



BEHAVIOUR MANAGEMENT PLAN

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Background

At Condingup Primary School, we strive to provide the best possible learning environment for all our students. A safe and inclusive learning environment provides the foundations that students require to ensure they have the opportunity to receive a quality education. Students who are withdrawn from their education program or not participating to their potential due to disruptive behaviour, suspension, or exclusion are at educational risk. Appropriate measures need to be made to minimise the risk through the implementation of a consistent approach to behaviour expectations in all classrooms throughout the school.

Our Vision is to Strive for Success. We provide high quality teaching and learning in a positive, safe and inclusive learning environment, where students are at the heart of all that we do. We foster a strong sense of belonging, where mutual respect and support leads to students becoming resilient, independent, lifelong learners and positive contributors to the community.

We believe optimal teaching and learning occurs when:

- Students are at the heart of everything we do.
- There is a holistic approach which focuses on academic, creative, social, emotional and behavioural development of the individual child.
- Student well-being, resiliency and emotional understanding are held as a high priority.
- There is open, honest and transparent communication to develop relationships based on trust, fairness and integrity.
- There is a sense of belonging, safety, and family, as everyone looks after each other.
- High quality teaching and learning is based on research, evidence and data.
- Our learning environments are positive, safe, and inclusive and foster creativity and curiosity.
- We are responsive to individual needs through on-going reflection.

This leads to students becoming resilient, independent, lifelong learners.

Our Commitment

At Condingup Primary School, we are committed to:

- Creating a positive environment within the school and classroom so that the teachers and students can work together.
- Creating a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognising those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- Establishing a set of rules that protect the rights of all individuals.
- Establishing a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others.
- Establishing procedures so that conflicts can be resolved in a positive and non-violent manner.

Please note: This is a large document and it covers all areas of behaviour. It is expected that certain parts will only be used when there is a need to support a child further or if there is a serious issue or breach. On an everyday basis, the parts to use are Pages 3-10.

Whole School Approach to Health and Wellbeing

Smiling Minds : An evidence-based program designed to support social and emotional skills development in children and overall mental health.

Core Practice: Daily mindfulness through meditation – utilising smiling minds and other mindfulness resources.

Explicit teaching of strategies and learnings as outlined by the scope and sequence within the program – one explicit lesson per week.

Integrated approach throughout the curriculum to ensure the language and strategies are embedded within the school culture.

Build a School Community Culture of Positive Behaviour

The school:

- Engages with the school community in a co-design process to develop, document and communicate:
 - Shared values, ways of working and expectations of positive student behaviour that includes students' strengths, abilities and diversity.
 - Responses to behaviours of concern that are harmful to self, and/or others and/or to the school environment.
 - The roles and responsibilities of all members of the school community in strengthening positive student behaviour.
 - Multi-tiered systems of support for student achievement, engagement and wellbeing.
- Prioritises the safety of all members of the school community, including taking all reasonable steps to keep the school environment free from violence, aggression, discrimination and bullying.
- Complies with the [Requirements related to the Student Behaviour in Public Schools policy](#) (staff only) and other legislation and policy requirements.
- Monitors and reviews student behaviour as part of the school improvement planning process.

Code of Behaviour

The school community has agreed that students must:

- Consider the safety of others at all times.
- Walk on verandas and in designated areas.
- Wear your hat outside – No Hat, No Play.
- Only play non-violent games at school. Fighting and rough games are not allowed – e.g. tackling.
- Keep the school in a neat and tidy condition. All food scraps and rubbish are to be put into the bins.
- Only enter or remain in a classroom during non-teaching time, when a teacher is present.
- Obey directions from staff at all times.
- We have kind hands and feet.

Condingup Primary School – Code of Conduct

	Rights	Responsibilities
Students	Students have the right to: - Learn in a purposeful and supportive environment. - Work and play in a safe, secure, friendly and clean environment. - Be treated with respect, courtesy and honesty.	Students have the responsibility to: - Ensure their behaviour is not disruptive to the learning of others. - Ensure that the school environment is kept neat, tidy and secure. - Ensure that they are punctual, polite, prepared and display a positive manner. - Behave in a way that protects the safety and well-being of others. - Respect and treat each other courteously. - Always be honest.
Staff	Staff have the right to: - Be treated with respect, courtesy, and honesty. - Teach in a safe, secure and clean environment. - Teach in a purposeful and non-disruptive environment. - Receive co-operation and support from parents.	Staff have the responsibility to: - Model respectful, courteous and honest behaviour. - Ensure that the school environment is kept neat, tidy and secure. - Establish positive relationships with students. - Ensure good organisation and planning. - Report student progress to parents. All staff will be accountable to the DOE Code of Conduct (Below) Code of conduct.pdf
Parents	Parents have the right to: - Behaviour management procedures and decisions affecting their child's health and welfare. - Be informed of their child's progress. - Access a meaningful and adequate education for their child. - Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.	Parents have the responsibility to: - Ensure their child attends school. - Ensure the physical and emotional condition of their child is at an optimum for effective learning. - Ensure their child is provided with appropriate materials to make effective use of the learning environment. - Support the school in providing a meaningful education for their child.

Integrity

We believe a good education is the bedrock upon which everything else stands. We do not take this responsibility lightly and feel privileged to be part of it.

We act in the best interest of students and the community at all times.

We are accountable and honest and have strong ethical and moral principles.

Equity

We recognise the different circumstances, needs and aspirations of students and staff.

We strive for learning and work environments that are free from racism, discrimination, bullying, abuse or exploitation.

We believe in more than one path to success and our purpose is to help every child find theirs.

Voice

We attentively listen to each other and our students, families, communities and stakeholders.

We encourage honest and respectful expression of ideas and diversity of thought.

We empower the voice of children and young people to be partners in their education.

Truth-telling

We commit to learning about the diverse histories, experiences and worldviews of Aboriginal people.

We create culturally safe learning and work environments, and culturally responsive services, free from racism and discrimination.

Teamwork

We support, encourage and inspire each other and value the contribution of all.

We champion trust and inclusivity.

We recognise the importance of collaboration to help students achieve their best.

Care

We practice mutual respect and accept our responsibility to develop and maintain appropriate relationships.

We are attentive and considerate.

We strive to keep ourselves, others and our resources safe.

Learning

We have a positive approach to learning and encourage it in others.

We advance student learning based on our belief that all students have the capacity to learn.

Our Approach to Behaviour Management

Whole School Approach to Positive Behaviour

WE will guide behaviour in a positive manner and all adults will have clear and fair expectations.

Certificates:

- Merit Certificates – announced at assembly once per term – Terms 1, 2, and 3.
- Celebration of Success – awarded at the mini assembly.

Classroom Approaches – Positive Reward System:

Each class teacher will develop their own rewards-based system to implement in the classroom. This system will be based on rewarding positive behaviour skills. Some classes may decide to use a bank book system, a high five system, an intrinsic rewards system or an extrinsic reward system.

Faction Points:

On a whole school level, students will be rewarded with faction points for demonstrating appropriate behaviour or reaching milestones on the classroom reward system. The points will be totalled by the faction captains at the end of each week and the recurring score announced at the mini assembly. The faction with the highest points at the end of the year will be awarded the faction shield.

A Good Standing process will apply to this approach. Only students with acceptable behaviour records will be allowed to attend the end of year reward.

Good Standing

All students commence with and retain Good Standing while exhibiting behaviours that align with the school's values, vision and Code of Conduct expectations.

Acknowledging Good Standing

All students who maintain their Good Standing for the term will participate in the rewards and activities outlined in the *Whole School Approach to Positive Behaviour* guide. This includes, but is not limited to, school camps and after-school activities.

Loss of Good Standing will occur:

After a suspension or a series of behaviours that are not aligned with the school's Behaviour Policy or Code of Conduct. These behaviours include, but are not limited to:

- Starting a fight.
- Making intentional physical contact with the intention to harm another student or staff member.
- Videoing a fight in the grounds of the school or off-site where there is reasonable links between the incident and the school, with the intention of publishing on social media.
- Vaping or smoking on school grounds.
- Consistent misbehaviour or rudeness at school and/or on the bus, that is recorded on SIS.

Students who lose their Good Standing may have privileges removed, such as attending non-curricular events.

Students will regain their Good Standing at the start of each term and will be supported in their efforts to retain this status and receive the acknowledgement.

Restoring Good Standing

The teacher will discuss with the principal, child and parents the length of time that the Good Standing is lost, i.e. 5 days, 2 weeks etc. The class teacher will have a document that records the behaviours in class and outside. **For example:**

Whole School Approach to Inappropriate Behaviour

In Class

Each class will develop a set of class rules and expectations as a group. To ensure those expectations are maintained a consistent approach will be reinforced and clearly displayed within the classroom setting. Each class will adhere to the 1,2,3 behaviour system, where the behaviour posters will be displayed in each classroom and made available to the specialist teachers, administration and DOTT providers when required.

Proximity, Praise/Reward

Where a student is misbehaving, praise at least one other student who is in close proximity for behaving appropriately; praise the misbehaving student immediately when they do something appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; quietly enquire as to the reason for the misbehaviour.

Green Box– Starting Point

Students begin each day on the green box. At this level the students receive a reminder for inappropriate behaviour. The inappropriate behaviour is outlined to the student and their name remains on the green light. Teachers will have a discussion with the student regarding their behaviour and the changes that can be made to ensure further consequences are not applied.

Level 1 (Yellow box)- Formal Warning 1

At this level the student receives a formal warning, and their name is placed on number 1. Students are encouraged to make positive changes and reflect on their current behaviour.

Level 2 (Orange box)– Formal Warning 2

At this level the student receives a formal warning, and their name is placed on number 2. Students are encouraged to make positive changes and reflect on their current behaviour.

Level 3 (Red) – Buddy Room

At this level the student goes to a buddy room if the inappropriate behaviour continues, and their name is moved to the red light. In the buddy room the student will have the opportunity to reflect on their behaviour and ways they can prevent it from re-occurring.

Level 4 (Brown) – Administration Referral

At this level if the behaviour persists or the student refuses to follow directions after in-class withdrawal, or extreme behaviour is demonstrated, then the principal is notified. The principal will attend the class to assist in the removal of the child where the following will occur.

- The student is escorted to the administration area where 'counselling' and a conversation can occur. The student will spend a given period of time with the principal discussing behaviour, consequences and completing learning tasks in an isolated and supervised environment.

Date	Behaviours we want to see:
Class time	Fairness Kindness Respect Responsibility Honesty
Recess	Fairness Kindness Respect Responsibility Honesty
Class time	
Lunch	
Class time	

- Student behaviour details will be entered into SIS (Integris). Class teachers will be informed of what has been entered, including actions which may or may not include detention at recess/lunch time. A letter will also be generated through SIS addressed to caregivers and mailed on the day of the behaviour informing families of the behaviour. Phone and personal contact may be used.
- The student will be returned to class only when the principal feels the student is ready to return and with the acceptance of the teacher.
- Where necessary an Individual Behaviour Plan, Risk Management Plan or Action Plan will be developed involving all parties. Caregivers will be called for an interview and a school psychologist referral may be made.

Level 4b (Brown) – Unexpected Events

If there is an event that disrupts the regular schedule of class or playground and a risk to students is perceived, the Principal or Teacher in Charge is notified and will attend the classroom or playground to assist restore normal schedule. Parents will be notified that a change has occurred. Restorative practices will be employed by staff members to support recovery for affected students.

Withdrawal of a Student With Intent to Reset and Re-engage.

A school administrator or TIC (see Regulation 127) 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 any plan adjustments that may be required; and/or*
- *Continue a learning activity in a less stimulating environment.*

When a student is withdrawn, the school administrator, TIC or classroom teacher will:

- *Provide oral or written advice to the parent(s) that day or as soon as possible thereafter about the withdrawal. SMS notification is sufficient to satisfy this requirement.*
- *Ensure that location and supervision arrangements account for duty of care at all times (if no admin or TIC are available, student should go to the library with an available EA to reset).*
- *Ensure that the student is provided the opportunity to complete assignments or assessments to fulfil course requirements.*
- *Create a record on Integris for each student withdrawn showing:*
 - *Reason for the withdrawal.*
 - *Date, time and duration of the withdrawal.*
 - *Notification of parent.*

Additional requirements include:

- *Withdrawal must not affect the student's attendance. The principal will continue to provide accommodation, supervision and appropriate educational instruction for students who are withdrawn during school hours.*

Level 5 – Suspension

At this level the principal will suspend (in-school and or out of school) where necessary for behaviours including physical or verbal abuse towards other students and or staff. Students will return to school only after restorative practice between admin, the teacher, the student and caregiver.

If needed, follow up restorative practice should take place with other students involved in the incident.

From the start of Term 1 2019, principals are directed to automatically suspend students who:

- Intentionally attack, or instigate a fight with, another student or
- Film fighting between students.

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 to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

This Director General directive will ensure there is a consequence for anyone who attacks another individual, starts a fight or videos an incident and it is applied consistently throughout public schools. It also sends a clear message to students, staff and the community that fighting and/or violence is not acceptable in any public school.

Restorative Practices – To be implemented following a withdrawal or suspension.

Incorporate restorative principles, systems and approaches.

The school:

- Applies procedural fairness to decision making, ensuring responses to behaviour are fair and proportionate.
- Prioritises the safety and wellbeing of all members of the school community.
- Provides opportunity for student and family voice.
- Uses collaborative problem solving for responding to behaviours of shared concern.
- Promotes personal responsibility and accountability for behaviour across the school community.
- Implements responses to behaviours of concern that are solution focused and which seek to repair damaged relationships.

Re-Entry Plan

- Update the student's risk management plan and communicate the plan with all involved.
- Provide a positive solution for everyone.
- Identify replacement behaviour – how can the student change their behaviour and make positive choices?
- Identify the process put in place to build and restore relationships.
- Identify specific terms of agreement.
- Link to the good standing options available to students.

Management of Behaviour in the Playground

- All staff will monitor student behaviour during their rostered times.
- Staff will issue warnings to students who display inappropriate behaviour or don't follow school rules. Duty teachers will ensure they make the student's classroom teacher aware of any warnings that have been issued at the time. It is the responsibility of the classroom teacher to report any repeated warning to the principal.
- Each year/term, staff will review dynamics of year levels to determine what year levels can play where and with who. Communicated at staff meeting AND to relief staff.
- If a student receives a warning and they continue the behaviour, the student is to be placed in timeout. The benches around the eating area are to be used. The time frame for the timeout is at the discretion of the staff member on duty and should be based on the severity of the behaviour.
- If aggressive or undesired behaviour is displayed in the playground the student will be automatically referred to the principal where they will be counselled and an appropriate consequence, such as detention, will be actioned.
- If a referral to the principal is made the student behaviour details will be entered in SIS (Integris). Class teachers will be informed of what has been entered, including actions, and a letter will be generated and sent home to the caregivers. Phone or personal contact may also be used.

Playground Guidelines

General Rules

There are three basic rules:

- Everyone has the right to be safe.
- Everyone's property must be protected.
- Everyone is expected to be a role model for their peers.

General Play

- Always play safe by being careful and showing courtesy.
- Never run around or push and pull other students when near playground equipment. Keep your hands and feet to yourself. Physical contact and verbal abuse are not permitted.
- Don't go too close to the front or rear of moving equipment; instead, walk around it.

Bikes and Scooters

- Wear a helmet at all times.
- Always ride and play sensibly when playing with the equipment.
- If multiple students are waiting to use the equipment 5 min turns are recommended.

Fort and Playground Equipment

- 3 points of contact at all times – students to be touching the play equipment with three parts of their body at a minimum.
- Students should avoid jumping from play equipment above a meter in height (this is only acceptable if getting down from equipment such as the monkey bars, never acceptable for jumping off the fort).
- The oval play equipment is designated for students aged 7 and up. Therefore, it is for full use by the Year 1-6 students.
- The ship play equipment is designated for the junior students in K-1.

Out of Bounds Areas – unless given adult consent

- Around the water tanks next to the library/Back of the library.
- Front of Admin Building.
- Behind the toilet block.
- Vegetable garden.

Requirements of the Student Behaviour in Public Schools Policy and Procedure

The [Student Behaviour in Public Schools policy and procedures](#) outline that positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

The requirements help the school to meet your legislative obligations when applying the Student Behaviour in Public Schools policy and procedures.

Creating safe, inclusive, orderly, supportive, and culturally responsive environments that enable students to fulfil their learning potential, is a responsibility shared by all members of the public schooling system and school community. The [Quality Teaching Strategy](#) is our position on effective teaching and the aspects of school culture which support improved teaching practices.

Schools need to know and understand:

- Attendance
- Behaviour
- Implement Good Standing
- Understand responsibilities when dealing with inappropriate behaviour or misconduct, including bullying, inc. racism, violence, smoking or vaping, leaving school grounds, respond to student use of mobiles and respond to a student who brings a weapon to school

Violence is addressed under, Standing Together Against Violence and Connect and Respect. It addresses the behaviour of students, staff and communities.

Attendance

We follow the DOE guidelines and mandate 'Every child, every classroom, every day.' Attendance issues, such as holidays in term time, can impact on student behaviour and attainment. We will put messages in the newsletter and send home positive attendance letters as well as letters that indicate attendance issues. Further information is in **Appendix B**.

Bullying

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

Definition of Bullying

Bullying is an ongoing misuse of power in relationships through **repeated** verbal, physical and/or social behaviour that causes physical and/or psychological harm.

It can involve an individual, or a group, misusing their power over one or more people. Bullying can happen in person or online. It can be obvious and overt, or hidden and covert.

This definition has been developed as part of the national safe school's framework and can be found on the Safe Schools Hub.

It's important to know that single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying of any form, or for any reason, can have long-term effects on those involved, including bystanders. Sometimes things that are called bullying are not really bullying at all. From the national definition, we can identify the three main features of bullying.

It involves **a misuse of power in a relationship**, it is **ongoing** and **repeated**, and it involves behaviours that can cause harm.

Bullying can be:

- **Verbal bullying:** The **repeated** use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.
- **Social/relational bullying:** Involves **repeatedly** ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that will have a harmful effect on the other person.
- **Physical bullying:** Includes violent actions towards another person which involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- **Cyberbullying:** Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat.
- **Bystanders:** Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander will use words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

("Definition of Bullying." 2023) Retrieved from: [Understanding bullying \(bullyingnoway.gov.au\)](https://www.bullyingnoway.gov.au/understanding-bullying)

Responding to Bullying – School

School response flow chart: Student Bullying (including online bullying)

Bullying. No Way! www.bullyingnoway.gov.au

1. Listen carefully and calmly, and document what the student tells you

Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders.

Clarify if there are immediate safety risks and let the student know how you will address these. Write a record of the conversation.

2. Collect additional information

Ask for any evidence from the student. Speak with all students involved, including bystanders. Be alert to your legal responsibilities regarding evidence if the incident may constitute a crime. Keep records. Ensure you have information that answers who, what, where, when, how, why. Students' views on why bullying is happening can suggest ways the school can respond.

3. Discuss a plan of action with the students

Once you are confident you have a comprehensive picture of the situation, discuss a plan of action with the student/s.

Invite suggestions from students as appropriate.

Inform all students involved of your intention to notify their parents/guardians. Involve the parents and other caregivers in developing the plan of action if appropriate.

4. Inform the students what you intend to do

Provide as much information as you can without violating the privacy of other students or parents. Also inform them about when you are planning to follow up with them after implementing the plan. Explain that you will look at immediate and short-term responses as well as other long-term preventative measures or efforts to promote a positive school climate.

5. Provide suggestions about what to do if the bullying occurs again

Have information on hand to share with students or set up a meeting for them to talk about strategies with an appropriate staff member. If this is not viable (due to the nature of disclosure), refer to the appropriate guidelines and processes.

6. Set a date for follow up review/s

Bullying can require a sustained effort to prevent, particularly if situations are long standing. Reviews are critical to check in with students, and to ensure the school's efforts have not caused other problems or merely created a problem elsewhere.

7. Record the incident in school's student data management system (SIS)

8. Notify appropriate personnel

Refer the matter to the responsible officer: Classroom teacher or school psychologist, as per the school's process or behaviour plan.

9. Contact the parent/guardian about the incident and your course of action

If parents/guardians have not yet been involved in the process of planning the course of action (Step 3), advise them of the incident and the resulting course of action, including referring to the school's policy and guidelines.

Refer parents to the responsible officer for further consultation if required.

10. Follow up with students over the next several weeks and months

It is essential to be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form sometime later.

Parent Reports Student Bullying to the School

A similar series of steps applies if a parent contacts the school to report bullying. Ensure printed information (particularly the relevant policy) is available at any meetings with parents if appropriate.

The steps to follow are:

1. If they have not already done so, ask the parents/carers to talk with the year/class teacher in the first instance.
2. If they are still concerned after speaking with the year/class teacher, invite them to make an appointment with the principal and any relevant teaching staff.
3. At the meeting provide a calming, supportive response and appreciate that some parents may express anger and distress about their child's experience.
4. Listen carefully and document the account.
5. Refer to the school policy to discuss the definition of bullying, expectations of students and staff, responsibilities and implications.
6. Inform the parents what you intend to do regarding their concerns.
7. Let the parent/guardian know the name and contact details of the responsible officer for further contact.
8. Provide suggestions and information about what parents/carers can do to support their child in the short term.
9. Set a date for a follow up review and conclude the meeting.
10. Record the incident/student contact in school's student data management system.
11. Collect additional information from students and other personnel as appropriate.
12. Notify appropriate school personnel.
13. After you have developed a full action plan based on the additional information gathered, conduct the follow up review meeting with parents/caregivers.

14. Agree on a contact person for parents/caregivers while the action plan is implemented.
15. Follow up with parents/caregivers and students at a designated time in the following weeks or months.

("School Response Process," 2018). Retrieved from:

<https://bullyingnoway.gov.au/RespondingToBullying/HowAustralianSchoolsRespond/Pages/School-response-process.aspx>

Responding to Bullying – Parents

Children and young people need to know that they are being heard that their feelings matter and that their issue will be investigated respectfully. Bullying should be taken seriously.

Listen calmly and get the full story.

Your calm response is important to allow your child to tell you all about the situation. After they've told you their story, ask questions to get more details if you need to: who, what, where, when.

Your first response when a child tells you of a concern can make a difference to the outcome.

Although you may feel some strong emotions about your child's experience, try to keep calm to avoid more distress to your child.

Reassure your child they are not to blame.

Many children blame themselves and this may make them feel even worse.

You could say things like, 'That sounds really hard to deal with. No one should have to put up with that.' Or 'I'm so glad you told me. You should be able to feel safe at school; that's not fair at all'.

Ask your child what they want to do and what they want you to do.

A critical part of your response is to avoid jumping in to solve the problem.

While it is natural to want to protect your child, helping them to find their own solution is a better option. It helps them feel they have some power in the situation.

Learn some strategies to talk about with your child.

One idea is to practise strategies at home to help your child feel more confident.

Contact the school.

Your child may be reluctant for you to do this, so discuss the idea and reassure them that the school would want to know and is able to help.

Make an appointment to meet with your child's teacher and, if you need to, ask to talk with the principal. Contact the school immediately if you have a concern about your child's safety.

Check in regularly with your child.

Keep the conversation going. It can take time to resolve issues, so check in regularly with your child about their experiences and their feelings. Your ongoing support is important.

("How Parents can Respond", 2019). Retrieved from: <https://bullyingnoway.gov.au/RespondingToBullying/Parents>

Racism

We are a just, safe, equitable and culturally responsive school. Racism is defined as attitudes, values and institutional practices that stem from a belief that some people are superior based on their race, ethnicity or national group. Beliefs can result in prejudice, stereotyped assumptions and xenophobia. Racism can cause people to be marginalised by abuse, harassment and assaults. Racism can be direct or indirect and it leads to disadvantage. Any form of racism will not be tolerated. We follow the D.O.E policies:

[Equal Opportunity, Discrimination and Harassment Procedures - Policies - Department of Education Accessibility and Inclusivity Guidelines 0.DOCX \(live.com\)](#)

[Equal Opportunities- Policies \(education.wa.edu.au\)](#)

We follow the principles from 'Racism, No Way':

[guide.pdf \(racismnoway.com.au\)](#)

[Racism. It Stops With Me | \(humanrights.gov.au\)](#)

Physical Restraint of a Student

Physical restraint is a restrictive practice. A restrictive practice is any action, approach or intervention that has the effect of limiting the rights or freedom of movement of a student. Restrictive practices include the use of physical restraint, protective isolation or seclusion, use of medication as a chemical restraint, or use of devices such as harnesses to mechanically control behaviour. **At CPS we utilise the Team Teach approach.**

Physical restraint of a student is used as a last resort, and only as either:

- A planned, documented, approved strategy.
- An emergency response.

Authority to use physical restraint of a student.

Regulation 38 of the [School Education Regulations 2000 \(WA\)](#) provides that school staff can take reasonable action to:

- Manage or care for a student.
- Maintain or re-establish order.
- Prevent or restrain a person from placing at risk the safety of self, others or damaging property.

Physical restraint of a student is only used if the student's behaviour:

- Prevents other strategies from being successfully used to maintain the good order of the learning environment.
- Poses imminent risk of harm to themselves or others, or significant damage to property.

Physical restraint must only be used for the minimum amount of time needed for the student to recover to behaviour where less restrictive strategies may be successful.

Information to help you manage these situations is in:

- Sections 63 and 64 of the [School Education Act 1999 \(WA\)](#)
- Regulation 38 of the [School Education Regulations 2000 \(WA\)](#)
- The [Duty of Care for Public School Students policy and procedures](#)
- The definition of 'restrictive practice' and procedure 3.2.5 of the [Student Behaviour in Public Schools policy and procedures](#)

Some situations may require physical contact to support instruction, manage health care needs or maintain the safety of students, staff or the school environment. For more information, refer to [Manage appropriate physical contact with students](#).

You must attempt less restrictive strategies for a reasonable length of time to try and recover the student's behaviour before you consider using physical restraint.

Principals must consider:

- The student's rights and freedom of movement.
- The student's cultural, cognitive, developmental and psychological background.
- The functions of the student's behaviour.
- Environmental factors contributing to the student's behaviour.
- Information and advice from the parent, school staff, student support services and relevant external agencies.

The use of restrictive practice such as physical restraint on students with disability can be considered discriminatory under the [Disability Discrimination Act 1992](#). For more information, refer to [Meet your obligations under disability legislation](#).

Students Leaving School Grounds/Approved Excursion or Camp Without Permission

If a staff member reasonably suspects that a student has left the school grounds or a school-approved activity, such as an excursion or camp, without authorisation, they should immediately notify a member of the leadership team so that all reasonable steps can be taken to discharge the duty of care owed to that student. The reasonable steps to be taken will vary and depend on the individual circumstances of the case and the individual student.

1. Take immediate steps to establish whether the student has left the school grounds or a school approved activity. Make sure Admin and other staff are informed and everyone is working together. Ensure the safety of the rest of the students in your care.
2. Take all reasonable steps to discharge the duty of care that is owed to the student:
 - If the student is seen to leave, an adult will follow the student, with their mobile phone, keeping in touch with the parents and school.
 - Ask the student to return to the school grounds. If student refuses move on to step 3 or 4.
 - If unsure of their location notify the police and parents immediately.
3. Notify the WA Police if there is a reasonable concern for the safety of the student or others. (This may be step 1).
4. Notify the parent, guardian or carer of the student as soon as reasonably possible.
5. If the student returns to their own house, adult to remain outside until the arrival of the parents and/or the police.

If there is any concern for safety and/or the location of the child is unknown call WA police on 000.

In determining what reasonable steps to take, relevant considerations include the following:

- The location of the school or the school approved activity and its proximity to external dangers such as busy roads or railway lines.
- Whether the student has a disability that may affect their ability to appreciate the risk associated with their behaviour and actions.
- The age of the student.
- The student's prior behaviour or previously exhibited vulnerabilities, difficulties or troubles.
- The student's mental state immediately prior to leaving the school grounds or the school approved

activity i.e., whether they were highly distressed, whether they were drug or alcohol affected, whether they had indicated an intention to hurt themselves or others.

- The time that has elapsed since the student has left the school grounds or school approved activity.
- Whether other students who are under the care and supervision of the school staff can be appropriately supervised whilst appropriate action is taken to manage the student who has run away from school or the school approved activity.

Depending on the individual circumstances of the case, the reasonable steps to be taken may include one or more of the following:

- Contacting the WA Police to advise them of the missing student and the age, disability, vulnerabilities, or mental state of the individual student.
- Contacting the parent, guardian or carer of the student to advise them that the student has left the school grounds or school-approved activity and to obtain any additional information and assistance that may assist in locating the student.
- Searching for the student, particularly if there is information available as to the student's potential whereabouts.
- Following the student and maintaining visual contact until the student returns to school or school-approved activity or is in the company of the police or their parent, guardian or carer.
- Making contact with the student and encouraging them to return to the school grounds or the school approved activity, go to a safe place, stop the behaviour that is putting them at risk, or remain in the company of a suitable and responsible adult.
- Restraining the student in appropriate circumstances and in accordance with the Restraint of Student. For example, where the student is about to step in front of a car or otherwise harm themselves.

After an incident in which a student has run away from the school grounds or school-approved activity, school staff should take the following steps:

- Report the incident to the parent, guardian or carer (if this has not already been done).
- Report the incident to the Department's Regional Director.
- Document the incident and the staff response to the incident.
- Consider whether it is appropriate to conduct a meeting with parents and outside agencies.
- Consider whether it is appropriate to develop a Behaviour Management Plan.

Vaping/Smoking

Vaping has not been an issue at Condingup PS. To keep it this way this section of the policy is to ensure that everyone is aware of vaping and the consequences if students vape or sell e-cigarettes on school grounds.

Vaping is becoming an increasing issue in society and in schools. Data shows that approx. 33% of 12–17-year-olds have tried vaping and 1/3 of primary school teachers say that students have tried vaping. Further data needs to be collected to get a clear picture of the exact figures. Selling e-cigarettes or any type of vaping device is illegal in WA. However, many people buy them online. If a student sell vapes it will be reported to the Department of Health.

Information for staff can be found:

- Appendix A – Department Standards for Maintaining a Smoke-Free Workplace in the WHS Procedures.
- Student Behaviour in Public Schools Policy.
- Student Behaviour in Public Schools Procedures.
- School guidelines and reporting procedures.
- School incident management and intervention support policies.

What we will do:

- Ensure students know that smoking and vaping is banned on school grounds and within 5m of an entrance.
- Implement whole school plan – use Challenges and Choices resources (SDERA).
- Ensure that the older students are educated about vaping and the impact on their health.
- Ensure we use the WA anti-vaping toolkit to educate students, staff and community.
- Use this plan to guide disciplinary procedures.
- Report incidents of use through DOE reporting systems.
Use caution when handling devices.
- Dispose of devices correctly.
- Call WA Poisons on 13 11 26 if a student has swallowed or touched e-liquid. Call 000 if the student is unconscious.
- Follow the steps under what actions are required.

Students that smoke or vape at school, or sell products, are considered at an immediate level 4 of behaviour and is likely to lead to a level 5 suspension/exclusion.

WHAT ACTIONS ARE SCHOOLS REQUIRED TO APPLY IN THE EVENT A STUDENT IS FOUND IN POSSESSION OF, SUPPLY OF, OR USE OF A VAPING DEVICE OR E-CIGARETTE?

Step 1: Counsel the student and confirm details

- Document details and refer student to the relevant school contact e.g. Year coordinator, Student Services.
- Confirm details through discussion with student and/or other students as required.
- Staff member reinforces the schools Behaviour Policy and expectations.
- Confiscate the device and dispose the device through a waste removal service that is capable of disposing lithium batteries and liquid nicotine (a poison), not into general waste.

Step 2: Contact Parent/Carer

- Open a dialogue with the Parent/Carer in relation to the breach emphasising the illegal nature of possession of, supply of, or use of a vaping device or e-cigarette at school.
- Provide the Parent/Carer with a copy of 'The facts about vaping -for parents and carers factsheet'.

Step 3: Schedule session with student and relevant staff member for example: School Nurse, Chaplin, Year Coordinator.

- Staff member discusses with student the harms of vaping and the legal aspects
- Provide student with a copy of 'The facts about vaping -for young people factsheet'.

Step 4: Implement the requirements of the Student Behaviour in Public School Policy and Procedures

This may involve:

- Loss of good standing;
- Suspension. If suspension is applied, schools are to record this under category Category N8: Possession, use or supply of illegal substance(s) or objects.

Violence in Schools

Students, teachers and staff members have a right to feel safe at school. We need to ensure our schools are a safe learning environment - free from the threat of violence.

Standing together against violence [Standing+together+against+violence \(2\).PDF \(schools.internal\)](#)

Connect and Respect

Every student, staff member and parent or carer has the right to feel safe and be safe in our schools. Principals have the authority to deal with disruptive visitors and intruders on school sites under the:

- Visitors and Intruders on Public School Premises policy.
- School Education Act 1999 (WA).
- School Education Regulations 2000 (WA).

If the behaviour of a parent, carer or visitor is inappropriate, aggressive or violent, you can direct the individual to leave the school premises for a specified period of time, as outlined in the Visitors and Intruders on Public School Premises Policy. For advice on the escalation process, you can call the Connect and Respect support phone line. Find the contact details on Ikon. The following situations may occur if an individual displays inappropriate or violent behaviour. This also sets the expectations parents can expect from school and what cannot be expected. **See Appendix D.**

Say No to Violence

[Violence - Department of Education](#)

Let's Take a Stand Together

Every parent rightly expects that when their child is at school, they will be safe, nurtured and supported to learn. Similarly, teachers and school staff should feel safe in their workplace.

See Appendix C [69okxe \(education.wa.edu.au\)](#)

Weapons in Schools

Students must not be in possession of a weapon at school or during school activities. Students who bring a weapon to school:

- Could be a serious breach of school discipline.
- May also have committed a criminal offence under the Weapons Act.
-

Incidents involving weapons, where a student has the intent to injure someone or cause someone to fear that they will be injured or harmed, must be responded to as a serious breach of school discipline and the student must be suspended immediately under regulation 44(2) of the [School Education Regulations 2000](#). Follow the requirements to [Suspend a student](#), including using the Z code.

Students must tell school staff if they are aware of another student who has a weapon at school.

Students are not to be in possession of weapons on the school site or at any school activity. Any student who is aware of a weapon on the school site or school activity, must bring this information to the attention of school staff.

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:

- *Assess the level of risk to the student and others.*
- *Report the matter immediately to the principal.*

- Ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.

If the student declines to hand over the item which is likely to cause harm, the principal will, if deemed appropriate after considering the safety of other students and staff:

- Inform the student's parents/carers of the situation.
- Give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student.
- Ensure the student is supervised by a member of school staff and the witness.

If the student continues to decline to hand over the item, the principal will:

- Inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff should not undertake a personal search of the student.

If the student does not have the item which is likely to cause harm on their person, the principal will:

- Ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

If the student refuses to make their property (e.g., bag) available for search, the principal will:

- Inform the student's parents/carers of the situation; and
- Seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- Seize the property if it is judged to be safe to do so.
- If seized, label and securely store the property in the presence of a witness.
- Contact the police immediately if there is significant risk.
- Inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff who find, or are given, a weapon should:

- Label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it.
- Provide it to the principal.

The principal will:

- Securely store the item.
- Confirm the labelling of the weapon.
- Accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents.
- Maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.

Protective behaviours

A personal safety program designed to equip children with the knowledge and skills to act in ways that reduce the likelihood of abuse occurring and help them to report abuse and to seek help if abuse occurs.

A disclosure of abuse by a child or young person is motivated by the need for safety, protection, support or information. Your response can have a great impact on the child or young person's ability to seek further help and recover from possible trauma.

When responding to a disclosure it is in the best interests of the child to:

- Use protective interrupting if their disclosure is in a public situation (for example, during news or a lesson).
- If necessary, move to a place free of distractions to give them your full attention.
- Maintain a calm appearance, listen and provide support.
- Believe the disclosure – the child or young person may have had to overcome threats from the perpetrator, fear of the consequences of telling or fear of not being believed.
- Allow the child or young person to continue talking without prompting them to stop even when you have sufficient information to form a concern or a belief.
- Allow them to express their feelings.
- Accept that they will disclose in their own way and in their own time – if you are unsure about what the child or young person has said, you can prompt them with, “Tell me more about that?”.
- **Do not question or ask them to repeat their story several times** – this can create the impression that you doubt the disclosure and may also cause inconsistencies in the disclosure.
- Even if they ask you, **do not tell the child or young person you will keep it secret or make any other promises you can't keep.**
- Reassure them that they are not to blame and that they have done the right thing by telling you.
- Explain what you will do next, including who you may need to talk with about their disclosure.
- Ensure the child is supported if you need to leave them to talk with others, ask them if there is someone that could be with them while you do this.
- **Record the disclosure verbatim, if possible, as well as some details of what has prompted the disclosure** – this record will form the basis of your child protection report and will be used by the Department of Communities, Child Protection and Family Support (CPFS) to carry out an assessment.
- Report the abuse as soon as possible.

[Respond to a student disclosure of abuse - Ikon - The Department of Education](#)

A focus on protective behaviours is structured through the health lessons within the school, where the appropriate department requirements are followed up and appropriate lessons ran within the class setting.

Anxiety

Anxiety is becoming more prevalent in young people. IKON can support the first steps: [Support positive mental health and wellbeing in your school - Ikon - The Department of Education](#)

Support students

You play an important role in supporting the mental health and wellbeing of students so they can:

realise their abilities

cope with the normal stresses of life

work productively

make a contribution to their community.

[Provide mental health information and resources to students - Ikon - The Department of Education](#)

Online information about mental health

[headspace](#), including psychoeducation resources for students

[Kids Helpline](#), including resources for children and young people

[Student Wellbeing Hub](#), including resources for primary and secondary students.

Youthcare-Chaplains can be trained in the Brave Program: [Login | BRAVE Self-Help Program](#) Educators can implement the Brave Program also.

[Students | Student Wellbeing Hub](#)

For Educators:

[headspace schools | headspace](#)

[Kids 5-12 Years | How Can we Help? | Kids Helpline](#)

If a child is anxious state:

- Putting pressure on yourself to deal with anxiety 'right now' is not a great idea. It makes anxious feelings worse. Try instead to give yourself permission to have these feelings wherever you are. Find a quiet place, go to the bathroom or go outside. Do whatever makes you comfortable.
- Try to see why a particular situation makes you anxious.
- If you are going to be in a stressful situation and fear panicking, it may help to visualise yourself going through the experience calmly before it actually occurs.
- Rating your level of anxiety in a given situation may help you feel like you have some control over it and help you to monitor any improvements.

Panic Attacks-Encourage the person to:

- Take deep breaths from the diaphragm. You can lie down and watch your tummy move up and down to practice these deep breaths. Breathing into a paper bag may also be useful if you are hyperventilating. It helps the breathing to return to a normal depth and pace. Try to stay focused on your breathing by counting the breaths or just thinking 'breathe in, breathe out'.
- Try visualisations or positive self-talk. For example, try telling yourself you are safe.
- Try using herbal remedies such as lavender essential oil or other calming combinations to help you relax.
- Everyone is different and you need to find what will work for you. Try a few different things. Don't give up!

If a child is anxious and panic attacks information if from [Anxiety and panic](#)

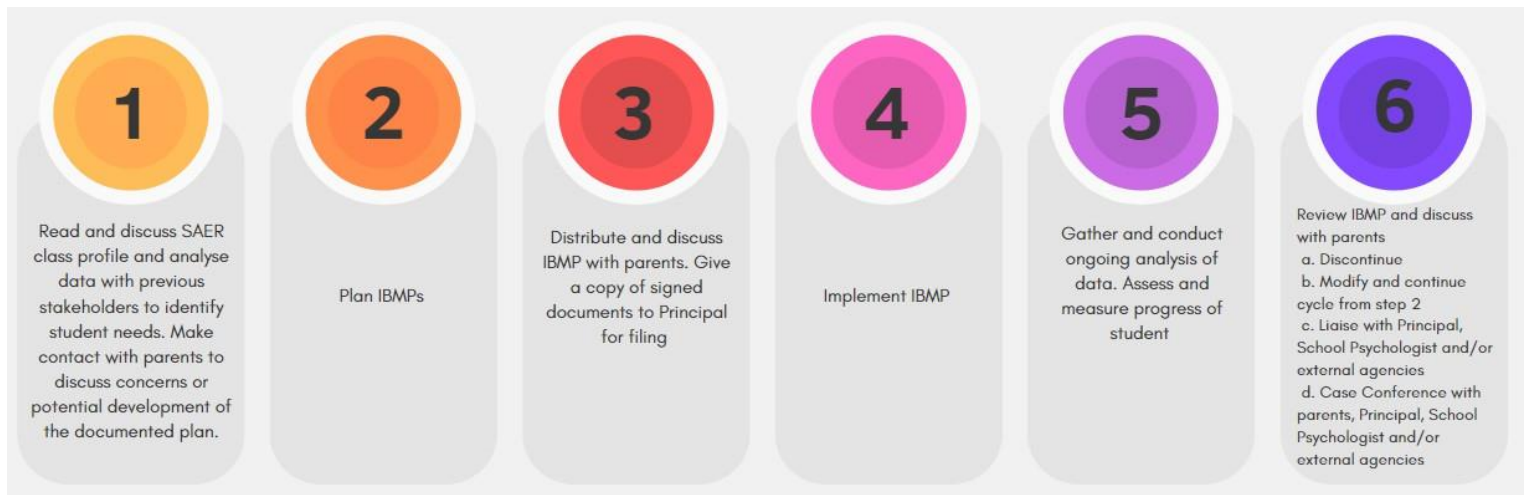
Individual Behaviour Management Plans (IBMP)

Individual Behaviour Management Plan – designed to cater to the individual behaviour requirements of students. This can include modifications required to cater to the different learning requirements and styles of students. For example: The promotion of effective listening through the use of Hokki stools and wobbly cushions.

Implementation Process

The process of writing a Documented Plan involves collaborative planning by teachers, parents/carers, and health professionals. Each stakeholder contributes information and documentation about the child to develop a Documented Plan that considers social, cultural, emotional, physical and cognitive development.

Steps:



Roles and Responsibilities

Classroom Teacher:

- Review of previous year's data to develop a class profile of SAER.
- Develop IBMPs
- Work with parents to support students at risk.
- Plan, implement and review IBMPs regularly.
- Refer students to appropriate agencies in consultation with Principals.
- Facilitate case conferences and action the negotiated plans.

Education Assistant:

- Implementing strategies outlined in IBMPs under the direction of classroom teacher
- Monitoring progress and reporting back to classroom teacher via anecdotal and observation notes
- Attend case conferences where appropriate
- Playground observations of students when required.

Principal:

- Review of previous years data to develop a class profile of SAER students
- Work collaboratively with the class teacher to identify students who may need further intervention as determined through data analysis, handover and observations
- Work collaboratively with the class teacher to develop IBMPs for those students at risk
- Meet with classroom teachers regularly to discuss students who may be at educational risk
- File a copy of IBMPs that have been signed by all stakeholders in central filing cabinet
- Provide teachers as necessary with a list of service providers

- Coordinate the implementation of the SAER Policy
- Manage case conferences
- Analyse SAER data
- Develop a PD plan to support the needs of teachers and SAER students
- Manage the SAER budget
- Monitor the implementation and review of IBMP's
- Liaise with School Psychologist.

School Psychologist:

- Liaise with Principal about case load
- Collaborate with staff to improve student learning outcomes
- Complete observations of identified SAER students to help determine student's needs
- Liaise with parents to discuss relevant concerns
- Provides support and guidance to staff, parents and students – case conferences
- Refer to external providers (where appropriate)
- Psychometric student assessments (where appropriate)

Parents and Caregivers:

- Be proactive in developing partnerships with the school to achieve optimum outcomes for their child
- Ensure the child participates in the educational program
- Communicates issues and concerns that may impact on their child's performance or progress at school

Other Behaviours

There are a range of reasons that students may behave in a certain way. They may be impacted by something happening at home, at school, have been in an emergency, be suffering from grief or have trauma. At Condungup PS we will ensure that we are aware of other reasons why students may behave in a certain way. Once identified the BMP will be modified, with the support from a School Psychologist, to suit the student's needs. We will ensure:

- Understanding behaviour to influence positive outcomes at school.
- Influencing school environments for positive behaviour and engagement.
- Evidence based strategies for whole school positive behaviour.
- A social-ecological lens on behaviour at schools.
- How can a social-ecological lens help support positive behaviour in schools.
- Supporting escalating behaviour.
- Understanding and responding to trauma.
- Understanding self-regulation.

[Access student behaviour and engagement resources - Ikon - The Department of Education](#)

[Support students and staff affected by natural disasters and emergency incidents - Ikon - The Department of Education](#)

[Support students affected by homelessness - Ikon - The Department of Education](#)

[Support a student affected by abuse or neglect - Ikon - The Department of Education](#)

Suicidal and non-suicidal self-injury

Most people considering suicide indicate that they are not coping, however in some circumstances there are few or no observable signs. Ignoring any signs or interpreting signs as attention seeking behaviour becomes a barrier for students expressing their needs to someone who can help.

As students spend a significant amount of time at school, school staff play an important role in identifying indicators of concern and supporting students who may be at risk of suicidal behaviour or NSSI. While indicators of concern do not always mean a student may be at risk of suicidal behaviour or NSSI, they could be indicative of other wellbeing concerns requiring the implementation of support or intervention.

Some examples of common indicators of concern are:

• changes in activity and mood	• communications of thoughts about death or suicide	• persistent or sudden absence from school
• poor emotional regulation	• negative view of self or world	• sudden weight loss or gain
• withdrawal from usual or previously enjoyed activities and daily interactions	• significant tiredness or loss of energy	• change in appearance (no care or sudden care for clothes, hair, makeup etc.)
• decrease in academic performance	• grief and loss responses	• unexplained injuries such as cuts, burns, bruises
• difficulty concentrating or making decisions	• peer conflict or withdrawal	• wearing long sleeves or covering up (not due to religious or cultural reasons)
• changes in eating or sleeping	• trauma responses	• risk-taking behaviours
• alcohol and/or other drug use	• any other sudden, unexpected or concerning changes.	

Non-suicidal self-injury (NSSI)

NSSI is often referred to as self-harm (the term deliberate self-harm is often used by health care professionals).

- Injuries from NSSI can vary from very mild to severe.
- It is difficult to determine whether an individual's behaviour is a result of suicidal ideation or NSSI without thorough assessment. To add to the complexity, NSSI and suicidal thoughts and behaviours can occur at the same time. Reasons people give for why they self-injure include:
 - Intensely personal or internal psychological reasons are most often given when people are asked why they self-injure.
 - Other less frequently reported reasons for self-injury include interpersonal or social motivation, for example letting others know how they feel or coercing others to behave as desired.
- Direct peer-to-peer modelling of self-injurious behaviour, an atmosphere of encouragement and competition has also been identified as reasons for self-injury.

[20qo7lv \(education.wa.edu.au\)](https://20qo7lv.education.wa.edu.au)

[Access social and emotional learning resources - Ikon - The Department of Education](#)

Staff cannot keep disclosures of suicidal behaviour or NSSI confidential.

Example supportive response following a disclosure: Actions will depend on staff member's role and responsibilities.

- Use protective interrupting techniques if disclosure occurs in front of peers.
- Find an appropriate place to discuss the concern.
- Listen, gather information and summarise what the student has disclosed or share the information you have received.

"I appreciate it is difficult to let me know these thoughts and feelings. So, what you're telling me is.... Have I got that right?"

or

"I have heard that you said 'I wish I wasn't here' to your teacher, what did you mean by that?"
- Discuss your next actions with the student remembering the limits to your confidentiality.

"It is important that we discuss this with someone who can help get you the right support."
- Link the student to appropriate support.

"There are a few people we can go to. Who would you rather?" "Let's go together now."
- Identify others who may be impacted and ascertain support requirements.
- Follow up with the student to reinforce belonging and connection.

"I just wanted to check in and see how you are going."

School response to student suicidal behaviour and non-suicidal self-injury flow chart



Appendices

Appendix A

Suspension and Exclusion Further Information

Suspension of a student from attending school is imposed for breaches of school discipline which have:

- adversely affected or threatened the safety of anyone on the school site, or taking part in an educational program
- caused, or are likely to result in, damage to property
- disrupted the educational instruction of other students.

Number	Category name	Description of behaviour
1	Physical aggression toward staff	Aggressive physical contact committed intentionally against staff.
2	Abuse, threats, harassment or intimidation of staff	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
3	Physical aggression toward students	Aggressive physical contact committed intentionally against another student.
4	Abuse, threats, harassment or intimidation of students	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
5	Damage to or theft of property	Direct or indirect damage to, or theft of, property.
6	Violation of school's code of conduct or school or classroom rules	This covers student misconduct not addressed in any of the other categories that violate the school's code of conduct.
7	Possession, use or supply of substances with restricted sale	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.
8	Possession, use or supply of illegal substance(s) or objects	The substances referred to in this category are those that are illegal under the Criminal Code Act Compilation Act 1913 (WA). This includes weapons and illegal drugs.
9	Other	
10	E-breaches	Breaches under the Students Online in Public Schools policy and procedures or personal use of mobile electronic devices requirements. This 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 link to the school.

Suspension is used as an opportunity for:

- The student, other students and staff to calm and recover.
- Everyone to reflect on and learn from the incident, including participating in restorative processes.
- The parent to meet with school staff to discuss how to improve support for the student.

Suspension also gives school staff the opportunity to:

- Re-establish the good order of the school.
- Evaluate the effectiveness of the student's existing behaviour support plan.
- Meet with any internal or external stakeholders who can support the student.
- Seek advice on how better to support the student.
- Identify and plan supports and adjustments that may be required.

Schools will consider the impact on the student, as well as the school, when considering suspension. Alternative strategies will be considered if there is a risk associated with the suspension.

Consider alternative strategies to suspension if you believe the student:

- Will be exposed to serious safety risks outside the school, and you cannot arrange reasonable measures to mitigate these risks to the student, for example, physical or sexual abuse, exposure to drugs, crime or domestic violence or homelessness.
- Is at risk of suicide or serious non-suicidal self-injury and you are not satisfied there are arrangements for sufficient supervision or care for the student outside of the school.

Students will be supported to continue the student's education by providing learning activities if suspension is:

- For 3 or more consecutive days.
- A total of more than 5 days in the school year.

Re-Entry Process after class withdrawal or exclusion

- Organise meetings with caregivers, staff, students and outside agencies as required prior to the completion of suspension.
- Communicate the importance of parent/carer involvement.
- Update the student's risk management plan and communicate the plan with all involved.

Re-Entry Plan

- Provide a positive solution for everyone.
- Identify replacement behaviour – how can the student change their behaviour and make positive choices?
- Identify the process put in place to build and restore relationships.
- Identify specific terms of agreement.
- Link to the good standing options available to students.

EXCLUSION OF A STUDENT FROM ATTENDING SCHOOL

A student may be considered for exclusion if they have breached school discipline as a result of:

- a one off, violent incident, where the:
 - Safety of any person has been adversely affected or threatened, or there has been damage to property.
 - Incident occurred on school premises or during an educational program.
- Behaviour that has disrupted the educational instruction of other students on an ongoing basis.
This includes situations where:
- A student physically attacks school staff.
- The incident occurs off-site but there is a nexus to your school (in these circumstances, seek advice)

The student has committed ongoing breaches, and intensive support has not resulted in positive behaviour. This support includes:

- Multiple cycles of planning, implementing and evaluating behaviour support.
- Case management, including advice from your education regional office and Statewide Services staff, and any appropriate external agencies.
- You have taken all reasonable steps to adapt the school environment, but it is still contributing to the student's behaviours of concern.

School will:

- Confirm the student committed the breach.
- Consider the student's actions.
- Consider the seriousness of the breach.
- Consider the schools' prior measures.
- Plan for exclusion.

The student can be suspended for up to 10 days after a serious breach to review:

- Evidence and data.
- Risk management strategies.
- Teaching and learning adjustments.
- Restorative approaches.

The principal (with school leadership team if there is one):

- Support the school community's recovery from the incident.
- Consider the case for exclusion.
- Discuss with the region's director of education and consider their advice.

Principals automatically recommend a student for exclusion who physically attacks school staff.

Plan for Exclusion-Except in circumstances of either:

- An intentional act causing injury or harm to a staff member.
- A one-off violent incident which has caused notable impact.

A recommendation for exclusion should only be considered if there has been a prior:

- Meeting with student and their family, discussing the possibility of further exclusion.
- Behaviour plan is designed to allow student the opportunity to achieve the desired behaviour.

If the above has been implemented, then the principal will inform the director of education of the intention to recommend excluding and student and consider any advice they provide.

The school will then:

- Discuss the case for recommending a student for exclusion.
- Provide the Notification to the Director of Education.
- **Make the recommendation.**
- **Communicate with the student and their family.**
- **Prepare and submit the Exclusion Report.**
- Director will establish a panel.
- Letter to parents about the panel being convened and it will provide a recommendation to the Director General and that the panel will hear their responses to the information that was provided in the exclusion report.
- ***Principal will attend the panel.***
- **Support the student to continue their education.**

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

Department Links:

[Suspend a student - Ikon - The Department of Education](#)

[School Education Regulations 2000 - \[03-g0-00\].docx \(live.com\)](#)

[Access the Requirements of the Student Behaviour in Public Schools policy and procedures - Ikon - The Department of Education](#)

[Process to exclude a student - Info for Leadership V2.pdf \(det.wa.edu.au\)](#)

Student Behaviour in Public Schools Procedures **Version:** 3.1 **Effective date:** 17 July 2023

[Student Behaviour in Public Schools Procedures - Policies - Department of Education](#)

Actions

Our implementation of these updated actions will demonstrate the principles of fairness, inclusion and respect.

Action 1

Principals to suspend students who attack other students, start fights or share and promote violence

- Automatic suspension for students who attack other students or instigate fights.
- Automatic suspension for students who choose to film or share fight content or promote violence.
- Principals to develop a behaviour plan with families for the student's return to school.

Action 2

Principals to automatically move to exclude any student who physically attacks school staff

- After a physical attack, principals will immediately start an exclusion process.
- 'Exclusion' means the student is removed from a particular school permanently or for a specified period of time.
- Exclusion orders can only be made by the Director General.
- An exclusion order can be made to direct the student to attend an alternative school or education program.

Action 3

Alternative learning settings for the most violent students

- Every student has the right to an education – however some need intensive behaviour support.
- Alternative learning settings provide programs for students to continue their learning.
- These programs have been expanded to all education regions and support positive behaviour change in violent students.

Action 4

Clear advice for principals, teachers and education assistants on authority and responsibility to take action

- New protocols and guidelines to help support safer schools.
- Clear expectations to ensure respectful engagement with schools.
- This includes protocols to help build respectful school cultures, and productive collaboration and communication.

Action 5

Provide training and support for school staff

- Provide a range of training options to support schools to increase pro-social behaviour and reduce coercive behaviours.
- Support schools to implement the Quality Teaching Strategy.
- Targeted support for schools with high incidence of violence and aggression.

Action 6

Enhance 'good standing' requirements

- Expand loss of 'good standing' to include students who share or promote violence.
- Every public school to review its 'good standing' requirements.
- Students who lose 'good standing' for violent behaviour will have privileges removed – such as being banned from school social activities.
- 'Good standing' can be re-instated after the student has demonstrated positive behavioural change, as decided by the principal.

Action 7

Support programs for parents with clear expectations

- Internationally-recognised Triple P – Positive Parenting Program offered free to all Western Australian parents.
- Clear expectations for parents to engage respectfully with schools.

Action 8

Ensure schools are ready to respond to incidents of intruders or external risk

- Provide advice through the Incident Support Unit to support schools to prevent, prepare for, respond to, and recover from a range of incidents.
- Establish protocols with police to deal with incidents of extreme violence.
- Provide training and targeted support for principals.

Action 9

Continue a community conversation about violence in schools and online

- A consistent message for parents to set clear expectations of behaviour.
- Delivery and implementation of 'Connect and Respect' resources.
- Clear approach to manage adult behaviour that impacts learning.

Action 10

Give young people a voice and let them identify actions they believe could address violence in the community

- Harness the views and ideas of the WA Student Council.
- Continue focus groups with students to share their views on violence.
- Support young people to recommend solutions.

Appendix C: Connect and Respect Expectations

What parents and carers can expect from our schools

Communication between you and your school is an important part of your child's education. School communities thrive on open communication wherein staff, students, parents and carers have opportunities to share good news, discuss issues and maintain an open dialogue.

Schools are made up of hard-working and dedicated professionals who will listen, care and respond to your concerns and work with you to resolve complaints. We have found over time even the most challenging of circumstances can be worked through. You can expect some of the following from your school:

- regular communication through school approved channels
- reports on your child's progress and achievement
- celebration of your child's achievements
- notification of any serious single issue or ongoing issues concerning your child
- scheduled opportunities to meet with the classroom teacher
- other opportunities to meet with the teacher, by appointment
- updates about important developments in your child's class
- notifications or invitations to school events
- opportunities to provide respectful and productive feedback.

What parents and carers should not expect from our schools

Our staff have families and personal lives too, and like all professionals, work at their best when they have a quality work-life balance. Parents and carers should not expect:

- school staff to return calls after work hours
- emails to be answered in the evenings or weekends
- access to teachers' private phone numbers or emails
- staff to meet with parents and carers, without an appointment, during a school day
- to be allowed on a school site if you have harassed or been aggressive towards school staff.

You should contact your child's school if:

- you have concerns about your child's academic or social progress
- medical issues arise or diagnosis changes
- there are changes in family circumstances
- there are safety issues or changes in behaviour at home
- social issues arise that could impact the safety and welfare of students at the school
- you want to make or reschedule an appointment.

Communication that interferes with teaching and learning

- speaking to staff disrespectfully or aggressively, especially in front of your child or other students
- expecting to meet with staff during the school day without an appointment
- visiting the classroom during the teacher's preparation time before school
- using social media platforms inappropriately and disrespectfully
- malicious or judgmental gossip
- By everyone playing a part in providing safe, positive learning environments and opportunities for our students, we enable them to be the best they can be.

Communication methods

Electronic communication, such as email, is appropriate for short, non-urgent and positive forms of communication. It is not appropriate for more complex or emotional situations. In these cases, parents should request a face-to-face meeting so that issues can be given the time and attention they deserve. If in doubt, speak to your school.

Concerns and complaints

Contact your school as early as possible if you have concerns. If you are not sure who to speak to, you can start with your child's teacher. For some matters, it may be appropriate to talk directly to your child's year coordinator, school administration staff or principal. If you have approached your child's school but haven't been able to resolve the issue, refer to our complaints process to explore your options education.wa.edu.au/complaints

Appendix D: Absentees

It is important for children to attend school all day, every day. When is it OK to not go to school?

An OK reason is one that prevents your child from getting to school. This could include:

- Your child is unable to attend because they are sick.
- Attending cultural or religious observances such as sorry time and funerals.
- An unavoidable medical appointment.
- An unavoidable natural event such as flood waters or a cyclone.

The principal decides if the reason given for your child's absence is

acceptable. **It's NOT OK to miss school if your child:**

- Is celebrating a birthday.
- Is going on a family holiday.
- Is visiting family and friends.
- Has slept in or had a big weekend.
- Is looking after other children.
- Has sport or other recreational activities that have not been approved by the school.
- Has appointments such as haircuts and minor checkups.

If possible, routine medical and other health appointments should be made either before or after school, or during the school holidays.

Do you need to let the school know if your child will be away from school?

Yes, you need to let the school know the reason why your child is going to be, or has been, absent from school as soon as possible. Where possible, please discuss any upcoming absences in advance so we can let you know of important learning or activities your child will miss out on.

This requires a responsible person, usually a parent, to provide a reason for the absence within three school days.

Having information about why your child is missing school helps us plan for their return to school and work out whether we can provide any further help to you.

Why is going to school so important?

- At school, many concepts such as literacy and numeracy are taught in a sequence. Missing school means missing out on learning – which can often make it difficult to catch up later. This is particularly important in the early years when essential foundation skills are being taught.
- Going to school every day helps children learn the important life skill of 'showing up' – at school, at work, to sport and other commitments.
- Research from the Western Australian Telethon Kids Institute shows that every day at school counts towards a student's learning. Students who attend regularly, generally do better at school and in life.