MOUNT OMMANLEY SPECIAL SCHOOL

and

MOUNT OMMANLEY EARLY CHILDHOOD DEVELOPMENT PROGRAM

Responsible Behaviour Plan
for Students
2012-2015
1. Purpose

Mt Ommaney Special School and the Mt Ommaney Early Childhood Development Program are 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.

2. Consultation and data review

Mt Ommaney Special School and the Mt Ommaney Early Childhood Development Program developed this plan in collaboration with our school community. Broad consultation with parents, staff and community supporters was undertaken through targeted conversations, guided reading and meetings in 2012.

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions/exclusions (none issued), and behaviour incidents (bullying and cyberbullying currently not an issue for our campus) was undertaken. We are aware of the increasing need for schools to be aware of and monitor inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices.

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

3. Learning and behaviour statement

All areas of Mt Ommaney Special School and the Mt Ommaney Early Childhood Development Program are learning and teaching environments. We consider this Responsible Behaviour Plan for Students to be an opportunity for valuable social learning, as well as a means of maximising the success of student learning programs.

Our campus plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through this plan, shared expectations for student behaviour are plain to everyone, assisting Mt Ommaney Special School and the Mt Ommaney Early Childhood Development Program to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following three school rules to teach and promote our high standards of responsible behaviour

- We can all be safe
- We can all be respectful
- We can all be responsible

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support
A set of behavioural expectations in specific settings has been attached to each of our school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SCHOOLWIDE EXPECTATIONS TEACHING MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL AREAS</strong></td>
</tr>
<tr>
<td><strong>CLASSROOM</strong></td>
</tr>
<tr>
<td><strong>PLAYGROUND/GYM</strong></td>
</tr>
<tr>
<td><strong>STAIRS</strong></td>
</tr>
<tr>
<td><strong>TOILETS/BATHROOM</strong></td>
</tr>
<tr>
<td><strong>BUS SETDOWN and WALKWAYS</strong></td>
</tr>
<tr>
<td><strong>WE CAN ALL BE SAFE</strong></td>
</tr>
<tr>
<td>- We are never on our own</td>
</tr>
<tr>
<td>- We are where we should be (or we tell an adult/ Admin staff).</td>
</tr>
<tr>
<td>- We try to be on time</td>
</tr>
<tr>
<td>- We follow instructions</td>
</tr>
<tr>
<td>- Classroom time is learning time</td>
</tr>
<tr>
<td>- We are prepared for our day</td>
</tr>
<tr>
<td>- We complete our tasks</td>
</tr>
<tr>
<td>- We keep our work spaces tidy</td>
</tr>
<tr>
<td>- We are problem solvers who help each other</td>
</tr>
<tr>
<td>- We always return equipment to its appropriate place at the end of playground or gym time</td>
</tr>
<tr>
<td>- We report if something is broken</td>
</tr>
<tr>
<td>- We move carefully, one at a time</td>
</tr>
<tr>
<td>- We hold the rails</td>
</tr>
<tr>
<td>- We walk one step at a time</td>
</tr>
<tr>
<td>- Adults know where we are</td>
</tr>
<tr>
<td>- Staff will help me if I need it</td>
</tr>
<tr>
<td>- Visitors to our room stay out of the toilet areas</td>
</tr>
<tr>
<td>- Our names are marked on the bus roll</td>
</tr>
<tr>
<td>- We all wait properly</td>
</tr>
<tr>
<td>- We look out for other people on the path – walking, riding</td>
</tr>
<tr>
<td>- We keep our hands to ourselves</td>
</tr>
<tr>
<td><strong>WE CAN ALL BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>- We respect others - their personal space and their property</td>
</tr>
<tr>
<td>- We care for equipment</td>
</tr>
<tr>
<td>- We clean up after ourselves</td>
</tr>
<tr>
<td>- We are polite</td>
</tr>
<tr>
<td>- We wait our turn</td>
</tr>
<tr>
<td>- We respect others’ right to learn</td>
</tr>
<tr>
<td>- We are good listeners</td>
</tr>
<tr>
<td>- We take turns</td>
</tr>
<tr>
<td>- We play fairly – take turns, invite others to join in and follow rules</td>
</tr>
<tr>
<td>- We care for our school – rubbish in bins; leave wild animals and birds alone</td>
</tr>
<tr>
<td>- We move around the school in ways that let others keep learning</td>
</tr>
<tr>
<td>- We respect other people’s privacy</td>
</tr>
<tr>
<td>- We wait our turn</td>
</tr>
<tr>
<td>- We keep our belongings nearby</td>
</tr>
<tr>
<td>- We smile at and talk to our bus drivers</td>
</tr>
<tr>
<td>- We are polite</td>
</tr>
<tr>
<td><strong>WE CAN ALL BE RESPONSIBLE</strong></td>
</tr>
<tr>
<td>- We use equipment appropriately</td>
</tr>
<tr>
<td>- We keep hands, feet and objects to ourselves</td>
</tr>
<tr>
<td>- We walk, not run</td>
</tr>
<tr>
<td>- We sit on our chairs</td>
</tr>
<tr>
<td>- We come into and leave rooms in an orderly manner</td>
</tr>
<tr>
<td>- We wear our shoes and socks</td>
</tr>
<tr>
<td>- We remember to be sun safe; we wear our uniforms, hats and put sun cream on</td>
</tr>
<tr>
<td>- We care for our school – equipment and buildings</td>
</tr>
<tr>
<td>- We follow carefully behind each other</td>
</tr>
<tr>
<td>- We never run on or jump steps</td>
</tr>
<tr>
<td>- We wash our hands</td>
</tr>
<tr>
<td>- We use the bins</td>
</tr>
<tr>
<td>- We come straight into the waiting area with our helper and go where we are told</td>
</tr>
<tr>
<td>- We wait inside the gate until we are called to get on our bus</td>
</tr>
</tbody>
</table>

Mt Ommaney Special School and Early Childhood Development Program staff understand and accept that behaviour is functional and ‘purposeful’, even if the person displaying the behaviour is unable to articulate their intent. We also accept that behaviours, both appropriate and challenging, can be ‘learned’.
At both the main school and in our ECDP, we know that the needs of our students around behaviour support vary – for many students, there are little or no difficulties; some students require targeted and timely supports occasionally and for a small group, more intensive assistance is required.

![Diagram of behavior support levels]

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 inappropriate behaviour and provide a framework for responding to unacceptable behaviour. Across our campus, staff implement the following proactive and preventative processes and strategies to support positive student behaviour:

- Induction programs in the MOSS and ECDP Responsible Behaviour Plan for Students are delivered to new students and families, as well as new and relief staff.
- There is a dedicated section of the school website, where our plan is readily available to parents, the community and website visitors.
- We provide articles in our school and ECDP newsletter, which facilitate staff, volunteers and parents/carers being actively and positively involved in school behaviour expectations.
- We provide Student of the Week awards, which focus on and celebrate individual student achievement.
- The campus Positive Behaviour Support Team members regularly provide information to staff and parents and support others in sharing successful practices.
- Individual Positive Behaviour Support Plans are developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. These provide a personal framework of positive behaviour expectations and actions and enable staff to provide consistent strategies or adjustments across all learning environments.
- There is preparation, as needed around the future Implementation of specific policies to address:
  - the use of personal property technology devices at school
    - Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
      (Appendix 1)
- procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection) (Appendix 2)
- procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 3).

**Reinforcing expected school behaviour:**

All key messages about school-wide positive behaviour expectations and support are backed up through planned and spontaneous feedback/teaching opportunities with students, when they engage in expected school behaviour. Teachers, all staff members and volunteers are encouraged to give consistent and appropriate recognition and acknowledgement of positive student behaviour across their school day. Class teams seek out activities, objects, acknowledgements etc that are motivating to individuals and these are provided at the level of reinforcement necessary to promote behaviour change. Staff focus on not reinforcing inappropriate behaviour. Strategies include ‘planned ignoring’ of such behaviours, where possible.

Formally, in the main school, students are nominated for *Student of the Week Awards* by their teachers and other staff, which cover a wide range of focus areas, including how students manage themselves both personally and socially. These awards are talked about in class, the reason for the award is re-iterated with the student, photos are taken and shared and students often come up to the office to share the news with either the Principal/Deputy Principal. Awards are presented and celebrated at the whole school Assembly every week and copies are sent home with the student. A list of the award recipients for the weeks prior to each newsletter is published in that newsletter.

In the ECDP, teachers follow deliberate strategies around ‘catching students in the act’ of positive and appropriate behaviours and verbally reinforce their actions/words etc.

ECDP students also receive awards at the end of each term, to celebrate their level of engagement with their programs in past weeks.

This campus reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

When seeking the best behaviour outcomes for our students, the Mt Ommaney Special School and the Early Childhood Development Program community believe that:

1. Everyone has the right to feel safe and valued in the school environment
2. Everybody can learn
3. Students learn better when they are comfortable and happy
4. Each student’s dignity, regardless of their ability level, must be respected
5. Our students respond best to positive reinforcement
6. Each student can develop some personal responsibility and motivation to succeed
7. The challenging or problematic behaviour of an individual may be provoked by environmental factors which, once they are identified, will be modified where possible.

8. Appropriate alternative behaviours and strategies will be taught as a replacement for behaviours which are of concern.

9. Least restrictive practices are applied across the campus, at all times.

10. We work as part of a team. Class teachers do not act alone in promoting positive behaviour or resolving the management of challenging behaviour. Other people, including parents/carers, therapists and other professionals, can help to develop strategies and implement them consistently across environments.

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

However, we understand that problem or challenging behaviours occur for a variety of reasons, with a complexity of contributing factors.

For this campus, staff, parents and volunteers realise that for many students, factors such as individual needs, communication challenges and some activities may contribute to the likelihood of problem behaviours developing.

Redirecting 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.

Staff may be able to re-direct low-level problem behaviour by asking a student how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour and plan how their behaviour could be modified so as to align with the expectations of our school community.

Sometimes, adjustments are needed to the learning environment to support the student’s return to positive behaviours. Staff will take into account the following identified factors:

Student needs:

- the physical and sensory needs of our students (obvious and inferred), arising from thirst, hunger, feeling cold or hot, wet or soiled clothing – also, factors such as ventilation, noise level, level of visual stimulus, personal space issues, seating, positioning and other areas of possible concern that may be identified for individual students
- general ‘wellness’ – issues of pain and discomfort (e.g. from headache, toothache); seizure activity; anxiety levels
- prescribed medication is administered when due; medication is reviewed as needed
- empowerment needs – providing opportunities and the means for students to exercise choices and make decisions
Communication issues:

- inappropriate behaviour may result from the lack of a more appropriate means to communicate
- severe communication impairments are targeted by specialised strategies that facilitate the development of communication skills e.g. visual symbols/photos, key-word signs and Intensive Interaction
- non-verbal communication, including tone of voice, facial expression, and general body language may carry more meaning than the verbal content itself
- staff focus on a calm approach and a calm voice at all times
- ‘listening’ to what students ‘tell’ us…their non-verbals
- encouraging and acknowledging students’ communication attempts

Educational Programs:

- which maximise the degree of student involvement and activity
- where age appropriateness is considered
- which take into account the adjustments needed for each student (around curriculum, communication, social participation and emotional well-being, health and personal care, safety and learning environment access) and how these will be provided – physical support, staffing, timing, equipment, the curriculum environment, etc in which the duration and pace of activities is monitored
- in which the content is interesting, motivating, personally challenging and useful to student

Modelling positive social behaviour:

- staff are aware that we model and explicitly teach appropriate social behaviour by demonstrating appropriate manners, respect, sensitivity to others’ needs, etc
- staff acknowledge positive behaviour and respond to it (class based and whole school systems)
- students can provide positive examples for their peers – we highlight these instances as they occur
- interactions with students are positive
- we make reasonable requests of our students
- we have clear expectations and express these simply

Planned Use of Reinforcement:

- catching students doing the ‘right thing’ and reinforcing appropriately
- seeking out things that are reinforcing to individuals
- providing the level of reinforcement necessary to promote behaviour change
- not reinforcing inappropriate behaviour – using strategies that include ‘planned ignoring’ of the behaviour if possible

When we address these areas, we establish a general learning environment which is conducive to positive behaviour development and which helps to prevent the emergence of inappropriate or problem behaviours.

Targeted behaviour support:

Students may be identified through our data as needing extra targeted support to manage some problematic behaviours which may arise occasionally and which in most cases are not immediately regarded as severe. However, the frequency of these behaviours may put student learning and social success at risk, if not addressed in a timely, safe, least restrictive and non-aversive manner.
Management of these targeted behaviours is assisted by:

- knowing our students well – identifying the factors that are likely to result in problematic behaviour, preventing and modifying these where and as soon as possible
- observing indicators that behaviour is escalating and responding appropriately and quickly – e.g. by meeting an identified physical need, by changing the environment, modifying the activity etc (see above)
- understanding that the immediate consequences of inappropriate behaviours may work to encourage rather than discourage their recurrence
- using concise, clear and visually-supported instructions to redirect students
- allowing adequate time for students to process and respond to instructions

Behaviour goals aimed at developing social competence and positive social behaviours can be incorporated into a student’s IEP or targeted through a specific, individualised, short-term support provision negotiated with the Positive Behaviour Support team.

Targeted behaviours and strategies will be discussed at team, teachers’ and whole staff meetings to ensure that all staff are aware of the process supporting that student’s development of appropriate behaviours.

Teachers will also highlight the details of these ‘shorter-term’ adjustments in their classroom profiles for relief staff.

All staff members are provided with professional development consisting of an overview of referral and response process, and the reporting responsibilities of staff for students being supported.

Students whose inappropriate behaviours continue, or whose previous behaviour indicate a need for specialised intervention are provided with intensive behaviour support.

**Intensive Behaviour Support:**

The Mt Ommaney Special School and Early Childhood Development Program are committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of intensive support with regular reviews, in consultation with parents/caregivers and other relevant specialist staff.

The concerns around targeted behaviours and suggested strategies for a particular student are discussed with the Positive Behaviour Support Team. This team includes the Deputy Principal, Guidance Officer, a senior teacher with an interest in and experience at supporting students with challenging behaviours and the class teacher for each identified student. In some instances, the team also includes other professionals and if necessary, staff from other agencies already working with the student and their family, and specialist behaviour services staff.

The campus Positive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member speaks to relevant staff members and makes contact with parents to form a case management team and begin the assessment and support process.

**The Positive Behaviour Support Team:**

- works with other staff members to develop appropriate behaviour expectations and strategies
- provides consistent strategies and adjustments which are outlined within a student’s Individual Positive Behaviour Support Plan
• monitors the impact of support for individual students through data collection, and works with school leaders to achieve continuity and consistency.

An Individual Positive Behaviour Support Plan seeks to support the development of appropriate behaviours, while reducing or eliminating identified, inappropriate and unsafe behaviours. The process of preparing these plans is marked by:

• planned opportunities for communication
• consensus about behavioural and educational goals of the student
• focus on a small number of key behaviours
• shared responsibility
• collective accountability for outcomes
• regular monitoring and evaluation of effectiveness
• review

At all times, staff look for the least-intrusive, least restrictive and non-aversive positive behaviour support strategies to effect changes in targeted behaviour. Educative approaches, including ecological manipulation and positive programming are essential in supporting the development of appropriate behaviour. The process we use to develop an IPBSP for any student is based on the Multi-element Model of LaVigna and Willis. The model consists of five inter-dependent phases:

1. **Background information:** Teachers collect comprehensive information about aspects of the student’s medical, disability, school and behavioural history

2. **Functional analysis of behaviour:** The incidence, description and antecedents of the problem behaviour are analysed and a hypothesis about the function of the problem behaviour is formulated

3. **Intervention planning:** This is the process whereby the strategies to be employed for, and around the student, are explored and decided upon by the Positive Behaviour Support Team, including the student’s class team. This requires the development of a multi-element plan on which is recorded the Ecological Strategies, Positive Programming, Focused Support and Situational Management strategies deemed appropriate for the student, in light of the background data collected and an analysis of the function/s of the targeted behaviours

4. **Intervention implementation and review:** The process whereby staff are trained and the IPBSP is implemented, monitored and reviewed

5. **Intervention evaluation:** This occurs at specified times and ensures that an awareness of and assessment of progress of the IPBSP takes place
The Behaviour Support Process Model  (LaVigna & Willis, 1995)

| Phase 1 | Background Information | • Details of student’s disability, health and medical status  
|         |                         | • School history and IEP focus  
|         |                         | • Student competencies and preferences  
|         |                         | • Family history and living arrangements  
|         |                         | • Details and history of student’s problem behaviours  
| Phase 2 | Functional Analysis of Behaviour | • Description of problem behaviour  
|         |                         | • Communication analysis  
|         |                         | • Ecological analysis  
|         |                         | • ABC analysis  
|         |                         | • Hypothesis building and testing  
|         |                         | • Cost/benefit analysis  
|         |                         | • Ethical and policy considerations  
|         | Ecological Strategies | Positive Programming  
|         | Focused Support | Situational Management  
|         | Associated Support Programs |  
| Phase 4 | Intervention Implementation and Review | • Training and support  
|         |                         | • Implementation and data collection  
|         |                         | • Monitoring and modification  
|         |                         | • Regular review  
| Phase 5 | Intervention Evaluation | • Outcomes  
|         |                         | • Social validity  
|         |                         | • Overall intervention effectiveness  
|         |                         | • Future recommendations  

While the IPBSP is implemented, classroom and cross campus data will be collected, regular reviews will occur and the IPBSP will be modified where necessary. The review schedule will be determined by those involved in developing the IPBSP, which will be kept in place until the identified behaviour concerns have been resolved.

Targeted behaviours and suggested strategies will be discussed at teachers’ and whole staff meetings to ensure that all staff are aware of the strategies designed to address specific behaviours.

Teachers will also highlight the details of any IPBSPs in their classroom profiles for relief staff.

In any IPBSP, recommended strategies must comply with the procedures of a safe, supportive and disciplined school, under Education Queensland’s Code of Conduct. Reference is also made to “Evidence-based guidelines to reduce the need for restrictive practices in the disability sector” (see related resources).
Mt Ommaney Special School and the ECDP make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our campus seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Currently, all minor and major problem behaviours which result in some level of harm to another person are recorded on OneSchool. Classroom teams also collect their own data around behaviours that are of some developing concern, to inform decision making around student communication development, instructional language, teaching practice, programming and so on.

Minor and major behaviours
When responding to behaviour incidents, staff members need to determine if the problem behaviour is minor or major. Careful consideration is given to the individual circumstances surrounding each incident, with staff members being aware of the following, agreed understanding:

**Minor** behaviour incidents are handled by staff members at the time they happen. These problem behaviours:
- are not ‘intended’ to seriously harm others or raise the suspicion of potential harm
- do not violate the rights of others in any other serious way
- are minor breaches of the school rules
- may not require the involvement of Administration (or specialist support staff).
- are not part of a pattern of inappropriate (serious) behaviours

Minor problem behaviours may result in the following consequences, after the immediate safety of other people (students and staff) is ensured:

- a re-direction process where a staff member takes the student aside and:
  1. may name the behaviour that student is displaying
  2. reminds the student of/models the expected school behaviour
  3. may meet the student’s immediate physical needs if this has been an antecedent to the incident
  4. gives positive verbal acknowledgement for expected school behaviour
- a minor consequence logically connected to the inappropriate 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. If someone sustains some level of harm, a report of the incident will be entered on OneSchool

**Major** behaviour incidents are referred directly to the school Administration team. These problem behaviours are those that:

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

Because of their seriousness, major problem behaviours result in the involvement of the school Administration. When major, unacceptable behaviour occurs, staff members calmly ensure the immediate safety of other people (students and staff). They remind the student of expected school behaviour and any self-management strategies; if appropriate, staff may ‘model’ the required behaviour to the student. Administrative team members provide support to manage the major problem behaviour, either immediately when notified or soon after. Staff are assisted to de-brief. A report of the student’s behaviour is recorded on OneSchool.
Major unacceptable behaviours may result in the following consequences, after consideration of the individual circumstances around each incident:

- **Level One**: Time out, detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.
  
  and/or

- **Level Two**: Parent contact, referral to the campus’ Positive Behaviour Support Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.

- **Level Three**: Students who engage in serious, unacceptable behaviours such as major, violent, physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition, a School Disciplinary Absence (suspension or proposal / recommendation for exclusion) or a Cancellation of Enrolment as a consequence of the unacceptable behaviour.

### Definition of consequences*

<table>
<thead>
<tr>
<th>Time out</th>
<th>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention</td>
<td>A principal or teacher may use detention as a consequence for disobedience, misconduct or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</td>
</tr>
<tr>
<td>Temporary Removal of Property</td>
<td>A principal or staff member has the power to temporarily remove property from a student, as per the procedure <a href="#">Temporary Removal of Student Property by School Staff</a>.</td>
</tr>
</tbody>
</table>
| School Disciplinary Absences (SDA) | **Suspension** A principal may suspend a student from school under the following circumstances:  
  - disobedience by the student  
  - misconduct by the student  
  - other conduct that is prejudicial to the good order and management of the school. |
| Behaviour Improvement Condition | A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.

A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school’s principal. The program must be:  
  - reasonably appropriate to the challenging behaviour  
  - conducted by an appropriately qualified person  
  - designed to help the student not to re-engage in the challenging behaviour  
  - no longer than three months. |
| Proposed exclusion or recommended exclusion | A student may be suspended pending a decision to exclude when the student’s behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:  
  - disobedience  
  - misconduct  
  - other conduct that is prejudicial to the good order and management of the school, or  
  - breach of Behaviour Improvement Conditions. |
| Cancellation of enrolment | The enrolment of a post compulsory school age student may be cancelled if the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. |

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.
The following table outlines examples of **minor** and **major** behaviour incidents for our campus*

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings/on walkways</td>
<td>• Intentionally shoving/pushing another student over</td>
</tr>
<tr>
<td></td>
<td>• Running on stairs</td>
<td>• Blocking other students on stairs</td>
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<tr>
<td></td>
<td>• Running away from a staff member</td>
<td>• Getting over fences/opening gates</td>
</tr>
<tr>
<td></td>
<td>• Attempting to climb fences</td>
<td>• Intentionally driving an electric wheelchair at others</td>
</tr>
<tr>
<td>Play</td>
<td>• Interfering with another student’s play activities</td>
<td>• Throwing objects with the intent to harm</td>
</tr>
<tr>
<td></td>
<td>• Incorrect use of equipment</td>
<td>• Using items/objects with the intent to harm</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Intentionally riding a bike ‘at’ another person</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg: touching firmly)</td>
<td>• Intentionally shoving/pushing another student over</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Intentionally seeking to harm another person</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inappropriate touching of others/touching of a ‘sexual’ nature</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground (if able)</td>
<td>• Removal of clothing inappropriately, in public</td>
</tr>
<tr>
<td>Other</td>
<td>• Hiding in areas out of sight of staff</td>
<td>• Weapons including knives and any other items which could be considered a weapon being taken to school</td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside if requested</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td>Class tasks</td>
<td>• Refusing to comply with adult requests around classroom work</td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not being in the right place at the right time.</td>
<td></td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult requests</td>
<td>• Escalated non compliance resulting in harm to others or property damage</td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty that impacts on others</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td>• Wilful misuse of rubbish to cause offence/harm</td>
</tr>
<tr>
<td>Mobile Phone or other personal technology devices</td>
<td>• Mobile phone etc switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of a mobile phone etc in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
</tr>
<tr>
<td></td>
<td>• Calling out inappropriately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Poor attitude</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using a disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
</tr>
<tr>
<td>Others</td>
<td>• Touching others when not requested</td>
<td>• Vandalism</td>
</tr>
<tr>
<td></td>
<td>• Not playing fairly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class routines</td>
<td></td>
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<tr>
<td></td>
<td>• Minor defiance</td>
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<tr>
<td></td>
<td>• Minor bullying</td>
<td></td>
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<tr>
<td></td>
<td>• Disturbing class pets/wildlife</td>
<td></td>
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<tr>
<td></td>
<td>• Inappropriate touching/touching of a ‘sexual’ nature</td>
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<td></td>
<td>• Major bullying</td>
<td></td>
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<td></td>
<td>• Major disruption to class</td>
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<tr>
<td></td>
<td>• Blatant disrespect</td>
<td></td>
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<tr>
<td></td>
<td>• Major defiance</td>
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<tr>
<td></td>
<td>• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cruelty to class pets/wildlife</td>
<td></td>
</tr>
</tbody>
</table>

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.
How staff relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members assist students to develop their understanding and behave as expected. Staff members will:

- name and model the expected behaviour
- describe what might happen if the problem behaviour continues
- remind the child of/model any self-management strategies, to help them return to expected school behaviour.

How staff ensure consistent responses to inappropriate or unacceptable behaviour

Staff members authorised to issue significant consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, all MOSS and ECDP staff work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all relevant information and to all other possible responses.

6. Emergency situation or critical incident responses

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Mt Ommaney Special School and ECDP classroom teams may be called on to manage such situations. These incidents may occur as a result of

- medical issues (such as an epileptic seizure or anaphylaxis)
- severe and unacceptable behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk

and may arise when students are on campus, or when they are away from school, on community access programs.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe, unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of all students and staff.

The following factors are vital in the management of any emergency situations:

- We ask that our parents and carers keep the school routinely informed about issues that they believe may effect and concern their children

- The nature of the student population, the physical set-up of the school and the sharing of information about student well-being, means that the Admin. team is usually made aware of the increased potential for any student to experience difficulty

- All classrooms have access to their own phone and to a separate phone in the attached staff rooms. When leaving the school on approved outings, staff take school mobiles, recording all numbers used with Admin. and sharing these with each staff member on the outing
• Teachers are responsible for informing members of their teams about health or behaviour issues that exist and the appropriate strategies for managing possible incidents, as both pro-active and reactive risk management

• The Deputy Principal, HOSES, Principal and/or other appropriate support staff react immediately to requests for help from classroom teams in these situations. They move quickly to classrooms to assist the teacher in the management and de-escalation of the challenging situation

• Once safety for all has been established and the situation is calm, the focus is on the student appropriately re-entering their learning program as soon as possible

• Staff members are also given the opportunity, as soon as possible after an incident has been successfully managed, to have some time away from the classroom, to de brief with a member of the Admin. team and/or the Chaplain

• OneSchool incident reports are filled out (with the support of the Deputy Principal, if Needed)

• IPBSPs are regularly reviewed by the Positive Behaviour Support Team to ensure that the strategies used (pro-active and re-active) to manage episodes of challenging behaviour are still appropriate

• Referrals to support staff such as our Guidance Officer are made if needed and the Principal is informed of the outcome of any interventions

Immediate and general strategies – all staff members will:

- Avoid escalating the unacceptable behaviour - avoid loud voices/shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive and communicating anger or frustration through body language.

- Maintain calmness, respect and detachment - model the behaviour they want students to adopt, stay calm and controlled, use a serious but measured tone, choose their language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally

- Approach the student in a non-threatening manner - move slowly but deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise challenging/threatening eye contact (establish eye level position), be mindful of posture/gestures/body language, keep a reasonable distance, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- If the student starts displaying appropriate behaviour, staff will briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.

- If the student continues with the unacceptable behaviour, staff will remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.

- Provide post incident opportunities that may include:
  - Assisting any distressed student/s to access appropriate support, e.g. Class teacher, Guidance Officer, Chaplain
  - Assisting the individual student, if able (and involved adults) to identify the sequence of events that led to the unacceptable behaviour, pinpoint key ‘decision’ moments, think about choices made and communicate (words/ symbols/signs/gestures etc) better options next time
Physical Intervention

Some MOSS/ECDP students require a high level of physical support from staff across their daily routines, to assist their participation in learning programs and for general health / well-being. This is very different to those rare occasions when staff may need to make legitimate use of physical interventions to manage incidents of severe and challenging behaviour.

Such physical intervention may occur when 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 (reasonable and proportionate) physical intervention may be used to ensure that campus staff demonstrate a duty of care to protect students and adults (other staff, volunteers, visiting parents etc) from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student, removing potentially dangerous objects and, in extreme situations, using more forceful restraint (with the understanding, across campus, that the minimum force, for the shortest time needed to reduce the risk of harm will be used).

All Mount Ommaney Special School and Early Childhood Development Program 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
- that there is an underlying function/purpose for 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 reduce the risk of harm to self or others
- 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 must be maintained:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).
7. Network of student support

Students at Mt Ommaney Special School and the Mt Ommaney Early Childhood Development Program are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Teachers
- Support Staff
- Parents
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based 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

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.

Campus staff consider 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 information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- 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
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
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
- Weapons Act 1990
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

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

11. Some related resources
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- http://www.jaba.com/article.htm
- “Evidence-based guidelines to reduce the need for restrictive practices in the disability sector” The Australian Psychological Society, 2011.
- www.team-teach.com.au

12. Endorsement

Principal

P&C President or Chair, School Council

Assistant Regional Director

Effective Date: 2012 to 2015
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, without the agreed permission of both parents and teacher, as there is a risk of damage or theft. In cases of no agreement, 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 disciplinary consequences.

Confiscation
Permitted 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 a period of time deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off at the teacher’s discretion.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Mt Ommaney Special School and the Early Childhood development Program. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.
A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

¹ *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*
Special Circumstances Arrangement
Students who require the use of a personal assistive 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.

Inappropriate behaviour outside of school hours
Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices: portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

Appendix 2
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Mt Ommaney Special School and the Early Childhood Development Program strive to create positive, predictable environments for all students at all times of the day. The disciplined 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.

2. There is no place for bullying at Mt Ommaney Special School and the Early Childhood Development Program. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Mt Ommaney Special School and the Early Childhood Development Program 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.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.
5. At Mt Ommaney Special School and the Early Childhood Development Program, staff and parents understand that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion; that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures will involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures for our campus will be an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students will become accustomed to in the future, as needed.

Prevention

8. 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
- The 3 school rules and the expected behaviours attached to each rule in all areas of the school are made available to all students and understood by students to the level of individual cognitive ability
- All students have been or are being taught the specific routines for 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 appropriate 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.
9. No incidents involving cyberbullying have been identified at either Mt Ommaney Special School or the Early Childhood Development Program at this point in time. Students will be explicitly taught how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including, for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Campus staff will then investigate and respond to any incident of cyberbullying that may occur in the future.

10. The student curriculum modules of the anti-bullying process will, as needed, consist of lessons taught to a school-wide schedule of instruction. At all times, simultaneous instruction is our goal, in order to develop student understanding and maintain consistency of skill acquisition across the school.

11. An initial introductory lesson teaches the simple process to be followed by all students when experiencing bullying behaviour, either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. The campus will consider the appropriateness of participating in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what we are doing to prevent it.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at MOSS/ECDP will take care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. This campus uses behavioural data for decision-making. Our database allows for summary reports at any time, allowing 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.
Appendix 3

Working together to keep Mt Ommaney Special School and the Early Childhood Development Program safe.

We can work together to keep knives out of school.

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- 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 principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Mt Ommaney Special School and the Early Childhood Development Program safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact 3717 6888.