



Maryborough Special School

Student Code of Conduct 2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Purpose

Maryborough Special School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students through processes of self-regulation can participate positively within our school community.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

Contact Information

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Endorsement

Principal Name:	Sue Omar	ATHOL BUTLER (ACTING)
Principal Signature:	<i>[Signature]</i>	
Date:	01/12/20	
P/C President and-or School Council Chair Name:	Carolyn Mudge	
P/C President and-or School Council Chair Signature:	<i>[Signature]</i>	
Date:	01/12/20	

Principal's Foreword

Introduction

Maryborough Special School in collaboration with the whole school community inspires excellence in teaching and learning in order to maximise every student's potential.

We believe in:

- Creating a safe and secure learning environment where respect, honesty, trustworthiness and appreciation of individual differences are fostered.
- Maintaining high standards and expectations for all student.
- Cultivating and maintaining partnership with the whole school community.
- Instilling a sense of pride and responsibility in our school and community.
- Encouraging students to aspire to their best effort.
- Care, compassion, understanding and tolerance for all students.

Our school provides quality education experiences for students with intellectual impairment and multiple impairments from Prep-Year 12.

Maryborough Special School committed to developing successful learners, confident and creative individuals and active and informed citizens by implementing all eight learning areas of the Australian Curriculum including Cross curricula priorities, General capabilities and water safety/learn to swim programs.

The Maryborough Special School Implementation Plan for the Australian Curriculum (MiPAC) achieves this through the following innovations.

Different rates - learning progressions and tier system

Learning Preferences and Interest – Core and rich contexts

Different Aspirations - Active citizens and employability focus

The Australian Curriculum has been further expanded through research based learning progressions to identify the sub skills that are “assumed” within the content descriptors, enabling our teachers to successfully differentiate and navigate their way towards the Achievement Standards.

Maryborough Special School embraces an educative approach to discipline, that behaviour can be taught and mistakes are opportunities to learn. Staff explicitly teach students expected behaviours. The Student Code of Conduct provides an overview of our policies on mobile phone use and other technology, removal of student property and our approach to prevent and address incidents of bullying.

P&C Statement of Support

Maryborough Special School's Parent & Citizens Committee proudly supports the new Student Code of Conduct Plan. As a committee, we encourage all parents to make themselves familiar with the new Student Code of Conduct Plan and to share with their children the expectations of the school.

It is essential that all parents support the school's values and expectations. By working together as a community we can ensure that the school provides a safe and supportive environment for all students to learn.

We all have a role in combating bullying as it is a community wide issue that has devastating effects on everyone. It is important that the school community knows what to do if bullying occurs. The school provides support and advice to help address problems of bullying, whether it is verbal, cyberbullying or the misuse of social media and text messaging. It is important that we work collaboratively with the school staff to ensure students are well supported, feel safe and develop individually as resilient, healthy adults and citizens.

Consultation

The Student Code of Conduct plan aligns with the school's Annual Improvement Plan which is the framework which underpins the behaviour management policies and procedures at Maryborough Special School.

Maryborough Special School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students is undertaken annually. This includes a review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents to inform the development process.

The Student Code of Conduct is reviewed annually at staff and P&C meetings. The reviewed plan is updated on the School website.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director.

Learning and Behaviour Statement

BELIEFS ABOUT STUDENT LEARNING AND BEHAVIOUR

The primary function of Maryborough Special School is as a place of academic and social learning. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- **Be safe**
 - Safe use of equipment
 - Acknowledgment and respect of the personal space of self and others
 - Following of school practices and routines
 - Moving safely through the school environment
 - Resolution of conflict without violence, or abuse
- **Be helpful**
 - Respecting self
 - Respecting belongings of self and others
 - Demonstration of an awareness of the rights and feelings of others
 - Attentive listening
 - Appropriate communication
 - Following of school expectations
 - Solving problems in a peaceful way
- **Be ready to learn.(Self-Responsibility)**
 - Following instructions of supervisors
 - Making appropriate choices without supervision
 - Accepting responsibility for own behaviour
 - Using structures/processes of support
 - Effective management of time
 - Attempting set work to best of ability

Most students are able to manage their own behaviour most of the time; however, for a variety of reasons (knowledge and skills/ability/motivation) occasionally students are unable to display behaviours that are acceptable in our school. Sometimes this may be a "one-off mistake" or be part of "a pattern of behaviour". Student's behaviours are determined by the interplay of these three components (detailed further in table "Understanding Students Behaviour"):

1. **Knowledge and skills:** DO I KNOW WHAT TO DO?
This is influenced by the social environment and in part the context
2. **Ability:** CAN I DO IT?
This is influenced by developmental and/or physiological and/or psychological factors
3. **Motivation:** DO I WANT TO?
This element has a strong sense of choice, but can be heavily influenced by the context, social environment, physiological and psychological factors.

Universal Behaviour Support

At Maryborough Special School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

If a student behaves inappropriately there will be a consequence, the type and severity of it will depend on, a balance between:

- the intention
- the severity of that behaviour and
- the outcome.

APPROACH TO TEACHING

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

School wide Expectations Matrix

	All Areas	Classroom	Walkways	Playground	Toilets	Bus Lines
Be Safe	<ul style="list-style-type: none">Only Staff to push wheel chairsKeep hands and feet to selfFollow school rules	<ul style="list-style-type: none">Keep hands and feet to selfLook after Classroom things	<ul style="list-style-type: none">Walk on the pathShut the gate behind youWalk behind the teacher	<ul style="list-style-type: none">Hands and feet to selfHat and shoes on for playUse kind words	<ul style="list-style-type: none">Walk safely to toiletWash and dry handsShut toilet door when in use	<ul style="list-style-type: none">Hands and feet to selfSit and wait quietlyListen to staff and bus driver
Be Helpful	<ul style="list-style-type: none">Be kind to othersShare and help othersUse kind words	<ul style="list-style-type: none">Listen and do what staff sayHelp and look after each other	<ul style="list-style-type: none">Give others spaceHold the gate openWalk behind the teacher	<ul style="list-style-type: none">Share play thingsPlay nicely at all timesHelp pack up play things	<ul style="list-style-type: none">Put paper in the binWalk straight to toilet and straight backFlush toilet after use	<ul style="list-style-type: none">Stay in bus lineLook after each otherWalk quietly to bus
Be Ready to Learn	<ul style="list-style-type: none">Do as you are asked 1st timeListen and follow what staff sayTell the truth at all times	<ul style="list-style-type: none">Be ready to start workOne person talking at a time	<ul style="list-style-type: none">Listen and follow what staff sayLine up at classroom after bell	<ul style="list-style-type: none">Listen and follow what staff sayLine up at the end of playWalk quietly to classroom	<ul style="list-style-type: none">Ask staff to go to toiletAsk for help if you need it	<ul style="list-style-type: none">Listen for name at the gateStand and wait quietlyGet on the bus quietly

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Engaging curriculum

Not every second of every lesson is going to be “on the edge of your seat” teaching. The teaching process is made up of four key elements, exploration of new ideas, practice of those new elements (this often is the longest element), using those new skills and assessment (testing of how successful the whole process has been). Overall, an engaging curriculum is achieved at Maryborough Special School through teaching that is generally:

- **Interesting** (integrated units last a term allowing in depth and often novel investigations)
- **Logical in what is practiced** (a literacy and numeracy program that teaches the “fundamental skills” based on our understanding of “how children learn”.
- **At the right level for the student to do independently, or supported** (a responsive identification and intervention processes that can readily feed information into a diagnostic process aimed at establishing strengths and weaknesses and catering for those).
- **Meeting the learning needs of the range of students.** A range of teaching styles, whole class, group and individual, depending on the student's needs and the desired outcomes.

Professional development

Professional development has focus and will continue to do so around the following areas:

- Understanding how children learn
- Understanding how/why individual students differ from each other
- Curriculum area (what to teach)
- Pedagogical aspects (how to teach)

This is done in such a way that the individual strengths of teachers is valued, and that life-long learning is the goal (a skilful, balanced teacher, teaches the best, it is no good having a burnt-out expert).

Student Wellbeing and Support Network

Maryborough Special School provides a safe environment where diversity is valued, promoting positive social interactions, and risk of injury or harm is minimised. The school demonstrates and communicates positive respectful relationships between staff, students, parents and members of the community.

The “You Can Do It” (YCDI) program is being adopted and implemented across the school. Five values are taught explicitly to prepare students for success, including *Organisation, Getting Along, Confidence, Persistence and Resilience*. There is a focus on “developing self-regulating” behaviour rather than “other people managing” student’s behaviour. The focus is on a predominantly proactive approach rather than a reactive approach. The school recognises the fact that processes need to be in place to respond to inappropriate behaviour when it occurs.

Staff explicitly teach and model social and emotional skills, values and expectations for behaviour to support student wellbeing. The school policies and practices are accessible and inclusive of students and families. Our Maryborough Implementation Plan for the Australian Curriculum (MiPAC) provides learning opportunities and environments that promote healthy lifestyle choices. It provides opportunities to promote and celebrate the traditions, value and cultures of the school community.

At Maryborough Special School there are a number of factors that support students in being able to do the right thing. These are best listed under the aspects that affect a student's behaviour (see table "Understanding a Student's Behaviour):

- Context
 - Interesting lessons
 - Understanding of how people learn
 - Primarily calm, non-confronting behaviour processes
- Environment
 - Home- Staff have regular informal contact with parents before and after school. Effective classroom communication systems.
 - Community- Stability of school staff
 - Peers- many students have family who have attended the school
 - Whole School- Effective communication systems.
 - Class- teachers focus regularly on "You Can Do It"
- Psychological
 - Key staff have an understanding of Developmental norms
 - Key staff have an understanding of the effects of trauma
 - Key staff have an understanding of anxiety
- Physiological
 - Key staff have an understanding developmental norms
 - Key staff have an understanding of the effects of illness, nutrition, fatigue, special needs, both cognitive and/or physical
- Choice
 - which is heavily influenced, and can heavily influence the above factors depending on an individual's needs and capacity to apply cognitive control over their actions and emotions. Students have a range of peers and staff, including the school Chaplain that they can access to gain guidance and support from.

Maryborough Special School has processes to support staff to respond appropriately to students at risk. Professional development has been provided to ensure staff can recognise the early signs that a student's wellbeing is at risk and respond appropriately by noticing, inquiring, and planning. The school engages the support from Guidance Officers and the

leadership team as first responders. It encourages families to access support services, health professionals and other agencies.

Network of Student Support

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

- Parents
- Teachers
- Support Staff
- Head of Department
- Administration Staff
- Guidance Officer/GO-IBS
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- Regional support Health Nurse

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Maisie-K Centre.

Whole School Approach to Discipline

Positive relationships and positive interactions flourish in a positive climate. The hall-mark of a positive climate is mutual respect. At Maryborough Special School every opportunity is used to convey expectations around behaviours **we strive for**.

Thus, Maryborough Special School has a process aimed at maintaining peaceful, non-violent environments in which children and adults develop positive views of self and of others, learn positive, appropriate ways of relating and are able to cope with difficulties in life in positive and appropriate ways.

Students are expected to:

- support and cooperate with school staff
- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn

Maryborough Special School is expected to:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/carers
- promote the skills of responsible self-management to students

Families are expected to:

- provide safe and supportive environments
- meet their basic physical and emotional need
- initiate and maintain constructive communication and relationships with students and schools
- promote the skills of responsible self-management to their children

Parents and the school staff have a joint responsibility to encourage children to develop positive self-esteem, including:

- Creating an environment that fosters the development of trust.
- Providing positive models and images.
- Valuing, recognising and rewarding
- Children need to feel that they have choices, but understand the responsibilities and consequence of making a particular choice.
- Children need clear and consistent boundaries to avoid confusion.
- Children need consistent care from people they know.
- Children need to have feelings of trust that their basic needs will be met.
- Children need to be given respect so that they can develop self-respect.
- Children need support and care as they learn to deal with their feelings.

When a student is engaged in unacceptable behaviour, the teacher may well use the following strategies:

- Distract the student from the cause of their behaviour
- Re-direct the student towards the preferred positive behaviour e.g. "I can see that you are upset about this, but right now I need you to 'Be Safe' and sitting in your place.
- Repeat the re-direction and offer a choice: "I need you sitting in your place now and doing your work. You can do your work now or at playtime. Which would you like to do?"
- Offer some cool-down time, in a designated area and for a specific time, either in class or out of the class. "I want you to sit here quietly for five minutes. Then you can join in again, if you are being safe and ready to learn."
- Consideration for Contact "Buddy Class" and take the student there for some time away from the classroom environment.
This is the last step before referral to Principal or Deputy Principal.
- Contact Administration for assistance from Principal or Deputy Principal. If the student displays dangerous behaviour, other students may be removed from the vicinity.

Depending of the situation or "patterns of behaviour" this may be adjusted to better fit the situation.

If necessary, Lock-Down Procedures are to be followed. Police may be called if the situation is serious enough.

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.

Maryborough Special School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment, which is responsive to the diverse needs of its students.
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state.
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time.
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

If a student behaves inappropriately there will be a consequence, the type and severity of it will depend on, a balance between:

- the intention
- the severity of that behaviour and
- the outcome.

Any of the factors listed in the table, "Understanding students Behaviour", **may** well have a limited impact on the consequence, they are more likely, however, to be used to establish processes that reduce the risk of such behaviours presenting again. Such processes rely on the **student taking responsibility for "using" the support** being offered by the school.

The table "Understanding student's behaviour" shows the commitment Maryborough Special School has towards understanding and supporting students.

Understanding a Student's Behaviour

Elements of influence	Possible aspects having an effect on behaviour
Context	<ul style="list-style-type: none"> • Ability in task involved in (lesson) • Support given • Learned knowledge and skills
Social Environment	<ul style="list-style-type: none"> • Home • Community • Peers • Whole school • Class
Psychological	<ul style="list-style-type: none"> • Developmental • Past trauma • Existing trauma • Threat • Anxiety • Mental health issues • Stress • Past experiences • Emotional health • Thinking skills around emotion
Physiological	<ul style="list-style-type: none"> • Developmental • Illness • Nutrition • Fatigue • Special needs, both cognitive and/or physical
Choice	<ul style="list-style-type: none"> • Choice, which is heavily influenced, and in turn can heavily influence the above factors depending on an individual's motivation, needs and capacity to think clearly and control their actions and emotions.

Differentiated and Explicit Teaching

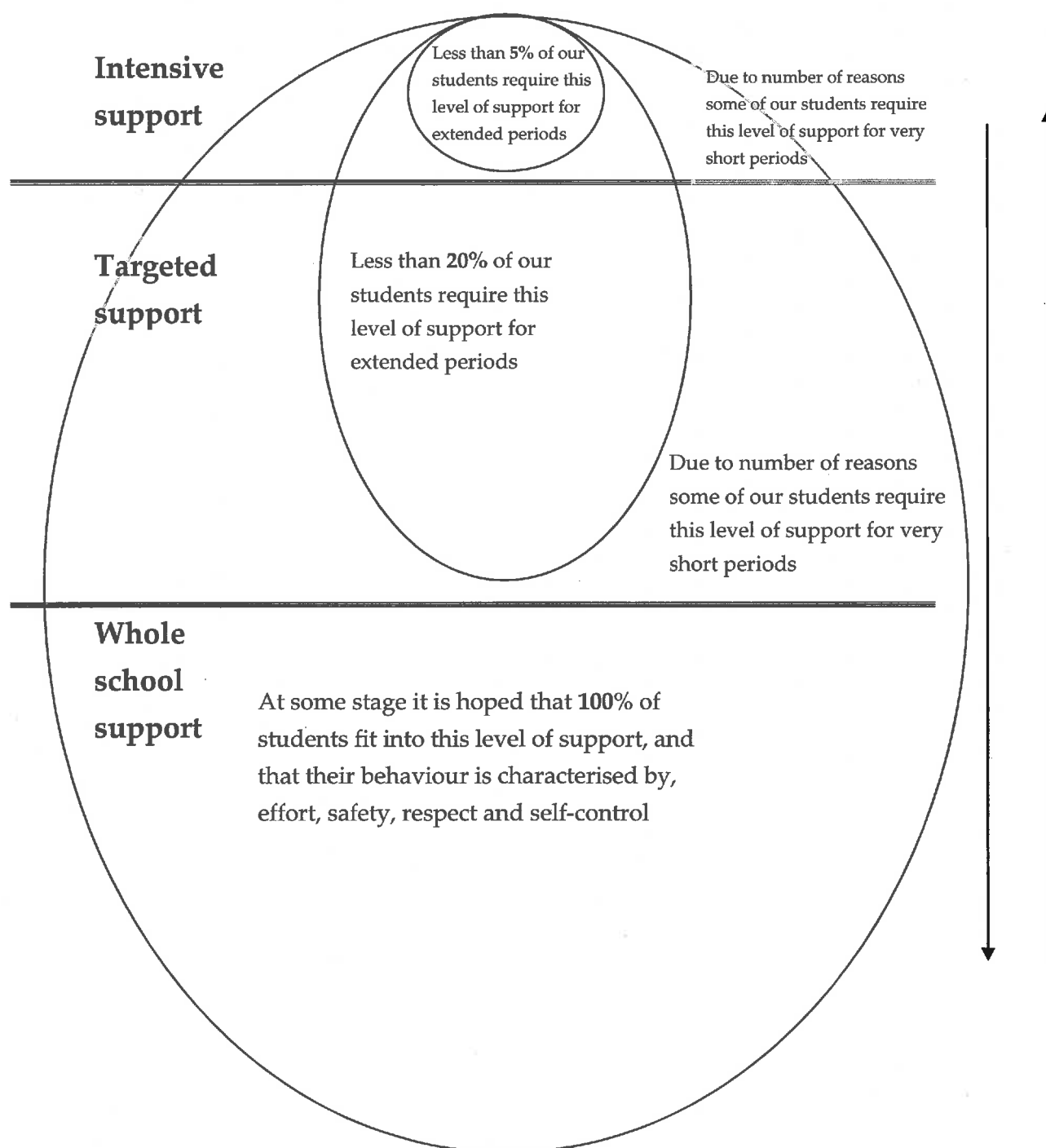
From time to time students require more, or less, support to achieve the basic expectations around: Be Safe, Be Helpful, Be Ready to Learn. Levels of Student Behaviour Support labelled to assist in the planning and management of support for students.

In essence:

- Students at the **Whole school support** level do the right thing with very little input from others
- Students who require **Targeted support** require more input from the teacher, the administration and parents to maintain behaviours that have acceptable impacts on others. If this level of support is sustained then a formal diagnostic process is likely to be entered into.

- Students who require **Intensive support** require more input from administration, support staff, specialists, parents and possibly external agencies to maintain behaviours that have acceptable impacts on others. If this level of support is sustained then a formal diagnostic process is more likely to be entered into, unless there is already a clear diagnosis.

Model of percentage of students requiring the various levels of



Differentiation (Whole School Support Level)

Maryborough Special School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Maryborough Special School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

Focused Teaching (Targeted Support Level)

All students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Maryborough Special School to provide focused teaching. Focused teaching is aligned to the Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Intensive Teaching (Intensive Support Level)

Students at Maryborough Special School require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged

period. Decisions about the approach are made based on data collected from their teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and 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 personal issues.

Legislative Delegations

Legislation

- [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 \(Cwth\)](#)

Delegations

State school Principals are responsible for “controlling and regulating student discipline in the school” under the Education (General provision) Act 2006. Principals are afforded a number of powers to assist them to meet this obligation including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision making responsibilities cannot be delegated to other staff in the school, such as Deputy Principals.

The legislative instruments of delegation and authorisation are provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegation](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

Maryborough Special School follows the same differentiated approach for disciplinary consequences used in the proactive teaching and support of student behavioural expectations. Students are taught clear, explicit established expectations and teachers respond to minor problem behaviours. Some students may have trouble with meeting stated expectations and display low-level problem behaviour even though they have been exposed to focused teaching, in-class corrective feedback and rule reminders. If these behaviours continue to interfere with class teaching, they may need to be referred to the leadership team for support and intervention.

Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour
- use of Social Stories e.g. written and electronic.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Minor problem behaviours (handled by staff members at the time it happens) are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying,
 2. student indicates expected school behaviour,
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Major behaviours (referred directly to the school Administration team) are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. Major behaviours are recorded on One School. When necessary Administration will help escort the student to the office.

Major problem behaviours may result in the following consequences:

- Level One: Time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, a warning regarding future consequence for repeated offence.
- Level Two: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs will incur an immediate suspension, will require a detailed behaviour support plan and risk management plan to be compiled prior to their re-entry and may in extreme circumstances be recommended for exclusion.

Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour 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.

Maryborough Special School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment, which is responsive to the diverse needs of its students.
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- recognising and taking into account students' age, gender, disability, cultural background, socio-economic situation and their emotional state.
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time.
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

ONE-OFF MISTAKE

The students at this school are “growing humans”. They are not perfect nor are they expected to be. They are however, expected to be learners.

Everyone makes mistakes, however, an important expectation of society and schools is for students to minimise these, and to accept responsibility in (fixing things) and in doing things differently next time. A mistake cannot be explained away through lack of thought or effort.

PATTERNING

Behaviours that appear to be part of a “pattern of behaviour” due to their frequency are analysed and recognised as “target behaviours”. Because these are more frequent, and are already (or in danger of) becoming entrenched in the student’s behaviour, more attention and often more significant consequences apply. This is usually done with support from the students’ parents.

School Policies

Maryborough Special School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property.
- Use of mobile phones and other devices by students.
- Preventing and responding to bullying.
- Appropriate use of social media.

Temporary removal of student property

The removal of any property in a student’s possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school Principals and school staff when temporarily removing student property.

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Maryborough 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)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students **(including over-the-counter medications such as paracetamol or alternative medicines)**.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Maryborough Special School has determined that explicit teaching of 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.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities are outlined below.

It is **acceptable** for students at Maryborough Special School to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Maryborough Special School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of Maryborough Special School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed

Preventing and responding to bullying

Maryborough Special School staff know that student learning is optimised when they feel connected to others and experience safe and supported relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical emotional, social and educational outcomes. Staff who feel valued and supported are more likely to engage positively with students and build stronger connections within the college community. Parents who are positively engaged with the child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Leadership:

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included connected, safe and respected.

Inclusion:

All members of the school community actively participating in building a welcoming school culture that values diversity and fosters positive, respectful relationships.

Students:

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

Partnerships:

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

Support:

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

Maryborough Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

Bullying behaviours that will not be tolerated at Maryborough Special School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

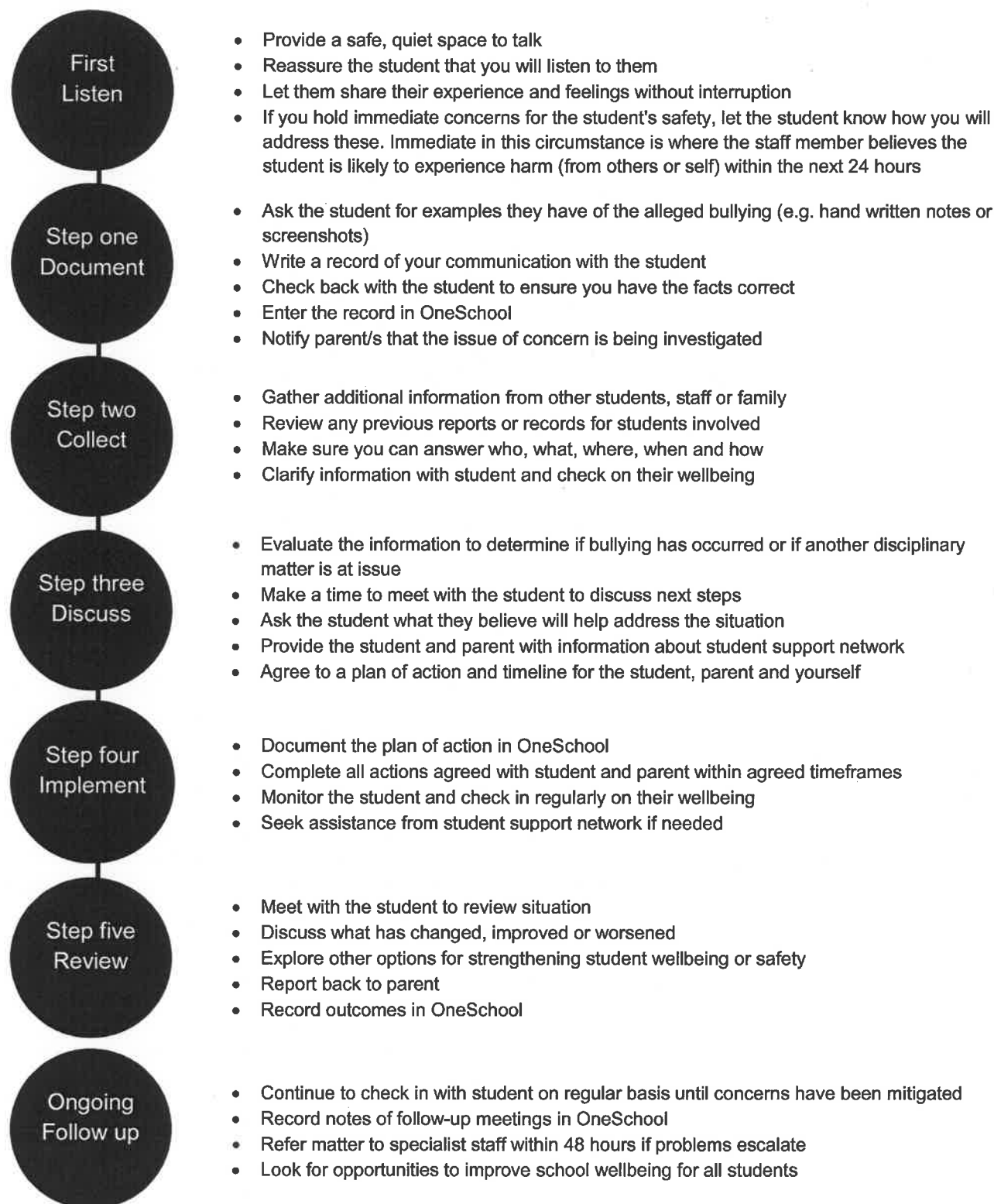
Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Maryborough Special School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Bullying response flowchart for teachers



Appropriate use of social media

Cyberbullying is treated at Maryborough Special School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their class teacher. The leadership team can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Maryborough Special School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal or Deputy Principal.

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](#).

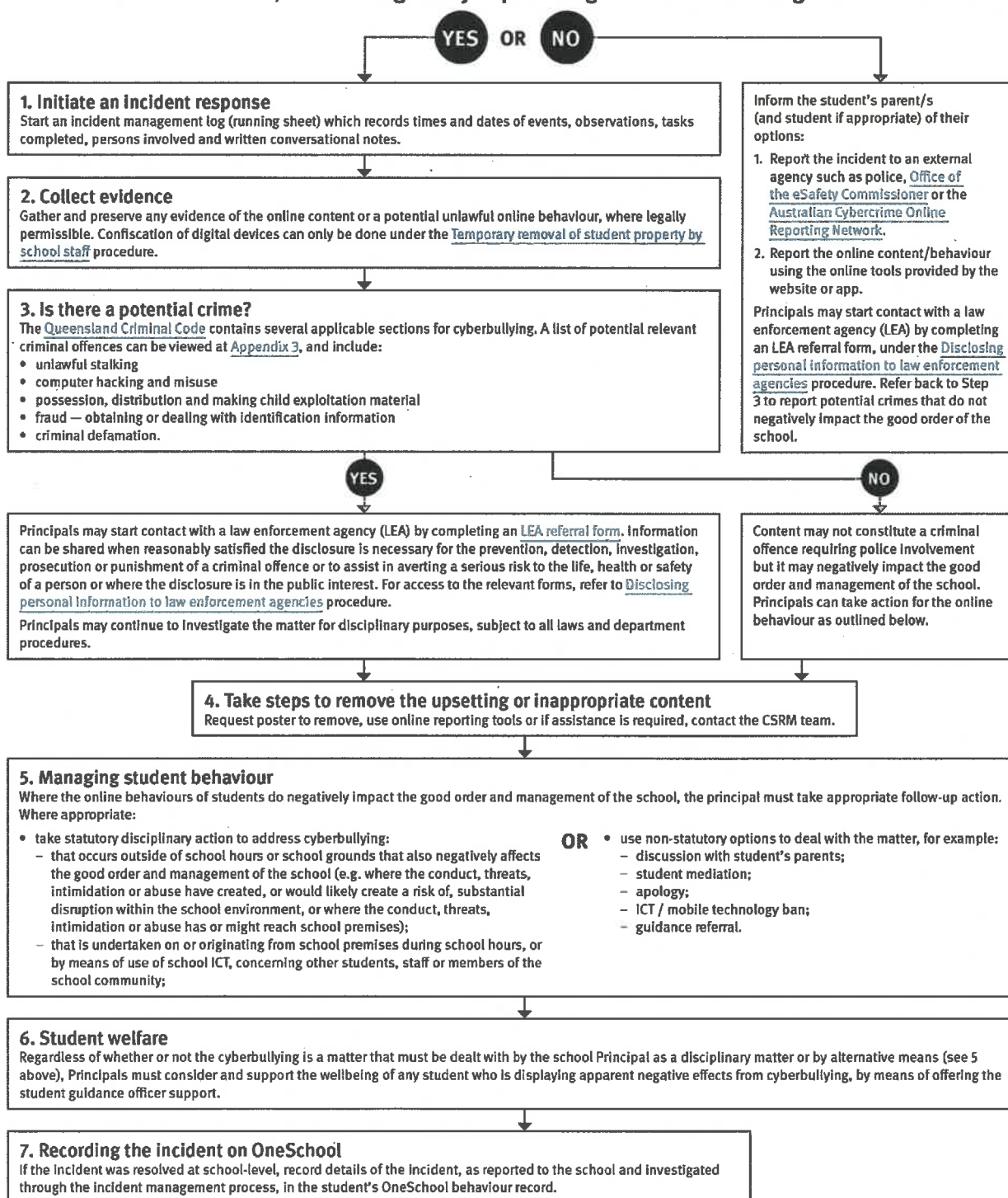
Explicit images

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

School staff at Maryborough Special School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying, No Way!](#)
- [Eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)