1. Purpose

Mudgeeraba State 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 a framework of standards for appropriate behaviour that staff, families/carers and community will embed in the learning and teaching in our school to assist our students to participate positively within and beyond our school community.

2. Consultation and data review

Mudgeeraba State Special School developed the plan in 2009 and reviewed our plan in semester 2012 through our Schoolwide Positive Behaviour Committee. The committee reviewed this plan in collaboration with our school community. A review of school data from 2009 – 2012 informed the review process. Data utilised included: school opinion surveys, attendance, absenteeism, school disciplinary absences, one school behaviour and workplace health & safety incidents, positive behaviour plans based on functional behaviour data and schoolwide positive behaviour data surveys.

The Plan was endorsed by the Principal, the President of the P & C Aletia Gray and School Council Chair, Wayne Jenks and the Regional Executive Director in 2012, and will be reviewed in 2015 as required in legislation or prior if required.

3. Learning and behaviour statement

The learning and teaching environments in and out of the school are vital to the lifelong learning of our students at Mudgeeraba State Special School and beyond. We consider behaviour or student management as we refer to behaviour in our school to be an opportunity for valuable communication and social learning as well as a means of maximising the success of educational programs. All behaviour is communicative.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, modifying behaviour through positive behaviour support (PBS) and responding to socially inappropriate behaviours through functional behaviour analysis (FBA). Our school plan emphasises shared expectations on all stakeholders’ behalf to model, support and facilitate student behaviour.
At all times, Mudgeeraba State Special School seeks to reflect the values and behaviour that are acceptable in our society. It has a clear expectation that, as far as possible, it remains connected to the community that exists outside the school fence and that our students will embrace the appropriate values as their preferred way of behaving.

In our school, we are committed to the values and beliefs of our "Pledge 2012 - 2015":

- Work Together as a Team
- Community Contribution – Sense of Community
- Individuality
- Life Long Learning
- A Challenging Curriculum
- Value Each Other
- Professional Working Partnerships
- Looking Beyond the 4 Walls of the Classroom

We uphold our values and beliefs by:

- Holistic individualised programming for each student determined by their unique needs
- Encouraging every student to reach their potential and to become functional, lifelong learners.
- A school community where each member is respected and valued
- A school environment that is safe, supportive, positive and stimulating for each person.
- A school learning community where each person is committed to self-reflection, and participating in quality learning opportunities.

We are committed to these goals as the essence of our Quadrennial Strategic Plan 2012 - 2015:

By 2015 we will have achieved ‘My Choice My Future’ by:

1. Developing a Therapeutic Service as a one stop shop for intervention.

2. Establishing world class Excellence in Communication approach to ensure all students ‘have a voice’ with a strong focus on low tech programs and assistive technology.

3. Ensure all young people with a physical impairment have access to Move Program and world class equipment.

4. Progressing on a clear My Choice My Future pathway for all students by having in place an identified Personal Future Action Plan developed at 14 years and futures driven at graduation.

5. Embedded Collegial Coaching as a vehicle to deliver Mudgeeraba Special School Pedagogical Principles.

These priorities will be the keystones to Towards 2015 and will be the driving force for the next four years.
To ensure the achievement of these outcomes we guarantee to:
  - provide excellent teaching by skilled, dedicated and caring staff
  - provide opportunities for students to develop effective communication
  - provide access to assistive technologies
  - maintain strong partnerships with our community to enhance learning outcomes and post school pathways
  - provide opportunities for students to shine
  - provide a learning environment where children feel safe using positive behaviour support practices
  - maintain clean, safe and attractive classroom and playground areas
  - assist in providing professional development, counselling and support services for members of our community

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- **Universal behaviour support**

Mudgeeraba State Special School is a Schoolwide Positive Behaviour Support School. We have developed a strong culture of positive behaviour support pedagogy. It is recognised that student behaviour is communicative. A large percentage of our population are nonverbal and or communicatively challenged and therefore behaviour is a communicative response to the environment. Our plan is based on a sound school and community values system that encourages real life experiences and considered outcomes. It is underpinned with classroom and community practices which model positive behaviour support.

Mudgeeraba State Special School implements the following proactive and preventative processes and strategies to support student behaviour:
  - **Stars of the Week** are celebrated in the school newsletter weekly.
  - Schoolwide Positive Behaviour Committee regular provision of information to staff and parents, and support to others in sharing successful practices
  - Comprehensive induction programs in the Mudgeeraba State Special School Responsible Behaviour Plan for Students delivered to new families/careers as well as new and relief staff.
  - Establishment of the Wellbeing Team: Guidance Officer, School Chaplain, Parent Liaison Officer, Registered Nurse and Rehabilitation Coordinator/Principal to support case management processes for students, families and staff as we recognise caring is very intense in our setting.
  - Individual support plans 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:
    - The Use of Personal Technology Devices* at School & ICT Policy (Appendix 1)
    - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2). It must be noted that this school recognises the "bullying" concern however incidents truly do not arise in the sense of the word due to our students' needs.
    - Transport Policy in conjunction with approved provider. Bus incidents are minimised as the transport service is for our school only and each bus has a driver and carer.
Effective behaviour support includes:
- creation of a positive whole school culture;
- quality learning and teaching practices linked to the school's Pedagogical Principles;
- a balanced, relevant and engaging curriculum;
- induction of new students and staff;
- school-wide procedures which recognise the importance of positive behaviour support in the teaching and learning process;
- classes and activities with appropriate individual and group adjustments;
- supportive and collaboratively developed programs and procedures that provide students with rapid access to assistance;
- managed professional development, education or training for all members of the school community;
- implementation of bullying and cyber bullying programs;
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices eg Non-violent Crisis Intervention and Functional Behaviour Analysis;
- established procedures for applying fair, equitable and restorative practices for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- a continuum from whole school positive preventative action for all students, through to intensive intervention for specific individuals or groups;
- Certificates of celebration handed out at assemblies/ Gotcha Cards
- Use of social skill programs eg. Fun Friends, Friendship Program;
- In class rewards for positive behaviours;
- Recording of positive and other behaviour via One School reporting.

School structures have been developed on the understanding and expectation that they are pertinent to the whole school campus.

**Model for Managing Behaviour at Mudgeeraba Special School**

**Level 1.**
For effective management of behaviour the majority of our time and energy will be spent on proactive approaches. This will include proactive classroom management systems, quality unit planning and delivery, reward/reinforcement systems, positive class rules, cooperative learning, and positive relationship building.

**Level 2.**
For some students, a planned and positive program that actively assists students to make more appropriate behavioural choices is needed. This will be developed by a team and incorporate a range of interventions. It will be regularly monitored and reviewed. This may include strategies such as social skills training, Positive Behaviour Strategies page in the Individual Student Folder, or Individual Management Plan etc.

**Level 3.**
For a small number of students more reactive measures may be appropriate. They will be used in a respectful and positive manner. They will require that Level 1 and 2 interventions have been exhausted, unless in an emergency. These interventions may include Positive Behaviour Support Plan, regular stakeholder meetings, alternative programs, crisis management (including Non Violent Crisis Intervention) and suspension and exclusion may be used after consideration has been given to all other responses.
Note that strategies range in a continuum from Proactive at the bottom of the triangle (for all students at all times) to Reactive at the top of the triangle (for very few students in exceptional circumstances).

**Staff Development**
Mudgeeraba Special School has been committed to be part of the State-wide Positive Behaviour Support Program. All staff will receive annual training on Positive Behaviour Support, Non-Violent Crisis Intervention and Functional Behaviour Analysis. All staff will receive training in specific student behaviour management needs during staff meetings or student free day programs.

**Whole-school student management support**
Our explicit student focus values from our “School Pledge” are:

- Respectful
- Honest
- Caring
Our school values and mantra remind us of our responsibilities and ways of acting.

*I am a Learner*
- I come to school to learn
- I help others to learn
- I am a learner in the community

*I am a Communicator*
- I show respect, fairness and caring
- I am an advocate for myself
- I am resilient in my use of communication strategies to get my message across

*I am Fair & Honest*
- I follow the school values and mantra
- I treat others respectfully

*I am Trustworthy*
- I use equipment appropriately with assistance
- I work and play safely at school and in the community
- I care for the environment

*Targeted behaviour support*

Students who exhibit challenging behaviour, or with ongoing developmental or management needs, may need a process to define desired individual behavioural outcomes. We draw on William Glasser's basic needs and total behaviour Choice Theory model to understand total behaviour.

The Positive Behaviour Support Plan draws upon the work of G La Vigna and T Willis (Gary W. LaVigna and Thomas J. Willis, Institute for Applied Behaviour Analysis, Las Angeles, CA). It outlines systemic approach that we, as educators, use to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. (Staff refer to annotated PBS Plan on g drive & Learning Place)

The process of development of the Positive Behaviour Support Plan brings together parents/carers, professionals and the student (where appropriate). They consider the student's current level of performance and determine needs and priorities. In this way we promote:
- Shared responsibility
- Consensus about behavioural and educational goals of the student
- Focus on a small number of key behaviours
- Collective accountability for outcomes
- Opportunity for communication.

We are committed to the use of non-aversive behaviour management strategies to effect change in behaviour. Educative approaches, including Ecological Manipulation and Positive programming and focussed support, are seen as most beneficial to decrease 'problem' behaviour and increase 'positive' behaviour.
**Intensive behaviour support**

For students who require more intensive behaviour support the above strategies will also be used. For reduction of targeted behaviour in the short term, a multi-intervention plan may include some direct treatment strategies. Reactive strategies including time-out, physical restraint and suspension will only be used as a last resort – except in crisis intervention. In this instance strategies such as NVCI may be adopted. Reactive strategies will only be used after seeking appropriate consultation and permission and as part of a Multi-Intervention Plan.

Multi Intervention Plan:

<table>
<thead>
<tr>
<th>Ecological Manipulation</th>
<th>Positive Programming</th>
<th>Focussed Support</th>
<th>Reactive Strategies</th>
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<tr>
<td>Interpersonal Factors</td>
<td>General Skills</td>
<td>• Differential Reinforcement</td>
<td>Active Listening</td>
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<tr>
<td>Programmatic Factors</td>
<td>Functionally equivalent skills</td>
<td>• Reinforcement Schedules</td>
<td>Feedback</td>
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<tr>
<td>Physical factors</td>
<td>Functionally related skills</td>
<td>• Stimulus Control</td>
<td>Gentle Teaching</td>
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<td>Medical Adjustments/ Dietary Changes</td>
<td>Coping/tolerance</td>
<td>• Instructional control</td>
<td>Stimulus change</td>
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<td>• Stimulus satiation</td>
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<td>Other</td>
<td>Crisis Intervention</td>
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<td>Neuro-physical techniques</td>
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<td>Dietary changes</td>
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5. **Emergency responses or critical incidents**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe behaviour. This consistency ensures that appropriate actions are taken to ensure that both students’, staff and community 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. This may be a recognised factor of the students’ disability and noted in the students’ positive behaviour plans.

Severe challenging 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.

**Defusing strategies as per Non-violent Crisis Training**

- Avoid escalating the problem behaviour
  - Avoid shouting, cornering the student, moving into the student’s space, touching the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

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

- **Approach the student in a non-threatening manner**
  Move slowly and deliberately toward the 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 student’s 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 if verbal or using communication systems 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 as per Non-violent Crisis Training or the student’s plan may be used to ensure that Mudgeeraba Special School’s duty of care to protect students and staff from foreseeable risks 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, shepherdling a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more restrictive restraint as per NVCI training.

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 in One School and noted data as per PBS Plan. Hard copy format for recording of incidents in Appendix 3.

6. **Consequences for unacceptable behaviour**

All socially unacceptable behaviour at Mudgeeraba Special School will be managed with a range of appropriate consequences. The consequence will be relevant to the behaviour and will be delivered consistently and with fairness. Students and families will be aware of impending consequences. We believe strongly in restorative practices to rebuild the relationship.

Consequences may include:
- Having to complete required work at another time (eg play time)
- Missing a reward/motivating activity
- Spending time with another class/ buddy program
- Restorative practices by repairing any damage caused or where possible communicating with affected student or staff member
- Executive team support
- Communicating home to parents via communication book or telephone
- Stakeholder meeting with parents/ carers and class to proactively plan for student management (this may include other agencies) to develop, implement and monitor a student’s positive behaviour support plan
- Request to for student to depart school early, or develop a flexible program
- Flexible program arrangements

This is not an exhaustive list and the skilled staff at this school utilise a range of appropriate consequences. It is preferred that educational programs are not removed as a consequence to unacceptable behaviour unless this has been negotiated as part of the student’s plan with all stakeholders. Our school recognises the individual and will manage plans of support for each child.

**Student Disciplinary Absence of**
- Suspension and or
- Exclusion

are to be used after consideration has been given to all other responses above.

7. **Network of student support**

An extensive network of student support exists at Mudgeeraba Special School, and other networks are sourced and accessed as needed. The school has developed a Wellbeing Team: Guidance Officer, School Chaplain, Community Liaison Officer, Registered Nurse, Rehabilitation Officer/ Principal to provide a wraparound service for high intervention needs for students, families/ carers and staff.

**Our general networks include:**
- Parent and Carer Networks
- Teachers
8. Consideration of individual circumstances

The student population of Mudgeeraba Special School is extremely diverse in terms of individual needs (health and disability related), cultural background, background of experiences and age. Each of these factors may impact on behaviour and will be taken into account. In many cases these factors help us understand why behaviour occurs, but they will not be accepted as an excuse for inappropriate behaviour. At all times inappropriate behaviour will have an appropriate consequence in this school.

These factors will be taken into account by the team when determining what action is needed to assist the student to develop positive behaviours. Different individual needs may need different individualised responses. These decisions will be shared within the Schoolwide Positive Behaviour Support Team for the individual student and reported to the school community to support the follow through.

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 Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related departmental procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
11. Some related resources

This could include:

- National Safe Schools Framework
- National Framework for Values Education in Australian Schools
  (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland
  (education.qld.gov.au/curriculum/values/)
- Bullying. No Way! (www.bullyingnoway.com.au)
- Kids Matters (www.kidsmatter.edu.au)
- Mind Matters (www.mindmatters.edu.au)
- Staff Matters (www.staffmatters.edu.au)
- School Wide Positive Behaviour Support
  (education.qld.gov.au/studentservices/behaviour/swpbs/)
- Education for Children with a Disability – A Guide for Parents
- Code of Conduct for School Students Travelling on Buses
- Non-violent Crisis Intervention
  www.communicationmatrix.com.au
- MSSS ICT Electronic Policy
- The Learning Place E Studio MSSS Curriculum Platform

Endorsement

Colleen Hope  
Principal

Wayne Jenkin  
Chair, School Council

P&C President  
Brian Streetfield  
Principal's Supervisor

Endorsement

Date effective:
from January 2013 to December 2015
Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. Our school community values devices as an exciting form of communication for many of our students. Any devices owned by the student used to enhance their communication, social skill and vocational training will be signed off between home and school as an included part of the curriculum.

Personal Technology Devices includes: communication devices: Ipad, Tech Talk, Chat Pc etc, but is not limited to, games devices (such as Portable gaming devices, Tamagotchi®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Mobile Phones

All mobile phones are to be clearly labelled and acknowledged to class staff at the beginning of the day and used responsibly by the student or in the direction of the teaching staff. All care but no responsibility will be taken for equipment.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Student planning will be put in place to avoid misuse and or readiness of such use will be reviewed.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Etiquette

Bringing personal technology devices to school if they are not included in the Communication Plan, Individual Education Plan or Personal Future Action Plan because of the potential for theft and general distraction and/or disruption associated with them.

Recording voice and Images

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

We uphold the value of trust and the right to privacy at Mudgeeraba State Special. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.
Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Breach of this policy may be subject to discipline.

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

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

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

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.
Appendix 2

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

Purpose

1. Mudgeeraba State 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
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There has not been a culture of bullying in this school community and we aim to work together to ensure that fits our mantra at Mudgeeraba State 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. At Mudgeeraba Special 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

4. 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.

5. The knowledge we have in regard to disability at Mudgeeraba State 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/community behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons where necessary or appropriate on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.
Prevention

6. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:
   • Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   • All students know the school rules and have been taught the expected behaviours attached to each of the values in all areas of the school
   • All students have been or are being taught the specific routines
   • All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines
   • A high level of quality active supervision by staff.

7. Preventative programming conducted through the year or as necessary:
   • Classroom units of work
   • Police visits
   • Targeted group behaviour management strategies
   • Guest speakers
   • Qld Transport visits
   • Bravehearts visit
   • Student Council
   • Vocational Education Programs

8. 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 our 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’.

Mudgeeraba Special School also uses behavioural data for decision-making. This data is entered into One School and can be recalled as summary reports at any time. This facility is one way the school can track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Mudgeeraba Special School
Transport Policy

Our Priority: To have all students arrive and depart from school safely
It is imperative that communication between families, transport companies, staff,
and administration and respite agencies is clear and effective to achieve this
priority.

Please find attached for your reference:
Attachment 1: Qld Transport Parent/Carer documentation
Attachment 2: Updated phone number contact for Metro Buses

School Processes

School Times
8.25: Bell rings to alert Teacher Aide staff to commence supervision at 8.30 am
8.30 – 9.00: Teacher Aide supervision of students in designated duty areas
9.00: School commences
2.30: Students commence afternoon departure routine
2.35: Students are supervised to the buses or front of school waiting area
2.45: Buses leave
2.45: School finishes

Student Absences:
A phone call to the office and class staff to amend the roll if a student is absent is
greatly appreciated. As per Education Policy and as a courtesy the school will
contact the home if absences are greater than two days.

Late Arrivals:
If a student arrives after 9.15 am we request that parents/carers go through the
office so that arrivals can be recorded on the appropriate rolls: bus, drop off/pick
up and class rolls. This will assist classes who have begun programs.

Late Departures:
The school requires families to be punctual for parent/carer departure due to staff
accountabilities.

Parent Drop Off/Pick Up
All parent drop offs occur from 8.30 checking in with the roll monitor on arrival
and pick ups should occur at 2.40 pm in the front gated area of the school.
Students being picked up will be noted by the staff member attending the roll at
the front gate.

Early Parent Pick Ups
Any changes to pick ups should be phoned through to the office before 2.00 pm so
that the student noted is recorded on the roll by an administrative staff member.
Alternate Pick Ups
If there is a change to usual pick up the parent/carer should phone the school and speak to the office and class staff to record on the bus and pick up rolls as required. Advice of name and relationship provided of the person picking up the student should be provided. If the student travels on the bus usually then the parent/carer should also phone the bus staff direct to be recorded in the bus Log Book as this affects Qld Transport services.

Bus Transport
It is the parents/carers responsibility to deliver their child to the bus and be at home on arrival and meet their child from the bus.

1. Bus driver and carer should ensure that the students are at all times handed over to the parent or carer.
2. If a child lives in a gated community it is their responsibility to meet them at the front gate. (Depending on age and capability this maybe negotiated if all parties are developing travel training programs.)
3. If no one appears to be home the Bus staff will phone the parents/carer.
4. If no contact can be made the child/young person will stay on the bus until contact can be made with Metro Buses or School Administration for further direction.
5. If an adult is not contactable the Bus Service may require Police intervention.

Supervision of our students is a high priority

All students to be transported by bus will be supervised by the class in the bus area by 2.35 pm. The gate will be opened at 2.40 pm for students to move to their appropriate bus.

Taxi Transport
All students to be transported by Taxi should be brought to the front gated area of the school by 2.40pm or as advised by the Taxi service.

Changes to Regular Transport Arrangements

Temporary cancellation of transport pick up from home or school
If a parent/guardian wishes to cancel transport temporarily, i.e. the student is unwell, the family has gone on a holiday, the student is to be dropped at school or picked up from school by a parent/guardian/carer just for that day, then it is the parent/guardian's responsibility to inform the bus/taxi company that transport is not required. If it is greater than a fortnight then the Transport Officer at school needs to be notified as it may need policy review.

Temporary Parent Pick Up
When parents are picking up their child instead of sending them on the bus or Taxi they must: a) Notify the school; and b) Phone the bus service to inform them to be recorded in the School Log Book. When staff is notified about a change of transport they must notify the office so that a note can be put on the bottom of both the bus roll and parent pick up roll. This ensures a three way system of communication: the bus will not be expecting them, the parent pick up roll and
bus roll will have notes in regards to the changes and the classroom teacher or aide will follow through with the appropriate transport handover.

“When staff are notified about a change of transport they must notify the office so that a note can be put on the bottom of both the bus roll and parent pick up roll. Bus Drivers record their changes in the Log Book”

**Respite Arrangements**
When there are temporary changes to transport because of respite care the following must occur. The parent must inform the school of changes to the student’s routine. The respite agency must inform the school of alternate transport required for that student. A T4 is then generated and sent to school transport that then approve them and notify the bus company of the changes. This is a 3 to 4 day process.

**Long Term Changes to Transport Arrangements**
Changes to transport require the appropriate paperwork which can take up to 10 days to be auctioned.

**Process:**
1. Distance Check to Transport of new address
2. School completes transport application with parent
3. School forwards documentation to Regional Office
4. Regional Office forwards to Qld Transport for Approval
5. Qld Transport advises Metro Bus company offered preferred transport
6. Letter forwarded to the family of approval through Qld Transport
7. Metro contacts the family of times etc
8. School advised by Qld Transport and details through Metro.

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**Colleen Hope**  
Principal  
Mudgeeraba Special School

**Nicky Belous**  
DP/ School Transport Officer  
Mudgeeraba Special School

*Metro/ Qld Transport*
### Appendix 4

**Mudgeeraba Special School Behaviour Report**

<table>
<thead>
<tr>
<th>Referring Staff Member:</th>
<th>Date of Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/s</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>Referred to:</td>
</tr>
<tr>
<td></td>
<td>□ Principal</td>
</tr>
<tr>
<td></td>
<td>□ Deputy Principal</td>
</tr>
<tr>
<td></td>
<td>□ HOC</td>
</tr>
<tr>
<td></td>
<td>□ Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anecdote</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Social/Emotional</td>
<td></td>
</tr>
<tr>
<td>□ Cognitive</td>
<td></td>
</tr>
<tr>
<td>□ Sensory</td>
<td></td>
</tr>
<tr>
<td>□ Communicative</td>
<td></td>
</tr>
<tr>
<td>□ Repetitive/Patterning</td>
<td></td>
</tr>
<tr>
<td>□ Recipient</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour Strategies Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>□Redirection/Diffusing</td>
</tr>
<tr>
<td>□Time away from activity</td>
</tr>
<tr>
<td>□Individual Management Plan strategies</td>
</tr>
<tr>
<td>□Contact Family/Carer</td>
</tr>
<tr>
<td>□Behaviour Monitoring</td>
</tr>
<tr>
<td>□Alternate Program</td>
</tr>
<tr>
<td>□Contract</td>
</tr>
<tr>
<td>□Apology/repair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Witnessing Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Staff/s</td>
</tr>
<tr>
<td>□ Student/s</td>
</tr>
<tr>
<td>□ Member/s of Public Name:</td>
</tr>
<tr>
<td>Position Ph No.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Contact with parents</td>
</tr>
<tr>
<td>By □ Class Teacher □ Admin □ Other</td>
</tr>
<tr>
<td>How were parents contacted</td>
</tr>
<tr>
<td>Date Time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours arising from anxieties around socialisation and the subtle rules that this area encompasses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>This includes receptive and expressive communication, processing times, the need for visuals, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Repetitive Patterning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours arise from the rigidity required by some students around routine, personal items/interests, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sensory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may be hyper or hypo sensitive in the 5 senses. Includes sensory seeking behaviours that impact on self and others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>This relates to behaviours that are planned or constructed in a way to achieve a specific outcome.</td>
</tr>
</tbody>
</table>

(Paper version support for One School Reporting)
Descriptors of Behaviour Categories
These statements can be written in word saved, edited each time and pasted over into One School for more convenience.
The following descriptors can be used when entering reports

<table>
<thead>
<tr>
<th>Description of Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical behaviour towards others</strong></td>
</tr>
<tr>
<td>Hitting with a closed hand from the shoulder</td>
</tr>
<tr>
<td>Hitting with a closed hand from the elbow</td>
</tr>
<tr>
<td>Hitting with a closed hand from the wrist</td>
</tr>
<tr>
<td>Slapping from the shoulder</td>
</tr>
<tr>
<td>Slapping from the elbow</td>
</tr>
<tr>
<td>Slapping from the wrist</td>
</tr>
<tr>
<td>Kicking from the hip</td>
</tr>
<tr>
<td>Kicking from the knee</td>
</tr>
<tr>
<td>Tripping</td>
</tr>
<tr>
<td>Tackling with enough force to overbalance recipient to floor</td>
</tr>
<tr>
<td>Containing through physical force on the floor (wrestling)</td>
</tr>
<tr>
<td>Grabbing with enough force to move recipient</td>
</tr>
<tr>
<td>Head butting with enough force to move recipient</td>
</tr>
<tr>
<td>Head butting with enough force to over balance recipient</td>
</tr>
<tr>
<td>Biting with enough force to leave little or no mark</td>
</tr>
<tr>
<td>Biting with enough force to leave a mark and require ice</td>
</tr>
<tr>
<td>Biting with enough force to leave a mark and require medical attention</td>
</tr>
<tr>
<td>Pinching with enough force to leave little or no mark</td>
</tr>
<tr>
<td>Pinching with enough force to leave a mark and require ice</td>
</tr>
<tr>
<td>Pulling hair with enough force to move recipient</td>
</tr>
<tr>
<td>Pulling hair with enough force to over balance recipient</td>
</tr>
<tr>
<td>Pushing from the shoulder</td>
</tr>
<tr>
<td><strong>Physical behaviour towards self</strong></td>
</tr>
<tr>
<td>Hitting self with closed hand</td>
</tr>
<tr>
<td>Slapping self</td>
</tr>
<tr>
<td>Biting self with enough force to leave a mark and require medical attention</td>
</tr>
<tr>
<td>Biting self with enough force to leave a mark and require ice</td>
</tr>
<tr>
<td>Biting self with enough force to leave little or no mark</td>
</tr>
<tr>
<td>Head butting a hard surface</td>
</tr>
<tr>
<td>Head butting a soft surface</td>
</tr>
<tr>
<td><strong>Leaving group or area</strong></td>
</tr>
<tr>
<td>Leaving school grounds and refusing to return</td>
</tr>
<tr>
<td>Leaving block and refusing to return</td>
</tr>
<tr>
<td>Leaving group whilst on outing and refusing to return</td>
</tr>
<tr>
<td>Leaving group whilst in transition and refusing to return</td>
</tr>
<tr>
<td>Leaving classroom and refusing to return</td>
</tr>
<tr>
<td><strong>Behaviour towards property</strong></td>
</tr>
<tr>
<td>Throwing property</td>
</tr>
<tr>
<td>Pushing/pulling/ property</td>
</tr>
<tr>
<td>Hitting property with an item</td>
</tr>
<tr>
<td>Taking others property without permission and refusing to return it</td>
</tr>
<tr>
<td><strong>Behaviours with emotional/social impact</strong></td>
</tr>
<tr>
<td>Using degrading and/or inappropriate language to specifically impact others (including the use of ICT’s)</td>
</tr>
<tr>
<td>Affecting others through consistent exclusion from social opportunities</td>
</tr>
<tr>
<td>Using untruthful information to specifically impact others (including the use of ICT’s)</td>
</tr>
</tbody>
</table>