)

Summary and Complaints Management

Summary and Complaint Management Overview

Currumbin Community Special School is committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education. All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

How to make a complaint

The best place to raise any concerns is where the issue arose.

If your complaint is about a school, contact the school directly using the contact information on the [Schools Directory External link](#). The [making a customer complaint information sheet for parents and carers \(DOCX, 95KB\) External link](#) contains more information about school-related complaints. The [child-friendly complaint form \(PDF, 357KB\) External link](#) is also available for children, students or young people who would like to make a complaint.

You can also make a complaint by contacting Queensland Government on 13 QGOV (13 74 68) or via the [contact us page External link](#).

You can remain anonymous when making a complaint, however, this could make it hard to deal with you

After making a complaint

After you make a complaint, we will let you know we have received your complaint and will contact you if we need any more information.

We will try to respond to your complaint within 30 days. If your complaint is about a school, this means 30 school days in a school term, rather than business days.

Sometimes, we may need more time to deal with your complaint. If this occurs, we will let you know.

If your complaint involves human rights or a privacy complaint, we will respond to your complaint in 45 days. If your complaint may mean we cannot let you know the outcome.

What to do if you are not happy with the outcome of the complaint or how it was managed

If you are unhappy with how your complaint has been managed or the outcome of your complaint, you can ask for an **internal review**. You have 20 days to request an internal review after you receive the outcome of your complaint.

To ask for an internal review, you can use the [request for internal review form \(DOCX, 97KB\) External link](#) or call the area that managed your original complaint. It is important to tell us why you think the original decision was unreasonable or unfair and what action you would like taken. We will try to respond to your internal review within 20 days.

If after the internal review you are still unhappy, you can ask for an **external review** from an authority such as the [Queensland Ombudsman External link](#) or [Queensland Human Rights Commission External link](#).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [student protection procedure](#)
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined [Customer Complaints Framework](#)

