



STUDENT BEHAVIOUR AND WELLBEING POLICY

Student Behaviour and Wellbeing Policy

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Student Behaviour and Wellbeing Policy

1. INTRODUCTION

1.1 Philosophy

All students have a right to learn.

All teachers have a right to teach.

This Student Behaviour and Wellbeing Policy is designed to protect the rights of all students and staff.

1.2 Purpose

The Student Behaviour and Wellbeing Policy of South Ballajura Primary School and South Ballajura Education Support Centre aims at ensuring that the individual is provided with:

- consistent and fair management of student behaviour;
- a safe and supportive learning environment;
- equality in learning; and
- a positive and caring environment

1.3 Behaviour Support

The goal is to develop positive student behaviour and sound, social, emotional skills in all students including: self-regulation, autonomy and independence, moral development and social connection.

1.4 Implementation

Each class devises its own rules but all class rules will be based on:

- Safety
- Respect and co-operation
- Organisation (being organised to learn)
- Doing one's best
- Respect for property
- **Code of Conduct** – (See Appendix: Code of Conduct)

1.5 Teachers are responsible for:

- Developing with their students their Classroom Behaviour Support Plan, specifying goal directed behaviours, rules, rewards and consequences – primary classes will be consistent with the program, 1, 2, 3 Magic. (See Appendix: Classroom Behaviour Support Plan – for examples)
- Submitting their Classroom Behaviour Support Plan to Administration for *approval during Term 1 of each school year.*
- Displaying class rules, rewards and consequences in the classroom. Discussing and reinforcing rules regularly with the class.

- Sending a letter (discuss with Administration first) explaining the Classroom Behaviour Support Plan home to parents, and filing the acknowledgement slips returned. (See Appendix: Classroom Behaviour Support Plan – Parent Letter)
- Duty of Care requires that students are not be left or sent outside the classroom unsupervised as a consequence for inappropriate behaviour.
- A maximum time of 15 minutes in the Penalty classroom or designated area. A new Penalty classroom roster is developed at the start of each year, please inform Administration of any changes to this roster. Information of student behaviour to be entered on Integris by teacher. If the student will not go to the allocated Penalty classroom, one of the Administration team or Team Teach trained staff will escort them. Continued non-compliance will result in the student being sent to the office with the consequence being at the discretion of the Administration team. e.g. Loss of Privilege.
- Teaching the social skills outlined in the *Stop Think Do* and *You Can Do It* program, K – Year 6.
- Following the Playground Behaviour Support flow chart. (See Appendix: Playground Behaviour Flow Chart)

Note: Kindergarten and Pre-primary classes will create and display classroom and generic playground rules. All K/PP staff to place these rules in teacher relief files.

Positives:	Consequences:
<ul style="list-style-type: none"> ▪ Thumbs up, High 5 ▪ Acknowledgements e.g. smile ▪ <i>You Can Do It</i> language e.g. “You’re a great Gabby get along” ▪ Explicitly pointing out good behaviour to students ▪ Verbal or visual praise ▪ Letting class staff know positive playground behaviour 	<ul style="list-style-type: none"> ▪ Rule reminder ▪ Redirect ▪ Warning ▪ Time out – designated mat in classroom e.g. 2 minutes with timer ▪ Shadow duty teacher by agreement ▪ 1,2,3 Magic

NB: Teachers are encouraged to use a reflective behaviour proforma rather than issuing lines to students where they are expected to write out rules several times.

Recording student classroom behaviour (classroom/specialist teachers and support staff) using the Primary and ESC proformas. (See Appendix: Primary School – Behaviour Tracking Sheet and Education Support Centre – Behaviour Record.)

- Using *Stop Think Do* language in class discussions and through *You Can Do It* program.

Note: All classroom teachers are issued with a RED ALERT CARD which is to be used in the case of severe misbehaviour such as gross disobedience, physical or verbal assault, damage to property, leaving the school grounds without permission or refusing to go to or complete a consequence. The card will be sent to the office and an Administration team member will respond immediately. Teachers can also phone for assistance.

- A Duress Alarm is in place in selected locations to ensure prompt Administration response to aggressive/unsafe behaviour incidents. ([See Appendix: Duress Alarm System](#))

1.6 Administrative Support

- Children may be sent to Administration for recognition and rewards for good behaviour and/or pleasing work.
- After three visits to the office, the principal, deputies and/or learning support coordinator may request parents of children with unacceptable behaviour to come to the school to discuss their child's behaviour.
- When the Classroom or School Behaviour Support Plan is not effective with a student, an individualised behaviour plan will be developed by classroom teachers, in consultation with Administration, School Psychologist, SEN Consultant and parents to meet the unique needs of that student.
- Students who are involved with DCP will have severe incidents reported to DCP by Administration.

1.7 Good Standing

- Primary students in Year 5 and 6 will begin each term with Good Standing. ([See Appendix: Year 5 and 6 Primary Students "Good Standing" Policy](#))
- Any loss of Good Standing is to be recorded in Integris and a letter sent home to parents by the deputy.
- Before excursion and incursion, the teacher informs students & Administration who has lost Good Standing and the student will not be attending the event.

1.8 Playground Supervision (Flow Chart) See Appendix

- Three teachers and three EAs are rostered on playground duty at any one time
- Each duty teacher carries a Playground Incident Book, containing Playground Slips. Minor issues can be dealt with by the duty teachers and supervising special needs assistants. Repeated minor or moderate behaviours of the school rules are to be recorded on incident slips. Duty staff may place students on at a [Time Out spot or Blue Dot](#) for up to five minutes so that the child has time to reflect and improve the behaviour.
- Students will not be seated outside the staffroom at break time. There are designated [Blue dots](#) in the courtyard outside the computer room. Students are to be placed on the [Blue dots](#) by the Administration and supervised by duty teachers.
- More serious playground infringements and suspected bullying incidents will result in follow up and consequences being implemented by Administration.
- Serious infringements may result in student exclusion from class or school activities. This will be discussed with the parents/caregivers. In the primary school students in Year 5 & 6, there is loss of Good Standing. ([See Good Standing above.](#))
- Supervised lunchtime activities are provided to encourage students to interact in a socially acceptable manner in a variety of contexts e.g. Drumming, Library, Signing, Jump Jam and Chess Clubs.

1.9 Specialist Classrooms (Art, Music, Library, PE and LOTE)

- Class and specialist teachers communicate and collaborate about behaviour and to ensure the maintenance of the behaviour records send tracking sheets.
- Should a primary student be sent to the Penalty classroom during a lesson, they are to spend the same time as in the classroom behaviour plan. This will be at the discretion of the specialist teacher. This is to be recorded in Integris by the specialist teacher. Parent communication by the specialist teacher may be required.
- ESC staff attending specialist integration lessons are responsible for behaviour support in consultation with the specialist teacher.
- Specialist teachers may use the duress alarm or send a Red Alert card to Administration should the student show non-compliance with requests to go to the Penalty classroom. Administration will escort student to the Penalty classroom or take further action. The maximum time spent in the Penalty classroom is 15 minutes.

1.10 Integration Referral to Principal

- ESC Students are required to follow the Integration Classroom Behaviour Support Policy. If a student reaches the final stage of the discipline consequences hierarchy, the student will be removed for the remainder of the session.

When referred by the integration teacher, the ESC Principal will:

- Discuss/address the undesirable/anti-social behaviours with the child;
- Discuss/address student's reasons for inappropriate behaviour;
- Collaborate with stakeholders regarding consequences and modifying strategies – develop/review Individual Behaviour Support Plan (IBSP) if required.
- Principal follow-up will be in the form of recognising something positive the student is doing within a short period of time from referral. In order to encourage continued good behaviour, class visits, praise, rewards and informal chats will occur. Follow up with the teacher will involve informal chats.
- Students with numerous referrals will require a case conference.

All integration teachers are issued with a RED ALERT CARD and some locations have a duress alarm system monitored in the Administration block which is to be used in the case of severe misbehaviour such as gross disobedience, physical or verbal assault, damage to property, leaving the school grounds without permission or to go to complete time out. The card will be sent to the office and the Principal will respond immediately. If unavailable, the ESC contingency plan will be implemented.

2. WITHDRAWAL OF A STUDENT FROM CLASSES, BREAKS OR OTHER SCHOOL ACTIVITIES

A school administrator may withdraw (similar to “in-school suspension”) 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
- reflect on and learn from the incident, including where appropriate engaging in restorative processes; (See Appendix: Restorative Processes)
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; (See Appendix: Positive Handling Plan) and/or
- continue a learning activity in a less stimulating environment.

2.1 Guidance

Withdrawal is distinct from regular classroom management strategies such as moving a student to a Penalty class, a sensory space at the back of the room or the library, or the office of a school administrator. Similarly, teacher decisions in the context of their daily classroom management, such as asking a student to remain behind at the start of a break to briefly discuss their progress or actions, should not be construed as withdrawal.

2.2 Department requirements

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 on Integris showing withdrawn:
 - reason for the withdrawal;
 - date, time and duration of the withdrawal; and
 - notification of parent.

2.3 Additional requirements include:

- Withdrawal must not affect the student’s attendance. The principal will continue to provide accommodation, supervision and appropriate educational instruction for students who are withdrawn during school hours. This includes where a student is withdrawn from significant school events that occur during school hours, such as camps, excursions or sports carnivals;
- Withdrawal should have the minimal possible impact on a student’s academic progress; and
- Any alteration of breaks must consider student needs, such as hydration; nutrition or toileting.

It is recommended that withdrawal is not referred to as “in-school suspension”. The term suspension is specifically used when referring to suspending a student from attendance at school. Students who are withdrawn are to be recorded in the school’s information management system as having an attendance (W code) during the period of withdrawal from classes.

3. SUSPENSION OF A STUDENT FROM ATTENDING SCHOOL

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.

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

3.1 The decision to suspend

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 the delegated school administrator 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 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.
 - For breaches of school discipline, this will occur orally or in writing prior to the principal's suspension decision.
 - For serious breaches of school discipline, this will occur in writing as soon as practicable after the provisional suspension decision.
 - 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.
 - 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:
 - 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
 - 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.
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.

3.2 Recording the decision

7. The principal will:

- enter the suspension into the school's information management system as soon as practicable following the decision to suspend;
- 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
- record all absences due to suspension as authorised absences using the Z code.

3.3 Additional requirements

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. The principal will not apply suspension for reasons associated with:

- attendance;
- an incident occurring outside of school, except where the principal can establish a reasonable nexus between the incident and the school; or
- dress code.

11. 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.

12. The principal will not extend suspension periods into the following school term.

13. 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;

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

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

15. When a student comes onto school grounds without permission during a period of suspension, the principal will:
- ascertain the reason for the attendance and offer the student assistance when the reason for attendance is genuine;
 - 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;
 - make reasonable attempts to notify a parent to collect the student in circumstances where the student refuses to leave school grounds;
 - notify the police if the student is acting in a way that poses a threat to staff, students or property.
16. For a student who commits a breach of school discipline while on suspension, the principal may apply an extension to the suspension period.
17. 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:

- 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;
- provide any required remedial support upon the student's return should the student have difficulty with the learning activity; and
- 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.

18. Where the period of suspension is less than that stipulated in Section 17 above, the principal will make reasonable endeavours to ensure the student keeps up with their classwork and maintains continuity of learning.
19. If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the principal will:
- inform the Regional Executive Director and Principal, School of Special Educational Needs: Behaviour and Engagement as part of a case management approach; and
 - 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.

3.5 CATEGORIES OF SUSPENSION

These categories are provided to facilitate state-wide consistency in systemic reporting about the bases for suspension; they are not a list of behaviours for which suspension is mandated.

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.

4. DETENTION OF A STUDENT AFTER SCHOOL

A member of teaching staff may detain a student after school, for a time period approved by the principal, in response to a breach of school discipline. Detention, applied as close as possible to the day of the breach of discipline, allows the school to provide timely support to the student to assist the student achieve desired behaviour and to help the student to catch up on any work missed as a result of the breach.

4.1 Department requirements

- The principal will ensure that the school's duty of care responsibilities toward the student are met until the student leaves the school grounds.
- A record kept for each student detained must show:
 - the teacher imposing the detention
 - the reason for the detention;
 - date, time and duration of the detention, including principal's approval of the duration;
 - details of contact with parent/carer, including arrangement for the student to get home;
 - brief detail of how the detention time was used; and
 - brief detail of the school's planned follow-up behaviour support; and
- The member of teaching staff or school administrator supervising the detention will act to minimise the risk that the student develops negative associations toward any schoolwork or behaviour support provided during detention.

5. EXCLUSION OF A STUDENT FROM ATTENDING SCHOOL

The principal may recommend to the Director General that a student be excluded from attending the school as part of a school's behaviour support plan. Only the Director General may exclude a student. Exclusion may be temporary or permanent.

An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such should be reserved for the most serious breaches of school

discipline. The Department continues to have responsibility for providing an education for any student who is excluded.

Exclusion will be considered where it can be demonstrated to the Director General that:

- other forms of behaviour response have been exhausted; or
- the student has committed an act so extreme that its impact prevents the school from re-establishing a safe, caring and supportive environment for the student.

Exclusion is used when the breach of school discipline causes extreme disruption to the good order and proper management of the school, in the context where:

- ongoing breaches have occurred; and
- intensive support has been provided by the school to the student, including:

Multiple cycles of planning, implementing and evaluating behaviour support in an attempt to help the student successfully to meet behaviour requirements; and

Effective case coordination by the school, including taking advice from regional and statewide services behaviour and engagement support staff, as well as any appropriate external agencies;

- the existing school environment is clearly contributing to the student's difficulties in achieving desired behaviour, and the principal has taken all reasonable measures to change this environment; and
- in the context of all of the above, the principal, having taken advice and considered all options, considers that it is in the best interests of the student to move to an identified educational program or setting; but the parent(s) and student are not willing to undertake this move.

6. 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.

6.1 Department requirements

- 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. (See Appendix: Restraint Record)
- A report will be lodged via the Online Incident Notification System as soon as practicable after the incident. (See Appendix: SIS Behaviour Records)

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.(See Appendix: Escalation Profile IBSP)

The principal will take reasonable measures to:

- ensure that staff who apply restraint are appropriately informed and skilled, with Team Teach training; and
- make available assistance to staff involved in the application of restraint.

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

7. PROTECTIVE ISOLATION OF A STUDENT FOR PURPOSES OF MANAGING RISK OF HARM

Protective isolation is:

- a restrictive practice;
- a planned strategy;
- the involuntary isolation of a student from others within a school;
- used for the purpose of managing a student's emotional or behavioural state;
- implemented when this state poses an imminent risk of harm to self or others; and
- used only when other, less restrictive strategies have proven unsuccessful.

Protective isolation is not:

- to be used for punishment or discipline, coercion, retaliation, convenience or respite;
- to be used as a routine school safety measure;
- withdrawal);
- detention of a student after school; nor

- voluntary, such as when a student elects to go to a safe area for the purposes of calming.

7.1 Relevant legislation

Regulation 38(a) and 38(c) of the School Education Regulations 2000 provide that a school staff member may take reasonable action:

- to manage or care for a student; or
- to prevent or restrain a person who places at risk the safety of self or others.

The Disability Discrimination Act 1992 provides protection against discrimination based on disability (including imputed disability). The Disability Standards for Education 2005 make more explicit the obligations of education providers and the rights of people with disabilities in relation to education and training.

7.2 Department requirements

a) When considering whether to introduce protective isolation as a planned behaviour support strategy for a student, the principal will consult with:

- appropriate student support services, including as a minimum the Lead School Psychologist and the principal or nominee of the relevant School of Special Educational Needs;
- any relevant external agencies involved with the student;
- the student's parents/carers; and
- the student.

b) The principal:

- is satisfied that other, less restrictive strategies have been attempted for a reasonable period of time;
- is satisfied that background information, contributing factors, information from current/former school staff, parent advice, and the advice of student support services and relevant external agencies has been considered;
- has records demonstrating that alternative, less restrictive strategies have proven unsuccessful;
- is satisfied that the room or other space to be used for protective isolation is safe; and
- is satisfied that staff are appropriately trained to implement the strategy safely.

7.3 Requirements for gaining approval to implement a protective isolation strategy

Prior to implementing a protective isolation strategy for a student, the principal will:

- document a personalised behaviour support plan for the student, which details:
 - how the use of protective isolation has been informed by functional behaviour assessment and is linked to escalation profiling;
 - consideration of any developmental, medical or mental health concerns;
 - where protective isolation fits within a hierarchy of planned, preventative and least restrictive responses;
 - situations in which protective isolation will, and will not, be used;
 - information about the location(s) that will be used for protective isolation;
 - the strategy for getting the student safely to the location;
 - strategies for teaching and supporting self-regulation and co-regulation skills;
 - achievable goals for protective isolation;
 - risk management planning;
 - assistance to be provided to staff involved in the application of protective isolation;
 - advice provided by student support services and relevant external agencies; and
 - advice and approval provided by the parents/carers.
- gain written approval of the Regional Executive Director to implement a protective isolation strategy with the student.

The Regional Executive Director must, as soon as practicable after endorsing a plan involving a protective isolation strategy, provide the Director, Student Support Services with a scanned copy of the plan.

7.4 Requirements for review and re-authorisation of a protective isolation strategy

The principal will review the personalised behaviour support plan for the student each school term:

- in light of an assessment of data relating to use and impact of the protective isolation strategy;
- in consultation with appropriate student support services, including as a minimum the Lead School Psychologist and the principal or nominee of the relevant School of Special Educational Needs; and
- in consultation and with the agreement of the parent(s).

7.5 The principal will submit the reviewed plan with an accompanying report to the Regional Executive Director for re-approval in order for the strategy to be continued into the next school term.

Where there is a planned change of site(s) for the strategy, or the site has in some way been modified, the principal will gain the Regional Executive Director's endorsement.

Requirements relating to implementation of the approved protective isolation strategy

The principal:

- may delegate the power to initiate protective isolation to a school administrator;
- will implement the protective isolation strategy in such a way as to minimise or prevent physical or psychological harm to the student;
- will follow protocols for physical handling and escorting a student to the protective isolation location;
- will monitor the student at all times;
- will use protective isolation only for the minimum period required to assist the student to regain an emotional or physical state that:
 - will permit behavioural assistance through less restrictive measures; or
 - is no longer presenting an imminent risk to the safety of self or others;
- will give the student regular opportunities to communicate needs, such as hydration or toileting, and/or readiness to return to less restrictive measures;
- where the protective isolation is judged by the principal to be worsening the student's state, and physical or emotional harm is considered likely, the principal will initiate action that prevents harm to the student; and
- will provide appropriate support to the student, the student's parent(s), staff and other students after the period of protective isolation.

7.6 Requirements for record keeping when a protective isolation strategy has been used

The principal will create a record for each instance of protective isolation, which includes:

- the date, time, location, and duration of the protective isolation;
- the reason for the protective isolation;
- behavioural observations of the student before, during and following protective isolation;
- details of contact with the parents/carers;
- brief details of the follow-up support provided;
- a statement by the staff member/s involved; and
- a statement (or substitute) by the student involved.

The principal will make a critical incident report in the Online Incident Notification System (OINS), indicating that a protective isolation strategy has been used, as soon as practicable after the protective isolation has been applied (note that by instruction from the Director General, this is an official reporting requirement of schools).

The principal will monitor and assess school data, and determine whether adjustments to the student's personalised behaviour support plan are required. Where the principal plans to change an aspect of the protective isolation strategy, the principal will consult the Regional Executive Director as to whether updated approval will be required.

The principal will plan adjustments that support a student who has an approved protective isolation strategy to attend and participate in:

- a major school celebratory event, such as their graduation ceremony; and
- significant school events such as camps, sports carnivals, school performances or socials.

These adjustments will consider the good order of the school and the safety of all participants.

When a protective isolation strategy is required as an emergency one-off measure

In an emergency situation, a principal may use protective isolation for a student who does not have a documented behaviour support plan containing a protective isolation strategy that has been approved by the Regional Executive Director.

The principal will only make such use when it is:

- necessary;
- reasonable;
- proportionate; and
- implemented with the minimum force necessary to prevent injury and maintain safety for all concerned.

As soon as practicable afterwards, the principal will:

- notify the parents/carers of the reasons for and duration of the protective isolation;
- notify the Regional Executive Director of details relating to the protective isolation; and
- seek assistance from appropriate student support services, such as the School Psychology Service and Schools of Special Educational Needs, and relevant external agencies.

7.7 Protective isolation rooms

A protective isolation room is one kind of specialised space in which a protective isolation strategy may be used. The principal will:

- involve Facilities Program Delivery in any construction work on the room, even where the school is self-funding the construction, to ensure that the construction meets the Department's building and safety requirements;
- make any modifications to the room that may be required by Facilities Program Delivery;
- prior to use of the room, receive the Regional Executive Director's endorsement that the room is safe
- at least every 12 months, seek an annual building safety check and updated endorsement of the room from the Regional Executive Director, who may seek advice from Facilities Program Delivery;
- only consider a room to be a protective isolation room for the period of time in which an approved strategy for a student is in effect. At the point at which the school has no current plans involving an approved protective isolation strategy, the principal will cease considering the room to be a protective isolation room, and the decommission the room ensuring it presents no risk to safety; and
- after any period in which a room has ceased to be a protective isolation room, and where a new plan involving a protective isolation strategy is being submitted for approval, seek new endorsement by the Regional Executive Director for the room.

8. PROCEDURES FOR DEALING WITH WEAPONS ON SCHOOL SITE

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 will be dealt with as a serious breach of discipline and students will be suspended immediately.

8.1 Department requirements

The principal will:

- 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 (knife), 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.

8.2 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.

9. 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 school work. 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.

We recognise that many students and their families own a mobile phone. We also recognise that some parents/guardians request that their child/ren bring a mobile phone to school for before and after school safety/security reasons.

9.1 Guidelines:

Our core business of teaching and learning needs to be conducted in an environment free from unnecessary distractions or disruptions.

9.2 Students

The Campus strongly discourages the bringing of mobile phones to school by students. Parents may pass on messages to their children by contacting the front office. The front office staff will forward these messages to the students. The school is prepared to allow mobile phones on the premises but they need to be handed into the front office on arrival to school and collected at the end of the school day.

Mobile phones are banned from the following spaces: changing rooms, toilets and swimming pools.

9.3 Staff

During teaching time, while on playground duty and during meetings, mobile phones will be switched off or put on 'silent' or 'discreet' mode.

Except in urgent or exceptional situations, mobile phone use is not permitted during teaching time, while on playground duty and during meetings.

9.4 Parents and Community Members

At all official school functions, during meetings or when assisting in classrooms mobile phones should be switched off or put on 'silent'.

9.5 Department requirements

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:
 - reporting it to the relevant webmaster or authorities;
 - if it involves another school, reporting it to the principal of that school;
 - keeping a record of the nature and location of the inappropriate material; and
 - 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.

10. DRUGS, ALCOHOL AND TOBACCO

10.1 Rationale

At South Ballajura Campus, we try to nurture a climate where all students will want to learn. We recognise that though legal drugs may not always be harmful, all carry the potential for harm. Safety and effective management therefore underpin both the Campus' drugs education and its response to any incidents. Medicines (over the counter and prescription) will be treated with the same priority, care and respect as non-medicinal drugs.

10.2 Guidelines:

We believe drugs, alcohol and tobacco education should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship program supplemented by Science and other subjects of our taught curriculum.

The broad educational aims of our drugs, alcohol and tobacco education program (which are progressive as pupils move through the school) are to: increase the knowledge and understanding of drugs, their use and dangers, the law and local and national agencies,

explore a range of views, clarify attitudes and challenge stereotypes, develop a range of skills to enable young people to make their own informed decisions, about drugs. Such skills include assessing and avoiding risks, communicating with others, assertiveness, accessing information and advice, helping others, first aid etc.

10.3 The Management of Drug Related Issues:

10.3.1 Medicines

We ensure that students know the school rules that all medicines need to be managed at school by the administration team and other school staff, and can only be brought on to school premises with the administration team's knowledge and approval. Medicines will always be stored in a lockable cabinet or managed by students as specified in the Parental Medical Authority forms.

10.3.2 Legal Drugs

Pupils are not permitted to be in possession of or use alcohol, tobacco, matches, lighters or volatile substances either in school, travelling to and from school or on school trips. Any found will be confiscated, and returned to parents, who will normally be informed as a matter of course.

10.3.3 Tobacco

Smoking is not allowed on the school premises both within the school buildings and school playgrounds. The no-smoking policy applies to all visitors to the school, for example, parents, suppliers, supply or temporary staff and contractors.

10.3.4 Alcohol

Alcohol is sometimes permitted on the school premises (with permission from the Principal) during social events, for example, cheese & wine evenings. Non-alcoholic drinks will always be available during such events.

10.3.5 Illegal Drugs

If any student is found in possession of an illegal drug, it will be confiscated and stored in a locked cupboard in the office whilst arrangements are made with the local police for its collection. Parents will normally be informed. Careful investigation will be undertaken and records made and kept. If the school discovers evidence of involvement of pupils with unauthorised drugs, parents/carers are routinely contacted unless this might compromise the student's safety.

11. STUDENTS WITH SUICIDAL BEHAVIOUR AND NON-SUICIDAL SELF-INJURY (NSSI)

11.1 Rationale

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. All 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.” At South Ballajura Campus we will use the following social and emotional programs Stop Think Do and You Can Do It. These programs raise awareness, promote positive relationships, develop helpful coping strategies and instil 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 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.

11.2 Response to Direct or Indirect Disclosure of Suicidal Behaviour or NSSI

Any evidence of suicidal behaviour or NSSI should be taken seriously and followed up appropriately. This may include a trained professional completing a risk assessment. A risk assessment requires the assessor to question and explore the thoughts, feelings and actions of an individual to gain an understanding of their current situation, ascertain their level of suicide risk at the present time and to plan ongoing support needs. At no time can staff maintain absolute confidentiality with a student who has disclosed suicidal behaviour or NSSI.

A student’s suicidal behaviour or NSSI may come to the attention of school staff through either direct or indirect means. A direct disclosure is when a student informs a school staff member of any feelings, thoughts or actions associated with suicidal behaviour or NSSI. This can include a disclosure through a curriculum task such as an English essay or a piece of artwork where there has been an excessive expression of suicidal behaviour or NSSI.

An indirect disclosure is when concerns for a student are brought to the attention of a staff member by a third person such as another student, staff member or community member. If a student discloses suicidal behaviour or NSSI it is important the staff member is calm, caring and non-judgemental in their response. The staff member should listen and reassure the student that talking about their feelings is positive and helpful. It is not helpful and may be harmful to express emotional responses such as pity, anger and disgust or by taking punitive action. It is critical that the student is linked to appropriate support and safety is maintained at all times.

11.3 Example: Teacher’s response following a disclosure:

Secure an appropriate place to discuss concern.

Summarise the information the student has disclosed.

“I appreciate it is difficult to let me know these thoughts and feelings. So what you’re telling me is.... Have I got that right?”

Link the student to appropriate support.

“We need to support you and understand better what’s going on. So I’m going to discuss this more with (appropriate staff member).”

Negotiate. It is required that concern is reported and followed up by an appropriate staff member.

“There are a few people we can go to....Who would you rather?” “How does that sound?”

11.4 Direct Disclosure

Student directly discloses suicidal behaviour or NSSI to staff member.

The staff member listens and responds to the student in a calm, caring and non-judgemental way. If the student discloses during a lesson/in front of peers, the teacher is advised to protectively interrupt and follow-up with the student individually. This should happen without delay and may include directing them gently away from peers, following up at an appropriate gap in teaching or at the end of the current lesson. The staff member is to inform the student that the information cannot be kept confidential and will need to be passed on to the 'nominated staff member' so they can be supported.

If the disclosure indicates that the student is at imminent risk, the staff member keeps the student safe and inform the principal (or nominee) immediately. The staff member does not leave the student unsupervised. The principal (or nominee) contacts the parent/guardian and if necessary contacts emergency services (000) and follows emergency management procedures.

In all other cases, the staff member manages the student's safety by:

- taking the student to receive first aid if injured
- linking the student to the 'nominated staff member' – judge whether to take the student immediately or following current class/activity. This needs to occur the same day as the disclosure where possible.

Where there is an existing Risk Management Plan (RMP) in place, the staff member follows actions as outlined. (See Appendix: RMP)

The staff member identifies and supports peers who may have been impacted by the disclosure. The staff member confirms that the school's documentation processes are followed.

11.5 Indirect Disclosures

Staff member is informed of concern regarding student suicidal behaviour or NSSI by a third party (may be information from another student, staff member or community member).

The staff member advises that the information cannot be kept confidential as the student's safety may be at risk and the information is passed on to the 'nominated staff member' for follow up.

The staff member checks the individual who made the disclosure is all right, offers support and provides them with emergency contact details. The staff member reassures the individual that they have taken the right action by informing a staff member of the concern.

If disclosure indicates that the student is at imminent risk, the staff member keeps the student safe and informs the principal (or nominee) immediately. The staff member does not leave the student unsupervised. The principal (or nominee) contacts the parent/guardian and if necessary contacts emergency services (000) and follows emergency management procedures. (See Appendix: School Recording Form)

In all other cases, the staff member manages the student's safety by:

- checking the student is at school and in class and
- informing the nominated staff member as soon as possible – the same day as the disclosure where possible.

12. What is protective interrupting?

Protective interrupting is a strategy to prevent a child disclosing in front of other students and providing them with the opportunity to disclose in a safe and confidential manner.

Protective interrupting involves the following steps:

1. Interrupt the child by acknowledging them and preventing further disclosure e.g. "Thank you, it sounds as though you have something important to talk about, why don't we have a chat at recess?"
2. Be supportive and gently indicate that the child can talk in a more private situation.
3. Quietly arrange to see the child as soon as possible.
4. Listen attentively in a private location within the school and reassure the child that telling was the right thing to do.
5. If abuse is disclosed, explain to the child that because they are being harmed you need to make sure they are safe and gain some help for them. Do not promise the child you will keep it secret.
6. Reassure the child that the abuse was not their fault.
7. Explain what is likely to happen next.
8. Complete the SCHOOL REPORTING FORM FOR CHILD ABUSE5 as soon as possible.

(See Appendix: SCHOOL REPORTING FORM FOR CHILD ABUSE)

From:

<http://det.wa.edu.au/childprotection/detcms/navigation/recognising-child-abuse/?page=4#toc4>

Note:

For school procedure your step 8 may be:

Step 8 Inform Administration on the day, as soon as practicable, about your concern and complete a school reporting form and provide to admin.

13. COUNTER BULLYING POLICY

13.1 Rationale

At South Ballajura Primary School and Education Support Centre, students, staff and parents 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. Our aim is for students, staff, parents and the community to work together to develop a happy and safe school environment.

13.2 Whole-school Community Rights and Responsibilities in Relation to Bullying

Students, staff, parents, caregivers and the wider community have the right to a safe and supportive learning environment in schools. For this to occur, all school community members have a responsibility to prevent and respond to reports and observations of bullying.

13.3 Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community.	<ul style="list-style-type: none"> are safe and supported in the school environment are treated with respect. 	<ul style="list-style-type: none"> establish positive relationships respect and accept individual differences.
Administrators	<ul style="list-style-type: none"> are supported in developing and implementing the school's plan to prevent and effectively manage bullying. 	<ul style="list-style-type: none"> provide leadership in resourcing the school's prevention and effective management of bullying implement the school plan ensure parents are informed of the school plan support staff to implement the school's plan.
Staff	<ul style="list-style-type: none"> feel safe and supported in the workplace have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention are informed of the school's plan on bullying are treated with respect by all members of the Campus Community have access to professional learning in preventing and effectively managing bullying. 	<ul style="list-style-type: none"> promote and model positive relationships including staff to staff, staff to students and staff to parents participate in implementing the school plan to counter bullying identify and respond to bullying incidents teach students how to treat others with care and respect teach students how to respond effectively to bullying incidents promote social problem solving with students respect and accept individual differences.
Students	<ul style="list-style-type: none"> have access to curriculum that supports the building of resiliency; are informed of the school's plan on bullying are provided with strategies to counter bullying. 	<ul style="list-style-type: none"> treat others with care and respect identify and respond effectively to bullying.
Parents	<ul style="list-style-type: none"> expect children to be safe and provided with a supportive school environment and treated with respect are provided with access to information on the prevention and response strategies related to bullying. 	<ul style="list-style-type: none"> promote and model positive relationships (e.g. parent to parent, parent to staff) support and encourage children to treat others with respect and act in accordance with the school plan if they suspect bullying encourage children to report bullying incidents are aware of school plans and support school in effectively managing bullying.
Wider community: including other professionals	<ul style="list-style-type: none"> strategic inclusion in prevention and bullying incident management. 	<ul style="list-style-type: none"> provide support and input into the school's approach to preventing and managing bullying.

13.4 Common Understandings About Bullying

13.4.1 Definition of Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical, social behaviour that causes physical and/or psychological harm. Teasing or fighting between peers is not necessarily bullying.

13.4.2 Types of Bullying

Bullying takes many forms and can include:

- ***Verbal Bullying:*** The repeated use of words and/or pictures to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, derogatory notes and homophobic, racist or sexist comments.
- ***Psychological Bullying:*** 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:*** 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 another's personal information.
- ***Physical Bullying:*** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property.
- ***Cyber Bullying:*** 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.

- ***Bystanders to Bullying:***

Bullying also involves the concept of "bystanders". A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole school community at South Ballajura Campus need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

These may include Gardener, Cleaner, Education Assistants, Teachers, Administration, Nurse and Chaplain.

13.5 Terminology

The Department of Education and Training promotes the use of affirmative language that supports the values of the WA *Curriculum*. The terms "bullies" and "victims" are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to bullying incidents. More appropriate terms to use may include

“students who are bullied”, “students who bully”, “students who engage in bullying behaviour” and “students who bully others”. This will ensure that the unacceptable behaviours are separated from the students involved. This allows the behaviours to be addressed in a manner that remains respectful of the individuals.

The following websites may be valuable when you are planning for dealing with bullying.

www.agca.com.au

www.curriculum.edu.au/ccsite/cc_mindmatters

www.bullyingnoway.com.au

13.6 Preventative whole school strategies (See Appendix: Developing Positive Relationships)

- shared leadership where a whole school pastoral care approach is promoted;
- a school ethos that seeks to be proactive and restore relationships damaged through conflict;
- awareness-raising to counter bullying (e.g. Notices over P.A, Bullying information in newsletter, Incursions e.g. Constable Care, Performing Arts, Bully Busters, a skilled student services team);
- collaboration with parents and the wider community on bullying;
- professional learning for staff and parents addressing bullying prevention and management;
- social competency development curriculum includes:
 - Social Skills Programs in every class
 - You can Do It! Program
 - “Stop, Think, Do”
 - “Friendly Kids, Friendly Classrooms” strategies & social skills
 - Friendly Schools Plus and
 - Protective Behaviour strategies
- positive staff role modelling;
- providing incentives for respectful behaviour. Faction Reward, Virtues Award, Boost Box and positive reinforcement; and
- recording appropriate information on SIS.

13.7 Preventative classroom strategies:

- explicitly teach the Stop Think Do and You Can Do social skills program;
- developing trusting and inclusive classroom environments; and
- encouraging and supporting help-seeking and effective bystander behaviour.

13.8 Playground strategies:

- a coordinated, highly visible and proactive approach to playground supervision such as wearing a vest, circulating and interacting with students;
- providing safe places for students with different needs e.g. structured activities, designated play areas;
- recognising and reinforcing positive playground behaviour and positive social relationships e.g. faction tokens, virtues nominations;
- recording and managing playground bullying incidents; (See Appendix) and
- providing appropriate outdoor activity areas and equipment for all students.

13.9 Targeted Early Intervention Strategies:

- identifying early signs of relationship issues within year groups and across the school (e.g. class meetings and social problem solving);
- proactive teaching of pro-social behaviour to identified students (e.g. role play, social scripts, using reflection sheets for incidents, explicit teaching of class focus skills);
- actively providing other options for individual students experiencing unsafe areas or times at the school;
- assisting in repairing and rebuilding trust and relationships between identified students and others;
- providing students at risk of being targeted or those who demonstrate bullying behaviour with access to specialist/pastoral care staff (e.g. chaplain, school psychologist);
- setting up buddy systems for vulnerable students;
- using whole school behaviour management strategy methods for identified students (e.g. friendly reminders of appropriate cooperative behaviours); and
- identifying cohorts of students and year groups who are either engaging in bullying behaviours or who are being bullied (or both) that require targeted programs; and
- Introduce 'Seasons of Growth' Program – dealing with grief or loss.

13.10 BULLYING INCIDENT RESPONSE PROCEDURE

13.10.1 HOW TO REPORT BULLYING

For Students

If you are being bullied:

Use **STOP THINK DO**

- **STOP**
 - Just look and listen
 - Ask yourself: "What is the problem? What is happening? Is it being repeated?"
- **THINK**
 - Think about the strategies that have been discussed in class.
 - "How do you feel? What do you want to happen? What can you try?"
- **DO**
 - Do it!
 - Do tell the person or people who are doing the bullying to stop their behaviour.
e.g. say "I don't like the way you" or "Stop it or I will tell the teacher!"
 - Don't react to the behaviour but walk away and report it.
 - Speak to a school staff member.
 - Or speak to any student or adult you trust.
 - Fill in a bullying slip and put it in the box at the office (Appendix: Bullying Slip).
 - Refrain from bullying others.

13.10.2 For Students

Bystander - If you have witnessed bullying behaviour:

Use **STOP THINK DO**

- **STOP**

- If you see someone bullying or being bullied – take note of what is happening.

- **THINK**

- You need to discourage it but you need to keep yourself safe.
- Encouraging or doing nothing is also a form of bullying .

- **DO**

- Tell the person to stop bullying.
- Go and stand next to the person being bullied.
- Get the victim out of there if it feels safe to do so.
- You may try to act as a mediator. Someone who listens to both sides and tries to help resolve the conflict.
- Support the person who is being bullied by saying, “We’re dobbing on you for bullying,” and go and get help from a teacher.
- Fill out a bullying slip and put in the box at the office.
- Remember to report bullying as soon as it happens, do not ignore it. When bullying is ignored it sometimes gets worse.

13.10.3 For Staff, Parents and Carers

What you can do:

- Look for signs of distress in children e.g. an unwillingness to attend school, a pattern of illness;
- Assure your child that the fault does not lie with them and that things can be turned around;
- Do not trivialize the problem;
- Be proactive and encourage your child to report the incident to their teacher or principal;
- Advise the child but try not to do everything for him or her;
- Support by listening and if possible, write down details; and
- Discourage retaliation. This is not a long term solution and can make the situation worse.

13.10.4 For Staff, Parents and Carers

To combat Cyberbullying:

- Monitor your child’s use of all Information Communication Technologies at home;
- Show an interest in your child’s on-line behaviours and use of technologies.
- Have the family computer in a public area of the house; and
- Encourage time away from computers and mobile phones.

13.10.5 For Staff

If a student reports bullying staff will:

- Listen to their concern and not trivialise it;
- Record the incident – clarifying the events;
- Speak with the Victim and the Perpetrator, separately;
- Follow up with Parents of both the Victim and the Perpetrator; and
- Use the Restorative Justice Process:

- What happened?
- What were you thinking about?
- What have you thought about since?
- What do you think you need to do to make things right?

13.10.6 Strategies staff will use to reduce bullying:

1. Prevention Strategies:

- Use the curriculum to teach students about respect and acceptance of others;
- Run programmes which help students participate and have a voice on issues e.g. class meetings, organise and play team games.
- Work in collaboration with the Student Services Team;
- Use the “STOP, THINK, DO” method for positive decision making;
- Remind students of the Anti-Bullying policy on a regular basis; and
- Provide Professional Development opportunities for staff to help them implement programs to assist students with regard to bullying.

2. Intervention strategies:

- Provide a range of support strategies for students;
- Talk with parents and carers about the situation;
- Participate in Restorative Conferencing; and
- Put consequences in place for those who bully others and follow up incidents.

3. Post-intervention Strategies:

- Monitor the situation between students and families to ensure that safety and wellbeing are maintained; and
- Review this and the Student Behaviour Management policies.

13.10.7 Consequences of Bullying

If a student is bullying others they can expect that:

- the incident will be investigated and recorded; and
- Parents/Caregivers will be contacted.

Other consequences may be that the student:

- has separate play;
- has withdrawal on the blue dots;
- has withdrawal in the office; and/or
- participates in positive social skills program.

If a student continues to bully they can expect the following will happen:

- Parents/Caregivers will be notified;
- they will be on restricted play; and
- they will be withdrawn and the student will be cased managed by the school Student Services Team.

If the bullying still continues they will:

- be suspended.

While these are our steps, their implementation is at the discretion of the principal. In some cases, where physical violence is involved, the police may be contacted.

Endorsed by the Campus Staff.....2017

Endorsed by the school Council/Board.....2017

To be reviewed June 2018