

STUDENT BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

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Section 1: Belief Statement

At Byron Community Primary School (BCPS), we believe that:

- All members of the community have **the right** to a safe, caring and friendly environment in which everybody's needs are met.
- Every individual has the potential to change their behaviour. All students can learn new and different ways of behaving appropriately. Support for this is in place.
- Students are responsible for their own decisions and behaviour and their effect on others.
- Students must accept the consequences of their own behavioural choices.
- Teachers need to plan for their responses to behaviour, so that conflict is resolved appropriately and non-violently (see Preferred Practice – Appendix A).
- The administering of corporal punishment by staff, parent(s) or guardian(s) and any non-school persons is expressly prohibited at the BCPS. Restraint must not ever be used unless student or others are at risk.
- It is essential for all staff and parent(s) or guardian(s) to model positive behaviour and to be consistent and fair in their approach to Student Behaviour Management.
- Students and parent(s) or guardian(s) should be involved throughout all stages of the Student Behaviour Management framework.
- Sometimes a student's behaviour is a reaction to difficulties they are experiencing, which we may not be aware of.
- It is the responsibility of the School to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.
 - Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time.
 - Expulsion is the permanent removal of a student from one particular school.
 - Exclusion is the act of preventing a student's admission to a number of schools. In extreme circumstances, the Principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.
- Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.
 - The 'hearing rule' includes the right of the person against whom an allegation has been made to:
 - Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter.
 - Know the process by which the matter will be considered.
 - Respond to the allegations.
 - Know how to make an appeal.
- The 'right to an unbiased decision' includes the right to:
 - Impartiality in an investigation and decision making.
 - An absence of bias by a decision-maker.
- Any incident of behavior which causes alarm to teachers demonstrating anti-social extremist behaviour must be reported to the School Safety Response Hotline - **1800 811 523**.

This statement reflects the agreed values that are shared by the school community.

Section 2: Rights and Responsibilities

Our Student Behaviour Management Policy and Procedure is based on a balance of rights and responsibilities.

Basic Rights of our School Community

Students have a right to:

- Work, play and learn in a friendly, safe and helpful school where they can develop to the best of their ability.
- Be involved personally or through class representatives in the making of class and School agreement.
- Express their opinion through class meetings and the Student Representative Council.
- Be treated with fairness, dignity and respect, regardless of what they look like, believe in, are able to do, or where they come from.
- Be supported and feel safe via strong connections within the School community.

Parent(s) or guardian(s) have a right to:

- Feel welcome and respected by the School community.
- Be heard, supported and involved in educational and behavioural matters concerning their children.
- Know that their children learn and play in a safe, friendly and caring environment where they can develop to the best of their abilities.
- Have the correct communication channels available (refer to School Prospectus).

Teachers/Staff have a right to:

- Be treated with respect and courtesy by the School community.
- Feel heard and supported by students, parent(s) or guardian(s), Board of Directors and fellow staff members.
- Have any issues and concerns go through the proper channels in place.
- Teach/work in a safe and friendly school which is supported by the School community. Know the process involved if they suspect anti-social extremist behaviour by any student. In-service on this will be provided.
- Ongoing professional development provided by the School to widen their understanding of social-emotional problem solving and other behaviour related theories and practices.

Our rights are enjoyed when we are acting responsibly. Responsibilities will always need to be taught. We welcome your support as a colleague and/or parent(s) or guardian(s) in our effort to develop this sense in our students, your children.

Responsibilities of our School Community

Students responsibilities are to:

- Be involved in the negotiation of class/school agreements and consequences.
- Be aware of and follow classroom and whole school agreements.
- Accept the consequences of their behavioural choices.
- Express their opinions appropriately, eg through class meetings and Students Representative Council meetings.
- Follow through with behavioural expectations at school, on buslines, canteen and excursions.

Student Representative Council responsibilities are to:

- Present the School agreements to the whole school at a school meeting in Term 1.
- Be involved in the working and reviewing of the School agreements.

Parent responsibilities are to:

- Be informed about behavioural issues concerning their child, eg attend interview and parent meetings, read the newsletter.
- Support the School's Student Behaviour Management Policy and Procedure by discussing rights and responsibilities with their children, supporting class/School agreements and logical consequences.
- Accept ultimate responsibility for their child.
- Model appropriate problem solving and behaviour management strategies.

Teacher/Staff Responsibilities are to:

- Totally understand and implement the School's Student Behaviour Management Policy and Procedure in classroom and playground.
- Report any mandatory reporting incidences to the Principal, if a disclosure has been made by a student in accordance with the School's Child Protection Policy and Procedure.
- Familiarise new students and parent(s) or guardian(s) with agreements and consequences.
- Invite parent(s) or guardian(s) to be involved in the making of class agreements and provide all parent(s) or guardian(s) with an updated copy of the class agreements.
- Develop and implement a Classroom Management Plan Framework in Term one (see Appendix B). Display, share and refer to it on a regular basis.
- Keep records of behavioural issues in the class and playground.
- Hold class meetings prior to Student Representative Council meetings.
- Foster an environment in which students have the opportunity to develop a high level of social and emotional well being.
- Provide a safe, supportive learning environment in which students can learn to the best of their ability.
- Report any incidences of anti-social extremist behaviour to the Principal. Email incident with details of vulnerable student. Follow the structure relating to the school plan:
 - Clarify the issue;
 - Explore the support options;
 - Support plan;
 - Monitor and review.

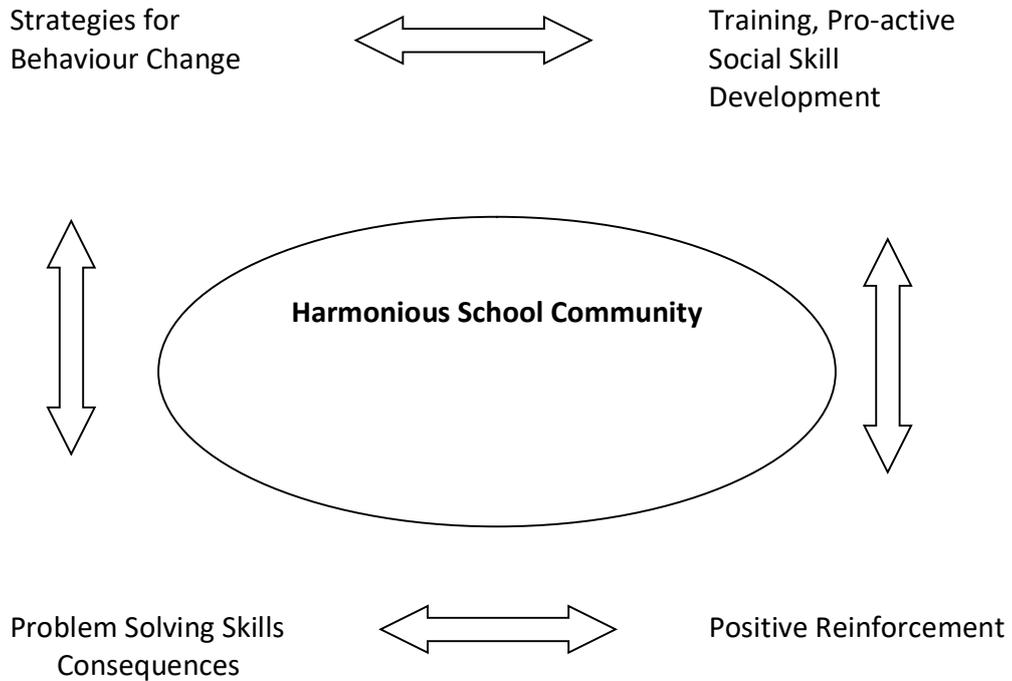
School Principal's responsibilities are to:

- Induct new staff in the Student Behaviour Management Policy and Procedure.
- Ensure that parent(s) or guardian(s) are aware of Student Behaviour Management Policy and Procedure and support structures available at the School and to provide them with updated copies of the Student Behaviour Management Policy and Procedure and/or School agreements.
- Bring School agreements to student's attention each year and display them in a clearly visible area.
- Discuss with students the consequences for School agreements.
- Ensure that the Student Behaviour Management Policy and Procedure is reviewed and revised thoroughly each year late in Term 3 and throughout the year (where necessary).
- Regularly check the behaviour records for playground duty. Records are to be kept online in the General Folder>Behaviour>Playground Behaviours.

- Organise meetings with students, parent(s) or guardian(s) and teachers to set up behaviour change contract when needed.
- Liaise with outside agencies when needed.
- Manage crisis situations which may arise.
- Provide training and development for staff and parent(s) or guardian(s) relating to social skills and Student Behaviour Management Policy and Procedure and the implementation of the same.
- Run Social Circles immediately when there is an incident in the playground, or they have been requested by parent or staff member.
- Ensure procedural fairness is followed at all times.
- Inform teachers of school safety initiatives so that they are aware of the process regarding anti-social and extremist behaviours.
- Implement mandatory reporting if a disclosure has been made by a student following a discussion regarding behaviour.
- Implement the procedures for suspension and expulsion.

SECTION 3: Student Behaviour Management Framework

- Stage I Pro-active Skill development
- Stage II School/class agreements and consequences
- Stage IIa Cybersafety agreements and consequences
- Stage III Problem solving strategies
- Stage IV Strategies for behaviour change
- Stage V Procedures for suspension and expulsion



Stage I: Pro-active Skill Development

At BCPS we are committed to:

- Sharing and understanding the pro-active social skill development programs and problem solving strategies used within the School.
- Training and updating parent(s) or guardian(s) and staff the understanding and approach to various social skills programs and problem solving strategies.
- Explicitly teaching and modeling positive strategies that help students to build a strong foundation for their social-emotional being, empowering them to be balanced individuals and have a positive impact on others. We will introduce students to special programs to implement those strategies in their daily interaction within the school community.
- Modeling pro-active social skills and problem solving strategies in our interactions within the whole school community.
- Building a harmonious environment that reflects the values of the school community.

Examples of programs that could be run within the school; for students, parent(s) or guardian(s) and staff, include:

- Skillstreaming
- Rock and Water ST1-ST3
- The Buddy Program ES1-ST3
- Ethics (Stage 3).

Stage II: School/Class Agreements and Consequences

School and Class Agreements are:

- Based on the rights and responsibilities of each person.
- Owned by students, staff and parent(s) or guardian(s).
- Written, where possible, in a positive way.
- Fair.
- Consistent throughout the School wherever possible and sensible.
- Certain and clear.

We have agreements that are based around the areas of:

- Talking and communication;
- Learning;
- Movement;
- Treatment;
- Problem Solving; and
- Safety.

School agreements are the key to having a successful policy. They must be reviewed each year and as necessary.

Consequences for the breaking of School agreements

Consequences applied are related to specific school agreements broken and logical in nature to ensure students understand the agreement and its importance in the future. Wherever possible the students are involved in making decisions about what is logical. Examples of logical consequences include:

- Taking time out of the playground to ensure other students are safe and the student involved can calm down.
- Apologies, verbal/written.
- Loss of access to equipment or privileges that were not being respected/looked after.

NOTE: Staff will record all playground based consequences on the school's standard proforma (see Appendix C) and proformas will be kept in a central location as well as entered on the School's administration system. The Principal or delegate is responsible for the regular checking of records to identify patterns of student behaviour and subsequent need for behaviour change strategies (Stage IV).

Consequences for the following of School agreements

- Teachers will be expected to implement appropriate strategies within their classrooms to reinforce positive behaviours.
- Reinforcement of positive behaviour within the playground is the responsibility of all staff and coordinated approaches may be implemented on a need's basis.
- Procedural Fairness (see Appendix D).

Stage IIa: Cybersafety Agreements and Consequences

Overview

Student safety and wellbeing are core priorities at BCPS. Measures to ensure the cyber-safety of BCPS students are based on the creation and maintenance of a cyber-safety culture that is in keeping with school values and with legislative and professional obligations.

All BCPS staff will comply fully with this policy and will be kept informed of any changes to policy or procedures via email and staff meetings. To assist us in enhancing learning through the safe use of information and communication technologies (ICTs), parent(s) or guardian(s) are asked to be aware of our cyber safety policy and sign a User Agreement Form prior to their child's enrolment.

Measures to ensure all BCPS students are safe online will include

1. All classes will run age-appropriate Cyber-safety lessons throughout the year. Whales and Starfish classes will have further Cyber-safety education during the year.
2. All classes are to specifically mention cyber-safety procedures in their class agreements and/or class meetings to ensure all students are kept up to date with current BCPS cyber-safety procedures.
3. Students in junior primary school will only access online resources that are given and specified by a teacher. These would include educational programs such as Mathletics, Reading Eggs, etc. Junior Primary students at BCPS will not be using online search engines unless expressly instructed by a supervising teacher.
4. Students in middle and upper primary will read and sign a User Agreement form prior to being allowed to access online resources at BCPS.
5. Search and content restrictions will be placed on all BCPS digital devices, including laptops and iPads, and are not to be removed. Restrictions will be monitored by our Library Assistant.

6. Material sent and received using the network may be monitored and filtered and/or monitoring software may be used to restrict access to certain sites and data, including e-mail.
7. Search and content histories will be monitored and checked regularly by class teachers and library assistant.
8. While every reasonable effort is made by BCPS to prevent exposure of students to inappropriate content, it is not possible to completely eliminate the risk of such exposure. If a student is suspected of being exposed to graphic, inappropriate or potentially unsafe situations online, parent(s) or guardian(s) will be informed as soon as possible and notified of the nature of the risk/material.
9. BCPS acknowledges that parent(s) or guardian(s) play a critical role in developing knowledge, understanding and ethics around their child's cyber-safety practices. BCPS invites all parent(s) or guardian(s) to discuss with their child strategies to help stay safe when using ICT at school and after formal school hours. BCPS will endeavour to hold information sessions each year in regard to cyber-safety.

More information about Internet filtering can be found on the following websites:

- Australian Communications and Media Authority <http://www.acma.gov.au>
- NetAlert <http://www.netalert.gov.au>
- Kids Helpline <http://www.kidshelp.com.au>
- Bullying No Way <http://www.bullyingnoway.com.au>

Starfish and Whales student ICT use agreement:

1. I will go online or use the Internet at school only when a teacher gives permission and an adult is present.
2. I will not give false information about my age or personal details in order to access restricted social media sites.
3. If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
4. If I have my own email or user name for any application, I will log on only with that user name. I will not allow anyone else to use my name.
5. I will use the Internet, e-mail, mobile phones or any ICT equipment only for positive purposes, not to be mean, offensive, bully, harass, or in any way harm anyone else.
6. I will attempt to search only for things online that I know are acceptable at our School. This would exclude anything that is rude or violent or uses unacceptable language such as swearing.
7. I will report any attempt to get around, or bypass, security, monitoring and filtering that is in place at our School.
8. If I find anything that I think is inappropriate, mean or rude, I will:
 - Not show others.
 - Turn off the screen or fold it down.
 - Get a teacher straight away.
9. I will ask my teacher's permission before I put any personal information online. Personal identifying information includes any of the following:
 - My full name.
 - My address.
 - My e-mail address.
 - My phone numbers.
 - Photos of me and/or people close to me.

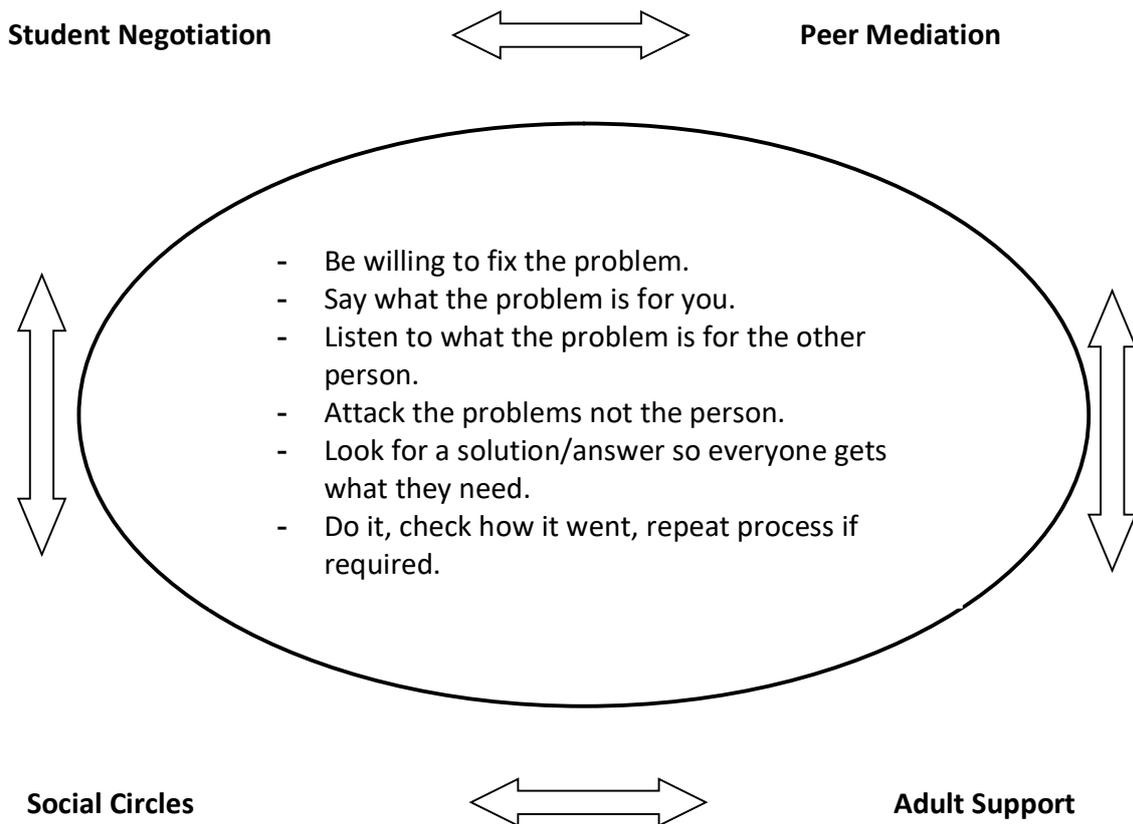
10. I will respect all school ICTs and will treat all ICT equipment / devices with care and report any damages.
11. I will report any unsafe behaviour to a teacher.
12. The school cyber-safety strategies apply to any ICTs brought to school, including personal devices and mobile phones.

Stage III: Problem Solving Strategies

At BCPS:

- Staff, parent(s) or guardian(s) and students have an understanding of the problem solving approaches used within the school through involvement in the programs outlined in Stage I.
- Classroom teachers/staff members guide students through this problem solving approach using an appropriate strategy from the pool of ideas listed below. The aim is to empower students to solve their own problems and help others.
- Teachers/staff have a good understanding of and are confident in selecting the appropriate strategy for different situation (see Appendix E).

The basic process of problem solving follows a guided negotiation model:



Stage IV: Strategies for 'Behaviour Change'

The majority of students at the BCPS will have learned and practiced a wide range of social skills and problem solving strategies through Stages I-III, and be able to function positively and with a high sense of social, emotional and behavioural well being.

Nonetheless, it is our responsibility as a community school to plan for situations where students, due to a range of circumstances, may still not be functioning positively within the school environment (see Appendix F, G and H).

Listed below is the plan we utilise to begin a process of 'behaviour change' with an identified student. At all times procedural fairness will be followed.

1. Time out for the remainder of the day – spend time in Principal's office or buddy classroom, students are not to be sent to an unsupervised area ever.
2. Parent(s) or guardian(s) meeting to discuss issues.
3. Liaison with School counsellor and outside support agencies, counseling services, etc. and development and implementation of a 'behaviour contract' in consultation with student, parent(s) or guardian(s), teacher, Principal and appropriate support agencies. All behaviour contracts are reviewed every two weeks at which time changes or appeals can be made.
4. Suspension. Further to this, the violent behaviour of a school student can pose a risk to the health and safety of all students (including the student concerned), to school staff and to visitors to the school site. We are legally required to first assess and then eliminate or control that risk. Guidelines for addressing the violent behaviour of a school student are outlined in *'Guidelines Issued Under Part 5A of the Education Act 1990 for the Management of Health and Safety Risks posed to Schools by a Student's Violent Behaviour'* or any other document that replaces it in the future.
NB: Any student who has been suspended must have a behaviour contract in place before returning to school.
5. Expulsion of a student may be considered IF all other avenues are exhausted.
6. Suspension and Expulsion Checklist to be completed (see Appendix I).
7. Guided Negotiation Process to be followed (see Appendix J).

Stage V: Procedure for Suspension and Expulsion

Suspension:

The Principal or Delegate will put student on Principal's Leave pending suspension.

The Principal will suspend immediately if a student:

- Is physically violent.
- Is involved in a fight.
- Is in possession of a firearm, prohibited weapon, or knife.
- Uses, or is in possession of, a suspected illegal substance or supplies a restricted substance, such as drugs and alcohol.
- Use of an implement as a weapon or threatening to use a weapon.
- Serious criminal behavior related to the School.
- Persistent misbehavior, bullying and harassment including social media bullying.
- The person imposing the suspension should promptly communicate the issue to the student's parent(s) or guardian(s).
- The Principal will follow the Suspension and Expulsion Checklist.
- The length of the suspension will vary according to the nature and severity of the student's behavior. However, the School will not suspend a student for more than a few days without attempting to hold a formal disciplinary meeting with the student and the student's parent(s) or guardian(s) to discuss the School's reasons for the suspension and organize a behavior change contract.

Expulsion:

In serious or repeated circumstances of misbehavior, the Principal will expel a student of any age from the School. In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness issues.

When considering the expulsion of a student for misbehavior, the Principal will:

- Ensure, except as a result of a serious incident, all appropriate student welfare and discipline strategies have been implemented and documented.
- Arrange a formal disciplinary interview with the student (and observer/parent/guardian) and will ensure that the student is given information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s).
- Ensure that the key features of the interview are documented in writing.
- Notify the student and parent(s) or guardian(s) that expulsion is being considered giving reasons for possible action.

Having reached a decision to expel a student from the School, the Principal will inform the student and the parent(s) or guardian(s) in writing. This formal advice should also restate the right to appeal the decision.

It is not the policy of BCPS to exclude a student from other Schools.

BCPS expressly forbids the use of corporal punishment for the enforcement of discipline of the students by staff of the School.

BCPS does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parent(s) or guardian(s), to enforce discipline at the School.

Education Act 1990 No: 8 – Definition of Corporal Punishment

Corporal punishment of a student means the application of physical force in order to punish or correct the student but does not include the application of force only to prevent personal injury to, or damage to or the destruction of, any person (including the student).

SECTION 4: APPENDIX

- A. Preferred Practice**
- B. Classroom Management Plan Framework**
- C. Playground Behaviour Records**
- D. Procedural Fairness**
- E. Student Behaviour Flowchart**
- F. Description of Strategies listed in Student Behaviour Management Framework**
- G. School Agreements**
- H. Guided Negotiation Process**
- I. Suspension and Expulsion Checklist**
- J. Behaviour Change Plan**

A. Preferred Practice

All teachers/staff prefer to:

1. Clarify the rights, responsibilities and agreements at the classroom level.
2. Use the School's Rights, Responsibilities and Agreements code and their classroom routines as the basis for all Student Behaviour Management.
3. Model the behaviour that they wish to teach.
4. Invite, model and expect respect by:
 - Treating each person with dignity.
 - Separating the behaviour from the person.
 - Using private rather than public reprimands.
 - Reconnecting positively after Student Behaviour Management processes.
5. Use pro-active strategies and problem-solving techniques available within the School.
6. Teach those strategies and techniques explicitly.
7. Explore themes that reflect the social, emotional and spiritual values of the school across the curriculum, eg literature, drama, celebrations, projects.
8. Actively promote, teach and support positive behaviour, eg
 - Build a positive working environment.
 - Teach co-operative learning strategies.
 - Give verbal and non-verbal encouragement and feedback.
 - Hold special events for 'our class'.
9. Put desired outcomes in positive language wherever possible and plan for positive corrective language.
10. Emphasise behaviour as choice and promote behavioural ownership, eg use language of choice: either – or.
11. Minimise unnecessary confrontation, eg avoid argument, focus on primary behaviour.
12. Use logical consequences.
13. Seek Collegial Support.

B. Classroom Management Plan Framework

Develop class agreements in consultation with students, based on:

- Talking and Communication.
- Learning.
- Movement.
- Treatment.
- Problem Solving.
- Safety.
- Talk with students about 'logical consequences' for the breaking of class agreements.
- List a pool of strategies for you to choose from to address negative behaviours.
- List a pool of strategies for you to choose from to promote positive behaviours.

C. Playground Behaviour Records

Date: _____ Name of Student: _____

Day (circle):

Monday	Tuesday	Wednesday	Thursday	Friday
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Time (circle):

Before School	Lunch	Recess	After School
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What happened? _____

Which School Agreement have you broken? (circle)

1. Share the playground and respect other people's space and games.
2. Do our best to sort out our problems with kind speech and ask for help if we can't sort it out ourselves.
3. Treat other people the way they want to be treated and respect their rights.
4. Look after our own property and treat property of others and the school with care.
5. Take care of nature and our animals, treat them gently and keep the playground clean and tidy.
6. Use calm respectful language and practice our manners when dealing with students, teachers and visitors of all ages and do not put people down.
7. Move sensibly and carefully when in school.
8. Play fair, safe and non-violent games.
9. Use equipment safely, responsibly and as it is intended.
10. Special and dangerous items are to be left at home.
11. Practice cleanliness and consideration when using the toilets and use them for their intended purpose only.
12. Wear hats when we are outside.
13. Only use play equipment during school hours.

Whose rights have been affected? Names/s _____

What is the logical consequence for you in this case?

- An agreement to logical consequence.
- Reflective writing.
- Apology, verbal/written.
- Withdrawal of privileges.
- Time out/re-think.
- Withdrawal.
- Parent contact.
- Suspension.
- Other _____

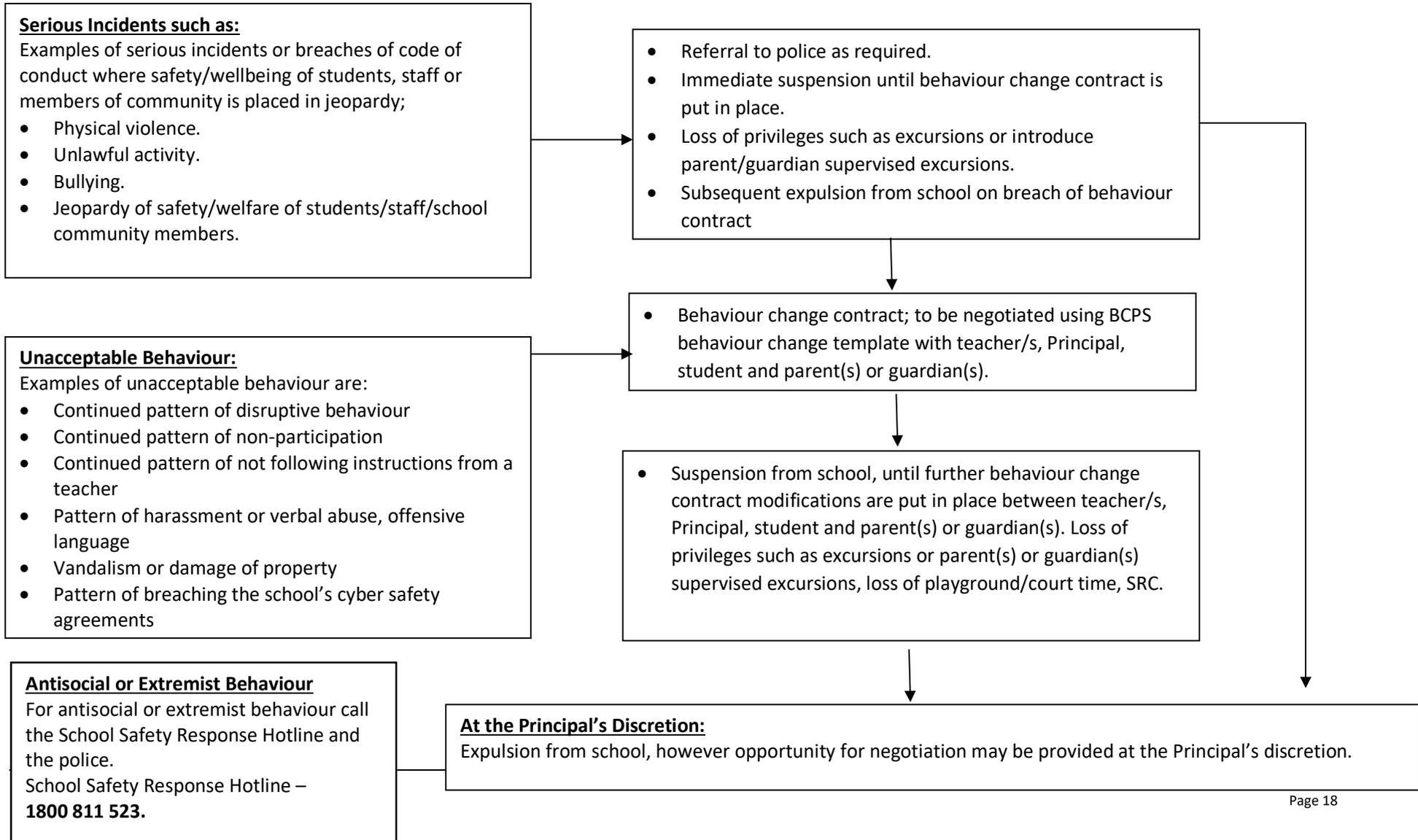
Signed Student _____ Teacher (Name and signature) _____

D. Procedural Fairness

- We don't start a social circle until everyone is calm enough to discuss what happened.
- Each student is given two chances to state what happened, including witnesses.
- Every problem brought up is recorded.
- Students vote on solutions with only unanimous decisions being accepted.
- Minutes of meeting goes home to all parent(s) or guardian(s).
- Principal is available for further discussions or appeals.
- Review date is planned.
- Review is held where the minutes are discussed with any new problems and solutions being recorded.
- If a staff member is personally involved in an issue, they are not to run the social circle but to take the incident to the Principal.
- If a staff member's child is involved in an issue the staff member is not to run the social circle but to take the incident to the Principal or the Principal's nominated staff member.
- Meetings with parent(s) or guardian(s), staff and outside agencies are minuted with actions for specific personnel documented.
- Opportunity is given for the student/parent(s)/guardian(s) to make a case for specific support including student continuation.

E. Student Behaviour Flowchart

This flowchart is for managing serious incidents or patterns of ongoing problematic student behaviour at BCPS. It is to be used by the Principal and/or Principal delegate. This flowchart is not intended for use in managing normal classroom or playground behaviour. For normal day to day issues refer to the playground/class Student Behaviour Management procedures. This is to be used in conjunction with relevant policies Student Behaviour Management Policy, Child Protection Policy and WHS Policy.



F. Description of Strategies listed in Student Behaviour Management Framework

Problem Solving Strategies

- Rule Reminders – where a staff member will address a behaviour issue as follows, “What’s the class/playground agreement? What should you be doing?”
- The language of Choice – where a staff member will address a behaviour issue as follows, “The problem is _____. You can either _____ or _____.”
- Student Negotiation – where students will be asked to work together through a guided negotiation process to solve their own problems.
- Teacher/Student negotiation – where a teacher takes students involved through the guided negotiation process.
- Class Meetings – a group problem solving approach for whole class issues where the teacher will use the guided negotiation approach.
- Social Circle – where the Principal or delegate takes a larger group of students (more than two) through the guided negotiation process outside of class time.

Consequences

(Records should be kept of all consequences applied and procedural fairness should be followed.)

- Logical Consequences – it is important to ensure all consequences applied are logical in nature and related to the school and class agreements that were broken. Teachers should ensure students understand the relationship between the consequence and the agreement broken.
- Apology, written or verbal – a form of logical consequence that can be agreed to by students involved.
- Loss of privileges – another form of logical consequence to be used where appropriate and at a staff member’s discretion
- Time out/re-think in class – to be used when a student needs time to re-think their behaviour away from other students. The staff member will speak with the student about their re-think before they return to the class.
- Time out/re-think in playground (during recesses) – to be used when a student needs time to re-think their behaviour, especially in situations where a staff member would like to avoid a confrontation due to high levels of emotion or excitement or behaviour has been unsafe to others physically or emotionally. A designated area in the playground will be used and the staff member will speak with the student before they return to the playground.
- Withdrawal to office or other class – to be used when a students’ behaviour is a continued disruption to the lesson or extreme in nature.
- Parent contact – ideally contact is made when a student is showing a pattern of behaviour or uncharacteristic behaviour that will require parent input or support to address (see class or playground records). Parent contact if student is displaying anti-social extremist behaviour and still report to School Safety Response Hotline - **1800 811 523**.
- Suspension – when a students’ behaviour is so frequent or extreme that a plan needs to be formulated in consultation with parent(s) or guardian(s), staff, outside liaison agencies and the student before they can be returned to the class (see behaviour contracts).
- Expulsion – used when all strategies for behaviour change have been exhausted without result or when behaviour is so extreme as to put at risk the safety and wellbeing of other students, staff or community members.

Behaviour Change Strategies

- Parent(s) or guardian(s) involvement can be utilised at all stages of a child's behavioural development. It is important that relationships with parent(s) or guardian(s) are positive by focusing on a behavioural need that can be addressed with a team approach and common understanding.
- Liaison with School Counsellor or outside support agencies/services used to identify student needs, to seek support and appropriate strategies, to access funding for learning/behavioural needs, etc. Parent(s) or guardian(s) agreement essential.
- Behaviour Change Contract – a formalised process using aspects of strategies listed above. A contract should be completed in consultation with parent(s) or guardian(s), outside agencies (where appropriate), the co-ordinator, teacher and student. Goals should be clearly stated, strategies and responsibilities made clear, support structures put in place and a review date set.

G. School Agreements

At School we:

1. Share the playground and respect other people's space and games.
2. Do our best to sort out our problems with kind speech and ask for help if we can't sort it out ourselves.
3. Treat other people the way they want to be treated and respect their rights.
4. Look after our own property and treat the property of others and the school responsibly and with care.
5. Take care of nature and our animals, treat them gently and keep the playground clean and tidy.
6. Use calm, respectful language and practice our manners when dealing with students, teachers and visitors of all ages and do not put people down.
7. Move sensibly and carefully when in school.
8. Play fair, safe and non-violent games.
9. Use equipment safely, responsibly and as it is intended.
10. Dangerous items should not be used at school.
11. Practice cleanliness and consideration when using the toilets and use them for their intended purpose only.
12. Wear hats when we are outside.
13. Only use play equipment during school hours.

H. Guided Negotiation Process

Name(s) of Students _____

Date _____

Are the participants calm? _____

What happened? (Everyone has an uninterrupted say, twice.) _____

What's the problem? (All problems are listed but not debated.) _____

What's the solution/s that we are going to try? (All parties to agree.) _____

How did it go _____

I. Suspension and Expulsion Checklist

Action	Y/N	Date	Comment
The Principal must ensure that no student is discriminated against on any grounds including race, colour, nationality, sex, gender, transgender, homosexuality, disability or age.			
The Principal must ensure that the implementation of these procedures takes into account individual needs, disability, age and developmental levels.			
Has the safety of all students and staff been considered?			
Have the principles of procedural fairness been followed?			
Are there any Child Protection issues or considerations?			
Any online bullying behavior?			
Need to contact School Safety Response Hotline?			
Personalised learning and support strategies and discipline options have been applied and documented.			
Discussion has occurred with student and parent regarding specific behaviours that may lead to suspension.			
Formal written caution has been provided to parent(s) or guardian(s), including clear expectations of what behaviour is required.			
A formal disciplinary interview prior to decision making has been held with the student and parent(s) or guardian(s) to give: <ul style="list-style-type: none"> • Explicit details about the allegation • The student an opportunity to respond. 			
Key interview points are documented.			
Written notification to parent(s) or guardian(s) within 24 hours (verbal notice immediately). Must include: <ul style="list-style-type: none"> • Notice of suspension • Date and probable duration of suspension • Specific reason for suspension • Expectation of parent support and co-operation • Expectation of care and supervision by parent • Copy of School Discipline Policy • Other support agencies available, if appropriate. 			

Principal convenes behavior change at earliest opportunity.			
Risk assessment required? Complete before meeting date and active for student return.			
Meeting convened. Learning and Support teacher and Wellbeing Team notified of the suspension; liaison with parent(s) or guardian(s); identification of support resources; copy of outcomes to student and parent(s) or guardian(s).			
If strategies are unsuccessful, consider further options including expulsion.			
The Principal must ensure that the suspension/expulsion is recorded in SAS and that all relevant documents are retained on file in the School.			

J. Behaviour Change Plan

Student Name:

Meeting Date:

In Attendance:

Distribution list:

Reason for this meeting / what's happening?

-
-

Review of last meeting minutes

-
-

Specific Goals	Proposed Strategies	Person(s) Responsible	Evaluation Comments Please refer to or include evidence from behaviour records	Date
Re-entry from Suspension				

Review Date:

2 weeks time - this exact date to be entered in diaries as part of this meeting.

Evaluation:

This policy will be reviewed annually and after any significant playground accident or incident.

Policy drafted March 2005

Ratified by School Management Team

Reviewed by staff (no changes)

Ratified by Management Team

Ratified by Board of Directors

Changes made by Leadership Team

Ratified by Board of Directors

Ratified by Board of Directors

May 2005

April 2008

August 2012

March 2015

April 2015

October 2017

February 2020