



Student Code of Conduct 2021-2024

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

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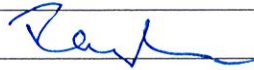
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Endorsement

Principal Name: Raymond Hack

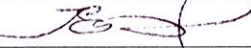
Principal Signature:



Date: 20.11.20

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

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



Date: 20/11/2020

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Purpose

Our school vision of "creating a dynamic community where every student is engaged" reinforces our aspiration to develop a strong, supportive and inclusive community where every student is achieving their potential.

At Geebung Special School we believe students learn best in an engaging, stimulating and enjoyable environment. The Geebung 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 behaviour.

Its purpose is to facilitate high standards of behaviour from all in the school community, whilst recognising the impact of disability on behaviour. By doing this we are ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

The learning and wellness of each student is at the centre of everything we do. We have high expectations for all of our learners and strongly believe that all students can be engaged in learning through a relevant and meaningful curriculum. Having a deep understanding of students' strengths and needs and through the use of personalised teaching and learning strategies, we engage students in the joy of learning through evidence informed pedagogical practices, specialised learning resources and an expansive range of natural and built play environments.

Geebung Special School is committed to supporting every student to ***Belong, Learn and Achieve*** through providing a safe, supportive, respectful and disciplined learning environment for all. Creating a dynamic community where every student is engaged with personalised learning opportunities, enables every member of our community to feel welcomed, valued and included.

I trust you will find the Geebung Special School Student Code of Conduct helpful in understanding the approach we utilise to support the learning and behaviour of each student. Should you wish to discuss any element of the document please contact me at school.

Ray Hack
Principal

Consultation

Geebung Special School has developed this plan in collaboration with the wider school community and in particular, with support from the Positive Behaviour for Learning (PB4L) Team. Members of this team included Leadership, Teachers and Teacher Aides and a parent representative. As part of this collaborative process data from 2020 was analysed to inform the development of the plan.

A draft of the Geebung Special School Student Code of Conduct was prepared and distributed for comment to all members of the school community. Parents and the wider community have had input into the development of the plan through consultation with the P&C on 11th September 2020. The P&C Association unanimously endorsed the Geebung Special School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Geebung Special School Student Code of Conduct promotion through the school website, staff induction processes and student enrolment packs and information sessions.

Any families who require assistance to access a copy of the Geebung Special School Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

An annual review of the Geebung Special School Code of Conduct will include minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

At Geebung Special School we are a Positive Behaviour for Learning school. This approach consolidates the focus on positive, preventative and appropriate responsive strategies based on the PB4L framework. The schoolwide expectations are grounded in the 'Rule of 5', which are articulated and shared with the school community.

- be safe,
- be sensible,
- have a go,
- keep the space and
- show respect.



These expectations are communicated to students through a number of strategies including the Zones of Regulation program, explicit teaching, timetabled lessons, presentations on Friday morning assembly and is reinforced through schoolwide reward systems. These systems include GOTCHA tickets, students of the week and GOTCHA celebration days where the community comes together to celebrate the positive achievements of all students.

Multi-Tiered Systems of Support

Geebung Special School uses a multi-tiered system of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff using MTSS match increasingly intensive interventions to the identified needs of individual students. The table below details each tier.

Tier

Prevention Description

- 1 **All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PB4L) expectations. This involves:
 - teaching behaviours in the setting they will be used
 - being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
 - providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
 - asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

- 2 Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of PB4L expectations. The types of interventions offered at this level will vary according to the needs of each School's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

- 3 Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. At Geebung Special School we call this process **Case Management**.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behaviour Assessment (FBA)) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) FBA that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wrap-around plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Student Wellbeing and Support Network

The school wide approach to supporting students' behaviour consolidates preventative strategies and resources to enable students to be safe and successful at school. Based on the School Wide Positive Behaviour Support framework, staff adopt a preventative approach to supporting each student's behaviour by:

- Acknowledging the uniqueness of each student
- Placing significant emphasis on the development of socially appropriate behaviour
- Recognising that students who feel safe, accepted, supported and valued are more likely to reflect these qualities in their own behaviour
- Emphasising the importance of using teaching strategies which incorporate positive preventive actions
- Recognising that some students need more help than other students to achieve socially appropriate behaviour, and provides a process to develop an individual management plan for these students

The Zones of Regulation

Zones of Regulation is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. Zones of Regulation provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the curriculum is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

Consideration of Individual Circumstances

It is recognised that the students at Geebung Special School have special needs that underlie their enrolment within our school. This need may be the result of a reduced intellectual capacity, inherent behaviour problems and/or a diagnosable condition such as Autism. As such the Student Code of Conduct must be interpreted with a degree of flexibility and adapted where necessary to suit the needs of the students.

Teachers have the discretion to make informed decisions with respect to the implementation of the program within their classrooms to best meet the individual needs of all students. 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 rather than what is fair. These are all matters that our staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

For students who have complex behaviours and for whom the general approaches have not been successful, an Individual Behaviour Support Plan may be developed in consultation with stakeholders. Details of such plans are shared with all staff to ensure that the students' behaviour is supported in a consistent and appropriate manner.

Our teachers are also obligated, by law, to respect and protect the privacy of individual students. 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 very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

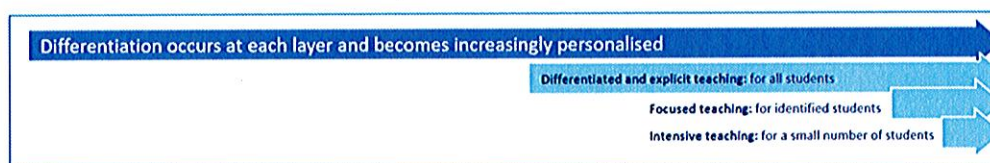
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

Whole School Approach to Discipline

The development of the Geebung Special School Code of Conduct is an opportunity to explain the PB4L framework with parents and students, and gain their support to implement a consistent whole school approach to teaching behaviour. The language and expectations of PB4L can be used in any environment, including the home setting for students. 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 have questions or would like to discuss the Geebung Special School Student Code of Conduct or the PB4L approach to behaviour are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

Differentiated and Explicit Teaching



The first step in facilitating standards of positive school behaviour is communicating those standards to all students. At Geebung Special School we emphasise the importance of the explicit teaching of the school rules and expectations to students.

Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our 5 school rules. The Teaching Rules Matrix outlines our agreed rules and specific behavioural expectation in all school settings.

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

- The explicit, daily teaching of the rules throughout the school and within classrooms
- Explicit links to the Zones of Regulation-Student check-ins throughout the day of how they are feeling as well as the use of individualised strategies to assist in emotional regulation. This is used as a proactive/preventative strategy
- Timetabled lessons for the explicit teaching of expected behaviour during Human Relationship Education and Social Skills Programs
- Classes share their learning to promote and reinforce the school rules
- Active supervision of students by staff during classroom and non-classroom activities including Community Based Education
- Case conferencing to support individual student needs to identify response strategies.
- The development of Individual Behaviour Support Plans for students to determine the functions of behaviours
- Ongoing professional development and training in Team-Teach strategies
- A dedicated section of the school newsletter/facebook that celebrates the success of students who have won awards on assembly for their positive behaviours
- Induction programs that reference the Student Code of Conduct document

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of the school rules and the expected school behaviour, then ask them to demonstrate the behaviour so that it aligns with the school's expectations.

At Geebung Special School we use scripts to re-direct low-level problem behaviour. For example; *"are you being Safe, Sensible, Having a Go...what could you do to be Safe, Sensible, Have a Go..., show me (school expectation)..."*.

Focussed Teaching

Explicit and Structured Teaching Strategies

Geebung Special School explicitly teaches key behaviour concepts through focused mini-lessons of each behaviour expectation. This provides students with more opportunities to practise skills in a safe and supportive environment. This enables students to have successful experiences of the intended learning and expected behaviour before applying their knowledge and skills in other areas and situations around the school and in the community.

Reinforcing Expected School Behaviour

At Geebung Special School the reinforcement of expected behaviour is an integral part of PB4L. Geebung Special School reinforces expected behaviours of students both formally and informally and at a classroom and whole school level. The Positive Consequence Set for expected behaviours includes:

- Classroom Reward Systems
- GOTCHA Tickets
- Student of the Week
- GOTCHA Celebration Day

Class Reward Systems are set up by individual class teachers and are used on a daily basis. They are designed to assist students to remain 'on track'. They are small rewards given frequently and instantaneously and should be highly motivating to individual students and reflect their interests. Students who are on green on the Geebung Triangle are students who are maintaining expected behaviour and receiving free and frequent rewards.

GOTCHA Tickets are given by staff to students they observe following the school rules in both classroom and non-classroom areas. They are directly linked to the Teaching Rules Matrix and also highlight effort and the demonstration of values such as kindness, co-operation and trust. This reinforcement continues consistently throughout the day. When staff catch a student following the rules they can choose to give them a GOTCHA ticket. When students are given a GOTCHA ticket they drop it into a GOTCHA box in their classroom or in the office. GOTCHA tickets are never removed as a consequence of problem behaviour.

GOTCHAs are tallied each week with postcards sent home when students reach 25 GOTCHAs over the semester. The GOTCHA tally is on display for students, teachers and parents to celebrate on the display boards outside the office.

Student of the Week

Each week at assembly, a draw is made out of the Early Years and Upper Primary GOTCHA collection boxes. The students' whose names are pulled from GOTCHA boxes are rewarded with a small prize and a postcard to their parents acknowledging this award. The student's photo is displayed in the administration office.

GOTCHA Celebration Day

At the end of each semester students 'spend' their GOTCHAs at our GOTCHA Celebration Day, accessing a range of activities including a petting zoo, sensory experiences, jumping castles, and visits from Emergency Services and other community groups. The GOTCHA Celebration Day is a community celebration of student success in relation to our Rule of 5. Parents and carers are encouraged to attend.

Rewards

A reward is given when a behaviour or an activity has been successfully undertaken by a student. Once the behaviour or activity has been rewarded and celebrated, a new set of behaviours or activities begin. In this instance, a behaviour cannot contribute to the removal of a reward that has already been earned. Taking a reward away from a child indicates to them that you do not value their efforts or their success.

Intensive Teaching

A small number of students at Geebung Special School are identified, through our data, as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. An implicit understanding of disabilities, the implications for student's learning and experiencing successful relationships all contribute to the broad range of approaches used in responding to this level of behaviour. Differentiated approaches to supporting learners and their behaviours are required and accepted as best practice within a special school setting.

The first step teachers can take in supporting these learners is to request a Case Conference. This is a consultation process involving stakeholders. The classroom teacher brings student data (e.g. behaviour, confidential information, communication) to present to the stakeholders. Positive and supportive discussions ensure that the teacher is able to walk away with a plan/focus in implementing supports and strategies to assist the student in achieving positive behaviour goals. Data and strategies will be regularly reviewed by all stakeholders until the student is successfully re-engaged in learning.

Geebung Special School is committed to educating all students, including those with the highest behaviour support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers, other relevant specialist staff and outside agencies.

Students in this category will have an Individual Behaviour Support Plan developed collaboratively with parents, teachers, administration and other stakeholders. These plans may include responses to behaviour that involve physical support. Physical supports will follow the principles of Team Teach: reasonable, proportionate and necessary. Staff at Geebung Special School receive ongoing training in the area of Team Teach.

Trauma Informed Practices

At Geebung Special School we look *behind* the acting-out behaviour of abused and neglected children we see that many are suffering from deep, long-lasting pain recognising a differentiated approach is necessary to support these students.

This pain comes from:

- grief and loss
- abandonment and neglect
- physical and sexual abuse
- emotional abuse
- persistent anxiety
- fear or terror of the future
- depression and dispiritedness
- physical self-mutilation.

We see then that much of the behaviour of traumatised children is *pain-based*, and it is not that they *won't* behave like other children, but that they *can't*.

The Impact of Trauma on Learning

- Affect dysregulation: making children hyperaroused or dissociated
- Shame: which can produce overwhelming affect dysregulation
- Reduced cognitive capacity: due to early deprivation and/or affect dysregulation
- Difficulties with memory: making learning harder
- Language delays: reducing capacity for listening, understanding and expressing

- Need for control: causing conflict with teachers and other students
- Attachment difficulties: making attachment to school problematic
- Poor peer relationships: making school an unpleasant experience
- Unstable living situation: reducing learning, and capacity to engage with a new school

The Classroom Practices used for Supporting Traumatized Students

- **Understand the child-** Understanding trauma and attachment difficulties brings compassion and empathy; understanding that the child may be developmentally younger than their chronological age will guide teaching practices.
- **Manage your own reactions-** Working with traumatized children can bring strong emotions; staying calm will help the child to calm themselves.
- **I see you need help with ...** Help children to comply with requests. Because they don't necessarily want to please adults, helping them comply will avoid power battles.
- **Structure and Consistency-** Traumatized children often have little internal structure and need firm boundaries, rules, expectations and consequences—applied with sensitivity and calm.
- **Time in, not time out-** Traumatized children experience time out as yet more rejection, increasing their feelings of shame and worthlessness; time in keeps them engaged in a relationship.
- **Connect Dissociative** children, who are often quiet and compliant, need gentle and consistent attempts to connect with them.
- **Consequences, not punishment-** Use natural consequences that relate to the problem behaviour and are designed to repair damaged property or damaged relationships.
- **Structure choices to remain in control-** Offer choices with humour and creativity to avoid power battles; keep the child responding to you rather than allowing them to control the interaction.
- **Acknowledge good decisions and choices-** Traumatized children often don't respond well to praise, but still need positive reinforcement for doing something well: comment on the job well done rather than intrinsic characteristics.
- **Support parents and carers-** Get to know the parents or carers; keep up good communication and don't communicate through the child. Try to be understanding and compassionate: living with a child who has trauma and attachment difficulties can be very stressful.
- **Maintain your role-** Don't be tempted to move too far out of your role. These children need caring and competent teachers.

This link will access the full article titled *Calmer Classrooms a guide to working with traumatized children*
<http://education.qld.gov.au/schools/healthy/pdfs/calmer-classrooms-guide.pdf>

Legislative Delegations

Legislation

The following are links that provided the Geebung Special School Student Code of Conduct with the relevant legislation to inform the overall Student discipline procedures.

[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 \(Cwth\)](#)

Delegation

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 delegations](#)

Disciplinary Consequences

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

behaviour, taking into consideration the student's disability and the impact of that disability on their behaviour.

Minor and Major Behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is 'minor' or 'major' in accordance with the following:

- **Minor Behaviour** incidents are handled by staff members at the time the behaviour occurs
- **Major Behaviour** incidents may be referred directly to the school Leadership Team

Minor problem behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not a part of a pattern of inappropriate behaviours (where the behaviour pattern is not disability related)
- Do not require the involvement of specialist support staff or School Leadership

Minor problem behaviours may result in the following consequences

- Referral to the Behaviour Triangle and movement of the student's photo to yellow
- Rule Referral Redirection
- Mend and Repair – which may include an apology
- Quiet Space in the classroom
- Give a choice or warning and follow through e.g. missing preferred activity
- Note in home/school communication book

Major Behaviours are those that:

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the involvement of School Leadership

Major behaviours result in a referral to School Leadership because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member calls the administration to assist or escort the student to administration. A report on the student's behaviour is recorded in OneSchool.

Major unacceptable behaviours may result in the following consequences:

- Removal to a Buddy Class
- Missing a preferred activity
- Time out in administration or class room
- Parent Interview
- Referral to PB4L team and request for Case Conference
- Referral to outside agencies

School Policies

Geebung 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 departmental 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.

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 seized by the Queensland Police Service.

The following items are prohibited at Geebung 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)
- alcohol
- 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).
- Drugs including medication (The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**)).

Please see [Temporary removal of student property by school staff procedure](#) for more information.

Use Of Mobile Phones And Other Devices By Students

At Geebung Special School it is requested that students do not bring mobile phones or other devices to school. Exceptions to this include:

- The device being used for AAC
- Explicit permission has been given

If a student does bring a mobile phone or other device to school:

- Parents should inform the classroom teacher that their child has a mobile phone in their possession
- All students are to hand in their mobile phone immediately when arriving on school grounds to the admin staff
- Mobile phones are to remain in the administration block for the entire school day

For more information please refer to the [Advice for state schools on acceptable use of ICT facilities and devices](#), and the [Use of IT systems](#) procedure.

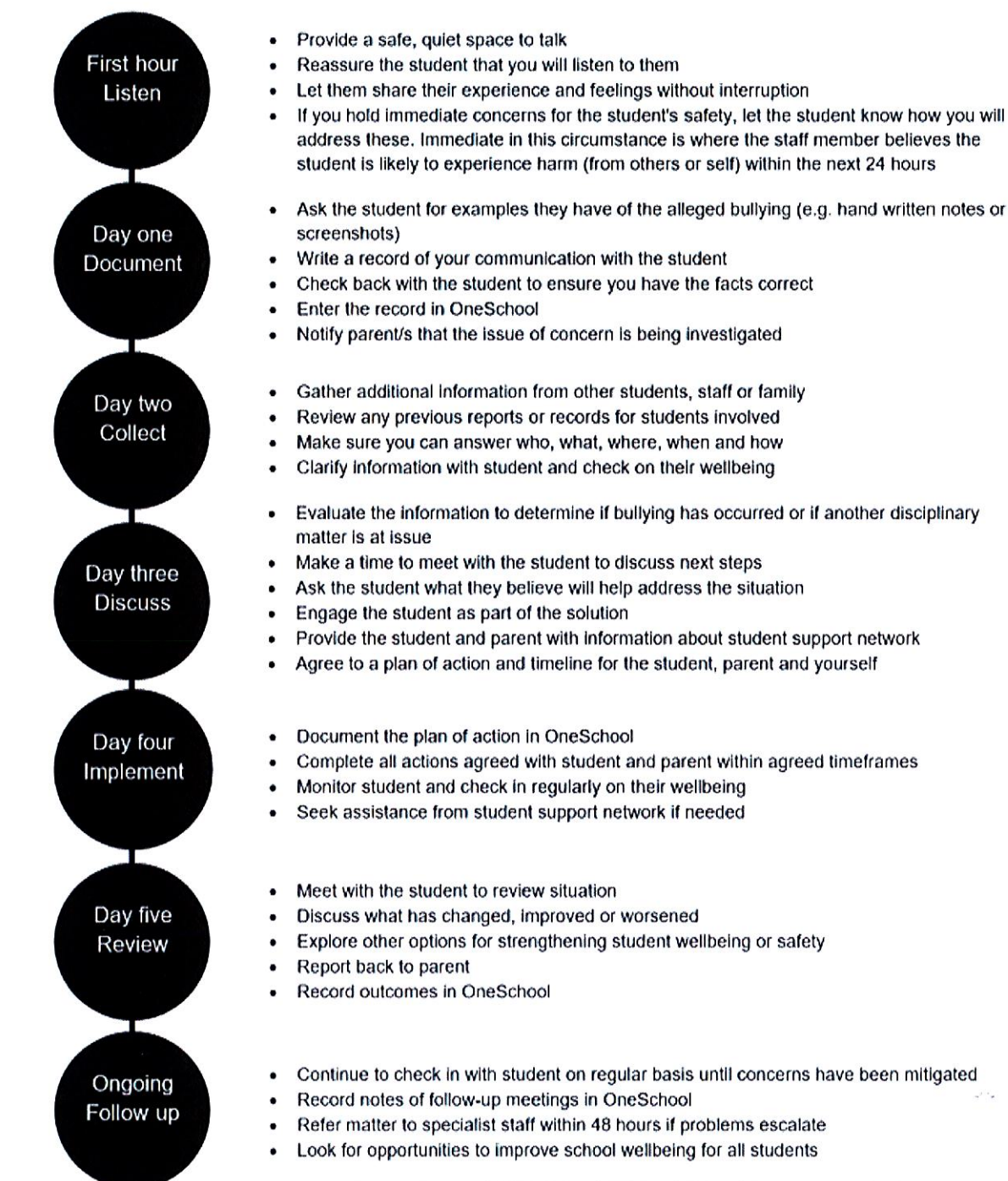
Preventing And Responding To Bullying

Geebung Special School uses the [Australian Student Wellbeing Framework](#) and a combination of the *Be You Programs Directory* and [STEPS Bullying No Way!](#) to support with decision making to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying: Class teacher or contact Principal/Deputy Principal on 3632 1777.



Appropriate Use Of Social Media

The department acknowledges the growing popularity of social media as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

Cyberbullying Response Flowchart For School Staff

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](#).

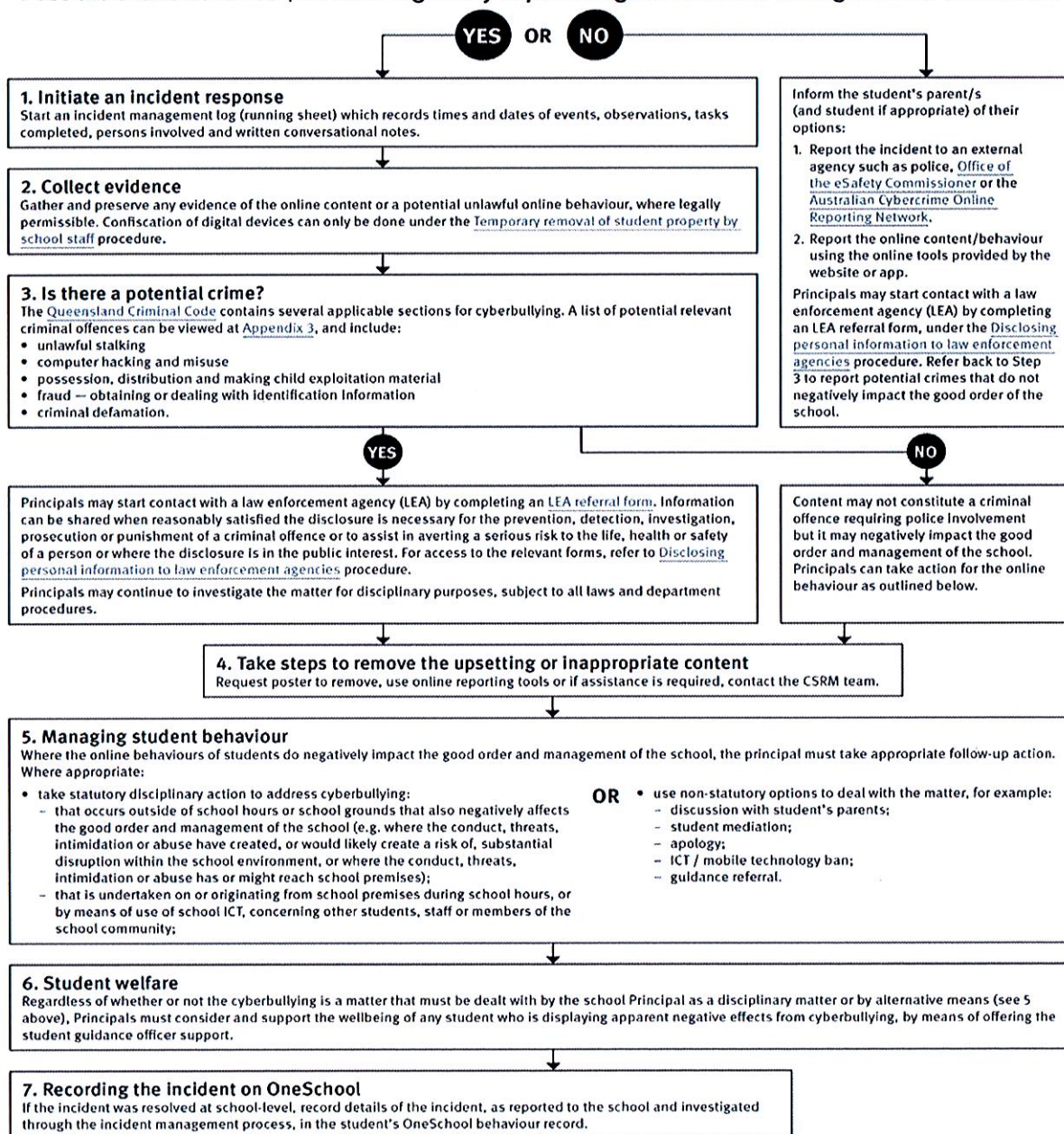
Explicit Images

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](#).

Help

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

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.

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include:

- a) seclusion
- b) physical restraint
- c) containment
- d) mechanical restraint
- e) chemical restraint, and
- f) clinical holding.

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](#).

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.

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

Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

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

Immediate Strategies

- **Implement a range of de-escalation strategies as outlined in Team-Teach training**
- **Avoid escalating the unacceptable behaviour**
 - Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**
 - Model the behaviour you want the student 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.
- **Evacuation of the classroom**
 - Removing the other students from the classroom may allow the student who is escalated to calm without the need for physical intervention.
- **Approach the student in a non-threatening manner**
 - Move slowly and deliberately towards the situation or incident, speak privately to the student if possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Reinforcement and Correction Strategies**
 - If the student starts displaying the appropriate behaviour briefly acknowledge their choice;
 - If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- **Follow Up Strategies**

Restore Normal School Operations As Soon As Possible

Provide post incident opportunities that include:

- Giving appropriate support to students who may have been distressed by the incident;
- Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during a sequence of events, evaluate decisions made, and identify acceptable decision options for future situations;
- Development of Individual Behaviour Support Plan; and
- An opportunity for staff involved to debrief the situation

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. This may include reference to:

- 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

[Australian Professional Standards for Teachers](#)

[Behaviour Foundations professional development package](#) (school employees only)

[Bullying. No Way!](#)

[eheadspace](#)

[Kids Helpline](#)

[Office of the eSafety Commissioner](#)

[Parent and community engagement framework](#)

[Parentline](#)

[Queensland Department of Education School Discipline](#)

[Raising Children Network](#)

[Student Wellbeing Hub](#)

Conclusion

Geebung Special School is committed to supporting every student to ***Belong, Learn and Achieve*** through providing a safe, supportive, respectful and disciplined learning environment for all where every member of our community feels welcomed, valued and included.

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.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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 in the [Excluded complaints factsheet](#).

