



## Behaviour Guidance Policy

### Aims

- A. To develop an environment of mutual respect, positive attitudes, behaviours and relationships, that is safe for all members of the school community.
- B. To foster self-responsibility, develop strategies for interpersonal relationships and maximise learning opportunities for all community members.
- C. To proactively prevent the escalation of behaviour.
- D. To respect the rights of all individuals.

### Scope and Application

This policy is available on the school website and is included in the staff induction manual.

This policy applies to:

- E. Employees
- F. Students
- G. Parents/Community members
- H. Visitors to the school

### Definitions

- A. **Bullying behaviour** - is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

Bullying behaviour contains the following characteristics:

1. An individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
2. A deliberate intention to hurt others.
3. Is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

- B. Harassment** - is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).
- C. Child abuse** - Four forms of child abuse are covered by WA law:
1. **Physical abuse** occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
  2. **Sexual abuse**, in relation to a child, includes sexual behaviour in circumstances where:
    - i the child is the subject of bribery, coercion, a threat, exploitation or violence;
    - ii the child has less power than another person involved in the behaviour; or
    - iii there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
  3. **Emotional abuse** includes:
    - i psychological abuse; and
    - ii being exposed to an act of family and domestic violence.
  4. **Neglect** includes failure by a child's parents to provide, arrange or allow the provision of:
    - i adequate care for the child; or
    - ii effective medical, therapeutic or remedial treatment for the child.
- D. Non-Violent Communication** - Non-Violent Communication is a powerful method to harmonise relationships among people for the establishment of justice and the ultimate wellbeing of all parties (Metta Centre for Nonviolence website).
- E. Restorative Justice** - Restorative justice aims to resolve conflict and repair harm. It allows those who have hurt others to acknowledge the impact of their actions and provides the opportunity to repair what has occurred. Those who have been harmed have the opportunity to have their harm acknowledged.
- F. Reward Systems** - Stickers, Star Charts, Token Economies, Collective Reward systems, Awards or Praise that is intended to manipulate behaviour, or induce compliance.
- G. Punishment** - Intervention that is chosen deliberately as it is unpleasant and intended to change student's future behaviour. Includes: withdrawal of privileges or attention, humiliation, isolation such as timeout and detention.
- H. Corporal punishment** - Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm. (From UN Committee on the Rights of the Child).
- I. Degrading punishment** - Any punishment which is incompatible with respect for human

dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. (From UN Committee on the Rights of the Child).

- J. **Assault** - the direct (and immediate/confrontational) infliction of force, injury or violence upon a person or persons or the direct (and immediate/confrontational) threat of force, injury or violence where there is an apprehension that the threat could be enacted.
- K. **Crisis Communication** – is the reasonable response to a situation in which a threat of minor or physical injury is present. Matching the response to the level of danger presented by the client's behaviour.
- L. **Physical Restraint** – restricting voluntary movement by physically holding the individual.
- M. **Reasonable Force** – just enough force for effective protection of self and others.
- N. **Restraint** – is the forcible and involuntary deprivation of the liberty to move about. If an individual has been deprived of the liberty to move freely and if that deprivation was forcibly imposed against the will of the individual, the individual has been restrained.
- O. **Serious Incident** – Threats to cause or causing injury, aggressive behaviour, bullying.
- P. **Rule of 5** – Limit of sentences to 5 words, with 5 letters or less.
- Q. **Professional Medical Attention** – intervention required beyond that of first aid.
- R. **Team Leader** – Team Teach trained Staff member, identified as leading the crisis and single point of communication with client.
- S. **Team Teach** – Staff Professional Learning course that covers personal safety, risk reductions strategies, physical interventions, documentation and legal guidance.
- T. **Window of Safety** – Protection of breathing and circulation by ensuring that all respiratory functions remain unimpeded by restraint. Restraint is performed in such a way that force is applied to limbs or clothing and the front of the body is not compromised.
- U. **Violence** - the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

## Principles

- A. Positive management of student behaviour at KSCS is based on the school's *Values and Philosophy*, considers the safety and wellbeing of all members of the school community and has the best interests of the students as the primary consideration.
- B. Non-violent communication and restorative methods are utilised to resolve conflict where we focus on recognising individual needs, feelings and circumstances and responding to underlying needs and motivations rather than reacting to behaviours.
- C. KSCS explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined above.
- D. A whole community approach in collaboration with parents that maintains cohesion of behaviour support for students across contexts and teachers, is essential. Positive and realistic expectations of attitudes and behaviour will be communicated to all community members. Behaviour Guidance strategies will be based on current and up to date research, and will be culturally, developmentally and psychologically appropriate. Staff will receive appropriate training and support in implementing programs and strategies.

- E.** All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with community members.
- F.** The needs of the group will be balanced with incorporating personalised adjustments based on individual student needs.
- G.** Restraint and physical contact should be a last resort and should only be used if a student is acting in a manner that places the safety of any person at risk.

## **Responsibilities**

### **A. Board**

- 1. Review and update this policy in consultation with relevant parties.
- 2. Authorise recommendations for expulsion as submitted by the Principal.
- 3. Ensure that Critical Incidents (as defined in the *KSCS Critical Incident Policy*) are reported to Department of Education.
- 4. Comply with the *KSCS Staff Code of Conduct*.

### **B. Principal**

- 1. Oversee the development and implementation of this policy in collaboration with the school community (staff, students and parents).
- 2. Communicate the expectations for all parties involved in behaviour guidance practices.
- 3. Ensure current and new members of staff are familiar with this policy and ensure regular review by all staff.
- 4. Maintain Duty of Care to all students and maintain a safe working environment for staff.
- 5. Ensure the school consults with students on the development and review of the *KSCS Student Code of Conduct* and guidelines and students are made aware of and understand these expectations.
- 6. Ensure parents have access to the *KSCS Student Code of Conduct* either in the Parent Handbook, online via the school website, at enrolment and/or through updates in newsletters etc.
- 7. Support staff in accessing external advice, generating strategies and educational programs to assist with behaviour guidance and support staff in early communication with parents.
- 8. Ensure professional development is available to staff in the area of behaviour guidance and Team Teach training:
  - i ensuring that Team Teach trained staff maintain currency of training including refreshers; and
  - ii ensuring that staff are trained in de-escalation strategies including Non-Violent Communication.
- 9. Manage serious and critical incidents:
  - i meet with parents, staff members and students after serious/critical incidents;

- ii complete serious/critical incident reports; and
  - iii inform the Board Chair of any serious or critical incidents.
- 10. Provide debriefing and counselling for staff members involved in serious and critical incidents.
- 11. Oversee the development and review of Collaborative Action Plans, Risk Management Plans and Behaviour Support Plans for students and ensure details are shared to all relevant staff.
- 12. Guide families to seek assistance from Allied Health Professionals to support students, families and staff.
- 13. Implement suspensions and negotiate students' return to school.
- 14. Recommend to the Board that a student be expelled when relevant.
- 15. Read, monitor and analyse incident reports for trends in group and individual behaviour. Submit an annual report to the Board and recommend and implement policy, procedure and strategy changes.
- 16. Comply with the *KSCS Staff Code of Conduct*.

#### C. Teaching Staff

- 1. Be familiar with this policy and collaborate with colleagues in applying this policy.
- 2. Follow the school's process, procedure and protocol when managing behaviour.
- 3. Discuss and recommend policy and routine changes to assist in more effective behaviour guidance.
- 4. Attend professional development.
- 5. Understand current research and practices in student management especially in students with ASD (Autism Spectrum Disorder) and other known neurodevelopmental disorders.
- 6. Provide a positive classroom environment that builds respectful relationships and includes the teaching of behavioural expectations.
- 7. Review the *KSCS Student Code of Conduct*, class agreements and child-friendly complaints procedure regularly with students and seek their input.
- 8. Manage behaviour, in line with the *KSCS Behaviour Guidance Policy* and associated procedures, in classes and during whole school activities, including breaks, to maintain safety for all students.
- 9. Communicate early and often with parents, the Principal and colleagues about concerns with behaviour.
- 10. Collaborate with Allied Health professionals to support students with individual needs.
- 11. Complete Incident/Serious Incident Reports.
- 12. Develop, review and involve parents and students in the development of Collaborative Action Plans, Risk Management Plans and Behaviour Support Plans.
- 13. Comply with the procedure for physical restraint as outlined in the *KSCS Behaviour Guidance Procedures*.

**14.** Comply with the *KSCS Staff Code of Conduct*.

**D. Other Staff:**

1. Be aware of all details of the *KSCS Behaviour Guidance Policy* and procedures and the role they play in supporting the process.
2. Undertake any training required in order to understand the *KSCS Behaviour Guidance Policy* and procedures.
3. Build positive relationships that reflects respect and assists in building a positive school culture.
4. Understand that all strategies to be used, should be under teacher and/or leadership guidance and in line with KSCS policy.
5. Be informed of individual documented plan when relevant to role.
6. Comply with the *KSCS Staff Code of Conduct*.

**E. Parents/adult community members**

1. Be aware of this policy and comply with the *KSCS Community Code of Conduct*.
2. Be aware of the *KSCS Student Code of Conduct* and the role they play in supporting students' behaviour.
3. Be part of building positive school culture that fosters caring and respectful relationships.
4. Communicate with teachers, especially about changes in home circumstances or their child's behaviour.
5. Seek support from the classroom teacher or staff member before managing the behaviour of a child that is not their own or under their duty of care
6. Follow the *KSCS Concerns and Complaints Policy* and procedures and direct concerns about student behaviour to the relevant staff member.
7. Work proactively and cooperatively with the school to fulfil the aims of this policy.
8. Comply with the *KSCS Behaviour Guidance Policy* and procedures for serious incidents including collecting student from school where requested.
9. Participate in re-entry meetings.
10. Participate in Collaborative Action Plan, Risk Management Plan and Behaviour Support Plan development meetings and reviews.
11. Respond in a timely fashion to communication from the school.

**F. Students**

1. Understand the standards and expectations of conduct and behaviour as stated in the *KSCS Student Code of Conduct*.
2. Read, sign and comply with the *KSCS Student Code of Conduct*.
3. Be aware of the procedure if these standards and expectations are not met.
4. Build positive relationships with peers and staff that reflects respect and assists in building a positive school culture.
5. Contribute to the formulation of class, school and individual agreements and agree to act in accordance with them.

6. Manage own behaviour and help others to do so.
7. Communicate with teachers and parents and let an adult know if concerned about another student's behaviour.

## **Related Legislation**

- A. Australian Professional Standards for Teachers
- B. Australian Professional Standards for Principals
- C. Corruption and Crime Commission Act 2003
- D. Criminal Code Act Compilation Act 1913 (WA)
- E. Disability Discrimination Act 1992 (Commonwealth)
- F. Disability Standards for Education 2005
- G. Equal Opportunity Act 1984 (WA)
- H. Occupational Safety and Health Act 1984 and Regulations 1996
- I. School Education Act 1999 (WA)
- J. School Education Regulations 2000 (WA)
- K. State Records Act 2000 (WA)
- L. Teacher Registration Act 2012
- M. Teacher Registration (General) Regulations 2012
- N. Working with Children (Criminal Record Checking) Act 2004

## **Related Kerry Street Documentation**

- A. Procedures and forms, including:
  1. Underlying Philosophy for Behaviour Guidance at KSCS
  2. Guidelines for Implementing Behaviour Guidance
  3. Levels of Danger and Responses Procedure
  4. Flowchart of Behaviour Incidence Levels
  5. Incident Management and Documentation Guidelines
  6. Non-Violent Communication Guidelines
  7. How You Can Use the NVC Process
  8. Feelings and Needs Chart
  9. Easy NVC steps
  10. Assessment of Lagging Skills and Unsolved Problems
  11. Template for Parent Letter re: Suspension
- B. Policies including:
  1. Non-Discrimination and Anti-Harassment Policy
  2. Bullying Prevention Policy
  3. Child Safety and Wellbeing Policy
  4. Communication Policy

- 5.** Community Member Participation Policy
  - 6.** Concerns, Complaints, and Disputes Policy
  - 7.** Critical Incident Policy
  - 8.** Curriculum, Assessment, and Reporting Policy
  - 9.** Duty of Care Policy
  - 10.** Email, Internet, and Electronic Devices Policy
  - 11.** Emergency Response Procedures Policy
  - 12.** Enrolment Policy
  - 13.** Excursion, Incursion, Camp, and Activity Policy
  - 14.** Illness, First Aid and Medication Policy
  - 15.** Risk Management Policy
  - 16.** Staff Conduct and Discipline Policy
  - 17.** Students at Educational Risk Policy
  - 18.** Workplace Health and Safety Policy
- C.** KSCS Values and Philosophy
- D.** KSCS Staff, Student and Community Codes of Conduct
- E.** Incident/Serious Incident Reports
- F.** Collaborative Action Plans
- G.** Risk Management Plans
- H.** Incident Report File
- I.** Student Records

## **References**

- A.** 'Punished by Rewards'- Alfie Kohn.
- B.** 'Beyond Discipline' - Alfie Kohn.
- C.** 'Teaching Children Compassionately' - Marshal Rosenberg.
- D.** 'Choice Theory' - William Glasser.
- E.** [Child Safe Organisation: National Principles for Child Safe Organisation](#)
- F.** [Child Safe Organisation WA: Guidelines](#)
- G.** [Student Wellbeing Hub – Australian Student Wellbeing Framework](#)

## **Contact Person**

Enquiries relating to this policy should be directed to the School Principal.

## **Breaches of this Policy**

Any breach of this policy may result in disciplinary action up to and including termination.

## **Authorisation and Review**

- A.** This policy was authorised by the Kerry Street Community School Council on 4/11/04.
- B.** Policy reviewed by meeting of staff and Council on 13/1/06.
- C.** Reviewed June 2011 - Added form.
- D.** This policy was reviewed September 2012
- E.** This policy was revised and approved by Council and Coordinator in June 2016.
- F.** Reviewed June 2018.
- G.** Reviewed April 2021.
- H.** To be reviewed S1 2022.
- I.** Reviewed March 2022.
- J.** To be reviewed S1 2022.

## **Revision History**

<b>Date</b>	<b>Revision</b>	<b>Detail</b>
June 2018	V.2	Amalgamated with the former Use of Physical Restraint policy. Policy and procedures separated.
April 2021	V.3	Review of principles and responsibilities. Procedures developed.
March 2022	V.4	Reviewed and updated legislation and related policies. Minor changes to responsibilities.