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| Related Policies and Legislation | Behaviour Management Policy  
Behaviour management procedure for parents on school camp |
| Policy Category                 | Behaviour Management                                                                         |
| Relevant Audience               | All Treetops Community                                                                       |
| Date of Issue / Last Revision   | 01 June 2010  
21 May 2015                                                                                   |
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| Person/s Responsible for Review | Treetops Administration                                                                      |

**Behaviour Management Procedure**

The school and teachers have a duty of care to their students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in the school’s care. The notion of reasonable care extends to ensuring that the school provides a safe, non-violent environment for all students and staff and includes the development of processes for the effective management of student behaviour.

We consider appropriate behaviour to be evidenced in the following ways:
- Respect for oneself, others, property and the environment.
- Socially acceptable behaviour at all times.
- Appropriate classroom and playground behaviour.
- Using appropriate language and tone.
- Good manners and courtesy.
- Compliance with reasonable instructions/requests
- Self-discipline.
To help students achieve these goals staff need to react with:

- Consistency.
- Immediacy.
- Repetition.
- An assumption of acceptance.
- Firm guidelines.

Rules need to be clearly seen as school specific; students need to have correct attitudes and behaviours modelled for them by teachers and older students and need to be encouraged to enjoy what they are doing rather than always expecting to do what they enjoy.

Inappropriate behaviour exhibits itself in many ways in children, the common factor being a need for the child behaving inappropriately to seek attention either consciously or unconsciously. Inappropriate behaviour falls into various categories some examples of which are as follows:

a) Aggression (physical): Pushing & shoving other children, biting, pinching, pulling hair etc.
b) Aggression (verbal): Name calling, shouting and screaming at others and generally saying unkind or scary things.
c) Disruption: Continuous disruption of the class by interruption of work, snatching things from others, being excessively noisy etc.
d) Damage: Damaging or not taking care of furniture, buildings, ground or property.

For all forms of misbehaviour we take into account all possible elements of the situation. Was there provocation? Was the child who has misbehaved sick or upset due to such things as a house move, a new baby, problems at home etc.?

Staff Roles and Responsibilities in Student Behaviour Management:

Treetops has adopted a whole school approach to student behaviour management. To maximise the effectiveness of their approach, the following roles and responsibilities are accepted by staff:

**Classroom Teachers agree to:**

- Create a positive classroom environment and reinforce appropriate behaviour.
- Be aware of the school and classroom rules and display them in the classroom.
- Be consistent in approach and firm in application of behavioural consequences.
- Focus on student’s behaviour, rather than the student.
- Place emphasis on the resolution of difficulties and conflict.
- Follow up and follow through on behaviour management issues.
- Be familiar with relevant policy.
- Manage recording and filing of any student behaviour reports.

**The Principal agrees to:**

- Promote a positive school environment.
- Provide support for classroom teachers with implementing classroom practices and procedures.
- Coordinate Treetops behaviour management plan.
- Support the principles of behaviour management.
- Contact parents concerning serious inappropriate behaviour.
- Suspend a student from school as stipulated in the Behaviour Management Steps for any severe breach of behaviour.
- Manage end of line behaviour management strategies.
Actions for Behavioural Management:

Gums:
- Gently remind the child about appropriate behaviour and the class rules.
- If inappropriate behaviour persists direct the child to the “Reflection Chair” to think about their behaviour.
- After a brief period, speak to the child and ask them to explain their actions and work with them on determining the consequences of their actions and better choices and appropriate action, should this situation arise again.
- If the inappropriate behaviour persists inform the parents. Discuss with the parents strategies and work together with the parents towards a solution to the problem.
- If the child is still unmanageable contact the Principal and bring the child to the Principal’s office. The parent will then be contacted and asked to collect the child.
- If two children are having a disagreement they may choose to use the “Peace Rose” and take turns to speak to each other about their feelings. (A lesson will have been previously given to the children so that they are aware of this procedure.) While speaking, the children will be encouraged to reach a solution. After a solution is reached, or the children have moved on from their difficulty, they place their hands on the stem of the rose and say in union – We declare peace!

Wattle:
- Gently remind the child about appropriate behaviour, the class rules and the relevant virtue (kindness, consideration, cooperation etc.)
- If inappropriate behaviour persists either:
  - Increase the supervision, for example bring the child to work at the teacher’s desk.
  - Remove the child from the group to give them time to reflect on their actions.
- Work with the child on determining what would be the appropriate action should this situation arise again.
- Use the Peace table for conflict resolution.
- If the child is persistent in the inappropriate behaviour have them stay in for a short time at lunchtime and remind them that if they waste time in the class then they are required to make that time up in their ‘playtime’.
- Depending on the severity and persistence of the misbehaviour parents are contacted. Discuss with the parents strategies and work together with the parents towards a solution to the problem.
- If the child is still unmanageable, or the inappropriate behaviour continues, the Principal is informed and other strategies are sought. The parent will again be contacted.
- If a child’s behaviour does not improve despite all efforts, and where parents will not comply with our request to seek further specialist advice and assessment, the school may have to ask the parents to remove the child from the school. This is an extremely rare situation and would only ever be a last resort.
**Karri, Jarrah and Tuart:**

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Behaviour Management Steps for Students:

**Level 1: Positive Classroom Behaviour**
- Not distracting others.
- Listening to the teacher.
- Respecting teacher, students and environment.

Misbehaviour occurs

**Level 2: Teacher**
- Teacher implements management strategies.
- Teacher contacts parent/s.

Behaviour improved?  No/Yes

**Level 3: Parent Involvement**
- Student/Teacher/Parent meeting, including any relevant professionals if required.
- Student given a copy of this form.
- Goal setting for a review in one week.

Behaviour improved?  No/Yes

**Level 4: Principal Support**
- Written report given to Principal.
- Principal conducts a student interview.
- Parent contact made.
- Consequences applied may include extended isolation or suspension.
- Principal gives feedback to all relevant staff.

Behaviour improved?  No/Yes

**Level 5: Principal Action**
- Written report given to Principal.
- Parent contact made.
- Suspension applied.

Behaviour improved?  No/Yes

**Level 6: Principal Action**
- Expulsion applied.

Resolved
**Documented Plans**

A documented plan is used 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, the school’s current management strategies are not proving effective, or is documented and/or diagnosed by an appropriately qualified professional.

The Disability Discrimination Act 1992, the Disability Standards for Education 2005, and the Equal Opportunity Act 1984 are federal and state legislation that may also apply in the requirement and documentation of all plans.

For these plans to be effective, they should:

- Be negotiated between school staff, students, parents and specialists involved.
- Reflect the age and development needs of the student and consider the context in which the behaviours occur.
- Clearly describe the desired behaviour/goals of the student.
- Outline both positive and negative consequences required to shape the desired behaviour.
- Outline changes required to the learning environment to support the student to modify their behaviour.
- Outline other support available to the student and how this can be accessed.
- Contain a review process to assess, change and modify the plan.

Risk Management Plans used when the student’s behaviour is considered to present a physical risk to the safety of staff or students. These plans should include:

- A summary of the student’s behaviour and the risk it presents.
- The known antecedents to the behaviour and strategies which de-escalate this behaviour.
- Strategies which are in place to support staff to manage the risk and advice as to how staff should access this support.
- An outline of the other resources required to manage the student’s behaviour.
- An outline of the method of communicating this plan to staff.
- A documented outline of how to respond to the behaviour.
- Appropriate training on how to respond if necessary.
- Regular revision of the documented plan.
- Essential to seek assistance or advice from professionals involved to establish the plan, and regular communication in plan revision.

**Major Breaches**

When responding to any major breaches of school discipline, it is important to ensure that the behavioural expectations are reasonable for the person to comply given the circumstances of the case, and that the person is able to comply under the Disability Discrimination Act 1992 and Disability Standards for Education 2005. A documented plan is required if the person is not able to comply.

**Behaviours which will be considered a breach or serious breach of discipline**

- Bullying behaviour.
- Physical assault or intimidation of staff.
- Verbal abuse or harassment of staff.
- Physical assault or intimidation of students.
- Verbal abuse of harassment of students.
- Wilful offence against property.
- Substance misuse (legal substances such as cigarettes, alcohol, or prescribed medication).
- Illegal substance offences (those illegal under the Criminal Code).
Isolation
If a student is isolated they will be removed to a room away from other students.

Suspension
The suspension of a student from school can occur when it is considered that the student has committed a breach of school discipline.

The school will determine the maximum period of suspension that can apply. Planning for the student’s return and consultation with the parents will occur during the time the student is suspended and be completed before the student returns.

The Principal will:
- Inform the student and their parent of the reason for the proposed suspension and the intended duration of the suspension; and
- Provide the student and their parent a reasonable opportunity to respond. If the principal cannot contact the parent by phone then they must send a letter outlining the intent to suspend and providing the parent with the opportunity to respond.

If after considering all of the relevant evidence including explanations from the student and their parent, the principal decides that there are sufficient grounds for the student to be suspended, the principal must notify the student and their parent in writing of the suspension.

Conditions that are attached to a period of suspension should specify:
- Any permission granted for the student to attend school during their period of suspension;
- The school response to a student entering school property without specific permission being given by the principal;
- That the parent is responsible for the student during the period of suspension from school; and
- Any other specific conditions considered to be necessary by the principal.

Documented education plans need to be revised after a suspension.

Expulsion
The principal can recommend that exclusion be made as a consequence of student behaviour that breaches school discipline when the student’s behaviour:
- Has threatened the safety of any person on the school premises or participating in an educational program of the school;
- Is likely to cause or result in damage to school or personal property; or
- Has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for exclusion can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.
Behaviour Management Resources for Schools
More information on the following resources is available through the Inclusive Education Consultants at AISWA.

- PATHS – Promoting Alternative Thinking Strategies
- Friendly Schools Plus
- PART – Predict, Assess, Respond to Challenging/Aggressive Behaviour

The Inclusive Education Consultants at AISWA can be contacted on ie@ais.wa.edu.au