



Clifford Park Special School Student Code of Conduct

2025-2029

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

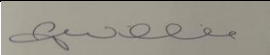
Purpose

Clifford Park Special School is committed to providing a whole school approach to creating a safe and respectful learning. 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.

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Endorsement (Mandated)

Principal Name:	Gail Williams
Principal Signature:	
Date:	26/06/25
P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	

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Principal's Foreword (Optional)

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.

Clifford Park Special School has a long and proud tradition of providing high quality education to students from across Toowoomba and the Darling Downs. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

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.

Clifford Park Special School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for

everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Clifford Park Special School Student Code of Conduct together over the last few months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

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.

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
- Social worker
- Advisory visiting teachers and therapists
- School based nurse
- 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)
- Queensland Police Service 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.

A student services meeting is conducted weekly by Administrative staff to discuss student targeted students and their strategies, interventions and supports.

CPSS RaP (Resilience and persistence) program

The Clifford Park Special School **RaP** program provides an opportunity for students to CONNECT, LEARN and ACHIEVE together. The aim of **RaP** is for students to reach their full potential through innovative programs and community partnerships. The **RaP** program has been developed based on data gathered by OneSchool and SORD (School Online Reporting Dashboard) and our knowledge of each student. The program combines physical activity with meaningful connection to wider community groups to help build resilience and learn the value of persistence. The program's main goals are to increase student attendance and engagement. With the support of positive adult mentors, **RaP** aims to build student resilience and self-esteem through the creation of healthy relationships within the wider community. The **RaP** program allows students to continue their regular learning at school and participate in a further flexible learning option. Current community groups include, Carbal Medical Services, Revolution Gym, PCYC, Twba Crossfit, Climb Twba and bushwalking.

Student Hub and Student Engagement Team

The student hub is a safe place for Clifford Park Students. It has many purposes including:

- Facilitating student morning check ins.
- Transitioning students to school routine.
- Supporting student that are dysregulated during playtime and class time.
- One on one student learning programs
- Internal suspensions
- A safe place for students to co-regulate during break times.

Currently the student hub is resourced by two experienced and competent teacher aides before, during and during break times. The following will be considered when teachers are considering the use of the student hub for their students:

- Communication with Admin and adult supervision/availability
- Classroom (adult/TA) support
- Time spent in the hub

Student expectations while in the hub include:

- Appropriate language
- The use of inside voices
- Appropriate and supportive interaction

The student hub is a place that is not used for punishment or detention for student behaviour. It is a safe place for students to regulate or co-regulate their emotions, complete school work and then return to the classroom. Data collection will occur for students attending the hub and this may trigger a CPST referral.

Whole School Approach to Discipline (Mandated)

The development of Clifford Park's Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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. Positive Behaviour for Learning (PBL) is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

Clifford Park Special School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and a range of strategies are used to promote positive behaviours. These include universal whole-school (universal) 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 or crisis plans.

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

- We are respectful
- We are responsible
- We are safe
- We are resilient

Explicit and differentiated teaching of behaviour expectations is facilitated by weekly lessons to every student. These lessons are delivered by the classroom teacher and refreshed across the week.

When students demonstrate and meet the school expectations they are positively reinforced by staff in the following ways:

- Positive praise (free & frequent)
- Receiving a LIKES token or PBL wristband
- Opportunity to spend their LIKES at the PBL LIKES shop
- Participation in the weekly PBL major event activity

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
- 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.

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
We are Respectful:	<ul style="list-style-type: none"> Use school acceptable language Allow for personal space Follow directions Accept different ways of communicating AAC Respect property Treat others how you want to be treated 	<ul style="list-style-type: none"> Use bathroom safely and cleanly 	<ul style="list-style-type: none"> Sit quietly Remain seated until dismissed Hoods/Hats off Listen to the speaker 	<ul style="list-style-type: none"> Use inside voice Use encouraging words Take turns Listen to the speaker 	<ul style="list-style-type: none"> Respect privacy Use change areas safely and cleanly Care for property 	<ul style="list-style-type: none"> Wait quietly for your transport home in the correct area 	<ul style="list-style-type: none"> Use your quiet voice
We are Responsible:	<ul style="list-style-type: none"> Phones are out of sight between 8:00am and 3:00pm Before you use it, ask Take only what is yours Wear our uniform Reset, respect, respond Right place, right time 	<ul style="list-style-type: none"> Triangles Put your rubbish in the bin Respond to the bell Return equipment 	<ul style="list-style-type: none"> Sit where you can be a listener Listen to the speaker 	<ul style="list-style-type: none"> Remain in class Follow the schedule Use ICT as directed Engage in learning 	<ul style="list-style-type: none"> Follow pool rules Listen to your instructor 	<ul style="list-style-type: none"> Listen for your name or bus colour to be called Wait in the right place 	<ul style="list-style-type: none"> Neat tidy presentation Be a school ambassador Follow workplace expectations
We are Resilient:	<ul style="list-style-type: none"> Have a go Accept and move on Say how you feel Aim for green Big problem/little problem 	<ul style="list-style-type: none"> Speak out if you feel unsafe Walk away from conflict Ask for help 	<ul style="list-style-type: none"> Accept difference 	<ul style="list-style-type: none"> Complete set tasks Accept and respect change Accept consequences Accept other people's views 			
We are Safe:	<ul style="list-style-type: none"> Hands, feet and objects to self Use equipment as intended Stay with the group Stay in school grounds Use safe words and actions It's okay to say no-peer pressure 	<ul style="list-style-type: none"> Follow the rules of the game/activity Walk on verandas and concrete areas Kick balls on the oval Wear a hat and sunscreen outdoors 	<ul style="list-style-type: none"> Enter and exit gym calmly 	<ul style="list-style-type: none"> Stay in your room during learning times or follow personal plan 	<ul style="list-style-type: none"> Walk in the pool area <p><u>Pool rules</u></p> <ul style="list-style-type: none"> 1 whistle – stop, look, listen 3 whistles – move to the side and exit the pool. 	<ul style="list-style-type: none"> Follow instructions from the adults on duty 	<ul style="list-style-type: none"> 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
- 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 have 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.

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 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:

- 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.

Legislative Delegations (Optional)

Legislation

Relevant legislation that inform the overall Student discipline procedure includes:

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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.

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



BEHAVIOUR INCIDENT RESPONSE FLOWCHART



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

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

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 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.

Mobile Phone Policy

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

Statement of Intent-

Clifford Park Special School is committed to reducing the distraction and influence of mobile phones in the schooling environment.

Mobile Phone Policy-

- Mobile phones must be switched off and away for the day and/or disable notifications on wearable devices during school hours 8am until 3:15pm.
- Before students enter the school grounds their mobile phone must be switched off. Students cannot access and use their mobile device during school hours or at school activities.
- Phones can be switched on after school hours, once the student has left the school gates.

- Phone use is not permitted during the school day including for music, photos or phone calls/messages home.

Mobile Phone Storage-

- Preferably phones are kept at home
- If bought to school, phones must be turned off and in the student's bag, classroom or Admin office. (Bags must be kept in the classroom at all times).

Work Programs/Off Campus Activities-

- Phone use is not permitted during work experience or off-campus activities.
- If bought to the off-campus activity, phones must be turned off and in the student's bag or handed to the staff member in charge. The staff member will ensure the phone is kept in a secure location for the duration of the program.

School Camp and Excursions-

- Phone use is not permitted during camp or excursions including for music, photos or phone calls/messages home.
- Phones must not be brought to the camp or excursion.
- If brought to school, before the camp or excursion, the phone must be handed to the office or classroom teacher, to be kept in a secure location. Parents may be called to collect the phone.

Non-Compliance of Mobile Phone Policy –

- Teacher will issue a reminder for the student to follow the mobile phone policy
- If a mobile phone is sighted or heard following a warning admin staff will be referred to speak with the student and issue a second warning
- Teacher records the incident on OneSchool
- Refusal to submit a phone to the office will result in a phone call home and request of phone collection made.
- Continued refusal will result in alternative arrangements for phone storage during the school day agreed upon. This will involve the phone being locked in a box with key. The student may take the key for the day. The student can collect their phone once their transport has arrived.

Special Circumstances Arrangement-

Principal will consider requests for exemption received from students or parents on a case by-case basis. When considering an exemption request, principals may seek additional information to support the need for the student to access their mobile phone during the school day.

Students who choose to bring mobile phones or personal technology devices to school do so at their own risk and are responsible for ensuring their safety and security and that they are not visible or audible. No liability will be accepted by the school in the event of loss, theft or damage to any device.

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)
- 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.

Bullying response flowchart

*Approximate Time
Frames*

Key contacts for students and parents to report bullying:

- Leadership Team: 46145333
- Gail Williams; Jamie Stead; Sophie Jeffcoat
- 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

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. These expectations are taught 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 QPS 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).

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

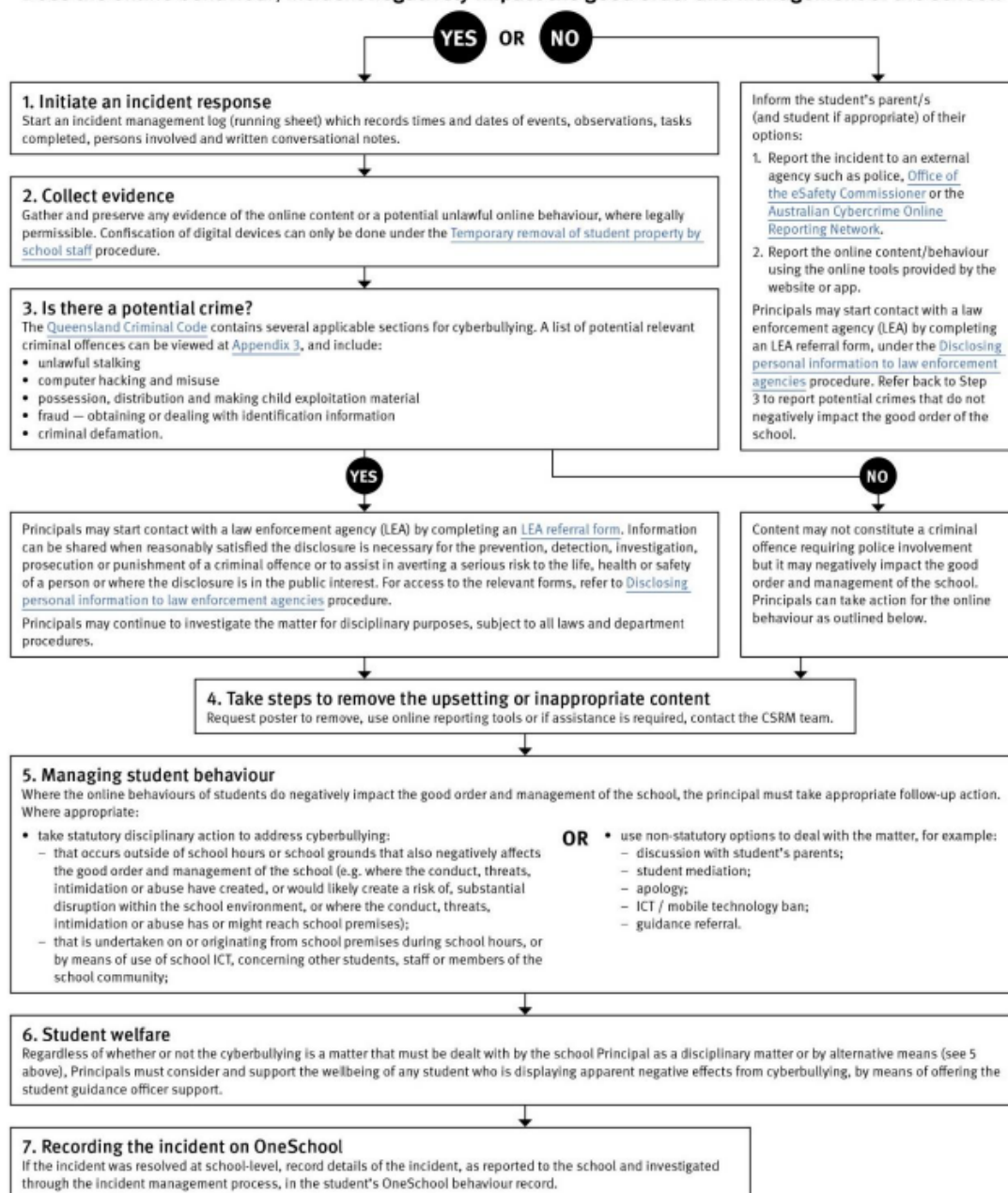
Explicit images

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

Help

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

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



Restrictive Practices 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.

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.