CURRIMUNDI
SPECIAL SCHOOL

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Student Code of Conduct 2026 - 2028

Every student achieving and realising their full potential

Every student achieving and realising their full potential is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning, experience academic success and work towards meaningful post-school pathways in education, training or employment.

Queensland Department of Education
State Schools Strategy
2025-2029

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

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Endorsement

Principal Name:	Erin King
Principal Signature:	
Date:	20-11-2025

P/C President and-or School Council Chair Name:	Jessica Woodhouse
P/C President and-or School Council Chair Signature:	
Date:	20-11-2025

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Purpose

Currimundi Special School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Currimundi Special School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole-school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff experience a safe workplace.

Whole School Approach to Discipline

Currimundi Special School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

At Currimundi Special School, discipline is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Currimundi Special School Student Code of Conduct is an opportunity to explain the PBL framework with parents/carers and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything, we can do to set students up for success is a shared goal of every parent/carer and school staff member.

Any students or parents/carers who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with one of the Deputy Principals or Principal.

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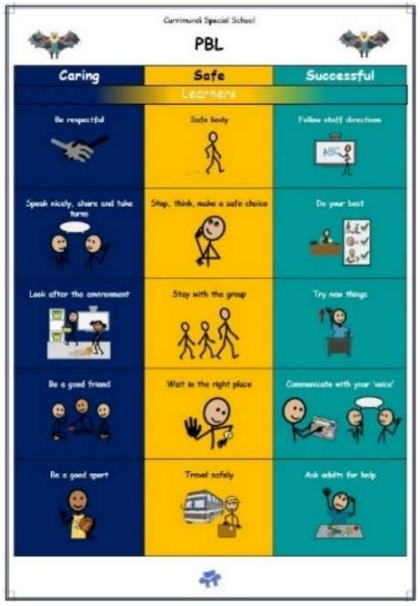
PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students: Caring, Safe, Successful Learners (P-10) or the core values of Respect, Resilience, Responsibility for senior secondary students (11-12).

Students

Below are what the matrices for our PBL expectations, core values and safe travel look like for students across the school. In addition, each classroom has their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Currimundi Special School.



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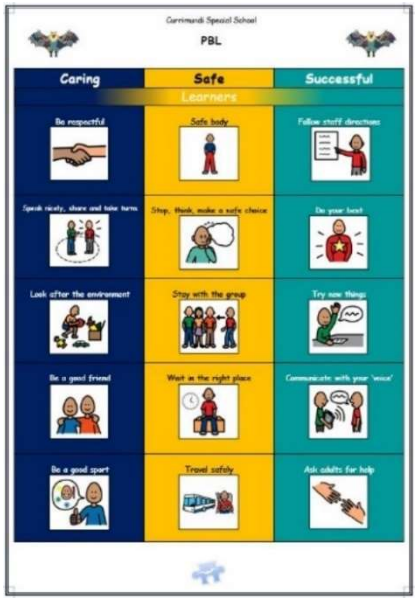

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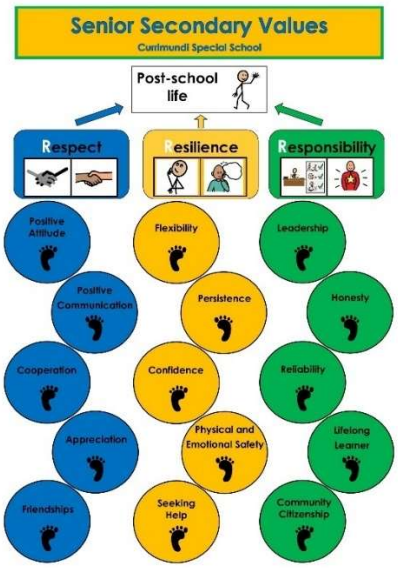

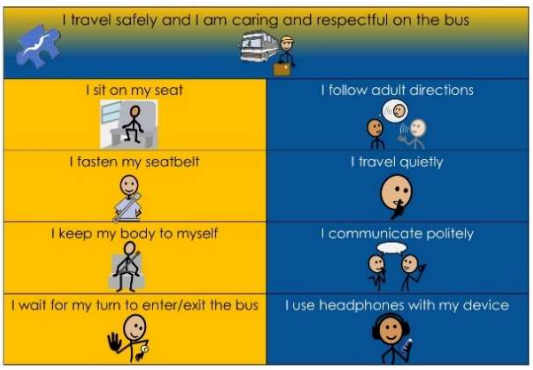

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Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Caring/Respect

What you can expect from us	***What we expect to see from you***
We will respond as soon as practicable to your request for information or an appointment and negotiate a mutually agreeable date and time with you.	You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.
We will ensure positive behaviours are role modelled for all students.	You are respectful in your conversations at home about school and staff.
We will provide opportunities for parents/carer engagement in school activities.	You respect the opportunities provided to participate in school activities.
We will welcome and celebrate a diverse school community.	You recognise that people are different and will be non-judgmental, fair, and equitable to others in the school and school community.
We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.	You seek opportunities to provide positive feedback to the classroom teacher about their work with the class, a student, or colleagues.
We will check in with you about your child's needs or any support your family may require.	You notice when others need help, parents, staff, and students, and ask if there is anything you can do to assist.

Safe/Resilience

What you can expect from us	***What we expect to see from you***
We will maintain confidentiality about information relating to your child and family.	You respect the obligation of staff to maintain student and family privacy.
We will create a safe, supportive and inclusive environment for every student.	You ensure your child attends school every day and notify the school promptly of any absences or changes in contact details.
We will act quickly to address social media issues that affect staff, students or families.	You respect school, student and staff privacy in your online communications.
We will nominate a contact person for you to work with to resolve a school related complaint.	You take a positive, solution-focused approach to resolving complaints.

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Successful/Responsibility

What you can expect from us	*What we expect to see from you*
We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.	You support your child to meet the learning and behavioural expectations at school.
We will use the electronic school newsletter, SMS, email, letters and notes, Facebook and the website to notify parents about school news, excursions or events.	You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.
We will share relevant information with you about your child's learning, social and behavioural progress at school.	You share relevant information about your child's learning, social and behaviour needs with school.
We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.	You will help your child to see strengths and benefits in diversity and difference in their classmates.

Consideration of Individual Circumstances

Staff at Currimundi Special School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. At Currimundi Special School we apply a continuum of differentiated consequences to reflect the principle of equity, where every student is given the support they need to be successful. This means not everyone will receive the same consequence for a specific behaviour, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. You can be assured that school

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staff take all matters very seriously and will address them appropriately with consideration to and of all stakeholders. We expect that parents and students will respect the privacy of other students and families.

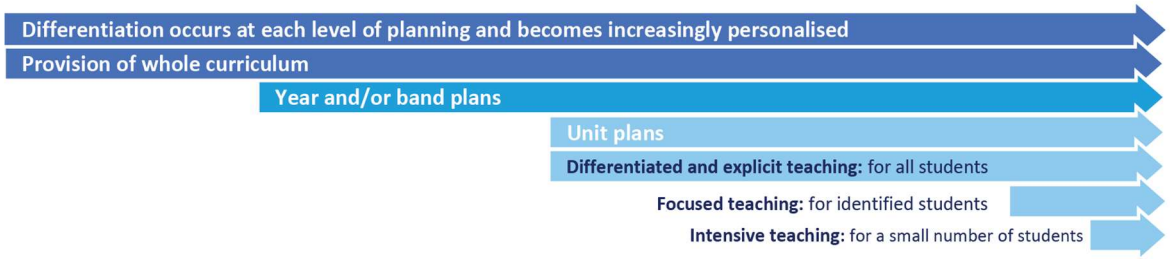
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

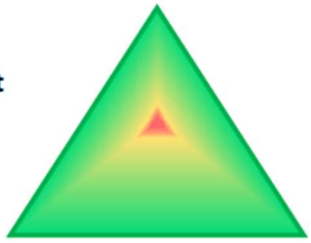
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated with explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students. The multi-tiered systems of support flowchart below reflects the way that Currimundi Special School staff support the needs of all our students.

Currimundi Special School

Multi-Tiered Systems of Support



Tier 1: Universal Supports

1. Implement CSS PBL T1 Universals (ECM)
2. Maintain positive interaction ratio with students and families 10:1
3. Model and provide access to robust communication systems
4. Record behaviour data on OneSchool (positives, majors, minors)
5. Monitor OneSchool classroom dashboard to identify changes of concern (academic, attendance, behaviour)
6. Referral to SLP/OT/PT as required
7. Complete ECM Teacher self-assessment
8. Liaise with HOD-SS, HOD-C or Communication Coaches to review universal class supports
9. If behaviour maintains, schedule a student services meeting to brainstorm alternate actions, strategies, or request support to conduct an environmental scan, or arrange a reinforcement inventory
10. Implement actions and monitor behavioural data for a month

Tier 2: Intensified Supports

1. If behaviour increases, schedule a student services meeting to identify intensified support requirements (Behaviour, Communication, Curriculum, Health or Welfare)
2. Positive Behaviour Improvement Plan (PBIP - contract or regulation and de-escalation continuum) developed with HOD-SS. Planned evidence-based Tier 2 interventions may include Check-In-Check-Out processes(CICO), problem behaviour checklist (guided functional motivation assessment), disability specific strategies, self-management behaviour scales, parent or stakeholder meetings, EQ psychologist referral or supports for social skills, interoception, regulation, communication and/or academics.
3. Relevant DPs to complete a risk assessment behaviour, safety, wellbeing (as needed)
4. Staff to enact plan and complete data record to upload to OneSchool
5. Review implementation fidelity monthly with relevant team members to update plan as necessary – monitor, modify, fade or discontinue

Tier 3: Multi-disciplinary Team Supports

1. If behaviour intensifies, schedule a student services meeting to engage multi-disciplinary team supports
2. Admin case manager to configure OneSchool Complex Case Support and complete online referral/urgent support request to regional team (PA behaviour, PA autism, PA inclusion, Senior GO) or request comprehensive FBA supports
3. FACTS interview completed by staff and families to inform a guided FBA and Individual Behaviour Support Plan (IBSP) developed with HOD-SS
4. Team Teach Risk Reduction plan, Positive Handling reports and/or Individual Student Safety plan developed by stakeholders if required
5. Staff to enact plan and complete data record to upload to OneSchool
6. Review implementation fidelity fortnightly with relevant team members to update plan as necessary – monitor, modify, fade or discontinue

In addition to our Positive Behaviour for Learning Multi-Tiered Systems of Supports training, staff at Currimundi Special School complete annual Team Teach training. With a focus on 95% de-escalation strategies, positive relationships, listening and learning and restoration, Team Teach provides staff with the skills to effectively respond to student behaviours. When paired with our PBL universal support training and individual student Tier 1 profiles and communication profiles, our staff are equipped with a high level of additional knowledge and skills to best meet the needs of our students. Team

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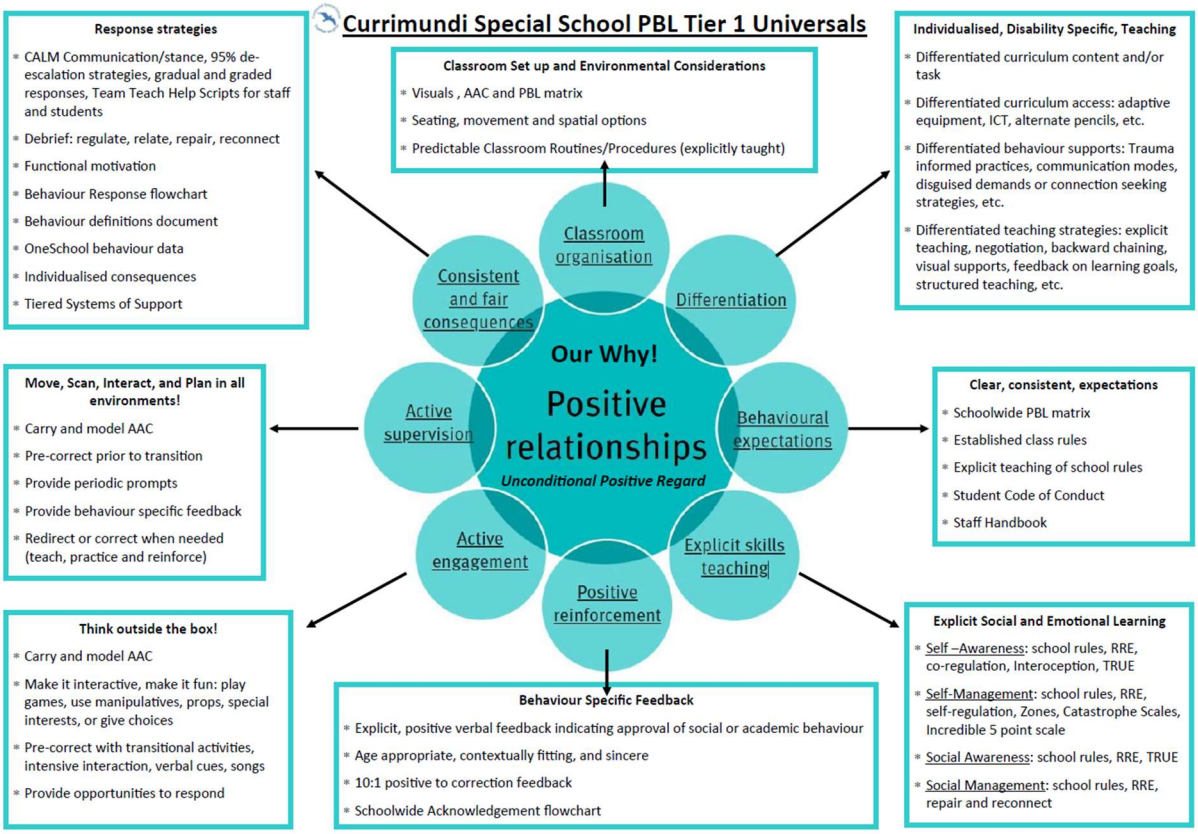
Teach also provides a framework for the use of restrictive practices for safety. As outlined in the Tier 3 section of the flowchart above, For the very small number of students requiring this additional level of support to maximise their safety and the safety of others, a Risk Reduction plan and/or Student Safety plan will be completed, regularly reviewed and transparently communicated with families.

Every classroom in our school refers the Tier 1 PBL universal supports (illustrated below) and uses the PBL Expectations Matrices, (illustrated under the PBL Expectations heading), as a basis for developing their class behaviour standards. Using these relevant documents, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. These documents are on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill.

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Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Currimundi Special School has a range of support mechanisms in place to help arrange and deliver focused teaching to students who need more support to meet expectations, through our Student Services Team approach. Our Student Services Team is comprised of administration, heads of departments, our Guidance officer and occassionally EQ health or therapy representatives who provide specialist expertise in learning, language, behaviour or development, to work collaboratively with class teachers at Currimundi Special School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix and student progress is monitored by the classroom teacher/s to identify those who:

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

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be a small percentage of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, discussions with the Student Services Team and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Disciplinary Consequences

The disciplinary consequences model used at Currimundi Special School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning, and the class teacher may refer the students the Student Services Team for determination of supports and behavioural responses.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (visual or verbal e.g. "When we go to break, we need to sit while we eat")
- Non-verbal and visual cues (e.g. visual prompts, AAC, posters, hand gestures)
- Whole class practising of routines / explicit instruction
- Ratio of 10 positive to 1 corrective feedback
- Behaviour specific feedback (e.g. "Thanks for touching your help visual to let me know you needed support")
- Success reminders (e.g. "I have a safe body and keep my hands to myself")
- Explicit positive behavioural instructions (e.g. "I walk safely")
- Proximity control
- Selective attending of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour

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- Classwide incentives / school-wide acknowledgement system
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give additional ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language – use visuals/AAC to support verbal instructions
- Break down tasks into smaller chunks
- Backward chain (adult to verbally and physically complete the beginning or the end of tasks for students to reduce cognitive demand and increase academic success)
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class (chill-out / brain or movement break)
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Model/demonstrate expected behaviour
- Private discussion with student about expected behaviour
- Corrective feedback for inappropriate behaviour (“Stop, not safe. Let’s think and make a safe choice” Adult to prompt safe option/s)
- Warning of more serious consequences where appropriate (e.g. removal from classroom or supervised play plan)
- Buddy class (removal of individual student to a planned, agreed location as part of a formalised approved plan with the parent/carer)

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- A guided functional motivation assessment
- Individual student behaviour support strategies
- Targeted skills teaching in small group
- Token economy
- Negotiated alternate tasks or work spaces
- Positive Behaviour contract and/or Regulation De-Escalation plan
- Counselling and guidance support
- Self-monitoring plan through the use of 3 or 5 point scale
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Services for team based problem solving
- Stakeholder meeting with parents and external agencies
- Risk assessment for behaviour, safety and wellbeing
- School-based psychologist support

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Intensive

School leadership team work in consultation with Student Services to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment individualised behaviour support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

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

At Currimundi Special School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so unsafe that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the

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materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Currimundi Special School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings will typically involve the student and their parent/s along with the Principal or their delegate, and the member of the Student Services Team who is case manager.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (including current support plans)
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as

guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Currimundi Special School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)

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- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

Responsibilities

State school staff at Currimundi Special School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Currimundi Special School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Currimundi Special School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;

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- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Currimundi Special School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Currimundi Special School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students (Mandated)

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

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. A statewide approach mandating all state school students must keep mobile phones switched off and ‘away for the day’ during school hours is in place. Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

'Away for the day' supports schools to maintain a strong focus on student educational achievement, wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Currimundi Special School is compliant with this this madate during school hours between 8:30am and 2:30pm. Mobile phones are to remain in student school bags or be handed into the administration office for safe storage during the day. Our policy extends to all school activities including sport, camps and excursions. Formal exemptions from this policy can be requested for specific and agreed purposes, e.g. medical conditions such as diabetes management, via the Principal, Erin King.

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Currimundi Special School acknowledges that for some students a digital device is used for communication (Alternative and Augmentative Communication). As such, Currimundi Special School maintains a BYOX (Bring your own device) policy for students who bring personal devices (iPads, Eye-gaze, hand held devices) to school for communication purposes, outlining expectations for responsible and safe use.

Responsibilities

State school staff

- ensure familiarity with the school's local policy approach for student use of mobile devices, as outlined in the *Student Code of Conduct*
- ensure familiarity with, and implement approved exemptions for students
- implement expectations for student mobile device use consistent with the school's *Student Code of Conduct*.

Parents

- support their child to meet expectations of the school's local policy approach for student use of mobile devices, as outlined in the *Student Code of Conduct*
- support implementation of the local policy approach by using the school's preferred communication channels to contact their child during school hours
- if required, apply for exemptions for medical, disability and/or wellbeing reasons in accordance with the school's local policy approach, outlined in the *Student Code of Conduct*
- work with the school to resolve issues regarding student compliance with the school's local policy approach.

Students

- keep mobile phones switched off and away for the day, and notifications disabled on wearable devices during school hours
- if required, apply for exemptions for medical, disability or wellbeing reasons in accordance with the school's local policy approach, outlined in the *Student Code of Conduct*
- if permitted to use a mobile device at school under an approved exemption, only use it for the intended and agreed purpose.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices

- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Currimundi Special School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Currimundi Special School has an active Student Council, with diverse representatives meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. Currimundi Special School actively seeks a strong and authentic student voice across the school.

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

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

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

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

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

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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However, these conflicts are still considered serious and need to be addressed and resolved. At Currimundi Special School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Currimundi Special School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Currimundi Special School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Year 7 to Year 12 – Class teacher
Administration staff –Deputy Prinicpals (Primary/Secondary)

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. (Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours)

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parents that the issue of concern is being investigated

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

- Evaluate information with the Student Services Team to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

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- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student services team if needed

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to Deputy Principal/Principal within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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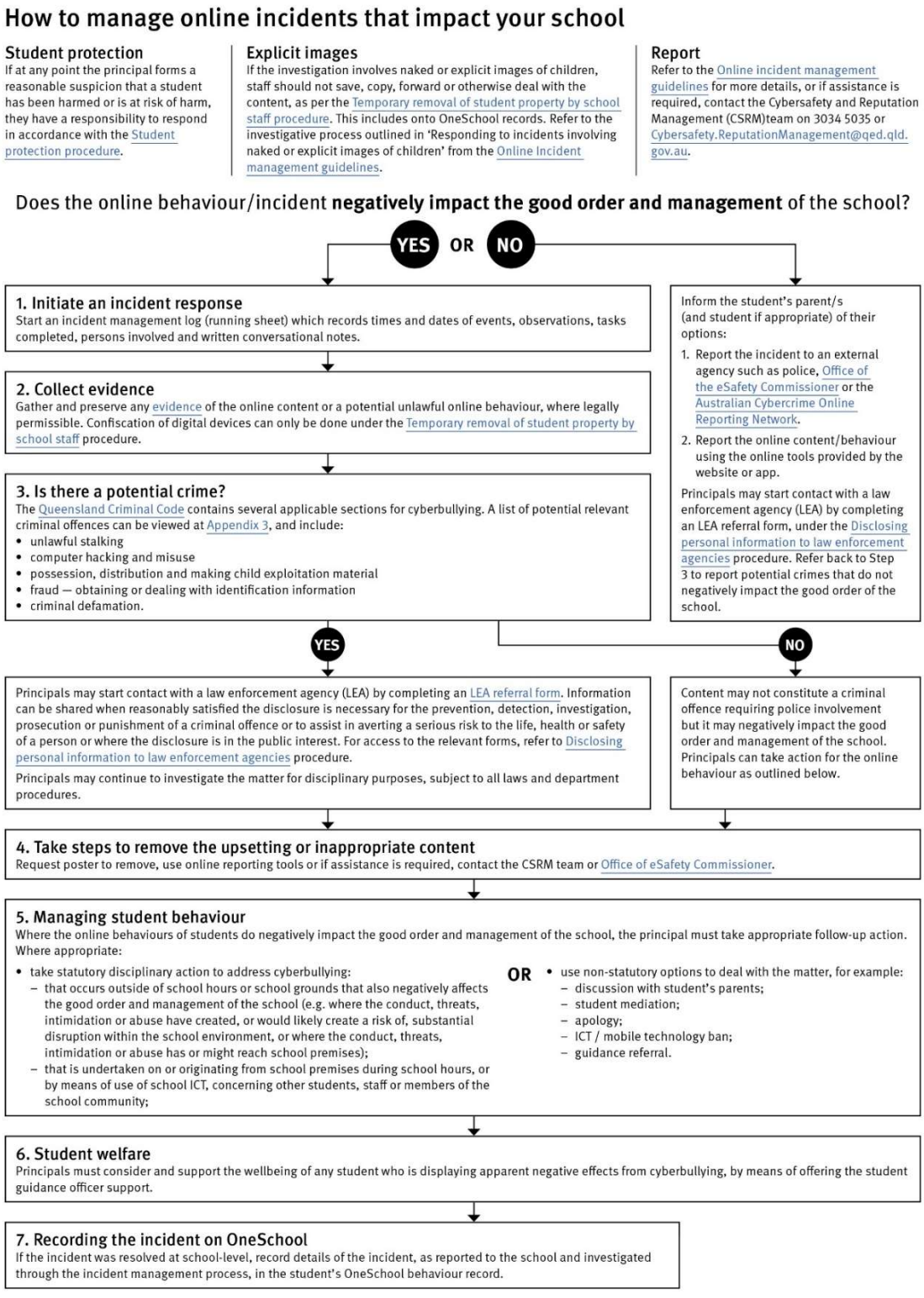
Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations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

Currimundi Special School - Cyberbullying response flowchart for school staff



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Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Currimundi Special School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Currimundi Special School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Anti Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Currimundi Special School works together to establish a safe, supportive and disciplined

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school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Currimundi Special School – Anti-Bullying Compact

We agree to work together to improve the quality of relationships in our community at Currimundi Special School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons. At Currimundi Special School it is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive

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strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, to keep students safe from imminent harm to themselves or others, and when all other alternative strategies have failed to reduce the risk or there is no other reasonable alternative in the circumstance, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, to reduce imminent risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure. Currimundi special School staff complete annual Team Teach training to ensure that any restrictive practice implemented is used as a last resport, is reaonsable, proportionate and necessary, and in the best interest of those at risk of imminent harm.

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

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

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

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

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

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

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Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is a crisis management period only.

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, be matter of fact and avoid responding emotionally. Model co-regulation strategies. Stick to a simple script, e.g. I'm here to help, you talk, I'll listen. CALM stance.

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

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, remind them of the expected school behaviour, If the student continues with the problem behaviour, seek support from on-call staff. Exit other students if required.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options, make a plan, for future situations

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