Currumbin Community Special School

Responsible Behaviour Plan for Students

1. Purpose

Currumbin Community Special School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students are provided with opportunities to engage in quality learning experiences and acquire the values supportive of their lifelong wellbeing.

The Responsible Behaviour Plan for Students focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Plan provides a framework for teaching students to use positive and appropriate behaviours, which demonstrate respect for themselves and others and are acceptable within the community.

The Responsible Behaviour Plan for Students at this school is aligned with the National Safe Schools Framework and the Code of Behaviour – Better Behaviour Better Learning Standards.

2. Consultation and data review

Currumbin Community Special School reviewed our plan in Semester 2, 2012 through our School Wide Positive Behaviour Support Committee. The committee reviewed our plan in collaboration with our school community, by consulting with parents and staff. A review of school data relating to attendance, school disciplinary absences, behaviour incidents and Individual Positive Behaviour Support Plans from 2009 - 2012 also informed the review process.

The Plan was endorsed by the Principal, the President of the P & C and the Assistant Regional Director in 2012, and will be reviewed in 2015, as required in legislation.

3. Learning and behaviour statement

At Currumbin Community Special School, we believe that Positive Behaviour Support is the most appropriate philosophical and pedagogical approach (as researched by LaVigna & Willis, 1995) to use with students with disabilities. We have agreed to collaborate to use this non-aversive approach school wide. We know that behaviour is a communication response to the environment and for young people with moderate to severe intellectual impairments, understanding their environment and being able to express their needs can be difficult. We know that no single strategy will achieve positive outcomes for all students and as a result, we have adopted a multi-elemental approach. We believe that positive behaviours, established through explicit teaching of expected behaviours and skills, are more likely to be repeated and consolidated through positive reinforcement. School Wide Positive Behaviour Support (SWPBS) also
provides a structured process to respond effectively to problematic and high-risk behaviours.

Currumbin Community Special School, as all schools, has a spread of behaviour-support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all students. Approximately 80% to 90% of students will have little or no difficulties. However about 10 to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

Figure 1.0 Continuum of School Wide Positive Behaviour Support

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

Effective behaviour support includes:

Quality learning and teaching practices
Teachers at this school continually strive to improve their professional practice through Professional Development and reflection upon their delivery of educational services. They use such tools as The Professional Standards for Teachers and Education Queensland’s Code of Conduct and Student Protection.

An individualised, balanced, relevant and engaging curriculum
Teachers at this school work collaboratively with stakeholders to develop Individual Education Plans and Senior Education Transition Plans, to identify and set short-term goals in English, Maths and Social development (and skills for transition to post-school for Senior students). Teachers also work collaboratively in Junior, Middle and Senior School teams to develop integrated units of work
that build on the background experiences of students and promote active investigations and learning that is connected to real-life experiences.

The school reinforces the positive behaviours of students through:

- School Wide Positive Behaviour Support Framework including *Be Safe, Be Responsible* and *Be a Learner* stickers, attainment Awards and Special events
- Teacher nominated Awards at school assemblies
- Deputy and Principal’s Awards at school assemblies
- Acknowledgement of students who achieve success
- Student Leadership Programs

**Tier 1 Prevention/Universal behaviour**

An overarching set of rules is essential as a platform for school-wide expectations to be taught, modelled and rewarded. At Currumbin Community Special School our rules are:

- Be Safe
- Be Responsible
- Be a Learner

School rules are visible in every classroom and are taught as part of the curriculum. Currumbin Community Special School has developed a Behaviour Expectations Matrix (Appendix 1) and each week a specific rule is taught and positively reinforced as students demonstrate application of the rule.

The following strategies support all students to maintain good behaviour:

- Clear class procedures and expectations and incentive schemes to encourage good behaviour.
- Explicit teaching of identified school rule (e.g. Be Safe – I keep my hands and feet to myself) using appropriate pedagogy for individuals within the class group and reinforce using SWPBS stickers.
- Effective learning and teaching within classrooms that engages students.
- Effective differentiation for individuals within class through advice and support from a Multi-disciplinary team including Guidance Officer, Therapists, Support Agencies.
- Explicit teaching and facilitation of appropriate social skills.
- High adult to student support ratio.
- Regular communication with parents and carers.

**Tier 2 - Targeted behaviour support – At Risk behaviours.**

Students who are identified as having at risk behaviours (2 – 5 office directed referrals for major behaviours) often require more support to succeed in the school setting. We believe that modifying the student’s environment, teaching
new skills and responding effectively to problematic behaviours is effective. We use the LaVigna and Willis (1995) multi-element process to guide the proactive and reactive intervention strategies for students identified in Tier 2.

<table>
<thead>
<tr>
<th>Proactive Strategies</th>
<th>Reactive Strategies</th>
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<tbody>
<tr>
<td>Ecological Manipulation</td>
<td>Positive Programming</td>
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<td>Interpersonal Factors</td>
<td>General Skills</td>
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<td>Programmatic Factors</td>
<td>Functionally equivalent skills</td>
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<td>Physical factors</td>
<td>Functionally related skills</td>
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<tr>
<td>Medical Adjustments/ Dietary Changes</td>
<td>Coping/tolerance</td>
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**Other**
- Neuro-physical techniques
- Medical Adjustments
- Dietary changes

**Other**
- Active Listening
- Feedback
- Gentle Teaching
- Stimulus change
- Inter-positioning
- Crisis Intervention

Figure 2: LaVigna and Willis (1995) Multi-elemental process

**Tier 3 – Intensive Behaviour Support – High Risk Behaviours**

The Individual Behaviour Plan is the tool currently used by our school to record how we will address the more acute needs of some students (6+ office directed referrals for Major behaviours per year).

The process of development of the Individual Behaviour Plan brings together parents/carers, professionals and the student (where appropriate). They consider the student’s current level of performance and determine needs and priorities. In this way, we promote:

- Shared responsibility
- Consensus about behavioural and educational goals of the student
- Focus on a small number of key behaviours, prioritising and targeting one at a time
- Collective accountability for outcomes
- Opportunity for communication

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<thead>
<tr>
<th>Phase 1</th>
<th>Background information</th>
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<tr>
<td></td>
<td>• Details of student’s disability, health and medical status</td>
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<td>• School history and IEP focus</td>
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<td>• Student competencies and preferences</td>
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<td>• Family history and living arrangements</td>
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<td>• Details and history of student’s problem behaviours</td>
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<tr>
<th>Phase 2</th>
<th>Functional analysis of behaviour</th>
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<td>• Description of problem behaviour</td>
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<td>• Communication analysis</td>
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<td>• Ecological analysis</td>
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<td>• ABC analysis</td>
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<td>• Hypothesis building and testing</td>
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<td>• Cost/benefit analysis</td>
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<td>• Ethical and policy considerations</td>
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<th>Phase 3</th>
<th>Intervention Planning</th>
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<td>Proactive Strategies</td>
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<td>Ecological Strategies</td>
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<td>Associated Support Programs</td>
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<th>Phase 4</th>
<th>Intervention implementation and review</th>
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<td>• Training and support</td>
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<td>• Implementation and data collection</td>
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<td>• Monitoring and modification</td>
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<td>• Regular review</td>
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<th>Phase 5</th>
<th>Intervention evaluation</th>
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<td>• Outcomes</td>
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<td>• Social validity</td>
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<td>• Overall intervention effectiveness</td>
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<td>• Future recommendations</td>
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We are committed to the use of non-aversive behaviour management strategies to effect change in behaviour. Educative approaches, including Ecological Manipulation and Positive programming, are seen as most beneficial to the development of appropriate behaviour.

Reactive strategies including time-out, physical restraint and suspension will only be used as a last resort.

**Minor and Major Behaviours**

Minor behaviours would generally be managed by staff in situ using redirection procedures and/or known effective strategies (through IPBSP) for a given student.

Major behaviours are those that significantly violate the rights of others, put others or self at risk of harm and require the involvement of school administration. This may include inappropriate online behaviour and use of weapons. Major behaviours would require a student being removed from regular learning or play environment.
5. Emergency responses or critical incidents

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

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. This may be a recognised factor of the students’ disability and noted in the students’ behaviour plans.

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

Defusing strategies as per Non-violent Crisis Training

Avoid escalating the problem behaviour
Avoid shouting, cornering the student, moving into the student’s space, touching 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.

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.

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.

Debrief
As far as possible within the individual student’s cognitive and communicative capacity, help them to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention as per Non-violent Crisis Training or the student’s plan may be used to ensure that Currumbin Community Special School’s duty of care to protect students and staff from foreseeable risks is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented in OneSchool.

Temporary removal of inappropriate objects by staff

The Principal or a staff member of a state school has the power to temporarily remove property from a student if the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the Principal should retain the property for handing to police.
A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student’s school bag) unless they have the student’s consent or the consent of their parents. 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). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student’s consent to search school property such as lockers or desks being used by the student.

6. Consequences for unacceptable behaviour

All unacceptable behaviour at Currumbin Community Special School will have a consequence. The consequence will be relevant to the behaviour and will be delivered consistently and with fairness. Students will be warned of impending consequences.

Consequences may include:

- Repairing any damage caused
- Completing required work at another time (eg play time)
- Missing a reward activity
- Spending time with another class
- Spending time with Deputy Principal or Principal
- Communicating home to parents via communication book or telephone
- Meeting with parents/ carers and class to proactively plan for student management
- Referral to out-of-school agencies
- In-school suspension
- Suspension
- Proposal to Exclude
- Recommendation to Exclude

This is not an exhaustive list and the skilled staff at this school utilise a range of appropriate consequences. It is preferred that educational programs are not removed as a consequence to unacceptable behaviour unless this has been negotiated as part of the student’s plan with all stakeholders.
7. Network of student support

An extensive network of wrap-around support exists at Currumbin Community Special School as we acknowledge that it takes a village to raise a child. Each student’s individual needs will be taken into consideration as stakeholders link student[s] with the most appropriate support services.

Staff Development

Currumbin Community Special School is part of the School Wide Positive Behaviour Support Program. All staff will receive training through this program. The school is also committed to staff receiving training in Non-Violent Crisis Intervention and Functional Behaviour Analysis as required. All staff will receive training in specific behaviour management needs and de-escalation strategies as required.

8. Consideration of individual circumstances

The student population of Currumbin Community Special School is extremely diverse in terms of individual needs (health and disability related), cultural background, background of experiences and age. Each of these factors may influence behaviour and will be taken into account. In many cases, these factors help us understand why behaviour occurs, but they will not be accepted as an excuse for unacceptable behaviour. At all times, unacceptable behaviour will have an appropriate consequence.
These factors will be taken into account by the team when determining what action is needed to assist the student to develop positive behaviours. Different individual needs may need different individualised responses. These decisions will be shared with stakeholders and reported to the school community to support the follow through.

9. Related legislation

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

10. Related departmental procedures

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

Endorsement

Kylie Sargeant  Mary Page  Brian Streatfield
Principal  P&C President or  Principal's Supervisor
Chair, School Council

Date effective:

from December 2012 to December 2015
11. Some related resources

Behavior Matrix

<table>
<thead>
<tr>
<th>WHEN I AM</th>
<th>EVERYWHERE IN THE SCHOOL</th>
<th>IN THE CLASSROOM AND IN THE HALL</th>
<th>IN THE BASKETBALL COURT</th>
<th>IN THE OUTSIDE PLAY AREAS</th>
<th>IN THE TOILETS</th>
<th>LINING UP AND GOING FROM ONE PLACE TO ANOTHER</th>
<th>OUTSIDE SCHOOL AND ON COMMUNITY ACCESS</th>
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<tbody>
<tr>
<td>• I keep hands, feet and objects to myself</td>
<td>• I walk sensibly when I come in and when I need to get something</td>
<td>• I walk sensibly when I am going somewhere</td>
<td>• I wear a hat, shoes and sunscreen if my teacher tells me I need it</td>
<td>• I only go into the girls toilets if I am a girl or the boys toilets if I am a boy</td>
<td>• I walk sensibly behind the leader</td>
<td>• I stay with my group, where an adult can see me</td>
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<tr>
<td>• I listen to and follow instructions</td>
<td>• I ask for help if I need it to sort out a problem</td>
<td>• I follow all the rules when I am playing games</td>
<td>• I play games that are safe and friendly</td>
<td>• I flush the toilet and wash my hands when I am finished</td>
<td>• I wait for instructions from an adult before going through a gate or into a building</td>
<td>• I only talk to people I know, if an adult tells me that's O.K</td>
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<tr>
<td>• I only leave when an adult tells me that's O.K</td>
<td>• I only use equipment if an adult has told me that it's O.K</td>
<td>• I stay where I am told when I am waiting for the bus</td>
<td>• I stay where an adult can see me</td>
<td>• I ask for help from an adult if I need it</td>
<td>• I go straight back to class when I'm done</td>
<td>• I only cross roads with my group, at a safe place</td>
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<tr>
<td>• I tell an adult if I have a problem</td>
<td>• I walk sensibly when I am going somewhere</td>
<td>• I stay where I am told when I am waiting for the bus</td>
<td>• I share</td>
<td>• I go straight back to class when I'm done</td>
<td>• I follow the special rules that apply to wherever I am</td>
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<tr>
<td>EVERYWHERE IN THE SCHOOL</td>
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<td>• I get to where I need to be on time</td>
<td>• I keep my space clean and tidy</td>
<td>• I help bring equipment out at the beginning of play time, and put it away again at the end</td>
<td>• I only use the toilet when I have asked an adult and they have told me it’s O.K.</td>
<td>• I wait where I have been told until an adult gives me my next instruction</td>
<td>• I make sure I know what I have to do before going somewhere for the first time</td>
<td>• I talk to an adult who is with me if I see something I don’t like or don’t understand</td>
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<tr>
<td>• I am organised and prepared</td>
<td>• I help out if another student needs it</td>
<td>• I play fairly</td>
<td>• I make sure everyone has a turn</td>
<td>• I help out if another student needs it</td>
<td>• I help out if another student needs it</td>
<td>• I help out if another student needs it</td>
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<tr>
<td>• I complete all the work I am given to do</td>
<td>• I keep my work area clean and tidy</td>
<td>• I use a normal outside voice while I am playing</td>
<td>• I am careful when I use anything that belongs to the school or another student</td>
<td>• I tell an adult if I see something that’s not right</td>
<td>• I help out if another student needs it</td>
<td>• I make sure I know what I have to do before going somewhere for the first time</td>
<td></td>
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<tr>
<td>• I keep my work area clean and tidy</td>
<td>• I use the timetable to help me know what is coming next</td>
<td>• I use a normal outside voice while I am playing</td>
<td>• I help bring equipment out at the beginning of play time, and put it away again at the end</td>
<td>• I help out if another student needs it</td>
<td>• I help out if another student needs it</td>
<td>• I talk to an adult who is with me if I see something I don’t like or don’t understand</td>
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<tr>
<td>• I follow instructions straight away</td>
<td>• I do all my class jobs</td>
<td>• I help pack away when an activity is finished</td>
<td>• I make sure everyone has a turn</td>
<td>• I help out if another student needs it</td>
<td>• I help out if another student needs it</td>
<td>• I talk to an adult who is with me if I see something I don’t like or don’t understand</td>
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<td>• I accept the consequences for my behaviour</td>
<td>• I help pack away when an activity is finished</td>
<td>• I use a normal outside voice while I am playing</td>
<td>• I make sure everyone has a turn</td>
<td>• I help out if another student needs it</td>
<td>• I help out if another student needs it</td>
<td>• I talk to an adult who is with me if I see something I don’t like or don’t understand</td>
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<tr>
<td>• I speak politely and respectfully</td>
<td>• I use the timetable to help me know what is coming next</td>
<td>• I use a normal outside voice while I am playing</td>
<td>• I make sure everyone has a turn</td>
<td>• I help out if another student needs it</td>
<td>• I help out if another student needs it</td>
<td>• I talk to an adult who is with me if I see something I don’t like or don’t understand</td>
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<tr>
<td>• I put any rubbish I find in a bin</td>
<td>• I help pack away when an activity is finished</td>
<td>• I use a normal outside voice while I am playing</td>
<td>• I make sure everyone has a turn</td>
<td>• I help out if another student needs it</td>
<td>• I help out if another student needs it</td>
<td>• I talk to an adult who is with me if I see something I don’t like or don’t understand</td>
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<td>• I am organised and prepared</td>
<td>• I share my ideas when I am asked</td>
<td>• I have a go at whatever activity my group is doing</td>
<td>• I only ask to go to the toilet during lessons if I really need to go</td>
<td>• I move from one place to another quickly and sensibly</td>
<td>• I remember the different rules that I have to follow outside of school</td>
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<tr>
<td>• I do my best</td>
<td>• I sit quietly and keep still</td>
<td>• I try and make sure the other students on my bus stay together</td>
<td>• I try and learn how to play new games</td>
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<tr>
<td>• I listen to instructions</td>
<td>• I take my time so I can do my best work</td>
<td>• I do my best</td>
<td>• I remember the different steps for going to the toilet and do them in the right order</td>
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<tr>
<td>• I ask questions if I don't understand</td>
<td>• I listen when other students are talking</td>
<td>• I try and be happy for other students: even if I don't come first</td>
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<td>• I ask for help if I need it</td>
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<td>• I have a go</td>
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**Example: When I Am Everywhere in the School**

- I am organised and prepared
- I do my best
- I listen to instructions
- I ask questions if I don't understand
- I ask for help if I need it
- I have a go
**BEHAVIOUR SUPPORT PLAN**

**Student Name:** xxxxx xxxxx  
**Date:** xxxxxxxx  
**DOB:** xxxxxxxx  
**TEAM MEMBERS:**  
xxxxxx  
xxxxxx  
xxxxxx  
xxxxxx

**Teacher Name:** xxxxxxxx  
**Review Date:** xxxxx  
**Year Level:** 1-3

**LONG TERM GOAL:** Xxxx will calmly participate in educational activities

**SHORT TERM GOALS**
- Xxxx will use P.E.C.S phase 4 to communicate across the school
- Xxxx will be supported to use P.E.C.S to form “I want” and “break” card sentence strips to seek a quiet calm environment when stressed
- Xxxx will reduce incidents of hitting, kicking and biting during transitions
- Xxxx will increase attendance at school to full time

**ECOLOGICAL STRATEGIES**
- Parent to give medication as recommended by Psychiatrist Dr xxxxxxxxxx and to increase as instructed by Dr xxxxxxxx when advised
- During Daylight Savings Time; Xxxx to be presented with a cooked meal at 11:00 QLD time, reverting back to 12:00 once Daylight Savings Time has finished
- P.E.C.S folder to be accessible to Xxxx at all times
- Xxxx to sit next to xxxxxxx and xxxxxxx during group times
- Favoured toys to be available during group times to help settle Xxxx if needed
- Maintain consistent routine for Xxxx to

**POSITIVE PROGRAMMING**
- Teach recognition of and use “I want a break” P.E.C.S sentence
- Teach use of picture schedule to help Xxxx understand when he has completed an activity
- Ensure use of P.E.C.S is generalised through use with a range of staff and in a range of contexts
- Teach other students in the class appropriate strategies for times when Xxxx becomes unsettled
- Increase the range of

**DIRECT TREATMENT (SKILLS)**
- Positive attention from Teacher or Teacher Aide to keep Xxxx settled
- Teach Xxxx to remove symbols and place on wall during group time so he knows how long he is expected to sit for activities
- Teach Xxxx to carry P.E.C.S folder everywhere with him throughout the day
- Teach Xxxx to take his sentence strip from P.E.C.S folder with “I want a break”, give to teacher and go to chill out room - while he is calm - so he knows how to use it when he is anxious
- Specific positive praise as well as

**REACTIVE STRATEGIES**
- Keep calm; lower volume of voice. If Xxxx does not calm with this; no eye contact and no talking
- Take Xxxx to toilet to ensure that bladder is empty
- Isolate Xxxx from other students or 1 adult remain with Xxxx and second adult isolate other students
- State “chill out room” and show picture of “break” then stop
<table>
<thead>
<tr>
<th>Understand what is required</th>
<th>Activities that Xxxx can access to choose from to entertain himself</th>
<th>Favoured toy/activity</th>
<th>Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use visual supports for first and then or 1,2,3 schedules to help Xxxx understand the sequence and duration of activities</td>
<td>Continue to teach and extend P.E.C.S phase 4 to improve communication</td>
<td>Keep</td>
<td></td>
</tr>
<tr>
<td>Provide 3 short activities for morning and middle sessions; increasing in duration and difficulty as able</td>
<td>Teach “my turn/your turn” and sensory motor/story group with 1 other student and not more than 3 during middle session</td>
<td>Lead to chill out room or outside to fenced yard with adult supervision until Xxxx is calm</td>
<td></td>
</tr>
<tr>
<td>Activities ‘ready to go’ and accessible before directing Xxxx to his work desk</td>
<td>Teach/support parents to use P.E.C.S phase 4</td>
<td>Bring back in and continue a lower-level task or activity or same activity with increased support</td>
<td></td>
</tr>
<tr>
<td>Xxxx’s work desk to face away from other students to help provide perception of security</td>
<td>Continue to teach and extend P.E.C.S phase 4 to improve communication</td>
<td>OneSchool report</td>
<td></td>
</tr>
<tr>
<td>Daily access to sensory room between 12:00 and 12:30</td>
<td>Teach/support parents to use P.E.C.S phase 4</td>
<td>Notify parents at pick up</td>
<td></td>
</tr>
<tr>
<td>Favoured items; tent and doona in ‘chill out’ room available at all times</td>
<td>Continue to teach and extend P.E.C.S phase 4 to improve communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xxxx to remain in Junior Playground with his class group after morning play has ended and wait until all students have vacated the area before returning to class to lessen anxiety of transition</td>
<td>Teach “my turn/your turn” and sensory motor/story group with 1 other student and not more than 3 during middle session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prewarn with visual prompts prior to any transition</td>
<td>Keep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide 1:1 adult support for all transitions from playground</td>
<td>Keep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduce the duration of Xxxx’s school day; Xxxx to be collected at 13:45 as required to lessen anxiety</td>
<td>Keep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have highly favoured quiet activities - such as iPad - for afternoon sessions as Xxxx stays for longer days</td>
<td>Keep</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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(Note: The table is presented as a structured format with clear headings and entries for each row. The entries are in a logical sequence, with corresponding actions for understanding what is required, activities that Xxxx can access, and further support and guidance for favoured toy/activity and talking.)
- Xxxx to attend Junior playground with older students at 13:45, but not to have access to toy cars or trucks as they can be overstimulating
- Provide regular toileting opportunities

**STAFF DEVELOPMENT STRATEGIES:**
Teacher Aides given instruction in P.E.C.S, and routines, and what to do if Xxxx becomes aggressive

**TARGET BEHAVIOURS (BEHAVIOURS OF CONCERN):**
Hitting, kicking, attempted biting, smashing toys into children, throwing toys and chairs, jumping on children on the ground, escaping/absconding

**COMMENTS:**

**SIGNATURES:**
**Personal Technology Devices and ipads**

Bringing entertainment personal technology devices (Phones, MP3 Players) to school is not encouraged by Currumbin Community Special School because of the potential for theft, damage and general distraction and or disruption associated with them.

If a student with parent permission wishes to bring a device such as an MP3 player or phone to school it is expected that the student will give their device to their class teacher at the beginning of the school day and it will be returned to the student at the teacher’s discretion i.e. lunch breaks or for ‘chill time’ throughout the day, otherwise returned to the student at the end of the school day.

Some students use an ipad to enhance their learning and communication. We are supportive of students bringing these devices to school to enhance their learning. Staff will take all due care with devices, and store appropriately when not being used for learning; however no responsibility is taken for loss of damage.

Students must not record photos or videos using their personal technology device unless it is part of a teacher approved project and participants are aware and have given permission for their voice and image to be used for such purposes.

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

If a student uses their personal technology device inappropriately at school (for example used during learning time without teacher permission, to record others without their permission, to record inappropriate behaviours or incidences, to send inappropriate text messages) they will have their device confiscated and given to the Principal. It will be up to the principal’s discretion in alignment with our Responsible Behaviour Plan for Students and individual circumstances for students as to the consequences for such breaches of school rules and people’s right to privacy.

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

* Personal Technology Devices includes but is not limited to games devices, lap top computers, PDA’s, cameras and or voice recording devices, mobile phones, MP3 and devices of similar nature.
**Positive Relationships, safe school policy**

**Definition**
Bullying is typically repeated and intentional hurt inflicted on someone by words or actions of another person or group to exert power.

**What Bullying may look like.**
- Repeated Verbal threats and cruelty
  - Name calling and persistent teasing
  - Ridiculing another person’s appearance, physique or actions
- Repeated Physical threats and cruelty
  - Punching, pushing, poking, shoving, spitting, etc
  - deliberate property damage.
- Repeated Indirect threats and cruelty
  - Malicious gossip, spreading rumours
  - Deliberately hiding property
  - Ignoring and persistent exclusion from friendship circles, social exclusion
- Cyber
  - Deliberate inappropriate use of mobile phones texts messaging and internet communications

These actions demonstrate there has been a breakdown in relationships between students

**When Bullying occurs, what should be done?**

**By the students**
- Initially use appropriate responses to solve the problem (eg walk away)
- Seek intervention by reporting bullying to a teacher, support staff or parent
- Demonstrate positive bystander behaviour and tell a teacher, support staff or parent if they see another student being bullied
- Never ignore the situation

**By the parent**
- Model appropriate behaviour at all times
- Support the school’s philosophy
- Watch for signs of your child being bullied (what are the signs?)
- Encourage your child to adopt the anti-bullying strategies taught at school
• Instruct your child to immediately tell a teacher or support staff if they are bullied
• Inform the school immediately of any suspected bullying

By staff
• Model appropriate behaviour at all times
• Reassure the individual that bullying is unacceptable listen to the student and ask what you can do to help
• Act appropriately to the student’s concern by use of an intervention tool like (to be determined by school) shared concern
• Provide advice, intervene and monitor.