BRAMFIELD PARK PRIMARY SCHOOL

Student Behaviour Policy 2020

Contents

Our Behaviour Management Plans Aims to:

Create a positive learning environment within the school and classroom that is welcoming, supportive and safe.

This Policy has been developed as a result of student, parent and staff consultation and feedback. It is a summary of the aspirations of all stakeholders in the school in relation to the way we interrelate with each other to produce a harmonious environment for working and learning.
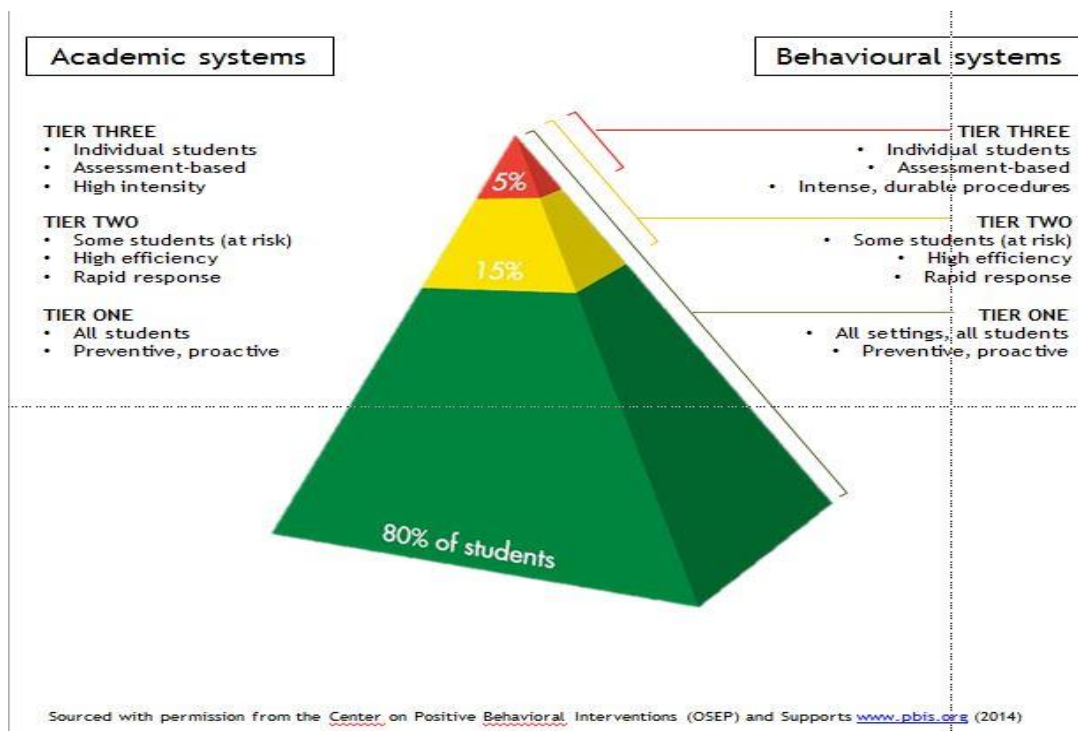
Every student is provided with the educational support the student needs to learn and maintain positive behaviour.

Positive Behaviour Support (PBS)

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

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

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

Academic systems		Behavioural systems
TIER THREE • Individual students • Assessment-based • High intensity	5%	**TIER THREE** • Individual students • Assessment-based • Intense, durable procedures
TIER TWO • Some students (at risk) • High efficiency • Rapid response	15%	**TIER TWO** • Some students (at risk) • High efficiency • Rapid response
TIER ONE • All students • Preventive, proactive		**TIER ONE** • All settings, all students • Preventive, proactive
	80% of students	

Sourced with permission from the Center on Positive Behavioral Interventions (OSEP) and Supports www.pbis.org (2014)

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

Links to Wellbeing

This policy is based on the school wide premise and implementation of Positive Behaviour Support philosophies and principles underpinning PAThS (Promoting Alternative Thinking Strategies. The PAThS program is grounded in social and emotional learning (SEL). SEL helps children:

- resolve conflicts peacefully
- handle emotions positively
- empathise
- make responsible decisions.

When students learn and use SEL skills, behaviour improves and disruptions lessen. Instead of wasting valuable classroom time managing misbehaviour and providing discipline, teachers can teach and students can learn.

Teachers understand that challenging behaviour is almost always a result of a communication breakdown and seek to understand the behaviour rather than controlling it. They place emphasis on caring, protecting and enhancing positive relationships. Students are treated fairly, openly and honestly with respect, compassion and dignity.

Teachers use a common protocol and supporting script to de-escalate students by using the Positive Handling strategies and interventions as outlined in Team Teach training as a guide:

- use of space
- changes to environment
- stance and posture
- facial expressions
- intonation and
- simple, positive messages

> *Supportive Script*
> *Step 1:* "(name), you need to stop."
> *Step 2:* "(name), I'm going to count to five and you need to stop and listen."
> *Step 3:* "(name), you need to . . ." (direct instruction)
> *Step 4:* "(name) this is your warning.
> *Step 5:* "(name), I am going to count to five and the next step will be . . . (consequence)

At the commencement of each year, teachers revisit PAThS strategies for self-regulation including stop, breathe, think and say and provide a space within their classroom or wet area for students to engage in self-regulation practices. Opportunities to practice including role-play are provided by teachers during these lessons and use of the space is encouraged.

Classroom strategies promoting mindfulness aimed at student well-being are incorporated into the daily classroom practice and include online resources such as:

- Cosmic Kids
- Zen Den
- Go Noodle
- Smiling Minds
- Jump Jam
- Brain Gym
- BluEarth
- Just Dance

> *Recognition is also given to alternative approaches including music, laughter, mindfulness colouring and sensory play.*

Code of Conduct

The school community has agreed that students must:

- ✓ Wear School uniforms at all times.

- ✓ Consider others safety and rights of others in the school (swearing and bullying is unacceptable).

- ✓ Walk on verandahs and in designated areas. These areas are not for noisy games.

- ✓ Ensure that personal play items are not brought to school.

- ✓ Bringing lollies, bubble gum, chewing gum, soft drinks or energy drinks to school is discouraged.

- ✓ Only play non-violent games in school. Fighting and rough games where extreme physical contact occur are not allowed.

- ✓ Ride bicycles or scooters only to and from school. They are not to be ridden on school grounds or without helmets. Visitors to abide by this rule.

- ✓ Only enter or remain in a classroom during non-teaching time when a teacher is present and the student is invited in.

- ✓ Obey directions from staff, hand bells and sirens immediately.

- ✓ BPPS is a sun smart school so the "No hat no play" policy is in effect all year. Students without hats must play in the Undercover area or Library.

- ✓ Only enter and remain on the school grounds during school hours or for school approved activities.

- ✓ Care for the school resources, buildings and grounds at all times and keep the school in a neat and tidy condition (including after hours).

- ✓ Not participate in activities that bring the school into disrepute (including after hours).

Good Standing

At Bramfield Park Primary School we have a robust system for rewarding good behaviour. Clear expectations of student behaviour are outlined in our Student Behaviour Policy and in Individual Behaviour Plans (IBPs). Students will automatically have good standing and the move to conditional standing will be decided by the Principal in consultation with the class teacher and the implementation of a student's IBP.

The IBP will have targeted behaviours clearly stated with identified rewards and consequence processes to follow. Outcomes will be measurable to achieve success in achieving targeted behaviours and returning to Good Standing. A discussion will occur between staff, parents and the student about the impact on good standing if targeted behaviours are not followed.

If a child is suspended they will lose good standing for a period of two weeks. If a child has three Office referrals, they will lose good standing for a period of two weeks.

There will always be a restorative justice approach to the return of good standing so that attendance at school events will be optimised for all students. Students who do not meet the expectations of the requirements to return to good standing, will lose the privilege of attending school events.

MUTUAL RESPECT

Rights and Responsibilities

Students have the RIGHT to:

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

Staff have the RIGHT to:

- Respect, courtesy and honesty;
- Teach in a safe, secure and clean environment;
- Teach in a purposeful and non-disruptive environment;
- Co-operation and support from parents

Parents have the RIGHT to:

- Be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare;
- Be informed of their child's progress;
- Access a meaningful and adequate education for their child;
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

Students have the RESPONSIBILITY to:

- Ensure that their behaviour is not disruptive to the learning of others;
- Ensure that the school environment is kept neat, tidy and secure;
- Ensure that they are punctual, polite, prepared and display a positive manner;
- Behave in a way that protects the safety and wellbeing of others.

Staff have the RESPONSIBILITY to:

- Model respectful, courteous and honest behaviour;
- Ensure that the school environment is kept neat, tidy and secure;
- Establish positive relationships with students;
- Ensure good organisation and planning;
- Report student progress to parents.

Parents have the RESPONSIBILITY to:

- Ensure that their child attends school;
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning;
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- Support the school in providing a meaningful and adequate education for their children.

Staff Roles

THE ADMINISTRATION TEAM HAS AGREED TO:

- Document a whole school plan to support positive student behaviour;
- Implement the documented whole school plan to support positive student behaviour;
- Provide individual student behaviour support where the need is identified;
- Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- Provide a link between parents and staff;
- Facilitate parent / teacher / child conferencing in case management
- Consult with the School Board on Student Behaviour Policy planning
- Review whole school behaviour support planning annually;
- Report annually to the School Board on the school's performance in behaviour support;
- Ensure a review committee is established to monitor School Behaviour Management Plan.

TEACHERS HAVE AGREED TO:

- Develop and maintain a positive classroom environment;

- Display and discuss:

  Three School Rules
  Rights and Responsibilities
  School Code of Conduct

- Document positive behaviour, student misbehaviour and correctional strategies through documented plans created with and signed off by all stakeholders;

- Contribute to a review of the Student Behaviour Policy;

- Include administration staff, where appropriate, in discussions with parents regarding student behaviour management;

- Provide relief teachers with guidelines pertaining to behaviour development and management procedures; and

- Consistently apply the school's Student Behaviour Policy.

Achieving a Supportive Culture and Positive Environment

There are many strategies to promote positive student behaviour. The strategies listed below are suggested strategies that are effective at present. Positive incentives will reflect the developmental age and interests of the students.

THE WHOLE SCHOOL

Hierarchical Order…

- *Faction Cards*: Students receive cards for positive behaviour and good work. Faction cards are collected and go into a draw to win a prize at Tuesday's mini assembly and class assemblies.
- *Writing Award, French Award, Performing Arts Award* and *Bramby Bear:* Awards that are presented to a worthy class at different assemblies.
- *Merit Award*: Given to two students from each class at every assembly. Class teachers are to notify parents/caregivers prior to the assembly. Digital copies are found in the Shared drive/AllStaff/Assembly folder.
- *Citizen Award:* An award presented to one student from each class at one assembly per term. Awarded for showing good values and citizenship.
- *Gold Cards:* Students receive a Gold Card for higher stakes behaviour guided by values listed on the certificate.
   3 Gold Cards receive a pencil
   5 Gold Cards receive a lucky dip
   10 Gold Cards receive a movie pass & popcorn
   15 Gold Cards receive a book of choice
   20 Gold Cards receive and invitation to the Gold Card Excursion in Term 4.
   Classroom teachers can collect gold cards in a file to keep track of students' rewards.
- *Big Day of Fun:* At the end of the year a whole school reward will be organised. Students with ten office referrals (blue form), as recorded on SIS/ Spreadsheet, a semester will be ineligible to participate. Students above ten referrals can earn back the right to attend by not receiving an office referral for a week. (Each week a student does not receive an office referral reduces the number – one week, number reduced by one.)

IN THE CLASSROOM

Some examples are listed here.
- Encouragement and Praise. Encouragement should be the primary instrument of positive reinforcement (refer to Glossary of terms).
- PAThS Kid of the Day (randomly chosen)
- Stickers
- Prizes and stamps. Given for good work and behaviour.
- Group / individual points. Students win points for positive behaviour and producing good work.
- Raffle tickets. Class raffle. Students receive tickets for positive behaviour and work.
- Marble jar. Marbles are placed in a jar for positive behaviour. When the jar is full, the class receives a group prize.

Students may be sent to the Administration with good examples of their work for recognition of their achievement or effort.

Remember that engaged students usually do not create behaviour problems. We need to keep students actively engaged in learning 100% of the time.

Gold Card

BRAMFIELD PARK PRIMARY SCHOOL

GOLD CARD AWARD

Name _____ Class _____ Date _____

Your child has received this award for

☐ Being responsible

☐ Being respectful

☐ Being safe

Teacher signature _____

Teacher comment _____

_____

Parent signature/comment _____

Faction Cards

FACTION CARD	FACTION CARD	FACTION CARD
KEP	KARLA	WIRLI WIRLI
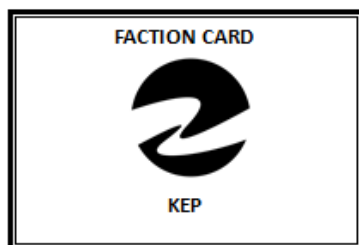
STRIVE TO ACHIEVE

by being

RESPECTFUL, RESPONSIBLE and SAFE

Name: _____

Class: _____

Teacher: _____

Merit Award

BRAMFIELD PARK
PRIMARY SCHOOL

Merit Award

This certificate is awarded to:

....

Year .... Room ....

For ....

....

Teacher: .... Date: ....

Principal: ....

Citizen Award

BRAMFIELD PARK
PRIMARY SCHOOL

Class Citizen Award

Student Name

Room   **Year**

John always displays a very kind, caring nature towards others in our class. He has been an excellent role model and always lends a helping hand to someone who may need it. John can always be relied upon to be a responsible and respectful student in Year 4.

Teacher

Classroom Procedures – Preventative Strategies

Bramfield Park Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. *No one has the right to hinder the progress of others.* To achieve this, staff will adopt a consistent approach to eliminating disruptive behavior by using CMS strategies.

The most effective consequences are predicated upon a quality educational program and a positive classroom environment. Staff need to employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring.

Classroom Procedure Overview
Students commence each day with a "clean slate" *Positive praise should be consistent and regular!*

	Response	Consequence
Initial Behavior Low Key Response	Responsive Proximity Deal with the problem not the student Deal with the allies first Minimal or Non–Verbal signals: Student's Name, Gestures, "The Look," Pause and Planned Ignore.	
Bump 1 Continued Low Key Response	Formal process begins Continued use of low key responses	Teacher writes student's name on Tracking Sheet and issues a formal warning
Bump 2 Squaring Off	Pause or stop Turn body (square off) Intensify eye contact or non-verbal Use a minimal verbal response Complete interaction with a "Thank you".	Teacher circles **1** on Tracking Sheet and issues 5 minutes classroom isolation.
Bump 3 Choice	Stop Square Off Intensify Eye contact Give an either / or statement Give choices which student sees as related to behaviour As immediate as possible Listen for student's answer Complete interaction with a "Thank you"	Teacher circles **2** on Tracking Sheet and issues 10 minutes classroom isolation.
Bump 4 Implied Choice	Follow through "You've made your choice. Please_____." "Thank you"	Teacher circles **3** on Tracking Sheet, fills out *blue behavior slip*. Student attends partner class for 20 minutes of low stimulus isolation.
Bump 5 Escalation	Administration support	Teacher circles **4** on tracking sheet. Student attends Office *with blue behavior slip* for 30 minutes of low stimulus isolation.
Beyond Step 5	Administration review	Return to Office - In school isolation for the rest of the school day.
		In school suspension (alternative break times). Parent contacted (suspension and IBP outlined).
		External Suspension – Letter and Notification as outlined on SIS Behaviour.

Responses and reactions need to be developmentally appropriate for the age of the children.

SEVERITY CLAUSE: In cases of extreme misbehaviour such as; verbal abuse, physical assault, leaving class without permission, insolence or vandalism this process is "fast tracked" immediately to the Administration Team. Extreme cases may incur immediate suspension.

Classroom Procedures - Explanation of the Process

Initial misbehavior   Low Key Response
Use CMS strategies such as Responsive Proximity, Dealing With Allies, Minimal or Non-Verbal signals: student's name, gestures, "The Look," Pause and Planned Ignore to address the behavior/problem not the student.

Bump 1   Formal Process Begins
Following verbal responses and use of low key techniques according to individual classroom procedures, write the student's name on the Tracking Sheet and issue a formal warning addressing the behaviour. Inform the child that you have done this and why. You may wish to use the blackboard simultaneously with the tracking sheet (i.e. name on board).

Bump 2   Square Off
Provide student a chance to stop misbehaviour or have relevant consequence With subsequent misbehaviour, square off, circle the 1 on the tracking sheet and issue 5 minutes in class isolation. Inform the student why you have done this.(You may use the blackboard method simultaneously.)

Bump 3   Choice
Provide student with a choice to stop misbehaviour or have relevant consequence. Circle 2 on the tracking sheet and inform the student (you may use the blackboard method simultaneously). As a result of the choice given, the child may be issued with 10 minutes classroom isolation.

Bump 4   Implied Choice Partner Class – Isolation
If misbehaviour continues, explain to the student that they have implied Teacher Choice. Circle 3 of the tracking sheet. Explain to the student that they will now attend Partner Class for 20 minutes of low-stimulus isolation.
   1.   *Blue Behaviour Slip* must be completed and sent with student.
   2.   Student must have work to do.

Bump 5   Power Struggle
If the child misbehaves after returning from Partner Class, circle 4 on the tracking sheet, add any further information to the *blue behavior slip* and inform the student that they must now attend the Office. Send the student with an escort, or send for a member of the Admin team.
The student will remain for 30 minutes of low stimulus isolation before returning to class. The Admin Team will notify the parent by letter of the situation. (Letter template as produced by Integris page 16).

Beyond Bump 5   In-school isolation
If the child misbehaves after this point, they will return to the Office for the remainder of the day. Depending on the duration of the in-school isolation, detention or further in school isolation may occur the following day. The parent will be contacted by phone or letter to discuss the situation.

<center>**Suspension**</center>

Suspension may be authorised only by the Principal. This authority can be delegated to a School Administrator where the Principal is absent from duty or otherwise unable to exercise the power. Suspension will be considered for serious or persistent breaches of the school's code of conduct. Suspension provides an opportunity for the student, parents, and school staff to reflect on the incident and behaviour enabling a considered, positive resolution and re-entry plan.

<center>**Re-entry Plan**</center>

A member of the Admin team will discuss the student's re-entry to the school. An IBP will be formulated with all stakeholders if required.

Behaviour Management Records

Classrooms

Each Teacher shall keep an up to date behaviour management file containing information on the behaviour of each student in his or her class.

This file may contain
> Student Behaviour Policy for Bramfield Park Primary School
> Behaviour Tracking Sheets
> Anecdotal Notes page for each student
> Office Referral Forms (blue forms)

Student's misbehaviour will be recorded on a Classroom Behaviour Referral form (blue form) and the Class tracking sheet. Details of the misbehaviour must be provided on the form and the students warning and level of consequences marked on the class tracking sheet. The class tracking sheet must accompany the class to specialist lessons to streamline and ensure continuation of behaviour management processes. Tracking sheet data must be transferred each week to the spreadsheet on the shared drive (W: drive, Z teachers, Blue Tracking Sheet Data).

Playground

The duty teacher shall record details of the student/s and their misbehaviour on a green slip held in the Duty File. Minor misbehaviours will receive a warning; however major misbehaviours will be immediately placed on a blue dot for 10 minutes. Completed slips are then placed in a tray near the duty folders. The Deputy Principal will transfer this information to class checklists. Once a student has three green slips they will be placed on a blue dot at recess or lunch for 10 minutes. Green slips will be then handed on to the teacher for future reference. **Blue dots are only to be used as a consequence for playground misbehaviour.**

Administration

The Deputy Principal shall keep up to date whole school behaviour management records (SIS Behaviour) containing information on each student referred to the office (blue forms). Records of student behaviour will include:

- • name of student;
- • description of the behaviour;
- • reasons for selecting management strategies;
- • details of the use of management strategies, including the dates and times; and
- • relevant parent contact and any outcomes of consultation with parents.

Classroom and Playground Behaviour Referrals

BRAMFIELD PARK PRIMARY SCHOOL
PLAYGROUND BEHAVIOUR REFERRAL

Name: _____ Room: _____ Date: _____/_____/_____

Minor Behaviours (duty teacher management)	
Running in the wrong area	
Teasing	
Out of play areas	
Eating in the wrong area	
No hat	

Action taken:

Warning ☐

Blue dot ☐

For _____ minutes

Major Behaviours (direct to Blue Dot Area)	
Rough play	
Insolence	
Disobedience	
Verbal abuse	
In a classroom w/ out permission	
Wilful damage to property	

Location:

Bags area	☐
Undercover junior	☐
Undercover senior	☐
Buildings	☐
Oval	☐
Courts	☐
Wet areas	☐
Toilets	☐

Other: _____

_____

Comments: _____

_____

_____

_____

Teacher signature: _____

BRAMFIELD PARK PRIMARY SCHOOL
CLASSROOM BEHAVIOUR REFERRAL

Name: _____ Room: _____ Date: _____/_____/_____

Minor Behaviours (in-class/ Partner Class management)	
Calling out	
Out of seat	
Teasing	
Distracting others	
Non-compliance	

To Partner Class (time): _____

Teacher initial: _____

Teacher comment (if necessary)

_____

_____

_____

Return to class (time): ____ ____

Teacher initial: _____

Major Behaviours (direct to Admin. Team)	
Verbal abuse	
Physical assault	
Leaving class w/ out permission	
Insolence	
Vandalism	

To Admin. Team (time): _____

Teacher initial: _____

Comment: _____

_____

_____

_____

Return to class (time): _____

Initial misbehaviour = Low key response as per CMS ➡   Next misbehaviour = Warning and name on tracking sheet

➡ Subsequent misbehaviour = ▸ First incident: circle **1** on tracking sheet and issue 5 minutes classroom isolation

▸ Second incident: circle **2** on tracking sheet and issue **10** minutes classroom isolation

▸ Third incident: circle **3** on tracking sheet, fill out *blue behaviour slip* and send student to partner class for **20** minutes of isolation

*Partner class teacher may fast-track to Office if behaviour is non-compliant

➡ Misbehaviour after partner class = circle **4** on tracking sheet and send to office with *blue behaviour slip* for **30** minutes of isolation

BRAMFIELD PARK PRIMARY SCHOOL

Classroom Behaviour Tracking Sheet

BRAMFIELD PARK PRIMARY SCHOOL
BEHAVIOUR TRACKING SHEET

Week Beginning ___/___/_____ Term _____ Week _____ Room _____

Initial misbehaviour = Low key response as per CMS.

Next misbehaviour (Bump 1) = Warning and name on tracking sheet.

Subsequent misbehaviour (Bumps 2, 3 and 4) =

▶ First incident: circle 1 on tracking sheet and issue 5 minutes classroom isolation.

▶ Second incident: circle 2 on tracking sheet and issue 10 minutes classroom isolation.

▶ Third incident: circle 3 on tracking sheet, fill out *blue behaviour slip*. Student attends partner class for 20 minutes of low stimulus isolation.

*Partner class teacher may fast-track to Office if behaviour is non-compliant

Misbehaviour after partner class (Bump 5) = circle 4 on tracking sheet. Student attends Office with *blue behaviour slip* for 30 minutes of low stimulus isolation.

* Teachers to make contact with parent of student (s) who are sent to partner class or those repeatedly on tracking sheet.

* Continued misbehaviour results in further office isolation at the discretion of Admin. team.

	Name	Monday	Tuesday	Wednesday	Thursday	Friday	Comment
1		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
2		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
3		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
4		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
5		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
6		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
7		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
8		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
9		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
10		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
11		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
12		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
13		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
14		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
15		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
16		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
17		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
18		1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

Specialist teacher to request Tracking File with each class.

Department Policy for Withdrawal / Suspension of Students

Withdrawal of a student from classes, breaks or other school activities

School administrator (see Regulation 127) may withdraw a student from classes, breaks or other school activities as part of a school's planned behaviour support response. Applied as close as possible to the time of the breach of school discipline, withdrawal is used for the purpose of providing an opportunity to:

- calm in circumstances where the student has become unable to self-regulate; and/or
- reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.
- Sensory Room

When a student is withdrawn, the school administrator will:

- provide oral or written advice to the parent(s) that day or as soon as possible thereafter about the withdrawal. SMS notification is sufficient to satisfy this requirement;
- ensure that location and supervision arrangements account for duty of care at all times;
- ensure that the student is provided the opportunity to complete assignments or assessments to fulfil course requirements; and
- create a record for each student withdrawn showing:
  - o reason for the withdrawal;
  - o date, time and duration of the withdrawal; and
  - o notification of parent.

Suspension of a student from attending school/class

The principal may suspend a student from attendance at school as part of a school's behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period. It may include in-school suspension with alternative lunch breaks. Parents will be notified in writing or verbally.

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

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

<u>The decision to suspend</u>

1. Only the principal has authority in the school to make a decision to suspend a student. This authority cannot be passed to another member of staff, except to a school administrator (Deputy Principal, Acting Principal, Acting Deputy Principal) in circumstances where the principal is unable to exercise the suspension. This temporary transfer of power is required to be authorised in writing, either prior to the circumstances arising or at the time, before the school administrator may exercise the power to suspend. Where the principal is unable to provide this written authorisation, it may be provided by the Regional Executive Director.

2. Where the breach of school discipline is considered by the principal to be a serious breach, the principal will assign a provisional suspension period, and shorten or lengthen this period, subject to Regulation 43(1)(b), upon completion of an investigation into the incident.

3. The principal will provide the student and parent a reasonable opportunity to give reasons against the decision to suspend and/or the length of the suspension.
   o For breaches of school discipline, this will occur orally or in writing prior to the principal's suspension decision.
   o For serious breaches of school discipline, this will occur in writing as soon as practicable after the provisional suspension decision.
   o The principal will make a record of any reasons given against the decision to suspend or length of suspension, and in conveying his or her final decision will explain how any relevant reasons were taken into consideration.
   o For an opportunity to respond to be deemed reasonable, the principal will take into consideration any language, cultural, medical or mental health factors and availability of the parent.

4. An alternative strategy to suspension will be considered by the principal where:
   o the principal has reason to believe that the student will be exposed to serious safety risks (e.g. physical or sexual abuse, exposure to drugs, crime or domestic violence, homelessness) outside of the school and reasonable measures to mitigate these risks to the student cannot be arranged; or
   o the student is considered by the principal to be at risk of suicide or serious non-suicidal self-injury, and the principal is not satisfied that there are arrangements for sufficient supervision/care for the student outside of the school.
   o In such circumstances, the record should state the degree of seriousness of the breach and that the strategy was used in lieu of suspension due to exceptional circumstances.

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

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

Recording the decision

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

Requirements in addition to those stipulated in Regulations 43-46

8. The principal will take reasonable measures to minimise the number of days any one student is suspended for during the course of a school year. Where repeated suspension is not proving effective as a strategy to reduce the severity or frequency of breaches of school discipline by a student, the principal will consider other strategies that may be more successful.
9. The principal will not consider the reaching of a specified number of days of suspension to be an automatic trigger for exclusion.
10. For the purpose of calculating suspension periods, the principal will consider each day the school is open for business as counting for a whole day within the student's suspension period. This requirement applies irrespective of the student's normal level of attendance on that day, including where:
    o the student would normally be absent from school that day due to a Notice of Arrangement or placement in an off-site program; or
    o the suspension applied is for only part of the school day. **It is not intended, however, to mean that a student, who is sent home at lunchtime for the remainder of the school day, should have a whole day suspension recorded.**
11. The principal will consider multiple breaches in the course of an incident or connected series of incidents to be taken as one overall breach for the purposes of considering the case for and duration of a suspension;
12. The principal will not apply suspension for reasons associated with:
    o attendance;
    o an incident occurring outside of school, except where the principal can establish a reasonable nexus between the incident and the school; or
    o dress code.
13. The principal will not apply a suspension period that exceeds the number of days remaining in the school term. For purposes of accurately reflecting the severity of the student's breach of school discipline, the principal may express in the record of the suspension decision the length of suspension that would otherwise have been applied.
14. The principal will not extend suspension periods into the following school term.
15. In circumstances where the time left in the school term is insufficient reasonably to investigate an incident and reach a decision on a suspension, the principal may make the decision at the beginning of the next school term;

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

16. The principal will conduct any required meetings in preparation for re-entry prior to the completion of the suspension period;

17. When a student comes onto school grounds without permission during a period of suspension, the principal will:
    o ascertain the reason for the attendance and offer the student assistance when the reason for attendance is genuine;
    o where the student does not supply a genuine reason, discuss calmly and supportively with the student the need for the student to honour the suspension decision and leave the school grounds;
    o make reasonable attempts to notify a parent to collect the student in circumstances where the student refuses to leave school grounds;
    o notify the police if the student is acting in a way that poses a threat to staff, students or property.

18. For a student who commits a breach of school discipline while on suspension, the principal may apply an extension to the suspension period, subject to Regulation 43.
    o Where the maximum period of suspension is already in place, the principal will consider alternative disciplinary sanctions for that breach, to be served after the student's return to school provided that this sanction does not further limit the student's attendance. This does not apply in the event of a recommendation for exclusion.
    o A suspension under Regulation 43(1)(a) may not be extended to a suspension under Regulation 43(1)(b), except where the breach committed during the suspension period can reasonably be considered by the principal to be a serious breach.

19. The principal will provide learning activity for the student to complete during the period of suspension where this period is for 3 or more consecutive days or totals more than 5 days in the school year (this is not dependent upon the parent or student asking for work to be provided). The principal will:
    o provide work that is genuine learning activity (not busy work), designed to help the student as much as possible to keep up with class during the enforced absence;
    o provide any required remedial support upon the student's return should the student have difficulty with the learning activity; and
    o not require staff to supervise the student whilst on suspension, except where the student attends the school site. The principal may ask teaching and/or administration staff to maintain a reasonable level of phone or digital contact with the student or the student's parent during school hours whilst the student is suspended, for the purpose of discussing the student's progress on learning activity.

20. Where the period of suspension is less than that stipulated in Section 21 above, the principal will make reasonable endeavours to ensure the student keeps up with their classwork and maintains continuity of learning.

21. If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the principal will:
    o inform the Regional Executive Director and Principal, School of Special Educational Needs: Behaviour and Engagement as part of a case management approach; and
    o work with Regional Education Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.

Appendix A: Categories of suspension

Category 1: Physical Aggression toward staff
Aggressive physical contact committed intentionally against staff.

Category 2: Abuse, threats, harassment or intimidation of staff
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 3: Physical aggression toward students
Aggressive physical contact committed intentionally against another student.

Category 4: Abuse, threats, harassment or intimidation of students
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 5: Damage to or theft of property
Direct or indirect damage to, or theft of, property.

Category 6: Violation of Code of Conduct or school/classroom rules
This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.

Category 7: Possession, use or supply of substances with restricted sale
This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.

Category 8: Possession, use or supply of illegal substance(s) or objects
The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.

Category 9: E-breaches
Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements. Includes breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

Physical restraint of a student

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

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

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

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

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

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

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

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

Weapons in schools

The principal will have a clear plan for dealing with weapons on the school site, which:

- prioritises the safety of all members of the school community;
- reduces the risk of weapon-related incidents in schools;
- facilitates fair and just intervention by school staff for weapon-related incidents; and
- supports students, parents and school personnel following weapon-related incidents.

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

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

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

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

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

The principal will:
- develop, monitor and review plans for addressing identified risks (*Risk and Business Continuity Management* policy) and critical incidents (*Emergency and Critical Incident Management* policy) that involve weapons;
- contact police immediately if a weapon deemed to be prohibited or controlled is found on school site or during school activities;
- on a case by case basis, determine whether a student will be permitted to carry a ceremonial or religious observance implement, such as a Kirpan, on the school site or during school activities;
- where a student is found to be carrying a weapon for the purpose of self-protection or self-defence, provide assistance and support to the student to promote more appropriate means of dealing with the threat perceived by the student;
- make a report via the Online Incident Notification System as soon as practicable;
- communicate with, and offer support to, school staff, students and others as required;
- have clear procedures for dealing with weapons on the school site and at off-site school activities as part of the whole school behaviour support plan; and
- inform staff, parents and school community members of requirements relating to weapons on the school site and at off-site school activities.

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:
- assess the level of risk to the student and others;
- report the matter immediately to the principal; and

- ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.

If the student declines to hand over the item which is likely to cause harm, the principal will, if deemed appropriate after considering the safety of other students and staff:

- inform the student's parents/carers of the situation;

- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student; and
- ensure the student is supervised by a member of school staff and the witness.

If the student continues to decline to hand over the item, the principal will:

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff should *not* undertake a personal search of the student.
If the student does not have the item which is likely to cause harm on their person, the principal will:

- ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

If the student refuses to make their property (e.g. bag) available for search, the principal will:

- inform the student's parents/carers of the situation; and
- seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff who find, or are given, a weapon should:

- label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and
- provide it to the principal.

The principal will:

- securely store the item;
- confirm the labelling of the weapon;
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.

Personal use of mobile electronic devices

Mobile Electronic Devices (MEDs) include a range of devices including, but not limited to smartphones, tablets and laptops. The Department of Education supports the use of personal MEDs for schoolwork. Many schools have a Bring Your Own Device policy or similar that supports bringing personal MEDs to school. Students will tend to use such devices at school for personal use as well as school use.

For online services provided by the Department of Education, consistent with the *Students Online* policy, a breach of:

- an Acceptable Use Agreement; or
- the Appropriate Use of Online Services agreement;

may be dealt with under the Student Behaviour policy as a breach of school discipline.

The principal will ensure that any rules relating to personal use of MEDs for telecommunications:

- minimise disruption to the normal school routine;
- minimise interference with a student's learning or the learning of others;
- promote practices that involve courtesy, consideration and respect for others;
- identify places and/or times where any special conditions apply (such as at assemblies, camps and excursions, extra-curricular activities, in the library); and
- indicate the conditions under which or processes whereby any exemption to rules may occur, e.g. where there is an urgent need to contact parent(s).

The principal will follow the procedures detailed in the *Child Protection* policy when concerns about the welfare of a student arise in the context of dealing with personal use of MEDs, or where the principal is made aware that a recording that contains sexually explicit material involving minors. Students may be found to be involved in distributing or uploading inappropriate and/or illegal images or videos of students, parents or staff. This includes material that is violent, pornographic, racist, sexist, inflammatory, threatening, hateful, obscene or abusive in nature, or which promotes or encourages illegal activities. In such circumstances, the principal will:

- promptly address the online publication of inappropriate material about staff or students by:
  - o reporting it to the relevant webmaster or authorities;
  - o if it involves another school, reporting it to the principal of that school;
  - o keeping a record of the nature and location of the inappropriate material; and
  - o hiding/removing/deleting it whenever possible;
- treat the distribution or uploading as a serious breach of school discipline by the student;
- make a report via the Online Incident Notification System as soon as practicable;
- communicate with, and offer support to, school staff, students and others as required; and
- report any illegal activity to the police

Mobile Phones

While parents provide mobile phones to their children for safety and other reasons, it is necessary that staff and students not be disrupted by mobile phones in classrooms and to maintain good order in public schools. **Therefore, students must turn off and hand in all mobile phones to the office at the start of the day and only collect them when they are leaving school grounds. If phones are found later in the day they will immediately be handed into the office.**

Drug and Alcohol Misuse

See two additional documents – *Incident Management Drug Use* and *Intervention Support Drug Use* that outline a clear set of procedures that will be followed when addressing drug use issues or responding to drug use incidents. By ensuring a coordinated, authoritative and consistent approach to student drug use issues, procedures for Incident Management and Intervention Support can minimise stigmatisation of students and promote a continued connection to school.

Risks of Suicidal Behaviour and Non-Suicidal self-injury

Maximising the social and emotional outcomes for students by providing engaging, safe and supportive learning environments is a priority for all school staff. Many children and young people will navigate their school years with minimal concerns regarding their own mental health and wellbeing. Primary school staff need to be mindful, however, that some children and young people will experience emotional and/or psychological distress during their school years. This could lead to mental health concerns and, in some cases, risk of suicidal behaviour and/or non-suicidal self-injury (NSSI).

School staff can promote mental health and wellbeing to students and members of their school communities. The World Health Organisation (2014) defines mental health as "a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."[i] Our whole-school approach to mental health and wellbeing includes implementing the framework and processes of Kidsmatter and social and emotional programs Promoting Alternative Thinking Strategies (PATHS), Supporting Kids in Primary Schools (SKIPS) and CUSP. These programs raise awareness, promote positive relationships, develop helpful coping strategies and instill values such as care for self and others.

As children and young people spend a significant amount of time at school, teachers and support staff (WANSLEA/School Psychologist/Chaplain) are in positions to observe and identify changes in behaviour and notice other signs that may indicate concerns for student mental health and wellbeing. School staff can play an important role in identifying as well as supporting individual students who are distressed and may be at risk of suicidal behaviour and/or NSSI. These guidelines have been developed for schools to enable school staff to recognise, support and respond to suicidal behaviour and/or non-suicidal self-injury in young people.

Please refer to the additional document *School Response to Student Suicidal Behaviour and Non-Suicidal Self-Injury (NSSI) Flow Chart.*

Individual Behaviour Plan

STUDENT INFORMATION	
Name:	
Date of Birth:	
Year Level:	
Class Teacher/s:	
School Psychologist:	

Behaviours of Greatest Concern

Desired Outcomes: Short / Long term

Target Behaviours

Pre-Intervention Data

Type of Data	Frequency
Suspensions	
Withdrawal	
(Behaviour of concern)	

Individual Program

Reinforcements

Consequences

Stake holders responsibilities

1. Class teacher to carry out Behaviour Plan on a consistent basis.
2. Administration to support teacher.
3. All school staff involved with student (specialist teachers, ie Music, Art, PE, Support etc) to be aware of the Behaviour Plan and use it consistently.
4. Parent to keep in consistent contact with school and reinforce for positive outcomes at school.

Signatures

I have read, understood and endorse the use of this program:

Parent ……………………………………………..

Deputy Principal ………………………………………...…

Teacher/s ...…………………………………….……

School Psychologist …………………………………………

Risk Management Plans

School staff will undertake risk management planning where a student's behaviour is considered to present a physical risk to the safety of themselves, other students or staff. This will be documented and be included in the student's documented plan addressing behaviour.

The risk management plan could include:

- a summary of the student's behaviour and the risk it presents;
- the known antecedents to the behaviour and strategies which de-escalate this behaviour;
- strategies which are in place to support staff to manage the risk and advice as to how staff should access this support;
- an outline of the other resources required to manage the student's behaviour; and
- an outline of the method of communicating this plan to staff.

See over the page….

Risk Management Plan

LEAVING THE CLASS OR SCHOOL GROUNDS

LEAVING ROOM INAPPROPRIATELY

Red card sent immediately to office. Look for student in the immediate area.

If found student is taken to the office for 'Chill out' time of 30 minutes and to discuss problem.

If unwilling, student to be monitored by Admin out of room.

Once calm student returns to room.

When calm and issue resolved with Admin staff student to return to classroom.

If unwilling to go with Admin staff or if behaviour escalates parent is phoned to collect student immediately.

LEAVING SITE INAPPROPRIATELY

Red card sent immediately to office. Admin staff to locate and monitor.

If not located within 10 minutes call parents.

If parent not contactable within 20 min call police.

IF FOUND NEAR ROAD/OFFSITE
*Approach slowly and attempt to negotiate return to office
*Other staff to control traffic on each approach to student
*Maintain safe, non-threatening distance while negotiating.

If found and willing to return with Admin staff parents will be contacted to discuss incident and child remain in office for remainder of the session.

If found in a safe situation but unwilling to return with Admin staff, parents called to come and collect student.

If found in an unsafe situation and unwilling to return with Admin staff, parents called immediately. If no parent contact made after trying all contact numbers phone Gosnells Police Station on 9398 0000, 9398 0012 or Police on 131 444

If behaviour is excessively violent or obscene, parent contact will be immediate and parent pickup will be arranged ASAP and a critical incident report will be lodged with South Metro Regional Office.
If Admin have to leave the office to follow a student, a walkie talkie or mobile phone must be taken.
If Admin leave school grounds it must be with another member of staff and a mobile phone must be taken. Advise office staff of details.

CLAUSE – A withdrawal will be given to students for leaving a classroom. If a student leaves the school site without permission consequences will be determined at the Admin's discretion – withdrawal or suspension will result.

Assistance Available to Students, Staff and Parents

It is vital that all staff follow the procedures outlined in this document in order for this plan to be effective. If you are having difficulty managing a particular student or groups of students, or you are facing difficulties implementing this plan, please inform the Deputy Principal or Principal. Professional Development in Behaviour Management can be easily arranged for staff if needed. Assistance is also available from the following external agencies

Student Services:

School Psychologist – Debra Cochrane

SAER Coordinator – Teresa O'Connell

WANSLEA- Jan Barton

Aboriginal Worker- Josephine Harp

Chaplain – Rebecca Birch

PATHS Coordinator – Pauline Abbott

Wellbeing Team - Pauline Abbott and Dayna Ramsden

Parent and student assistance may also be available from:

Department of Child Protection and Family Support – Armadale 9497 6555

Crisis Care – 9223 1111 or 1800 199 008

Family Helpline – 9223 1100 or 1800 643 000

Kids Helpline – 1800 55 1800

Parenting WA Line - 6279 1200 or 1800 654 432 (24 hours a day, 7 days a week)

Maddington Local Police Team - 9398 0012

Definitions of Terms

Bullying (Refer to Bullying Policy)
When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Bystander
Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as "bystanders". A bystander is someone who sees the bullying or knows that it is happening to someone else.

Cyber Bullying
This involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Harassment
Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or groups for either perceived or real attributes. It includes gender, religious, age, race, and sexuality based harassment.

Physical Bullying
This includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

Physical Contact
When a staff member uses physical touch but not to the level of restraint for the purpose of caring for, correcting or directing a student. In most instances this will involve little or no force.

Physical Restraint
When one or more staff members use bodily force, intentionally, to limit a student's freedom of movement against their will.

Procedural Fairness
A process that demonstrates procedural fairness is one in which:
- Decision makers act fairly and provide reasons for decisions;
- The person affected is given a fair hearing;
- All parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- All relevant arguments are considered and irrelevant arguments are excluded.

Protective Isolation
A specific form of student withdrawal that may be considered for use with students whose behaviour places themselves or others at risk of harm. It is a planned intervention that provides the chance for a student to be removed from their regular school environment and be placed into a location, on their own that is safe for themselves and others.

Psychological Bullying
This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

Relational Bullying
This usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share others personal information.

Restorative Practice
The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

Serious Breach of School Discipline
A breach of school discipline that is set out in the school's code of conduct as a serious breach of school discipline; or that adversely affects, or threatens, the safety of a person at the school.

Verbal Bullying
This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist and sexist comments.

Violence
Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.