Responsible Behaviour Plan for Students 2015

1. Purpose

Claremont State Special School is committed to providing a safe, respectful, responsible 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 expectations 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

In June 2014, Claremont State Special School completed an external Discipline Audit. The principal, school leadership team, parents and students were interviewed and reviewed under five areas; Principal Leadership, Parent and Community Engagement, Data Informed Decision-Making, Clear Consistent Expectations for Behaviour and Explicit Teaching of Appropriate Behaviour to All Students.

This Responsible Behaviour Plan has been reviewed in collaboration with the Discipline Audit findings and school community consultation. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

This Responsible Behaviour Plan was endorsed by the Principal, the P&C, staff representatives, SWPBS Coach in November 2015.

3. Learning and behaviour statement

All areas of Claremont State Special School are learning and teaching environments. We consider positive behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We believe in the importance of explicit teaching of school wide expectations and dedicate classroom teaching time to this. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support. (Positive Behaviour for Learning)

Our Responsible Behaviour Plan 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 understood and practiced by everyone, assisting Claremont State Special School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school wide expectations to teach and promote our high standards of responsible behaviour:
- I can Learn
- I am Respectful
- I am Responsible
- I am Safe

Our school wide expectations have been agreed upon and endorsed by all staff, students 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

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Claremont State Special School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

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

SCHOOL WIDE EXPECTATIONS

	Whole School	Classroom	Playground
I CAN LEARN	• Listen to others • Think • Watch • Be in the right place	• Try my best • Stay safe • Have a go • New Skills	• Join in • Take turns • Share • New Games
I AM RESPONSIBLE	• Make good choices • Walk on concrete • Be prepared • Care for the environment		

I AM RESPECTFUL	• Speak/ Act nicely • Care for others • Care for myself • Care for property		
I AM SAFE	• Wash hands • Sun safe • Personal space • Follow directions	• Be sensible	• Report any danger • Keep me safe

These expectations are communicated to students via a number of strategies, including:
- SWPBS lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.

Claremont State Special School implements the following proactive and preventative processes and strategies to support student behaviour:
- A dedicated section of the school newsletter, enabling parents to be positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to sector staff, and support to others in sharing successful practices.
- Induction programs in the Claremont State Special School Responsible Behaviour Plan for Staff.
- Individual behaviour support plans inclusive of an episodic severity scale and risk assessment 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.

Specific policies have been developed to address:
- The Use of Technology Devices at School (Appendix 1);
- The appropriate use of mobile phones at school (Appendix 2)

Responding to unacceptable behaviour

1.   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 use the language of the school expectations and remind the student of expected school behaviour, then ask them to consider/change/reflect on their behaviour so that it aligns with our school's expectations.

2.   Targeted behaviour support

Each student at Claremont State Special School is required to have a Positive Behaviour Support Plan. This is included within their Individual Student Curriculum Plan or if over 15 years their Senior Education Transition Plan. The positive behaviour support plan encompasses specific strategies including environmental adjustments (Prevent), strategies to teach appropriate responses (Teach) necessary to support students with their behaviour, and reactive strategies to address inappropriate behaviours (Respond).

3. Intensive behaviour support

Claremont State 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. This can include support from external agencies and when necessary, applications for extra human resourcing are made to the regional behaviour team.

Claremont State Special School has two established teams to provide intensive behaviour support. The first team is compiled of representatives from each sector of the school, as well as members of Administration, and when necessary the Guidance Officer. The purpose of this team is to provide support, research-based strategies and a discussion group to assist in managing student behaviour within the classroom setting.

The Intensive Behaviour Support Team:
- works with staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection, and
- makes adjustments as required for the student

Staff within this team are currently being trained in Functional Behaviour Analysis, Essential Skills for Classroom Management and 8 Effective Classroom Practices, and profiling. Staff are able to approach this team and request either a profiling session or organise a meeting with the team to discuss a particular student. Following this request, the team facilitator will contact fellow members with a synopsis and request a meeting to brainstorm and support the staff member.

The second team is individually based and developed for highly complex and challenging behaviours. The team's role is similar to the intensive behaviour support team however extra resourcing is required. External agencies are included, as well as parent/caregivers, classroom teachers and

administration. This team requires support from all members and active participation in developing risk management plans, episodic severity scales and functional behaviour assessments. Depending on the severity of the case, the team meets regularly to provide a consistent approach for the student. Any changes or issues that need to be addressed are communicated to all members of the team and further discussions are organised to ensure all members are on the same page. Data collection is of highest priority and provides the foundation for all decision making. Based on data, if a student seems to have reduced their challenging behaviours, the decision can be made by the team to disperse and no longer meet on a regular basis.

4. Emergency responses or critical incidents

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 students and staff.

Due to the complexity of some students' behaviour, individual risk management plans have incorporated critical incident responses with the responsibilities and actions required by adults.

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 unacceptable behaviour is defined as 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.

Immediate Strategies:
- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies:
- 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 unacceptable behaviour then 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 include:
  o Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  o Assisting the individual 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.
  o Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the 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 Claremont State Special School's staff demonstrate a duty of care to protect students and staff 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.

Staff at the school will use NVCI strategies if required to ensure a duty of care to protect students and staff from foreseeable risks of injury. **This strategy will be identified in a student's risk assessment for students who are identified as posing a risk to self or others**, and in an emergency for unexpected situations involving a student when all other interventions have been exhausted.

Physical intervention can involve coming between students, redirecting a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

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 intervention 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
- Student Record of Incident (as per process for Natural Justice).

5. Consequences for unacceptable behaviour

Claremont State Special School makes 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 school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Major behaviour incidents are recorded by staff on OneSchool.

Minor and major behaviours
When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

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

Minor problem behaviours may result in the following consequences:
- 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, individual meeting with the student, apology, restitution or detention for work completion
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school behaviour
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:
- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration if able and safe. A report of the student's behaviour is recorded on OneSchool.

Major unacceptable behaviours may result in the following consequences:
- **Level One:** Time in office, alternative activities, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Intensive Behaviour Support Team.

<p align="center">AND/OR</p>

- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
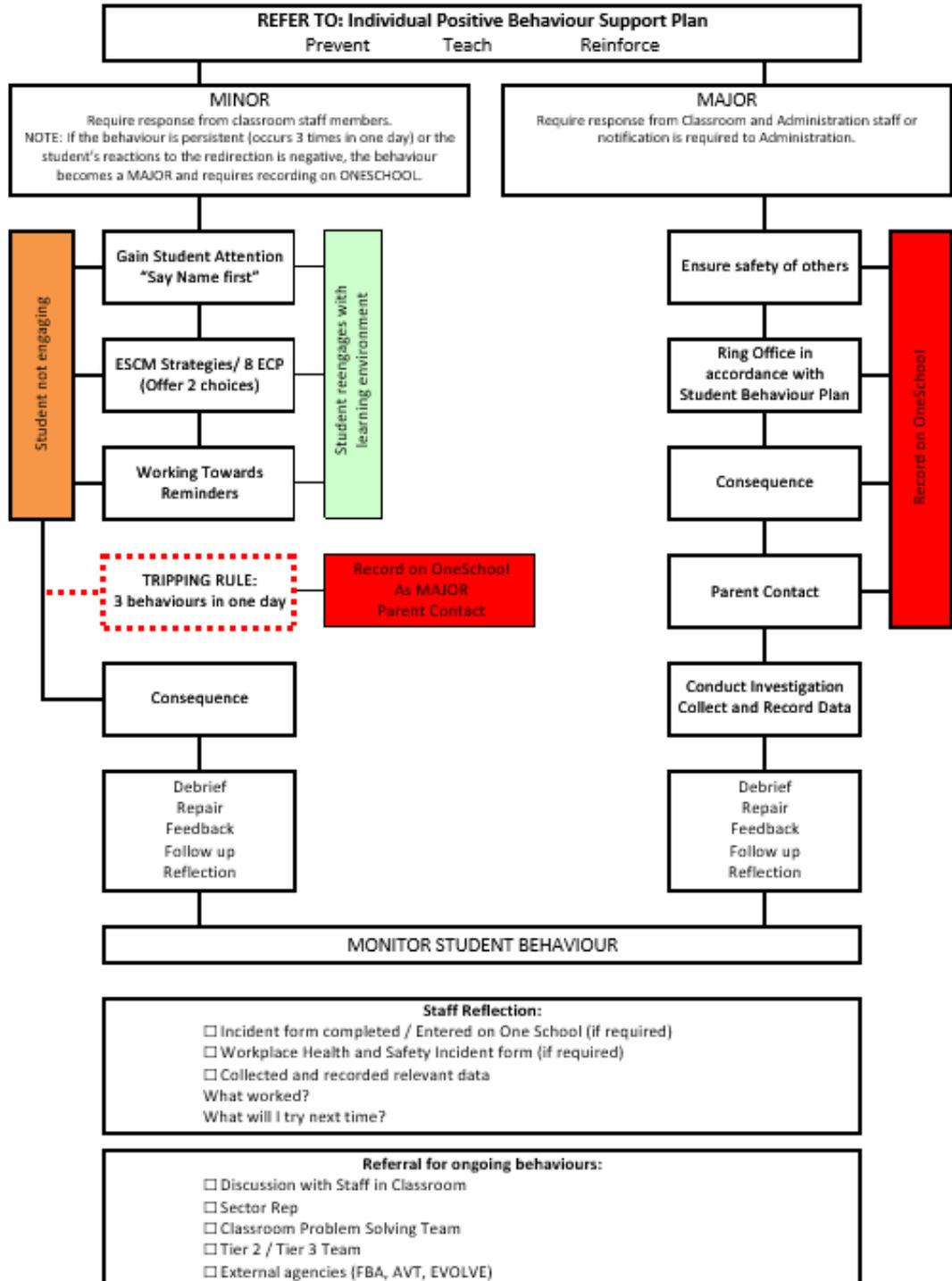
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/ recommendation for exclusion) as a consequence of unacceptable behaviour.

  *Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

Claremont Special School
Behaviour Management Flow Chart

REFER TO: Individual Positive Behaviour Support Plan

| Prevent | Teach | Reinforce |

MINOR
Require response from classroom staff members.
NOTE: If the behaviour is persistent (occurs 3 times in one day) or the student's reactions to the redirection is negative, the behaviour becomes a MAJOR and requires recording on ONESCHOOL.

MAJOR
Require response from Classroom and Administration staff or notification is required to Administration.

Student not engaging

Gain Student Attention "Say Name first"

Student reengages with learning environment

ESCM Strategies/ 8 ECP (Offer 2 choices)

Working Towards Reminders

TRIPPING RULE: 3 behaviours in one day

Record on OneSchool As MAJOR Parent Contact

Consequence

Debrief
Repair
Feedback
Follow up
Reflection

Ensure safety of others

Ring Office in accordance with Student Behaviour Plan

Record on OneSchool

Consequence

Parent Contact

Conduct Investigation Collect and Record Data

Debrief
Repair
Feedback
Follow up
Reflection

MONITOR STUDENT BEHAVIOUR

Staff Reflection:
☐ Incident form completed / Entered on One School (if required)
☐ Workplace Health and Safety Incident form (if required)
☐ Collected and recorded relevant data
What worked?
What will I try next time?

Referral for ongoing behaviours:
☐ Discussion with Staff in Classroom
☐ Sector Rep
☐ Classroom Problem Solving Team
☐ Tier 2 / Tier 3 Team
☐ External agencies (FBA, AVT, EVOLVE)

The Code of
School Behaviour
Better Behaviour
Better Learning

Queensland Government

MAJOR AND MINOR BEHAVIOURS

Code	Behaviour	Definition	Minor Example	Minor - Non Example	Major Example	Major - Non Example
B	Bullying/ harassment	Purposely hurting or overpowering another verbally, physically &/emotionally continually	• Name calling towards another student • Stand over tactics towards another student • Intimidation towards another • Invading and remaining in students personal space	• Intensive interaction • Working in close groups	• Persistent (3 minor incidents within one day) • Racial slurs towards staff or students • Physically and/or targeting another student • Stalking another student	
De	Defiant/threats to adults	Verbal or physical gesture that is intended to harm and/or cause fear	• Threats towards adult • Swearing towards adult • Confrontation towards adult • Invading and remaining in adults personal space	• Intensive interaction • Working in close groups	• Follow through with threat towards an adult • Offensive language directed towards an adult. • Explicit descriptions with objects in possession towards an adult • Physical harm towards adult	
Di	Disruptive	Behaviour that results in an interruption in the class, school routines or school activity	• Leaving seat without permission • Throwing object around the room • Tearing up tasks • Loud continuous vocalisations • Interrupting other students learning	• Gathering required objects • Moving for communication purposes • Avoiding/seeking sensory input • Avoiding/seeking sensory input • Speaks too loud • Avoiding/Seeking sensory input	• Leaving room without permission, kicking, screaming • Pushing desk/chairs over • Throwing multiple objects • Encouraging others to disengage • Persistent (3 minor incidents within one day)	
Dr	Dress Code	Students wearing inappropriate clothing to school or for an activity	Administrative discretion	Uniform Policy	Administrative discretion	
IT	IT misconduct	Inappropriate use of any electronic devices	• Failure to hand in electronic device etc. • Not following Internet or Mobile devices policy. • Access inappropriate websites (games etc.) • Using computer without permission	• Accidentally clicking on blocked website	• Failure to hand in electronic device 3 times in a week. • Using prohibited electronic devices 3 times in a week. • Access inappropriate websites (blocked sites, images) • Accessing computer on others username or password without permission • Cyberbullying	• Using generic/whole of class username
La	Late	Late from lunch breaks or activities outside of the classroom	Administrative discretion		Administrative discretion	
Ly	Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules and/or harms	• Denies behaviour • Lying to get something • Lying to avoid task or instruction	• 'Witness' information based on hearsay. • Extending the truth/fantasy	• Premeditated and planned. • Accusations made of incidents that did not occur	
MO	Misconduct involving object	Inappropriate use of an object for the non-intended purpose of that object	• Misuse of property • Approaching someone with an object with intention to hurt	• Not holding equipment appropriately e.g. swinging lunch box/pencil case	• Use an object to deliberately cause injury	
NC	Non compliant with routine	Behaving in a way that does not comply with classroom and playground routines	• Not transitioning from area to area • Not following direction	• Difficulty with transitions	Do not enter this category on One School	Do not enter this category on One School
O	Other	Other incident needed to be recorded.	Administrative discretion		Administrative discretion	

MAJOR AND MINOR BEHAVIOURS

Code	Behaviour	Definition	Minor Example	Minor Non Example	Major Example	Major Non Example
PhM	Physical misconduct	Fighting or actions that involve physical contact	• Student not respecting personal space and touching another person	• Being bumped when lining up • Intensive Interaction	• Deliberate physical contact with another to cause harm (including biting and scratching requiring first aid).	• Communication (but needs to be recorded) • Rough play
			• Contact with another person without permission e.g. pushing, tripping	• Pushing in when in a line	• Deliberate spitting at or on a person	
			• Spitting in the environment	• Spitting out food/water or object		
PPI	Possess prohibited items	Possessing on their person or in their bag an item declared by the school as prohibited	• Chewing gum, electronic devices, spray deodorant, nail polish, electronic device (without contract)	• Nail polish group • Unaware of severity of item e.g. junior school show and tell.	• Cigarettes, lighter, knives, r rated magazines. • Weapons to cause harm	• Unaware of severity of item e.g. show and tell. • Having a knife in their lunch box for the lunch.
PI	Prohibited items	Using an item declared by the school as prohibited	Do not enter this category on One School *Please use Possess prohibited items*	Do not enter this category on One School *Please use Possess prohibited items*	Do not enter this category on One School *Please use Possess prohibited items*	Do not enter this category on One School *Please use Possess prohibited items*
PrM	Property misconduct	Participating in an activity that results in damage, destruction or disfigurement of property	• Draw on school property (can be removed)		• Damage of school property (requires financial contribution to repair/replace) • Graffiti/Tagging	• Accidental damage during play
			• Break/damage someone else's belongings (can be fixed)	• Accidentally falling on/assists to break fall	• Deliberately impairs the usefulness of someone else's property (requires financial contribution to repair/replace)	• Accidentally falling on/assists to break fall
R	Refusal to participate in program of instruction	Non-Verbally or verbally refusing to participate in activities or engage in tasks	• Passive (head on desk)			
			• Not listening			
			• Walking away from group (within sight)	• Self regulating behaviour	• Leaving the area of instruction (out of sight). • Absconding	• Self regulating behaviour
				• Requires take up time		
SI	Substance misconduct involving illicit substance	Student is under the influence of or is in possession of illegal substances	Administrative discretion		Administrative discretion	
SL	Substance misconduct involving tobacco and other legal substances	Student is under the influence of or is in possession of legal substances	Administrative discretion		Administrative discretion	
3MR	Third minor referral	3 minor incidents referred to buddy room or reflection room	Do not enter this category on One School	Do not enter this category on One School	• 3 minor incidents in one day requiring administration assistance/alert.	
Th	Threat/s to others	Any verbal or non-verbal threat to a person's physical or emotional wellbeing	• Making statements to receive a reaction from another e.g. 'Don't listen to the teachers' or 'Come with me'	• Generalised statements e.g. All students smell	• Making statements to encourage a reaction from another (violence occurs as a result) e.g. directing someone to hit someone else	
			• Spreading rumours/gossip			
Tr	Truant/skip class	Unexplained absence with or without parent's knowledge	Do not enter this category on One School	Do not enter this category on One School	• Leaving school grounds without permission	• Parent/carer does not notify staff of absence. • Risk management not followed e.g. chaining of gates
VM	Verbal misconduct	Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another	• Comments or gestures targeted at another persons race/disability/gender etc.	• Student yelling out to get another persons attention from a distance. • Accidental swearing • Colloquial language	• Offensive language, sexual connotation words or gestures directed at another person.	• Self regulating behaviour.

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Behaviour
Learning

Major Consequences

Office referral
In school suspension
Suspension
Exclusion
Repair damage
Loss of Privilege
Emergency services contacted
Parent/Guardians contacted

Minor Consequences

Thinking chair
Transfer adult
Loss of Privilege
Mediation
Parent/Guardians contacted
Change of environment
Student to rectify/repair damage

Classroom Management

Essential Skills Classroom Management	8 Effective Classroom Practices
Establishing expectations	
Giving instructions	Classroom Expectations
Waiting and scanning	Classroom Procedures and
Cueing with parallel	Routines
acknowledgement	Encourage Expected Behaviour
Body language encouraging	Discouraging Inappropriate
Descriptive encouraging	Behaviour
Selective attending	Active Supervision
Redirecting to the learning	Opportunities to respond
(not behaviour)	Activity sequence and choice
Giving a choice	Academic Success and Task
Following through	difficulty

Behaviour	Definition
Bullying/ harassment	Purposely hurting or overpowering another verbally, physically &/emotionally continually
Defiant/threats to adults	Verbal or physical gesture that is intended to harm and/or cause fear
Disruptive	Behaviour that results in an interruption in the class, school routines or school activity
Dress Code	Students wearing inappropriate clothing to school or for an activity
IT misconduct	Inappropriate use of any electronic devices
Late	Late from lunch breaks or activities outside of the classroom
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules and/or harms
Misconduct involving object	Inappropriate use of an object for the non-intended purpose of that object
Non compliant with routine	Behaving in a way that does not comply with classroom and playground routines
Other	Other incident needed to be recorded.

Behaviour	Definition
Physical misconduct	Fighting or actions that involve physical contact
Possess prohibited items	Possessing on their person or in their bag an item declared by the school as prohibited
Prohibited items	Using an item declared by the school as prohibited
Property misconduct	Participating in an activity that results in damage, destruction or disfigurement of property
Refusal to participate in program of instruction	Non-Verbally or verbally refusing to participate in activities or engage in tasks
Substance misconduct involving illicit substance	Student is under the influence of or is in possession of illegal substances
Substance misconduct involving tobacco and other legal substances	Student is under the influence of or is in possession of legal substances
Third minor referral	3 minor incidents referred to buddy room or reflection room
Threat/s to others	Any verbal or non-verbal threat to a person's physical or emotional wellbeing
Truant/skip class	Unexplained absence with or without parent's knowledge
Verbal misconduct	Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another

6. Network of student support

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

- Parents
- Teachers
- Support Staff
- Head of Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer

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
- Neighbourhood Centre.

7. 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.

Claremont State 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 ensuring a safe and supportive environment for all. To ensure safety for some students it may be necessary to secure gates and classroom doors. The least restrictive alternative will be used considering the individual needs of students. **Where it is necessary to provide a secure environment which may require securing of gates and doors for a student, this will be identified to and agreed by parents and documented in PBS Plan.** Staff will explain the reason for the strategy to all parents within the same classroom. Staff will work towards the least restrictive alternative. All staff are trained in appropriate evacuation procedures.
- 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 (inclusive of environmental 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

8. Related legislation

9. Commonwealth Disability Discrimination Act 1992
10. Commonwealth Disability Standards for Education 2005
11. Education (General Provisions) Act 2006
12. Education (General Provisions) Regulation 2006
13. Criminal Code Act 1899
14. Anti-Discrimination Act 1991
15. Commission for Children and Young People and Child Guardian Act 2000
16. Judicial Review Act 1991
17. Workplace Health and Safety Act 2011
18. Workplace Health and Safety Regulation 2011
19. Right to Information Act 2009
    20. Information Privacy (IP) Act 2009

21. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- 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

22. Some related resources

List any related resources identified, for example:
- National Safe Schools Framework
- Working Together resources for schools
- Cyber-safety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement

Principal	**P&C President**	**Lead Principal**

Template Version Control: 24 January 2014

Date effective: from …………………………………………. to ……………………………………

APPENDIX 1:

Claremont Special School
Student Computer/iPad Use and Internet
Access Policy

Statement of Intent

Computer and iPad Use and Internet Access is provided to students at Claremont Special School for educational purposes only. This policy outlines what is acceptable for students when using the computer network and the internet whilst at school. Private usage must be arranged elsewhere.

The School Administration will review the Computer/iPad Use and Internet Access Policy annually to ensure that current educational and curriculum requirements are being met. The Computer/iPad Use and Internet Access Agreement must be signed by both the student and his/her parent or guardian and then returned to the school Administration Office. Where your child does not comprehend the intentions of this policy or the student agreement then the parent will sign the parent permission form only e.g. young children, students with a severe multiple impairment or students with very poor language comprehension and communication skills. Should students not follow the responsibilities of use, their account will be deactivated until further notice. Computer and Internet use is monitored electronically for each computer in the school.

Principles of Use

Claremont Special School's Internet and student email accounts exist to provide access to educational outcomes. Students have been provided with an email account to support communication between themselves, their teachers and fellow peers to assist their current educational requirements. A selection of websites will be available. All sites will be examined by staff to decide their educational validity and accuracy before being accepted as a teacher approved website. Should a student find inappropriate or offensive material while researching on the internet, she/he must advise the teacher immediately. Programs are not to be downloaded, saved onto the school system or run from CDs/USBs. Students' computer accounts can be accessed by teachers at any time and students should be aware that the ICT Coordinator will monitor their email and account and will document any school based internet activity that is deemed inappropriate.

Responsibilities
Students

- Students are required to follow the rules of the Computer/iPad Use and Internet Access Agreement. Students who misuse and disrespect this agreement will receive consequences according to the school's Responsible Behaviour Support Plan Policy.
- Students are expected to use the computer/iPad and internet for educational purposes only.
- Students are to be responsible and only access appropriate websites and information whilst using computers.
- Students are to acknowledge copyright laws, including computer software. Appropriate referencing must be included.
- Students are to access computers/iPads under the supervision of a teacher at all times.
- Students are to not interfere with any computer/ iPad hardware. If there is a problem with the computer/ iPad they are to notify the teacher.
- Students are required to log off at the end of each computer lesson.
- No food or drink is to be placed near computers/iPads at any time.

Consequences for misuse

Claremont Special School will continue to uphold student's responsibilities of the appropriate use of school computers, ipads and the internet. We will ensure there are consequences in place if students misuse or do not abide by the school's expectations.

- Students who do not follow the responsibilities above may have their computer, iPad and/or internet access cancelled until they can show they understand the correct procedures and have resigned the Computer/iPad Use and Internet Access Agreement.
- Students who repeatedly do not abide by their agreement that they have signed will be dealt with by Administration as the student is refusing to follow the school policy.

For further information you may review the Departments Policies and Procedures.

- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems

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Claremont Special School
Appropriate Use of Mobile Telephones
and other Electronic Devices by Students

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Statement of Intent

Claremont Special School's policy is informed by Education Queensland documentation and reflects the importance on students displaying respect, responsibility and safe practices when they are using technology devices at school. We acknowledge that mobile phones and electronic devices are technological tools and that the skills developed from using these devices are important to students' future life choices.

This policy outlines the expectations we have for our students in regards to appropriate use of mobile telephones and other electronic devices. For the purpose of this policy, electronic devices include: MP3 & MP4 players, DVDs, iPods, iPads, hand held computer games and iPhones. For further information you may review the Departments Policies and Procedures.

- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

Principles of Use

The use of personal mobile phones and other electronic devices are not allowed in classrooms or while students are under the direct supervision of staff. We strongly advise students to leave their valuable personal technology devices at home to reduce the risk of damage, theft, inappropriate use or disruption to learning. Some arrangements can be made for use to and from school on the bus, however this is an agreement between the parent, principal and student. If students choose to bring mobile phones or electronic devices to school, we require them to be turned off and handed into to the roll class teacher before school starts and to be collected at the end of the school day. If personal mobile phones or electronic devices are sighted by staff within the school hours of 8:30 – 2:40 they will be confiscated and may be collected at the end of the day from the school office. **If students refuse to hand their device to the class teacher and continue to use the device, parents will be called to the school to remove the device.** If students continue to disrespect this policy in place further consequences will be enforced.

Responsibilities
Students

- Students are encouraged not to bring personal electronic devices to school; however students wishing to use these devices in special circumstances (travelling to and from school on bus) should negotiate arrangements with parents and the school principal.
- Students travelling to or from school must show respect and consideration for others when using their phone or electronic devices.
- Mobile phones and other electronic devices are not allowed in classrooms.
- Mobile phones and other electronic devices must be turned off and given to the roll class teacher between school hours 8:30 – 2:40.
- Students must not use in-phone cameras anywhere a normal camera would be considered inappropriate.
- All contact with or from parents/guardians/carers (emergency or other) must be made through the school office.
- Students who do not follow these responsibilities will have their mobile phone or electronic devices confiscated and parents will be contacted.

Consequences for misuse

Claremont Special School will continue to uphold student's responsibilities of appropriate use of mobile phones and electronic devices. We will ensure there are consequences in place if students misuse or do not abide by the school's expectations.

- Students who do not follow the responsibilities above and have their mobile phone or electronic device sighted will have it confiscated for the day and returned at the end of day.
- Parents will be notified. Continual warnings will be dealt with by Administration as the student is refusing to follow the school policy.

No liability will be accepted by the school in the event of loss, damage or theft of any device unless it can be established that the loss, theft or damage resulted from the department's negligence.