



*In accordance with*

School Education Act  
1999 (WA)

Requirements Related  
to Student Behaviour  
Policy

**STUDENT  
BEHAVIOUR POLICY**

**STUDENT BEHAVIOUR  
PROCEDURES**



Department of  
**Education**

### **Strategic Intent**

*Create a comprehensive approach to support student wellbeing, to maintain positive respectful relationships with students, parent and each other.*

	<b>Moving From</b>	<b>Engagement</b>
Paradigm Object	Law and Order	Engagement
	A Problem	A goal or adjustment
Orientation	Management	Support
Key Method	Punishment/Containment	Education
Requirement	Student Compliance /Obedience	Student developing and using a set of skills knowledge and attitude
Driver	Critical Incidents	Early Intervention
Key Practitioner	Administrator or behaviour specialist	Teacher
Ownership	Institutionalised	Personalised (By students and parents) in collaboration with school
Effect	Time in classroom reduced	Time in classroom increased

### **Whole School**

- Developing and implementing strategies that are inclusive so that they are appropriate to all students in the school and wider community. Implement a consistent whole school 'Code of Conduct'. Implementation of the Kidsmatter Strategy.

### **Classroom**

- Staff will implement the '**You Can Do It**' strategies to support the learning of socially acceptable behaviour through the explicit teaching of interpersonal and self-management skills, **e.g. a focus on positive rather than negative behaviour.**
- Establish a positive learning environment and actively supporting colleagues in addressing behaviour management concerns, and contributing to shared problem solving through reflective practice.
- All classroom management plans will comply with a consistent whole school approach to behaviour management to include 1, 2, 3 Magic (K-2) and Restorative Practices.
- All behaviour strategies will lead to enabling students to self-manage their behaviour.

### **Identified Groups**

- Clearly and consistently communicate to parents and caregivers expectations about acceptable student behaviour.
- Develop procedures for on-going, positive communication with parents, keeping in mind that education is a partnership between parents, the school and students, e.g. parent meetings, positive notes, email, etc.
- All communications with parents will be recorded into Integris (Activities/Behaviour) which provides for ongoing communication, and is easily retrieved.
- Respond to any incident in a timely manner.

### **Individual**

- Developing Individual Behaviour Management Plans (IBPs) for students who consistently demonstrate inappropriate behaviour within the context of the Students at Educational Risk (SAER) Policy, or for those students who require additional support within the school setting.
- Parents and Caregivers are involved in developing these individual plans.
- Focus will be on modifying behaviour, e.g. behaviour not the student.

**Management of students with identified concerns** - Students identified with significant behaviour concerns will be managed in consultation with all stakeholders. The school will initiate alternate strategies and engage outside agencies. These students will have an escalation profile and/or safety and engagement plan.

## **Positive Relationships - Positive Rewards**

<b><u>Classroom</u> Proactive Reflective Solutions Focussed</b>	<ul style="list-style-type: none"><li>• Whole class rewards</li><li>• Classroom Management &amp; Instructional Strategies</li><li>• Team Teach</li><li>• 1, 2, 3 Magic (K-2) and Restorative Practices.</li><li>• Engaging, stimulating, inclusive curriculum.</li><li>• Behaviour Management System based on collective responsibility, attempting to deal with behaviours at point of incident, reflective problem solving and modification, and an informed referral process.</li><li>• Negotiated classroom management plans and norms that are based on respect, are clear &amp; visible, hierarchical and that reinforce positives.</li></ul>
<b><u>Whole school</u>  Positive focus Preventative Management Process &amp; System</b>	<ul style="list-style-type: none"><li>• Enrolments – gathering information on new enrolments and ensuring careful considered placement in classes.</li><li>• Informing and working with families to solve identified behavioural issues as the earliest opportunity.</li><li>• Whole School system for recognition of positive behaviour i.e. Blueys incorporating ‘You Can Do It’.</li><li>• Team Teach – agreed process &amp; principles for managing crisis situations.</li><li>• Provision of information on classroom management plans &amp; identified issues for relief teachers.</li><li>• Whole School Rewards Day</li><li>• Certificates</li><li>• Resilience Programs – for targeted students</li></ul>
<b><u>Restorative Practices</u></b>	<ul style="list-style-type: none"><li>• Planning – Risk Management, Escalation Profile, Behaviour Contracting, Modified Timetables, Individual Behaviour Plans, Post Suspension Plans.</li><li>• Post Suspension procedures – tightened, i.e. no return to class without parent meeting &amp; appropriate plan in place.</li><li>• Alternatives to suspension used in appropriate cases (i.e. In-school Suspension, Mediation)</li><li>• Interagency work – to deal with primary issues behind behaviours at school</li><li>• Curriculum Differentiation and Team Planning.</li><li>• Pastoral Care</li><li>• Attendance Plan</li><li>• Engagement programs</li></ul>

## **SCHOOL ORGANISATION:**

### **SCHOOL RULES**

1. Respect others.
2. Play and move safely around the school.
3. Be punctual and prepared.
4. Show respect for property and play areas.

Classroom rules will reflect school rules.

## **CODE OF CONDUCT:**

The school community has agreed that the students will:

<b>SCHOOL GROUNDS – STUDENTS WILL:</b>	<b>CLASSROOM – STUDENTS WILL:</b>
<ul style="list-style-type: none"> <li>• Use appropriate and courteous language in the school grounds.</li> <li>• Move peacefully and quietly and walk on pathways and around buildings.</li> <li>• Respectfully comply with staff instructions.</li> <li>• Only be in a classroom or wet area if a teacher is present/permission given.</li> <li>• Walk bicycles and scooters in the school grounds at all times.</li> <li>• Wear hats when playing in the sun.</li> <li>• Play safely and respectfully, remaining within designated play areas.</li> <li>• Stay on the school grounds unless permission to leave has been granted by the Administration.</li> <li>• Be seated in designated area when consuming food or drink.</li> <li>• Remain in designated areas (undercover area) if arriving before 8:20 am.</li> <li>• Place all litter in the bins provided.</li> <li>• Respect the rights and property of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect and use appropriate and courteous language to all people in the school environment.</li> <li>• Respectfully comply with staff instructions.</li> <li>• Switch mobile phones off on arrival at school, hand in to office and collect on departure.</li> <li>• Come prepared for class (e.g. pens, pencils, rulers, etc.)</li> <li>• Respect the rights and property of others.</li> <li>• Enter/leave the room and move around the school in an orderly fashion.</li> <li>• Wear correct school uniform, including footwear. No jewellery (religious icons an exception when negotiated with the school).</li> </ul>
<p><b>NOTE:</b> These are basic rules only. It is important that teachers establish classroom rules in negotiation with the students. Rules will be expressed in positive terms.</p>	

<b>Behaviour Management Clarification for Staff</b>	
<b>Level 1 Staff to Action</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• Refusal to complete work</li> <li>• Poor listening skills</li> <li>• Disrupting others</li> <li>• Being unprepared for class</li> <li>• Running on the pavement</li> <li>• Littering</li> <li>• Out of assigned areas</li> <li>• Minor teasing</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to record anecdotal records.</li> <li>• Staff issuing reflections for these incidents are to supervise the reflections and enter them into Integris and contact the parents if behaviour persists.</li> <li>• Commence IBP or contract at teachers' discretion.</li> </ul>
<b>Level 2 Reflections Categories</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• Consistent refusal to complete work</li> <li>• Being disrespectful to teachers/students</li> <li>• Refusal to comply with instructions</li> <li>• Damage to property</li> <li>• Continual disruption to the class</li> <li>• Throwing honky nuts/sticks</li> <li>• Verbal abuse/swearing</li> <li>• Bullying behaviours</li> <li>• Leaving class without permission</li> <li>• Returning late after recess/lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Staff issuing reflections will need to issue orange slips and students will need to attend the office/Room 25 (Lunch only). If incident occurs between start of the day and recess, staff issuing reflections are to supervise students. Admin will enter details and an orange letter will go home. If the acknowledgement is not returned the teacher issuing the reflections will be responsible for contacting the parents.</li> <li>• Admin will take this responsibility if it is a relief teacher issuing the reflections; however the relief teacher is responsible for accurate recording.</li> </ul>

<b>Level 3 Red Card</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Bullying (Physical)</li> <li>• Vandalism/graffiti</li> <li>• Leaving school grounds without permission</li> <li>• Stealing</li> <li>• Weapons in schools</li> <li>• Use of illegal substances</li> <li>• Swearing/threatening Staff /Students</li> <li>• Self-Harm</li> </ul>	<p>Admin will respond immediately and decide the appropriate course of action.</p> <p>Admin will enter the details into Integris.</p> <p>Teachers will be informed of the outcomes.</p>
<p>Please read your Behaviour Management Policy, the focus should be on positive rewards and restorative practice. Please employ 1, 2, 3 Magic (K-2) and Restorative Practice Techniques.</p> <p>Students with recurring behaviours should be placed on an IBP – these need to be discussed with parents and reviewed regularly.</p>	

### **Withdrawal**

A school administrator (see [Regulation 127<sup>4</sup>](#)) may withdraw a student from classes, breaks or other school activities as part of a school's planned behaviour support response. Applied as close as possible to the time of the breach of school discipline, withdrawal is used for the purpose of providing an opportunity to:

- calm in circumstances where the student has become unable to self-regulate; and/or
- reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.

*Withdrawal is distinct from regular classroom management strategies such as moving a student to a buddy class, a sensory space at the back of the room, agreed place, or the office of a school administrator. Similarly, teacher decisions in the context of their daily classroom management, such as asking a student to remain behind at the start of a break to briefly discuss their progress or actions, should not be construed as withdrawal.*

### **Behaviour and Attendance**

The only basis for enforcing absence from school on behaviour grounds for a student in the compulsory years of schooling is suspension (Section 90 of the [School Education Act<sup>4</sup>](#) and [Regulations<sup>5</sup>](#) 43-46) or exclusion (Sections 91-94 of the Act).

All absences from school reduce students' capacity to maximise opportunities for learning. Multiple absences can very quickly translate into cumulative educational disadvantage, which in turn tends to increase the likelihood that the student will experience difficulties meeting behavioural expectations at school.

Principals will exercise due care in attending simultaneously to behaviour and attendance needs as part of a set of strategies that aim to engage a student in school.

## **Suspension**

**The principal may suspend a student from attendance at school as part of a school's behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period.**

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent[1] to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances.

*All absences from school reduce students' capacity to maximise opportunities for learning. Principals should exercise due care in imposing periods of suspension, and should be mindful of the cumulative educational disadvantage risked by multiple absences.*

## **Behaviour and Disability**

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. Principals will take care when considering their response to a breach of school discipline when the apparent breach was committed by a student with disability.

## **Physical Restraint**

The principal will ensure that physical restraint of a student is only used:

- in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

## **Mobile Electronic Devices**

The principal will include any school rules about personal use of MEDs in the school's documented whole school behaviour support plan. A breach of school rules relating to personal use of MEDs may be dealt with as a breach of school discipline. Refer to Schools Use of Online Devices.

## Behaviour Management Plan – Whole School Approach

### STEP 1:

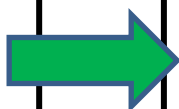
**TEACHER BEHAVIOURS:** In order to manage the behaviour of others we must first manage our own behaviour.

(A) Self-Management plan (Do I have one?)

(B) We will strive to practise and model:

- Calmness
- Politeness
- Clarity
- Flexibility
- Consistency
- Restoration

*The standard that we walk past is the standard that we accept.*



### STEP 2:

**SETTING UP THE LEARNING ENVIRONMENT:** To build positive cohesion and establish your classroom management plan, **communicate:**

- Clear consistent boundaries and expectations
- Rules, routines and relationships
- Positive reward system e.g. use of 'Blueys'
- Safe and stimulating environment
- Get to know your students and let them know you

**SETTING UP A CLASSROOM MANAGEMENT SYSTEM:**

Set up a classroom management system that is;

- Based on respect and school rules
- Clear and visible
- Hierarchical
- Restorative



### STEP 4:

**INTERVENTION REQUIRED (CLASSROOM LEVEL):**

When students do not respond to the classroom management plan the teacher will intervene.

Actions/Consequences may include:

- Thinking chair/spot
- Time Out, each class to negotiate an appropriate area/class (10-15 minutes)
- Teacher supervised reflections (Short)
- Parent contact
- Choice
- Logical consequence
- Informal plan/consequence
- Restorative questions

*Refer to Behaviour Clarification, be aware that students identified with ASD, ADHD, ID or Trauma may require alternate responses.*



### STEP 3:

**IMPLEMENTING YOUR CLASSROOM MANAGEMENT PLAN:**

**'Nip and Teach'**

- Positives continue
- Operate your classroom management system
- Attend to the 'nuts and bolts' of behaviour management e.g. proximity, non-verbal cues, redirection etc.

Consequences at this time could include:

- Isolation within room
- Private dialogue
- Restorative questions
- Cool down time
- Thinking chair/spot

*Positive praise/rewards when compliance is demonstrated.*



### STEP 5:

**INTERVENTION ATTEMPTED. ISSUE UNRESOLVED:**

- Fill in orange card including brief summary, actions taken, **tick unresolved box.**
- Admin will attend as soon as possible - Admin response will vary according to the incident.
- May involve formal planning e.g. IBP.



### STEP 6:

**SEVERITY CLAUSE. IMMEDIATE REFERRAL TO ADMIN (RED CARD – MUST INCLUDE SUMMARY AS PER ORANGE CARD OR AS PART OF A FORMAL IBP) FOR ACTS OF:**

- Violence
- Verbal and physical abuse
- Self-harm
- Stealing/vandalism
- Drug use
- Leaving the school grounds
- Continual violation of school code



### STEP 7:

**CASE WORK (COORDINATED BY ADMIN):**

- Post suspension
- Special needs (Behaviour)
- IBP
- Safety and Engagement Plan
- Modified timetables
- Escalation profile/Risk Management
- Agency Referral

### *Appendix i – Suspension Categories*

<b>Category 1:</b>	<b>Physical aggression toward staff</b>  <b>Aggressive physical contact committed intentionally against staff.</b>
<b>Category 2:</b>	<b>Abuse, threats, harassment or intimidation of staff</b>  <b>Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.</b>
<b>Category 3:</b>	<b>Physical aggression toward students</b>  Aggressive physical contact committed intentionally against another student.
<b>Category 4:</b>	<b>Abuse, threats, harassment or intimidation of students</b>  Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
<b>Category 5:</b>	<b>Damage to or theft of property</b>  Direct or indirect damage to, or theft of, property.
<b>Category 6:</b>	<b>Violation of Code of Conduct or school/classroom rules</b>  This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.
<b>Category 7:</b>	<b>Possession, use or supply of substances with restricted sale</b>  This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
<b>Category 8:</b>	<b>Possession, use or supply of illegal substance(s) or objects</b>  The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.
<b>Category 9:</b>	<b>E-breaches</b>  Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements. Includes breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school



### Appendix ii Recess/Lunch Procedures

11.10	Students released from class. Students with food Year 1/2 on verandas in Junior Play Area, Years 3-6 in the undercover area. Students with food must sit down whilst eating. Please enforce rubbish in the bins. Play equipment may be issued from classrooms. No hat, play in the shade.
11.27	Warning siren – move to class.
11.30	Students /staff to classrooms.

Students issued with reflections must be supervised by the teacher giving the reflections at recess.

Only students with severe behaviour issues or a medical emergency can be sent to the office. Classes will be issued with a first aid box and ice packs.

### Lunch procedures

<b>1.30 Lunch</b>	10 Minutes Eating time K/PP – supervised by ECE staff Year 1/2 Students supervised by Lunch Duty Teacher in Junior Play area – <i>Note Year 1/2 students will transition to undercover area for lunch in Semester 2. Designated year 2 students will be allowed access to the Junior Oval in Semester 2.</i> Years 3-6 Move to undercover area – supervised by duty oval and undercover area staff No access to the canteen until after 1.40
<b>1.40</b>	Year 1/ 2 – Bitumen area – Term 2 onwards Year 3/4 – Bitumen area oval side Year 5/6 Table top area undercover and steps  All students seated – Eat lunch or stay there Siren – Students put hands up to be dismissed/ rubbish to be binned on dismissal Staff move to duty areas with students Sports equipment allocated to classes Lunch boxes year 1/2 into bins Year 3-6 follow class teacher arrangements
<b>1.57 2.00</b>	Warning siren – move to class/teachers to meet and greet End of lunch Sports equipment must be returned to classes

Duty Teachers please carry a phone/whistle please wear Hi-Vis Vests and a hat.

Please reinforce “no hat play in the shade” and no equipment from home.

**Reflections will be held in Room 25 at lunch only – Students must have a completed reflections slip.**

## Playground Zones

