Ashburton Drive Primary School

Behaviour Support Policy and Procedures

2021

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Introduction

This Policy has been developed to articulate our school beliefs and processes about behaviour support at Ashburton Drive Primary School (**ADPS**).

Through the policies and procedures outlined in this document we will be working to achieve our school vision of "*A dynamic, inclusive learning community striving for excellence.*"

Our purpose is to develop and implement School wide WA PBS in order to improve behaviour, teach social skills and foster a positive attitude towards learning to achieve higher educational outcomes. It is our intention that this will develop a school culture which is consistent and based on a common language which is used by all.

Links to DoE Policy

Department of Education (**DoE**) schools provide every student with the educational support the student needs to learn and maintain positive behaviour.
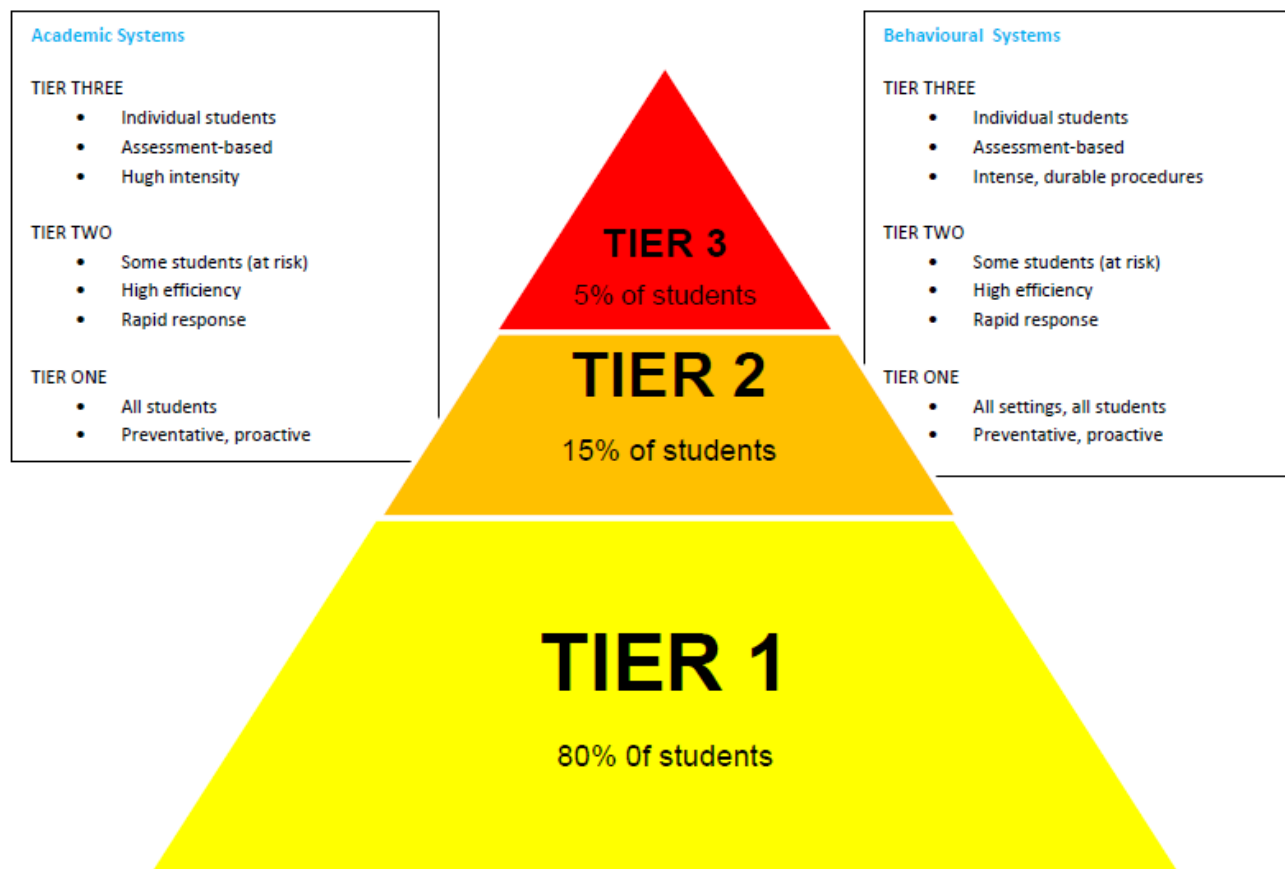
ADPS seeks to implement this through WA PBS, consistent and clear expectations and a school wide approach to managing and responding to unproductive student behaviour.

WA Positive Behaviour Support (WA PBS) at our school

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS provides an operational framework for achieving these outcomes.

WA PBS **builds a continuum of supports for staff and students**. At each level (or tier) there is an emphasis on **outcomes** in the form of agreed expectations for student and staff behaviour, and **data** to guide decision-making about what **practices** should be put in place to support student learning and social behaviour. There is equal emphasis on the **system** supports that will be needed to build fluency with new or revised practice among all teachers and staff within the school.

WA PBS is supported by a three-tiered model as follows:

Academic Systems

TIER THREE
- Individual students
- Assessment-based
- Hugh intensity

TIER TWO
- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE
- All students
- Preventative, proactive

Behavioural Systems

TIER THREE
- Individual students
- Assessment-based
- Intense, durable procedures

TIER TWO
- Some students (at risk)
- High efficiency
- Rapid response

TIER ONE
- All settings, all students
- Preventative, proactive

TIER 3
5% of students

TIER 2
15% of students

TIER 1
80% 0f students

Tier 3	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student.
Tier 2	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1	Practices and systems for all students and staff implemented across all school settings.

School Code of Conduct

Our school community values people who show they can:

Act responsibly
Do your best
Participate positively
Show care and respect

Roles and responsibilities of staff in implementing whole school behaviour support

Staff have a responsibility to:

1. Model respectful, courteous and honest behaviour as required by the "Staff Conduct Policy";
2. Model and adhere to explicitly taught values and lessons as positive role models;
3. Ensure good organisation and planning;
4. Explicitly teach lessons from the WA PBS Programme to ensure children understand how to comply with expectations;
5. Report student progress in behavioural matters in keeping with the DoE requirements;
6. Plan and implement, with the support of the school administration, Documented Plans relating to behaviour and/or risk management plans as appropriate for students at risk;
7. Collaborate with colleagues to ensure whole school practices are implemented;
8. Ensure that the school environment is kept secure, neat and tidy; and
9. Establish positive relationships with students and parents.

Seven Essential Components of the WA PBS Framework

The ADPS WA PBS Framework utilises the 7 essential components of the WA PBS framework to develop a common philosophy and approach to supporting student engagement at school.

1. Leadership

The WA PBS leadership team leads the school through a process of developing and gaining consensus on beliefs, expectations and procedures along with a written plan.

The WA PBS committee at the school has been established to lead the implementation of Positive behaviour Support at ADPS. The WA PBS committee comprises the Principal, Deputy Principal, staff members representing each phase of development – teaching and non-teaching and may also include student and community members. The WA PBS committee is led by a staff member (preferably *not* the Principal or Deputy Principal) and involves all staff in the process as a crucial final step.

2. Defining Expected Behaviour

Just as schools rely on the direction provided by their academic curriculums, success with student behaviour begins with clear behavioural expectations.

Our School behaviour matrix outlines expected positive behaviours to our students (Appendix #1). Teachers set expected behaviours by establishing classroom rules, in line with the behavior matrix. These are frequently reinforced through "classroom discussion" and the modelling of expected behaviour.

3. Teaching Expected Behaviour

Systematic teaching of the pro-social behaviours is a routine part of the school day using the same methods as teaching academic skills, through modelling, practice and feedback.

Staff at ADPS explicitly teach expected behaviours with weekly lessons which have been developed using the iSTAR format. A whole school approach is used where all classes teach lessons around a focus area determined by the WA PBS committee. These foci are publicised throughout the school including the school newsletter, assemblies and staffroom planning board, to ensure all staff and students are aware of the fortnightly focus.

Staff also choose a focus based on classroom needs.

4. Encouraging Expected Behaviours

Staff provide regular feedback to students about their behavioural progress, creating a school culture where pro-social behaviours are the norm. Staff are committed to encouraging expected behaviours through signage, reward systems, reinforcement, explicit and incidental teachings.

5. Engagement Strategies

Staff utilise engagement strategies to increase academic learning time and ultimately student engagement, while ensuring a positive and welcoming learning environment. These practices represent the facets of classroom teaching, that have been identified as evidence based practices to maximise learning for all students while minimising discipline disruptions. Ashburton Drive PS ensures core and safety of students through restorative practice, various scaffolding programs such as, Breakfast Club, School Chaplain, Individual Plans, Attendance Plans and Student Support Services.

6. Responding to Unproductive Behaviour

Unproductive behaviour also requires feedback and is viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm, instructional approach used when students make academic errors is used to correct behavioural errors. The development of a continuum of responses to behaviour provides staff with the tools to effectively respond to, and redirect, student behaviour.

See Appendix 2 SEN Processes Chart

7. Ongoing Monitoring

The use of data focuses staff efforts by identifying areas in need of improvement as well as those operating well. Monitoring rejuvenates processes and practices by providing feedback or knowledge of results that promote consistent implementation and renewal. At Ashburton Drive PS data is used to monitor student behaviour and the PBS implementation process.

Student Behaviour Support Levels of Intervention

Who may be involved?

TIER 3

Administration
Class Teacher/
Specialist Teachers
School Psychologist
Parents
External Agencies

TIER 2

Class Teacher/Specialist Teachers
Administration
Parents
School Psychologist (as necessary)

TIER 1

Class Teacher/Specialist Teachers
Parents
School Psychologist/Administration (as needed)

Student Behaviour Support Levels of Intervention

Strategies at Tier 1

Winning over:

- Politeness
- Greet students at the door
- Personal interest
- Use of names
- Smile
- Humour
- Enthusiasm

Belonging:

- Safe environment
- Inclusiveness
- Parental engagement and communication

Low key responses:

- Signal to begin
- Transitions
- Type of response
- With-it-ness
- Proximity
- Scanning
- Body Language
- Facial Gesture

Instructional/Engagement Strategies:

- Lesson design
- Cooperative learning
- Framing questions
- Active participation
- Breakfast Club
- School Chaplain
- Student Support Services
- Attendance Plans
- Restorative practice
- Reward Systems
- Parental communication
- Social and emotional curriculum

Strategies at Tier 2

– continue with strategies from Tier 1 +

- Count on 'Ready to Learn' chart
- Emotion coaching
- Smart ignore
- 'square off'
- either/or choice
- implied choice
- Functional Behavioural Analysis
- Development of Documented plan (May include IBSP, Emergency Response Plan, Risk Management Plan)
- Parent contact, where necessary

Strategies at Tier 3

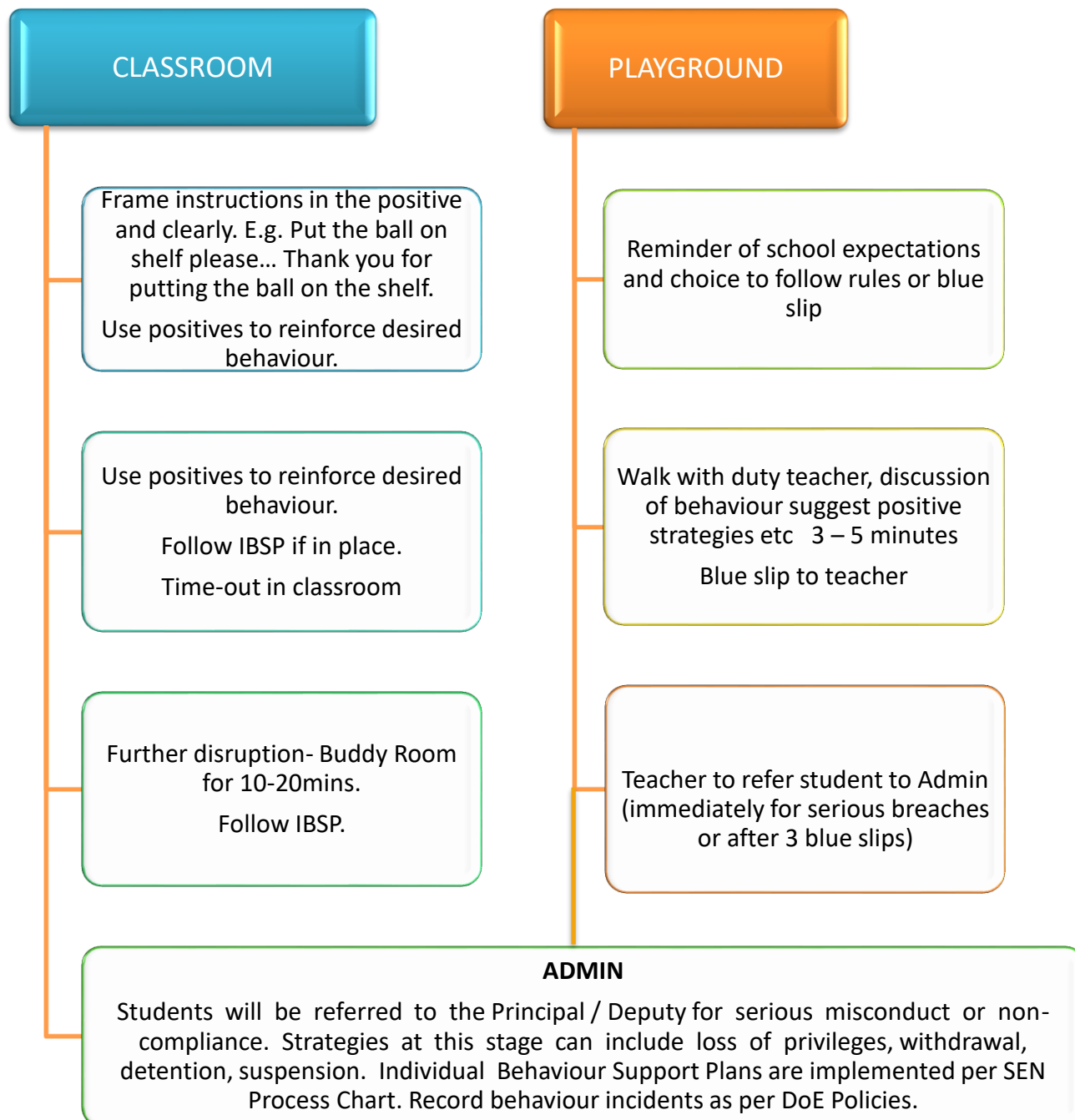**– continue with strategies from Tier 1 & 2 +**

- Counselling
- Case Management
- Functional Behavioural Analysis
- Parent engagement
- Suspension/ Re-entry meeting/plan
- Development of documented plan (may include IBSP, Emergency Response Plan, Risk Management Plan)
- Detention/Withdrawal
- Psychologist referral for further investigation (Functional interventions)
- Referral to external agencies (SSENBE)

Behaviour Support Flowchart

All teachers will have their own classroom behaviour support plans, including rewards and consequences. It includes explicitly teaching children they have a choice when deciding on their behaviour. Expected behaviours are taught and modelled through weekly PBS lessons. The following consequences will apply in both the classroom and the playground.

CLASSROOM	PLAYGROUND
Frame instructions in the positive and clearly. E.g. Put the ball on shelf please... Thank you for putting the ball on the shelf. Use positives to reinforce desired behaviour.	Reminder of school expectations and choice to follow rules or blue slip
Use positives to reinforce desired behaviour. Follow IBSP if in place. Time-out in classroom	Walk with duty teacher, discussion of behaviour suggest positive strategies etc 3 – 5 minutes Blue slip to teacher
Further disruption- Buddy Room for 10-20mins. Follow IBSP.	Teacher to refer student to Admin (immediately for serious breaches or after 3 blue slips)

ADMIN

Students will be referred to the Principal / Deputy for serious misconduct or non-compliance. Strategies at this stage can include loss of privileges, withdrawal, detention, suspension. Individual Behaviour Support Plans are implemented per SEN Process Chart. Record behaviour incidents as per DoE Policies.

Communicating to parents on students' behaviour

Positive Behaviour

Teacher/Administration contact with guardians	Attendance awards/medallions
Class Dojo points	Ashburtokens/Try-Athlon Certificates
Class rewards/awards	Merit Certificates and assembly awards
Green letter from administration	Good Standing- PBS reward
Graduation awards	Good Standing Policy

Good Standing Policy

The Good Standing Policy to follow is a DoE directive as outlined in the 'Let's take a Stand Together' Ministerial document.

Clear expectations of student behaviour are outlined in this policy and the WA PBS Booklet. Students will automatically have Good Standing while exhibiting behaviours that align with our values and beliefs. The move to Conditional Standing will be decided by the Principal in consultation with staff and the implementation of an Individual Behaviour Plan. It is the responsibility of each student to maintain his or her 'Good Standing'.

Good Standing activities and roles include: Student Councillor, Sports Captain, Choir member, Puppets and Clowns member, interschool sports participant and identified incursions and excursions including any P and C events. *Please note: excursions and incursions are part of the curriculum and generally will NOT be Good Standing events.*

Loss of Good Standing occurs after: a suspension or series of detentions (3 or more) that are not aligned with the school code of conduct. These behaviours may include, but are not limited to:

- o starting a fight
- o making physical contact with the intention to harm another student or staff member
- o videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.

Students who breach the school code of conduct will have privileges removed, such as being banned from school social activities and/ or loss of student leadership role.

Student Leadership and Good Standing: The first time a student leader loses Good Standing they will lose their badge and their right to represent the school until they are reinstated. Should this occur a second time the right to represent the school, as a student leader, will be removed for the remainder of the year.

Parents will be notified if a student moves to Conditional Standing. This will be a shared responsibility and expectation, in partnership with students and carers. The Individual Behaviour Plan will have targeted behaviours clearly stated with identified reward and consequence processes to follow. Outcomes will be measureable to achieve success in behaviours and a return to Good Standing.

Re-instating Good Standing: A restorative approach will be utilised to re-establish positive behaviour. A 'Good Standing Passport' will be issued which requires the student to engage in positive interactions and adherence to school values and processes consistently for a two week period.

Unproductive Behaviour Communication steps

1. Teacher/Administration contact guardian concerning behaviour when deemed necessary
2. Correspondence sent (pink letter)
3. Three-way meeting (parent, teacher and an administration member)
   - Identify
   - target behaviours
   - consequences/rewards
   - recording procedures
   - review schedule
4. Four-way meeting (student, parent, teacher and an administration member)
   - Clarify
   - target behaviours
   - consequences/rewards
   - recording procedures
5. A copy will be provided for all meeting participants. It is suggested, but not considered essential, that all parties sign the agreement.
6. Plan, review, date and follow-up meeting where necessary.

Strategy for deciding on consequences

When deciding consequences, the school will take individual situations and student needs into account.

When a referral is made Administration staff:

1. Check all students involved are safe, physically and emotionally (de-escalated)
2. Establish the facts by investigating what has happened, taking the time to interview all students involved and other witnesses if necessary
3. Utilise restorative practices when appropriate and timely, to rebuild relationships
4. Apply consequences based on a variety of factors which may include, type and severity of incident, opportunity for learning positive behaviours and frequency
5. Record information according to DoE Processes and share information on outcome of referral with admin team and relevant staff
6. Contact parents if deemed necessary (via phone or letter home). Confidentiality is maintained by only sharing information with parents that is relevant to their own child.

Department policy for withdrawal/ suspension
Withdrawal of a student from classes, breaks or other school activities

School administrator (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 and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.
- Sensory Room

When a student is withdrawn, the school administrator 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;
- ensure that the student is provided the opportunity to complete assignments or assessments to fulfil course requirements; and
- create a record for each student withdrawn showing:
  - reason for the withdrawal;
  - date, time and duration of the withdrawal; and
  - notification to parent

Suspension of a student from attending school/class

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. It may include in-school suspension with alternative lunch breaks. Parents will be notified in writing or verbally.

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.

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

The decision to suspend

1. Only the principal has authority in the school to make a decision to suspend a student. This authority cannot be passed to another member of staff, except to a school administrator (Deputy Principal, Acting Principal, Acting Deputy Principal) in circumstances where the principal is unable to exercise the suspension. This temporary transfer of power is required to be authorised in writing, either prior to the circumstances arising or at the time, before the school administrator may exercise the power to suspend. Where the principal is unable to provide this written authorisation, it may be provided by the Regional Executive Director.
2. Where the breach of school discipline is considered by the principal to be a serious breach, the principal will assign a provisional suspension period, and shorten or lengthen this period, subject to Regulation 43(1)(b), upon completion of an investigation into the incident.
3. The principal will provide the student and parent a reasonable opportunity to give reasons against the decision to suspend and/or the length of the suspension.
   o For breaches of school discipline, this will occur orally or in writing prior to the principal's suspension decision.
   o For serious breaches of school discipline, this will occur in writing as soon as practicable after the provisional suspension decision.
   o The principal will make a record of any reasons given against the decision to suspend or length of suspension, and in conveying his or her final decision will explain how any relevant reasons were taken into consideration.
   o For an opportunity to respond to be deemed reasonable, the principal will take into consideration any language, cultural, medical or mental health factors and availability of the parent.
4. An alternative strategy to suspension will be considered by the principal where:
   o the principal has reason to believe that the student will be exposed to serious safety risks (e.g. physical or sexual abuse, exposure to drugs, crime or domestic violence, homelessness) outside of the school and reasonable measures to mitigate these risks to the student cannot be arranged; or
   o the student is considered by the principal to be at risk of suicide or serious non-suicidal self-injury, and the principal is not satisfied that there are arrangements for sufficient supervision/care for the student outside of the school.
   o In such circumstances, the record should state the degree of seriousness of the breach and that the strategy was used in lieu of suspension due to exceptional circumstances.

5. The principal will not allow a suspended student to leave the school grounds before an agreement has been reached with the student's parent for how the student will get home. This must occur on every occasion, as it involves a transfer of duty of care from the school to the parent. Where it has not been possible to reach such an agreement, and the student is continuing to pose a risk to staff, students or property, the principal should consider calling the police to request that the student be removed.

6. Where a parent is not able to pick the student up and asks that the student be allowed to walk home, the principal will not allow the student into the community if the student is in an escalated state such that risk of harm to the student, community members or property is reasonably foreseeable. The principal will take reasonable measures to calm the student before the student leaves the school grounds without a parent.

Recording the decision

7. The principal will:
   o enter the suspension into the school's information management system as soon as practicable following the decision to suspend;
   o enter a report into the Online Incident Notification System (OINS) for any incident:
     ▪ deemed by the principal to have involved a serious breach of school discipline;
     ▪ involving a notifiable incident, as defined in the _Emergency and Critical Incident Management_ policy; and
   o record all absences due to suspension as authorised absences using the Z code.

Requirements in addition to those stipulated in Regulations 43-46

8. The principal will take reasonable measures to minimise the number of days any one student is suspended for during the course of a school year. Where repeated suspension is not proving effective as a strategy to reduce the severity or frequency of breaches of school discipline by a student, the principal will consider other strategies that may be more successful.

9. The principal will not consider the reaching of a specified number of days of suspension to be an automatic trigger for exclusion.

10. For the purpose of calculating suspension periods, the principal will consider each day the school is open for business as counting for a whole day within the student's suspension period. This requirement applies irrespective of the student's normal level of attendance on that day, including where:
    o the student would normally be absent from school that day due to a Notice of Arrangement or placement in an off-site program; or
    o the suspension applied is for only part of the school day. **It is not intended, however, to mean that a student, who is sent home at lunchtime for the remainder of the school day, should have a whole day suspension recorded.**

11. The principal will consider multiple breaches in the course of an incident or connected series of incidents to be taken as one overall breach for the purposes of considering the case for and duration of a suspension;

12. The principal will not apply suspension for reasons associated with:
    o attendance;
    o an incident occurring outside of school, except where the principal can establish a reasonable nexus between the incident and the school; or
    o dress code.

13. The principal will not apply a suspension period that exceeds the number of days remaining in the school term. For purposes of accurately reflecting the severity of the student's breach of school discipline, the principal may express in the record of the suspension decision the length of suspension that would otherwise have been applied.

14. The principal will not extend suspension periods into the following school term.

15. In circumstances where the time left in the school term is insufficient reasonably to investigate an incident and reach a decision on a suspension, the principal may make the decision at the beginning of the next school term;

The principal's responsibilities during and immediately following the suspension period

1. The principal will conduct any required meetings in preparation for re-entry prior to the completion of the suspension period;
2. When a student comes onto school grounds without permission during a period of suspension, the principal will:
    o ascertain the reason for the attendance and offer the student assistance when the reason for attendance is genuine;
    o where the student does not supply a genuine reason, discuss calmly and supportively with the student the need for the student to honour the suspension decision and leave the school grounds;
    o make reasonable attempts to notify a parent to collect the student in circumstances where the student refuses to leave school grounds;
    o notify the police if the student is acting in a way that poses a threat to staff, students or property.
3. For a student who commits a breach of school discipline while on suspension, the principal may apply an extension to the suspension period, subject to Regulation 43.
    o Where the maximum period of suspension is already in place, the principal will consider alternative disciplinary sanctions for that breach, to be served after the student's return to school provided that this sanction does not further limit the student's attendance. This does not apply in the event of a recommendation for exclusion.
    o A suspension under Regulation 43(1)(a) may not be extended to a suspension under Regulation 43(1)(b), except where the breach committed during the suspension period can reasonably be considered by the principal to be a serious breach.
4. The principal will provide learning activity for the student to complete during the period of suspension where this period is for 3 or more consecutive days or totals more than 5 days in the school year (this is not dependent upon the parent or student asking for work to be provided). The principal will:
    o provide work that is genuine learning activity (not busy work), designed to help the student as much as possible to keep up with class during the enforced absence;
    o provide any required remedial support upon the student's return should the student have difficulty with the learning activity; and
    o not require staff to supervise the student whilst on suspension, except where the student attends the school site. The principal may ask teaching and/or administration staff to maintain a reasonable level of phone or digital contact with the student or the student's parent during school hours whilst the student is suspended, for the purpose of discussing the student's progress on learning activity.
5. Where the period of suspension is less than that stipulated in Section 21 above, the principal will make reasonable endeavours to ensure the student keeps up with their classwork and maintains continuity of learning.
6. If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the principal will:
    o inform the Regional Executive Director and Principal, School of Special Educational Needs: Behaviour and Engagement as part of a case management approach; and
    o work with Regional Education Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.

Categories of Suspension

Category 1: Physical Aggression toward staff

Aggressive physical contact committed intentionally against staff.

Category 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.

Category 3: Physical aggression toward students

Aggressive physical contact committed intentionally against another student.

Category 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.

Category 5: Damage to or theft of property

Direct or indirect damage to, or theft of, property.

Category 6: Violation of Code of Conduct or school/classroom rules

This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.

Category 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.

Category 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. This includes weapons and illegal drugs.

Category 9: E-breaches

Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements. Includes breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

Physical restraint of a student

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

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

The principal will apply the principles detailed in Section 3.2 of the *Student Behaviour* procedures.

- The principal will not permit the use of restraint as a form of punishment.
- The staff member will attempt less restrictive strategies before attempting physical restraint.
- As far as is possible in the circumstances, the staff member will give consideration to:
  - the safety and wellbeing of the student, including the risk of the restraint causing physical or psychological harm;
    - any medical or psychological conditions that increase the likelihood that physical restraint will be harmful to the student;
  - the most appropriate method of restraint in the circumstances;
  - the likely response of the student; and
  - the safety of staff members and other students.
- The principal will provide appropriate support to the student, staff, other students and parents as required after the restraint.
- If disciplinary sanction is being considered following an incident, the principal will take into account that applying physical restraint to a student who is in a state of extreme escalation is likely to cause the student to struggle to be free, and thereby make physical contact with staff.
- The principal will keep a record for each instance of physical restraint, which includes:
  - date, time, location and duration of the physical restraint;
  - name of student and name(s) of staff member(s) involved;
  - reason for the physical restraint;
  - alternative strategies attempted prior to application of physical restraint;
  - brief detail of the follow-up support provided;
  - detail of contact with the parent/carer;
  - a statement by the staff member/s involved; and
  - whenever possible, a statement by the student involved.
- A report will be lodged via the Online Incident Notification System as soon as practicable after the incident.

A principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when the documented plan:

- involves a hierarchy of planned, less restrictive responses;
- provides information about the use and type of restraint;
- defines the situations in which restraint will, and will not, be considered;
- is developed and reviewed in regular consultation with appropriate student support services, such as the School Psychology Service and Schools of Special Educational Need, as well as any participating external agencies or practitioners;
- has been developed in consultation with and agreed by parents/carers;
- includes consideration of how to minimise embarrassment for the student and mitigate the risk of distress to other students who witness the restraint;
- identifies the staff who are willing and able to apply the physical restraint; and
- identifies when and how often the plan will be reviewed.

The principal will take reasonable measures to:
- ensure that staff who apply restraint are appropriately informed and skilled; and
- make available assistance to staff involved in the application of restraint.
- ensure that Team Teach training remains current.

The principal will monitor the effectiveness of physical restraint as part of the behaviour support strategy.

Measures to address:

Bullying

Clarify bullying vs conflict through explicit teaching (ISTAR lesson plan)

These are to be followed by teachers as a guide, and can be added or skipped depending on individual situations – in line with whole school Anti-Bullying policy.

- Acknowledge the student/s by actively listening to the issue. This involves asking clarifying questions.
- Interview all students that need to be questioned to gain a deeper understanding of the situation.
- Decide what action needs to be taken. Follow school procedures i.e. for playground behaviours issue a slip, for classroom behaviours move on Good Standing board, reflection sheet etc. Low level incidents that should be handled by teachers include;
    - Bumping
    - Staring
    - Pushing
    - Spreading rumours
    - Social isolation
- For more severe incidents refer to an administrator. Ensure that documentation will be completed by either teacher or an administrator where appropriate.
    - Severe incidents that must be reported immediately to admin
        - Physical assault
        - Racist comments
        - Sexual comments
- Notify relevant stakeholders (admin, class teachers, parents) of issue, action taken and resolution where appropriate. Refer student/s for relevant counselling e.g. school psychologist, chaplain, 3-way conference, administration.
- Ensure to follow-up with the student/s to see that the issue has been resolved.

Aggression

Teachers have a duty of care towards all students and are required to ensure a safe learning environment. On occasions, challenging and violent behaviour from some students will compromise safety and the opportunity for other students to learn.

In consultation with admin staff and parents/caregivers, teachers will develop behaviour support and risk management plans for students who present with such challenging behaviours.

When students present with violent behaviour or aggression:

- If the incident is urgent, critical and dangerous, contact the police through the school principal.
- Restrictive practices, such as restraint, should only be used as a last resort and be part of a documented plan.
- In such cases, and in all other cases where restraint is used, the principal or delegate will submit an online incident notification.
- Consult with the parents, the school psychologist and the student services/support specialist to develop a documented plan.

Drug and alcohol misuse by students, *including provision of evidence-based drug and alcohol education*

Drug and alcohol education will form part of the schools Health Education Curriculum in line with SCSA Western Australian Curriculum requirements. Resources to teach these will be in line with DoE and relevant health authority evidence based approaches as well as the school's WA PBS and resilience programs. These programs will be re-evaluated and revised as updates become available.

The possession or use of illegal substances by students at school is not acceptable under any circumstances.

Being intoxicated does not excuse a breach of school discipline by a student. However, a breach of school discipline committed by an intoxicated student must be dealt with only after the safety and wellbeing of the student has been secured.

Student intoxication on school sites or at school off-site activities is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated.

These requirements relate to school disciplinary considerations only, and are not a complete guide for dealing with drugs or alcohol use by students. Drug and alcohol use by students will be responded to through health and education frameworks and in accordance with the steps in the behaviour flowchart. In circumstances where school staff have reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student. A follow up priority is support and education for the student.

It is the responsibility of the principal to report relevant matters to the police.

Presence of weapons on school sites

A *weapon* is 'anything serving as an instrument for making or repelling an attack'[1]:

- *Prohibited* weapons are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades.
- *Controlled* weapons include those used in the practice of a martial art, act, sport, or similar discipline, such as firearms, swords, machete or spear guns.
- *Firearm* includes any lethal firearm and any other weapon of any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns and paintball guns.

[1] Macquarie Dictionary. The Macquarie Library, 2003.

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

Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately under *Regulation 44(2) of the School Education Regulations 2000.*

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; and
- 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; and
- 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 or tray and to cooperate with the search of the student's property.

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; and
- 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; and
- 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.

Guidance

In this document, "the principal will…" means that it is the principal's responsibility, as site manager, to manage its implementation. It does not mean the principal must personally undertake the duty. The principal is responsible for <u>what</u> must happen, but has discretion over <u>how</u> it happens on the site.

Risks of suicidal behaviour and/or non-suicidal self-injury

The school response will be in line with current DoE policies:

- Immediately contact the school psychologist (and/or Lead School Psychologist) and other members of the school student support team.
- Contact the Consulting School Psychologist – Suicide Prevention for expert advice if needed.
- Action the school response plan to NSSI and suicidal behaviour to enable appropriate risk assessment, planning and support.
- Be alert to, record and respond to changes in the student's behaviour.

Personal use of mobile and other electronic devices

Mobile Electronic Devices (MEDs) include a range of devices including, but not limited to smartphones, tablets, laptops and smart watches.

Mobile phones are not encouraged at school but if a student does bring a phone to school, it must be handed to the class teacher for safe keeping and collected at the end of the day. The school does not accept responsibility for lost or stolen phones. All other electronic devices such as iPads/tablets and electronic games are banned from school. Students are not permitted to take photos or electronic images on school premises without permission from a teacher.

Penalties for breaching the above rules will be as follows.

First offence-confiscation of the device and returned to a parent or carer + detention

Subsequent offences-confiscation of the device and returned to a parent or carer+ suspension

ADPS has a Computer Facilities and External Networks (ICT) Acceptable Use Policy. This policy outlines how all parties involved can work together to embrace the educational potential of Information Communication Technologies (ICT) within a safe and supportive environment.

Cyber Safety

<u>Key Policy points are:</u>

• Access to and content of technology use must always be referenced to curriculum and developmental educational needs of the students.

• Developing skills in the use of ICT is an important life lesson and can be used to engage and inspire students to fulfil learning potential in all curriculum areas.

• Staff have a duty of care to ensure students are safe in online environments and are taught the skills to avoid unsafe situations.

• Information created, produced, communicated, stored or accessed on school ICT are subject to monitoring by the school or DoE.

• Parents are informed that this policy is available from the school and are encouraged to assist staff in facilitating appropriate use of ICT.

• Staff and students (and their parents) are to keep passwords private.

• Students are expected to let teachers know of bullying or inappropriate content or unacceptable websites they find. These will then be dealt with following the Management Policy of the school.

• The protective behaviours encouraged in the school are:

1. If you see something inappropriate on your computer screen, then turn the monitor off immediately;
2. Notify an adult who will take care of it for you; and
3. Adult notifies the Administration team to deal with the incident, which may involve filtering that URL.

Any breach of this agreement will be dealt with as a breach of school discipline and consequences applied accordingly.

Record keeping and use of data in assessing the effectiveness of whole school behaviour support

- Initial records are entered and maintained through the SIS Behaviour module.
- The WA PBS Dashboard draws information from SIS and this is presented and analysed at WA PBS committee meetings.
- Analysis of data informs foci for each term and assists school staff to monitor the effectiveness of programs and the WA PBS.
- Bi-annual parent and community surveys also monitor the effectiveness of school programs.

Ongoing Review

This Behaviour Support policy and procedures must be reviewed at least annually. In the event of a change to the DoE Student Behaviour Policy or a change to school procedures and policies, this policy needs to be updated as a matter of priority.

ADPS W.A. Positive Behaviour Support Matrix

ACT RESPONSIBLY	DO YOUR BEST	PARTICIPATE POSITIVELY	SHOW CARE AND RESPECT
Show and use self-control	Enjoy yourself responsibly	Follow game rules	Use equipment appropriately
Walk on pathways and indoors	Have a go	Take turns	Return equipment
Smart ignore	Build your skills	Use an appropriate voice	Put rubbish in the bin
Get to class on time	Stay on task	Share school equipment	Eat in the right areas
Keep your hands and feet to yourself	Line up and move around school appropriately	Respect everyone's point of view	Treat others as you want to be treated
Wear a hat when outside	Be ready to work	Encourage others	Use manners and appropriate language
Act safely	Work neatly	Be fair	Help others
Make wise choices	Ask for help if needed	Accept differences	Follow the school dress code
Pay attention	Learn from mistakes	Co-operate	Listen attentively
Clean up after yourself	Follow instructions	Be organised	Respect yours and others property
Be punctual	Be a good sport	Join in	Get along with others
Report problems promptly	Persist	Be inclusive	Allow others to work
Travel around school with a partner during class time	Control sporting and play equipment	Be friendly	Set a positive example for others
Use appropriate entry and exit points	Be hygienic		Get permission before borrowing
Have permission to be out of class	Complete activities to the best of your ability		Interrupt politely and appropriately
Use the toilets appropriately	Use good audience manners		Be respectful to all visitors and staff
Use ICT and robotics appropriately and safely			Play responsibly and in the appropriate areas
Enter, exit and use transport safely and considerately			

APPENDIX 2 – SEN Process chart

ASHBURTON DRIVE PRIMARY SCHOOL – SEN PROCESS

LEVEL ONE

1.1 IDENTIFY YOUR CONCERNS
- Be Specific
- Document your concerns and objectives: Put in writing your concerns about the student and email to the Deputy (SEN) so that SEN Planning can be enabled.

1.2 CONSIDER THE FOLLOWING ACTIONS

Support at this level is from the Learning Support Coordinator (when funded), Curriculum Leaders and Deputy.
These leaders may support you by:
- Attending parent meetings to initially discuss concerns (DP)
- Supporting in the development of evidence based Documented Plans - strategies
- Ensuring that the SEN Process is followed
- Supporting any referrals to external agencies and referrals to Level 2 SEN if required

Consult a Colleague
Talk to a staff member for advice or previous teachers and education assistants for extra information.

Check Student files
Check the student's school file in the office and SEN file for relevant information. Review previous SEN Plans and Integris activity notes.

Discuss with Parents
Meet with the parents/carers to get additional information and to establish a positive line of communication. Request copies of any documentation they may have. Please keep notes of the outcomes of these meetings and keep on file in student's folder.
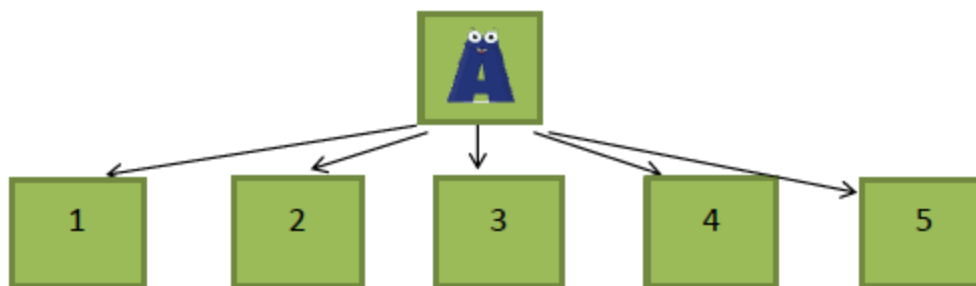
Complete assessments
Determine if any assessments or formal observations are suitable to help build a profile of the student. Complete assessments. Ensure they are dated.

Anecdotal records
Ensure you have organised a system for your observations. Include date and time. Use precise and factual language. Store records on the shared drive in the child's individual student folder.

1.3 ADJUSTMENTS ENTERED ON CLASS PROFILE SHEET
Work with the Deputy to update the adjustments on the class profile spread sheet. Identify what level of adjustment will be required for that student.

1.4 DEVELOP APPROPRIATE DOCUMENTED PLANS (IEP/IBP/RMP)
- Inform the Deputy that you require a SEN plan to be set for the student.
- Use the data gathered above to develop appropriate evidence based plans.
- IEPs/IBPs to be developed using SEN Planning/Reporting to Parents tab.
- Goals/Objectives should be SMART and short. Reviewed every 8-10 weeks.
- All plans should be signed by a parent/carer.
- A signed copy of each plan should be placed in the student's SEN folder in the office.
- The parents/carers should also receive a signed copy.
- An electronic copy can also be placed on shared drive.

1.5 SEN REGISTER
Ensure you have advised the Deputy of your actions so far in order to record this on the SEN register.

IF YOUR PLAN IS *WORKING*…
Continue to monitor and review for this student and keep the parents/carers informed regularly.

LEVEL TWO

If *NOT*…
Proceed to Level 2

2.1 COMPLETE 'A Request for Referral' FORM
- The Deputy (SEN) can assist with the form if required.
- Submit to the Deputy (SEN)

LEVEL THREE

If *NOT*…
Proceed to Level 3

2.2 MEET WITH THE DP
- Review Documented Plans
- Collect further data if required.
- Consider appropriate Level 2 interventions.
- Update SEN File

IF YOUR PLAN IS *WORKING*…

Continue to monitor and review for this student and keep the parents/carers informed regularly. Keep SEN folders updated and liaise with DP to update SEN Register.

3.1 CASE CONFERENCE IS ARRANGED
- DP arranges case conference with School Psych, CT and parents/carers to discuss additional data collection, actions/referrals.
- Case conference minutes to be kept on file in SEN folders.
- Work with DP to conduct an FBA interview if appropriate. *Behaviour.

3.2 DP LIAISES WITH SCHOOL PSYCH
Decide whether to proceed with a referral for external agency support – SSEN etc. School Psych to support referral process.

3.3 ACTIONS FROM CASE CONFERENCE AND REFERRALS PUT INTO PLACE
- Referrals to external agencies, SSEN, CAMHS etc.
- Service Agreement from external agencies put into action.
- Work with DP to develop a Behaviour Support Plan if appropriate

2.3 IMPLEMENT ACTIONS
- Implement Documented Plans
- DP (SEN) supports implementation if required
- Continually monitor and review.

REVIEW MEETINGS WILL OCCUR ON A TERMLY BASIS
Review meetings will determine ongoing level of support the student will require depending on progress.

Goal Setting
- *Specific*
- *Measurable*
- *Agreed Upon*
- *Realistic*
- *Time-Based*

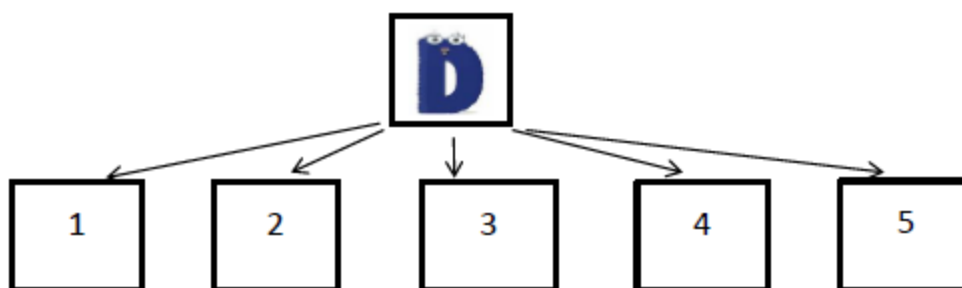# APPENDIX 3 – Ashburtoken System Chart

How Do Ashburtoken's Work?

Student achieves 1 GREEN token

When 5 GREEN tokens have been achieved they are placed in the class pencil case, then they come to the office for an entry in daily prize draw and they are exchanged for

1 WHITE token

When 5 WHITE tokens have been achieved they are placed in the class pencil case, then the tokens go in a draw for Principal's Club and students receive a

TRY-ATHLON Certificate at assembly.
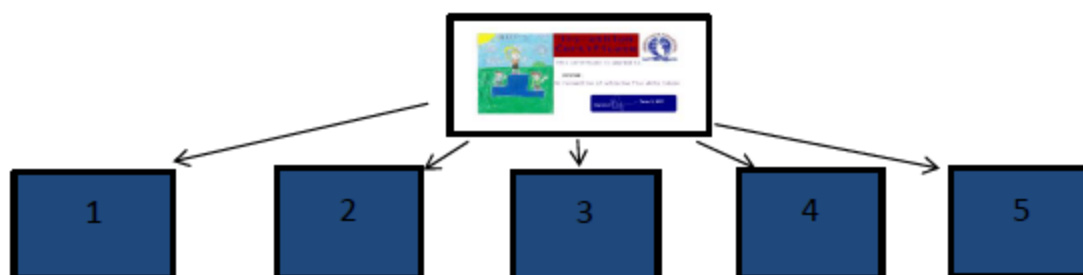
When 5 TRY-ATHLON certificates have been achieved, students receive a MEDALLION.

5 x TRY-ATHLON certificates = Bronze Medallion

10 x TRY-ATHLON certificates (total) = Silver Medallion

15 x TRY-ATHLON certificates (total) = Gold Medallion

20 x TRY-ATHLON certificates (total) = Platinum Medallion

25 x TRY-ATHLON certificates (total) = Plaque

Personal Best

Personal Best is a great way to say …
"You are doing great at school. Let's celebrate your good values and behaviour!"

Our school community values people who can show that they...
Act Responsibly
Do their best
Participate Positively
Show care and respect

What is 'Personal Best'?

Personal Best is a school wide reward system for those students who:
- have shown good behaviour.
- have demonstrated the school values.
- a way to provide feedback on how your child is developing in the areas of school expectations as well as personal and social development.

What happens if my child is in 'Personal Best'?

If your child is eligible for Personal Best your child is entitled to participate in an activity just for the **Personal Best** members. While we keep costs to a minimum, you *may* be required to pay some costs associated with the reward activities.

How does my child get into 'Personal Best'?

The guidelines are:
1. All students complete a nomination, Personal Best form. Students self-reflect by giving themselves a score against each criteria.
2. Classroom teachers score students against each criteria.
3. If the teacher's score is at or above the required level administration will check that students have:
   - less than two incidents resulting in detention.
   - no suspensions
4. Students who are confirmed as demonstrating our values, as above, will be notified via a letter for parents.

APPENDIX 5 – Anti-Bullying information for parters

What is Bullying?

Bullying is a repetitive attack on another person or group of people. Conflict is not necessarily bullying. Conflict is a disagreement or a difference of opinion or interests between equals. (As outlined in our Positive Behaviour in Schools Program)

Bullying causes distress, and often causes anxiety through the threat of a future attack. It is characterised by an imbalance of power and can be verbal, physical, social or psychological in nature.

Examples of Bullying Behaviours:

VERBAL *Persistent...*

Name calling

Picking on someone

Offensive or threatening language

Racial insults

Sexual or sexist comments or behaviours

PHYSICAL *Persistent....*

Fighting

Damaging others' property/possessions

Invasion of personal space

Pushing /shoving/ bumping

PSYCHOLOGICAL *Persistent ....*

Sending nasty notes

Glaring / evil eye / sneering

Excluding others

ELECTRONIC/CYBER *Persistent....*

Nasty comments posted on social media sites

Abusive texts or emails

Anti-Bullying Information for Parents

We all have the right to feel safe at all times

and

there is nothing so awful that we can't talk about it with someone.

Strategies to Help

If a student is being bullied they could.......

- Speak to a teacher and report the bullying.
- Walk away
- Ignore the bully
- Find a friend to play with who will support you
- Smile and walk away
- Stand near a duty teacher

A child is less likely to be a victim of bullying if they appear confident and unaffected by bullying— e.g. putting on a brave face and then reporting the incident to an adult.

Ignore
Talk
Move
Talk Firmly
Report

This chart is an attempt to provide some structure to students when they are under stress from an incident or bullying. We encourage students to accept responsibility to deal with these situations. This is regularly reinforced to children – however this does not mean that you cannot report your concerns if there are persistent incidents.

If your child is being bullied or teased..

If your child reports being bullied or teased, encourage your child to talk about the situation and how he/she is feeling. Remind your child that nothing is so awful that we can't talk with someone about it.

Make sure your child or you report the incident to their classroom teacher.

Teachers can only deal with situations they are aware of.

If you feel that the situation has not been sufficiently dealt with, please speak with a member of the Admin team.

If you see someone being bullied you should be a positive bystander by:

- Get some help - report the incident to an adult
- Show care and respect

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