

2020/21 Pickering Brook Primary School Student Behaviour Management Plan



This document is written in compliance with the DOE's 2020 Management of
Positive Student Behaviour Policy

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PBPS Mission Statement

To improve each student's achievements by establishing clear whole school curriculum directions and targets from the analysis of data to inform classroom management, planning, teaching and learning and assessment in a collaborative manner.

Our Vision

Our school community will provide a challenging, innovative, caring and safe learning environment that encourages and inspires all to achieve their potential.

Our Values

We value:

- Success for all students through a love of learning
- Ongoing academic, physical and emotional growth
- Innovative teaching and learning

Yongka Behaviour Slip Values: (Slips to replace TED Cards)

- Personal Best
- Honesty and Respect
- Helping Others
- Helping Community
- Resolving Conflict

Whole – School Approach to Positive Student Behaviour Management

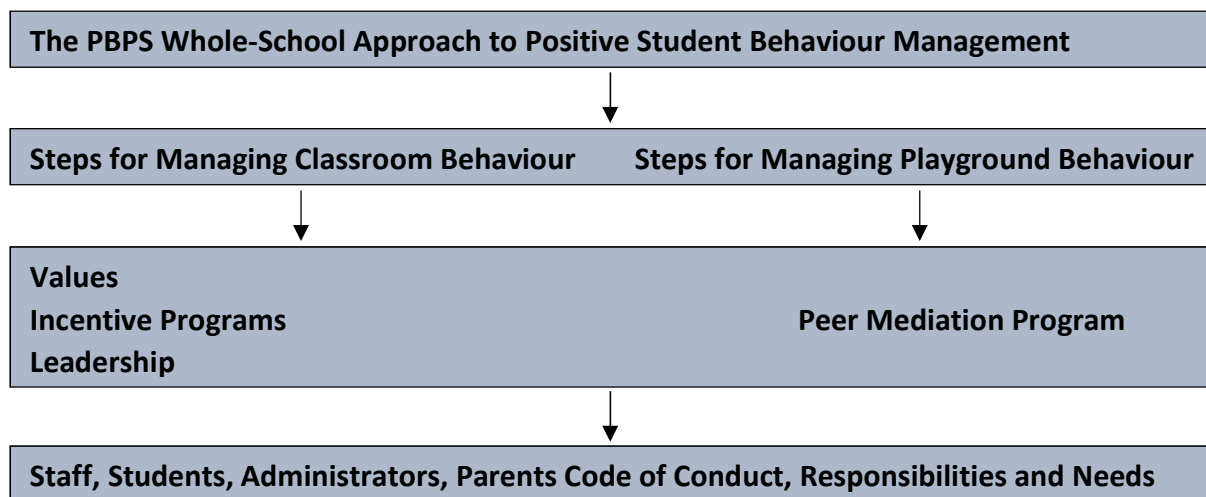
At Pickering Brook Primary School, the management of student behaviour is a staff, parent and student responsibility. Students have the greatest opportunity to learn when they are engaged in their learning in a caring, safe and supportive environment. The Pickering Brook Behaviour Management Policy is based on principles of mutual trust and respect between all members of the school community. The policy is compliant with the DoE's Management of Positive Student Behaviour Policy and has been written following consultation with staff, parents and the School Board, who endorsed this policy. The policy applies to all staff, students and parents/carers at Pickering Brook Primary School.

This Policy will be applicable:

- During instructional hours on the school campus, including all breaks
- Before the commencement of instructional hours when children arrive at school
- After instructional hours until children leave the school campus
- During approved after school activities or events
- During approved hours before school activities or events
- On approved school excursions and camps
- During travel to and from school on approved school bus services

This policy will be reviewed annually.

The focus of this policy is on prevention. The school Psychologist, school SAER Coordinator, school Chaplain and outside agencies are involved as an on-going procedure. The school ensures that effective programs and procedures are resourced and maintained.



Special Needs Students and Inclusivity for Individual Students

Special needs children, or children identified with behavioural issues, should be given adequate and individualised Positive Behaviour Support - an Individual Behaviour Management Plan should be implemented and monitored, as agreed by staff, parents/carers, support staff and relevant external agencies. PBPS understands that all challenging behaviour has a purpose or reason. PBPS's Behaviour Management of Students is both positive and proactive. Positive means increasing and strengthening helpful behaviours through reinforcement. Preventative means developing supportive environments that prevent challenges, looking for "triggers", anticipating where things may go wrong and planning to avoid them rather than just reacting when things go wrong. Support to staff should be given through regular engagement with the appropriate agencies and PL, as provided by administration. The administration and staff will liaise with State-wide Services including SSEND, the school Psychologist, the school Chaplain, and external agencies, such as Autism WA, Therapy Focus, occupational therapists or speech therapists, as required.

Consequences for Severe Behaviours for All Students

Students who demonstrate high level severity behaviours will be given detention or suspension, as determined by the administration, in consultation with staff involved in these matters.

Physical Contact with Students (DoE Document in Appendix 4)

Codes of Conduct – Staff, Students, Administration, Parents

Staff have the right to

- Respect, courtesy and honesty
- Teach in a safe, secure and clean environment
- Teach in a non-disruptive environment
- Cooperation from parents/carers and other staff

Staff have the responsibility to

- Provide the best possible curriculum teaching and learning programs for each student
- Model respectful, courteous and honest behaviour
- Ensure that the school environment is kept safe, secure, neat and tidy within the playground and classroom
- Establish positive relationships with students, parents/carers and staff
- Ensure good organisation and planning
- Explicitly teach school values, positive social skills and positive behaviours
- Implement school policy consistently
- Keep appropriate records of student achievement and behaviour

Staff need

- To have clear statements of whole school and classroom rules
- To establish a clear set of consequences for individuals who do not accept their responsibilities
- To be aware of and refer to the school's 2020 SAER and Students' Needs Class Lists
- To, during a lesson, give clear instructions, teach at the student's level, use motivation techniques and be flexible and adaptable
- Be aware of students who may escalate their behaviours to an at risk level on site and use the Red Card system in emergencies
- Develop Behaviour Management Plans for students who have been identified as needing extra support, or are at educational risk, or for students with complex needs
- To inform the administration of high level severity behaviours, such as bullying, hitting, biting and wilful damage of school or other's property and document such reports
- To inform parents of medium and low severity behaviours, such as pushing or bumping with little force, taking other's belongings without asking, and let parents know of the consequences and document such reports

Students have the right to

- Learn in a purposeful and supportive environment
- Work and play in a safe, secure friendly and clean environment
- Respect, courtesy and honesty

Students have the responsibility to

- Ensure that their behaviour is not disruptive to the learning and wellbeing of others
- Ensure that the school environment and property is kept neat, tidy and secure
- Ensure that they are punctual, polite, prepared and behave in a positive manner

- Behave in a way that protects the safety and well-being of others
- Be respectful, courteous and honest to others

Administrators have the right to

- Respect, courtesy and honesty
- Work in a safe, secure and clean environment
- Cooperation from parents/carers and other staff

Administrators have the responsibility to

- Support teachers with behaviour management
- Assist with the design and implementation of programs for children with behaviour and learning difficulties
- Access support from Statewide Services (SSEND) or outside agencies in collaboration with parents and staff
- Document instances of misbehaviour and corrective strategies implemented on the Integris system
- Inform parents as necessary – most notably in cases of detention and suspension

Parents have the right to

- Respect, courtesy and honesty
- Be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's safety, health and wellbeing
- Be informed of their child's progress academically and behaviourally
- Access for their child to a meaningful and adequate education

Parents have the responsibility to

- Treat staff with courtesy, honesty and respect
- Ensure their child attends school regularly and punctually
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment
- Provide adequate nutrition and provision for sleep
- Ensure that the school is informed of any conditions that may affect the child's learning
- Ensure the physical, psychological and emotional needs of their children are met to enable them to learn effectively at school

Behaviour Management Positive Incentives

The school focuses on positive incentives, such as –

- Encouragement and praise - acknowledgement of positive work and behaviour through positive verbal dialogue
- Students may visit other classrooms, or the Principal and D/Principal to celebrate good work or describe positive behaviours
- Merit Certificates - 2/3 per class at each given assembly
- Stickers and stamps for good work
- Email of praise about students' achievements sent to parents
- Digital evidence of student achievement sent to parents

New Incentive – Yongka Behaviour Slips (Yongka is Noongar for kangaroo, our school emblem)

The school will introduce a new and dynamic incentive to reward good behaviour by students.

Staff will hand out Yongka Behaviour Slips in class and in the playground for positive behaviours. – refer to page 3 Yongka Values.

Classes will keep a record of the number of Yongka Slips each week and conduct a weekly draw for their class. At school assemblies, students who have been awarded Yongka Behaviour Slips will enter a big draw for Yongka prizes.

In Semester 2, 2020, the school will commence investigating the presenting of Yongka badges to students.

Teaching Responsibilities and Understanding the Weight of Actions

Children need to be taught and to learn what behaviour is acceptable and what is not. They do not automatically know. Behaviour management is primarily about teaching the child about their expected, positive behaviours. We need to teach the students what to do through modelling desirable behaviours and with explicit instruction on what to do. Consequences need to be consistent, and in-line with the levels of severity of misbehaviours.

Minor behaviours are accidental and without intent or malice, or to seek attention. Consequences would be of a minor level; an apology would usually suffice.

Medium behaviours are actions with intent and causing hurt, though not with malice. The intent may be to deliberately gain attention, to test the boundaries, or out of emotional response. Consequences would require an apology, and an explanation of accepted behaviour by the staff member concerned, which may include modelling the accepted behaviour to the offending student.

Severe behaviours are those with deliberate intent and malice causing hurt, physically or emotionally. Consequences for severe behaviours need to match the level of severity of the behaviour. Detention or suspension are consequences of such severe behaviours for all students. Students and parents need to discuss such behaviours with the student's teacher and a member of administration. Consequences of severe behaviour may include detention, suspension, or exclusion.

Minor Behaviour

Causing hurt without intention or malice

- Bumping without noticing
- Grabbing to initiate play
- Grabbing for attention
- Sharing food items with other students – this is a risk management strategy to reduce the likelihood of allergic and anaphylactic reactions

Consequence of Minor Behaviour

Speak with the students about the incident - ask the student whether they should apologise to the other student/s involved - Verbal apology

Medium Behaviour

Causing hurt with intention or emotion

- Bumping on purpose
- Running away/hiding

- Pushing away with some force
- Taking things without permission
- Minor vandalism of school property or others
- Verbal inappropriate comments to others

Consequence of Medium Behaviour

Staff model appropriate behaviour to child

Staff take into account reason of action

- Staff member to explain or model positive behaviour to the offending students
- Verbal apology
- Loss of privilege – recess or lunch
- Possible detention

Severe Behaviour

Causing hurt with intention and malice

- Hitting to hurt
- Kicking to hurt
- Throwing rocks
- Biting
- Name-calling
- Bullying – cyber-bullying, verbal, emotional, social excluding
- Major vandalism of school property or others

Consequence of Severe Behaviour

Staff allow the student time to calm down away from the situation

Staff take into account reason of action

Staff model appropriate behaviour to the offending student

- Verbal apology
- Detention
- Suspension – support through counselling – administration, School Counselling – Chaplaincy availability
- Victim support – counselling – administration, School Psychologist, School Counselling – Chaplaincy, outside agencies (through the Principal)

Overarching Steps for Managing Classroom Behaviour *

Step 1. Positive Classroom

Step 2. Warnings 1-3 Tracking Sheet Refer to appendix – 2020 PBPS Tracking Sheet –

Note: Where undesirable behaviours are being demonstrated by a student, the teacher is to employ a range of low key responses in close proximity to the student, so as not to draw attention to them and to allow learning to carry on uninterrupted.

Step 3. Time Out in Class – teacher to communicate in writing or verbally with the parent of the students about this matter

Step 4. Time Out in Designated Room or Area for Students with Special Needs

Step 5. Time Out with Principal or D/Principal

Step 6. Detention – parents informed - recorded on Integris

Step 7. Suspension – Out of School – parents informed - recorded on Integris

Note: This school does not use In-School Suspension

Step 8. Exclusion – referral to SMREO

*At any point during these steps the following may be applied –

- Meetings – parent and teacher
- Case Conferencing – parent – teacher/staff member- Principal – and on a needs basis, School Psychologist and Chaplain

Positive Behaviour Emphasis

- Verbal encouragement and praise, used often and appropriately, is the most important instrument to bring about positive behaviours.

For students who are known to have possible escalating behaviours, you need to know the triggers or signs of such escalation. Please refer to the proactive behaviour document in Appendix 5 of this policy as guide – also refer to Class Lists of Students Behaviours and SAER.

Classroom programs, such as:

- *Restorative Practice – Staff PL to be considered in 2021*
- Aussie Optimism Program and Protective Behaviours Program
- Yongka Behaviour Slips
- Group points
- Stickers
- Star Award
- Merit Certificates
- “Good News” letters home
- A “Good News” phone call home
- Referral to Principal to celebrate good work or describe positive behaviours
- Other classroom rewards appropriate to developmental phase

The Golden Rule of Positive Classroom Behaviour Management

- Have clear statements of whole school and classroom rules and the consequences of their infringement.
- Be consistent and fair – set reasonable boundaries

- Staff are to use a proactive approach
- Promote a positive working environment. Give consideration to student seating and classroom arrangements
- Prepare each learning session thoroughly. Staff must:
 - *know what they wish to achieve;*
 - *know their content;*
 - *have prepared the necessary resources; and*
 - *be punctual*
- During the lesson:
 - *give clear instructions;*
 - *check for understanding;*
 - *teach at the student's level;*
 - *choose carefully the time for the lesson;*
 - *use motivation techniques;*
 - *cater for a variety of interests;*
 - *be flexible and adaptable in approach; and*
 - *praise the student for the effort.*
- Use positive reinforcement for appropriate behaviour. Praise the Effort rather than the Outcome.
 - *positive incentives must be earned rather than just given;*
 - *verbal encouragement should be the most used incentive;*
 - *a variety of positive incentives should be used - change incentives regularly to maintain enthusiasm; and*
 - *desired behaviour should be rewarded.*
- Be alert to disruptive students and be prepared to use the school behaviour management plan to combat inappropriate behaviour
- Be alert to possible dangers for students on-site and use the Red Card system in emergencies
- Refer to the Appendix 6 for 2020 Students at Risk document – to be updated each term

Behaviour Management in the Playground

The school has in place a designated staff tagger of students who are high risk behavioural problems – these students and their designated duty teacher are listed on Term Duty Rosters – and are reviewed on a term basis.

Staff may give Yongka Slips to students demonstrating good behaviour at recess and lunch times.

Step 1. Proximity praise/reward (first step for small behaviours)

- Check the student is aware of the problem behaviour
- Prompt or redirect the student to return to the appropriate behaviour
- Praise the misbehaving student upon following instructions

Step 2. Rule reminder

Student is reminded of the relevant playground rule. If ignored, the staff member informs the student of the rule, and asks the student if they understand, and now remember the rule.

Step 3. Final reminder (first step for medium behaviours)

Student receives final reminder of rule and a request for positive behaviour. Appropriate behaviour can be prompted, or modelled, by the staff member. Inform class teacher who will document the incident and inform the parent/s of the student.

Step 4. Loss of privilege

Student loses a privilege, loss of participation. Move them to another area or activity. Inform class teacher who will document the incident and inform the parent/s of the student.

Step 5. Time-Out (first step for major behaviours)

The student is removed from the area and placed in the under-covered limestone block Time-Out area. The staff member will –

1. Tell the student what they have seen, heard or been informed about by other students.
2. Ask the student how they feel, ask the student to tell you what happened, investigate the incident by speaking with witnesses, tell the student that the administration will be informed, and will be speaking with the students.
3. The period of Time-Out in minutes should match the level of inappropriate behaviour by the student.
4. Inform the Principal or Deputy Principal, and the class teacher.
5. The Principal or Deputy will speak with the student and investigate the incident, and then inform the student's parents/carers.

Step 6. Detention

The student will be given detention in the Principal's or D/Principal's office at lunch time, if found to be responsible for the major inappropriate behaviour. The student will be allowed to have lunch with the other students – however, care is to taken at this time by the administration and school staff to ensure that there is no further conflict with the offending student and other students.

If the break has already passed, send the student to administration for further time-out in detention. The Principal or Deputy Principal will notify parents/carers.

Step 7. Suspension

For severe incidents – to be used at discretion of the school Principal, in collaboration with the Deputy Principal, and class teacher and parents.

The suspension should be immediate while the incident is still fresh in the student's mind. The period of suspension is dependent on the severity level of the behaviour, but it may be up to, but not exceeding the duration of ten days.

The Principal will set up a meeting with the parents/carers and the teacher to develop a Behaviour Management Plan (BMP), or to modify an existing BMP for the students. This BMP will be monitored and reviewed twice per semester.

On the student's return to school following suspension, they will revert to Step 1.

If the plan is not adhered to by the student, a formal meeting will be arranged by the Principal with parents/carers, teacher and if deemed necessary, with support services, such as the school Psychologist and school Chaplain.

It would be expected that students would move through earlier steps before step 8 suspension.

However, in cases of high level severity of violence, a student can be fast tracked to Step 6 and/or Step 7.

For Students - Classroom Rules (to be adjusted by the teacher to be age appropriate)

Display inside classroom

- Follow the teacher's instruction
- Speak quietly inside
- Raise your hand if you wish to speak
- Treat school property with care and respect
- Respect other peoples' personal space
- Be aware that bullying is not acceptable
- Must not hit, kick, spit, scratch, bite or yell at staff or other children

For Students - Playground Rules

These will be addressed in classrooms by the teacher, however, PBPS will not be providing signage in the playground – any breach of playground rules and acts of inappropriate behaviour by students will be addressed as per the above mentioned Behaviour Management in the Playground Procedure.

The following are for classroom teachers to address in class with their students:

- Follow the teachers' instructions
- Always wear a hat while outdoors – 'No hat, no play in the sun'
- No hitting, kicking, spitting or swearing
- No scratching or biting
- Only play non-violent games in the playground. Fighting, swearing and rough play where dangerous or unsafe physical contact is made is not allowed
- Do not throw sticks, rocks or other objects likely to cause harm
- Take care of school property and the property of others
- Be kind and considerate when playing with others
- No running on the concrete paths
- Return to class promptly following the end of play

PBPS Anti-Bullying Policy (in line with the Australian Bullying No-Way Program)

Pickering Brook Primary School has Zero Tolerance to Bullying.
Bullying has no place at our school.

What is Bullying?

Bullying is an ongoing and deliberate misuse of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying is not the same as a one off argument or fight.

Types of Bullying

- Physical - hitting, pushing, tripping, kicking, spitting on others etc
- Verbal - teasing, using offensive names, ridiculing, spreading rumours etc
- Non-Verbal – writing offensive notes or graffiti about others, using email or text messaging to hurt others, rude gestures etc
- Exclusion - deliberately excluding others from group, refusing to sit next to someone

- Extortion - threatening to take someone's possessions, food or money
- Property - stealing, hiding, damaging or destroying property
- Cyber – any form of bullying which is carried out through electronic means such as mobile phones, email, social networking

What Can Children do if they feel they are being Bullied?

- Tell the bully to stop by clearly stating that the behaviour is unwelcome and offensive and is not ok
- Don't hurt the person back
- Walk away
- Immediately report it to a staff member, peer mediator or support person

What can Bystanders do if they see someone being bullied?

Bystanders have a responsibility to do something about it and are encouraged to:

- Tell the person to stop bullying
- Refuse to join in
- Get help from a staff member or support person
- Encourage the person being bullied to report the bullying
- Support the person being bullied by being a friend

What can Parents do?

The role of parents is critical when dealing with any instances of bullying involving their child/children.

- Talk about bullying to help them understand that it isn't their fault they are being bullied and how to respond to it.
- Help bullies understand the impact they are having on others and the damage that bullying causes. Bullies often don't know that they're bullies and are lashing out due to other underlying issues.
- Teach and model positive relationship skills.
- Making themselves aware of the school's Student Behaviour Management Plan
- Actively build their child's self-esteem.
- Report signs of stress in their child to the school.
- Discourage any planned retaliation, either physical or verbal, if their child is bullied.
- Discuss positive strategies to counter bullying with the child.
- Speak to their child's classroom teacher or Administration to report incidents or suspicions of bullying.
- Work with the school to manage bullying incidents.
- Support the school to manage the bullying by not directly dealing with other students and their parents.
- When reporting incidents of bullying to their child's teacher or the administration, have specific details to inform them with – how is your child? names of student/s, what happened? when? have there been previous incidents of bullying?

What can Staff do?

- Know and apply the school's Student Behaviour Management Plan
- Know and apply the school's Anti-Bullying Policy and Bullying "No Way" Program
- Teach the Aussie Optimism Program
- Report cases of bullying immediately to the Principal/DP

- Monitor the victims of bullying and seek support for them through the Principal, Student Services and the school Chaplain
- Monitor the behaviour of the bully and seek support for them through the Principal, Student Services and the school Chaplain

What will the School do?

- Our school is committed to removing any incidences of bullying and will not tolerate any level of bullying
- All staff will follow and utilise the school's Behaviour Management Policy and the national Bullying "No Way" Program
- Teach and encourage appropriate responses to bullying
- Actively counteract bullying behaviour
- Ensure the safety of the victim
- Provide counselling through Student Services, SSEND, school Chaplain and, with parents' approval, seek outside agency support for both the victim and the bully
- Identify the extent, nature and location of the bullying and issue consistent, fair and reasonable consequences to students who have been bullying others – consequences may very possibly be detentions or suspension
- Teachers will wear fluorescent vests, to be easily identified, when on recess or lunch duty
- Monitor for further incidents of bullying and act on such incidents immediately

Bullying is NOT ok!

Mobile Phones

For the purposes of this policy, 'mobile phones' includes smart watches, other electronic communication devices, and associated listening devices, such as, but not limited to, headphones and ear buds.

Students are not permitted to be in possession of mobile phones during the school day – this includes before school and at break times. Some exemptions may be granted by the Principal for medical reasons. If the student granted this exemption uses their phone other than for medical reasons, the Principal will alert the parent. It is advisable that the student's BMP or IEP includes a clause stating that the mobile phone usage is for medical reasons only – and if contravened, then the above mentioned action by the Principal shall be invoked.

Students who attend school with these devices are required to hand them in to their class teacher for safe keeping each day.

The school has a separate Electronic Devices Policy.

For high level breeches of the mobile phone policy, the Principal is to issue a school suspension immediately, report the matter as a critical incident and contact parents – example include instances of students fighting and videoing fights, and inappropriate videoing of other students or school staff – such matters as these also need to be reported to the Regional Executive Director, as matter of urgency.

Social Media

Students are not permitted to access inappropriate content using social media software or platforms during the school hours. This includes electronic devices, such as but not limited to iPads and laptops.

Content that is considered inappropriate includes pornographic, racist, sexist, defamatory, threatening, hateful, obscene or abusive in nature, or which promotes or encourages illegal activities or violence.

The Principal will issue a school suspension immediately, report the matter as a critical incident and contact the parents of students involved in such incidents.

Illicit Drugs

No student is permitted to bring or use illicit drugs to school.

The Principal is to issue a school suspension immediately, report the matter as a critical incident, and contact parents.

Alcohol, Cigarettes and Vaping

Students are not permitted to bring alcohol products, consume alcohol, and/or be under the influence of alcohol during school hours, and/or on the school grounds.

Students are not permitted to bring or use cigarettes, vapes and/or such smoking items/devices during school hours and/or on the school grounds.

The Principal is to issue a school suspension immediately, report the matter as a critical incident and contact parents.

Firearms and Weapons

No student is to bring firearms or weapons to school – including “toy” replicas of firearms or weapons.

For real items the Principal is to issue a school suspension immediately, report the matter as a critical incident and contact parents.

For toy replicas, the Principal is to contact parents and keep the replica until returning it to the student’s parents. The Principal will issue a warning/reprimand to the student .



Student Behaviour Sheet

Years 1-6 (Minor Misbehaviour)

Name:	Teacher 1:	Teacher 2:
Date:	Year Level:	Room/s:

CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURE

Stage	Action
1	WARNING 1 Verbal warning.
2	WARNING 2 Student name recorded on this Behaviour Sheet.
3	WARNING 3 Student identifies type of inappropriate behaviour by circling and placing number in the right hand column (see below).
4	Time-out in class. Student identifies type of inappropriate behaviour by circling and placing number in the right hand column. Behaviour slip sent home to be signed/returned by parent/caregiver. Misbehaviour recorded in SIS.
5	Student sent to buddy room (with this behaviour sheet). Student identifies type of inappropriate behaviour by circling and placing number in the right hand column. Misbehaviour recorded in SIS. Parent advised.
6	Withdrawal with Principal or Deputy Principal (with this behaviour sheet). Student identifies type of inappropriate behaviour by circling and placing number in the right hand column. Misbehaviour recorded in SIS. Parent advised.
NB	Any major misbehaviour to be referred directly to Administration.

Minor Misbehaviours:

(Please circle and place number in the 'Misbehaviour' column)

1. Talking at inappropriate times
2. Walking around room at inappropriate times
3. Calling out at inappropriate times
4. Distracting others from their tasks
5. Annoying noises
6. Off task behaviour
7. Late without explanation
8. Rudeness or bad manners
9. Not keeping hands and feet to self
10. Answering back
11. Not following instructions
12. Poor playground behaviour
13. Teasing others

Stage	Misbehaviour	Details
3		
4		
5		
6		

Teacher Signature: _____

Parent/Caregiver Signature: _____

Return to school tomorrow.

Behaviour Management Flow Chart for Yr 1 – Yr 6



CLASSROOM BEHAVIOUR

Positive Proximity- Class & School Rewards

1. Verbal Warning

2. Second Warning

3. Third Warning

4. Time-Out in Class

**5. Time-Out in Buddy Room or
Principal's / Deputy Principal's Office**

Behaviour sheet recorded.

Parents contacted if serious enough or if developing a pattern of misbehaviour.

6. Withdrawal in Administration

Behaviour sheet recorded.

Parents/Carers contacted if serious enough or if developing a pattern of misbehaviour.

**7. Detention in Principal's / Deputy
Principal's Office**

Parents/Carers advised by phone or email.

Detention applied on earliest available day.

**8. Still offending then step one
of Serious Breach,**

Serious Breach

E.g. Assault

Serious Bullying

Full Referral

Student sent to the
office.

Send any recent
history about class
behaviour with child.

Student receives
Detention, Parent
Meeting, or
Suspension.

Information
recorded onto
Integris database
and letter emailed to
Parents/Carers.

Kindergarten/ Pre Primary -MANAGING CLASSROOM BEHAVIOUR

An age-appropriate modified behaviour management process will apply for children in Kindy and Pre-Primary:

Stages

1) Proximity Praise/Reward

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

2) Rule Reminder

Referral to known and / or displayed rules. Reinforcement or questioning of class rules.

3) Warnings

Verbal reprimands according to individual classroom procedures. Stating the problem and clearly stating required behaviour.

4) Loss of Privilege

Second time a rule is broken the student will lose a privilege. For example, games, special activities. You must have privileges established in order to take them away.

5) 'Thinking Time' in Class (Time- Out)

Further infractions of class rules leads to a student being isolated from other students/teachers attention in the classroom to reflect on their behaviour.

6) Parent Interview

7) Referral to Principal



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PHYSICAL CONTACT WITH STUDENTS

Schools are encouraged to develop an ethos and environment where using physical contact to manage student behaviour is not necessary. However, at times, a situation may arise where physical contact or physical restraint is needed in order to ensure a safe school environment. This document is intended to assist and guide staff in managing those situations.

Principals must ensure staff are prepared and equipped with the knowledge and understanding about their responsibilities in relation to physical contact with students.

All staff play a part in ensuring the safety of their colleagues and students. The employer must ensure employees are familiar with policies and procedures about planned intervention, physical contact with students and professional conduct in order to support safety in schools.

This includes regularly reviewing (in conjunction with staff) culturally appropriate school procedures for planned intervention, and responding to student fights, inducting all new staff in these procedures, and providing training and equipment for staff to undertake appropriate intervention (such as mobile phones, high visibility vests and whistles for staff on playground duty).

Professional learning and support is available for schools to build the capacity and skills of staff. Information is available on the Statewide Support Services [website](#).

This document provides information on:

- Key considerations
- Staff responsibility
- School Education Regulation 38
- Non-physical intervention
- Planned physical intervention
- Managing the risk
- Support and care for a student
- Physical intervention to maintain or re-establish order or to restrain a person
- Unacceptable practice
- Prohibited practice
- Case studies

KEY CONSIDERATIONS

Decisions to use any physical intervention must always take into consideration the environment, reasonably foreseeable risks and the culture, age, maturity, personal history, understanding and developmental capacity of the student, including any care plans that may be in place.

Different cultures may have different attitudes and traditions surrounding the concept of appropriate physical contact. It is important that school procedures account for, and staff appreciate, culturally specific expectations so that insult or unnecessary confrontation can be avoided.

Students identified as more likely to be aggressive due to fear, trauma, neurological disorders and/or mental health issues need to be supported and responded to in ways that recognise their needs and reduce the likelihood of adverse behaviour.

The starting point for any situation where a staff member is considering using physical contact with students is to use verbal and/or visual directions rather than physical contact (e.g. in the context of a dance, sport, music or drama class, ask a student to move in a particular way, rather than physically place the student in the required position).

Where physical contact is essential for safety reasons (e.g. with aquatic or gymnastic instruction), permission should be sought from the student to hold them in a particular way before doing so.

In some circumstances, staff may need to discourage younger students from inappropriate expectations of hugs or cuddles. This should be done tactfully so as not to embarrass or offend the student. It is inappropriate for staff to routinely hug students.

Where students have special and/or complex needs it is important to follow the negotiated strategy outlined in their documented plan/s. Where physical contact is required for the student to engage in their learning program (e.g. support is

required to maintain pencil grip or exchange a communication card), the least intrusive level of prompt should be implemented at all times.

STAFF RESPONSIBILITY

Under the *School Education Act 1999* (sections 63 and 64), principals must ensure the safety and welfare of students, and teachers must supervise students and maintain proper order and discipline.

Staff have a responsibility to minimise the risk of harm to another. They must take reasonable measures to protect students from harm that may reasonably be foreseen. This includes protection from known hazards.

Staff have a responsibility to intervene in situations where students may be at risk of harm. This does not mean that staff are required to put themselves in a situation where they are at unacceptable risk; only that responsibility requires prompt action appropriate for the circumstances.

Appropriate action may at times involve reasonable physical contact, although this will not always be necessary and will depend on the circumstances.

For instance, a staff member may be confronted with two students fighting. Depending on the relative size of the students it may be appropriate for the staff member to physically intervene to stop the fight. In other situations, the staff member may be at risk if they did this and a more appropriate action might include:

- issuing clear, loud and assertive verbal instructions to the students fighting and/or directly involved to stop
- attracting the attention of colleagues by blowing a whistle, using a mobile phone or by another agreed alert
- instructing clearly and loudly for bystanders to disperse.

SCHOOL EDUCATION REGULATION 38

Under Regulation 38 of the *School Education Regulations 2000* and the *Duty of Care for Students* policy, staff must take action that is planned, proportionate and necessary in the case of student fights.

Regulation 38 states that school staff may, under certain conditions, use physical contact with students.

Staff can take **reasonable** action, including physical contact with a student or a student's property, to:

- manage or care for a student
- maintain or re-establish order or
- prevent or restrain a person from -
 - placing at risk the safety of any person or
 - damaging any property.

The action taken must be proportionate to the circumstances of the situation.

When dealing with disciplinary appeals involving physical contact, the WA Industrial Relations Commission has applied the following principles in deciding whether the contact was reasonable:

- physical contact is not appropriate as a response to mere 'bad behaviour' by a student, unless there is an actual risk of self harm, or harm to others;
- physical contact is not to be used to discipline students;
- even 'minimal' physical contact **can** be unreasonable if there were reasonable alternatives; and
- even if a student initiates physical contact, the staff member must ensure that any response is limited to what is necessary to deal with the risk of harm, and not continued beyond a point where it is needed. This may include the staff member avoiding if possible any physical contact with the student.

NON-PHYSICAL INTERVENTION

Non-physical intervention refers to de-escalating and managing inappropriate student behaviour without physical contact.

De-escalation strategies may include (but are not limited to):

- diverting away from confrontation
- remaining calm and repeating simple, clear instructions
- using reminders of student responsibilities
- remaining focused and objective
- avoiding a spiral of the power struggle.

The use of clear verbal direction is always preferred to physical intervention. It is not appropriate to make physical contact with a student (e.g. tapping, pushing, grabbing, poking, pulling, blocking, slapping, punching) to ensure they comply with directions. An exception to this rule is if the student is placing themselves or others at risk.

Where it is apparent that a student's behaviour is escalating, non-physical interventions may include:

- talking with the individual student (asking them to stop the behaviour, and telling them what will happen if they do not stop)
- instituting a time-out process which involves taking action against the student (if required) in the form of a warning or suspension, at a later point in time
- directing other students to move away from the situation
- following the school emergency plan
- directing students to a safe place
- sending for assistance from other staff, or in extreme cases, the police if all other avenues have been exhausted.

PLANNED PHYSICAL INTERVENTION

Planned intervention is the use of physical intervention as the last resort in managing student behaviour.

This type of intervention is based on the student's history of behaviour and requires prior consultation with parents/guardians. This intervention must be fully documented in the student's behaviour support plan.

Physical interventions should be seen as a last resort and only used when it is in the best interest of the child, and are reasonable, proportionate and necessary in the circumstances.

Information on developing a plan which may include physical intervention can be found on the *Student Behaviour* policy requirements [website](#).

Employees who are required to potentially use physical intervention must be properly instructed as to the student's behavior management plan.

General principles of planned intervention

- De-escalation strategies are always preferable to physical contact to maintain order, to manage, or to care for a student.
- The level of intervention needs to be appropriate for the circumstances.
- The level of intervention must be reasonable and proportionate to the circumstances of the incident or behaviour, or the consequences it is intended to prevent.
- Any physical intervention must be the minimum needed to achieve the desired result

and must not be continued beyond a point where it is needed.

- Physical contact or restraint must not be used to provoke, punish or humiliate a student, or inflict pain.

MANAGING THE RISK

When physical contact is used, appropriate steps must be taken to minimise the risk of harm to both staff and students.

Often incidents requiring physical contact happen very quickly and staff need to act quickly to assess and manage risks and take appropriate action. Any response must be reasonable, proportionate to the circumstances and directed at reducing the risk of further damage to persons or property.

The overriding principles are:

- only use the minimum amount of physical contact needed to manage the risk
- do not continue physical contact beyond the point where it is necessary.

While the type and extent of physical contact will vary depending on such factors as the relative size of the student, the behaviour that is causing the risk, the developmental capacity of the student, the likelihood and severity of harm, and the physical surroundings. Staff members who apply these principles in a reasonable way will ensure that they are acting within the authorisation granted by Regulation 38-

Note: Reporting of the incident should be to the line manager or principal - verbal and in writing at the earliest opportunity.

SUPPORT OR CARE FOR A STUDENT

Staff members will at times be required to give assistance involving physical contact. Although not an exhaustive list, examples of appropriate physical contact may include:

- administering first aid
- supporting a student who has been injured
- non-intrusive touch, such as congratulating a student by shaking hands or a 'pat on the back' in an appropriate situation
- assisting with the toileting therapy, mobility and personal care needs of a student with a disability in accordance with an individual plan that has been negotiated with the student's parents/carers
- assisting with the toileting and personal care needs of mainstream students where required.

Staff provide support to students with identified special and/or complex needs through individual care plans that are negotiated with the parents/carers of the student in consultation with other service providers. These plans involve documented strategies for physical contact, which can include strategies for toileting, therapy or mobility assistance and processes for changing clothes. It is important that staff familiarise themselves and work in accordance with these plans.

PHYSICAL INTERVENTION TO MAINTAIN OR RE-ESTABLISH ORDER OR TO RESTRAIN A PERSON

Staff may engage in physical contact if all non-physical interventions have been exhausted or are impractical in the circumstances and a student is:

- attacking another student or adult
- posing an immediate danger to themselves or others, or
- damaging property.

Staff are to use physical contact only as a last resort and not to ensure compliance or in response to verbal threats.

Can, or should, staff intervene when students are engaged in a physical altercation with each other?

Members of staff have a responsibility to minimise the risk of harm to another and to intervene in situations where students may be at risk of harm.

This does not mean that staff are required to put themselves in a situation where they are at risk, only that they take prompt and appropriate action. This prompt and appropriate action may at times involve physical contact.

It may be reasonable for staff not to use physical intervention in a situation involving several students, or a physically larger student, where staff believe that doing so would increase the likelihood of injury to themselves. In such cases, the staff member should guide other students away from danger and seek immediate help from other staff or, in extreme cases, the police.

UNACCEPTABLE PRACTICE

School and classroom culture

It is unacceptable practice to:

- attempt to physically prevent a student from entering or leaving a classroom, unless there is a concern for the safety of the student, other students or staff
- pursue and/or make physical contact with a student who is attempting to run away, unless that student is in immediate danger or is likely to harm another person (in this case, an appropriate strategy could include calling for assistance from other staff and following at a distance).

Care and discipline of children

It is unacceptable practice to:

- throw any object at a student to get their attention
- threaten students with physical punishment.

Staff-student relationships

It is unacceptable practice to:

- put your arms around students while instructing them on the computer
- develop a practice of cheek kissing as a greeting or for congratulating students
- repeatedly and unnecessarily use physical contact with students of any type
- allow a student to sit on your lap
- physically hold a student by the arm/wrist to gain compliance. An exception to this practice may be in the case of students with a documented care plan.

Interaction with students with identified needs

It is unacceptable practice to:

- use physical contact with a student by unnecessarily providing a physical prompt in place of a verbal instruction or a less intrusive prompt (e.g. modelling, gesture, or spoken help)
- use physical contact to force compliance
- fail to implement strategies negotiated and outlined in individual student management programs
- use physical contact to contain confrontational behaviour of students of all ages (particularly those with identified behaviour or conduct disorders) unless there is a concern for the safety of the student, other students or staff.

PROHIBITED PRACTICES

Physical punishment of students of any type is prohibited.

Under no circumstances are staff to engage in intimate, overly familiar or sexual relationships with a student/s. It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual, or condoned by parents or caregivers.

Improper conduct of a sexual nature by a staff member with a student encompasses all forms of sexual activity including, but not limited to:

- kissing and/or caressing
- obscene language or gestures of a sexual nature
- suggestive remarks or actions
- jokes or humour of a sexual nature
- unwarranted and inappropriate physical contact
- undressing in front of students
- communicating or corresponding with students about sexual or personal feelings
- exposing students to sexual behaviour of others, other than in prescribed curriculum in which sexual and relationship themes are contextual.

CASE STUDIES

The following examples are not intended to be exhaustive, but to provide guidance as to what action would be reasonable to manage the risk in particular circumstances. These examples are based on real life situations.

Factors staff members should consider include, but are not limited to:

- the relative size, age and strength of the student
- the developmental capacity of the student
- the gender, age and health of the staff member
- knowledge of the student's previous behaviour
- whether the student is armed
- the physical surrounds.

Example 1

A teacher sees two high school students fighting. Both students are taller than the teacher, and appear to be 'out of control'. The teacher decides that physical contact would not help to de-escalate the situation and would put them at risk. They call for help from other staff members nearby.

In this situation, the teacher has acted reasonably by deciding not to take physical action. The teacher would have placed themselves at risk of harm by intervening, without necessarily reducing the risk. The teacher has fulfilled their responsibility to the students by seeking assistance to deal with the situation.

Example 2

A student is arguing with another student. The student draws back their fist to aim a punch at the other student. The education assistant intervenes by taking the hand of the student. Once satisfied that the other student is out of range, the education assistant lets go.

The education assistant has acted reasonably. The action prevented the student punching the other student, and the education assistant stopped the contact once the threat had passed.

Example 3

A student is arguing with another student. The student draws back their fist to aim a punch at the other student. The teacher grabs the student around the neck and drags them away before pushing them against a wall. The student does not struggle. The teacher holds the student against the wall for a while before letting the student go.

The teacher has not acted reasonably in this case. There are less forceful ways of managing the risk. The teacher should have stopped the physical contact as soon as the threat had passed. Grabbing the student around the neck and holding the student against the wall when they were not struggling was not reasonable.

Example 4

A non-verbal student with Autism Spectrum Disorder is learning to initiate communication by making a simple request using a visual communication card. The teacher holds up a highly motivating item and waits for the student to respond. The student tries to take it from the teacher. As the student reaches for the item the teacher gently guides the student's hand to the communication card. When the student picks up the card the teacher gives the item to the student.

The teacher has acted reasonably. The teacher waited for the student's independent response and used the least amount of physical contact required to prompt a response from the student.

Example 5

A student goes up to the principal's desk and grabs a ruler. The principal asks the student to return it, but the student starts to run away. As the student reaches the door, the principal grabs the student by the collar and restrains them, so they can recover the ruler.

The principal has not acted reasonably in this case. It was not appropriate to use physical contact to either retrieve the ruler or prevent the student from running away because there was no risk to the safety of the student or anyone else as a result of these actions. It would be better to have allowed the student to leave and deal with the matter later.

MORE INFORMATION

More information about legislation, policy and supports, including professional learning, is available.

[School Education Regulations 2000](#)

[Student Behaviour](#) policy and procedures

[Duty of Care for Students](#) policy

[Behaviour and Wellbeing](#) website

[Keeping our Workplace Safe](#) guidelines

Standards and Integrity Directorate

The Standards and Integrity Directorate at the Department of Education offers general advice on matters related to staff conduct.

A: 151 Royal Street, East Perth WA 6004

T: 9264 4740 or 1800 655 985

E: complaints@education.wa.edu.au

W: education.wa.edu.au/standardsandintegrity

Appendix 5

A GUIDE TO UNDERSTANDING ME

WE ALL LEARN AND COPE BY USING OUR STRENGTHS, SKILLS AND TALENTS. THIS BOOKLET EXPLORES THE WORLD FROM YOUR POINT OF VIEW AND YOUR ANSWERS CAN HELP YOU TO KNOW YOURSELF A LITTLE BETTER AND HELP STAFF TO WORK WITH YOU WHILE YOU ARE HERE.

NAME
D.O.B / AGE
HOME



1

I PAY ATTENTION BEST WHEN:

You say my name
Don't use too many words
There is one instruction at a time
I am interested in the topic

2

I LEARN BEST WHEN I AM:

Seeing pictures	Touching
Seeing words	Working with my hands
Hearing/listening	Acting it out
Doing/showing	Talking it through

3

SOME BASICS:

	Easy	Medium	Hard
Writing/printing			
Reading			
Maths			
Time			
Money			
Making good choices			

WHAT TOPICS INTEREST YOU?

I REMEMBER THINGS BEST WHEN I CAN:

<input type="radio"/>	See	
<input type="radio"/>	Hear	
<input type="radio"/>	Touch	

4

SENSORY AND ENVIRONMENT:

	Makes no difference	Helps me	Annoys me
Noise			
Movement			
Smell			
Light			
Touch			

6

COPING QUESTIONS?

	Easy	Medium	Hard
Calming down is			
Staying calm is			
Asking for help is			

5

MY WORLD:

	Easy	Medium	Hard
Paying attention			
Sitting still			
Remembering rules			
Following rules			
Remembering things in order			
Change in routine/schedule			
Being in a big group			
Being organised			
Trying something new			
Keeping calm			
Keeping friends			
Sorting out problems with others			

7

ABOUT ME:

When do you feel at your best?

If one thing could change in your life to make things better, what would it be?

8

MY TEAM:

How to work with: **TH**

13 YEARS OF AGE

- 1 Tunes in best when: Say his name, don't use too many words
- 2 Learns best by: Seeing pictures and repetition
- 3 Some basics: Easiest: Counting money and maths
Hardest: Remembering things, making good choices
- 4 Memory strength (circle): **See** / Hear / Touch
- 5 Sensory/Environment: Helpful: Stress ball, playing cards
Unhelpful: Lots of noise, bright lights
- 6 My World: Easiest: Being organised and paying attention
Hardest: Change in routine/schedule, remembering things

Home:



SUPPORTIVE ACTIONS

- A** Get their attention: *Say his name and talk to him about topics he is interested in (Cards, music, painting and football).*
- B** Present Information: *One instruction at a time, use simple language, and lots of repetition to help him remember.*
- C** When i'm stressed I: *Need someone to help me calm down and talk me through the situation; give me options to choose from.*
- D** Calming strategies: *My playing cards, grounding exercises, listening to music, painting.*
- E** Positive reinforcers: *Playing cards, painting time, playing basketball and football.*
- F** Best support tip: *Be straight up with TH, use lots of repetition. His family relationships are his biggest motivator for good behaviour.*

Important Dates



My Team

DH (Aunty)
CH (Pop)
Brad B (Teacher)