



Behaviour Guidance Policy

Aims

- A. To develop an environment of mutual respect, positive attitudes, behaviours and relationships, that is safe for all members of the school community.
- B. To foster self-responsibility, develop strategies for interpersonal relationships and maximise learning opportunities for all community members.
- C. To respect the rights of all individuals.
- D. A whole community approach to behaviour management that is explicit and consistent.
- E. A commitment to early communication.
- F. To proactively prevent the escalation of behaviour.
- G. To provide a hierarchy of responses based on least restrictive and most protective for all members of the community.

Scope and Application

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

This policy applies to:

- A. Employees
- B. Students
- C. Parents/Community members
- D. Visitors to the school

Definitions

- A. **Non-violence** - Non-Violence is a powerful method to harmonise relationships among people for the establishment of justice and the ultimate wellbeing of all parties (Metta Centre for Nonviolence website).
- B. **Reward Systems** - Stickers, Start Charts, Token Economies, Collective Reward systems, Awards or Praise that is intended to manipulate behaviour, or induce compliance.
- C. **Punishment** - Intervention that is chosen deliberately as it is unpleasant and intended to change student's future behaviour. Includes: withdrawal of privileges or attention, humiliation, isolation such as timeout and detention.
- D. **Degrading punishment** - any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.



- E. **Corporal Punishment** - Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.
- F. **Assault** - the direct (and immediate/confrontational) infliction of force, injury or violence upon a person or persons or the direct (and immediate/confrontational) threat of force, injury or violence where there is an apprehension that the threat could be enacted
- G. **Crisis Communication** – is the reasonable response to a situation in which a threat of minor or physical injury is present. Matching the response to the level of danger presented by the client's behaviour.
- H. **Manual Restraint** – restricting voluntary movement by physically holding the individual
- I. **Reasonable Force** – just enough force for effective protection of self and others.
- J. **Restraint** – is the forcible and involuntary deprivation of the liberty to move about. If an individual has been deprived of the liberty to move freely and if that deprivation was forcibly imposed against the will of the individual, the individual has been restrained
- K. **Serious Incident** – Threats to cause or causing injury, aggressive behaviour, bullying
- L. **Rule of 5** – Limit of sentences to 5 words, with 5 letters or less
- M. **PART Training** - [Predict, Assess and Respond to Challenging/Aggressive Behaviour]
- N. **Professional Medical Attention** – intervention required beyond that of first aid
- O. **Team Leader** – PART Trained Staff member, identified as leading the crisis and single point of communication with client
- P. **Window of Safety** – Protection of breathing and circulation by ensuring that all respiratory functions remain unimpeded by restraint. Restraint is performed in such a way that force is applied to limbs or clothing and the front of the body is not compromised.

Principles

- A. All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with community members.
- B. We use non-violent communication methods to resolve conflict.
- C. The use of any form of child abuse, corporal punishment or other degrading punishment is forbidden.
- D. Positive and realistic expectations of attitudes and behaviour will be communicated to all community members. Parents will be active participants and partners in behaviour guidance initiatives.



- E. Focus on recognising individual needs, feelings and circumstances and responding to underlying needs and motivations rather than reacting to behaviours.
- F. Balancing the need for individual expression and the needs of the group.
- G. Early, honest communication at all levels and between all members of the school community.
- H. Designing programs and learning spaces that consider the needs and interests of individuals.
- I. Physical restraint will only be used if a student is acting in a manner that places at risk the safety of themselves or any person. Evacuation of others is preferable to restraint.
- J. If restraint is deemed necessary, it will be carried out by a staff member with current, up to date, approved restraint training (PART training).
- K. Reward systems and punishment for non-compliance will not be used at a class level.

Responsibilities

A. Board

1. Writing and updating this policy in consultation with relevant parties
2. Authorise recommendations for expulsion as submitted by the Principal
3. Review procedures
4. Ensure that Critical Incidents [as defined in the Critical Incident Policy] are reported to Department of Education Services

B. Principal

1. Overseeing the implementation of this policy and ensure current and new members of staff are aware of this policy.
2. Maintain Duty of Care to all students and maintain a safe working environment for staff.
3. Support staff in generating strategies and educational programs to assist with behaviour guidance and support staff in early communication with parents.
4. Ensure professional development is available to staff in the area of behaviour guidance and PART Training.
 - i Ensuring that PART-trained staff maintain currency of training including refreshers.
 - ii Ensuring that staff are trained in de-escalation strategies including Non-Violent Communication.
5. Manage serious and critical incidents
 - i meet with parents, staff members and students after serious/critical incidents



- ii complete serious/critical incident reports.
- 6. Read and monitor incident reports for trends in group and individual behaviour; recommend and institute strategy and policy changes.
- 7. Implement suspensions and negotiate students' return to school; recommend to parents that a student leave the school; recommend to the Board that a student be expelled.
- 8. Provide debrief and counselling for staff members involved in Serious Incidents.
- 9. Seek assistance from Allied Health Professionals to support families and staff.
- 10. Development and review of Risk Management Plans for students and provide the details of Risk Management Plans to all staff.

C. Teachers

- 1. Be familiar with this policy and provide support to colleagues in applying this policy.
- 2. Manage behaviour in their class and during whole school activities, including breaks, to maintain safety for all students.
- 3. Communicate early and often with parents, Principal and colleagues about concerns with behaviour.
- 4. Involve parents in the development of Collaborative Action Plans.
- 5. Attend professional development.
- 6. Discuss and recommend policy and routine changes to assist in more effective behaviour guidance.
- 7. Write incident reports.
- 8. Only engage in physical restraint if PART training is current and restraint is necessary.
- 9. Use restraint as last resort.
- 10. Report all incidences of restraint directly to the Principal.
- 11. Complete Incident/Serious Incident Reports.
- 12. Develop and Review Risk Management Plans.

D. Parents/adult members of school community

- 1. Be aware of this policy and familiar with the Kerry Street Agreements.
- 2. Communicate with teachers, especially about changes in home circumstances or their child's behaviour.
- 3. Be proactive and non-violent when aware of undesirable behaviour by students.
- 4. Work proactively and cooperatively with the school to fulfil the aims of this policy.
- 5. Report significant incidents directly to a teacher.



6. Comply with Behaviour Guidance Policy and Procedures for Serious Incidents including collecting student from school where requested.
7. Participate in Re-Entry Meetings.
8. Participate in Risk Management Plan development meetings and review.
9. Respond in a timely fashion to communication from the school.

E. Students

1. Contribute to the formulation of class and school agreements and agree to act in accordance with them.
2. Manage own behaviour and help others to do so.
3. Communicate with teachers and parents.

Related Legislation

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

Related Kerry Street Documentation

- A. Kerry Street Values and Philosophy



B. Procedures/forms, including:

1. Flowchart of Behaviour Incidence Levels
2. Underlying Philosophy for Behaviour Guidance at KSCS
3. Guidelines for Implementing Behaviour Guidance
4. Levels of Danger
5. Observation Report
6. Incident Report
7. Serious Incident Report
8. Record of suspension/expulsion
9. Template for Parent letter re: suspension/expulsion
10. Collaborative Action Plan
11. Risk Management Plan
12. Assessment of Lagging Skills and Unsolved Problems
13. NVC Feelings and Needs Inventory

C. Policies including:

1. Curriculum Planning and Review of Student Learning Policy
2. Bullying Prevention Policy
3. Risk Management Policy
4. Employment and Dismissal of Staff Policy
5. Enrolment Policy
6. Volunteers Policy
7. Communication Policy
8. Duty of Care Policy
9. Professional Development Policy
10. Staff Code of Conduct
11. Staff Induction Policy
12. Incident Report File
13. Critical incident Policy
14. Emergency procedures Policy
15. Occupational Health and Safety Policy
16. First Aid Policy



References

- A. "Punished by Rewards", Alfie Kohn
- B. "Beyond Discipline", Alfie Kohn
- C. "Teaching Children Compassionately", Marshal Rosenberg
- D. Choice Theory, by William Glasser (the school has a copy of this book).

Contact Person

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

Breaches of this Policy

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

Authorisation and Review

- A. This policy was authorised by the Kerry Street Community School Council on 4/11/04
- B. Policy reviewed by meeting of staff and Council on 13/1/06
- C. Reviewed June 2011 Added form
- D. This policy was reviewed September 2012
- E. This policy was revised and approved by Council and Coordinator in June 2016
- F. Reviewed June 2018

Revision History

Date	Revision	Detail
June 2018	V2	Amalgamated with the former Use of Physical Restraint policy. Policy and procedures separated.