BEHAVIOUR MANAGEMENT POLICY

Document Approval

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Note:

Policies are reviewed and updated biennially unless urgent updates are required due to legislation or policy and process change.

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Related Legislation and Policy

1. Legislation

This policy is aligned with the requirements of the following legislation.

- National Principles for Child Safe Organisations
- Children and Community Services Act 2004
- Children and Community Services Amendment Act 2008
- Teachers Registration Act 2012
- Criminal Code 1913 (WA)
- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)
- Occupational Safety and Health Act 1984 and Regulations 1996
- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005
- Equal Opportunity Act 1984 (WA)
- State Records Act 2000 (WA)

2. Related Policies/Guidelines/Supporting Documents

This policy is linked to the following school policies and guidelines:

- Australian Student Wellbeing Framework
- Suicidal Behaviour and Non-Suicidal Self-Injury Policy
- Alcohol and Drugs Policy
- Child Protection Policy
- Complaints and Disputes Policy
- Duty of Care Policy
- Emergency Management Policy
- Enrolment Policy
- Attendance Policy
- Welfare Policy
- Risk Management Policy
- Charter of Commitment – School values, vision and mission
- Codes of Conduct – Student
- Bullying Prevention Guidelines
- Excursions, Camps & Tours Guidelines
- Physical contact and restraint Guidelines
- Record Keeping and Retention Policy

Overview

1. Policy Statement

Our school is committed to providing a safe and positive educational environment where the rights of each student to learn and staff to teach and work are respected and supported by everyone in the community. Part of this learning environment includes structures and processes in place to respond to and manage student behaviour.

This policy has been authorised and endorsed by the Sowilo Community High School – School Council.

2. Introduction

Our Behaviour Management Policy is designed to meet the needs and expectations of all students, staff and volunteers and makes sure that all community members are:

- Treated with dignity and respect.
- Made to feel safe and secure.
- Aware of the rights, but also the responsibilities to themselves and others.
- Free to be involved in the teaching and learning process without the distraction or obstruction of anti-social or inappropriate behaviour.
- Aware of the policies and processes in place to manage behaviour.
- Treated with fairness and without discrimination.

The school explicitly forbids the use of any form of child abuse, corporal punishment or any other degrading punishment as part of behaviour management. We provide all staff and members of our community with clear guidance on what forms of behaviour management, discipline or punishment are appropriate and permitted.

We believe in the power of developing respectful relationships both in and out of the school community. Our approach to student behaviour management is consistent and equitable across the school and we focus on providing an educational environment where learning and positive interactions can take place without the distraction of inappropriate or negative behaviour. This includes but is not limited to:

- Behaviour expectations are discussed with all students at the start of each year and school term. Good behaviour management provides students with a choice as we outline the consequences that come from both positive and negative behaviour.
- Our staff consistently use strategies to manage student behaviour which may be negatively impacting learning. These strategies clearly outline behaviour expectations and consequences for inappropriate behaviour while reinforcing and rewarding positive behaviour.
- All students are provided with support and opportunities to change inappropriate behaviour and develop an awareness of how their behaviour can negatively affect others in the community.
- Inappropriate behaviour requires a response which protects the rights of all students. This allows other students to continue to learn, supports the rights of staff to teach/do their job and offers the students involved a chance to learn how to make a more appropriate choice in the future.

- The Sowilo Rules and the Student Code of Conduct provide a benchmark for students to behave appropriately and live the values of the school.
- We focus on making sure that the relationship between the students and staff remains positive and operates with professionalism, fairness, dignity and respect.
- Students are discouraged to engage in behaviour that is not in the best interest of themselves or the school community. We operate a supervised "Bench" for students who move beyond the full range of management steps. The bench is a time for students to stop, reflect and discuss their behaviour with the School Coordinator/Principal and/or a member of the Welfare Team.
- Appropriate behaviour applies equally both in and out of our structured sessions. This includes breaks, lunch, travelling to and from school, excursions, tours and camps.
- Staff are provided with support from other staff or members of the leadership team. This includes developing management plans, engaging the Welfare Team, liaison with parents/guardians, follow up with the student and documentation.
- Behaviour management is documented in alignment with our Record Keeping Policy.

To make sure this approach achieves successful outcomes we communicate our policy and approach to students, parents/guardians/families and community partners.

3. Duty of Care

Our Behaviour Management Policy aligns with the National Principles for Child Safe Organisations, and relevant legislation, policy and supporting documents.

The core message of the National Principles of Child Safe Organisations is that a child safe organisation creates a culture, implements strategies and takes action to promote student wellbeing. Schools and staff owe a duty of care to their students. This duty of care arises from the nature of the relationship and exists wherever the student is under their care. Reasonable care extends to making sure the school provides a safe environment for all students and includes the development of processes for the effective management of student behaviour.

Our priority is to provide a positive educational environment where learning, social interaction, academic achievement and behaviour are supported by a well structured and clearly defined management approach with dedicated and caring staff.

4. Policy Communication

This policy is:

- Available for download on our school website.
- Copies are sent to parents/guardians upon request.
- Provided to new staff at the start of their employment.
- Stored in soft copy on our school drive.
- Stored as hard copy with our administration team.

All Sowilo Community High School all staff including our Community Partners and School Council are expected to be familiar with the information provided in the policy and understand their responsibilities.

Definitions

The following are definitions of terms used throughout the document:

Term	Definition
Bullying	Is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more 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 fight between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.
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).
Physical Abuse	Occurs when a child is severely and/or persistently hurt or injured by another person.
Sexual Abuse	Occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where: a. the child is the subject of bribery, coercion, a threat, exploitation or violence. b. (the child has less power than another person involved in the behaviour. Or c. there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
Neglect	Occurs when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured.

Term	Definition
Code of Conduct	A document that provides information to the school community on expected behaviours, relationships, attitudes and responsibilities. It also outlines process to be followed when the code is not followed.
Student Code of Conduct	A document provided to the students that outlines expected behaviours and clearly identifies appropriate and inappropriate behaviours in relation to staff and other students in the school community. It outlines the process to follow when there is a breach of the code.
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 [UN Committee on the Rights of the Child, General Comment No. 8 (2006)]
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, or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)
Educational Risk	A student is at educational risk if he or she is of compulsory school age but unable, for one or more reasons such as the following, to participate in mainstream schooling: • Is disengaged from school or vocational education and training as evidenced by persistent non-attendance or a failure or refusal to enrol. • Experiences learning disadvantages or difficulties which cannot be effectively catered for at a reasonably local mainstream school. • Is affected by life risk factors such as domestic violence, abuse, homelessness, transience, addiction, chronic ill-health or pregnancy. • Is subject to a Children's Court order. • Is the subject of a Responsible Parenting Agreement covering school attendance, or • Is a persistent or serious juvenile offender.
Emotional Abuse	Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.
Psychological Abuse	Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Term	Definition
Rules of Procedural Fairness	These rules require: • A hearing appropriate to the circumstances. • Lack of bias. • Evidence to support a decision. And; • Inquiry into matters in dispute.
Trauma	A trauma is a psychological wound or injury suffered at school or during a school-related activity [Australian Psychological Society].
Unlawful Discrimination	Discrimination in education as defined in the Equal Opportunity Act 1984 (WA), Racial Discrimination Act 1975 (Cth), Sex Discrimination Act 1984 (Cth), Disability Discrimination Act 1992 (Cth) and Age Discrimination Act 2004 (Cth).
Violence	Violence is 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.

Roles and Responsibilities

The following roles and responsibilities are referenced in this document:

1. School Council

The School Council will:

- Make sure that they are familiar with the Behaviour Management Policy and its connection to the Welfare and Child Protection Policies.
- Support the school community's implementation of the Behaviour Management Policy.
- Provide subject matter expertise and guidance as required.

2. School Coordinator/Principal

The School Coordinator/Principal must:

- Make sure a commitment to student safety and wellbeing underpins the policies and activities of the school.
- Consistently and regularly review all policies and practises related to Behaviour Management, Welfare and Child Protection.
- Make sure the Behaviour Management Policy aligns to the Welfare and Child Protection Policies.
- Make sure all staff understand their responsibilities and the school's expectations as outlined in the policy.
- Support the school community to implement the policy across all levels of the school community.
- Clearly communicate the Behaviour Management Policy to students, staff, parents/guardians and our community partners.

3. Staff

All staff must:

- Make sure that they understand the expectations of the Behaviour Management Policy including their responsibilities.
- Attend professional development training to increase their skills, knowledge and understanding of Positive Behaviour Support (PBS) programs.
- Follow all procedures when managing student behaviour.
- Collaborate with the leadership team, welfare team and other staff on additional strategies and approaches that may be implemented to help positively manage student behaviour.
- Clearly communicate behaviour expectations to the students.
- Understand current research and practices in the management of students with Autism Spectrum Disorder (ASD) and other neurodevelopmental disorders.
- Build positive relationships that reflect respect and dignity and assist in building a positive school culture.

4. Non-Teaching Staff

Non-teaching staff must:

- Make sure they understand the Behaviour Management Policy and their responsibilities.
- Attend professional development training to increase their skills knowledge and understanding of Positive Behaviour Support (PBS) programs.
- Build relationships that focus on respect and dignity and assist in building a positive school culture.
- Collaborate with the leadership team, welfare team and other staff on additional strategies and approaches that may be implemented to manage student behaviour.
- Understand current research and practices in the management of students with Autism Spectrum Disorder (ASD) and other neurodevelopmental disorders.

5. Students

All students must:

- Understand the standards and expectations of the student Code of Conduct and the Sowilo Rules.
- Understand consequence and process to be followed when behaviour standards are not met or breached.
- Contribute positively to the school community by demonstrating appropriate behaviour at school.
- Build positive relationships with staff and other students that reflect dignity, respect and fairness.

6. Parents/Guardians

Parents/Guardians must:

- Understand the Behaviour Management Policy and how it is implemented throughout the school.
- Understand the student Code of Conduct and Sowilo Rules and the role they play in the behaviour management process.
- Be a part of a positive and caring school culture that promotes dignity, respect and fairness.
- Be available to collaborate with the school to make sure their child receives the best support they require to manage their behaviour.

Understanding Student Behaviour

'Always assume that a motivation for a particular behaviour is positive but expressed in negative way.'

– Richard L Curwin and Allen N Mendler, Discipline with Dignity

To effectively support students with behavioural challenges to help them make positive changes to their behaviours, staff need to understand why students behave the way they do. One way to look at a student's problematic behaviour is to recognise that behaviour has a purpose – it allows students to get something they want or avoid something they do not want.

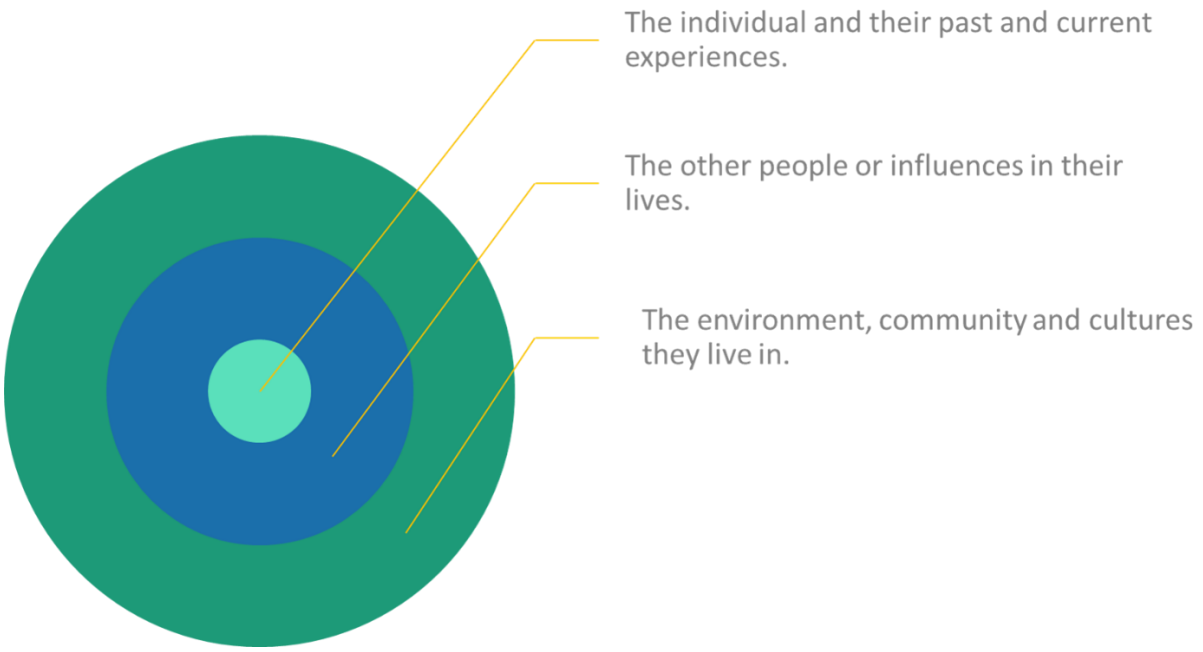
When various areas of need are understood in terms of why a student is behaving the way they are then more effective support strategies can be implemented to change that behaviour. The science of human behaviour has informed implementing **positive behavioural support practices** that place the emphasis on teaching social and behavioural skills are more effective than using punitive and exclusionary policies.

This includes the following principles:

- Behaviour is learned and therefore can be unlearned. It can be taught or changed. Identifying the skill set that may be missing and causing the problematic behaviours is key to successfully supporting the student to change their behaviour by learning a new skill set.
- Behaviour is purposeful and communicates a need in a social environment. The first step in intervention is to try and understand the purpose that the current behaviour serves and then select the best strategy to change the behaviour.
- Each student is unique and therefore requires an individual approach to their behaviours and skills.
- Additional individual, environmental and situational factors may also contribute to specific behavioural challenges. These include (but are not limited to) identified disability, specific learning needs or strengths, difficulty at home, safety concerns resulting from trauma, mental health difficulties and disengagement from education.

By focusing on our student as a whole person and as an individual, we are better able to understand the history and background to the behaviour and identify the triggers. This allows us to decide on the best course of action to provide support to the student and initiate a positive behavioural change.

About Positive Behaviour Support (PBS)



Positive Behaviour Support (PBS) is a proactive approach to positively manage challenging behaviours and improve negative actions or language. PBS focuses on the person and strengthening their positive behaviours through reinforcement and prevention of negative behaviours rather than waiting for something to go wrong and reacting to it then.

The behaviour is called challenging because it challenges everyone who works with and supports the student to identify why it is happening and work out a solution and strategies to prevent it from happening by replacing the negative action with a positive behaviour. The complex nature of our student cohort means that this process will often takes patience, time, commitment and dedication on both sides. To do this we must look at the student as a whole person taking into account them, their influences and their background including:

- The individual and their current and past experiences and how they have learned to behave.
- The thoughts, feelings, attitudes and behaviours of the other people in their lives
- The environments, communities and cultures they live in.

By collecting the right information and taking a multidiscipline approach (academic, welfare) we can come up with a successful plan or strategic approach to improve or change the behaviour. This includes:

- Communicate behaviour expectations and be fair and consistent in behaviour management.
- Responding to early signs of negative behaviour by implementing identified strategies to support the student and their needs.
- Working closely with the student to build and develop skills that will enable them to behave appropriately and respond positively.
- Involve parents/guardians where appropriate for ensure consistency at school and home.
- Minimise isolation where possible.

- Allow the approaches to be flexible enough to be adapted to meet the changing needs of each individual student.

By focusing on the student as a whole and understanding the why, we can be more successful in changing the behaviour and supporting the student to grow and interact with the community in a positive way.

Our Behaviour Management Process

1. Overview

Our Behaviour Management Process uses positive and preventative approaches combined with interventions and realistic consequences to change behaviour. The priority is to have an educational environment that is safe and supportive for the school community. Our philosophy is that all members of the school community:

- Be treated with fairness, dignity and respect.
- Made to feel supported, safe and secure.
- Be free to be involved in the learning process and not distracted or obstructed by any anti-social or inappropriate behaviour.
- Be aware of how their behaviour may negatively affect others within the community.
- Be respectful of behaviour standards and expectations and understand that they may experience consequences if they make the decision to breach those standards.

At the core of our Behaviour Management Process are the student Code of Conduct and Sowilo Rules. The Code of Conduct applies to all students during school and any school related activities (both curricular and non-curricular) regardless of the location. The Code of Conduct demonstrates how the students represent themselves as individuals and as members of the Sowilo Community and how this directly reflects on the school.

2. Student Code of Conduct

It is expected that every student must:

- Uphold the core values of Sowilo Community High School:
  - Building community.
  - Respect and trust.

  - Being responsible.
  - Learning and having knowledge.
  - Embracing individuality.
  - Being creative and innovative.
  - Being flexible.

- Always behave in a manner that is considerate and respectful of others and not endanger the safety and wellbeing of themselves or others.
- Respect the authority of staff members and comply with school rules as required including refraining from behaviour which disrupts any class or interrupts the learning opportunities of other students.
- Respect school property and any property of staff, students and visitors.
- Follow all health and safety rules and procedures operating within the school and other locations at which the students may visit.
- Refrain from activities, conduct or communication that would be seen to undermine the reputation of the school, staff or students. This includes any activities or any bullying and harassment on social media, phones or SMS.
- Not bring, possess or smoke any cigarettes (including vape) or be under the influence of alcohol and other drugs at school, on excursions, camps or tours or transit between school and home.

The Code of Conduct and Sowilo Rules are:

- Communicated to the students at the start of each school term.
- Displayed throughout the school.
- Sent to parents/guardians/families via email.
- Available for download from our school website.
- Communicated to new staff in their induction and included in the staff handbook.
- Revisited during school, staff and parent meetings.

3. Unacceptable Behavior

Unacceptable behaviour includes but is not limited to:

- Verbal or physical abuse, intimidation and harassment of staff and other students.
- Touching, handling, pushing or otherwise physically or sexually engaging with students or others in a manner which is deemed unwanted, unacceptable or inappropriate.
- Sexual harassment of staff or other students.
- Any form of physical or verbal violence including fighting, assault or threats of violence.
- Any form of cyberbullying including sexting.
- Taking or sending inappropriate, offensive or explicit text messages, photos or videos.
- Theft, fraud or misuse of school resources and that of the businesses surrounding the school.
- Bringing drugs or alcohol onto school grounds.

4. Responding Breaches of the Code of Conduct

The Code of Conduct underpins the success of our school and students by creating a clear and well-defined standard and expectation of behaviour. We take breaches of the code seriously as it disrupts the progress and achievement of individuals and the school as a whole. All breaches of the code of

conduct have consequences that can range from time out and cool down periods on the bench, to behavioural plans, to expulsion and/or the involvement of the police.

Sowilo Community High School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined by legislation and we provide clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.

Our behaviour management process is split into 7 categories and comply to the rules of procedural fairness and non-discrimination.

These are:

1. Reward System.
2. Anti-social or Disrespectful Behaviour.
3. Trek Warnings.
4. Official Warnings.
5. Suspension.
6. Expulsion.
7. Right of Appeal.

Details of each category is in the table below:

Category	Description
Reward System	Our reward system at Sowilo is split into 5 sections: **Ticket system** The ticket system rewards students for good behaviour. If they demonstrate good behaviour then they will receive a ticket. Each ticket goes into a raffle that is drawn at the end of each week during the whole school meeting. Good behaviour examples include but are not limited to - completing schoolwork on time and to a high standard, trying hard to achieve in classes, doing something positive for the community, does something nice for someone or being polite to the school community. • The prize for the winning ticket is 1 week off from community jobs. • The second winning ticket drawn it is 3 days off from community jobs. • If a student receives 35 tickets within a school term, then this automatically equates to 1 week off from community jobs. **Community Award** • This award is for a student who demonstrates the attributes of a community leader/member by putting the needs of the community before their own. • The winner (student) is announced at the weekly whole school meeting. The student chooses from a prize to the value of $20.00.

Category	Description
	Healthy Choice Award This is awarded to the student who has made a positive personal or healthy choice. Staff nominate students for the Healthy Choice Award with the School Coordinator/Principal to make the final decision. • The winning student receives a choice of gifts valued up to $20.00. **Battle Jacket Patches** If a student is collecting patches for a 'battle jacket' (a denim vest) and has shown good community service and efforts, they can be awarded a patch at any given time. **'Camo' Belt Award** • If a student in Brazilian Jiu-Jitsu performs with integrity and good sportsmanship throughout a class, they are awarded the 'camo' belt. • This belt is presented at the end of class and is retained by the student until another student wins the award.
Antisocial/Disrespectful Behaviour	Based on our Code of Conduct and Sowilo Rules **Warnings** Warnings are given for anti-social or disrespectful behaviour. If three (3) warnings are accumulated during a day the student is asked to sit on the 'BENCH'. Once directed to the bench they must remain there until the School Coordinator/Principal or their delegate is ready to discuss their behaviour with them. Bench time allows the student some space and cool down time. While sitting on the bench: • Students can draw, write (paper) or use stress balls. • Students must refrain from mixing with other students. • Technology is not permitted at all. If a student uses technology on the bench an instant job is given. When the student meets with the School Coordinator/Principal they can tell their side of the story about what has happened. If it decided that the student is in the wrong, they will receive an extra job. If it is deemed the student is in the right, the student will have their warnings adjusted. This meeting helps the student to think about their behaviour. It also assists the School Coordinator/Principal in getting more information about the student's life outside of school. This information can be useful not only for behaviour management strategies but also welfare intervention. **Instant Jobs** Instant jobs are given when anti-social or disrespectful behaviours are deemed more serious than the just providing a warning.

Category	Description
	If an instant job is given then the student will also speak with the School Coordinator/Principal regarding their behaviour.
Trek Warnings	The school uses Wilderness Trek as a reward and a consequence. Trek Warnings are received through: • A student repeatedly receives 3 warnings or jobs. • A student acts in such a manner that it is serious but does not warrant an official warning. The student will start on a 0% pass mark. If the student is put on the bench, the student's mark will go up 10% every time they receive a job. • A student will receive a 10% decrease in their pass mark if two (2) weeks of good behaviour is observed. • If a student does not pass trek, they will be required to go on trek a second time. • Students can earn their way off Wilderness Trek by demonstrating good behaviour. • If a student refuses to go on trek, then they will be expelled from school. Note: Students unable to attend Wilderness Trek must provide a medical certificate unless there is a pre-arranged agreement for their non-attendance on Wilderness Trek. The School Coordinator/Principal must approve any pre-arranged agreements. The same applies to students who do not turn up for Wilderness Trek. If a medical certificate is supplied, the student's case is investigated and reviewed with the official warning system implemented.
Official Warnings	Students receive official warnings by committing serious offences which include: • Proven bullying of any kind in or out of school hours. • Proven gossiping of any kind. • Proven drug or alcohol use or talk of any kind. • Any other offence that the School Coordinator/Principal confirms as serious. All official warnings are recorded and communicated to the parents/guardians. A Behaviour Management Plan is developed between the student, their parents/guardians and the school. If a student receives 3 official warnings within a school year, they will wither be asked to go on Wilderness Trek or are at risk of being expelled from school.

Category	Description
Suspension	A student can be suspended for the following reasons: • Leaving school grounds without staff permission. • Being verbally or physically abusive to staff. • Breaching the student Code of Conduct. Before students can return to school, there is a meeting with the student, parent/guardian and Welfare Team member to discuss behaviour with the offer of developing a Behaviour Management Plan. The School Coordinator/Principal will approve the students return at their discretion.
Expulsion	The School Coordinator/Principal may expel a student from the school if: • They have received 3 official warnings in a year. • If a student has failed to attend Wilderness Trek. • The School Coordinator/Principal, using their discretion, can expel a student immediately if a student's behaviour does not meet the expected standards for students at the school.
Right of Appeal	A parent/guardian has the right to appeal any decision made by the School Coordinator/Principal where a student has been expelled. The appeal is made directly to the School Council.

5. Procedural Fairness

The school leadership team demonstrate procedural fairness when implementing the student behaviour management process. This includes:

- The Code of Conduct, Sowilo Rules and breaches are explained to each student. The school makes sure that the students and their parents/guardians understand the standards of behaviour and consequences for not meeting the standards.
- The Code of Conduct is made available to all students and parents/guardians.
- Breaches are discussed and explained so that the student understands clearly and accurately what has happened.
- The student is provided with an opportunity to explain and respond to the breach. If there is a dispute then the matter is investigated fully.
- The staff make sure there is appropriate evidence to confirm that a breach has occurred. The School Coordinator/Principal listens and acts fairly, reasonable and consistently within the school policy.
- The consequence is proportional to the nature of the breach and the student is supported without discrimination or bias throughout the process.

6. Risk Management Plan

Any students demonstrating challenging behaviours that are assessed to be a physical risk to the safety of staff, other students or themselves, will have Risk Management Plan developed, documented and implemented. The plan will be designed in collaboration with the Welfare Team, parents/guardians (if safe and appropriate) and external professionals (as required).

It will outline:

- An overview of the behaviours, their triggers and the risk they present to the school and the school community.
- A documented process on how to manage the behaviour including resources that can be used and strategies to implement when de-escalating the negative behaviour.
- Strategies and support structures for staff.
- Any required training or professional development that staff members are required to complete to recognise, respond and manage the behaviour.

Student Risk Management Plans are approved by the School Coordinator/Principal and reviewed and updated each term.

7. Physical Restraint and Contact

We aim to manage behavioural challenges through positive reinforcement and de-escalation of the environment (including the triggers). Physical restraint is only used when all other management strategies have been tried unsuccessfully or when the student is acting in a way that may compromise the safety of themselves or other community members.

If restraint is to be used:

- Only staff that are experienced in restraint techniques will physically restrain the student.
- It is used in a way to minimise or prevent harm. It will stop as soon as staff determine the risk to safety is minimised.
- The restraint will end as soon as possible. Staff will maintain communication with the student and try and de-escalate the situation. And;
- The School Coordinator/Principal and the Welfare Team will provide appropriate support to the student, their parents/guardians and staff following the incident.

When physical restraint has been used, the incident is documented and reported to the School Coordinator/Principal using the Physical Restraint Incident Form. The School Coordinator/Principal or their delegate will manage the communication with the student's parents/guardians.

If restraint is used as a management tool as part of an ongoing Behaviour Management Plan, then it needs to be documented as part of their plan including the following information:

- Trigger that may lead to the use of physical restraint.
- Situations in which physical restraint is not to be used with the student.
- Situations that may result in the removal of other students from the immediate environment.
- Staff willing and qualified to use physical restraint as an agreed management strategy.
- Assistance to be provided for staff who are involved with physical restraint.

- Regular review of the Behaviour Management Plan is essential to reduce and/or remove the need for physical restraint.

The school has participated in PART and Team Teach training. New staff are scheduled to complete the training as part of their role within the school. The school maintains skills levels and knowledge through regular training attendance and simulations. We maintain up to date records on all training and professional development completed as part of this training.

Discipline Records

All discipline records are managed in alignment with our Record Keeping and Retention Policy.

For more information

- Creating Child Safe Institutions (Royal Commission).
- Child Safe Organisations: National Principles for Child Safe Organisations (Australian Human Rights Commission).
- Child Safe Organisations WA: Guidelines (WA Commissioner for Children and Young People).
- Student Wellbeing Hub - Australian Student Wellbeing Framework (Australian Government).
- Bullying No Way (Australian Government).
- Kids Matter Primary is a mental health and wellbeing framework for primary schools.
- Mind Matters is a mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people.