TOOWOOMBA WEST SPECIAL SCHOOL
Responsible Behaviour Plan for Students
based on
The Code of School Behaviour

1. Rationale

Toowoomba West 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 Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

This Plan has been developed to replace our previous Responsible Student Behaviour Plan which was developed in 2006 and revised in 2008. Our overarching approach to behaviour influences curriculum planning and implementation for individual students. The plan is integral to the development of effective ISPs (formerly IEPs) and Individual Behaviour Support Plans. Positive Behaviour Support is a philosophical and pedagogical approach used by all staff. It is a teaching and support approach which forms the basis of our whole school Responsible Student Behaviour Plan.

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

In our current plan, our focus is on supporting and promoting the positive behaviours of all students while acknowledging that problem behaviours occur and need to be addressed within a framework of positive behavioural support. Bambara and Knoster state (1998):

People with disabilities who engage in serious problem behaviour present us some of our greatest challenges. Traditional approaches to manage such problems are often ineffective for two reasons. First the common application of behaviour management has paid little attention to understanding (a) who the person is, (b) what the social contexts of the behaviour are and (c) what the function or purpose of the behaviour is. Second, traditional management procedures have placed exclusive emphasis on using unpleasant consequences to suppress or control the person’s behaviour rather than teaching or reinforcing socially appropriate alternative skills.

As well as identifying and reinforcing existing positive behaviours, our Plan focuses on teaching students to use positive behaviours and supporting them as they learn these skills. The plan acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a supportive environment incorporating the following characteristics:

- A shared philosophy
- Shared goals
- A team approach
- The shared acceptance, understanding and adoption of collaboratively developed processes supported by recent research (evidence based)
- Training and skill development for all staff working with students
- Support for families to understand, accept and adopt these processes in other settings
- A multi-element plan including the use of proactive strategies and non-aversive reactive strategies.
2. Consultation and data review

Toowoomba West Special School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken during 2009. A review of school data relating to school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan will be reviewed in 2012 as required in legislation.

3. Learning and behaviour statement

All areas of Toowoomba West Special School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Toowoomba West Special School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school has set rules, which can be understood by our students. The school community has agreed that these rules are relevant within the Responsible Behaviour Plan for Students. These are:

- I keep my hands and feet to myself (Be safe)
- I stay safe, I stay at school (Be responsible)
- When adults say, I do straight away (Be respectful)
### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

A **whole-school approach** shapes, supports and recognises appropriate behaviours in all students. It focuses on those strategies that are considered to be ‘good teaching practice’ for children with special needs and includes ecological strategies, support strategies and programs that affect all children at Toowoomba West Special School. The following table includes some examples of our whole school approach to behaviour support:

<table>
<thead>
<tr>
<th>PROACTIVE STRATEGIES</th>
<th>REACTIVE STRATEGIES</th>
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</thead>
<tbody>
<tr>
<td><strong>Ecological Strategies</strong> (Changing the Environment)</td>
<td><strong>Focused Support</strong> (Positive Reinforcement)</td>
</tr>
<tr>
<td><strong>Change the Physical Environment</strong></td>
<td><strong>Situational Management</strong></td>
</tr>
<tr>
<td>- All buildings and play areas are secured with safety fencing.</td>
<td>- The following are examples of strategies that can be used to 'react' once the behaviour has occurred.</td>
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<tr>
<td>- Smaller safe areas within the school</td>
<td>- <strong>Ignore</strong></td>
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<tr>
<td>- Consideration of placement of classes (Physical location and architectural elements)</td>
<td>- <strong>Redirect</strong></td>
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<tr>
<td>- Physical changes to facilitate participation or transitions</td>
<td>- <strong>Give feedback</strong></td>
</tr>
<tr>
<td>- Provision of a calm and aesthetically pleasing environment</td>
<td>- <strong>Instruct</strong></td>
</tr>
<tr>
<td>- Provision of appropriate staff/student ratios</td>
<td>- <strong>Actively listen</strong></td>
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</tbody>
</table>

| **Adapt the Instructional Environment** | **Individual Reinforcement Systems** |
| - Planning class groups so that students can interact positively | - **Consumable and social reinforcement schedules** |
| - Provision of appropriate professional development for staff in effective instructional methods | - **Personal Visual Schedules with student selected reward for completing agreed tasks** |
| - Allow student choice, control and predictability of routines | - **Short, medium and long term schedules** |
| - Provision of a multi-sensory approach | - **“I am working for” cards** |

| **Change the Interpersonal Environment** | **Group Reinforcement Systems** |
| - Increase opportunities for positive attention from adults and peers | - **Token Economy** |
| - Give the student valued roles and responsibilities | - **Class negotiation of reward for completion of group activities** |

| **Teaching new skills involves determining what the student needs to learn to replace the contextually inappropriate behaviour. Therefore it is necessary to understand the purpose of the behaviour so that a replacement skill can be selected. New skills need to be functional and age appropriate. The strategies listed can be categorised as either General skills, Functionally Related Skills, Functional Equivalent Skills or Coping and Tolerance.** | **School Reinforcement systems:** |
| **General Skills** | - **Student awards on assembly** |
| - Count down strategy to transition to non-preferred activity | - **Behaviour awards on assembly** |
| - Boys and Girls Group | - **Principal awards** |
| - Individualised instruction within the classroom program | - **Intermittent differential rewards from Principal.** |

| **Functionally Related skills** | **School Reinforcement systems:** |
| - Visual schedules | - **Student awards on assembly** |
| - Calendar to manage changes in routines | - **Behaviour awards on assembly** |
| - Visual and Audio Cues | - **Principal awards** |

| **Functionally Equivalent skills** | **Interruption from Principal.** |
| - Use of PECS (Picture Exchange Communication System) | - **Intermittent differential rewards from Principal and other staff members** |

| **Coping and Tolerance Skills** | **Playground behaviour awards** |
| - Wait card |  |
Toowoomba West Special School implements the following proactive and preventative processes and strategies to support student behaviour:

- Informing the school community about school behaviour expectations via the school newsletter, enabling parents to be actively and positively involved.
- School Behaviour Leadership team member’s regular provision of information to staff and parents, and support to others in sharing successful practices.
- Induction programs in the Toowoomba West Special School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (p.9).

**Reinforcing expected school behaviour**

At Toowoomba West Special School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Students may receive Behaviour Awards (certificates) on school Assembly each Monday morning. As the certificates are generated on OneSchool, these records for student achievement in the area of behaviour appear on each student’s individual OneSchool record.

**RESPONDING TO UNACCEPTABLE BEHAVIOUR**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**Re-directing low-level and infrequent problem behaviour**

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

Our preferred way of re-directing low-level problem behaviour is to help them to recall our four school rules, in conjunction with a verbal and / or visual prompt eg “safe hands”.

**Targeted behaviour support:**

Each year a small number students at Toowoomba West Special School are identified through our OneSchool Incident Referral data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

These students are referred to the School Behaviour Leadership Team, consisting of the Principal, Deputy Principal and Guidance Officer. Teachers, Teacher Aides and key staff members working with these students can meet with this team in order to discuss the behavioural issues and be guided to develop strategies which may include a multi-element plan of support. This plan includes strategies / pedagogies under the following headings. Our approach is based on the LaVigna and Willis (1995) model shown below:
In keeping with our beliefs about learning and behaviour we believe that our students respond best to positive reinforcement. Positive behaviours are established through modifying the student’s environment and teaching new skills while responding effectively to problematic behaviours. To achieve positive behaviours, staff actively teach social competencies and skills. All staff in all settings promote the development of positive behaviours.

**PROACTIVE STRATEGIES**

The three Proactive Strategies are:

1. **Ecological Strategies** - identification of environmental factors that may trigger negative behaviours and make changes to those environments to avoid or address such triggers. The most effective way to address difficult behaviours is to prevent them from occurring so that the student will experience successful interaction and participation. Through preventative efforts, our attention is focused on creating a positive learning environment versus waiting for the behaviour to occur and then responding. This can be accomplished by changing the physical, instructional and / or interpersonal environment.

2. **Positive Programming** – teaching of skills and competencies. Teaching new skills involves determining what the student needs to learn to replace the challenging behaviour. Therefore it is necessary to understand the purpose of the behaviour so that a replacement skill can be selected. New skills need to be functional and age appropriate.

3. **Focused Support** - use of specific strategies such as positive reinforcement procedures to support students while they are learning the more appropriate functional behaviours.

**REACTIVE STRATEGIES**

Reactive strategies are used when the problem behaviour occurs to ensure rapid and safe management of the situation. When implementing reactive strategies, we need to be aware of social considerations such as whether or not the adult’s response to the behaviour is socially appropriate, embarrassment of the child, social acceptability and stigma.

Students, whose behaviour indicates a need for specialised intervention, are provided with intensive behaviour support via specifically trained staff at our school.

**The Behaviour Support Process Model** (LaVigna & Willis, 1995)

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Background information</th>
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<tbody>
<tr>
<td>• Details of student’s disability, health and medical status</td>
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<tr>
<td>• School history and ISP focus</td>
<td></td>
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<tr>
<td>• Student competencies and preferences</td>
<td></td>
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<tr>
<td>• Family history and living arrangements</td>
<td></td>
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<tr>
<td>• Details and history of student’s problem behaviours</td>
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</table>

<table>
<thead>
<tr>
<th>Phase 2</th>
<th>Functional analysis of behaviour</th>
</tr>
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<tbody>
<tr>
<td>• Description of problem behaviour</td>
<td></td>
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<tr>
<td>• Communication analysis</td>
<td></td>
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<tr>
<td>• Ecological analysis</td>
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<tr>
<td>• ABC analysis</td>
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<tr>
<td>• Hypothesis building and testing</td>
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<tr>
<td>• Cost/benefit analysis</td>
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<tr>
<td>• Ethical and policy considerations</td>
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<table>
<thead>
<tr>
<th>Phase 3</th>
<th>Intervention Planning</th>
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<table>
<thead>
<tr>
<th>Proactive Strategies</th>
<th>Reactive Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecological Strategies</td>
<td>Positive Programming</td>
</tr>
<tr>
<td>Focused Support</td>
<td>Situational Management</td>
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**Associated Support Programs**
The Implementation of the IPBSP Process
The development of the Individual Positive Behaviour Support Plan (IPBSP) may be initiated when a student is identified as exhibiting a specified number of High Impact behaviours. Staff at Toowoomba West Special School may use the following table to identify levels of behaviour as well as appropriate strategies and follow up action to be taken:

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>STRATEGIES</th>
<th>FOLLOW UP ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOW IMPACT BEHAVIOUR</strong></td>
<td>• Verbal prompts to discourage unacceptable behaviour</td>
<td>• Monitor behaviours</td>
</tr>
<tr>
<td>• Off task behaviour</td>
<td>• Modelling appropriate behaviours</td>
<td>• Informal data collection on behaviour incidence and frequency</td>
</tr>
<tr>
<td>• Distractibility</td>
<td>• Provide motivation/rewards for cooperation</td>
<td>• Consult with other staff members</td>
</tr>
<tr>
<td>• Disobedience</td>
<td>• Praise students displaying appropriate behaviour</td>
<td></td>
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<tr>
<td>• Back chatting</td>
<td>• Redirect student using simple directions</td>
<td></td>
</tr>
<tr>
<td>• Touching others</td>
<td>• Give choices with positive consequences</td>
<td></td>
</tr>
<tr>
<td>• Unacceptable movement</td>
<td>• Monitor behaviours</td>
<td></td>
</tr>
<tr>
<td>• e.g. getting off chair</td>
<td>• Informal data collection on behaviour incidence and frequency</td>
<td></td>
</tr>
<tr>
<td>• Other similar behaviours</td>
<td>• Consult with other staff members</td>
<td></td>
</tr>
<tr>
<td><strong>MEDIUM IMPACT BEHAVIOUR</strong></td>
<td>• As above … plus:</td>
<td></td>
</tr>
<tr>
<td>• Insolence</td>
<td>• Intervene with the behaviour</td>
<td></td>
</tr>
<tr>
<td>• Screaming / temper tantrum</td>
<td>• Time away from activity</td>
<td></td>
</tr>
<tr>
<td>• Swearing</td>
<td>• Discussions / counselling re behaviours with child</td>
<td></td>
</tr>
<tr>
<td>• Continual inappropriate touching of others</td>
<td>• Redirection or other activity</td>
<td></td>
</tr>
<tr>
<td>• Teasing</td>
<td>• Choice making with natural and real consequences</td>
<td></td>
</tr>
<tr>
<td>• Wandering away</td>
<td>• Restructure program / activity to avoid triggers</td>
<td></td>
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<tr>
<td>• Excessively loud noise</td>
<td>• Allocate student to staff member for close supervision</td>
<td></td>
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<tr>
<td>• Passive non-compliance</td>
<td>• Discussion of behaviour with other staff and child’s parents</td>
<td></td>
</tr>
<tr>
<td>• In-completion of work</td>
<td>• Formal data collection including severity and frequency</td>
<td></td>
</tr>
<tr>
<td>• Other similar behaviours</td>
<td>• Complete Incident Report if necessary</td>
<td></td>
</tr>
<tr>
<td><strong>HIGH IMPACT BEHAVIOUR</strong></td>
<td>• Intervene with the behaviour</td>
<td></td>
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<tr>
<td>• Physical aggression</td>
<td>• Time away from the activity</td>
<td></td>
</tr>
<tr>
<td>• Self-injurious behaviours</td>
<td>• Send for assistance if necessary e.g. other staff members, Principal</td>
<td></td>
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<tr>
<td>• Property destruction</td>
<td>• Reasonable restraint may be used when situation is dangerous or injurious</td>
<td></td>
</tr>
<tr>
<td>• Bullying</td>
<td>• Possible suspension of privileges</td>
<td></td>
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<tr>
<td>• Running away / absconding from school</td>
<td>• Formal data collection including severity and frequency</td>
<td></td>
</tr>
<tr>
<td>• Sexual offences</td>
<td>• Complete Incident Report if necessary</td>
<td></td>
</tr>
<tr>
<td><strong>SEVERE BEHAVIOUR</strong></td>
<td>• Intervene with the behaviour</td>
<td></td>
</tr>
<tr>
<td>Any consistently repetitive behaviours that:</td>
<td>• Time away from the activity</td>
<td></td>
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<tr>
<td>• Cause injury to other staff or students</td>
<td>• Send for assistance if necessary e.g. other staff members, Principal</td>
<td></td>
</tr>
<tr>
<td>• seriously impede on the teaching and learning environment for that student or the students and teaching staff around them</td>
<td>• Reasonable restraint may be used when situation is dangerous or injurious</td>
<td></td>
</tr>
<tr>
<td>• Occur on a daily or weekly basis</td>
<td>• Possible suspension of privileges</td>
<td></td>
</tr>
<tr>
<td><strong>SEVERE BEHAVIOUR</strong></td>
<td>• Formal data collection including severity and frequency</td>
<td></td>
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<tr>
<td>Any consistently repetitive behaviours that:</td>
<td>• Complete Incident Report if necessary</td>
<td></td>
</tr>
<tr>
<td>• Cause injury to other staff or students</td>
<td>• Consultation with other staff members … Guidance Officer, Deputy Principal, Principal</td>
<td></td>
</tr>
<tr>
<td>• seriously impede on the teaching and learning environment for that student or the students and teaching staff around them</td>
<td>• Consultation with the child’s parents</td>
<td></td>
</tr>
<tr>
<td>• Occur on a daily or weekly basis</td>
<td>• May choose to present consolidated data and incident reports to the School Behaviour Leadership Team</td>
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<tr>
<td></td>
<td>• An Individual Positive Behaviour Support Plan may be developed.</td>
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</table>
Toowoomba West 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. Should this team feel that the demands of a particular case are beyond the scope or capabilities of our school team, the Regional Intensive Behaviour Support Team may be contacted.

**The Regional Intensive Behaviour Support Team:**
- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Intensive Behaviour Support Team has a simple and quick referral system in place. 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, a representative from the school’s administration and district-based behavioural support staff.

**Anti-bullying and Harassment Approach (including Cyberbullying)**
A safe and supportive school environment is enhanced if Bullying and Harassment are targeted by appropriate strategies, inclusive practices, and consistent management. To be effective, our approach relies on the implementation of the following:

- a whole school consensus of what is bullying and harassment;
- an understanding of who the bully is and why they bully;
- compassion and understanding for who the victims are;
- consistent consequences for bullying and harassment;
- teaching of skills to replace bullying and victim behaviour; and
- reinforcement for positive interactions.

Our school community has agreed upon the following broad definition of bullying and harassment taken from the Bullying. No Way! national website:

...both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of ‘difference’ ...These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital statue, parenting status or economic status. (Cited at [http://www.bullingnoway.com.au](http://www.bullingnoway.com.au) on 22/06/06)

Outward demonstrations of bullying and harassment behaviour include but are not exclusive to; name calling; teasing; hitting, pushing, pulling, pinching or kicking; taking possessions; taking money or other things; forcing others to do things they don’t want to do; and ignoring or leaving others out.

(Cited at [http://www.childline.org.uk/pdfs/info-bullying-professionals.pdf](http://www.childline.org.uk/pdfs/info-bullying-professionals.pdf) on 22/06/06)

Children bully for a range of complex reasons and have often been bullied or abused themselves. 

*Sometimes they are children experiencing life situations they can’t cope with, that leave them feeling helpless and out of control. They may be children with poor social skills who do not fit in, or can’t meet the expectations of their family or school. They bully to feel competent, successful, to control someone else or to get relief from their own feelings of powerlessness.(Stan Davis. Preventing Bullying and harassment. Cited at [http://www.geocities.com/EnchantedForest/Cottage/5207/antiviolence.html](http://www.geocities.com/EnchantedForest/Cottage/5207/antiviolence.html) on 22/06/06)*
Bullying Intervention
At Toowoomba West Special School we believe that bullying behaviour requires adult intervention. We have identified a range of strategies to deal with bullying situations.

These include:
• intervene quickly and decidedly in bullying situations;
• allow all parties a quiet place to calm down;
• consistently apply consequences;
• provide praise and positive reinforcement for the diffusion of bullying;
• provide adequate supervision at unstructured times of the day (before school, morning tea, lunch, afternoon tea);
• initiate serious talks with victims and parents as well as bullies and parents to identify underlying problems and implement appropriate support; and
• promote classroom discussions of bullying behaviour

(Stan Davis. Stop Bulling Now. Cited at http://www.geocities.com/EnchantedForest/Cottage/5207/antiviolence.html on 22/06/06)

If bullying and harassment behaviour is ongoing, an ISP social skills goal may be devised. If the behaviour becomes persistent and prolonged then an Individual Positive Behaviour Support Plan is developed.

The Bully
The consistent response to any bullying incident by teaching staff is vital. Appropriate outcomes and actions for students that show bullying and harassment behaviours include:
a) Name the behaviour.
b) Redirect to an appropriate area under supervision.
c) Within 15 minutes, relevant staff member (home group teacher, deputy principal, principal) speak to the student about the incident – more time maybe necessary for calming down.
d) Student and adult negotiate consequence where appropriate eg, apologising, detention time, missing out on a preferred activity.
e) After the incident relevant staff devise action plan to incorporate positive behaviour strategies across problematic environments.
f) Adjust HRE content to reflect bullying and harassment issues.
g) Teaching staff identify if an Individual Support Plan goal or Individual Positive Behaviour Support Plan is required.
h) Case Managers of the plan are responsible for the dissemination of information to all teaching staff so that consistency across environments is maintained.
i) The principal may suspend a student if the bullying or harassment behaviour has been ongoing with increased intensity. Other attempts to decrease the behaviour have been unsuccessful at this time. Suspension in these circumstances is seen as an ecological or environmental change.

Victim Support
Not all children are equally likely to be victimised by bullying behaviour. Stan Davis (Cited on 22/06/06) suggests that those children who are more prone to be picked upon tend to have the following characteristics:
• Low self-esteem
• Insecure
• Lack of social skills including minimal communication skills
• Cry or become emotionally distraught easily
• Unable to defend or stand up for themselves

Our social skilling programs attempt to teach our students better social and conflict management skills. Included within the program are the six steps of how to deal with a bully. These are:
a) Ignore them when possible.
b) Tell them you don’t like it.
c) Move away from them.
d) Ask them to stop.
e) Tell them firmly to stop.
f) Ask for adult assistance.
(Davis, S. Preventing Bullying and Harassment. A Learning Resource for Teachers and Students, Cited at http://www.geocities.com/EnchantedForest/Cottage/5207/antiviolence.html on 22/06/06) “Enough’s Enough” resource kit (Education Queensland) also provides a valuable tool for our teachers to have dialogue around bullying and harassment.

The Bystander
At Toowoomba West Special School, we have decided that our response to bystander behaviour when a bullying incident occurs requires specific attention. After naming their behaviour, bystanders are initially redirected to a different location and/or activity so that the bullying incident can be diffused. Students are later spoken to about their behaviour and further positive programming is instigated.

The following flow chart summarises our response to bullying incidences at Toowoomba West Special School.

**RESPONDING TO BULLYING INCIDENTS**

<table>
<thead>
<tr>
<th>Bullying Incident</th>
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<tbody>
<tr>
<td><strong>Bully</strong></td>
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<tr>
<td><strong>Victim</strong></td>
</tr>
<tr>
<td><strong>Bystander</strong></td>
</tr>
<tr>
<td>Name the behaviour</td>
</tr>
<tr>
<td>Redirect to an appropriate area under supervision</td>
</tr>
<tr>
<td>Relevant staff member (class Teacher, Teacher Aide, Deputy Principal, Principal) speaks to student about incident. Allow time to calm down.</td>
</tr>
<tr>
<td>Student and adult negotiate consequences.</td>
</tr>
<tr>
<td>Devise action plan to incorporate positive behaviour strategies.</td>
</tr>
<tr>
<td>Student attends counselling if needed e.g. Guidance Officer, Deputy Principal, Principal</td>
</tr>
<tr>
<td>Adjust Boy’s Group / Girl’s Group (HRE) content to reflect bullying and harassment issues</td>
</tr>
</tbody>
</table>

**Figure 1: Responding to Bully Incidents**
(with acknowledgements to Bullying. No Way! national website and Clifford Park Special School)
5. Consequences for unacceptable behaviour

Many of our students with disabilities have difficulty understanding consequences of their behaviour, or learning from consequences applied externally from others. Students with severe disabilities have significantly more difficulty learning than do most other individuals. They can experience difficulty:

- generalising acquired skills
- attending to relevant stimulus
- learning from observational or incidental learning
- remembering skills and information that have been presented previously
- pulling a number of different skills together in an organised and useful way
- in self-regulation as they have difficulty identifying the appropriate action to be taken.


At least 70 percent of our population also have Impairments in the Autistic Spectrum Disorder Domain. They can have severe discrepancies in their:

- ability to relate to people, objects or events
- in development of language/communication
- in responses to sensory stimuli

For these reasons we find applying consequences a generally inappropriate and unsuitable strategy for our students with severe impairments. At Toowoomba West Special School we use Applied Behaviour Analysis (ABA) techniques to reduce the frequency and episodic severity of contextually inappropriate behaviours and increase socially appropriate and positive behaviours. Instead of applying consequences, we would rather teach a skill that can replace the aberrant behaviour. We understand that many contextually inappropriate behaviours have communicative intent. A far better strategy is to teach alternative communicative behaviour. Research worldwide supports this.

The holistic approach provided by the Positive Behaviour Support Plan emphasises the significance of environmental factors contributing to the frequency and episodic severity of abnormal behaviour. All aspects of the student’s environment are taken into consideration within the school and home context and changes made where necessary to decrease the likelihood of contextually inappropriate behaviours occurring. **Positive Programming, Focused Support** and **Ecological Change** are important facets in changing behaviour.

*Unlike punishment, most of the procedures we are presenting have the added benefit of being “constructive”; that is, they teach something. Even those that do not … are emphasized as being most successful in the context of positive programming. This issue is so important that we believe many, if not most, procedures cannot be maximally effective unless used in the context of a meaningful and supportive program. Within such a context, staff engage a learner’s cooperation in learning to behave more conventionally rather than trying to “control” the learner.*

(Donnellan et al.1988, p.3).

For a small percentage of our population who understand “traditional” consequences such as verbal warnings, restitution, detention and suspension, these may be applied in some instances. However these consequences are only appropriate if they are used within particular restraints. These include:

- Consequences must be individual to the student rather than a general consequence applied to every student.
- There must be immediate application of consequences as close to the behaviour as possible.
- Consequences must be meaningful to the student rather than to the person/s applying the consequence.
- Consequences are used hand-in-hand with positive reinforcement.

In the event that a student demonstrates challenging behaviours which endanger the safety of the student or others, then the Principal may implement Suspension and Exclusion procedures as outlined in the Education Policy and Procedures Register (EPPR).
6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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).

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).

Approach the student in a non-threatening manner
(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through
(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief
(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).

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Toowoomba West Special School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.
Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

**Record keeping**
Each instance involving the use of physical intervention must be formally documented. The following records need to be maintained:
- incident report on OneSchool
- Health and Safety incident record (link)
- debriefing report (for student and staff) (Appendix 3)

## 7. Network of student support

Students at Toowoomba West Special School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:
- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Our School 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
- Toowoomba Regional Council
- Family Planning Queensland
- Cerebral Palsy League
- Autism Queensland
- Young Women’s Place
- Life Line
- Drug Arm
- Police Citizen’s Youth Club

## 8. 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.

Toowoomba West 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
9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991

- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx](http://ppr.det.qld.gov.au/education/community/Pages/Student-Protection.aspx)

11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
Appendix 1

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permited personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Special Circumstances Arrangement
Parents of students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.
Appendix 2

DEBRIEFING REPORT

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:
- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.
Appendix 3

TOOWOOMBA WEST SPECIAL SCHOOL
LOCKDOWN PROCEDURE

The switches for activating the Lockdown Alarm are situated:

- under Business Services Manager’s desk (can be activated by secretly pressing it with leg or hand)
- and at doorway of Main Staffroom (leading down to class areas).

The alarm starts out low short beeping sound and builds up in volume.

In the event of a major threat requiring lockdown, the major procedure will apply:

**If students are in class**

- Alarm is to be activated
- Staff to secure their classrooms
  - All external doors to the locked from inside (including eating rooms adjacent to their rooms)
- Staff in the Admin block to secure that area
- No students or staff to go outside their building
- Wait for all clear from admin

**If during recess/ class outside their room**

- Alarm is to be activated.
- Staff on duty usher students into nearest building.
- Then secure all doors in the block and keep students occupied until all clear from admin
- Staff who are in the lunch room are to lock all doors of admin block and remain until all clear is given by admin.

**Notes**

1. Any staff member can call a lockdown.
2. If this happens, person instigating the lockdown needs to let the Principal know, as soon as possible.
3. Schools Officer notified by mobile, if possible.
4. If cleaners are on site, they remain in whatever building they’re working in.
5. If students are in toilets with aide/teacher, quick decision needs to be made whether to stay inside toilet and lock the door, or move quickly to nearest classroom.
6. **If “the major threat” is in the admin area** and alarm is not able to be activated due to concern for staff safety, the code phrase “Dottie” will be used in a conversation. The first staff person who recognizes the threatening situation is to quickly and quietly spread the word to the rest of the school via telephone. This person is to notify the Police of the situation ASAP.
Signed: ........................................  
Lea Formigoni  
(Principal)  
Date:  28.03.14

Signed: ........................................  
Paul Wilson  
(P&C President)  
Date:  28.03.14