Clifford Park Special School

Student Code of Conduct

2020-2024

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

Reviewed January 2023

Purpose

Clifford Park Special School is committed to providing a whole school approach to creating a safe and respectful learning environment. The Student Code of Conduct has information about the school expectations, consistent processes for addressing behavioural concerns including bullying and the safe use of technology, and positive ways of managing individual student differences. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring teaching and learning in our school is prioritised, where all students are able to experience success and staff enjoy a safe working place.

Contact Information

Postal address:	19 Rob Street Toowoomba
Phone:	07 46145333
Email:	principal@cliffordparkspecs.eq.edu.au
School website address:	cliffordparkspecs.eq.edu.au
Contact Person:	Corina Searchfield (principal)

Endorsement

Principal Name:	Corina Searchfield
Principal Signature:	Corina Searchfield 31.12.2020
P/C President:	Josie Dean
P/C President Signature:	Josie Dean 31.12.2020

Contents

Principal's Forward 04

Introduction 04

Purpose 04

Learning and Behaviour Statement 05

Student Wellbeing and Support Network 05

Whole School Approach to Discipline 07

Consideration of Individual Circumstances 08

Differentiated and Explicit Teaching 08

Universal Behaviour Support 08

LIKES Token System 10

Responding to Contextually Inappropriate Behaviour 11

Focused Teaching 11

Intensive Teaching 12

Legislative Delegations 13

Legislation 13

Disciplinary Consequences 13

School Policies 15

Temporary Removal of Student Property 16

Use of Mobile Phones and Other Devices 17

Preventing and responding to Bullying 19

Safe use of Social Media 22

Restrictive Practice 25

Related Procedures and Guidelines 26

Conclusion 26

Queensland Government

Principal's Foreword

Introduction

Clifford Park Special School is a high school that delivers educational programs to enrolled students aged from 12 to 18 years who are supported through the Education Adjustment Program (EAP) for Intellectual Disability and other multiple impairments including Autism Spectrum Disorder, Visual Impairment, Hearing Impairment and Physical Disability.

Our Brand Pillars are: **connect, learn, achieve**

Our Vision (*Why we're here)* - Clifford Park Special School provides differentiated learning programs in a future-focussed environment where we CONNECT, LEARN, and ACHIEVE together. We empower our students to reach their full potential through innovative programs and community partnerships.

Mission (*What we do)* - Clifford Park Special School nurtures and develops each student's potential and abilities by providing individualised learning programs for our diverse population. This allows every student to CONNECT, LEARN and ACHIEVE in a supportive environment. We empower students to become active members of our school community based on their individual strengths and abilities. We demonstrate and promote a mutually respectful partnership between teachers, support staff, parents and community members in order to meet the diverse academic, emotional, and social needs of each student. We are committed to the continuous evaluation of our programs and services, in order to provide all students beneficial educational outcomes and experience.

Purpose

The Clifford Park Special School Student Code of Conduct provides a framework for teaching students to use positive behaviours, which demonstrate respect for themselves and others.

In our current plan, our focus is on supporting and promoting the positive behaviours of all students while acknowledging that contextually unsafe behaviours occur and need to be addressed within a framework of positive behavioural support.

Positive Behaviour for Learning (PBL) is a philosophical and pedagogical framework used by all staff. It is an evidence-based approach and the underlying premise of our Student Code of Conduct. It is a teaching practise included in our Clifford Park Special School Charter and implemented in a planned and logical manner.

Queensland Government

Learning and Behaviour Statement

As a staff we believe that a proactive and preventative approach is the best way of ensuring that all students receive the level of support needed to enable them to be successful at school.

A range of strategies are used for promoting positive behaviours. These include universal whole-school approaches applied to all students; targeted systems of support designed for those who require early interventions to minimise unsafe behaviours; and intensive individual systems of support that focus on the function of behaviour and the development individual behaviour support plans.

Guidelines for implementing these strategies include:

- The individuality of all students is valued and celebrated.
- Only proactive and preventative strategies are used.
- Our approach refers to latest best practice in strategy development.
- Our plans emphasise collaboration between school staff, students, families, carers and community.
- Our approaches are dynamic, with ongoing review and evaluation.
- There is a proactive, considered and comprehensive management of incidents, complying with all departmental requirements in a transparent and defensible way.
- Our school emphasises the positive interactions among all members of our school community.
- Members of our school community have a responsibility to familiarise themselves with and support the implementation of the Student Code of Conduct.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unsafe behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Clifford Park Special School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school expectations to teach and promote our high standards of behaviour:

- Be respectful
- Be responsible
- Be safe
- Be resilient

Queensland Government

Student Wellbeing and Support Network

Students at Clifford Park Special School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Teacher aides
- Support staff
- Leadership team members
- Administration staff
- Guidance Officer
- Advisory visiting teachers and therapists
- School based nurse
- Social worker
- Regional support personnel

External support is also available through the following government and community agencies:

- National Disability Insurance Agency
- Child and Youth Mental Health Services (CYMHS)
- Queensland Health
- Department of Communities (Child Safety Services)
- Police and other emergency services

The Positive Behaviour for Learning Team (PBL) is the essential body that supports the implementation, maintenance and evaluation of positive practices within the school. Team members include teachers, teacher aides, leadership team members and parent representatives, and the PBL team meet at least three times a term.

At Clifford Park Special School, a guidance officer is available to both students and staff for three days each week and a social worker attends our school one day per week.

A school-based Planning Alternate Tomorrows with Hope (PATH) Coordinator is available for parents and other stakeholders to assist with accessing, planning with and managing the National Disability Insurance Scheme (NDIS). Through the NDIS, students can receive additional therapeutic supports to assist with managing complex behaviours and other individual needs.

The Human Relationships Program (HRP) is a school-based program taught to all students in Years 7, 8, 9 and 10. This program is a progressive teaching of skills and knowledges in relation to initiating and maintaining respectful relationships, using digital technologies safely and responsibly, approaches to sustaining good mental health, improvement of resilience and self-care strategies, building of social skills, and the access of support services within our community. The suite of lessons has a basis in the Respectful Relationships program, Everybody Needs to Know (True Relationships Program), Skillstreaming Approach (Goldstein) and other materials seen to support the learning of positive behaviours for every student.

Queensland Government

Whole School Approach to Discipline

At Clifford Special School our whole approach to discipline prioritises success and wellbeing for all students. Our staff create and maintain supportive and safe learning environments by:

- Supporting student engagement through tailored supports and appropriate pedagogies
- Responding to the diverse learning needs of students by identifying differentiated teacher and learning in the three levels of planning. We ensure that every student is supported to access and engage authentically in the Australian Curriculum (Years 7 to 10) and in the Senior Phase of Learning (Years 11 and 12)
- Providing structured and organised classrooms
- Creating dynamic and inclusive learning environments where students have multiple opportunities to engage and respond – expectations are taught, pre-corrected and reinforced every lesson
- Managing complex and challenging behaviour
- Committing to a common approach and purpose to support students who present with complex and challenging behaviour. Staff understand the need to employ pro-active, preventative and positive strategies to support students who need to learn social skills and behaviour adjustments. Multi-tiered systems of support are core to supporting students academically and behaviourally
- Maintaining student safety
- Considering individual differences when managing student safety and wellbeing Curriculum Activity Risk Assessments are updated frequently on OneSchool. The Workplace Health and Safety Team works closely with the school community to implement Emergency and Lockdown procedures which consider the disability, learning needs, and safety considerations for every student and staff member. The Leadership Team ensures that the Restrictive Practices procedures are adhered to and necessary documentation is completed, as required.

Consideration of Individual Circumstances

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Clifford Park Special School considers the individual circumstances of students when providing support and applying consequences by:

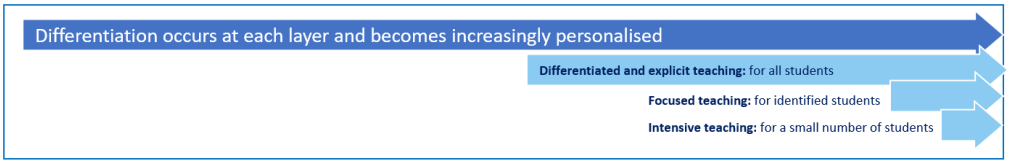
- promoting an environment which is responsive to the diverse needs of all students
- establishing procedures for applying fair, equitable and logical consequences for infringement of the code ranging from the least to most intrusive interventions

Queensland Government

- recognising and considering students' age, gender, disability, cultural background, socioeconomic situation and their mental health status.
- recognising the rights of all students to:
    - express opinions in a respectful and timely manner
    - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation, and
    - receive adjustments specific to their learning and/or behavioural needs.

Information related to individual differences including adjustments to learning, complex behavioural data, disability specific evidence, and mental health and wellbeing information, are documented within each child's OneSchool profile. Personalised Learning records are updated regularly to reflect amendments as well as Complex Case Support to reflect the diverse needs of Students in Care.

Differentiated and Explicit Teaching



In line with the Positive Behaviour for Learning framework, Clifford Park Special School has three tiers of support: Universal Behaviour Support – the teaching to all students the expectations of behaviour; Focused and Targeted Teaching – specific supports and strategies for students that require additional teaching; and Intensive Teaching – supports for individual students who have complex behavioural and learning requirements.

Queensland Government

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Clifford Park Special School, we emphasise the importance of directly teaching students the behaviours we want demonstrated at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and to provide a framework for responding to unsafe behaviour.

A set of behavioural expectations in specific settings has been developed and is outlined in the School Wide Expectations Teaching Matrix below.

Clifford Park Special School – Expectations Matrix

Expectations	Everywhere	Break times	Assembly	Class time	Pool	Home time	Transport / community
Be Respectful:	• Listen to the speaker • Use non-offensive language • Allow for personal space • Care for self and belongings • Follow directions	• Stop gossip in its tracks • Use bathroom safely and cleanly	• Sit quietly • Remain seated until dismissed • Hats off • Listen to the speaker	• Use inside voice • Use encouraging words • Take turns • Use SLANT	• Respect privacy • Use change areas safely and cleanly • Care for property	• Wait quietly for your transport home • Talk respectfully to others	• Use your quiet voice • Use respectful language
Be Responsible:	• Phones are out of sight • Before you use it, ask • Take only what is yours • Wear a uniform • Make good choices and walk away	• Put your rubbish in the bin • Follow the rules of the game • Respond to the bell • Look after your belongings • Return equipment	• Right place, right time • Sit where you can be a listener • Listen to the speaker	• Remain in class • Follow the schedule • Use ICT as directed • Engage in learning	• Follow pool rules • Listen to your instructor	• Listen for your name or bus colour to be called • Wait in the right place	• Neat tidy presentation • Be a school ambassador
Be Resilient:	• Try new things • Have a go • Accept and move on • Say how you feel • Think positively	• Speak out if you feel unsafe • Walk away from conflict • Ask for help	• Accept difference	• Complete set tasks • Accept and respect change • Accept consequences • Accept other people's views			
Be Safe:	• Hands, feet and objects to self • Use equipment as intended • Stay with the group • Stay in school grounds • Use safe words and actions	• Walk on verandas • One person on the trampoline at a time • Stay within bounds of the play area • Kick balls on the oval • Play tiggy on oval • Wear a hat and sunscreen outdoors	• Enter and exit gym calmly	• Stay in your room during learning times	• Walk in the pool area <u>Pool rules</u> • 1 whistle – stop, look, listen • 3 whistles – move to the side and exit the pool.	• Follow instructions from the adults on duty • Walk to your bus calmly	• Get on and off vehicles when instructed • Stay seated and wear a seatbelt in vehicles • Keep body and belongings in the vehicle • Follow road rules • Stay with the group

These expectations are communicated to students in varied ways including:

- Differentiated behaviour lessons delivered weekly by classroom teachers – students are taught an explicit lesson in regards to the school Expectation of the week (as taken from the School wide expectation teaching matrix)
  Each week students are taught an explicit lesson in regards to the school Expectation of the week, taken from the School Wide Expectation Teaching Matrix. Although lessons are pre-written by the PBL team, teachers differentiate lessons to suit the learning needs of the students in their classroom
- Referral to behaviour expectation visuals which are located in each learning space
- Acknowledgement of student learning at school assemblies and during active supervision by staff across classroom and non-classroom activities

Queensland Government

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in knowing and supporting school behaviour expectations
- Induction for new staff of Clifford Park Special School's Student Code of Conduct as part of the mandatory training suite.

LIKES Token System

A token economy system is implemented at Clifford Park Special School using LIKES. All classes are issued with LIKE tokens to provide to students to reinforce expected behaviour. Staff generously distribute tokens to students so they will have abundant opportunities to learn that following the expectations will result in something positive. The tokens clearly communicate that, when students follow the expectations, their behaviour will be positively acknowledged.

General Guidelines of the LIKES token system

The overall goal is to find ways to reward students with LIKES on a daily basis.

All staff have LIKES to give to students.

All students have an opportunity to earn LIKES.

LIKES are NEVER to be taken away from students once they has been earned.

Students may not buy, sell, or give away LIKES to other students.

LIKES may be given anywhere a student is seen following the school-wide expectations.

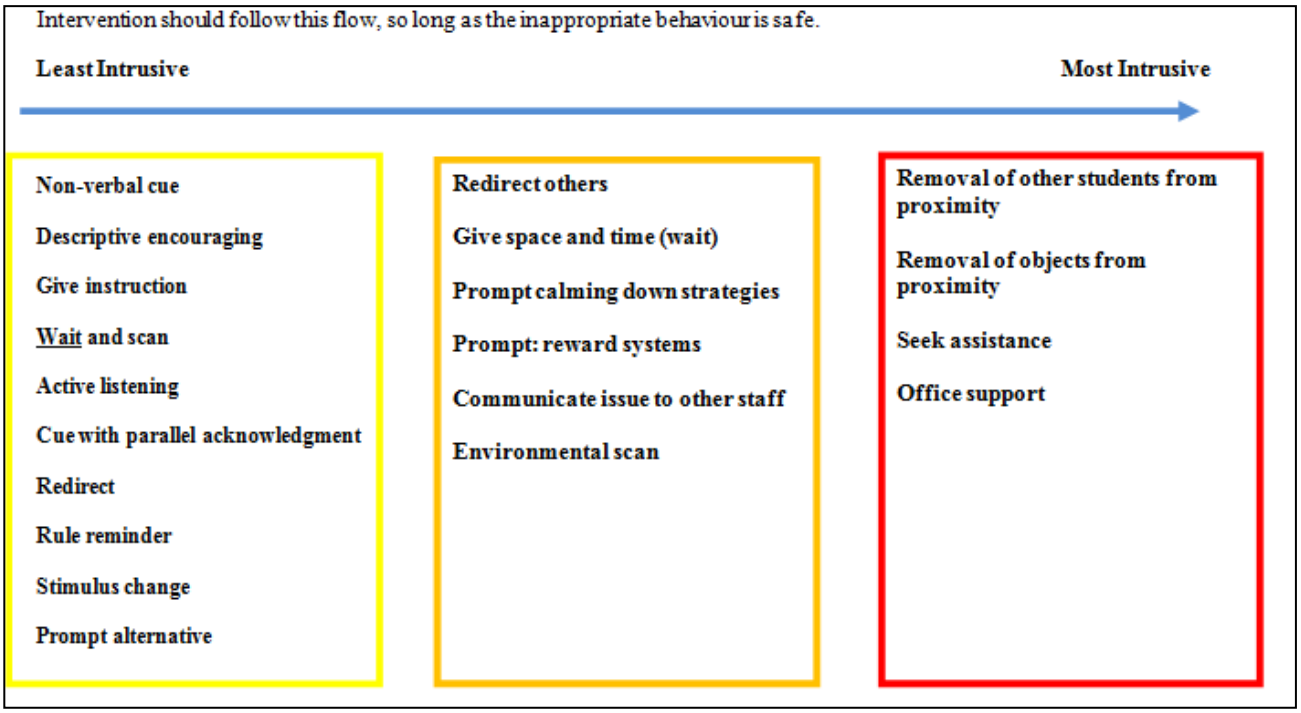
Opportunities to exchange LIKES for rewards occur every week.

An 'events' calendar is created for each term. These events typically occur on Fridays and are another opportunity for students to receive positive outcomes for following the school expectations.

Responding to Contextually Inappropriate Behaviour

On some occasions, despite the implementation of universal behaviour support, a behavioural incident may occur. In these circumstances the following general interventions will be followed to manage the incident.

Queensland Government



Targeted/Focused Teaching

Students identified through data (frequent low-level behaviours) as requiring additional behavioural support are referred to the Classroom Problem Solving Team (CPST). This team, consisting of interested teachers, teacher aides and leadership team members respond to the behavioural, social and emotional concerns of students who are have been unresponsive to school-wide universal practices. It is based on the premise that collaboration, team work and group thinking can be a successful way of explaining and resolving matters.

Access to the Classroom Problem Solving Team is through a referral process and is designed to prevent the development of, or decrease the frequency and/or intensity of students' problem behaviours; and provide standardised interventions that effectively and efficiently support students that do not yet require the time and resources needed to develop a Functional Behaviour Assessment.

Responsibilities of the Classroom Problem Solving Team include:

- taking referrals from the Positive Behaviour for Learning team regarding minor and major behaviours noted through OneSchool Behaviour Incidences
- taking referrals from teachers regarding individual students where either behaviour, medical, social, or other characteristics are complex and a team approach is required to resolve or maintain the situation
- provide advice, support and recommendations for action.

Behavioural supports that are an outcome of the referral to the Classroom Problem Solving Team have the following characteristics:

Queensland Government

- they are continuously available
- they are easily accessible
- required skill sets are easily learned
- are aligned with School Wide Expectations Matrix
- all staff are aware of the interventions and their roles in the process
- are able to be consistently implemented
- are matched to the function of the students' behaviour.

The development of an Individual Behaviour Support Plan may be an outcome for some students during this process. An Individual Behaviour Support Plan documents the necessary adjustments to support a student consistently across all classroom and non-classroom settings. An Individual Behaviour Support Plan may also be supported by an Individual Behaviour Risk Assessment if required. Plans are documented on OneSchool Personalised Learning and/or Complex Case Support.

Intensive Teaching

Clifford Park Special School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-informed support plans, through multi-agency collaboration, may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex concerns.

The Classroom Problem Solving Team initiates the process of intensive support. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family. In addition to a representative from the school's administration, regional behavioural support staff may also be included in the process.

A functional behaviour assessment informs the multi-agency stakeholder team what adjustments and interventions are required to best support engagement. These are captured in an Individual Behaviour Support Plan (IBSP) which includes specific, measurable goals, environmental and ecological adjustments, fidelity implementation measures and clearly established timelines.

Restrictive Practice considerations may be applicable in the development of an IBSP, as well as an Individual Student Support Plan (ISSP) and associated Behaviour Risk Assessments.

Queensland Government

Legislative Delegations

Legislation

Relevant legislation that inform the overall Student discipline procedure includes:

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

Disciplinary Consequences

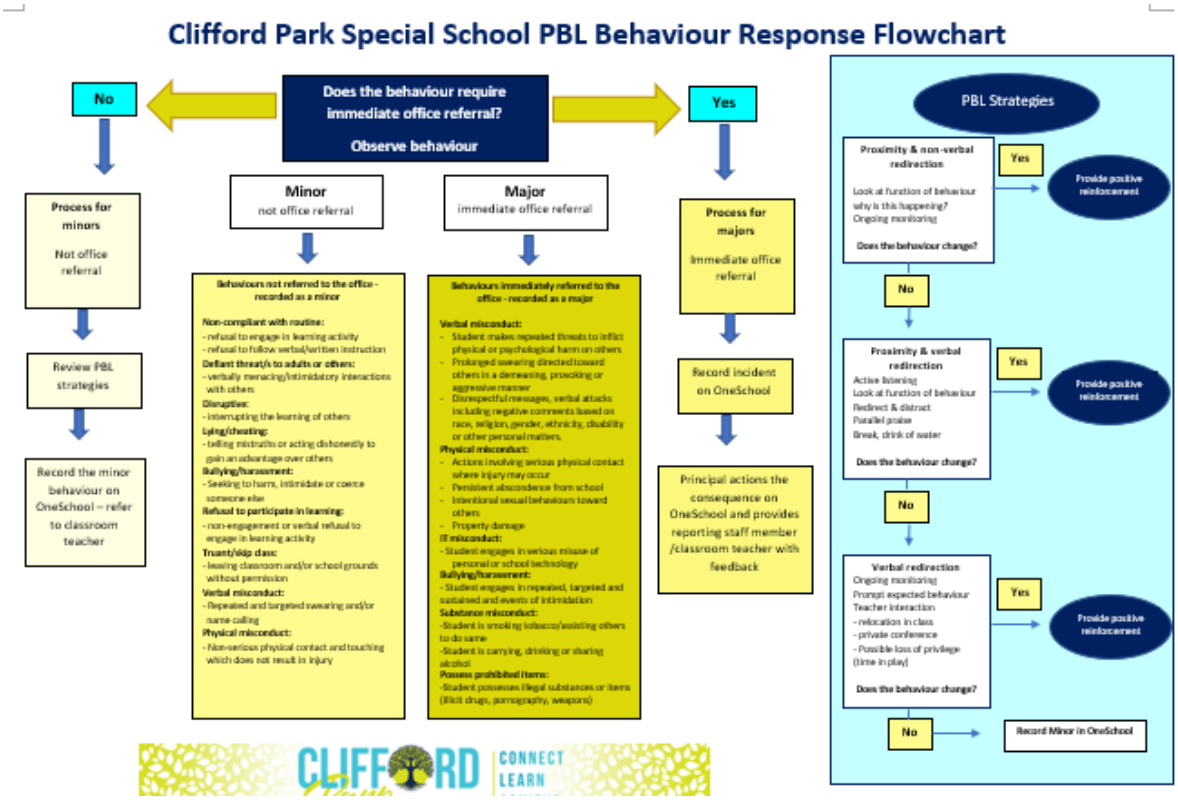
Consequences for contextually unsafe student behaviour take into account the individual's circumstances including their disability (cognitive understanding), their social and emotional status, the function of the behaviour and the needs and rights of school community members.

Consequences in the context of Clifford Park Special School follow the following guidelines. They are:

- logical, predictable and known
- meaningful to the student
- designed to teach and reinforce socially safe behaviour
- used hand-in-hand with positive reinforcement, restoration and relationship building
- applied as close to the time of the behavioural incident as possible, whilst avoiding any chance of escalation
- respectful and protect the privacy of all students.

Queensland Government

The Clifford Park Special School PBL Behaviour Response Flowchart below outlines details of processes to address both minor and major behavioural incidences.



Staff response to contextually unsafe behaviours that cause minimal disruption to learning and/or safety are considered to be a teaching opportunity and are addressed immediately in the context they occur. The following strategies are used in these situations:

Strategy:	Explanation:
Proximity	The strategic placement/movement by the teacher in order to encourage positive behaviour.
Signal, Nonverbal Cue	Signals the teacher is aware of the behaviour and prepared to intervene if it continues.
Ignore, Attend, Praise	Praise a student who is meeting expectations in the proximity of a student who is not following expectations without making eye contact with targeted student.
Re-direct/stimulus change	Brief, clear, private verbal reminder of the expected behaviour from the Matrix/classroom expectations.
Re-teach	Specifically instruct the student on exactly what should be done to follow the matrix/classroom expectation.
Provide Choice	Offer alternatives to the student
Student Conference	An individual re-teaching or problem-solving opportunity

Queensland Government

When behaviours occur as listed in the PBL Behaviour Response Flowchart, consequences may be employed in response to the context and function of the behaviour. These include, but are not limited to:

- short break from peers to assist regulation eg. student prompted to leave playground
- short break from classroom to assist regulation eg. student prompted to leave classroom
- evacuation of other class members to reduce risk and support student exhibiting disruptive/unsafe behaviours to regulate
- lockdown procedure being initiated
- early departure from school – contact with parent/caregiver and the immediate departure/collection of student
- in-school suspension – the next day student stays within office area and completes classroom tasks and break times activities under supervision
- restitution/restoration activities such as relationship mending, conferencing, mediation
- confiscation of illegal, banned or unsafe substances or items
- police and/or emergency services being called
- a School Disciplinary Absence (SDA) applied for repeated minor or major behaviours
    - Short suspension (1to 10 school days)
    - Long suspension (11 to 20 school days)
    - Charge-related suspension
    - Exclusion (period of not more than one year or permanently)
    - Re-entry meeting is organised if deemed necessary and dysregulation is not seen as a likely outcome.

At Clifford Park Special School, the use of a school disciplinary action (SDA) is considered a very serious decision. It is typically only used when all other options have been exhausted, a serious major incident has occurred, or a number of minors and majors have been present and a break is required to 'reset' behavioural expectations. Parent/caregiver communication is essential for SDAs to occur with carers being aware that an SDA may be an imminent consequence.

School Policies

School policies have been developed to ensure students, staff, parents and caregivers consistently address the following areas to ensure the creation and maintenance of a supportive and safe learning environment:

- Temporary removal of student property
- The use of mobile phones and other devices by students
- Procedures for preventing and responding to incidents of bullying, and
- Use of social media as detailed in departmental documentation

Queensland Government

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 her nominee will 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 Clifford Park Special School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs (including tobacco)
- 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)
- offensive material (e.g. racist literature, pornography, extremist propaganda).

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.

Staff at Clifford Park Special School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a

Queensland Government

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);
- consent from the student or parent is required 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 will be called to make such a determination.

To assist with maintaining a safe environment, parents should ensure their children do not bring property onto school grounds or other settings used by the school that:

- is prohibited according to the Clifford Park 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, and
- does not maintain and foster mutual respect.

Use of mobile phones and other devices by students

Clifford Park Special School does not require students to bring their own mobile devices such as tablets, laptops, mobile phones or iPads to school. If students bring these items to school they do so at their own risk.

The use of mobile phones is prohibited without the consent and supervision of a staff member. This policy commences daily at 8.30am. This policy will cease daily at the point students are released from class at 2.45pm.

Guidelines:

- Mobile phones must be switched off and placed out of sight.
- Mobile phones can be used in a teacher directed activity to enhance learning.
- Students must seek teacher's approval where they wish to use a mobile device under special circumstances. Use of a mobile phone can only occur in the office area.
- Mobile phones can be left in the school office in a safe container by students if they wish.
- Mobile phones can be placed in a safe container in their classroom.
- Mobile phones are not to be used in any manner through the school day including texting, messaging, viewing images and using social media platforms.

Queensland Government

The only exception to the guidelines is that students who require music to assist with emotional regulation can use their phones at break times. Ear phones must be used. Students who require to use their mobile phones in this manner must have permission from their teacher, parent and principal. Their names are written on the document, 'Permission to use Personal Mobile Phone at Break Times'. This document is kept in the office area.

If a student uses their mobile phone without permission, the phone must be handed in and then stored at the school office. The phone will then be handed back at the conclusion of the school day. If a student refuses to hand in their phone, the parent is contacted and the phone must stay at home the following day, or as long as is required.

Students have access to laptops, tablets and iPads for learning purposes at school. Explicit teaching of the responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. Specific teaching content through the Human Relationships Program and through PBL lessons is delivered regularly to students.

During break times, the Computer Room is available for students to access games and other programs suitable for school use. Although some students may bring a small gaming device to school, these are only to be used for games and for no other purposes.

Further information in regards to the use of ICTs can be found on Advice for state schools on acceptable use of ICT facilities and devices and Use of IT systems procedure.

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;
- 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)

Queensland Government

- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

These conflicts, although not considered bullying, are still considered serious and need to be addressed and resolved. At Clifford Park Special School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Clifford Park Special School teachers and leadership team will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

The PBL Framework guides our proactive approach to responding to potential episodes of bullying. Students are explicitly taught through our Human Relationship Program and PBL lessons respectful and responsible relationships. Supporting positive mental health, personal empowerment and improving resilience are important aspects of these programs that are delivered to students.

As Clifford Park Special School strives to promote a safe and supportive learning environment, students are encouraged to speak directly to teaching staff or the leadership team if incidences of bullying occur. Support to students who are exposed or subjected to bullying behaviour may include any of the following:

- counselling with the guidance officer
- individual sessions with the school-based chaplain/youth worker
- referral to outside agencies
- adjustments and modifications to their school program as required.

Bystander behaviour is also considered an important aspect of bullying incidents and explicit teaching in regards to its role in the maintenance of bullying is dealt with by the staff at Clifford Park Special School. Consequences for bystanders and bullying are in line with the Major Minors and Universal Behaviour document and requires the support of parents/caregivers working together with the school to minimise the instigation and ongoing issue of bullying behaviour

Queensland Government

Bullying response flowchart

Approximate Time Frames

Key contacts for students and parents to report bullying:
Leadership Team: 46145333
Corina Searchfield; Gail Williams; Anna Moore
Parents/caregivers are also encouraged to talk with their child's teacher

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand-written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Queensland Government

Use of social media

Clifford Park Special School acknowledges the growing popularity of social media both as a communication and educational tool and supports its safe use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the unsafe use of social media.

Students at Clifford Park Special School are taught to understand that they are responsible for the content they publish on social media platforms and what standards of behaviour are expected of them while using social media.

The teaching of these expectations occurs through specific lessons dedicated to social media use in the Human Relationship Program. Concepts are reinforced through PBL lessons and reinforcement procedures.

Negative comments posted about students, teaching staff and others in the school community have a greater impact than expected. Occurrences of these instances are dealt with individually taking into account the individual circumstances including disability, emotional state, contextual factors and function of behaviour. Consequences for unsafe use of social media will be employed as defined by our Universal, Minor and Major Behaviours document. Students are encouraged not to respond to negative and defamatory comments, take a screen shot, and block the user. Parents/caregivers of students who continue to post negative comments about other students on social media will be contacted by the school and a management plan be implemented. In some cases, serious instances of unsafe online behaviour are dealt with by police and the court system.

Clifford Park Special School uses social media to update the school community of notices, events and positive stories. Parents/caregivers are encouraged to respond in positive ways and prefers that they contact school personnel directly with a complaint or enquiry due to privacy considerations.

Uploading of photos of students at Clifford Park Special School is only performed with the permission of the parent/caregiver. Students and parents/caregivers who upload photos of students that are not of themselves or who do not belong in their family, must have the explicit permission.

A serious instance of unsafe 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).

Queensland Government

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?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Queensland Government

Restrictive Practices Procedure

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:

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure. All documents related to planned' incidences of restrictive practices, as stipulated within the Restrictive Practices procedure, will be attached to the student's OneSchool profile supports.

Following the use of any unplanned restrictive practices, a focused review will be implemented. This process unpacks how staff have responded to the risk in any incident that involved the use of a restrictive practice and consideration of whether there are other options for managing a similar situation in the future. All incidents of restrictive practice will be recorded and reported in line with departmental procedures.

Critical Incidents

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. The actions of Clifford Park Special School staff in such situations is outlined in the Emergency Response Plan. This document includes emergency evacuations, lockdown procedures, and emergency responses to weather events. A Suicide Prevention plan is also available.

In cases where students require personalised responses and protocols in regards to potential critical incidents, these are recorded in a student specific support plan and/or a Department of Education Health Plan.

Notification to the department's School Operations team is effected as required by the principal or their nominee.

Queensland Government

Related Procedures and Guidelines

The following procedures or guidelines are used to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning.

- 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
- Online safety in Queensland state school

Conclusion

The Student Code of Conduct outlines the approaches to enhance a safe and supportive learning environment at Clifford Park Special School. It reflects the unique nature of the school and diverse student population.

The school community is encouraged to engage in the review of the Student Code of Conduct. Complaints will be managed through the Department of Education's *Customer complaints management framework*, *policy* and *procedure*. The Clifford Park Special School Leadership team, however, would be pleased to directly converse with those community members who would like to offer feedback.

Queensland Government