PIARA WATERS PRIMARY SCHOOL

Behaviour Management and Bullying Policy

This policy will be monitored by school staff and reviewed annually in consultation with the School Board

Policy Review Date: December 2017

Policy Statement

All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

Piara Waters Primary School is dedicated to educating the whole student as a respectful and responsible citizen of today and tomorrow. We place the highest value on academic and social success and strive to provide our students with proactive and safe learning and teaching environments. Our staff continually model positive behaviours to our students and endeavour to foster strong partnerships with families and communities.

The staff at Piara Waters Primary School believe that a clearly defined behaviour management policy, which is understood by parents, students and teachers is essential for the effective operation of the school. The policy is to be adopted by the whole school community. The development of this policy has been produced in consultation and collaboration with the staff, students, parents and School Board.

This policy specifies a charter of the rights and responsibilities for students, staff and parents. To protect our rights and to encourage responsibility, the policy also states behavioural expectations, specific procedures for managing various levels of student behaviour and bullying, as well as preventative systems to encourage and reward positive student behaviour. A particular focus on early intervention is prominent with the policy.

Piara Waters Primary School aims to proactively promote positive and responsible student behaviour through emphasising 5 key values:

- Demonstrate Respect
- Actively Participate
- Engage Collaboratively
- Take Responsibility
- Show Generosity

Through the explicit teaching and modelling of these 5 school values within the school, students will be familiar with and understand our school expectations, be responsible for the management of their own behaviour and recognise the importance of treating others with respect.

Background and Rationale

The management of student behaviour is embedded in the teaching and learning process. At Piara Waters Primary School, we implement the *Friendly Schools Plus* (FSP) program to guide the teaching and management of behaviour. FSP involves the explicit teaching of important social and emotional (SEL) skills which assist students in managing themselves, interacting with others and forming positive relationships. FSP is linked to our curriculum, behaviour management process and decision making as a whole school community. FSP aims to create a safe and positive learning environment which:

- Promotes pro-social behaviour and positive social interactions amongst staff, students and the wider community;
- Provides opportunities for students to practise appropriate social behaviours and self-discipline; and
- Encourages appropriate and fair sanctions for students who display inappropriate behaviours.

Piara Waters Primary School will provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students will be provided with opportunities

to develop appropriate behaviours, self-control, and resiliency through interactions with teachers and other staff and through the curriculum. This will be reinforced consistently in a manner which enhances their understanding of appropriate social behaviour, and our 5 school values.

Guiding Principles

The following are the principles on which our behaviour management policy is based upon;

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The design of engaging curriculum and learning programs will result in inspired and engaged students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and timely record keeping.

The principles stated in this policy are also underpinned by the elements stated in the National Safe Schools Framework 2010

Rights and Responsibilities of School Community Members

Members of our school community have the right to expect that our school is a safe and supportive learning environment. This expectation comes with a shared responsibility by the whole school community to prevent and effectively respond to behaviours that have the potential to affect student safety and wellbeing.

Piara Waters Primary School will focus on ensuring all members of the school community have explicit knowledge of their responsibilities and support to develop the required skills to fulfil them. It is through each school community member fulfilling their responsibilities that the rights of all are supported.

The whole-school community includes students, staff, parents, caregivers and the wider community who interact within the school context. The following is a framework outlining the rights and responsibilities at Piara Waters Primary School.

Rights and Responsibilities of School Community Members

Members	Rights	Responsibilities

All students, teachers, parents, wider school community	● are safe and supported in the school environment ● are actively involved ● are treated with respect	● participate and contribute to school positive behaviour programs ● build positive relationships ● demonstrate respect and tolerance towards others
School leadership	● is supported in managing the school's plan to prevent and effectively manage bullying ● is supported in implementing the strategies and programs under the school's plan	● provides leadership in resourcing the school's plan ● ensures the school community is informed of the plan ● implements the plan ● provide parents with timely communication regarding behaviour incidents and frequent updates regarding behaviour progress where appropriate ● supports staff to implement the strategies and programs under the plan ● work collaboratively with staff and parents within a case management approach ● to provide opportunity for staff to participate in the CMS program ● to provide professional learning opportunities around Friendly Schools Plus and associated sessions for all staff ● ensure new staff are provided with professional learning as part of induction. ● to model the different methods for dealing with bullying incidents with staff. ● maintain records of behaviour incidents (Integris - Behaviour Module)
Staff	● feel safe and supported in the workplace ● are informed of the school's plan on bullying ● have access to professional learning in preventing and effectively managing bullying ● have access to curriculum resources suitable for supporting students in building positive relationships, resilience, safety and bullying	● promote and model positive relationships ● participate in developing the school plan ● identify and respond appropriately to student misbehaviour and bullying incidents ● deliver the strategies and programs to students in responding to bullying effectively ● provide parents with timely communication regarding behaviour incidents and frequent updates regarding behaviour progress ● Develop behaviour management plans in consultation with leadership team, LSC, student and parents

	- prevention (including social/ emotional learning) - Report all incidences of concerning behaviour as per school processes and procedures.	- promote effective bystander behaviour - promote social problem solving - work collaboratively with leadership team and parents within a case management approach. - use appropriate terminology when referring to bullying and the students involved - to attend CMS training and commit to engaging in the professional discourse and reflection around this. - to attend professional learning around Friendly Schools Plus and associated sessions - to follow up on incidents of bullying using the correct methods as part of the FSP program.
Students	- have access to curriculum that supports the building of resilience and social skills - are informed of the school's plan on bullying - are provided with support within a safe and respectful school environment	- understand and value the concepts of inclusion and tolerance - identify and respond effectively to bullying - are aware of themselves as bystanders - seek help for themselves and others as needed - demonstrate the five school values
Parents	- are treated with respect - are confident their children are provided with a safe and supportive school environment - are provided with access to information on the prevention and management of bullying - are informed of the school's plan and opportunities to participate	- support and encourage children to treat others with respect and tolerance - act in accordance with the school's Behaviour Management and Bullying Policy if they observe/ know about bullying - encourage children to report bullying incidents - work in an ongoing partnership with the school in responding to bullying
School Board and Wider community: including other professionals	are strategically included in planning, prevention and management of bullying behaviour	provide support and input into the school's approach to preventing and managing bullying

Code of Conduct

Our expectations around behaviour and conduct are broadly captured in our school vision:

COMMUNITY   COLLABORATION   CONTEMPORARY
Students   -   Staff   -   Parents   -   Wider Community

Working together in recognition of our individual and collective rights, responsibilities and expectations to ensure students feel safe, supported and protected at Piara Waters Primary School. This can be achieved through a whole school and wider community approach towards developing students social and emotional skills and their awareness, understanding and demonstration of the following behavioural expectations:

- Demonstrate **respect**
- Actively **participate**
- Engage **collaboratively**
- Take **responsibility**
- Show **generosity**

The Behaviour Expectations Code of Conduct document specifies desired behaviours in key locations around our school, which is guided by the 5 school values listed above. The code of conduct supports the way appropriate behaviour is understood by students, encouraged and taught by staff at the school.

School Strategies to Prevent Student Behaviour and Bullying

Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

Piara Waters Primary School implements a diverse range of processes, strategies and programs for preventing and effectively managing negative student behaviour and bullying. Piara Waters Primary School uses the following levels of strategies to effectively prevent negative behaviour and bullying.

- Whole school prevention and positive reinforcement strategies
- Classroom level prevention and positive reinforcement strategies
- Whole school playground prevention and positive reinforcement strategies
- Targeted early intervention strategies

Ongoing planning, monitoring and review of the school's processes, strategies and programs will ensure the school's effectiveness in preventing and managing bullying.

Whole School Prevention and Positive Reinforcement Strategies:
- PBIS Intervention Strategies Primary, Secondary, Tertiary
- Audits of the school using the Friendly Schools Plus *Map the Gap* survey tool to identify the effectiveness of our policies, practices and initiatives.
- Staff, Student and Parent Surveys conducted to establish what all members of our school community feel about the practices in place at our school.
- Friendly Schools Plus mobile banners and posters used as reminder tools within the school to remind students appropriate ways to respond to incidents of bullying.

- A whole school token system rewarding demonstration of our 5 school values. The tokens are given to students displaying recommended behaviours as outlined in the Behaviour Matrix document. Receiving a token will contribute to an overall faction points total.
- Goldie certificates handed out to students in classrooms, which are drawn at school assemblies and lead to a reward for those students drawn.
- Students are able to be sent to the office by the class teacher to share their 'Golden Work', and receive a 'Gold Token'.

Classroom Level Prevention and Positive Reinforcement Strategies:
- Staff to use Values reward tokens and Goldie certificates as an incentive and acknowledgement of positive behaviour in classrooms and to promote the importance of the 5 school values.
- Display of key FSP messages and social skills around the school through student work samples, posters and displays.
- Whole School teaching of the Friendly Schools Plus program equivalent to 1 hour a week using the FSP Resource books in a developmental and integrated manner.
- All classes will use the "THINK" approach when dealing with incidents where poor choices have been made. The "THINK" model requires students to reflect on their behaviour and consider the outcomes of the choices made.
- From years 1-6, students who reach Step 3 of our Classroom Management Process will need to complete a FSP Reflection sheet. This will allow for goal-setting and solutions focussed outcomes to improve the student/s behaviour in the schools five school values. Staff member will then set a review date with the student to determine what progress they have made towards that goal. This should be seen as a one-to-one discussion, guided by Restorative Justice Questions.
- All staff to follow the behaviour management model when responding to negative behaviours.

Whole School Playground Prevention and Positive Reinforcement Strategies:
- Recognise and reinforce positive playground and pro-social behaviour;
- An assessment of the school's physical environment through the 'Map the Gap' survey. This will include identifying locations of bullying incidents, reviewing the physical environment and providing opportunities and resources that encourage positive behaviours.
- Staff and student leadership coordinating activities with students to reinforce key social skills and positive relationships.
- Staff to consistently apply whole school duty procedures.
- Staff to model behaviour expectations as outlined in our 'Behaviour Matrix'
- Staff to hand out gold tokens on occasion to students demonstrating desired behaviours

Targeted Early Intervention Strategies

Piara Waters Primary School will commit to identifying and responding to student behaviours early. Early identification and effective responses reduce the associated risks and potential long term harms caused by student misbehaviour and bullying. Targeted early intervention strategies include:

- teaching students to report unsafe or inappropriate behaviours to an adult/staff member
- raising awareness around specific forms of bullying, such as cyber-bullying and racism;
- identify and target early signs of problematic peer relationship issues within the school community;
- identify individuals and groups at risk that require targeted programs;
- teach effective bystander behaviour to targeted groups or for specific situations;

- teach pro-social behaviour to identified students and groups;
- provide high supervision areas for students with higher support needs;
- provide effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines);
- provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and
- promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.
- school collection of books related to social skills located in the library.
- teaching of important social and emotional skills to students identified at risk through a targeted approach, such as through individual behaviour management plans etc.

Intervention approaches include:
- Informal conversations between students and discussion of expected behaviours
- Reflection Sheet discussions between student and staff and a review date set
- Behaviour Management Plans (BMP's) or informal contracts to outline desired behaviours/skills
- Social Scripts outlining specific behaviours
- Community Circles as an opportunity to have shared conversations
- Community Conferences
- Small group and Individual case conferences

Planning, monitoring and review processes include:
At Piara Waters Primary School we will assess the effectiveness of the processes, strategies and programs we have in place to address student misbehaviour and bullying. These will include:

- setting a timeline for review and updating;
- using appropriate assessment tools to measure current bullying issues and the school's progress towards achievement targets (snap-shot measures);
- gaining input from all key sectors of the school community;
- using existing data to monitor changes over time (longitudinal measures);
- making adjustments to the selected strategies and programs based on the data;
- reviewing available resources (including human resources) to ensure accessibility and suitability to the strategies and programs being implemented; and
- communicating any changes to the whole-school community.

Procedures for Managing Negative Student Behaviour

Piara Waters Primary School's overall approach to managing student behaviour is underpinned by our conceptual Behaviour Management Model. The model visually represents our philosophy towards the management of student behaviour and how this connects with our overall school vision and behavioural expectations. Our procedures for dealing with student mis-behaviour are also specified.

If a student has been identified as demonstrating misconduct against the five school values, staff will manage student behaviour within classrooms using the following steps:

1. Classroom Management Strategies (Low-Key Techniques)
2. Class Warning System (1-3 Warnings)

3. In Class Time Out – Complete Class Reflection Sheet (1-6)
4. Class Buddy System (Work may be provided)
5. Administration support (Only if necessary – "Teacher is the key")

Severe Behaviour Clause – Red Card to Administration
1. Admin member to respond to red card
2. Teacher to document what happened and communicate with admin and parents
3. Admin to record incident on SIS
4. Teacher to create, review or modify a documented plan with the parent/admin
5. Plan to be implemented

Students at Educational Risk (SAER) and Behaviour Management

Students whose behaviour does not sit within the expected developmental range and is not responsive to the whole class behaviour system, may be referred for the support of the SAER team. Prior to the SAER team's involvement the class teacher will have discussed their concerns with the parent. At this point it may be decided that an Individual Behaviour Plan is put into place and monitored by both teacher and parents. Where expected progress is not made, the teacher may consider a referral to the SAER team. The role of the SAER team will be to work collaboratively with the teacher and parents to support improvement in the student's behaviour. In this process, the student is taught key social skills to support them in demonstrating the target (or desired) behaviours.

Whole School Approach to Social and Emotional Teaching and Learning: Friendly Schools Plus Program

What Bullying is?
The definition used by most researchers today is: "Bullying is a repeated behaviour; that may be physical, verbal, and or psychological; where there is intent to cause fear, distress, or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is/are unable to stop this from happening". CHPRC, 2012 (ECU).

Bullying is a learnt behaviour which is unacceptable and can be successfully changed. Piara Waters Primary School take an educative approach to managing and preventing bullying through the Friendly Schools Plus Program. This whole school approach promotes the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments that enable our students to develop and maintain positive relationships and engage in behaviours that reduce or prevent bullying.

The Aim of the Friendly Schools Program:
At Piara Waters Primary School, we have committed to the Friendly Schools Plus program which is a whole school approach towards supporting students' unique social and emotional learning and fostering the prevention of bullying behaviours. This program is designed to address three key aspects of students' school experiences shown to be related to improve students social and emotional development:

1. Positive Peer Relationships
2. Teacher Child-Relationships
3. Explicit Teaching of Emotions, Social Knowledge and Social Skills

To support our students with developing their social and emotional competencies, we target 5 key Social and Emotional Learning areas across the school. Click here for more information on these 5 SEL Areas

For more information on Friendly Schools Plus and social and emotional learning at Piara Waters Primary School, please visit our school site for the *Friendly Schools Plus:* Parent Information Guide.

Procedures for Alleged Bullying

Our approach in dealing with bullying is one of a constructive approach, which will involve consistent and solutions-focused discussions around the behaviour to empower the bully, victim and bystanders to reflect on their actions and experiences and to decide on mutually agreeable ways to deal with bullying and to engage in more socially productive behaviours in the future. If bullying has deemed to of occurred, staff will follow the '*Procedures for responding to bullying document'*, which outlines the following steps:

1. **Reporting the bullying**
a) Teacher has alleged 'victim/s', 'bystander/s' and 'bully/ies' to write down what happened.
b) Teacher summaries each point of view on the 'Reporting Template' and attaches the statements.
c) Teacher selects a method below to have a conversation with those involved.

   The methods will include:
   - The Method of Shared Concern
   - Support Group Method
   - Motivational Interviewing and the Critical Thinking Line
   - Co-LATE Model

d) Teacher lists actions with those involved and set's a review date to check how things are going.

2. **Review Meeting**
a) Teacher meets with those involved in the bullying incident, checks how they are going and what actions were taken.
b) If situations has improved, teacher praises them for their commitment to making things right and determines the situation as resolved.
c) If situation hasn't improved, teacher moves to a behaviour plan and parent meeting/case conference.

3. **Behaviour Plan and Parent Meeting**
a) Teacher organises a meeting with the parents of both the victim and bully (separately) and develops a behaviour plan for the alleged bully/ies. The teacher can also create a plan for the victim/s if their behaviour is making them a target.
b) Teacher identifies with parents desired and undesired behaviours and considers social skills and strategies needed to improve the behaviour of those involved.
c) Teacher discusses the plan with the students involved and implements it, with review dates in mind.

4. **Intervention and Withdrawal**
a) If the 'bullying like' behaviour continues and the situation hasn't been resolved (even after the behaviour plan strategies and consequences have been acted upon), the teacher moves to an intervention approach.
b) Teacher to communicate with school support coordinator and/or school psychologist and organises a case-conference meeting with the child and/or parents involved (separately).

c) Teacher to outline what has been happening, consider the need for 'suspension', and strengthen the behaviour plan to prevent interaction between 'bully' and 'victim' until teacher is satisfied that the 'victim' is safe around the 'bully', and a resolution has been reached.

Procedures for Reporting Bullying: The Victim and the Observer:

The victim and witness can report the bullying incident from one of the following means:

1. Make a written report
2. Tell a staff member
3. Tell an adult/parent
4. Speak to the pastoral care team*
5. Make a report online

* The pastoral care team involves nominated staff who students can speak to during breaks to discuss things going on that are concerning them. The CFS room is one place open to students at break times to allow them time and space to sit down and discuss what is going on. They can use this space to report bullying-like behaviour.

We remind students who see bullying to:

Refuse to join in and walk away – don't stand and watch.
This can sound like: "That's bullying, that's not what we do in this school"

Report the incident to an adult.
This can sound like: "I have seen some bullying behaviour and would like some help"

Invite the person to join your group.
This can sound like: "We don't have to put up with bullying; come with me!"

At Piara Waters Primary School, we educate our students to become 'helpful' bystanders who actively work to prevent bullying-like behaviours when they see them in the school.

Students Online – Cybersafety

All staff will ensure that they maintain an informed view of the relative risks and educational benefits of online activity. We will work with students to build responsible users of online material. This approach is predicated upon students being aware and in control of their positive online presence, while taking self-responsibility for any negative use. Clear and age-appropriate expectations around what constitutes responsible use of online services will be made clear to all students.

Misuse and Breaches of Acceptable Usage:

- The Principal and staff will take appropriate action in accordance with the Department of Education's Behaviour Management in School's policy and the school's Behaviour Management and Bullying policy where there is an alleged misuse of online services or breach of acceptable use.

- The staff will take immediate and serious action to address issues involving cyberbullying. We will work with the Office of the Children's eSafety Commissioner in order to address high level cyberbullying

complaints. Some incidents will be more appropriately addressed by the school and parents working together.

Consent and Acceptable Usage Agreements:
- On enrolment parents will complete a Consent Form providing media, internet and viewing permission.

- All students will complete an Acceptable Usage Agreement before accessing Department of Education provided online services. Students will be required to sign these with their parents every 2 years.

Documented Plans

Individual Behaviour Management Plans
School staff will develop a documented plan for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the school's behaviour management plan, or the school's current management strategies are not effective.

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 staff or students. This will be documented and be included in the student's documented plan addressing behaviour.

Protective Isolation of a student:
Purpose:
- Used to manage a student's emotional or behavioural state.
- Implemented when the state poses imminent risk to self or others
- Only used when less restrictive strategies have not been successful
- Part of a behaviour support plan (e.g. IBMP, RMP) that follows the isolation guidelines

Protective Isolation is:
- A restrictive practice
- A planned strategy
- Isolation of students from others in school

Detaining Students During Recess, Lunch and After School

A staff member may detain a student during recess, lunch and after school as a consequence of a breach of school discipline.
Regardless of the duration of the detention, staff will ensure that detention after school only takes place when;

- parents have been contacted to inform them of the reasons for, and the duration of, the detention; and
- the parent and the staff member have agreed on the way the student will return to the parent's care following the detention.

When detaining a student during recess or lunch, staff will ensure that;
- alternative breaks are provided and students are supervised.

If duty of care requirements cannot be met in any of the above circumstances, an alternative sanction needs to be imposed. Staff must keep records of the use of detention. These will include the date and time of the detention and the length of the detention.

Mobile Phones

The use of mobile electronic devices (MED's) by students is banned anywhere on the school site. Exceptions may be granted for use of mobile phones within educational programs and under supervised use. Students are required to hand mobile phones to their classroom teacher at the beginning of the school day. Classroom teachers are to securely store devices and then distribute mobile phones back to students at the end of the school day.

A student may be suspended from school if found to be involved in recording, distributing or uploading inappropriate images of videos of students, parents or staff on school premises, fighting, drug or alcohol use, inappropriate contact and wilful damage to property.

Use of Physical Contact and Restraint
Physical Contact to Care for a Student or to Maintain Order

School staff may use physical contact to care for a student or to manage their behaviour. Physical contact with students differs from restraint in that it uses little or no physical force and its purpose is to correct or direct a student or to maintain order. When attempting to maintain order it is always preferable for staff to use verbal de-escalation strategies to manage student behaviour. However, it may become necessary for a staff member to use reasonable physical contact to maintain or re-establish order..

Physical restraint must only be used if a student is acting in a manner that places themselves at risk, the safety of any person or there is a risk of damage to property. Physical restraint may need to be part of a documented plan as an ongoing strategy for managing a students behaviour.

If it becomes necessary in emergency circumstances to use physical restraint (and it is not part of a documented plan), it will only be used with extreme caution. The use of restraint will be in line with the practice promoted by the Department's preferred training providers (PART and TeamTeach).

Withdrawal (Time away from class):
A school administrator may withdraw a student from class, breaks or other school activities as part of a planned behaviour response strategy in a documented plan (E.g. IBMP, RMP).

Purpose:
To provide an opportunity to;
- calm the student in circumstances where the student is unable to self-regulate
- reflect on and learn from the incident
- evaluate prior behaviour and negotiate and plan necessary adjustments to a plan
- continue a learning activity in a less stimulating environment

If the withdrawal strategy needs to be used, the following should occur:
1. Teacher has the strategy stated on a plan signed by parents, admin, teacher

2. Admin member to release teacher to document incident and notify parents asap (Date/time/behaviour)
3. Teacher provides work to the student that is relevant to the curriculum in the class
4. Admin member to record incident onto SIS

If the behaviour is a risk to the safety of the student and/or others, withdrawal may be used without the student being on a documented plan. This may be used if a red emergency card is sent down to an admin member. The teacher would then need to develop a documented plan in consultation with the parents and/or relevant staff to support the child in their return to the class/school.

Suspension of a Student from School

Where appropriate, Piara Waters Primary School's preferred method of suspension is in-school suspension. This is to ensure that the education program of the students is maintained and targeted intervention focused on the principles of Restorative Justice is utilised.

The Principal can impose a suspension if one or more of the categories of suspension are breached (See Page 9 – DOE Student Behaviour Policy, 2016).

At P.W.P.S., suspension is used for:
- The student, other students, and staff to calm and recover
- For all to reflect on and learn from the incident
- For the school to evaluate exiting behaviour support plans
- For the parent to meet with the school to discuss the support plans and transition back into school

1. Principal has the authority to suspend, or can delegate in writing permission for another admin member if unavailable.
2. Principal to meet with the parents as soon as possible to discuss the suspension.
3. If the child's safety at home is considered 'at risk', the principal can organise an alternative strategy.
4. Principal will enter the suspension on SIS, and enter the information on the 'Online Incident Notification System' (OINS).
5. All absences due to suspension to be recorded with a 'Z'.
6. A suspension can be extended if there is a breach of school discipline while on school grounds.

If a child accumulates 8 suspensions or 20 days in a school year, principal will inform the RED (Regional Executive Director).

The maximum period of out of school suspension is five days for a breach of school discipline and 10 days for a serious breach of school discipline.

Students must return to school immediately following the end of the suspension period. Planning for the student's return and consultation with parents, if required, must be completed during the time the student is suspended. When required, this consultation will lead to the establishment of an individual behaviour management plan and or a risk management plan.

Staff must provide any student who is suspended from school for three or more consecutive school days or has accumulated five days suspension within the year with educational instruction during the period of suspension. Staff must inform parents of the education instruction made available and encourage parents to support the completion of these materials.

Information regarding the suspension must be entered into the school's information management system.

Weapons

Under the Weapons Act 1999, "it is an offence to carry or possess a weapon; purchase, sell or supply a weapon; and/or manufacture a weapon."

Incidents involving weapons will be dealt with as a serious breach of discipline and students suspended immediately as per the School Education Regulations Act 2000 43(1b).

Procedures:
1. Staff to ensure immediate safety of students and if directed to, carry out the School's Lockdown Procedure.
2. Staff to contact administration immediately.
3. If student does not hand over the weapon, principal will inform the students/parents/carers of the situation
4. Give the parent/carer an opportunity to speak with the student.
5. At all times, ensure the student is supervised by a school staff member.
6. If student still chooses not to hand over the weapon, contact police.

** If a staff member believes that a student may have a weapon concealed in their school bag or on their body, the Principal or Deputy Principal must be contacted immediately. The parent or Police will be contacted to establish procedures for searching of property.

All details relating to a 'weapons' incident must be documented by the appropriate staff members with the date, time, location where item was collected, names of personnel who had contact with it.

Exclusion Orders

The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline when:

- The student has threatened the safety of any person on the school premises or participating in an educational program of the school;
- The student is likely to cause or result in damage to school or personal property; or
- The student has significantly disrupted the education instruction of other students; or
- The student has committed an extreme act that prevents the school from re-establishing a safe, caring, supportive environment for the student
- Other forms of behaviour responses have been exhausted.

The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.

Behaviour and Disability

Care will be taken by relevant staff when considering their response to a breach of school discipline committed by a student with a disability.

GLOSSARY

CMS	Classroom Management Strategies
FSP	Friendly Schools Plus
IBMP	Individual Behaviour Management Plan
IEP	Individual Education Plan
LSC	Learning Support Coordinator
PWPS	Piara Waters Primary School
SAER	Students at Educational Risk
RED	Regional Executive Director
OINS	Online Incident Notification System
SIS	Student Information System
MED	Mobile Electronic Device
SEL	Social and Emotional Learning
RMP	Risk Management Plan