Darling Point Special School

Student Code of Conduct

2020-2024

Every student succeeding

Working in partnership with families and the community to achieve self-determination and life quality for our students through collaborative design and mutual support.

Darling Point Special School uses Positive Behaviour Support to enable this Code of Student Behaviour to meet student needs and achieve positive outcomes for all.

Darling Point Special School is part of the Queensland Department of Education. We give all children and young people eligible for enrolment at our school, a great start, engaging them in relevant, authentic learning, creating safe and inclusive places of learning and work, and doing our bit to build Queensland's community. We are working together to extend educational opportunities that cater to the new normal arising from COVID-19, maximising learning continuity and wellbeing of children, young people, our workforce, and our community. We look to leverage from innovative, agile thinking and leadership, to enhance every aspect of our school's work. We affirm the importance of relationships to further embed our shared values to new ways of living, working, and learning.

Darling Point Special School Strategic Plan 2020 - 2024

Darling Point Special School provides a safe, respectful and supportive learning environment, promoting life quality and well-being for all students, staff, parents and visitors.

Our School's supports behaviour within a framework of Positive Behaviour Support (PBS) instead of traditional behaviour management. The key differences between these two approaches are provided further in this document.
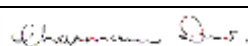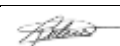
The Darling Point Special School Student Code of Conduct sets out responsibilities and processes that promote a productive, effective whole school approach.

Our purpose is to facilitate high quality behaviours across our school community, ensuring learning and teaching is prioritised, where all students can experience success and staff enjoy a safe and productive workplace.

Contact Information

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Contact Person:	Principal

Endorsement

Local Consultative Committee	
Local Consultative Committee	Christina Ramella, on behalf of the DPSS Local Consultative Committee
Date:	10.11.2020
Principal	
Principal:	Charmaine Driver
Date:	10.11.2020
P/C President	
P/C President	Tony Clark, on behalf of the DPSS P and C Association
Date:	10.11.2020
School Council Chair	
School Council Chair	Chris Peters, on behalf of the DPSS School Council
Date:	10.11.2020

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Principal's Foreword

The shared values of the Darling Point Special School community – Diligence, Resilience, Ethics, Audacity, Mateship – shape and guide relationships, leadership, management and the School's work. Values and related behaviours are integrated into explicit teaching. Our shared values are affirmed across the wider school community.

This Code affirms the importance of legislation related to Human Rights, Education, Disability, and Discrimination.

PBS is embedded in practice at Darling Point Special School, re-designing environments and supports not individuals (Swayn, 2005) meaning that the focus is on systems and not individual student behaviours or problems.

Darling Point Special School caters for students who have significant support requirements related to intellectual disability and other disabilities including autistic spectrum disorders, hearing, vision and physical impairments, mental health issues, behaviour complexities, and medical challenges including seizures, respiratory, cardiac and other issues. The school's work in PBS since 1998 aligned to the Institute for Applied Behaviour Analysis (IABA) non-linear multi-element model, has achieved broadly recognised success. The systems embedded in the school reflect recognised best practice and the importance of consistent supports and interventions across contexts including school, community and home. The school recognises that students with disabilities often have difficulties with communication and coping skills and that families might experience a range of complexities in parenting their children.

This Code of Student Behaviour focuses on maintaining the already embedded supportive school environment. Across our school, everyone consistently demonstrates high quality strategies and supports for wellbeing and life quality. Time, attention and resources result in staff being empowered to foster meaningful relationships across teams, and to facilitate positive student behaviour so that all can learn and enjoy quality life experiences at school.

Because of our School's approach to PBS, this Code of Student Behaviour also provides clear links to parent and family supports, and ways that the school's Parents' and Citizens' Association provides mechanisms for family support to maximise life quality and support through systems available within and beyond the Department of Education.

Alignment with the Student Code of Conduct

This Student Code of Conduct outlines our values-based behaviour expectations. Practices and supports described inform the wider school community of the consistent approaches used consistently to explicitly teach desired behaviours and to assist students to make good progress towards achieving self-determination and life quality.

This Code aims to deliver the best possible outcomes for students, recognising the close relationship of behaviour to individual needs, interests, strengths, learning, and individualised supports.

Curiosity

I was stunned. But I understood a powerful message: Curiosity itself was the most important thing. And what I was interested to mattered. I have never been able to turn off this fire hose of curiosity.

Most developmental psychologists believe that a child's need to know is a drive as pure as a diamond and as distracting as chocolate. Even though there is no agreed-upon definition of curiosity in cognitive neuroscience, I couldn't agree more. I firmly belief that if children are allowed to remain curious, they will continue to deploy their natural tendencies to discover and explore until they are 101.

This is something that my mother seemed to know instinctively.

For little ones, discovery brings joy. Like an addictive drug, exploration creates the need for more discovery so that more joy can be experienced. It is a straight-up reward system that, if allowed to flourish, will continue into the school years. As children get older, they find that learning not only brings them joy, but it also brings them mastery.

Medina, John. *Brain Rules*. 2018.

Statement of Support from the School Council and the School's P&C Association

As President of the Darling Point Special School P&C Committee, and Chair or the Darling Point Special School Council, we are proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Charmaine Driver and her team has ensured that parents and staff have had opportunity to contribute and provide feedback on the final product. Awareness and involvement of parents with our school's shared values, behaviour expectations and supports is very important. The school and families sharing the same emphasis on life quality and realistic, relevant learning experiences and outcomes is critical to ensuring all adults work together to support the students to achieve the best possible life quality, learning and social outcomes.

We encourage all parents and friends of the school to familiarise themselves with the Darling Point Special School Student Code of Conduct, and to take time to talk with their children and teachers about the expectations and strategies explained. It is important to discuss any supports that might be needed. We emphasise systems that help students affected by communication, sensory or coping issues to be supported so that they achieve their goals.

Our Association and Council stand united with the School in supporting the positive approaches to behaviour support, and the continued emphasis on knowledge and skills developed through community-based learning experiences. These opportunities, together with catering to students' sensory needs and developing their communication skills and self-confidence achieve great things towards each individual's sense of identity, ability to have fun, and make and communicate informed choices.

Whilst some schools focus on negatives including bullying, our school's emphasis on self-determination and life quality and real-life learning means that bullying and harassment are rarely part of our students' ways of being. Our Association and Council stand firm with the school with an overt code of conduct for all parents/carers and volunteers, as well as staff, with a no-tolerance approach to harassment from any adult associated with the school, and direct supports for students.

Cyberbullying is a harmful activity and not tolerated across the wider school community. A flowchart provides guidance about ways the school can support people impacted.

Anyone who wishes to discuss the Darling Point Special School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact us, to join the Darling Point Special School P&C Association, or offer to engage with the School Council. Our Principal and staff also welcome discussion and opportunities to further explore our shared ways of working.

With your support, we can work collaboratively with school staff to ensure all students are safe, affirmed, encouraged, and appropriately supported to meet their individual social and learning needs.

Tony Clark   Chris Peters
President, DPSS P & C Association   Chair, DPSS Council

Data Overview

This section reports on key measures related to student learning, behaviour, safety and wellbeing using existing data sets. Data and evidence enable an open and transparent information for the school community to consider their perceptions of students, parents and staff about school climate, attendance, school disciplinary absences, and enrolment trends.

OneSchool is the Department of Education system for digitally recording information about students, their learning, supports and outcomes. Behaviour and medical incidents are recorded by teachers, aides and school leaders to ensure accurate information within and across time.

Parents wishing to access their student's information can do so by contacting the Principal. Further details are found at
https://www.qld.gov.au/education/schools/information/contact/pages/accessing

The following tables and charts depict various facets of the school's development as well as student learning and behaviour, and staff and parent satisfaction.

Percentage of parents/caregivers who agree# that:	2017	2018	2019
their child is getting a good education at school (S2016)	100%	98%	99%
this is a good school (S2035)	100%	98%	100%
their child likes being at this school* (S2001)	100%	100%	99%
their child feels safe at this school* (S2002)	100%	100%	99%
their child's learning needs are being met at this school* (S2003)	100%	96%	97%
their child is making good progress at this school* (S2004)	100%	98%	99%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	96%	100%
teachers at this school motivate their child to learn* (S2007)	98%	98%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	99%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	99%
this school takes parents' opinions seriously* (S2011)	98%	98%	99%
student behaviour is well managed at this school* (S2012)	98%	98%	97%
this school looks for ways to improve* (S2013)	96%	98%	99%
this school is well maintained* (S2014)	100%	100%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	100%	94%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	98%	97%
student behaviour is well managed at their school (S2074)	100%	98%	97%
staff are well supported at their school (S2075)	100%	94%	97%
their school takes staff opinions seriously (S2076)	100%	91%	97%
their school looks for ways to improve (S2077)	100%	94%	100%
their school is well maintained (S2078)	100%	96%	97%
their school gives them opportunities to do interesting things (S2079)	100%	100%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Students at Darling Point Special School continue to respond positively to the teaching and support from teachers, therapists, teacher aides, chaplain, guidance officer and school leaders. The school continues its work in analysis of ipsative data for tracking student achievement and progress against their individual learning goals and setting new goals across time. The following table shows the proportion of students from 1998 to 2019 who achieved their individual learning goals in the school year.

Darling Point Special School Student Learning Outcomes as % demonstrating progress towards targets across all learning areas - 1998 - 2019
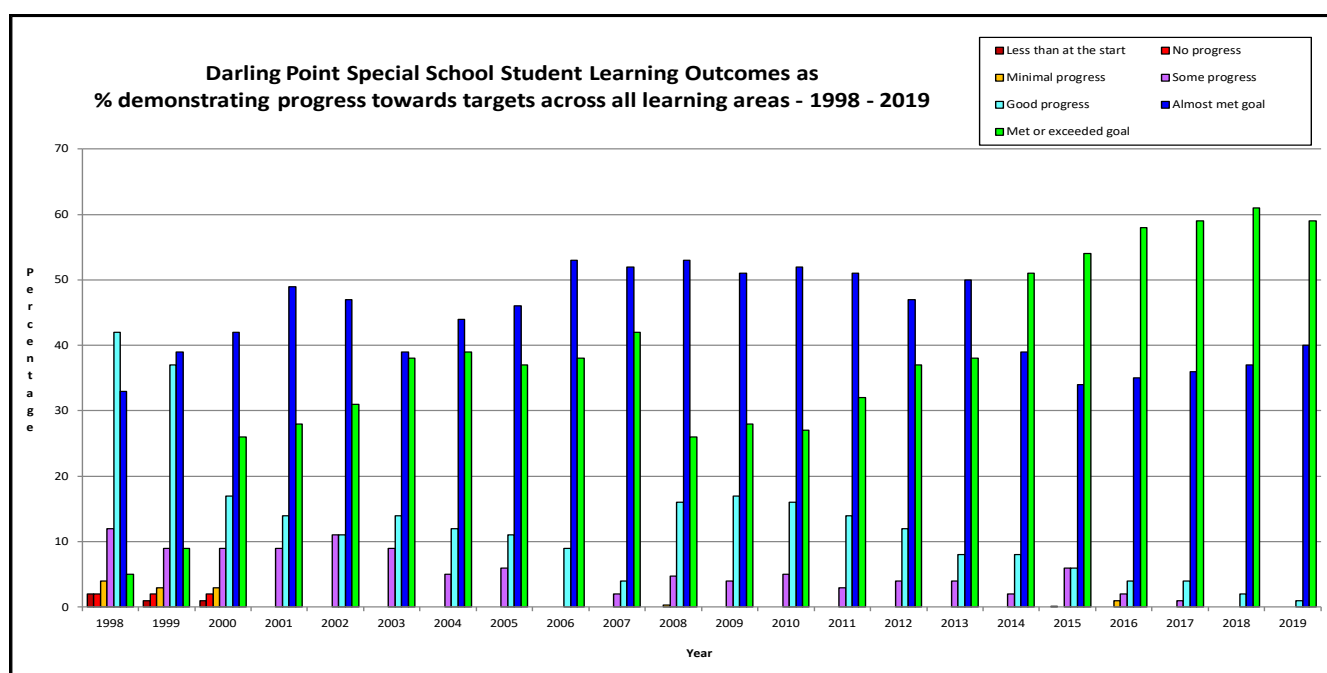
Students with disabilities more often than their age-typical peers are referred to as presenting with complex and challenging behaviours. On analysis, these challenges typically relate to difficulties with communication and/or emotional regulation, sensory modulation, or tolerance and coping. At Darling Point Special School, we pride ourselves in implementing PBS with fidelity through class and individual student non-linear multi-element plans that encompass all the components of quality PBS. PBS was first initiated at this School through a research project in 1997 and adopted school-wide in 1998.

The following chart shows that students at this school achieve well against their behaviour goals. This school has over many years recorded significantly fewer work cover claims related to staff injury from behaviour issues compared to like schools. This is explained through the embedded absence of restrictive practices. At this school, behaviour is viewed as of secondary importance to life quality and self-determination resulting in students being afforded lessons, supports and activities that interest and enable them in positive contexts on campus and in the community. Communication, sensory, choice and relevance are considered: a complex picture but one that results in positive behaviours and reduced challenges.
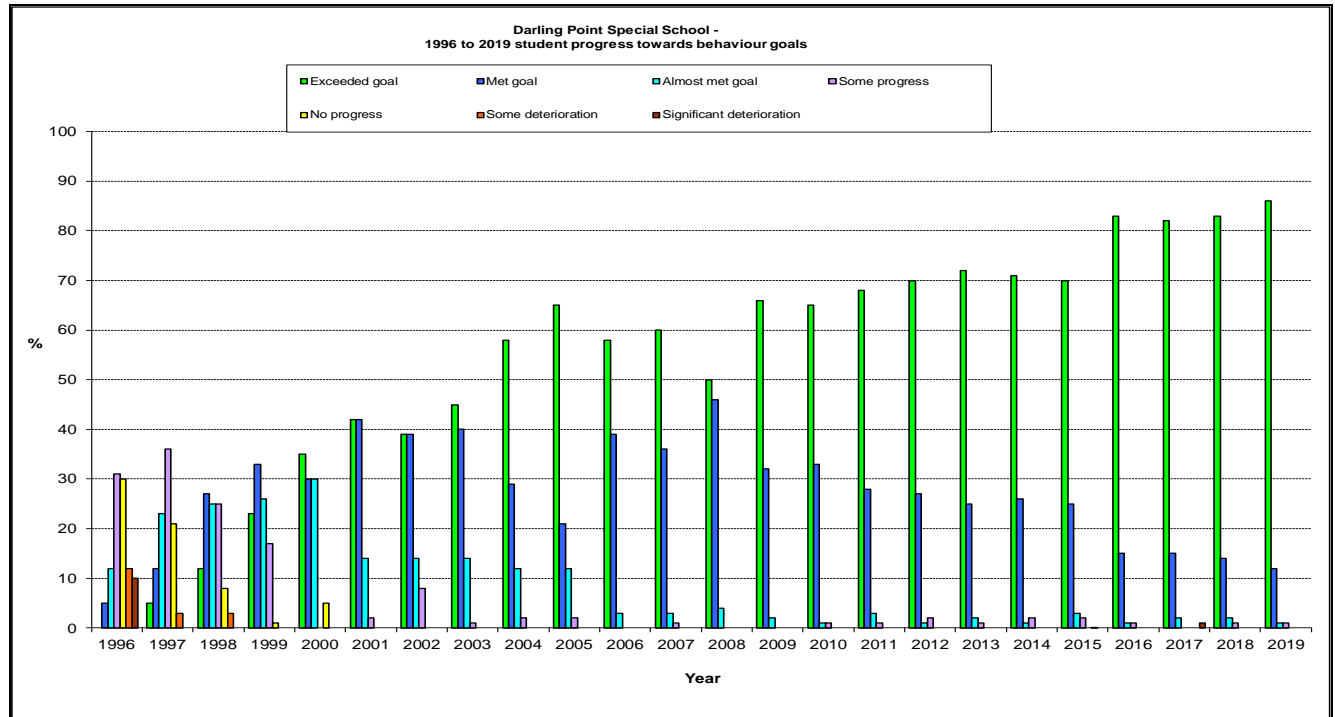
The following data confirms the school's minimal use of suspensions as mechanisms to manage student behaviour issues. This data should be considered in the light of that provided about regarding student learning, behaviour improvements and the reference to WorkCover claims.

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	1	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

The following chart provides the school's enrolment trends across time.
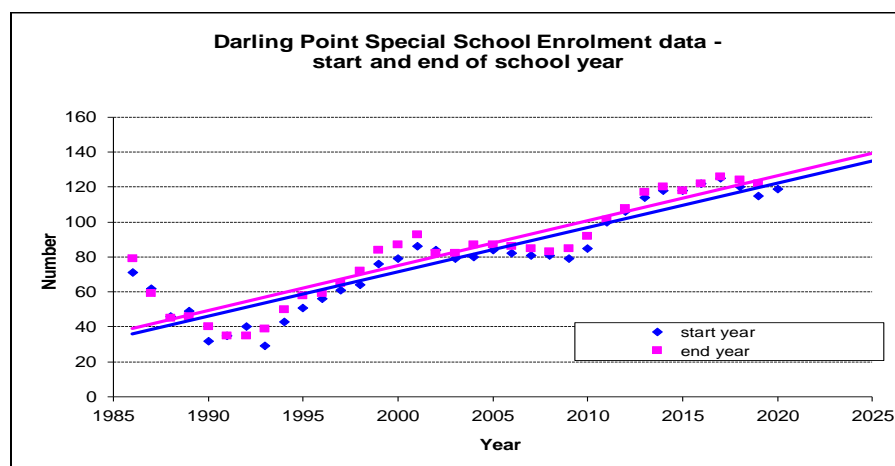
Consultation

The consultation process used to inform the development of the Darling Point Special School Student Code of Conduct occurred in three phases.

As a staff, we considered achievements and impacts from PBS on student behaviour, student and staff attendance, school disciplinary absences (SDA), staff and parent satisfaction and WorkCover claims. Comparing WorkCover claims arising from student behaviour incidents and other matters we noted fewer claims compared to like schools. We also considered the proportion of staff who have completed formal training with IABA in PBS, functional behaviour analysis and development of non-linear multi-element plans; the number of staff who have completed advanced training with IABA; and the extent of staff knowledge, confidence and application of the range of strategies in PBS, and the importance of the theory and evidence behind PBS to inform this Code of Practice.

We identified strengths and successes from our previous school behaviour plan, areas for further development, and priorities for parents and staff related to well-being, relationships, and student behaviour. We gained insights into parent/carer and staff perceptions about the extent to which the school's shared values are embedded in practice particularly through leadership and teaching and people's understanding about PBS practices across the school.

Feedback from staff reference groups was considered prior to the revised document being presented for endorsement by the Local Consultative Committee, the P&C Association, and the School Council, where it was unanimously endorsed for implementation in 2021.

A communication strategy to support the implementation of the Student Code of Conduct, includes parent information evenings, promotion through the school website, Schoolzine and Facebook publications, the monthly newsletter and email footer links to staff emails. The Darling Point Special School Student Code of Conduct has been translated into a simplified English version and will be available in other languages as needed. Any families who require assistance to access a copy of the Darling Point Special School Student Code of Conduct, including translation, are encouraged to contact the Principal.

Learning and Behaviour Statement

Darling Point Special School provides whole-of-school, class and individual evidence-based differentiated and positive supports with:
- ➢ clear standards and responsibilities for students, parents/carers, staff, and school leaders
- ➢ high standards of achievement and behaviour
- ➢ a safe, tolerant and disciplined learning environment
- ➢ no aversive or restrictive practices
- ➢ partnerships across the school, community and other agencies.

Our school's values emphasise inclusive opportunities and supports, to ensure that each member of our school community has every possible opportunity to have their needs met through survival needs of food, clothing and shelter, belonging, power, fun, freedom and self-determination. Life quality and well-being are the essence of what it means to live an ordinary life. Inclusion is represented by being present in schooling and the wider community, having a role in family and relationships, accessing the full range of opportunities and supports needed for learning and life, participating in experiences of choice not of chance, and maximising achievement.

This Code contains information about the school's PBS systems and supports, our mobile phone and cyber-safety policy, anti-bullying strategy, and use of data to support well-being, positive behaviour and safety.

The school notes the OECD Vision for Education and Skills: Education 2030, incorporating the key components in our school's Strategic Plan 2020 – 2024 and our Annual Implementation Plan 2020, because of its relevance for student learning, life quality and thus behaviour. The 2030 goal of well-being, achieved through co-agency with peers, teachers, parents and communities, and student agency, aligns with the school's work on curriculum enhancement and pedagogies. The OECD model guides us to think about the interface between competencies, knowledge, skills, attitudes and values, and the action research approach to teaching to create new value through maximising competencies, reconciling tensions and dilemmas, and taking shared responsibility.
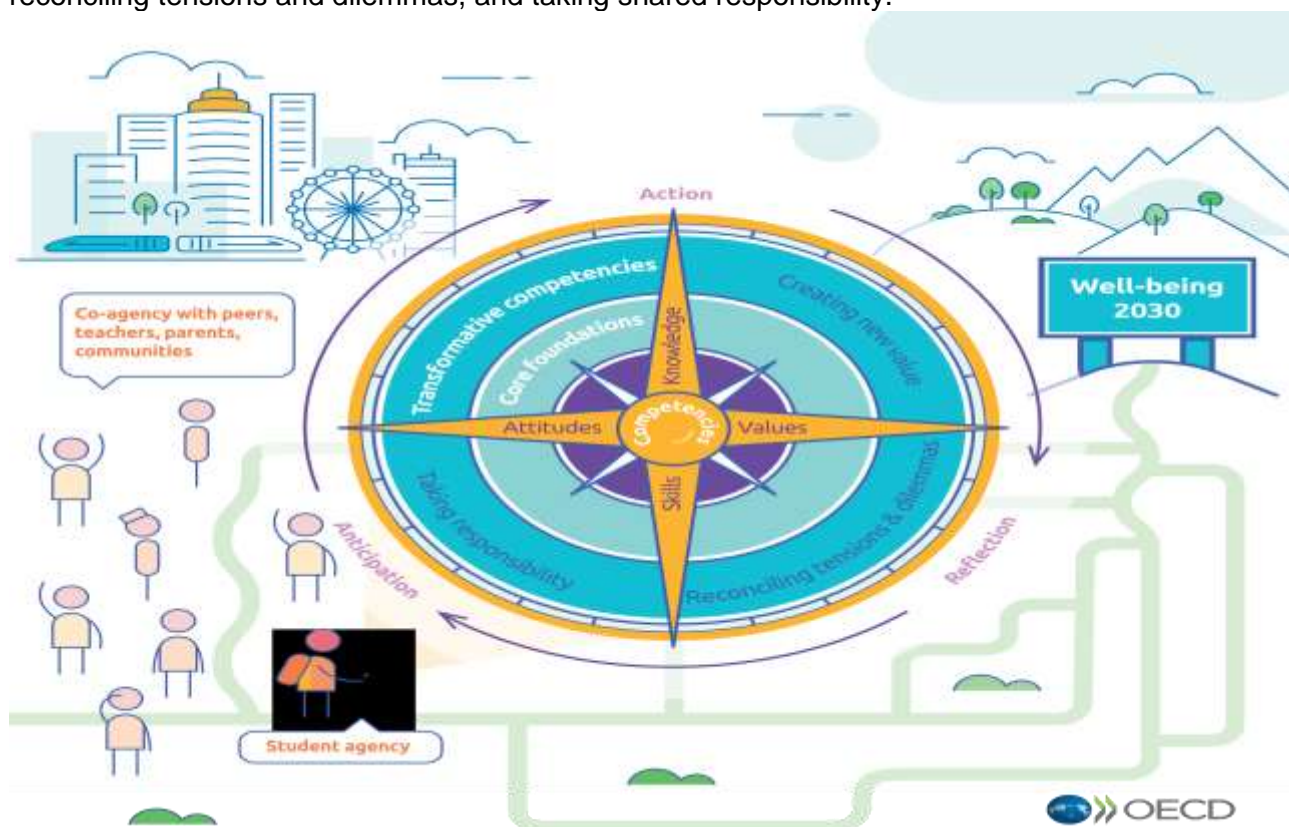
Life Quality

Darling Point Special School emphasises life quality in all aspects of school life.

The Curriculum Framework draws on the research of Schalock (2012) and others to guide individual curriculum planning and class teaching.

Life quality is the essence of PBS – with it, students are self-determining and confident. They enjoy and become equipped to guide their own life of choice, not of chance. Without it, they are at the mercy of others, disempowered and not supported to make or communicate informed choices.

The following table outlines the contributing domains to life quality as they inform the curriculum at teaching, as well as PBS, within our school.

Life Quality Domains	What does this look like?
Self Determination	Autonomy, choice, decisions, personal context, personal direction, personal goal setting
Social Inclusion	Acceptance, participation, skills, supports, school environment, work environment, community activities, roles, volunteering, activities, residential options as adults
Material Well-being	Ownerships, financial security, food, employment, possessions, social economic status
Personal Development	Achievement, education, skills, fulfilment, personal competence
Emotional Well-being	Happiness, freedom from stress, well-being, fun, self-concept, contentment, spirituality
Interpersonal Relationships	Friendships, relationships, choice of support people, personal life pathway options
Physical Well-being	Health, nutrition, recreation, mobility, healthcare, safety, activities of daily living
Rights	Dignity, privacy, presence, access, due process, ownership, knowledge of rights and responsibilities, civic responsibilities

Key Components of PBS

Darling Point Special School integrates PBS systems and strategies within learning and teaching using three important components: ecological management, positive programming and focused support. Crisis management is only for achieving rapid, safe control of a situation. We use the non-linear planning structure because behaviour requires integrated supports for success and it is not as simple as the traditional antecedent-behaviour-consequence model would imply.

PBS is a positive, proactive approach for enhancing learning and life quality consistent with international human rights declarations and laws, and the Queensland Human Rights Act (2019). Based on systems theory, PBS recognises that behaviour is contextual, not about an individual student, but about systems and supports to promote life quality. PBS re-designs environments and teaches skills to expand a person's behavioural repertoire, recognising that just as students learn the academic curriculum, knowledge and skills, so they need to learn the skills for self-determination, positive behaviours and related communication, social and emotional skills.

PBS clarifies ways to intervene early through flexible systems to reduce the likelihood of behaviour challenges. PBS also provides strategies to resolve a crisis without resorting to aversive or restrictive practices. PBS does not use punishment within its repertoire of practice. PBS is positive in that it increases and strengthens helpful behaviours through reinforcement, not using punishment or negative consequences. PBS relies on systems, not on an individual staff or team, nor just on specific relationships. It is proactive as it anticipates where things may go wrong or be challenging and prevents those things from happening rather than reacting when things do not go as planned. PBS tests and implement strategies so that classes and students function productively, independent of particular people but according to tested and agreed plans.

PBS acknowledges that difficult behaviour is a 'language that is used by people who have no other way to relay their message. The behaviour becomes unnecessary when the behaviour finds a voice' (Callan Institute, 2009). To embed PBS we must get to know each student and understand each behaviour so that we can improve each student's skills and quality of life, but also reduce behaviour challenges over time. Through PBS, we embed our shared values in action and enable our students to be present and successful in their communities, homes, relationships, daily activities and life pursuits. To do this, we engage in person-centred planning within a case management and wraparound model that actively engages not only the student and teacher, but the entire school team, family members, and the student's wider circle. To succeed, we must be informed of best practices, collaborative, creative and responsive.

Teachers skill students and reinforce preferred behaviours. PBS attends to replacement behaviours. Steps and a range of supports are usually required so that a student can transition from one behavioural repertoire to the desired ways of operating. Teachers work one step at a time and once the student has mastered the first step, they move on. Each step enables the student to get closer to the desired behaviour, using strategies outlined in the non-linear multi-element plan. This means that at our School, we recognise that behaviour change requires more than just rules and rewards, but requires an entire system of support.

Whilst PBS is not just about reinforcement, reinforcers applied within a data-informed schedule, might include a token economy, a lottery system, a marble jar, or another types of individualised recognition that reinforce the desired behaviour. Our evidence-based non-linear multi-element model derived from the work of the IABA has been embedded since 1998 with systems and processes to achieve functional, contextual and communicative goals, and to promote safety, relationships and learning. We know and understand each student, using functional behaviour analysis if needed, and implement multi-element programming so all students develop skills to learn and play.

Whole School Approach to Discipline

For most students, school-wide PBS methodologies are sufficient to meet their needs. Positive behaviours are maximised for all through meaningful and interesting lessons and programs, learning experiences designed to maximise success, and skill development within a supportive environment. Antecedents to behaviour challenges are minimised. Environments, teaching styles, ways of working, and relationships support success. Skills for self-determination, communication, coping and tolerance, self-care and management, self-esteem, life quality and positive behaviours are explicitly taught. Positive supports encourage continued progress, growth and achievement in both cognitive and affective learning.

Comparison: Traditional Behaviour Management and Positive Behaviour Support

Schools that implement PBS with fidelity develop intrinsic understandings and extrinsic actions that set the ways of thinking and working of school leaders and staff apart from those of traditional behaviour management that have historically guided considerations about student behaviour. The following table shows the comparison between traditional behaviour management and PBS. This comparative information is provided to assist readers in their reflection on practices. It is also a guide to understand the ways of thinking and working within PBS at Darling Point Special School. This comparison assists in coming to grips with the idea that behaviour is supported through a life quality lens and all aspects of learning and teaching, not as a separate entity that focuses on reward and punishment.

Traditional behaviour management	Positive behaviour support
➢ Views the individual as the problem	➢ Views systems, settings and skill deficiencies as the problem
➢ Attempts to 'fix' the individual	➢ Attempts to 'fix' systems, settings and skills
➢ Aims to extinguish behaviour	➢ Focuses on life quality
➢ Sanctions aversive options	➢ Sanctions positive approaches
➢ Takes days or weeks to 'fix' a single behaviour	➢ Takes years to create responsive systems, personalised settings, and empowering skills
➢ Often implemented by behavioural specialists	➢ Implemented by a dynamic, collaborative team using person-centred planning in typical settings
➢ Resorted to when systems are inflexible	➢ Flourishes when systems are flexible

The Darling Point Special School community considers that behaviour is a legitimate attempt to meet legitimate goals and needs, and that students use behaviour to meet their sensory, emotional, and communication needs. The function of behaviours informs the design and implementation of support systems. Teachers are supported to
  ➢ maximise their knowledge and skills
  ➢ make sure their thinking aligns to the published research on non-linear PBS, and
  ➢ use professional judgement within the PBS system about the best ways to achieve desired outcomes.

School values and rules

A clearly articulated set of rules aligned to the school's shared values is essential to the achievement of positive student behaviour. The school values and rules are provided here for reference and understanding.

There is clear alignment between shared values and this Code including school rules, and systems and expectations for all staff to:
- ➢ engage in learning environment adjustment to meet needs
- ➢ ensure a high density of preferred activities for students
- ➢ recognise and remove triggers and antecedents for behaviour challenge
- ➢ explicitly teach behaviours including functionally equivalent and functionally related behaviours, and
- ➢ reinforce rules and expectations.

DARLING POINT SPECIAL SCHOOL
VALUES AND RULES

Diligence — We do our best

Resilience — We keep trying, we don't give up

Ethics — We do the right thing, even when no-one is looking

Audacity — We try new things

Mateship — We look after each other

Teaching approaches for success

Teachers demonstrate high quality professional standards drawn from the Australian Professional Standards for Teachers - Standard 4.[1] As explained throughout this Code, teachers maximise student engagement and participation through strong differentiation and individualisation, the use of neuroscience, sensory modulation, augmentative and alternative communication (AAC) options and by setting high, achievable benchmarks for learning and behaviour.

The school supports needs-based resourcing with transdisciplinary staff teams incorporating speech language pathology, physiotherapy, occupational therapy, nurse, chaplain, and guidance officer, equipment and learning materials and continues to advocate strongly for facilitates enhancement to enable better learning spaces for all. Clear directions using multi-modal options are provided with adequate wait times, taking account of response latency. Schoolwide strategies include an aligned focus on behaviour expectations, communication supports, posters, Kimochis characters to affirm desired behaviours, frequent rewards of student behaviours aligned to this code of student behaviour, and annual staff values awards.

Teaching teams maintain well-organised, appropriately structured and safe learning spaces within the classroom, outside on campus and in the wider community whilst addressing system, curriculum and legislative requirements. The wide range of individualised and differentiated approaches, together with teaching expertise in curriculum, pedagogy and special education position the school strongly for student learning and positive behaviours.

The use of technology is widespread across the school. Teachers model safe, legal use of technology, monitor and enforce school protocols regarding student access to technology during the school day, and engage students in learning experiences that maximise their safe and age-appropriate use of technology. The school offers support to parents/carers and family members in safe use of technology.

As outlined in the section on non-linear multi-element planning and functional behaviour analysis, Darling Point Special School considers each student's interests, strengths and needs, related to their behaviour history, disabilities, mental health, well-being, faith groups, cultures, home and care arrangements when designing learning experiences and affirming behaviour.

All members of staff use OneSchool to record positive behaviours and incidents as well as class and individual student plans. All students learn in accordance with their individual curriculum plan and benefit from the school's generic multi-element plan, or when needed, individual multi-element plans.

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[1] https://www.aitsl.edu.au/teach/standards

Functional and practical application of curriculum

The school's functional and practical application of curriculum supports students' positive behaviours.

Know the Student
- Aspirations and dreams
- Strengths, interests, weaknesses
- Needs and preferences
- Options available
- What is important?

Value the Student
- Uniqueness and needs
- Strengths and interests
- Rights and responsibilities
- Community member
- Potential

Values
- Diligence
- Resilience
- Ethics
- Audacity
- Mateship

Beliefs
Lifelong learning
Dedicated professionals
All learners have unique potential
Human rights
Relational leadership
Partnerships
Workforce capability, confidence and support
Creativity and innovation
Unconditional regard within a respectful culture

Plan

Plan within collaboration, individualisation, authenticity, flexibility, active engagement, initiative and independence, with a life quality and educational outcomes focus
Long term focus = a 'whole child' emphasis
Short term goals = a 'work in progress'

Australian Curriculum and General Capabilities ↔ **Functional Curriculum** ↔ **GIL and VET Curriculum**

Actions
Evidence-based teaching or Context-based teaching
Non-linear multi-element plans for each class
Individual non-linear multi-element plans
Needs- and strengths-based resourcing
Transdisciplinary teams
Wrap-around planning
Agile thinking, collaboration, and innovation

Assessment and reporting
Individualised assesssment tools and scales
Oxford, PM, and other literacy benchmarks
Communication measures
Developmental writing scale
Sensory profile
Work samples, video
Curriculum and other checklists

Adjustments

Person-centred planning

Person-centred planning is key to student learning and support at Darling Point Special School. Person-centred planning is depicted in the following diagram.

Person-centred planning	High expectations		Evidence-and data-based decision making	Alignment of curriculum, pedagogy and assessment	Targeted and scaffolded instruction	Safe, supportive, connected and inclusive learning environments
Authenticity			Individualisation		Collaboration	
Flexibility	Authenticity		Life quality perspective		Socio-cultural interactivity	Innovation
The learner, the setting, the context, other factors e.g. anniversary and other impacts	Conceptualisation, simulation	Real world relevance, personal meaning, participation	Agency, self-determination, learner choice, self-regulation	Customisation	Social interaction, conversation and dialogue *(Vygotsky, 1978, Laurillard 2007)*	Data sharing *(Traxier, 2010)*
Formally scheduled or unscheduled – just in time, on the fly schedule – incidental or spontaneous learning	Fit with context, task / process authenticity, supported by context-aware functionalities		Goal setting, task medication, pacing, Access, Produce, Exchange		Social networking, immediate or delayed – real time or not; modality used	

Dispositions to Teach

Our School promotes the dispositions to teach based on Haberman's Star framework as a key element to successful implementation of PBS:

> ➢ persistence
> ➢ positive values about student learning
> ➢ the ability to adapt general theories into pedagogical practices
> ➢ an encouraging approach to students classified as at risk
> ➢ the ability to navigate school bureaucracy
> ➢ a willingness to admit one's shortcomings, and
> ➢ a professional versus a personal orientation to learners

Consideration of Individual Circumstances

Non-linear multi-element planning addresses the following components to maximise students' learning and positive behaviours.

Ecological management	*Positive programming*	*Focused support*	*Rapid, Safe Situation Management – non-aversive, non-restrictive*

Changes in the physical, program and interpersonal environment to better fit the student's characteristics and needs.
• Visual schedules
• Tactile schedules
• Precursor management
• Interactional style
• Transition supports
• Environment matching
• Positive niche construction
• Universal Design for Learning
Physical factors, setting factors
Examples
• Setting
• Light
• Noise
• Crowding
Implications
Program factors
• Learning goals
• Choice, predictability, control
• Motivation system
• Curriculum
• Goals and objectives
• Tasks and materials
• Task difficulty
• Instructional methods or style
Pollutants
• Physical
• Setting
• Sensory
• People
• Learning activities
• Anniversaries etc.
	Longitudinal instruction designed to teacher skills and competencies to facilitate behavioural changes for the purpose of social and community integration and to facilitate self-determination and life quality.
	• General skills
	• Developmental skills
	• Functional skills
	• Coping and tolerance skills.
	General instructional program
	• Functional
	• Chronologically age appropriate
	• Zero inference
	• Communication skills – speech, Auslan, key word signing, picture exchange, aided language simulation, PODD, body signing, facilitated communication, apps e.g. Proloquo-2-Go, speech generating devices
	• Ringing a bell vs crying
	• Work card vs hitting
	• Communicating confusion with a card or physical gesture
	• Saying 'no'
	• Independent choices and actions.
	Functionally related skills
	• Discrimination
	• Choice
	• Predictability and control
	• Rules
	• Stimulus control
	Coping and tolerance skills
	• Desensitisation
	• Shaping
	• Relaxation training.
		Strategies and processes to assist the student to achieve life quality and have their needs and wants met through socially acceptable behaviours.
		• Daily schedule criteria
		• Density of preferred events and activities
		• Alternative sequences
		• DRO
		• DRL
		• DROP
		Stimulus Control
		In the presence of certain stimuli, the behaviour is more likely to occur or less likely to occur. Ensure that supportive stimuli are present. Maximise the opportunity for the desired behaviour so that it can be reinforced and habits changed.
		Stimulus satiation
		If the student wants it, give it to them and don't make them work for it. Then design a program to shape delayed gratification – it takes two to compromise. If the student learnings to compromise, then there won't be a problem. To achieve this skill takes sophisticated training. Everyone on the team needs to come to the point of agreeing this is a good idea. Examples: Take a television show for others to watch later if someone doesn't want it now or someone cannot wait to see their favourite show later, and doesn't have the skills to cope or negotiate.
		The Millions dollar question is what does the student want?
		Reinforcement
		Reinforce according to a data driven schedule or incentive scheme (schedule of reinforcement)
		• DRO
		• DRL
		• DROP
		• ALT-R.
			Processes use non-aversive, non-restrictive strategies to gain rapid, safe control. Emergency management is never intended to teach or change behaviour in the long term, only to resolve a crisis at the time that the crisis is occurring.
			Antecedent controls
			• Don't have the war
			Instructional controls
			• Interruption
			Active listening
			The process of engaging the student's attention, giving them the idea that you are there to assist and that you want to know what the problem is so that the crisis or emergency can be resolved.
			Strategic capitulation
			• Communication supports and facilitation
			• Relaxation
			• Stimulus change: The process to eliminate events likely to precipitate behaviour challenges and to quickly manage if a crisis occurs e.g.
			  ○ Remove objects
			  ○ Remove people
			  ○ Remove unnecessary demands
			  ○ Change location and timing
			  ○ Rearrange environment
			  ○ Antecedent control strategies
			• Interrupt the behaviour chain using
			  ○ Proximity control
			  ○ Humour
			  ○ Instructional control
			  ○ Problem solving support
			  ○ Communication support
			• Counter-intuitive strategies
			• Geographical management or inter-positioning – nothing restrictive.
			  ○ Relaxation support
			NB Physical, chemical or mechanical restraints are not used. We use 'The Puzzle Piece is Missing' to alert staff for adults and students to vacate an area for a student to have time and space to calm. Leadership team liaises with the adult managing the situation and supports as needed.

Non-linear Multi-element Plan Template

ECOLOGICAL MANAGEMENT	POSITIVE PROGRAMMING	POSITIVE SUPPORTS	RAPID, SAFE SITUATIONAL MANAGEMENT
Setting factors	General program	Reinforcement schedules	Antecedent controls
Interactions	Developmental program	Stimulus control	Interruption
Instructional methods	Functionally equivalent skills	Instructional control	Instructional control
Instructional goals	Functionally related skills	Stimulus satiation	Active listening
Environmental pollutants	Coping skills	Diet	Strategic capitulation
People - helpers		Medical supports	Communication supports and facilitation
People - hinderers			Relaxation
			Stimulus change
			Counter-intuitive strategies

Darling Point Special School Generic Multi-element Plan

Ecological Management	Positive Programming	Focussed Supports	Rapid, Safe Situation Management – non-aversive, non-restrictive
➢ Visual schedule ➢ Rapport building ➢ Interactional style including ways for giving an instruction ➢ Management of transitions ➢ Physical environment checklist ➢ Sensory environment checklist ➢ Communication system and supports	General skills ➢ Increasing repertoire of independent, fun skills ➢ Making and communicating an informed choice ➢ Saying 'no' ➢ Accepting 'no' Functional skills ➢ Generalised instructional control	➢ Daily schedule criteria ✓ High density of preferred events and activities ✓ Interesting activities and lessons ✓ Alternative sequences	➢ Active listening ➢ Stimulus change ➢ Redirection ✓ Something else ✓ Preferred activity or event ✓ Obsessive / compulsive behaviours ➢ Strategic capitulation.

DATA GATHERING AND RECORDING	TEAM RESPONSIBILITIES	SCHEDULE OF DUE DATES
Generic data sheet		
Episodic severity		
Observational reliability checks		
Occurrence e.g. event recording; % of opportunity recording; 5 of observational interval recording		
Goal attainment scales		

NAME OF TEAM MEMBER	SIGNATURE	DATE

Differentiated and Explicit Teaching

Darling Point Special School in catering for students with intellectual and multiple disabilities has embedded teaching and learning strategies based on evidence-based practices and differentiation. The following diagram provides a summary of the extent of differentiation that occurs to support learning, well-being, life quality and thus behaviour.

An environment that encourages and supports learning	Quality curriculum	Assessment that informs teaching and learning	Instruction that responds to student variance	Leading students and managing routines

TEACHERS CAN DIFFERENTIATE THROUGH

CONTENT	PROCESS	PRODUCT	AFFECT/ENVIRONMENT
The information and skills students learn, or ways students access information	How students take in and make sense of content	How students show what they know, understand and can do	The climate or tone of the classroom or learning context

TEACHERS CAN DIFFERENTIATE ACCORDING TO STUDENTS'

READINESS	INTERESTS AND STRENGTHS	LEARNING PROFILE
A student's proximity to specified learning goals	Passions, affinities, kinships, strengths that motivate learning	Preferred approaches to learning

Focused Teaching

Rules and behaviours need to be explicitly taught. Students take time to learn routines. Therefore, it is crucial that routines are established and maintained. Having effective routines reduces students' cognitive load, leaving their working memory free to concentrate on learning. This allows teachers to focus on the critical content of the lesson and increase pace. Using predictable and repeatable cues, teachers can gain students' attention prior to commencement of learning and sustain students' engagement throughout the lesson.

Teaching at Darling Point Special School uses a range of approaches with the '*I do* – teacher: explain, model, demonstrate, *We do* – guided practice, *You do* – independent or supported practice sequence' embedded in practice.

The school follows agreed sequences of explicit teaching of the school's values and rules paired with a range of whole-school activities such as awards, student of the week, reading sessions that focus on values and behaviours, and the use of icons including Kimochis and super-hero characters to assist students to know and follow the rules and required behaviours.

Effective, explicit teaching includes:

➢ giving clear, short instructions and directions with communication supports as needed
➢ implementing evidence-based, student-focussed teaching, resources and supports
➢ ensuring that each student's communication system is always available and that adaptive and augmented communication skills are taught across contexts
➢ developing and implementing clear instructional goals and sharing those with the student
➢ communicating consistent behavioural expectations
➢ supporting and anticipating compliance with instructional supports so students learn the behaviours required
➢ assessing sensory needs and monitoring supports required
➢ managing and supporting transitions
➢ managing and supporting 'start' and 'end' of activities, lessons, etc.
➢ using and fading contextual cues
➢ using visual representations to foster learning and behaviour
➢ ensuring that the student knows they are succeeding
➢ implementing strategies so that students access and work towards permanence
➢ recognising cause and effect
➢ specifically teaching how to participate in least preferred activities and environments
➢ specifically teaching how to know help is needed, to ask for help, say when finished, say when bored, say when tired, etc.
➢ specifically teaching how to recognise and communicate anxiety, fear, or boredom

Contextual learning opportunities significantly aid learning and behaviour amongst the most complex students at our school. We succeed by designing and running lessons where our learners are prompted to apply content to real-world situations, or at least situations that simulate the real world. When we help our learners see the real-world relevance of the content being taught, we set them up for overall success in the lessons and in life.

One key teaching component is providing context to spark a natural curiosity about what is being taught, preferably by linking what is being taught to prior knowledge and experiences that each student has, and by providing hooks to skills that the student values and needs to use. By some teaching occurring in the wider community context at an age-appropriate level engagement and understanding are maximised and motivation to learn the knowledge or skill increased. This way, students quickly recognize the knowledge and skills as valuable. As a result, they work harder to master it. They are actively engaged. Teachers develop lessons that are not just a means of getting information to the student, but that are conducted in interesting, engaging environments.

Productive Learning Environment

A productive learning environment is a place where learners can explore and relate information to context – we think of this as a busy little hive of curiosity! Imagine you were trying to teach someone how to repair a car. What do you think would be better, giving them a repair manual to memorize front-to-back? Or giving them the manual, a garage full of broken vehicles, and a toolbox? Of course, the garage would work better. That's a learning environment. It may seem like an obvious example, and not every subject is as "hands on" as car repair, but there are always ways to provide context, and too many lessons leave this critical element out.

In real life learning environments, relationships are fostered, learning and behaviour flourish, because teaching moves learning from passive to a collaborative and active experience where learners reflect on ways to integrate content into their lives, and practice doing what they learn about.

20 Ways to Communicate with Students

Remembering and applying the 20 ways to communicate so students will listen is a positive contributor to students' behaviour and learning and teacher satisfaction. The way adults communicate with students teaches them how to interact with others. These tips are provided to guide staff. [2]

1. Connect Before You Direct

Before giving directions to a student, we make sure we position ourselves at their eye level and engage the student to get their attention. We teach them how to focus: We model this same body language when listening to a student. We make sure that our body language is not so intense that the student perceives it as controlling rather than connecting.

2. Address the Student

We initiate requests by starting with the student's name, "Lauren, please…"

3. Stay Brief

We use the one-sentence rule: Put the main directive in the opening sentence. The longer you ramble, the more likely the student is to disengage. Too much talking is a very common mistake in schools generally. Brevity of communication needs to be a strength in communication to facilitate attention and processing.

4. Stay Simple

Use short sentences with short words. Listen to how the student communicate with each other and take note. When the student shows that glazed, disinterested look, you are no longer being understood.

5. Check the student understands

Support the student to get started on the task, to show what they need to do, and so on. If they do not get started, it is fair to assume that they just don't know what is wanted and so different supports are needed, or more time is required to process the direction.

6. Avoid power struggles.

Make an offer the student can't refuse. "Get dressed so you can go outside and play." Offer a reason for your request that is to the student's advantage, and one that is difficult to refuse. This gives a reason for the student to move out of the power position and do what you want.

7. Be Positive

Instead of "no running," try: "Inside we walk, outside you may run."

8. Develop positive relationships with students to assist them to follow directions

Instead of "Get down," say "Please get down." Instead of "Let Becky have a turn," say "Becky would like a turn now, please." This works well with students who want to please but don't like being ordered.

9. "First … Then"

"First, put your book away, then we'll begin the story." "First, finish your work, then you can watch TV." "First," implies that you expect a task to be finished before another activity starts. 'First' works better than "if," which suggests that the teacher doesn't really mind one way or the other.

10. Legs First, Mouth Second

We never yell at students. For example, we do not say in a loud voice, "Come to class, it's time for work!" We walk into the area where the students are playing, join with the students, and then help them to pack up the game etc. and then guide the students back to class. Going to the students conveys that we value them, that we are serious about the next step, and that students have an active role in transitioning from one activity to another.

11. Give Choices

Deliberately engaging students in making and communicating informed choices and guiding the way activities unfold through the day promotes positive behaviours.

12. Speak Correctly

The younger or more challenged the student, the shorter and simpler our communication should be. We consider students' levels of understanding. Instead of asking a student why they did or did not do something, we talk about it instead and explore what happened.

13. Speak Politely

Even a young child can learn "please." We are and expect students to be polite.

14. Speak Kindly

Threats and judgments can put people on the defensive. "You" messages make people clam up. "I" messages are non-accusing. Instead of "You'd better do this…" or "You must…," we use statements such as "I would like…." or "I am so pleased when you…"Instead of "You need to clear the table," say "I need you to clear the table." We don't ask a leading question when a negative answer is not an option. We just say, "Pick up your coat, please." instead of 'will you' which gives an option.

15. Use communication options and modes and be prepared to wait

Reminders can easily evolve into nagging. Without saying many words, we can communicate anything we wish. We can model, gesture, sign, speak once and wait, or use each student's preferred communication option. Waiting is key to achieving desired outcomes.

16. Speak quietly

The louder a student yells, the softer we respond. We use active listening and never speak over a student. Sometimes just having a caring listener will wind down difficult behaviour.

17. Settle the Listener

Before giving a directive, we restore emotional equilibrium, otherwise we are wasting our time. Nothing sinks in when a student is upset, tired, hungry etc...

18. Replay your Message but remember to give Plenty of Processing Time

Students may need to be told something many times or in several ways.

19. Foster Problem Solving

We are facilitators nor directors and support students to solve their own problems and issues.

20. Give Advance Notice

"We are leaving soon. Say good-bye to the …, bye-bye to the girls…" etc.

Intensive Teaching

Darling Point Special School implements PBS at all levels of learning, teaching and support. For students with high support needs for their relationships, social skills, self-esteem and behaviour, a functional behaviour analysis is conducted to inform their non-linear multi-element plan.

Functional Behaviour Analysis

Functional behaviour analysis, either in a simple or more complex manner, informs planning and teaching within PBS. The details are provided to inform the reader of the range of information that a teacher may require in order to design a highly individualised non-linear multi-element plan.

NAME:	DOB:	PLAN DATE:
EAP VERIFICATIONS:	MEDICAL or SENSORY:	
OTHER ISSUES:		
TEAM MEMBERS:	FAMILY MEMBERS:	

Information gathering

- ➢ Review records, learning, medical data, behaviour incidents, medical files, sensory profile
- ➢ Interview current and previous team members, in schools and programs, school leaders, parents, other professionals
- ➢ Use structured observations of the student in various situations
- ➢ Develop and test hypotheses regarding reasons for behaviour challenges.

Tools to assist with behavioural analysis

- ➢ Problem Behaviour Analysis Tool
- ➢ Reinforcement Inventory
- ➢ Communication Assessments
- ➢ Aide to Functional Analysis
- ➢ Sensory Profile.

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[2] http://www.askdrsears.com/topics/parenting/discipline-behavior/25-ways-talk-so-children-will-listen

Functional analysis components

- Purpose
- Components
- Analysis of the history of behaviour challenge/s
- Mediator analysis
- Motivational analysis
- Antecedent analysis
- Consequence analysis
- Analysis of ecology

Student description

- Physical characteristics
- Cognitive abilities
- Self-care skills
- Social skills
- Community skills
- Domestic skills
- Leisure / recreational skills

Family, history and living arrangements

School curriculum, programs and staff

Health and medical status and history

Previous and current interventions

Sensory

Consider the student's Sensory Profile

- Sensory issues e.g. tactile defensiveness, auditory sensitivity
- Sensory strengths and issues e.g. hearing impairment, vision impairment, taste, olfaction, touch

Cognitive

- Intellectual and processing skills and abilities
- Memory – short term, long term, visual, auditory, sequencing etc.
- Problem solving skills
- Executive functioning
- Management skills
- Latency period to process or express information or emotions including when behaviour is heightened
- Processing strengths and difficulties.

Communication

- Receptive
- Expressive
- Mode of communication – speech, sign, symbols, gesture, taking hand to object, noises, facial expressions, self-harm, behaviour 'outbursts', AAC: device or app, PECS, Facilitated Communication etc. – is the student confident? Competent? Are the student's team members skilled in the mode of communication used by the student?
- Latency in processing, understanding, starting communication, etc.
- Generalization of communication skills by the student and by staff across team members and peers

Physical

- Weight
- Height and size – does it assist or challenge behaviour? Does it give the student a sense of power or impact on self-esteem?
- General appearance, grooming, dress etc.
- Other physical features
- Body image.

Motor

- Coordination – fine motor, gross motor, proprioception
- Movement disorder – often seen in students with ASD, difficulty starting or stopping a movement
- Motor planning
- Orientation and mobility
- Balance
- Skills to use equipment, play games, engage in leisure and recreation
- Exercise capacity and involvement
- Position in space
- Perceptual abilities
- Other factors

Ecological Analysis

Purpose of the ecological analysis
- to identify conditions and issues within the physical, sensory, learning and people environment that facilitate positive behaviour and trigger negative behaviour
- to assist in developing the support plan and inform risk assessment and crisis management

Elements in an ecological analysis
- others' expectations of learning in class, playground and community environments
- learner's expectations of self and others in the environment
- nature of materials and objects that support or impede
- reinforcement and preference for activity, people, materials and objects
- accessibility to appropriate and timely reinforcers
- number of activities
- how many people? who?
- behaviour of others
- type and clarity of instructions, directions, expectations
- does the student know the rules, what is expected and what happens if rules are followed or not
- environmental pollutants such as light, sound, smell, noise, music, particular frequencies
- impact of noise, food, crowds, etc.
- sudden changes in the learner's life – people coming or going, change in housing, pets, people, puberty, living arrangements, medication, medical conditions,
- level of program difficulty, interest, consistency
- opportunities for supportive interactions
- incidence of unsupportive interactions

Self-care and self-management
- hygiene
- dressing
- eating
- managing possessions
- community access
- administering medication
- household tasks
- school tasks
- mobility
- transitions

Social issues
- friendships
- activity groups
- groups, clubs etc.
- What does s/he do? What would s/he like to do? What does s/he not like to do?
- What are the facilitators? blockers?

Health and medical
- medical conditions, medications
- general health and well-being

Home issues, family
- family members
- facilitators/ for positive behaviours
- blockers for positive behaviours
- supports, needs
- housing
- consistency of care
- daily routines
- other supports for this student's behaviour plan

Leisure
- hobbies e.g. music, art, craft, etc.
- games, skills, interests, supports, sports
- travel
- technology
- photography
- cooking
- friendship activities.

Topography: what exactly does the person do when s/he behaves in the desired way, when the behaviour challenge occurs, what does the behaviour look, feel, smell, sound like – how do you know? How will others recognise the behaviour if they encounter it?

Cycle: what do we know about the behaviour challenge across time – does the behaviour seem to happen at particular times of the year, at times related to start or end of school term, related to festivals or other events e.g. birthday? Or linked to other events e.g. scheduled medical appointments, someone's menstrual cycle etc. what are the details of onset; offset; start, stop criteria; incidents occur over time? Daily, weekly, etc.?

Course: - what does the behaviour look like from start to finish; does it build gradually or escalate rapidly / start full-blown? How does the behaviour change during a particular incident? Lead up, escalation, peak, reduction, post-event?

> - **Intensity, Strength** how many, how long, how hard is the behaviour, number of swear words, number of tantrums, length of time of the episode?
> - **Severity** - impacts of the behaviour on the student's learning, that of others, safety for the student or others, first aid or repairs needed, amount of damage, persons hospitalized, loudness, threat to others, threat to self, % of non-compliance, level of assistance required to resolve
> - **Frequency** – how often does the behaviour challenge typically occur
> - **Duration** – how long does the behaviour challenge typically last
> - **Latency** – how long does it typically take following known antecedents for the behaviour challenge to start and for the student to return to baseline

History:
1. review long and short-term history of the behaviour problem
2. behavioural historical myths
3. why is history important
4. key questions
   > - when was the behaviour first observed, as far as key stakeholders recall
   > - long vs short history
   > - cycle of behaviour back in time
   > - recent increases / decreases to help identify controlling events
   > - sudden changes in student's life or environment e.g. change of residence, change in school / bus s daylight saving time
   > - unique setting events (family) considering family challenges and priorities, birth or death of family n friend, pet etc.

Antecedent Analysis:
1. analysis of organic antecedents
   > - general health
   > - sleeping pattern
   > - acne attack
   > - seizure activity
   > - medication
2. analysis of the external environment
   > - here is behaviour more or less likely
   > - with whom is behaviour more or less likely
   > - where or when is behaviour more or less likely
   > - what occurs immediately before the behaviour?
   > - analyse the cognitive environment including cognitive load - boredom, frustration, fear of failure
3. use antecedent information in program development to train
   > - where behaviour occurs
   > - people with whom the student has the problem
   > - at times when the behaviour occurs
   > - toward the conditions that cue or control the behaviour
   > - response prevention or surviving

Motivation Analysis:

Some basic rules and considerations for reinforcement:

- ➢ meaningfulness
- ➢ contingency of reinforcement
- ➢ deprivation/satiation
- ➢ immediacy of reinforcement
- ➢ frequency of reinforcement
- ➢ amount of reinforcement
- ➢ amount of work required
- ➢ reinforcer novelty
- ➢ reinforcer variety
- ➢ reinforcer sampling rule
- ➢ competing contingencies
- ➢ schedules of reinforcement

Consequence Analysis:

- ➢ identify events that may or may not be maintaining the behaviours - possible reinforcers and consequences that are applied or in the teaching/support strategies used. Are we maintaining and reinforcing the positive behaviour or the problem behaviour?

Good intentions are not always best intentions!

- ➢ identify events that may or may not prevent or reduce the occurrence of a behaviour including possible events that the student perceives as punishment. Remember that punishment does not stop a behaviour from occurring next time - even though it may stop a behaviour from occurring at the time; punishment for students with complex behaviour challenges rarely change their behaviour as the result of being punished except to do a different problem behaviour which often presents a greater challenge than the previous behaviour, both now and historically
- ➢ identify and evaluate past interventions used to change the student's behaviour
- ➢ document a consequence schematic to show what really happens and which consequences are useful
- ➢ what do people currently do when the behaviour occurs?
- ➢ what have people done in the past when the behaviour occurred? and
- ➢ what happened? Did they ignore, get angry, communicate, give what s/he wants to keep her/him quiet or calm; compromise/ negotiate /capitulate, give a toy or activity to divert, play with her/him, ignore sometimes, get angry at other times, send to Principal's office, remove a demand or request, give up, something else – document the details of actions and results.

From the student's perspective, what is being escaped or avoided or obtained through the behaviour?

- ➢ What programs have been used to manage behaviour now and in the past?
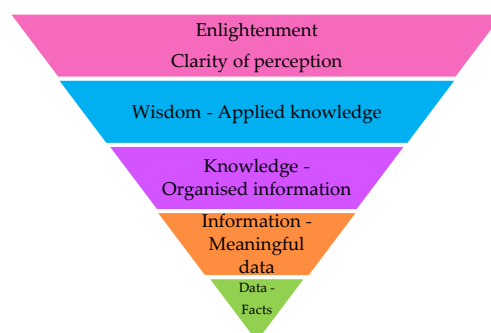
The previous support plan:

- ➢ what has been effective?
- ➢ what has not been effective?
- ➢ conformity to contingency rules?
- ➢ how does the student know what is being reinforced?
- ➢ does the student have cognitive and/or language skills to understand the program? The reinforcers? The supports?

Effective PBS requires skilled interpretation of the function or purpose of behaviour. To do this, teachers and other staff use the following processes:

1. *the inferential leap* – use data and information to progress up the data triangle for clarity of perception
2. *behaviour analysis and meaning of the behaviour*
3. *some possible functions of behaviour*
   - ➢ getting or escaping:
   - ➢ communicating with the world
   - ➢ coping with stress
   - ➢ sensory issues
   - ➢ wellness issues
4. *actions within the plan –*
   - ➢ teach better ways of communicating
   - ➢ teach coping skills - better ways of reducing stress, anxiety, frustration, etc.
   - ➢ teach better social/play skills
   - ➢ if a skill is absent - teach it!
   - ➢ if a skill is present but not used - increase use at correct time and place.

Enlightenment
Clarity of perception

Wisdom - Applied knowledge

Knowledge - Organised information

Information - Meaningful data

Data - Facts

DOCUMENTING CONCLUSIONS FROM A FUNCTIONAL BEHAVIOUR ASSESSMENT

Function or purpose of the behaviour

Impact of the behaviour:

Current management plan

Current ICP priorities

Behavioural goals for this plan

Teachers at Darling Point Special School use information obtained from functional analysis undertaken at various levels of complexity to make planned changes to the environment so that students are less likely to engage in challenging behaviours. Changes might relate to specific things listed in the plan outline below, taking account of the

- ➢ physical and sensory aspects of settings where the student lives, learns, works and plays
- ➢ reductions or increases in the number and quality of interactions with others
- ➢ instructional methods used
- ➢ the instructional, personal and behavioural goals for the student
- ➢ reductions in environmental pollutants such as noise and crowding, or non-preferred people or events and
- ➢ the philosophical context where the student lives, learns, works and plays.

CONSIDERATIONS WHEN DESIGNING A NON-LINEAR MULTIELEMENT PLAN
Ecological management and supports
Consider the function of the student's behaviour for their living, learning, sensory, communicating and interacting environment. To assist positive behaviours, we are:
- ➢ respectful and considerate
- ➢ dignifying and positive
- ➢ reasonable
- ➢ flexible.

  ➢ Do we 'see' precursors?
  ➢ Given the precursors, how do staff respond, react? e.g. if swearing is a precursor to aggression, if staff reprimand the swearing and then the aggression escalates, then don't reprimand the swearing but do something else to reduce the swearing.
  ➢ Staff may know that active listening e.g. to swearing reduces the likelihood of aggression so increase active listening. These strategies are less onerous for staff and more socially validity.

Positive programming
PBS uses the non-linear multi-element planning and instructional programs to give students skills so they can meet their legitimate needs in an acceptable manner. We work with students to develop their functional communication, domestic, learning, vocational, leisure, social, community and coping skills.

Focused support
Effective, focused support gains rapid control over challenging behaviours using
  ➢ reinforcement schedules
  ➢ stimulus control whereby we reinforce the student for
    ▪ engaging in required behaviours such as following directions, or
    ▪ engaging in the problem behaviour but only when it is not a 'problem' i.e. at the right time and in the right place.

REINFORCEMENT
- ***Basic principles:***
  ➢ select a target behaviour
  ➢ select the schedule of reinforcement based on baseline data: DRL or DRO variation or DROP or ALT-R schedule
  ➢ select the time interval
  ➢ Goldilocks rule
  ➢ fixed interval - 50% of the average time between responses before intervention
  ➢ select reinforcers based on reinforcement inventory and preferred activities, objects, interests
  ➢ the free access rule - the maximum amount of positive reinforcement available during intervention must be less than the person would seek given free access.
and remember:
  ➢ fading of reinforcers
  ➢ positive programming
  ➢ reinforcer variety
  ➢ reinforcer sampling rule
  ➢ competing or natural contingencies
  ➢ schedules of reinforcement
  ➢ meet 100% rule or approximate
  ➢ mediating systems.

Reinforcement schedules
- ***DRO – Differential reinforcement of other behaviour - reinforcement after a specified period of no undesired behaviour.***

DRO Reset schedules
DRO fixed interval schedules
DRO Progressive (DROP) schedules - involves the progressive increase of reinforcement available for consecutive interval during which target behaviour does not occur, up to a specified maximum.
Momentary DRO schedule
Trial-by-trial-omission training
DRO escalating (increasing interval) schedules
ADVANTATES OF DRO
  ➢ lack of behavioural contrast
  ➢ generalisation of effects
  ➢ minimal if any side effects
  ➢ speed of effects
  ➢ resistance to recovery
  ➢ social validity
CAUTIONS WITH DRO
  ➢ inadvertent reinforcement.

- ***DRL – Differential reinforcement of low rates of responding through reinforcement if more than a specified period has elapsed since the last undesired response, or if fewer than a specified number of responses occurred during a preceding interval of time.***

ADVANTAGES OF DRL
- ➢ success with high rate behaviours
- ➢ flexible interval
- ➢ ease of implementation
- ➢ reinforcement frequency
- ➢ tangible feedback
- ➢ speed of effects
- ➢ potential for group contingencies
- ➢ potential for eliminating behaviour challenges.

CAUTIONS with DRL
- ➢ concerns for social validity
- ➢ minimise aversion
- ➢ student controlled
- ➢ matter-of-fact
- ➢ non-exchangeable
- ➢ non-interruptive
- ➢ link failure with opportunity.

ALT-R – Reinforcement of alternative behaviour.

ADVANTAGES of ALT-R
- ➢ lasting results
- ➢ constructive
- ➢ social validity.

CONCERNS re. ALT-R
- ➢ delayed effect
- ➢ complex and mixed evidence
- ➢ recovery and rebound
- ➢ requires reinforcement of a specified behaviour topographically different from the problem behaviour.

VARIATIONS
- ➢ absence of motor behaviour as the alternative response
- ➢ topographic similarity vs dissimilarity
- ➢ topographic compatibility vs. incompatibility
- ➢ the 100% rule - the target behaviour and the alternate response, taken together, must represent the universe of possibilities
- ➢ pre-intervention status of the alternative response.

Generic Data Sheet

For individual planning and support, gathering and analysing data about a student's behaviour is essential. Data is used so that we know about:

➢ the intensity, frequency, duration and setting where the behaviour occurs
➢ the people, activities, instructions and other factors before, during and after the behaviour event
➢ the interventions provided during and after the event
➢ the reinforcement schedule that is needed, and
➢ other factors help us to better support the student.

Various data recording sheets can be designed by teachers to assist their data gathering and analysis systems.

Accurate data is important for teachers to fully understand the student. Data gathering should be sufficient and efficient and not impose extra workload for staff, distract them from their teaching responsibilities or interfere with teaching and support for students. Inter-rater reliability data can be collected from time to time depending on the behaviour of interest.

The School has designed the generic data sheet as an option for staff use. This sheet is often the most straightforward and efficient way to record data and to describe what the behaviour looks like so that planning and programming are evidence-informed.

To use the generic data sheet, teachers

➢ name the behaviour of concern
➢ everyone working with the student can identify the behaviour and know when it starts and when it stops
➢ record the start date and time, and end date and time, on the data sheet
➢ decide the frequency of data collection from 5 times per half hour, to daily, or other, and circle the appropriate box on the sheet
➢ complete the episodic severity scale (ESS) for the target behaviour for the student
➢ describe any restrictive practices (RP) if different from the ones given on the data sheet
➢ with a pen or pencil fill in the ESS, S, DUR, and RP boxes as per the data collection schedule.

Student Wellbeing and Support Network

Maslow's Hierarchy

Darling Point Special School considers the range of factors that impact on well-being. These are represented in the well-being wheel. Strategies take account of students' strengths and needs across Maslow's hierarchy. Student and Staff wellbeing are supported by the School's wellbeing team along with school leaders and all staff.
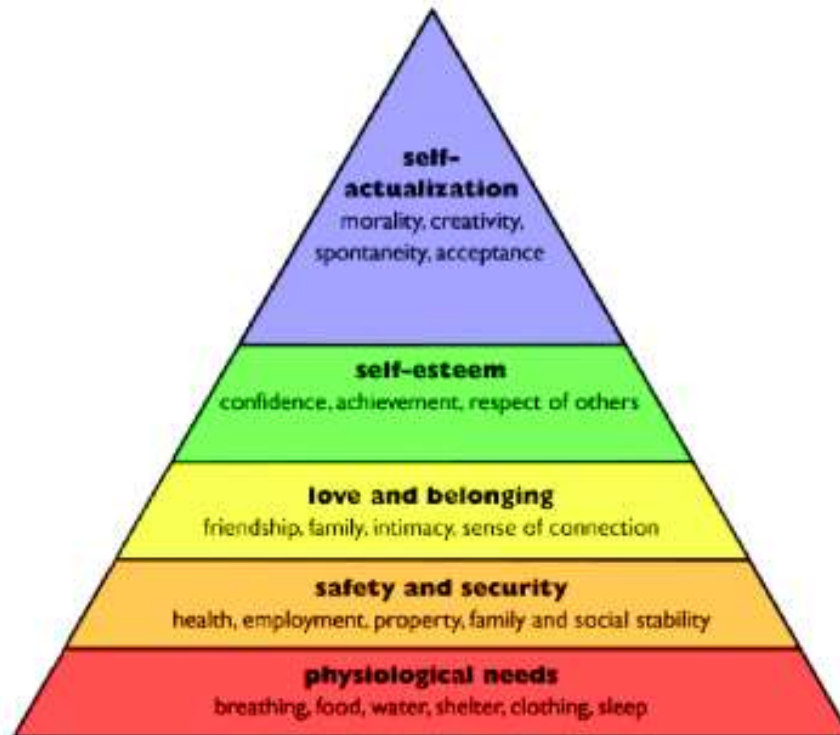
The Well-being Wheel

The well-being team uses the following referral form.

DARLING·POINT·SPECIAL·SCHOOL

FREQUENCY		Low	Moderate	High
SEVERITY	Mild	1	2	3
		4	5	6
	Moderate	7	8	9
		10	11	12
	Severe	13	14	15

REFERRAL·FORM·FOR·STUDENT·SUPPORT·TO·ENHANCE·WELL·BEING·FOR·LEARNING

The·reasons·for·a·student·referral·include:

- → Teaching·team·is·concerned·for·the·student·and·strategies·tried·not·moved·things·forward
- → Participation·and·learning·are·affected
- → Teaching·team·is·unsure·of·how·to·maximise·opportunity·for·learning·and·engagement·with·lessons
- → Teaching·team·thinks·the·student·might·benefit·from·art·therapy,·chaplaincy,·external·support·etc.
- → Teacher·has·requests·from·family·that·teacher·does·not·feel·able·to·accommodate
- → Teacher·wants·to·engage·with·peer-to-peer·coaching·or·collaboration
- → Teacher·wants·to·expand·the·repertoire·of·evidence-based·practice·for·the·student's·benefit.

> Principal·and·Leadership·team·may·implement·strategies·to·address·the·issue·and·not·refer·on.
> If·so,·the·referring·staff·member·will·be·involved·in·that·process·but·no·well-being·team·meeting·will·be·needed.
> Referring·staff·member·needs·to·attend·the·student·wellbeing·meeting·when·the·referral·is·discussed.
> Notes·however,·will·be·shared·for·staff·information,·as·relevant,·via·a·contact·or·support·provision·on·OneSchool.

COMPLETE·AND·SUBMIT·THIS·FORM·TO·THE·PRINCIPAL
WITH·SUPPORTING·HARD·COPY·EVIDENCE·e.g.·anecdotal·notes,·details·from·OneSchool

Use·a·yellow·form·for·action·in·five·days;·a·green·form·for·action·in·three·days;·an·orange·form·for·immediate·risk.

Write·a·number·from·the·grid·above·in·the·box·next·to·each·item·that·applies.·If·not·applicable,·leave·the·box·empty.

Student·referred:·..·Date:·..

Person·making·referral:·...............................·How·long·has·this·been·an·issue:·....................

> **If·immediate·risk,·bring·to·Principal·directly·and·straight·away.·Use·ORANGE·FORM!**
> **This·becomes·Leadership·Team·responsibility·for·action·in·the·first·instance.**
> **NOTE:**·If·suspicion·of·child·abuse·or·neglect,·complete·SP4·form·on·OneSchool·and·liaise·directly·with·Principal.

☐·Attendance

☐·Alcohol·or·drugs

☐·Anxieties·and·worries

☐·Behaviour·challenges

☐·Clothing,·personal·care·etc.

☐·Coping·and·tolerance·

☐·Emotional·dis-regulation·

☐·Family·issues·impacting·on·student

☐·Fears·or·phobias

☐·Grief·and·loss

☐·Loneliness

☐·Medical·issue·—·student·or·family·

☐·Moving·house

☐·New·baby·in·the·family

☐·Nutrition·and·diet·

☐·Problem·solving

☐·Self-esteem·

☐·Self-harm

☐·Spiritual·

☐·Suicidal·ideation

☐·Supervision·out·of·school·hours

☐·Other·
....
....
....
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PRINCIPAL·SIGN-OFF,·NOTES·AND·SUMMARY

Received·by·Principal:·...................·(Date)·Initials:·.....................·Highest·rating·score:·☐·Passed·to·well-being·team:·☐

Actions:·☐·SP4·☐·Contact·—·see·OneSchool·☐·Co-planning·with·teacher·☐·Referral·made·☐·Meeting·with·teacher·☐·Other
Notes:·

....
....
....

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- Anti-Discrimination Act 1991 (Qld)
- Student Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Delegations

This section explains the delegations of principals and school staff in relation to student discipline. This section is important so that all members of the wider school community are aware of the legislative requirements and delegations.

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

If I should miss the mark, give me the opportunity and the courage to try again

Our students bring their own interests, strengths, needs and challenges to the school day.

Our staff are trained and supported to do their very best each and every day to facilitate learning and life quality for every student.

Sometimes, challenges emerge and this is when we need to work strongly together to design innovative and evidence-informed supports for students, to try again with courage.

All students attending Darling Point Special School have developmental disabilities require high levels of individualised support. Their rights are protected by the Declaration of Human Rights, the Human Rights Act 2019, and Disability Discrimination and Anti-discrimination legislation.

We realise that behaviour is functional - an attempt to meet and communicate a legitimate need.

Educators teach the priority skills outlined in the school's generic multi-element plan, and practice PBS methodologies embedded in all contexts, so that positive behaviours are maximized and rewarded. The non-linear generic multi-element Plan provides the necessary supports and structures that are crucial to success by all students.

All behaviour support processes used at the school implement
- ➢ antecedent controls,
- ➢ ecological management and supports including the physical, sensory and relational environments,
- ➢ effective, evidence-based teaching including explicit teaching of values, rules and behaviours,
- ➢ appropriate authentic curriculum that matches each student's interests, strengths and needs and is a strong contextual fit for the things that they understand and experience in real life,
- ➢ knowledge and skill development in social skills, communication, and coping and tolerance, and
- ➢ positive supports including the principles of positive reinforcement for assisting students to demonstrate appropriate behaviours.

Staff identify the precursors of crisis behaviours and implement strategies to provide antecedent controls. As needed, staff use non-aversive, non-restrictive reactive strategies to support the student and others, and to achieve rapid, safe control. "If you have a behaviour that could change through the use of aversive contingencies, then it could also change through positive contingencies" (LaVigna, 1997). This approach recognises that positive behaviours are most efficiently and effectively encouraged through support, reinforcement and skills development, and not through punishment or negative consequences.

Hazard identification, risk assessment and mitigation are key to all positive behaviour plans at school-wide, class, and individual student levels. When students are unable or unwilling to be safe, and where safety cannot be supported, then a range of strategies is used. These strategies apply in situations such as self-harm, unacceptable language, damage to property, and aggression.

To manage behaviour crises and achieve rapid, safe control of the situation, it is essential that staff use non-aversive, reactive supports. Traditional approaches including punishment, time out and restrictive practices are inconsistent with PBS and are not used.

The school recognises that owing to the compounding factors of a disability, families often encounter difficulties managing their students. The school values positive partnerships with parents/carers and recognises that achieving positive student behaviour is very difficult without focused mutual support between the school, the student's family and other agencies involved with the student.

Where a student demonstrates behaviour challenges that are not resolved through the quality teaching and supports in the generic non-linear multi-element plan, a detailed functional analysis is completed and an individual non-linear multi-element support plan is developed collaboratively.

Subsequently, with the individual plan implemented with fidelity, if the student continues to present a significant safety risk to himself or others, a stimulus change may be required until further plan adjustments can be identified and implemented. This may occasionally include the student having some time away from the normal school program and learning in different settings or groups. If might very occasionally mean that the student stays away from school or class part-time or full-time, in what is referred to as 'suspension'. This strategy is to facilitate teacher time for collaboration with parents and others, and prepare an improved support plan. Suspensions should rarely if ever be required if support plans are implemented with fidelity.

In summary, if a student demonstrates consistently challenging behaviour that is not responding positively to PBS interventions, and where the behaviour presents a safety risk, then the student may be suspended from school to:
- ➢ implement a stimulus change within a larger plan to achieve change,
- ➢ ensure safety for staff and students,
- ➢ provide an opportunity for a skill-development program in a more localised environment for generalisation back to school,
- ➢ facilitate increased parent/carer partnership with the school,
- ➢ support collaborative assessment and support with the family and/or other agencies.

Given the eligibility criteria for enrolment at this school, it is very unlikely that a student would be aware of the social and moral implications of their behaviour such as being involved in selling or supplying drugs, aggravated assault, or involvement with stolen property. However, any student demonstrating repeated behaviours where social and moral responsibility can be confirmed, and where focussed attempts of support and behaviour adjustment have been unsuccessful, then this behaviour would most likely trigger guidance officer involvement to re-assess whether the student requires the level of differentiation afforded at a special school.

School Policies

Darling Point Special School takes account of each student's competencies and capabilities to design a safe and supportive school environment. Policies guide tailored school practices to ensure students, staff and visitors work cooperatively. All school leaders, staff, volunteers, parents and carers are encouraged to familiarise themselves 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 delegate 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, and
➢ good management, administration and control of the school.

The Principal or delegate determines when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service (QPS).

The following items are explicitly prohibited at Darling Point Special School and will be removed either by school staff or where there are legal implications, by officers of the QPS, if found in a student's possession:
➢ illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
➢ imitation guns or weapons
➢ potentially dangerous items (e.g. blades, rope)
➢ drugs** (including tobacco)
➢ alcohol
➢ aerosol deodorants or cans (including spray paint)
➢ explosives (e.g. fireworks, flares, sparklers)
➢ flammable solids or liquids (e.g. fire starters, mothballs, lighters)
➢ poisons (e.g. weed killer, insecticides)
➢ inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

** Medication administration to students by school staff occurs in compliance with a medical order. Schools require medical authorisation and parent written approval to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff Darling Point Special School

School leaders and staff:

- 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 if there suspicion that the student has a dangerous item (for example, a knife), prior to consent to search from a parent or calling the QPS
- require consent from the student or parent 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
- may search a student's property in emergency circumstances without the student's consent or that of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency)
- require <u>consent</u> from the student or parent to <u>search</u> the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, QPS and the student's parents should be called to make such a determination. This does not refer to personal and medical supports of students with disabilities where a personal care or other specialised health plan is required.

Parents of students at Darling Point Special School

Parents

- send their child to school unless unwell or in exceptional circumstances, advise the school on 0404057259 about absences; seek assistance to maximise attendance
- follow the school's policy of keeping students (and staff) at home for 48 hours on a normal diet following a gastrointestinal episode and 24 hours without symptoms following a respiratory episode
- provide their child with the school uniform and send their child in the uniform daily except where otherwise advised by the teacher
- provide their child with healthy food and water for breakfast, lunch and dinner, send healthy food and snacks for breaks and meals, and a water bottle, to school, and advise the school of any food intolerances or allergies that affect their child
- administer medication to their child according to relevant medical orders, send medication to school for administration during school hours, follow all medical orders, and school policy, and support the school in doing likewise
- ensure students do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - o is prohibited according to the Darling Point Special School Student Code of Conduct
  - o is illegal
  - o puts the safety or wellbeing of others at risk
  - o does not preserve a caring, safe, supportive or productive learning environment
  - o does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or delegate that the property is available for collection
- do not bring or send animals onto or near the school grounds without the written approval of the Principal.

Students of Darling Point Special School

Students:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) items that are:
  - o prohibited according to the Darling Point Special School Student Code of Conduct
  - o illegal
  - o unsafe or put the wellbeing of others at risk
  - o contrary to creating a caring, safe, supportive or productive learning environment.

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

Digital Literacy

Digital literacy refers to skills needed in a society where communication and information are dominated by digital technologies i.e. mobile phones. The benefits from these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Use of Mobile Phones

The school community supports explicit teaching of responsible use of mobile phones and other devices. Knowledge and confidence to use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Students travelling by public transport

Students who travel to and from the school campus on public transport carry a mobile phone. Phones should be switched off and handed to the office on arrival. The phone will be stored securely switched off, for the duration of the school day and returned to the student for their trip home. Students ensure acceptable and legal mobile phone use.

STEP UP to EMPLOYMENT or Work Experience Students

Students participating in the STEP UP to EMPLOYMENT program or those attending work experience without a staff support person, require a mobile phone.

Other devices

Other devices might be required by students for communication support during lessons and breaks, and during travel to and from school. These devices include personally owned tablets, slates, laptops, wearable technology or sensing devices. Where these devices are required for a student to access and participate in learning then an individual agreement will be confirmed between the student's parent/carer and the school. The school's technology use at school agreement will be signed to cover insurance and privacy matters. The Queensland Department of Education provides various policies and procedures for relevant information: Advice for state schools on acceptable use of ICT facilities and devices and Use of IT systems.

Unacceptable conduct with mobile phones

It is **unacceptable** for students or anyone associated with Darling Point Special School to use a mobile phone or other device in contravention of national and state laws or school policy.

Parent/carer responsibilities and ICT

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in accordance with the Darling Point Special School Student Code of Conduct.
Parents/guardians/carers and where applicable, students, should:
- understand/follow the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- do everything possible to gain the skills required to notice, 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 departmental owned student computers or mobile devices
    - schools may remotely access departmental 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 which includes not interfering with settings and codes installed by the school on devices.

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,
- ➢ happening in person or online. Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records),
- ➢ having 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.

At Darling Point Special School our staff work quickly in collaboration with students and parents to respond to any matters of this nature.

Research confirms that students with intellectual and multiple disabilities are rarely capable of bullying as defined above. [3] Peer-reviewed studies show that the incidence of bullying by students with disabilities is about 10% of students with mild to moderate intellectual disability. The more severe the intellectual disability, the less likely the student to demonstrate bullying.

Darling Point Special School takes a very serious view of behaviour that could amount to bullying and provides supports for parents/carers and teachers, as well as students, to recognise and address these behaviour issues. Positive behaviour support is provided to both the perpetrator and victims, with the functional interpretation of bullying often being intimidation. The challenge for the school is to identify the reasons for the student needing to intimidate or bully others, as a student experiencing life quality and positive learning outcomes would typically not need to resort to these anti-social behaviours.

Preventing and responding to bullying

Darling Point Special School refers to evidence-based literature in the education of students with intellectual and multiple disabilities and other published references including 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 student's education lead 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.

Darling Point Special School has a number of established forums that actively promote well-being of all. The School Council, P and C Association, Local Consultative Committee, School well-being committee, and leadership team take strong and proactive roles to promote strategies to improve student and staff wellbeing, safety and learning. Collaboration amongst all stakeholder groups has achieved a very effective well-being focus amongst the staff and families of the school. As referenced in the section about on Student Learning and Behaviour, the school's vision aligns with the OECD *Vision for Education and Schools: Education 2030.* [4]

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[3] https://www.researchgate.net/publication/238384749_Bullying_behavior_in_children_with_intellectual_disability

[4] http://www.oecd.org/education/2030-project/

Likewise, well-being is a strong focus of the Alice Springs (Mparntwe) Education Declaration (2019) that aims for all young Australians to become confident and creative individuals, successful lifelong learning and active and informed members of the community. Our school's strategic and operational plans have identify skills and capacities and honour diversity as a focus of our work going forward.

Well-being at the school is enhanced through
> staff training
> regular focus meetings
> agreed communication strategies
> continued promotion, support and evaluation of the school's shared values and culture,
> consideration of written and unwritten ground rules,
> development of skills and capacities in teamwork,
> staff and leaders trained in psychological first aide,
> the school's designed referral and support system, and
> addressing environmental, emotional, social and medical impacts.

The school has considered the range of complex behaviour challenges that arise within students as well as factors needed for mutual staff support. Darling Point Special School through its values-based approach to leadership, management and teams, has a strong and continuing reputation for enhancing life quality for all. Within this eclectic, evidence-based approach, the school's leadership and well-being teams are alert to evidence of harassment or bullying, and use the *Be You Programs Directory* and STEPS decision-making tool to identify and where needed, select appropriate and evidence-based anti-bullying programs should they be required. [5] [6]
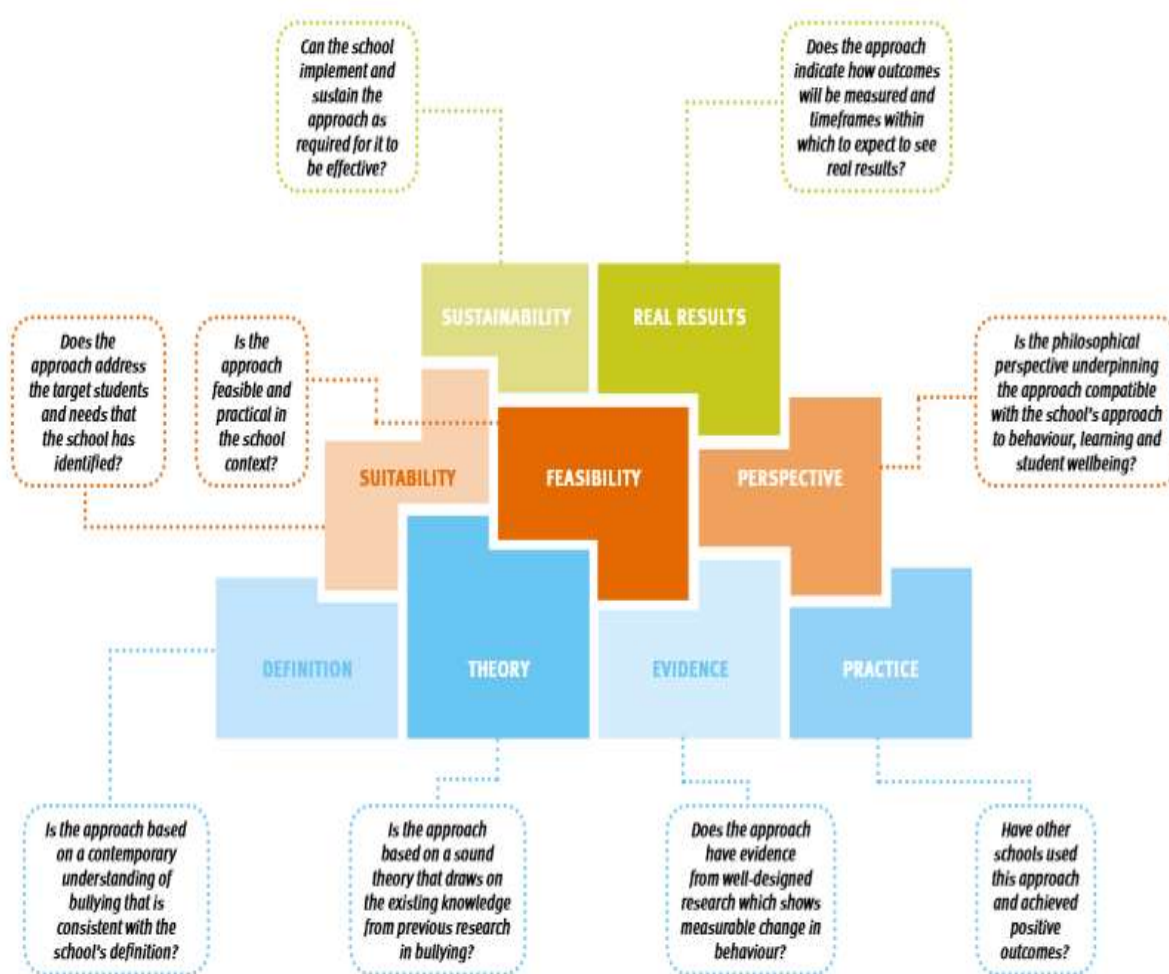
Figure 1: The STEPS Framework regarding anti-bullying interventions

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[5] https://bullyingnoway.gov.au/PreventingBullying/STEPS

[6] https://www.qld.gov.au/disability/children-young-people/bullying/bullying-disability-mental-health

Leadership

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

Inclusion

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

Student voice

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

Partnerships

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

Support

School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour to support effective teaching and learning.

Figure 2: [7] Australian Student well-being Framework

Parent/carer and student advice to teachers with concerns about bullying

Students and parents/carers know that their key teacher and the leadership team are the first point of contact for concerns regarding learning, behaviour including bullying, harassment, cyber-bullying or well-being. When needed, the class teacher seeks agreement with the student's parent/carer and submits a referral to the well-being team, through the principal for urgent attention and support. In the event that bullying or harassment crosses into the area of student protection, usual student protection protocols are followed in partnership with the Principal and notifications are submitted.

Visuals are used to remind and support students to relate positively within the school.

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[7] https://studentwellbeinghub.edu.au/educators/

Cyberbullying

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

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

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.

Where a student at Darling Point Special School is found to have engaged, directly or indirectly, in cyber-bullying, an individual plan is developed amongst the student's team.

Parents or others 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.

Cyber-safety and Reputation Management

The Department of Education provides a range of support materials for schools and parents regarding cyber-safety. These materials can be accessed at the following links:
- guide for parents
- Cyberbullying and reputation management (

Students who have been subject or witness to bullying have access to a range of support staff. All staff at Darling Point 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 incident, a formal plan of action may be developed and documented to support 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. This includes counselling, social development programs, or referral to mental health services. School measures reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or other strategies appropriate to the context and student.

Darling Point Special School - Cyberbullying response flowchart for school staff

Key contacts for students and parents to report bullying:
Class teacher, or if issues persist,
Deputy Principals, or
Principal

First hour – Listen

- 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

Day one – Document

- 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 parent/s that the issue of concern is being investigated

Day two – Collect

- 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

Day three – Discuss

- Evaluate the information 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 and their parent/carer what they believe will help address the situation
- Provide the student and parent/carer with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four – Implement

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

Day five – Review

- Meet with the student and paret/carer 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

Ongoing – Follow up

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

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.

Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

Help

Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld. gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

YES OR **NO**

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?

The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
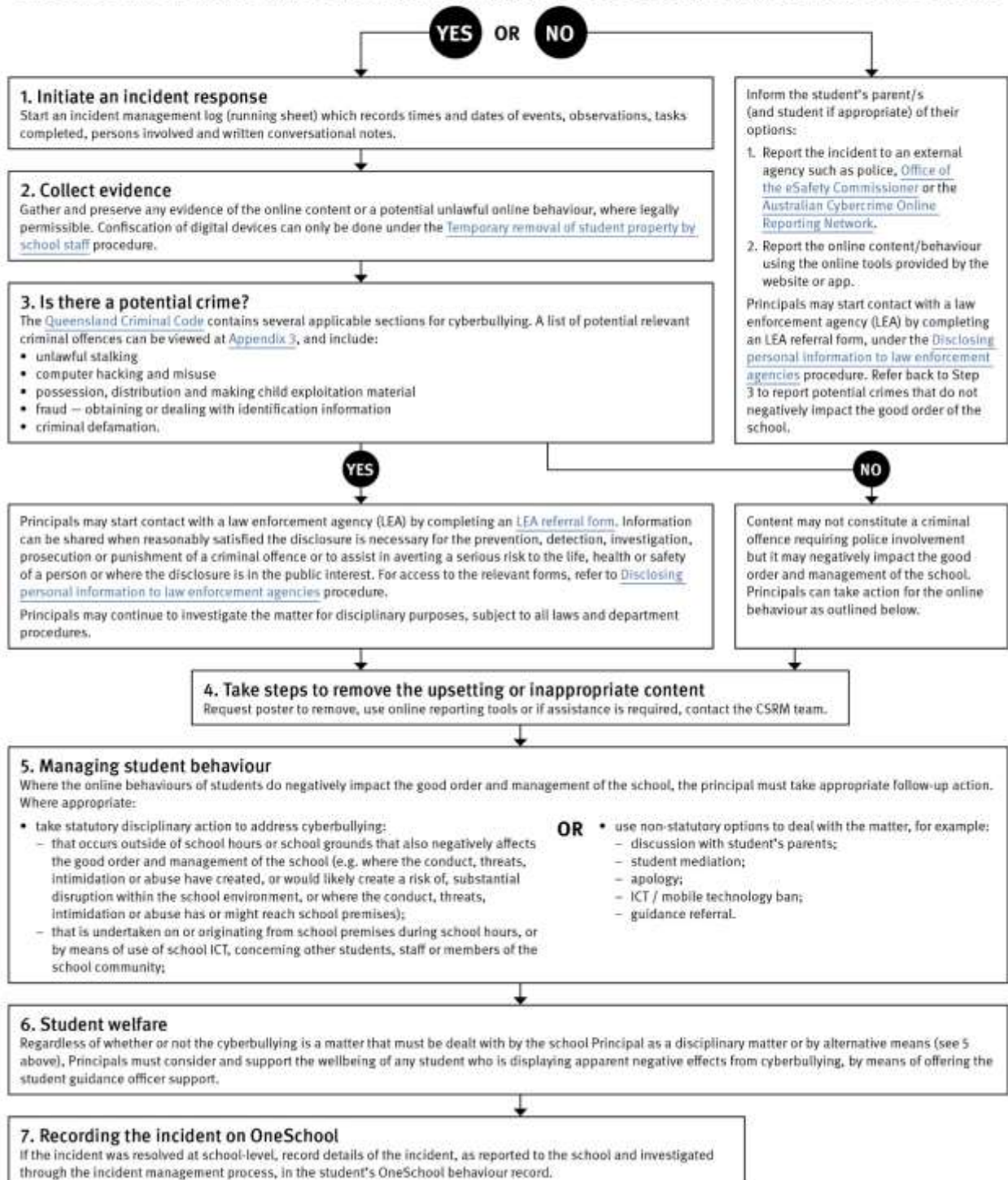
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare

Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Appropriate use of social media

Our school acknowledge the growing popularity of social media as a communication and educational tool and supports its appropriate use. We also acknowledge the potential for damage to be caused, either directly or indirectly, to students, families and staff through the inappropriate use of social media. It is important that our entire school community, including students to the extent possible, understand that they are responsible for the content they publish on social media platforms. It is important that they understand what is expected of them while using social media. This section of our Student Code of Conduct clearly explains what behaviour is expected of us all, students included, how this will be reinforced and the possible consequences for failing to meet these standards.

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 is important to remember that sometimes negative comments posted about the school community have more impact than anticipated. 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. The following points are made to assist all members of our school community to demonstrate our shared values when using social media.
- Before posting something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what is posted 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, make only general remarks and avoid posting anything that could identify individuals.
- In times gone by, parents/carers may have discussed concerns or issues at the school gate. Today with the use of social media, online discussions amongst parents/carers can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content about to be posted could save upset, embarrassment, and possible legal action.
- Parents/carers have a role in supervising and regulating students' online activities and considering the impact these activities could have on the reputation and privacy of others. Parents/carers are their student's first teachers so they will learn online behaviours from what they see and hear at home.
- The law requires that students under the age of thirteen years do not have social media pages e.g. Facebook.

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 our school, the best approach is to speak directly to the leadership team at our school about the matter, rather than discussing it in a public forum. Complements and feedback are always highly valued, welcomed and helpful.

Our school has private secret Facebook page where the Principal and P and C Association Executive team post information and celebration details for our school community.

The section at the end of this Code of Student Behaviour explains the preferred mechanisms for making complements or complaints. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

Anyone knowing about or having an issue with the school should refrain from discussing details on social media, particularly the names of anyone involved.

All teachers at our school are keen to engage parents/carers in frequent communication and use the DoJo app for daily interactions. Other ways to readily contact the school include emailing the principal, texting or calling her on the principal's mobile, phoning the school office, sending a letter, or calling into the School. The details are to be found at the beginning of this Code of Student Behaviour.

When using social media, it is also wise to keep comments calm and polite, just as you would face-to-face, over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a student's learning and/or affects the school community at large, please 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 (Cth) 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 student'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 student's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve an 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.

The school's social media policy is available on the school's website.

Restrictive Practices

Darling Point Special School has been a PBS school since 1998. Non-aversive, non-restrictive strategies are embedded in practice. By implementing with fidelity, the school's generic non-linear multi-element support plan, and individual non-linear multi-element plans, instances of risky behaviour are reduced in frequency, intensity, severity and duration and can be de-escalated and resolved quickly. At times, the range of crisis management strategies referred to at length in the next section of this Code of Student Behaviour, are required to de-escalate crisis behaviour.

The Restrictive Practices Procedure written by the Queensland Department of Education considers 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.

This school is ethically and procedurally opposed to the use of restrictive practices and has undertaken considerable work in the areas of values-based learning and teaching, PBS training for staff, and advanced training in functional behaviour analysis and non-linear multi-element planning for many staff over a considerable period.

Time out, Restraint, and Seclusion will not be used but chill out and other crisis management options as outlined below, are incorporated into class and individual student plans.

To protect others, were a student to be violent or aggressive, the rest of the class, and staff may move elsewhere. Staff would give the student time, space and supports to calm down.

In the event of a restrictive practice being used when no other option worked, then that practice would be recorded and reported in line with departmental procedures.

Critical incident and crisis management procedures

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Safety is considered for all concerned, and non-aversive, non-punitive, non-restrictive supports are provided.

Reactive Strategies

How to Manage a Crisis when all else fails

This section details actions to support someone having difficulty with their behaviour. It is important that all staff understand how to respond in emergencies to ensure appropriate actions so safety and wellbeing are rapidly achieved. The aim is to bring the behaviour under rapid and safe control as quickly and safely as possible. It is not a time to try to punish or discipline the student. All members of the school: leaders, staff, volunteers and visitors, follow the documented non-linear multi-element support plan for any student involved in regular critical incidents. These plans are available for staff to review in OneSchool. In the event of a person exhibiting unexpected or novel crisis behaviour, the school's generic multi-element plan crisis management strategies are used.

For unexpected critical incidents, the best thing to do is to try to defuse the situation. Staff are trained and reminded about achieving rapid, safe resolution of situations in a non-aversive, non-punitive, non-restrictive way. The first thing to remember is to avoid escalating the challenging behaviour. We would not:
  ➢ shout,
  ➢ corner the student,
  ➢ respond suddenly,
  ➢ threaten,
  ➢ take preferred objects away,
  ➢ say anything that could be taken as sarcasm or that is inflammatory,
  ➢ become defensive,
  ➢ communicate in anger or frustration through spoken, signed or body language.

Sometimes, a student may need time, a calm, quiet context, a hug, their sensory tool kit, a calming voice, or access to preferred activities or people. These time-in strategies are used effectively and well.

We are always kind and respectful, whilst considering what might have triggered the episode and removing that from the situation. We model the behaviour we want the student to adopt, choosing language and tone carefully, and avoiding humiliating the student.

The following summary assists in interpreting and managing crisis behaviour. These points and strategies should be memorised and internalised by all staff and practiced frequently through role play to achieve confidence and competence.

When things are not going as well as we would like with another's behaviour, we respond in ways that
  ➢ do not result in behavioural escalation in frequency or severity,
  ➢ prevent injury, and
  ➢ minimise environmental damage.

Neuro-science strategies, whilst used in general teaching and relationships, are particularly important during reactive management situations.

➢ Think about angle, proximity, height, tension and gestures
➢ Use words as applicable: yet, up until now, if, can we, would, could, might, let's.

It is very important that everyone knows how to react and what to do, as well as what not to do, when a behavioural incident occurs. For students accessing the wider community, any advice and information that can be provided to people with whom the student might come into contact is also helpful.

In a PBS School, where the basis of behaviour and the theoretical principals of support are well-known and enacted consistently across the school, all students are well-known at least by their key teachers and the school leaders. This way, every student who might need individual or differentiated supports, has them in place. Knowing all our students means that our generic or individual non-linear multi-element plans cater for students' needs. Through the regular implementation with fidelity of the generic plan there is reduced frequency and severity of critical behaviour incidents and therefore reduced requirements for individual plans and supports.

Origins of crisis behaviours

Fear is an irrational need to escape, defend against or eliminate a perceived threat.

Signs that fear is the reason for crisis behaviour are:
- Tense posture, prepared to defend, hide, run away
- Skin pale, ashen
- Facial expression wide-eyed and fearful
- Auditory signals whining, pleading voice
- Breathing rapid, shallow, irregular
- History of withdrawal and victimisation punctuated by assaultive outbursts.

To manage crisis behaviour originating from fear, use threat reduction
- Keep an open, relaxed posture with hands in full view.
- Use slow gestures with palms upwards.
- Keep to two (2) to three (3) metres to the side of the person in crisis and at or below their eye level.
- Use eye contact freely if it is sought but do not force eye contact. Remove eye contact if it is not sought.
- Use a firm, reassuring, confident voice.
- Speak in a logical way, encouraging calm reflection and promise to help if that is possible.
- When close to the person in crisis, use only light, slow physical contact and only to show reassurance., ensuring that any physical contact is not punitive, aversive or restrictive

Frustration

Frustration is an irrational need to express frustration in a physically destructive manner.

Signs that frustration is the reason for the crisis behaviour are:
- Tense posture, prepared to attack
- Skin red, purple
- Facial expression expressing a destructive urge
- Auditory signals menacing, aggressive voice
- Breathing loud, deep, long
- History of low frustration tolerance with impulsive assault

To manage crisis behaviour originating from frustration, use control strategies.
- Assume a commanding, imposing posture.
- Use forceful, commanding gestures.
- Keep palms out or down.
- Position yourself directly in front of the person in crisis.
- Be just outside of striking range.
- Use direct eye contact.
- Use facial expressions to indicate a final command is being given.
- Use a quiet voice that is forceful and commanding and low enough so that the person in crisis needs to strain to hear.
- Use repetitive, confident speech with commands of what to do but without any hint of threat.
- If physical contact has to be made as a last resort for safety reasons when all else has failed, then use contact that is firm, forceful, controlled, non-vindictive and not punitive, aversive or restrictive.

Manipulation is an impulsive attempt to obtain something in exchange for not losing emotional control or doing something dangerous.

Signs that manipulation is the reason for the crisis behaviour are as follows:
- No clear postural signs
- No clear skin signs
- Neutral, unremarkable facial expression
- Auditory signals whining voice, words and the voice of a pitiable victim, confusing demands, a series of marginally related accusations, comparisons, trivia, in increasingly more aggressive tones.
- Threats and actions against property.
- If all else fails, loss of control may occur with associated assault.

To manage crisis behaviour originating from manipulation, use detachment strategies.
- Adopt a closed, relaxed posture.
- Use idiosyncratic gestures of disapproval and mild irritation.
- Position yourself 1.5 metres from the person in crisis.
- Turn slightly away from them.
- Avoid eye contact.
- Use a detached, mechanical, slightly bored voice.
- Speak quietly and give repetitive commands.
- If the person in crisis needs to be touched, then only touch clothing.
- Avoid any touch that could be aversive, punitive or restrictive.
- Avoid any contact with the skin of the person in crisis.

Intimidation is a calculated attempt to obtain something in exchange for physical safety or freedom from threat (otherwise referred to as bullying).

Signs that intimidation is the reason for the crisis behaviour are as follows:
- Threatening posture.
- No clear skin signs.
- Neutral, unremarkable facial expression.
- Menacing, threatening voice, clear, strongly worded demands, a believable threat of physical injury with a reminder it can be avoided by complying. Refusal to comply or delay in complying results in threat and then attempt to injury via assault.
- Breathing is unremarkable.
- History is of bullying, extortion and assault.

To manage crisis behaviour originating from intimidation, use consequence strategies.
- Adopt a poised, ready and non-defensive posture.
- Use few gestures.
- Adopt a position of greater relative defensive advantage.
- Use eye contact sparingly.
- Use a matter-of-fact, monotone, emotionless voice.
- Speak clear, direct statements and repeat as often as necessary.
- Avoid physical contact only for safety reasons when **all else** has failed. If so, it must be quick, smooth and matter-of-face, non-aversive, non-punitive, and non-restrictive. It is unlikely that this strategy would be used in the special school context.

The following material is referenced from Willis and LaVigna, Challenging Behaviour: Emergency Management Guidelines (see Resources list for details).

Antecedent Controls: ***What would happen is someone held a war and nobody came?***
- **Remove seductive objects.** In the long term, as part of the positive programming strategy, teach the student to tolerate or cope with the presence of the seductive object without having to continue to remove it.
- **Re-deploy or re-locate people.** Find out what sort of people are most likely to be assaulted by the student and then staff them with the opposite type of people. Consider why the student does the behaviour and address that issue as well as just using re-deployment and re-location strategies.
- **Remove unnecessary demands and requests.** If the student yells and screams when asked to put their bag away, don't ask them to put away their bag. If the student becomes aggressive when asked to sit down, don't tell them to sit down. Remember though that this strategy is short-term and needs to be paired with a positive programming strategy to shape the required behaviour e.g. putting away their bag, sitting down, etc. The task needs to be made so simple and the reward so powerful that the student cannot help but follow the direction. Then over time, the task is made progressively more difficult and rewards increased so that the task is done without incident. Over time, the reinforcement can be faded.
- **Eliminate provocative statements and actions.** Be aware of students' triggers and don't push the student's buttons. If you don't have something nice to say, say nothing. Draw attention to what the student is doing not what they should be doing, having approached quietly, stood quietly observing, and then simply saying something like 'hmmmmm'. This communicates that same message but is not critical in any way and should not elicit aggression related to criticism. Meanwhile, using positive programming, teach the student how to cope with and reply to criticism when it does happen, as in the real world it will. Rehearsal strategies enable the student to practice what they would say when criticized e.g. 'You don't have the right to speak to me like that'.
- **Reduce requirements for waiting.** At the same time, incorporate learning to wait strategies in the student's positive program.
- **Change the location and time of events.** Some students become aggressive or self-injurious if they are required to change activity or setting quickly. To manage and eliminate the problem behaviour, avoid the known locations or changes. However, so that the student learns to tolerate changes the necessary skills need to be included in the student's positive program.
- **Re-arrange the environment to disrupt behaviours.** Examples might include re-arranging pictures on walls, hanging pictures upside-down, moving furniture, altering the brightness of lighting, installing coloured light bulbs, etc. This is a stimulus change and will only result in temporary changes to behaviour. It is not suited to students who do not tolerate change well and must be used in conjunction with positive programming strategies.

Options to minimise the severity and duration of critical behaviour incidents.

Interrupt the Behavioural Chain. **D**on't interrupt me, you made me lose my train of thought.*
We need to recognize that not all behaviours occur for attention and that ignoring or removing attention does not remove all behaviour challenges. Strategies to try to include:
- Proximity control
  - ♦ stand physically close and touch the student gently on the shoulder when you notice a student starting to become nervous or anxious
  - ♦ move away to give the student space to calm down.
- Introduce humour. Cracking a joke or making a funny noise etc. competes with feelings of anger, upset, depression etc. Using a ticklish spot can work similarly.

Instructional Control

- Prepotent instructions. e.g. teach the student to put 'hands down' and then use this to manage 'hitting' behaviour; 'sit down' and use this to manage 'running away' behaviour and so forth. We need to include in the student's plan, instructions that we know the student will do because it is a preferred activity, and then give that instruction to the student to do that activity when a problem behaviour starts.
- Positive programme reminders. E.g. I can see you want to take a break. Remember, you need to show me the 'break' card, etc.
- Self-monitoring instructions. Let's check your chart to see how you are doing! How many happy faces do you need? You are very close. Look at your reward chart. You need to have one token left to get your reward ….. tonight.
- Re-direct to appropriate conditions e.g. remember to wait for your 'Time with Eric' …. or whatever the preferred activity, person, environment etc. is. (This is a form of stimulus control).
- Ask the student to do something that diverts them from the issue stimulating the crisis behaviour.
- Ask quietly about the programme and how s/he has been doing.
- Give an instruction to the whole class to stand up and take deep breaths and stretch.
- Ask the student to mark off a checklist for you.
- Ask the student to collect everyone's books etc.

Active Listening

- **I** can see you are really upset about …
- Mary's screaming seems to be really bothering you. It is hurting your ears.
- You look like you are hungry to me. Let's go make something to eat.

Facilitate Communication

- What do you want?
- What is the problem?
- Do you have a problem?
- Do you need help?
- What is wrong?
- Show me where it hurts?
- How are you feeling?

Facilitate Relaxation. **Speak calmly and even in a monotonous way. Convey an air of support.**

- I can see you are tense and upset.
- You need to calm down. Relax. Go limp like a rag doll. Melt into the floor.
- Take a deep breath, Raise your arms over your head. Now take a deep breath.
- Go to your quiet place.
- Lie down, get comfortable, take a rest.
- Be a turtle. (The Schneider and Robin strategy (1975).[8] [9]

Counter-intuitive Strategies

- Give a bear hug.
- Diversion – re-direct to a preferred activity.
- Non-contingent reinforcement density.

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[8] http://csefel.vanderbilt.edu/modules/module2/handout7.pdf

[9] https://files.eric.ed.gov/fulltext/ED128680.pdf

Stimulus Change This is the introduction of a novel or unexpected event sometimes referred to as a circuit breaker. Our school uses an agreed circuit breaker of the day/week so that everyone is prepared to do the stimulus change strategy if and when needed. Once a strategy has been used, then it is off the list and is replaced by the next one on the list, whenever the need arises and so on. Examples might include :

- Have a tantrum yourself
- Stare into the air and swat imaginary flies
- Fall down and writhe in pain
- Pretend to faint
- Talk to someone who is not really there
- Ask the student to hold something for you – 'Hold this for me'
- Do somersaults
- Start juggling things
- Crawl around the floor looking for something small you have 'dropped'
- Flap your arms and act like a duck
- Pull your shirt over your head and stand still
- Wear a funny mask (since COVID-19 medical masks are no longer suited to this purpose)
- Put on a tiger mask and dance while 'Eye of the Tiger' plays over the speaker system
- Call a fire drill
- Bump into something and fall over
- Start singing the national anthem or the school song
- Spin like a top
- Have a coughing attack
- Ask someone nearby to dance
- Make a birthday party
- Sing Happy Birthday
- Point to the sky, and say, 'It's a bird, it's a plane, it's Superman'
- Do Irish dancing

- Blow bubbles
- Pretend to ride a horse and get everyone else riding horses
- Speak in another language, or gobbledegook
- Shout, someone is stealing my … car, kayaks, etc.
- Write a message and get someone to pass it … the message is 'Pass this message on'
- Make a crisis elsewhere
- Laugh hysterically
- Do break dancing
- Drop a pocket full of coins
- Do the Macarena
- Do the Chicken dance
- Start pretending to take photos of everyone
- Take photos of everyone with a camera or phone
- Start taking selfies with others
- Become very still and quiet
- Let off party poppers
- Throw confetti everywhere
- Wear a sumo suit
- Wear a costume
- Wear a weird wig
- Play toy trumpets
- Shoot water pistols
- Use a whoopee cushion
- Pour a bucket of water over your own head
- Ride an inflatable duck around the school.

Remember you can only use each of these strategies once otherwise they will not be effective.

Psychological First Aid

We use psychological first aid techniques not de-briefing, being aware that up-to-date research confirms that older style de-briefing techniques are less than helpful for people who have experienced a crisis or trauma.

At an appropriate time when there is low risk of re-escalation, we help the student, staff member or other person 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.

Darling Point Special School Positive Behaviour Support and Enrolment Agreement

The Positive Behaviour Support and Enrolment Agreement provides a clear outline of the way Darling Point Special School works to establish a safe, supportive school environment that focuses on life quality, learning outcomes and self-determination. This agreement is provided to parents/carers when they enrol their child, and may be revisited as needed.

Darling Point Special School –Behaviour Support and Enrolment Agreement

We agree to work together to foster quality relationships.

We model open, trusting, clear communication and are positive role models for students. This way, we enhance students' learning and well-being and reduce the occurrence of behaviour issues, whilst improving the quality of schooling for all.

We recognise the importance of well-being, life quality, self-determination and learning for a life of choice not of chance for all students and everyone else associated with our school.

We agree that harassment and bullying have no place in our school and agree to do everything possible to foster positive, collaborative relationships.

We believe that no-one deserves to be mistreated and that everyone has the right to feel safe, secure, and respected.

We agree to:
- Treat everyone with kindness and respect.
- Abide by the school's Code of Student Behaviour and positive behaviour support protocols.
- Support everyone across our wider school community.
- Affirm each other and speak out against things that are negative or disrespectful.
- Engage collaboratively to develop and enact positive behaviour support plans.

Parent's signature

School representative signature

Date

Affirmations and Concerns

Positive behaviour support guides interactions across our school community, in our work with adults, as well as our work with students.

Affirmations are powerful ways of enhancing teacher efficacy. Brené Brown (2015) stresses the importance of connection and relationships. Our school supports everyone to become a conscientious leader focused on connection, courage, and empathy. Brown explains that people in highly productive partnerships feel safe to take risks and be vulnerable in front of each other. We can help establish this kind of partnership by offering small affirmations often, building an environment of safety and trust.

We must recognize the value our colleagues bring every day and be, as Jim Knight calls it, "a witness to the good." When we consistently acknowledge the worth, insight, purpose, and energy our staff bring, and how hard they work every day to do what's best for students, staff feel seen, heard, and valued. Collective staff efficacy increases.

Collective teacher efficacy — the belief that we can positively impact student learning as a whole — is one of the most powerful tools to increase student achievement. Giving consistent small affirmations everyday leads to a positive and psychologically safe environment for everybody because when teachers feel valued and satisfied at work, it trickles down to their classrooms to all of our students. https://blog.teachboost.com/the-power-of-affirmation

We remember kindness and mutual respect in all interactions and let each other know when issues arise, when they have been resolved, or when help is no longer needed.

Affirmations, as well as complaints, where a person wants to attract the attention of the School or the Department of Education can be made through https://www.complaints.services.qld.gov.au

To communicate an issue, the process is outlined on the Department of Education website. There is a three-step approach to reach the best possible outcome.
1. Always start by speaking with your child's teacher and if needed, the Principal.
2. If, after taking this first step, things have not resolved, the Metropolitan Regional Office can be contacted. They will assist in completing the Request for internal review form within 28 days.
3. If the issue continues, an external review can occur through the Queensland Ombudsman: www.ombudsman.qld.gov.au.

Any concerns about harm, or risk of harm, to a student attending a state school, will always be managed in accordance with the Student protection procedure.

Concerns about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the excluded complaints factsheet.

Conclusion

The Darling Point Special School community is committed to supporting every student to feel safe, welcome and valued. We are guided by our shared values and welcome constructive feedback so that we can make this the best school it can possibly be, where all students experience the best possible learning experiences and are supported to enjoy a life of choice, not of chance. We celebrate successes and attempts at new ways of working.

Our school fosters open communication, expertise and relationships so everyone feels confident to explore new opportunities and able to raise issues as they arise. Parents and carers should always contact their child's teacher if there is anything to affirm or discuss. The Principal and school leadership team are always available.

We make sure we do the best we can and keep trying even when things are difficult. Above everything, we aim to do what is right, even when no-one is looking, and to be brave and audacious in our actions and reflections. Mateship through mutual respect, care and kindness make our school community one of unconditional positive regard. We remind everyone associated with our school to reflect on the positive and send affirmations in a spirit of encouragement and kindness.

Darling Point Special School uses Positive Behaviour Support so that this Code of Student Behaviour meets needs and achieves positive outcomes for all.

Resources

- Australian Professional Standards for Teachers
- eheadspace
- Office of the eSafety Commissioner
- Parent and Community Engagement Framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub
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