



NARBETHONG STATE SPECIAL SCHOOL



# Student Code of Conduct

2020-2024

## ***Every student succeeding***


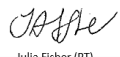
***Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.***

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

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## Endorsement

Principal Name:	Kerry Tait
Principal Signature:	
Date:	7/12/2020
P/C President and-or School Council Chair Name:	Julia Fisher
P/C President and-or School Council Chair Signature:	 Julia Fisher (PT)
Date:	8/12/2020

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## Purpose

Narbethong 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 Student Code of Conduct is designed to support the school's vision of all students engaging productively in their learning as independently as possible and to reach their individual potential. The Student Code of Conduct supports the students' rights to be treated with respect and dignity at all times and to be taught with high expectations. The Student Code of Contact supports students' access, participation and achievement of their learning goals within the Australian Curriculum and disability-specific learning.

## Whole School Approach to Discipline

Narbethong State Special School follows a philosophy of positive behaviour supports and interventions. We believe that students require trust and bonding, communication supports, developmentally-appropriate teaching and learning, and a calm learning environment to support positive behaviour. Staff have detailed knowledge of background information pertinent to student wellbeing and behaviour and work closely with families and multi-disciplinary teams when planning for positive behaviour and behaviour interventions.

Our supports and interventions come from the belief that a focus on positive planning through proactive positive strategies in environmental accommodations, skills teaching and teaching replacement behaviours, and direct interventions can reduce the incidences of reactive situational behaviour management. We draw on the research and strategies of the Active Learning methodology, experts in Applied Behaviour Analysis and Autism Spectrum Disorder, and teaching the Australian Curriculum Personal and Social Capability, supported by the “You Can Do It” education program.

Through our “We Get Along at Narbethong” framework, positive behaviour supports occurs through differentiated and explicit teaching for all students. Focused teaching for identified students occurs through individual student planning, and intensive teaching for a small number of students occurs through Functional Behaviour Assessment and Individual Behaviour Support Planning.

### Consideration of Individual Circumstances

Narbethong State Special School has a high level of individual planning and differentiation in all aspects of student programming, including positive behaviour planning and behaviour interventions. Personal and Social capability is a focus of all students’ learning and is documented in their Individual Learning Plans (ILPs). Behaviour supports can be recorded using the Personalised Learning Record on OneSchool with strategies and plans attached.

Individual behaviour incidents are recorded confidentially using the functionalities of OneSchool.

Where disciplinary consequences are required, staff maintain confidentiality through reporting to the Leadership Team or Guidance Officer, who support the processes with parents and carers.

### Differentiated and Explicit Teaching

The school’s discipline model follows a whole school approach to support student behaviour learning.

Narbethong has an established use of the **Active Learning methodology**, specifically designed for students with vision impairment and additional disability, which guides our beliefs on behaviour.

Active Learning behaviour principles include:

- trust, bonding and communication supports are key to reducing barriers to learning caused by negative behaviours
- reducing anxiety and stress through learning to communicate and understanding their routines and environments promotes positive behaviour
- knowing the student is essential for positive behaviour planning, for example, including the current students' health, their sensory preferences and what they may find overwhelming
- behaviour that impedes learning requires positive behavioural intervention and supports that help teach positive behaviours and prevent negative behaviours occurring in the first place
- activities that are too difficult for the child to perform or materials that the child is unable to handle may result in the child refusing to be active or engaging in self-stimulatory, self-injurious or aggressive behaviours
- utilizing specific instructional strategies such as offering (Phase 1), imitation (Phase 2), interaction (Phase 3), sharing the work (Phase 4) and consequences (Phase 5) helps the child develop the social and emotional skills needed to participate in learning with on his/her own and with others, therefore promoting positive interactions
- stereotypical behaviours, self-stimulation and self-harming behaviours may be present when a student has very little to engage their interests, therefore developmentally appropriate activities are essential to support positive behaviour

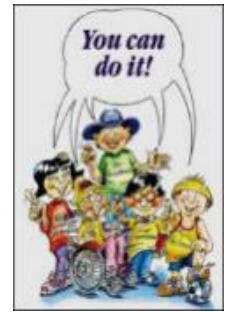
Narbethong values the teaching of social and emotional skills to support positive behaviour. Teachers plan teaching and learning experiences from the **Australian Curriculum Personal and Social Capability** and may also draw on the **Active Learning social and emotional functional assessment developmental milestones**, and the **Expanded Core Curriculum for Students with Vision Impairment** areas of "Social Interaction Skills" and "Self-Determination Skills" to plan for student learning.

Concepts and examples of the Expanded Core Curriculum for Students with Vision Impairment areas of "Social Interaction Skills" and "Self-Determination Skills" for positive behaviour support include:

SOCIAL INTERACTION SKILLS	SELF-DETERMINATION SKILLS
<p>Effective social skills are essential for individuals to successfully integrate into society and develop social relationships (Sacks, et. al 1992)</p> <p>These skills can include:</p> <ul style="list-style-type: none"> <li>• Appropriate conversational skills and techniques</li> <li>• holding your head up; using gestures appropriately, looking at/facing others when spoken to or when speaking to someone;</li> <li>• following a conversation, listening, turn taking, answering questions and responding appropriately;</li> <li>• Interacting with others and initiating interactions</li> <li>• Friendships</li> <li>• Engaging in age appropriate games, play and conversations</li> </ul> <p><b>Examples of Social Interaction Skills at Narbethong</b></p> <ul style="list-style-type: none"> <li>• Social skills are taught in every interaction throughout the day</li> <li>• Staff consistently use language to describe what other people are doing to assist the students in becoming aware of their actions and behaviour</li> <li>• Learning and demonstrating:               <ul style="list-style-type: none"> <li>• refraining from behaviours which are unsafe or socially unusual such as rocking, eye pressing, excessive bouncing, walking away inappropriately</li> <li>• Lifting their heads up when communicating or socialising</li> <li>• Turning their body and face towards the person they are speaking to or who is speaking to them.</li> </ul> </li> </ul>	<p>Refers to the knowledge, skills, abilities and attitudes which enable students to become effective advocates for themselves, based on their own needs and goals (AFB, 2008).</p> <p>These skills can include:</p> <ul style="list-style-type: none"> <li>• Accepting and declining help</li> <li>• Understanding your limitations</li> <li>• Recognising &amp; striving: potential</li> <li>• Understanding and explaining Vision Impairment</li> <li>• Setting own goals</li> <li>• Problem solving</li> <li>• Decision making</li> <li>• Self-advocacy skills</li> <li>• Receive and offer mentorship</li> </ul> <p>(Nagel &amp; Lewis, 2008)</p> <p><b>Examples of Self-Determination Skills at Narbethong</b></p> <ul style="list-style-type: none"> <li>• The "You Can Do It" program to teach and reinforce the concepts and skills of confidence, resilience, persistence, organisation and getting along</li> <li>• Learning to advocate and explain to others when necessary that they are blind or have low vision</li> <li>• Adults modelling positive language</li> <li>• Adults "stepping back" for independence</li> <li>• Encouraging problem-solving before asking for help in all areas</li> </ul>






## YOU CAN DO IT and WE GET ALONG AT NARBETHONG

Narbethong has an established history of using the “You Can Do It” Education program in the Early Years and the newly added Primary resources program is being expanded to the whole school community as a resource for teachers. The “You Can Do It” program is directly aligned to the Australian Curriculum Personal and Social general capability. Teachers link the “You Can Do It” program with the school-wide positive behaviour framework “We get along at Narbethong”.



“We get along at Narbethong” teaches the skills of confidence, kindness/getting along, organisation, persistence and resilience. Each area has two “I statements” or “rules” to support the learning. Teachers can use this framework in their classes to further break down what those expectations mean in their classroom.



	Be organised	I follow class rules and routines.
	Be kind	I am kind to others and the things around me.
	Be confident	I think and act confidently.
	Be persistent	I try my best and never give up.
	Be resilient	I calm down and get back to my activities.

## Focused Teaching

Focused teaching of Personal and Social skills occurs on a classroom and individual level.

Classes of students may focus on age-appropriate and disability-specific positive behaviour support with repeated opportunities to practice, learn and achieve expected behaviours. For example, a class of students with significant vision impairment and autism spectrum disorders would spend a significant amount of time learning social skills for positive behaviour. A class of students who are non-verbal and using AAC systems to communicate would spend a large amount of time learning to communicate their ideas to support positive interactions and reduce negative behaviours caused by frustration in communication.

The Individual Learning Plan (ILP) is a valued part of the student planning at Narbethong and each student has a learning goal in the Personal and Social general capability to support positive behaviour.

Narbethong supports the use of class and individual timetable or calendar systems to teach students routines, transitions, understanding of their activity/day/week to reduce anxiety and promote positive behaviour.

Narbethong values teaching of Communication skills and has systems in place to teach and track communication development for positive interactions, particularly use of the Roadmap for Communicative Competence and teaching students their individual communication systems.

Narbethong uses the methodology of Active Learning to create quiet and calm positive learning environments, provide developmentally-appropriate and engaging activities, and meet the student at their emotional level as a learning partner to develop but not overwhelm them.

The “We get along at Narbethong” framework provides students and teachers with opportunities to practice and have success in the key areas on a daily basis.

## Intensive Teaching

Intensive teaching of positive behaviour occurs for a small number of students. Teachers use the Behaviour Risk Assessment Tool to decide if behaviours of concern are a medium, high and extreme level. If they are, teachers begin the process of planning an intervention.

Narbethong uses the research-based method of functional behaviour analysis to identify events that CONTROL a behaviour and determine the FUNCTION of the behaviour. Teachers (and perhaps other parties involved with the student) consider the follow points and justify or test their ideas by collecting data.

<b>MODIFIED FUNCTIONAL BEHAVIOUR ASSESSMENT for (Student name)</b>
<b>Pertinent Background information relating to this behaviour</b>
<ul style="list-style-type: none"> <li>• Student’s characteristics/skills/abilities</li> <li>• Family or other current/historical circumstances</li> <li>• Current/relevant medical issues</li> </ul>
<b>Understanding the behaviour</b>
<b>The target behaviour (Behaviour analysis)</b>
<b>Describe the target behaviour:</b> <ul style="list-style-type: none"> <li>- Use clear, descriptive words</li> <li>- What does the person do exactly?</li> <li>- What do you see, hear, smell, taste?</li> <li>- Is the student off task/non-compliant/abusing/inappropriately touching/complaining/AWOL/speaking repetitively/injuring self, etc)?</li> <li>- What is the course of the behaviour over time (does it change from start to finish? Starts full-blown? Build?)?</li> </ul>
<b>Describe the intensity:</b> <ul style="list-style-type: none"> <li>- rate the severity or impact (design a scale – frequency of hits, length of time, amount of damage, medical attention required and a way to collect baseline data)</li> </ul>
<b>Describe the duration:</b> <ul style="list-style-type: none"> <li>- how long does it (usually) last? (design a way to collect the baseline data)</li> </ul>
<b>Describe the frequency:</b> <ul style="list-style-type: none"> <li>- how many times in an hour/day/week? (design a way to collect the baseline data)</li> </ul>
<b>Describe any history of the target behaviour:</b> <ul style="list-style-type: none"> <li>- recent/long term?</li> <li>- when did it first appear?</li> <li>- has it increased/decreased?</li> <li>- what has been tried and failed/succeeded?</li> </ul>
<b>Before the target behaviour (Antecedent analysis)</b>
<ul style="list-style-type: none"> <li>- what events turn the behaviour on?</li> <li>- are there any events that are more likely/less likely to influence the behaviour (eg being touched, gentle talking)?</li> <li>- describe any likely setting conditions/triggers</li> <li>- consider internal events such as illness, mood, emotions, events, interactions, medication, external</li> <li>- consider external events such as where, when, what and with whom is the behaviour more or less likely to occur</li> <li>- consider cognitive events such as self-beliefs, internal voices, attributes</li> </ul>



<b>After the behaviour (Consequences analysis)</b>
<b>What is gained by the behaviour?</b> - Internally (sensory feedback, increased/decreased anxiety/anger, sensations, eg, holding breath = dizzy) - Externally (reactions, escape, attention, environmental change) - Cognitively (belief and perceptions, eg, "If I don't this, something bad will happen")
<b>Describe adult/other responses:</b> - What normally happens after the behaviour? - What do adults do in response? - What do other students do in response?
<b>Describe student's response:</b> - How do they respond to what you and others do? - How do they respond to your and other's reactions?
<b>Any clues to why the behaviour continues?</b>
<b>Identifying the function/possible purpose of the behaviour</b>
<b>What do you think they are trying to say?</b>
<b>How do you think they are feeling?</b>
<b>What do you think they are they trying to do?</b> - Communicate (eg I want/I'm confused/Go Away) - Get/Get away from: - attention - tangible object and/or activity - sensory
<b>Why do you think are they using this behaviour instead of something more helpful?</b>

Teachers and the team prepare an intervention plan using the Individual Behaviour Support Plan to address *proactive* positive strategies (environmental changes, new rules, replacement behaviours and teaching new skills) and *reactive* situational management using the prompts below:

## INDIVIDUAL BEHAVIOUR SUPPORT PLAN

### Considerations for developing the Individual Behaviour Support Plan (IBSP)

- Complete a **Functional Behaviour Assessment** based on observation data
- Use the **FBA information** and the **prompts below** to complete the IBSP

<b>PROACTIVE POSITIVE STRATEGIES</b>
<b>Focus on the positive planning – environment, skills teaching and direct interventions to avoid reactive, situational management</b>
<b>ENVIRONMENTAL ACCOMMODATIONS</b>
<ul style="list-style-type: none"> <li>• What are the stressors that may trigger distress and anxiety such as particular people, places, activities, transitions, unstructured time, health issues, etc?</li> <li>• Put in place positive programming – where possible, fill the day with positives</li> <li>• Use positive language around the students</li> <li>• Set up environments to be positive – changes in physical, interpersonal and programmatic environments that better fit the person's characteristics and needs and result in positive behavioural changes</li> <li>• Set up environments that reduce stress and distress</li> <li>• Plan for more predictability and structure, less demand, more choice, more access to preferred activities</li> <li>• Provide density of preferred activities – things they are good at, for a good length of time, and are FUN and have lots of them! Listen for the laughter</li> <li>• Build rapport – shared interests (at least pretend)</li> <li>• Eliminate mis-matches between needs and environment.</li> </ul>
<b>SKILLS TEACHING/REPLACEMENT BEHAVIOURS</b>
<ul style="list-style-type: none"> <li>• "What would you like them to do instead?" Positive behaviour should be easy to do, get the same or better outcomes</li> <li>• Communication is key. All behaviour is communication. Must teach communication skills to promote positive behaviour.</li> <li>• Consider a "New Rule" – a new positive behaviour rule to address the specific behaviour</li> <li>• Teach new skills, for example, "I've got something to say – get my book" not "use your words"</li> </ul>

- Use a structured skills teaching approach with a clear goal, preparation of materials, demonstrations and role plays, lots of practice with success/positive feedback/rewards, generalise the skill with different people, places, time, materials and reduced adult supports
- Use positive programming = skills building – especially “coping” skills (eg, coping with “No” “Wait”)
- Decide what will be a highly motivating reinforcer? Does reinforcement of new behaviour need to be immediate? When will it be given?
- Decide what are the “fun skills”? What does the person want to learn?
- Use gradual change
- Make every activity throughout the day an opportunity to learn/teach
- Practise coping and tolerance skills when child is happy and calm. Relaxation training eg, yoga, massage.

#### **DIRECT INTERVENTIONS**

- Goal is to reduce and, if possible, eliminate, the need for the reactive strategy
- Use reinforcement of other behaviour - Rewards, never punishment – personal and highly motivating
- Analyse what motivates student – find “kick in the butt” reinforcers. Person can’t help but want to get it or make tasks so easy that they can’t help but do it and get the reinforcer
- Have a menu/variety of reinforcers, not one behaviour/one reinforcer
- Consider WHAT reinforcer (praise, time, tokens etc), WHEN reinforcer is given (immediate? tolerate a delay?), HOW OFTEN (every time fading to less often)
- Use differential schedules to eliminate challenging behaviour (can’t be too long between “reinforcer”)
- Plan – train – supervise – people working with student – know what you planning is being implemented
- Put personal beliefs about behaviour management aside and whole team stick to the plan. Specific and describes behaviour and strategies clearly.

## REACTIVE SITUATIONAL MANAGEMENT

**Focus on rapid and safe management of the situation – decreasing the duration and degree of severity**

### RESPONSE PLANNING

- Be present in the moment – take care of yourself and think about how the person is feeling
- Goal is to keep it low. Do things for them/get them through it/sometimes give in or back off
- Look at our reactions. Not the time to remove privileges, take away “rewards”, or discuss consequences. Care, concern, distraction
- Strategies:
  - Distraction – do something unexpected (ie chicken noise, curling in a ball)
  - Intrude on the chain of behaviour
  - Tell/ask them what you can do to help
  - In severe episodes, respect their space, avoid verbal interaction and remove other people from the area
  - Need a measure of severity to see if behaviour is improving – intensity, duration and frequency.

#### When (student) is fine/calm

- their facial expressions, movements, noises and speech, interaction, habits

#### Key strategies:

- supports, positive language, catching them doing the right thing, etc)

#### Early warning signs

##### When (student) starts showing signs of distress, anxiety, agitation:

- eg rocking, pacing, talking louder or faster, grumpy face, withdrawing, red face, etc

#### Preventative strategies:

- Ask “Is anything wrong?”
- Support person to find out what is wrong
- Use special interests
- Do something silly or funny or unexpected
- Give space
- Remove/reduce sensory triggers
- Change the person
- List other known successful strategies
- Consider documenting known “what not to do’s”

#### Low level escalation

##### When (student) is still rational and can make decisions but may start:

- Swearing, threatening, shoving, knocking things down, excessive talking, challenging questions, etc.

#### De-escalating the situation and to prevent severe challenging behaviour strategies:

- Remove/reduce sensory triggers
- Redirection/distraction
- Using clear language
- List other known successful strategies
- Consider documenting known “what not to do’s”

#### Severe escalation

##### When (student) has lost rational control over their behaviour and they and others are at risk of getting hurt they may start:

- Hitting, biting, kicking, throwing things, head banging, etc.

#### Safety strategies:

- Respect their space, avoid verbal interaction, remove other people from the area
- List other known successful strategies
- Consider documenting known “what not to do’s”

#### Recovery behaviours

##### When (student) starts calming down:

- Re-engages in communication, cries, asks for a drink, etc.

#### Re-establishing relationship and avoiding re-escalation strategies:

- don't punish or make student go back to the place/activity/person that may have been trigger

## Disciplinary Consequences

Consultation with staff, students and the broader school community will occur in term 1 2021.

The school's system of possible consequences for unacceptable behaviour will be dealt with on an individual situation.

There will be:

- YOU CAN DO IT and WE GET ALONG AT NARBETHONG messages reiterated frequently in classrooms.
- Social stories that supports the safe and meaningful exchange of information to students.
- Information provided to families through a number of avenues on a regular basis.
- a focus on the use of consequences to teach students appropriate ways to meet their needs.
- use of behavioural data to evaluate.
- consistency in the administration of consequences by staff.
- Appropriate professional development provided to staff.

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

It is unlikely that Narbethong students would be in possession of property that would be considered dangerous, illegal, risky to the safety or wellbeing of others, or offensive. However, if staff became aware of any property of that nature, they would remove it from the student's possession, inform the parent/carer that it had been brought to school, investigate the circumstances leading to the property being at school, and develop a plan to teach the student about the danger of the object and to prevent the situation happening again.

Such property would include: illegal items, knives or other weapons or replica weapons, items which could be used to threaten or cause harm, and offensive materials.

Students at Narbethong are typically supported in managing and organising their possessions therefore it is likely that adults would become aware of any dangerous property throughout the course of a school day.

Please see [Temporary removal of student property by school staff procedure](#) for more information.

### Use of mobile phones and other devices by students

Technology for learning is a large part of the way students are supported to access curriculum at Narbethong.

Students are explicitly taught how to use devices and are typically closely supervised while using any devices at school.

Any devices used in the school should have appropriate access controls applied before student use or they should be used in the presence of a teacher or teacher aide to prevent accidental navigation to inappropriate materials.

Parents/Carers and class teachers should discuss the purpose of any devices and how they will be used to support student learning. They should also discuss ways to protect their child at home if a device is to be used.

Students may bring and use with supervision the following devices at school:

- mobile phones
- tablet, slate or laptop computers
- wearable technology or sensing devices
- assistive technology devices.

Staff may refer to [Advice for state schools on acceptable use of ICT facilities and devices](#) and the [Use of IT systems](#) procedure documents for further clarification of use of devices.

## Preventing and responding to bullying

### Bullying response flowchart for teachers – Narbethong context

This flowchart is based on the Department of Education template. The timelines and key people have been edited for the school context. The steps should be completed in a timely manner. If possible, the concerns should be addressed and investigated within two days. The intervention plan should be written, recorded and communicated to interested parties within one week. The follow-up of recording outcomes and checking-in should occur in a timely manner, depending on the intervention decided upon.

#### Key contacts for students and parents to report bullying:

1<sup>st</sup> contact: Class teacher

2<sup>nd</sup> contact: Deputy Principal or Principal

First -  
Listen

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

Second -  
Document

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

Third -  
Collect  
further  
information

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

Next -  
Discuss  
next steps

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

Then -  
Implement  
the plan

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

Lastly -  
Review and  
record  
outcomes

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

Ongoing -  
Follow up

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

# Appropriate use of social media

## Cyberbullying response flowchart for school staff

### How to manage online incidents that impact your school

#### Student protection

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

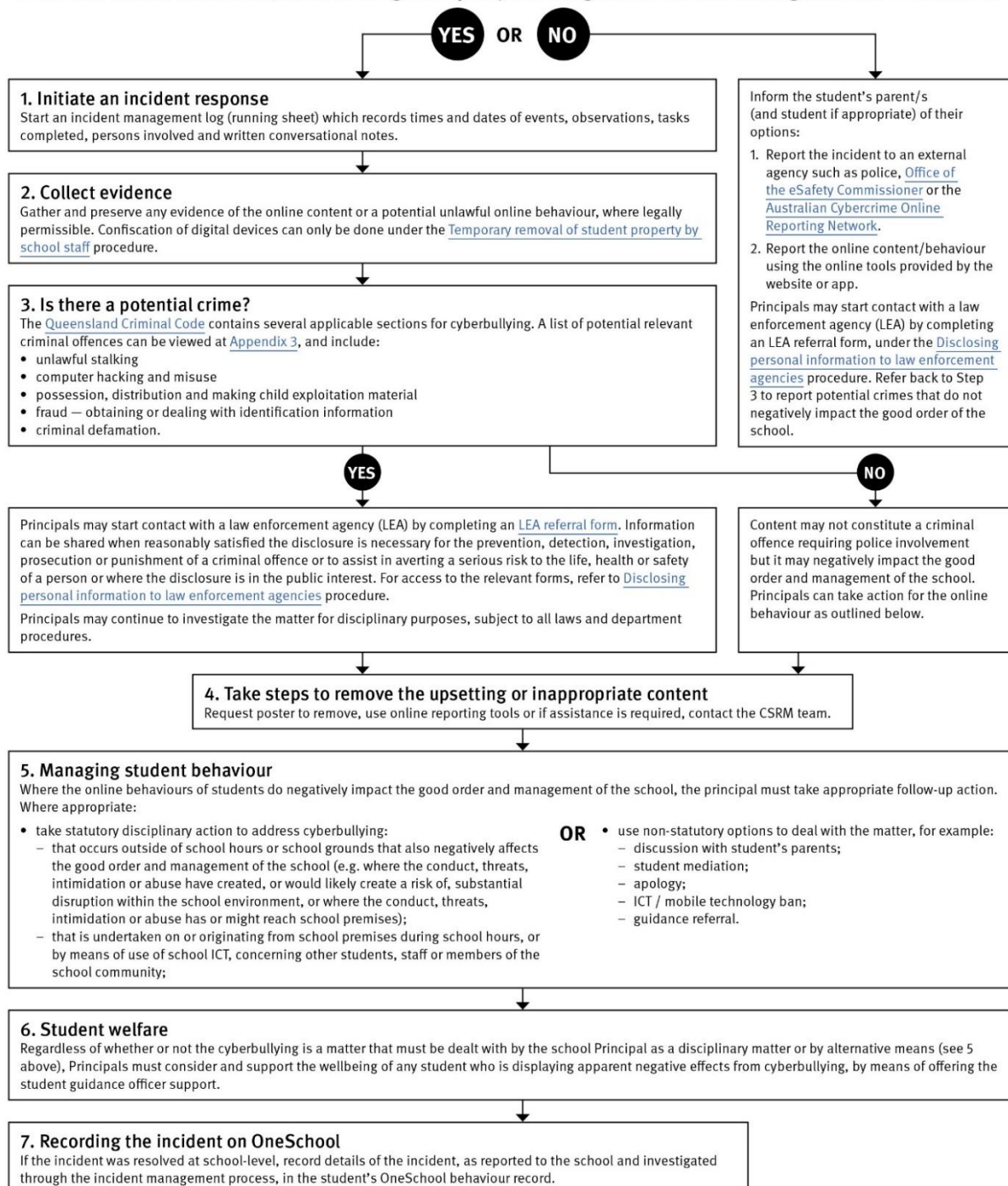
#### Explicit images

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

#### Help

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

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



# Restrictive Practices

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

## Guiding Principles:

State School staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.

Generally, the restrictive practices permitted under this procedure must only be used where:

- a) The restrictive practice is reasonable in all the circumstances; and
- b) There is no less restrictive measure available to respond to the behaviour in the circumstances.

## Our Priorities:

Ensuring effective health and safety management processes to create healthy and safe working and learning environments for staff, students and others by: supporting staff to plan and implement effective strategies to manage, respond and evaluate risk.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

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

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

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

## Priority 1

Design communications to strengthen understanding around the Restrictive Practices Procedure and raise awareness of changes to policies, procedures and processes

- Pre-readings for all staff – EdStudio Restrictive Practices Procedure - Access Key: S5259192
- Discussion and sharing of the RP policy 24/01/20 with all staff.

## Priority 2

Coordinate, design and deliver professional learning for school staff. Priorities students who require;

- Behaviour risk assessment Tool – safe and wellbeing.
- IBSP aligned to reducing risks/RP outlined in the above risk evaluation process.
- ISSP (if needed for: physical/ mechanical/containment).
- Parents approval/consultation for IBSP and ISSP



- Mechanical ISSP see page 5 of RP procedure – consult DoE staff on ISSP.

Set up processes for looping back – monitor/review and record risk reduction. Flowchart to be completed by Kay Tessman GO.

- Completed on the 03/09/2020 with SEO Rachel Cumner for admin & 1 teacher
- Completed on 14/09/2020 with SEO Rachel Cumner with the therapists & nurses.
- EdStudio – 16/09/2020
- Considerations for school implementation plan meeting with priority teachers 16/09/2020

### Priority 3

#### 2020

- *Set a clear direction, vision and message around what the alignment of the restrictive practices looks like for your school setting. (Student Code of Conduct) – consult community.*
- *PD for staff*
- *Walk through to plan align physical environment.*

#### Term four

- *Set and align school processes for referrals and case management.*
- *Professional learning for all staff around Human Rights Act and Restrictive Practices Procedure.*
- *Consider OH&S perimeter fences. Consider risk vulnerabilities.*
- *Consider OH&S immediate risk mitigation controls and actions. Legal obligation to manage any foreseeable risk. Take reasonable risk action to either eliminate or reduce risk. This is suggested to go through the work place health and safety committee for approval due to any noted risks that are suggested to be unmanageable within the RPP.*
- *The whole school is a learning area.*
- *Consider fire safety and RPP once OH&S has been considered (staged approach to remove gates and locks on outside of doors).*
- *Remove locks that are not directly related to a work place health and safety reason. Whole school. Consult with SEO, Senior OH&S, Infrastructure.*
- *Proactive planning around reducing identified risks. BRAT-sw, IBSP, if appropriate safety plans. Priority list of students created by Principal.*

#### Term one 2021

- *Consult community around changes through the Student Code of Conduct – RP section.*
- *Physical structure alignment suggestions of school to be completed 02/02/21 with Principal, Deputy Principal, SEO (Rachel Cumner) and Senior OH&S (Scott Cunnington).*
- *Restrictive Practices presentations to occur with all staff now changes to an online format. Separate dates and times to be organised.*
- *Remove fences/gates that can be used for seclusion purpose. Review court yards and play areas where student do not have freedom of liberty.*
- *PD session around BRAT-sw deep dive, FBA and IBSPs to plan for environmental changes on an individual level*

#### Priority 4

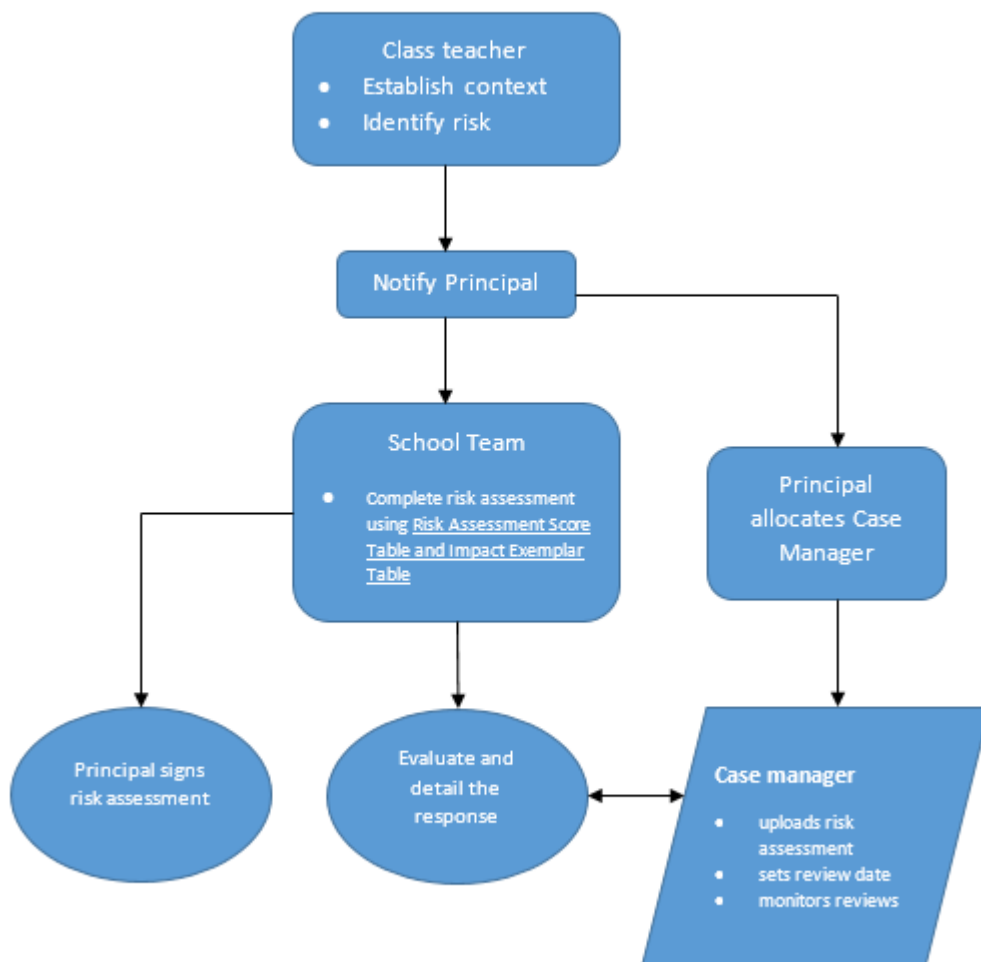
- Review school processes and service delivery models to ensure readiness to respond to risk assessment process and restrictive practice procedure
- Set up processes to monitor, review plans and upload on oneschool.

Note: risk evaluations are to be reviewed depending on risk level (extreme risk – weekly review, high risk – term review).

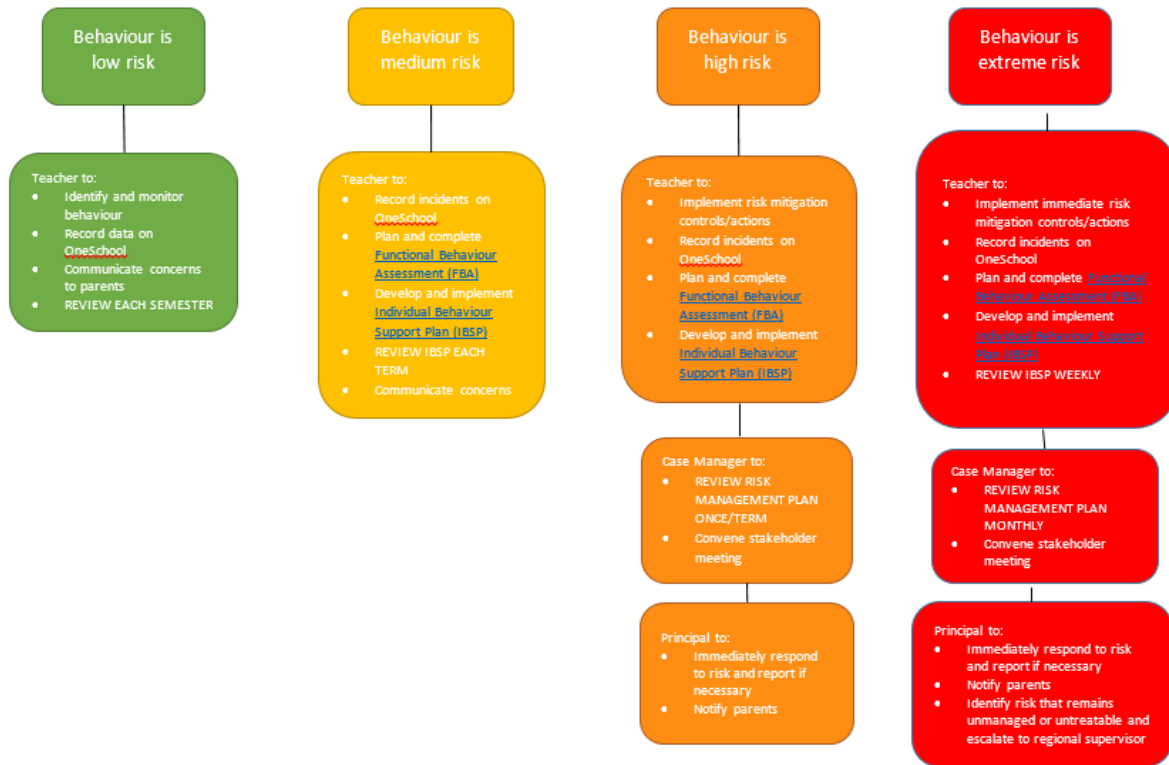
QA – Theory to practice

Log risk reductions through the cultural change – providing a caring supportive environment and sharing the results; have monitoring information available to consult regional supervisor (ISSP).

### RISK ASSESSMENT PROCESS



## RISK ASSESSMENT RESPONSE ACTIONS



## Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (on school grounds or in the community).

- Staff to be regularly updated with policies and procedures
- Narbethong Special School Emergency Response Plan to be consulted.
- Policy online – Incident Management
- Regular WPH&S&W meetings to discuss concerns.
- Staff to contact Principal or representative as soon as critical incident or concern occurs.
- Guidelines for School Leaders
- Metropolitan Regional Response Team
- Principal to contact Assistant Regional Director