Woody Point Special School

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Woody Point Special School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

2. Consultation and data review

It is the responsibility of the Woody Point State Special School Community to assist the student population to develop skills and understandings that will enable positive participation and inclusion within the community.

This plan was developed in consultation with the school community of Woody Point Special School, and has been reviewed as part of the Quadrennial School Review 2013. Broad consultation with parents, staff and students has been undertaken through surveys, meetings, and in consultation with the school’s School Wide Positive Behaviour Support committee.

The Plan is endorsed by the Principal, the President of the P&C and the Regional Director (North Coast Region).

3. Learning and behaviour statement

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

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

At Woody Point Special School, School-Wide Positive Behaviour Support (SWPBS) is implemented across the whole school. This non-aversive methodology acknowledges that a multi strategy approach is required to achieve positive outcomes for all students. Positive reinforcement of appropriate behaviours is considered the most successful response to behaviours displayed at Woody Point Special School. Students will develop responsible behaviours through the teaching of new skills while responding effectively to make challenging behaviours redundant.

SWPBS is a systems-perspective and provides a continuum of behaviour support. There is a strong focus on proactive strategies, including teaching and supporting the appropriate and expected positive behaviours to all students in the school.

School-Wide Positive Behaviour Support is a team-based process for systemic problem solving and planning. The ultimate goal of School-Wide Positive Behaviour Support is to increase the school’s capacity to effectively and efficiently address the behavioural support needs of all students and staff (Lewis, T.J. & Sugai, G. 1999 p. 4). The School-Wide Positive Behaviour Support approach offers opportunities for schools, parents and communities to work smarter and systemically, rather than individually, to achieve these results (Lewis & Sugai, 1999 p. 16).

There are 6 necessary elements of SWPBS:

- The school has an SWPBS Statement of Purpose
- Expected behaviours are clearly defined across the whole school
- School wide expected behaviours are taught and practised
- The school has a continuum of procedures for encouraging school wide expected behaviours
- The school has a continuum of procedures for discouraging problem behaviours
- Decision making is based on data records of all student behaviours.

Our School Rules

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The approach to behavioural support and intervention adopted by the Woody Point State Special School Campus draws on the principles of Positive Behaviour Support (PBS).

Positive Behaviour Support (PBS) is the interaction between classroom systems, non-classroom systems, and individual student systems to achieve a finely tuned school-wide system for teaching and supporting positive behaviours for all students and skillling all staff to work with all students (Sugai, 2005). PBS comprises:

- interventions that consider the context within which the behaviour occurs
- interventions that address the functionality of the behaviour
- outcomes that are acceptable to everyone.

PBS at school-wide, classroom, playground and individual student levels is the most appropriate and more successful methodology for working with and supporting students with disabilities to maximise their educational and personal goals, to enhance their positive behavioural repertoires, and achieve maximum life quality. PBS informs all aspects of our Community’s Behaviour Code.

The Woody Point State School Plan acknowledges the interactive nature of Positive Behaviour Support (PBS) with the following:
- Well established partnerships
- Empowering and positive classroom management processes
- Well established support structures
- Training and development
- Honest and effective communication
- Intervention strategies which emphasize person centred values, teaching functional behaviours, individualisation of instruction, valuing difference, quality of life and teaming.

The Woody Point State Special School Community is characterised by an environment which adheres to:
- Non-violent, non-coercive, and non-discriminatory language and practices
- Confidentiality
- Creation of a culture of mutual support and the fostering of an attitude of cooperation
- Supporting extension of behaviours which are positive and socially appropriate
- Student self management of behaviour

Values underpinning student behaviour and learning at Woody Point State Special School include:
- Respect for the individuality of all members of the school community
- Dignity and safety for all members of the community
- Effective intervention strategies when behaviours interfere with learning and/or constitute a danger to students and/or members of the school community, and which focus on the achievement of a productive resolution for all
- Sensitivity to diversity and individual difference
- Excellence in both effort and achievement
- High expectations of all
- Ongoing professional development which:
  - values collegial support
• targets classroom pedagogy and management skills
• is based on deep knowledge of student specific attributes
• provides staff with the ongoing opportunity to upgrade knowledge and skills,
• is based on coaching and mentoring within a collegial model

**Principles** underpinning student behaviour and learning at Woody Point State Special School include:

- An Intended curriculum, which is responsive, motivating, challenging and future oriented linked to assessment and reporting to parents

- Well established partnerships where:
  - PBS strategies/policies are made available to, utilised and implemented by the whole school community
  - behaviour issues are collaboratively addressed and shared with parents and community
  - other agencies, therapists, District Behaviour Support Team, paediatricians and other medical staff are fully informed of student changes in behaviour
  - “Wrap around services” are used to support a student displaying extreme challenging behaviour within a trans-disciplinary model

- Empowering and positive classroom management processes where the teacher:
  - constructs an approach to behaviour management which reflects the whole school model to behaviour intervention
  - is responsible for the management and resolution of behaviour within the classroom
  - emphasises positive reinforcement
  - establishes an environment which minimises difficulties, incorporates best practice strategies for student cohort e.g. addresses noise levels for students with ASD
  - uses a range of strategies including visual tools that maximise on task behaviour, uses appropriate physical prompting and teacher tone
  - visually displays class rules
  - offers students appropriate choices, taking into account the individual needs of the students
  - recognises when it is appropriate to call for peer and/or administrator support
  - completes risk assessments to address the specific individual and/or group behaviour support needs for a given context, program or circumstance as appropriate
  - is accountable and recognises the need for data collection and documentation e.g. OneSchool, functional assessment
• Well established support structures where:
  ▪ Staff expertise is valued.
  ▪ New staff are provided with an induction program
  ▪ Collegial support, observation and feedback is encouraged
  ▪ Problem solving is the focus.
  ▪ The need for staff to debrief is recognised.
  ▪ Staff document incidences of behaviour on OneSchool as outlined in "consequences for unacceptable behaviour"

• Student behavioural needs are addressed and monitored

• Honest and effective communication skills which recognise the protocols of:
  ▪ attending and listening to others
  ▪ co-operating in good faith
  ▪ suspending judgement
  ▪ accepting where people are at
  ▪ confronting problems and differences of opinion respectfully
  ▪ allowing and giving no put downs
  ▪ accepting a sense of responsibility for own behaviour

• Regular monitoring and review of plan:
  ▪ data gathered from school opinion survey guides review processes
  ▪ data collection from OneSchool guides review of individual and group processes
  ▪ plan is updated as school priorities change in response to data collection and needs of current student cohort
4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Our community adopts a whole school approach to the management of behaviour which:
- embraces the notion of rights, roles and responsibilities (Appendix 1) that every member of the school community is accountable for adhering to
- aims to improve lifestyle changes teaching the student new skills and behaviours
- adopts a multi component intervention strategy (Appendix 2)
- is contextually responsive to each student’s individual needs, preferences and family situation
- focuses on care, welfare, safety and security of individuals when implementing intervention strategies for disruptive, assaultive, and out-of-control individuals.

Universal Behaviour Support

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

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

Each student at Woody Point State Special School Campus has an Individual Student Plan (ISP), which documents educational goals, educational adjustments appropriate to individual needs, and where necessary a Positive Behaviour Support Plan and Risk Assessment.

Staff are responsible for the positive behaviour support needs of all students. Students requiring targeted behaviour support are initially referred to the school’s guidance officer. Application for support entails:
- completion of a written referral for support (Appendix 3), which outlines behaviours and identifies current intervention strategies used in addressing behaviour.
- relevant data to support referral including antecedents, behaviour and consequences as well as data recorded in OneSchool
- inclusion of current PBS plan and risk assessment
- identification of possible assistance required ie. Brainstorming of ideas/ strategies, peer support, classroom observation, external agency support, etc.

Intensive behaviour support:

Individual Behaviour Support Plans including a risk assessment will be:
- developed when a problem behaviour affects the learning potential of the student
- developed collaboratively by a team including parents, teachers and other stakeholders
- implemented, appropriately monitored, and reviewed as part of the ISP cycle (or as often as required.)
- shared with the whole school community when necessary to enable consistent management and resolution of behavioural issues.
• comply with Education Queensland’s policies/procedures:
  ➢ Code of Conduct
  ➢ Student Protection
  ➢ Management of Behaviour in a Supportive School Environment
  ➢ Code of School Behaviour School Safety
  ➢ Managing Student Disciplinary Absences
  ➢ Physical Intervention / Restraint (SMS-PR-021: Safe, Supportive and Disciplined School Environment)

Woody Point Special School implements the following proactive and preventative processes and strategies to support student behaviour:
• A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
• Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
• Development of specific policies to address:
  o The Use of Personal Technology Devices* at School (Appendix 4)
  o Procedures for Preventing and Responding to Incidents of Bullying (Appendix 5).

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

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

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

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support:
Each year a small number students at Woody Point Special School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.
Students attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

**Intensive behaviour support: Behaviour Support Team**

*Woody Point Special School* is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The *Intensive Behaviour Support Team*:

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

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

### 5. Consequences for unacceptable behaviour

When applying consequences and in alignment with the Code of School Behaviour, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

**Scope and sequence of student behaviour**

Management of student behaviour must be the least restrictive of available alternatives and effectively minimise the risk to the student or to the safety of others.

Short term (reactive strategies) may be used in the context of an overall plan, which addresses environmental issues, positive programming, and consideration of medical issues.

Short-term management may include:
- Ignoring
- Redirecting
- Specific instruction
- Consequences that are appropriate and understood by the student.

The following 3 tiered approach outlines the suggested consequences and strategies which may be implemented to address behaviours at each level and suggested staff actions:
### Low Impact Behaviours

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Possible Strategies/ Consequences</th>
<th>Staff Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Swearing</td>
<td>• Verbal prompts to discourage unacceptable behaviours</td>
<td>• Consult with Team Leader, Case Manager, administration, guidance officer, and other staff members as appropriate</td>
</tr>
<tr>
<td>• Task refusal</td>
<td>• Model and teach appropriate alternatives</td>
<td>• Monitor behaviours</td>
</tr>
<tr>
<td>• Off-task behaviour</td>
<td>• Provide motivation or incentive to cooperate</td>
<td>• Reinforce appropriate consequences</td>
</tr>
<tr>
<td>• Distractibility</td>
<td>• Use of social stories or other visual cues</td>
<td>• Collect data on behaviour incidences and frequency informally</td>
</tr>
<tr>
<td>• Back chatting/ verbal refusal</td>
<td>• Apology</td>
<td>• Inform parents as appropriate</td>
</tr>
<tr>
<td>• Attention seeking</td>
<td>• Distraction/redirection</td>
<td>• No need to record in OneSchool unless behaviours are persistent, showing evidence of escalation or in specific circumstances surrounding individual cases where extensive data collection is required.</td>
</tr>
<tr>
<td>• Tantrums</td>
<td>• Red/green consequences (see Appendix 7)</td>
<td></td>
</tr>
<tr>
<td>• Sabotaging work of other students</td>
<td>• Offer choices/ alternatives</td>
<td></td>
</tr>
<tr>
<td>• Other similar offences</td>
<td>• Naturals consequences</td>
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<tr>
<td></td>
<td>• “Working towards” contracts</td>
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<tr>
<td></td>
<td>• Modify body language, tone, tempo, volume</td>
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</table>

### Intermediate Impact Behaviours

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Possible Strategies/ Consequences</th>
<th>Staff Action</th>
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</thead>
<tbody>
<tr>
<td>• Insolence</td>
<td>• Time out in designated areas at playtime</td>
<td>• Address behaviour through teacher intervention in the first instance</td>
</tr>
<tr>
<td>• Harassment of others</td>
<td>• Discussing behaviours with family, other staff and other students</td>
<td>• Behaviour Incident Report on Oneschool highly recommended and refer to GO and and Deputy Principal Consult Guidance Officer and other staff or parents</td>
</tr>
<tr>
<td>• Unsafe personal behaviours</td>
<td>• Allocate a student to a teacher for close supervision</td>
<td>• Collect data on behaviour and frequency</td>
</tr>
<tr>
<td>• Screaming temper tantrum</td>
<td>• Therapy aides</td>
<td>• Document in PBS plan for persistent repeated offences</td>
</tr>
<tr>
<td>• Unwelcome touching</td>
<td>• Sensory interventions</td>
<td>• Complete risk assessment if necessary</td>
</tr>
<tr>
<td>• Inappropriate food related behaviours (e.g. eating non-food items etc)</td>
<td>• Red and Green choices (see Appendix 6)</td>
<td>• Functional behaviour assessment highly recommended</td>
</tr>
<tr>
<td>• Teasing, name calling</td>
<td>• Withdrawal from situation</td>
<td>• Sensory profile highly recommended if appropriate.</td>
</tr>
<tr>
<td>• Spitting</td>
<td>• Change of adult/environment</td>
<td>• Referral to other support personnel e.g. therapists etc</td>
</tr>
<tr>
<td>• Stop and drop</td>
<td>• Loss of privilege</td>
<td></td>
</tr>
<tr>
<td>• Other similar behaviours</td>
<td>• Thinking chair</td>
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<tr>
<td>• Compulsions/ obsessions</td>
<td>• Natural consequence</td>
<td></td>
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<tr>
<td></td>
<td>• Restorative justice</td>
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<td></td>
<td>• Social skills training programs specific reinforcement schedule</td>
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### High Impact Behaviours

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Possible Strategies/ Consequences</th>
<th>Staff Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biting, hitting, fighting</td>
<td>• Recommendations to be determined by Student Support Committee meeting</td>
<td>• Behavioural Incident Recording in OneSchool compulsory – and refer to GO and and Deputy Principal</td>
</tr>
<tr>
<td>• Throwing furniture</td>
<td>• Counselling, debriefing for student</td>
<td>• Parents/Guardian informed</td>
</tr>
<tr>
<td>• Physical assault on others</td>
<td></td>
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</table>
6. Emergency or critical incident responses

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

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

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

Basic defusing strategies

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

Maintain calmness, respect and detachment
(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionality).

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

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

Debrief
(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).
Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:
- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:
- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

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

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- Behaviour Incident Report (One School)
- debriefing report (for student and staff) (Appendix 8).

| 7. Network of student support |
|-------------------------------|-----------------------------|------------------------|
| **School Based Services** | **District & Other EQ Services** | **Community Services** |
| Student Support Committee | Advisory Visiting Teacher for Behaviour Support | Department of Child Safety |
| Admin support | Senior Guidance Officers | DSQ |
| Guidance Officer | Access to Behaviour Support team | Queensland Health |
| Therapy input | Access to Educational Support Plan funding for students in care. | Paediatricians |
| Nursing/medical advice | District Wrap Around services | Private therapists |
|  | Online resources re PBS: www.learningplace.com.au/deliver/content.asp?pid=24668 |  |
8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Woody Point Special School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- SMS-PR-021: Safe, Supportive and Disciplined School Environment
- CRP-PR-009: Inclusive Education
- SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools
- SMS-PR-022: Student Dress Code
- SMS-PR-012: Student Protection
- SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass
11. Some related resources

- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
## Appendix 1

### Rights Roles and Responsibilities of School Community Members

<table>
<thead>
<tr>
<th>Administrator’s Rights</th>
<th>Roles</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>to work in a safe environment</td>
<td>provide the school community with direction and leadership in the implementation of department policy and guidelines</td>
<td>identify and address issues which impact on student behaviour</td>
</tr>
<tr>
<td>expect support of colleagues, administrators parents and support staff.</td>
<td>provide opportunities for staff training and development</td>
<td>ensure members of school community understand and take responsibility for their roles and behaviour</td>
</tr>
<tr>
<td>request information which is relevant to the development of appropriate behaviour management programs.</td>
<td>advocate for students, staff, and parents</td>
<td>monitor the general tone of the school</td>
</tr>
<tr>
<td>take necessary action in the provision of safety to students and staff.</td>
<td>instigate practices which reflect fairness to all members of the school community.</td>
<td>ensure procedures are followed in maintaining confidentiality</td>
</tr>
<tr>
<td>review team actions and decisions in the interests of fairness and student welfare</td>
<td>develop partnerships to foster teaming and problem solving</td>
<td>monitor progress towards student improved learning behaviour and improved learning.</td>
</tr>
<tr>
<td>to be treated respectfully</td>
<td></td>
<td>ensure all staff members receive training in the use of the OneSchool application for recording behaviour</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teachers / E.P.O/ Therapist’s Rights</th>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>to work in a safe environment</td>
<td>Within the ISP Team Structure:</td>
<td>respect the rights of all students, staff and parents</td>
</tr>
<tr>
<td>expect support of colleagues, administrators parents and support staff.</td>
<td>identify behaviour</td>
<td>provide a supportive and challenging learning environment suited to students individual needs</td>
</tr>
<tr>
<td>access information which will assist in or lead to appropriate behaviour management practices</td>
<td>plan, implement, monitor and evaluate behaviour management strategy</td>
<td>follow work place health and safety practice</td>
</tr>
<tr>
<td>to be treated respectfully</td>
<td>maintain necessary communication with parents/carers and other relevant personnel</td>
<td>provide consistency through a team approach</td>
</tr>
<tr>
<td>to access PD&amp;T budget for approved conferences and courses via the PD&amp;T committee.</td>
<td>seek specialist assistance where necessary e.g. Guidance officer Psychologist, Advisory visiting teacher., OT, PT, SLP</td>
<td>respect confidentiality</td>
</tr>
<tr>
<td></td>
<td>to determine if any underlying issues are resulting in inappropriate behaviours e.g. sensory issues, communication</td>
<td>collect relevant data and maintain accurate records including within the OneSchool application</td>
</tr>
<tr>
<td></td>
<td></td>
<td>share information with relevant staff and colleagues</td>
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</tbody>
</table>
### Rights, Roles and Responsibilities of School Community Members

<table>
<thead>
<tr>
<th>Student's Rights</th>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identify and address issues which impact on student behaviour</td>
<td>With support students will</td>
<td>• respect the rights of others (staff &amp; students)</td>
</tr>
<tr>
<td>• ensure members of school community understand and take responsibility for their roles.</td>
<td>• participate in all class activities</td>
<td>• obey class/school rules</td>
</tr>
<tr>
<td>• monitor the general tone of the school</td>
<td>• follow directions</td>
<td>• behave in a responsible way</td>
</tr>
<tr>
<td>• ensure procedures are followed in maintaining confidentiality</td>
<td>• display appropriate social behaviour on campus and within the community</td>
<td>• model appropriate behaviours</td>
</tr>
<tr>
<td><strong>Student's Rights</strong></td>
<td><strong>Roles</strong></td>
<td><strong>Responsibilities</strong></td>
</tr>
<tr>
<td><strong>Teacher Aide’s Rights</strong></td>
<td><strong>Roles</strong></td>
<td><strong>Responsibilities</strong></td>
</tr>
<tr>
<td>• to work in a safe environment</td>
<td>Assist as a team member as required in:</td>
<td>• respect the rights of all students, staff members and parents</td>
</tr>
<tr>
<td>• expect support of colleagues, administrators, parents and support staff.</td>
<td>• the gathering of information during assessment phase (e.g. observations, recording data, reporting).</td>
<td>• follow work place health and safety practice</td>
</tr>
<tr>
<td>• be given clear direction when assisting in the implementation of behaviour management programs.</td>
<td>• the implementation and monitoring of programs</td>
<td>• follow classroom management procedures</td>
</tr>
<tr>
<td>• receive training and development at the appropriate level in behaviour management including “on the job” coaching.</td>
<td>• the review and evaluation of programs</td>
<td>• respect confidentiality</td>
</tr>
<tr>
<td>• contribute ideas and suggestions</td>
<td>• to be treated respectfully</td>
<td>• report incidents and relevant information which affect the behaviour or welfare of students.</td>
</tr>
<tr>
<td>• model appropriate behaviours</td>
<td></td>
<td>• model appropriate behaviours</td>
</tr>
<tr>
<td>Parent’s Rights</td>
<td>Roles</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>▪ to be informed of behaviours which require intervention</td>
<td>▪ identify and clarify the nature of the behaviour</td>
<td>▪ ensure professional staff are aware of child’s emotional and physical well-being</td>
</tr>
<tr>
<td>▪ to be consulted on the planning and implementation of behaviour management programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ advised of any changes to agreed strategies</td>
<td>▪ liaise with other members of the I.S.P team e.g. teacher, therapist, guidance officer, teacher aide.</td>
<td></td>
</tr>
<tr>
<td>▪ advised and included if outside professional consultation is sought</td>
<td>▪ share in planning to create a mutually acceptable program</td>
<td>▪ implement and reinforce consistent behaviour support plan at home.</td>
</tr>
<tr>
<td>▪ treated respectfully</td>
<td>▪ implement and manage the program in the home setting.</td>
<td>▪ maintain frequent and open channels of communication</td>
</tr>
<tr>
<td></td>
<td>▪ contribute to the review and evaluation of the program</td>
<td>▪ be aware and open to available support services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ consider the safety and well-being of staff and other students</td>
</tr>
</tbody>
</table>
### Appendix 2

Woody Point Positive Behaviour Support Intervention Model

<table>
<thead>
<tr>
<th><strong>ENVIRONMENT</strong> (Proactive Strategies)</th>
<th><strong>TEACH</strong> (Proactive Strategies)</th>
<th><strong>RESPOND</strong> (Reactive Strategies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The most effective way to address difficult behaviours is to prevent them from occurring. This can be accomplished by changing the physical, instructional, and/or social environment.</td>
<td>Teaching new skills involves determining what the student needs to learn to replace the challenging behaviour. Therefore, it is necessary to understand the purpose of the behaviour so that a replacement skill can be selected.</td>
<td>A positive behaviour support plan emphasises prevention and teaching versus focusing primarily on how to “react” once the behaviour has occurred. It is important, however, to plan for the occurrence of behaviours so that everyone is prepared and confident in how to respond. The following strategies are suggested as ways to respond that can defuse difficult situations.</td>
</tr>
<tr>
<td>1) Change the Physical Environment</td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>- Rearrange furniture or materials</td>
<td>1) Student grabs classmate at recess.</td>
<td>• Watch for signs/precursors to the behaviour and make changes to prevent additional problems</td>
</tr>
<tr>
<td>- Work at different locations in classroom</td>
<td>Purpose: To get classmate’s attention.</td>
<td>• Provide choices of materials/activities</td>
</tr>
<tr>
<td>- Remove items that make participation or transitions difficult</td>
<td>Teach the student to tap classmate on shoulder.</td>
<td>• Take a short break</td>
</tr>
<tr>
<td>- Seat students for safety and participation</td>
<td>2) Student throws materials off desk.</td>
<td>• Remain calm</td>
</tr>
<tr>
<td></td>
<td>Purpose: to escape/avoid difficult work.</td>
<td>• Take materials to the student</td>
</tr>
<tr>
<td></td>
<td>Teach student to raise hand for help or take work to adult.</td>
<td>• Say nothing about the behaviour while you continue to teach, focusing on participation</td>
</tr>
<tr>
<td>2) Monitor the Sensory Environment</td>
<td>3) Student runs out of the classroom.</td>
<td>• Redirect the person to the task through nonverbal cues and physical assistance</td>
</tr>
<tr>
<td>- Reduce noise</td>
<td>Purpose: To get something – a drink of water.</td>
<td>• Make participation errorless</td>
</tr>
<tr>
<td>- Provide opportunities to meet the need for movement</td>
<td>Teach student to give picture symbol of water fountain to adult.</td>
<td>• Provide positive feedback for any attempts to participate</td>
</tr>
<tr>
<td>- Reduce chance of being lightly touched by others</td>
<td>4) Student takes items from teacher’s desk.</td>
<td>• Be enthusiastic</td>
</tr>
<tr>
<td>- Provide materials that meet need for touching</td>
<td>Purpose: To play with objects.</td>
<td>• Use predictable materials/activities</td>
</tr>
<tr>
<td></td>
<td>Teach student to select an item from personal belongings to play with during free time.</td>
<td>• Compromise/adjust plan</td>
</tr>
<tr>
<td>3) Adapt the Instructional Environment</td>
<td>5) Student leaves desk a few times during lesson to jump or clap hands.</td>
<td>• Protect yourself and others in a non-intrusive manner</td>
</tr>
<tr>
<td>- Change the difficulty, amount, or sequence of work</td>
<td>Purpose: To self-regulate and release tension.</td>
<td>The use of punishment or other intrusive interventions is not the solution to addressing challenging behaviours. We must acknowledge that behaviours serve a purpose for the person and are an indication of a learning need. We can then use our best teaching strategies to help the person learn new communication, social, and self-regulatory behaviours.</td>
</tr>
<tr>
<td>- Use visual strategies to assist with steps of tasks</td>
<td>Teach student to go to back of room to engage in activities designed to release tension and reduce stress.</td>
<td>Ayres &amp; Hedeen, 2001</td>
</tr>
<tr>
<td>- Include manipulatives and movement within the lesson</td>
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<td></td>
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<tr>
<td>- Gain attention before instruction</td>
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<td></td>
</tr>
<tr>
<td>- Minimise auditory visual distraction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Change the Social Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Alternate people in routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teach classmates how to interact successfully with student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide choices throughout the day</td>
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<td></td>
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<tr>
<td>- Increase opportunities for positive attention from adults and peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Give the student valued roles and responsibilities</td>
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</tbody>
</table>

These changes can prevent the behaviour from occurring so that the student will experience successful interaction and participation. Through preventative efforts, our attention is focused on creating a positive learning environment versus waiting for the behaviour to occur and then responding.
Appendix 3

Sequence for Developing Behavioural Intervention (Beamish, 2000)

Phase 1 – Data Gathering - Background Information

| Nature and complexity of student disability |
| Student's health and medical status |
| School history and educational focus |
| Student competencies (academic, communication, physical, sensory) |
| Student preferences |
| Family history and living arrangements |
| Student problem behaviours |
| History of problem behaviours |
| Data gathered from behavioural incidents recorded in OneSchool |

Phase 2 – Data Gathering - Functional Assessment and analysis of behaviour

| Description of problem behaviour (baseline) |
| Communication analysis |
| Sensory profile |
| Ecological analysis |
| ABC analysis |
| Hypothesis building and testing |
| Cost/benefit analysis |
| Ethical and policy considerations |

Phase 3 – Intervention Planning Model (Ayres and Hedeen, 2001 adapted)

| Environment |
| The most effective way to prevent problem behaviour is to prevent them from occurring. This can be accomplished by changing the physical, instructional and/or social environment |

| Teach |
| Teaching new skills necessitates the understanding of the purpose of the behaviour so that new skills can be taught |

| Respond |
| A PBS plan emphasises prevention and teaching. However, it is important to plan for the occurrence of the behaviour so that everyone is prepared and confident in how to respond |

Phase 4 – Intervention implementation and review

| Training and support |
| Implementation and data collection |
| Monitoring and modification |
| Regular review |

Phase 5 – Intervention evaluation

| Outcomes: |
| Changes in behaviour |
| Speed and degree of effects |
| Durability of effects |
| Generalisation of effects |
| Side effects of intervention |
| Changes in overall quality of life |
| Social validity of plan and programs |
| Overall intervention effectiveness |
| Future recommendations |
Appendix 4

Use of Personal Mobile Telephones and other Electronic Equipment by Students

Background
This policy is in relation to the use of personal mobile phone and person electronic equipment. It is not in relation to school owned mobile phones that may be used as a teaching tool.

Woody Point Special School’s policy should be read in conjunction with the Department of Education, Training and the Arts’ (DETA) policy Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.

Wherever the words ‘mobile phones’ are stated within this policy, please also read this to mean any other electronic equipment, such as: CD players, MP3 players, iPODs, PPSs, Game boys, etc.

Statements in italics below are taken directly from the aforementioned DETA policy.

Schools can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students. The use of mobile telephones and other electronic equipment by students at school, if unmonitored, can become disruptive.

Mobile Telephones and other electronic equipment are used at their owners’ risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department’s negligence.

The school will incorporate the use of mobile telephones as a means of bullying into our Responsible Behaviour Plan for Students.

Responsibilities:
Students:
• will hand in their mobile phone on arrival to school each day
• will collect their mobile phone on leaving school each day
• know that their mobile phone will be stored in a safe and secure place
• will not use their mobile phone when on the school grounds before or after school
• know that that their parents/carers will have to come to the school to collect the mobile phone if it is collected from the student during the day because they did not hand it in on arrival at school
• will not take photographs or videos or sound recordings of other people in or around the school grounds or on the contract bus to and from school
• will not send harassing or threatening messages by text or voice at any time
• who bring a mobile phone to school will read and/or will have the attached agreement explained to them, and sign the agreement

Parents:
• will ensure that they inform their child about the contents of this policy
• will ensure their child understands the seriousness and importance of following this policy
• will only phone the school phone number to contact their child during school hours and will not phone their child’s mobile phone number.
• will understand that they are free to leave messages on their child’s mobile phone for retrieval after school.
• of children who bring mobile phones to school will read and sign the attached agreement
• of children who bring mobile phones to school will agree that their child will read and sign the attached agreement.
• will support school staff and the administration team in implementing consequences if students do not meet their responsibilities.

Staff:
• Teachers will collect students’ mobile phones on arrival each day and hand back mobile phones on leaving each day.
• Teachers will ensure that students’ mobile phones are always stored in a safe and secure place.
• Teachers will read and sign the attached agreement for each student in their class who brings a mobile phone to school.
• Staff members will immediately collect a mobile phone from a student when seen with, or reported to have a phone during the day and take it to the agreed safe and secure location.
• Staff members will immediately inform a member of the administration team (principal, deputy principal, head of special education services) if the student refuses to hand in their mobile phone when requested.

The Administration Team:
• will ensure that students, parents and staff members know and understand all aspects of this policy; through information given at assembly notices; newsletters; enrolment packages; P&C meetings; staff meetings; daybook notices etc.
• will ensure that students, parents and staff are meeting their responsibilities within this policy.
• will keep a list of the safe and secure places throughout the school where students’ mobile phones are stored.
• will carry out listed consequences to students if they do not meet their responsibilities within this policy.
• will phone parents to collect their child’s mobile phone if the child did not hand it in upon arrival at school.
• will read and sign the attached agreement for each student who brings a mobile phone to school.
Appendix 5

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

Purpose
1. Woody Point Special School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

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

3. Bullying behaviours that will not be tolerated at Woody Point Special School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Woody Point Special School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

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

7. The anti-bullying procedures at Woody Point Special School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to
prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

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

13. Woody Point Special School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Red and Green Choices

What is Red and Green Choices
◆ Red and Green choices is a positive behavioural support program developed for students with ASD which provides a concrete and consistent visual approach to behaviour with the aim of encouraging positive behaviours or to change maladaptive learned behaviours.

What it is not....
◆ It is not a quick fix – it will take time and patience to make this work
◆ It is not a magic cure all – this is just one possible strategy in your tool box
◆ It is not a behavior management strategy – it’s a strategy for helping students take responsibility for managing their own behavior.

Who would benefit from this program?
◆ This program is geared towards any child with ASD and can be adapted to suit a range of ages and abilities. It may also be useful for other children with behavioural concerns including students with intellectual impairment, ADHD, Oppositional Defiant Disorder and so on.

How can I use this program?
◆ The program can be used to complement existing behavioural programs
◆ May be used with individual students or whole class
◆ Can be used to change behaviours or teach new desired behaviours including academic task training

So what is red and green?
◆ Green = Desired or “yes” behaviours
◆ Red = Undesired or “no” behaviours

Behavioural Principles and Theories
◆ Shaping – using small steps beginning with one green behaviour to teach new multi-step behaviours e.g. sitting for group time
◆ Modelling – demonstrating or imitating an undesired red or desired green expectation, behaviour or response e.g. drawings, role play
◆ Pairing – providing simultaneous presentation of primary stimulus (e.g. adult reaction/voice) with a secondary stimulus (e.g. red and green visual cues)
◆ Positive Reinforcement e.g. green reward choice chart – remember use of timer, provide variety of reinforcers.
◆ Self – prompting – e.g. green and red visual supports including charts, lists, schedules etc.
◆ Fading – the gradual removal of prompts (and reinforcers) to allow the student to independently respond

Program Specific Theories
◆ Two fingered fast choice – to provide calmness in an overloaded situation e.g. red stomp and scream, green go for a walk
◆ Positive Practice Overcorrection e.g. sorting pictures of behaviours, role play etc
◆ Behavioural Trust/Mistrust – designated adult who is working on red and green behavioural therapies must remain calm, consistent and firm (without negatively overacting) throughout the entire behaviour change process, even through chaotic and disruptive situations
◆ Designated Adult
Before you start .....  
◆ 1. Think about what the child may be trying to communicate to you.  
◆ 2. Ask yourself: can I meet the child’s needs and thereby change the behavior  
◆ If so, do it!

Some important points to remember.....  
◆ Once established, Red and Green can be used to review other behavioural episodes and to quickly respond to behaviours as needed.
◆ Check – do the consequences meet the needs of the student? E.g. $1000 question  
◆ 3 key elements – explanation, expectation, choice  
◆ Be wary of trying to eliminate sensory behaviours in ASD students e.g. drain posting  
◆ Child is never red – the behavioural choice is red  
◆ Develop a list of reinforcing activities or products – think outside the square e.g. tyre tube  
◆ Always use positive words when developing red and green lists (see examples)  
◆ Always remain calm and consistent in your approach e.g. community access  
◆ Do not assume that the child automatically knows what is an appropriate choice in any given situation e.g. coke on the floor  
◆ Website:  www.redandgreenchoices.com
Debriefing Report

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

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

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

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

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

**Questions for staff**

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

**Questions for student**

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

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.
Appendix 8

WORKING TOGETHER TO KEEP WOODY POINT SPECIAL SCHOOL SAFE

We can work together to keep knives out of school. At Woody Point Special School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

You are not allowed to have any type of knife at school including:

- flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
- any item that can be used as a weapon, for example, a chisel.

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school, you may be disciplined.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.

The points below apply to Education Queensland schools.

- School property such as desks or lockers can be searched if the principal suspects that you have a knife on or in school property.
- If the principal thinks you have a knife in your bag, the bag can be confiscated until police arrive.
- If you have a knife at school, it can be confiscated by the principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Woody Point Special School safe?

- Make sure you know the laws and rules about knives.
- Ask your parents not to put knives or knife tools in your lunch box, pencil case or craft kit.
- Contact your teacher if you are being bullied or threatened at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.