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1 Purpose

The Academy aims to foster relationships and trust within a learning environment that is safe, responsive, and wellbeing focused. Communicare Inc. as an organisation, has a commitment and approach to minimising risk of harm to children and young people and the related *Keeping Children and Young People Safe Policy*. This *Student Behaviour Support Policy* should be read in conjunction with the *Keeping Children and Young People Safe Policy*.

Staff have been trained in Trauma Informed Practice and various other strategies in de-escalation and behaviour management. This Behaviour Support Policy outlines the Academy's approach to behaviour management and support within these guidelines.

2 Scope

This policy covers all Academy employees', volunteers', placement students', and others', approach to behaviour management. The document covers all situations both on school grounds or outside of the school property on excursions and camps or any other school related event.

Communicare Academy explicitly forbids the use of any form of child abuse, corporal punishment, or other degrading punishment. Any act of behaviour management which includes these types of punishments/abuse is not endorsed by this policy and will result in disciplinary action.

3 Policy

3.1 Duty of Care

Schools owe a duty of care towards their students, which exists whenever and wherever the student is in their care. Part of this duty of care is ensuring the school provides a safe environment for all students. This policy forms part of that duty of care by ensuring we are managing individual students' challenging behaviours for the safety of other students in a way that is supportive of the individual with the challenging behaviours.

3.2 Understanding Student Behaviour

The Academy operates under a trauma informed framework using elements of 'Positive Behaviour Support' to ensure all students have their behaviour needs met. It is understood that student behaviour, in any form, is communicating a need, is often learned from others within their environment, and can be taught and changed with the right supports.

All staff at the Academy will apply this policy with those key points in mind. Every effort will be made by the Student Services Team to provide the required supports for each student in order to support students' complex needs. By doing this, we ensure that students have the best chance to learn new

behaviours and strategies to meet their needs. Behaviours which will contribute to a safe and positive learning environment for all.

3.3 Behaviour Support Principles

The Academy is responsible for ensuring that effective policies and processes are in place to support positive student behaviour in line with the school's ethos and values.

To successfully achieve this, we:

- Make the best interests of the child a primary consideration in all aspects of our operations.
- Consider the safety and wellbeing of all school staff and all other members of the school community.
- Adopt a whole school approach to managing student behaviour, training staff, and engaging in professional learning.
- Have developed our Behaviour Support Policy and Plan with the Academy's Values and Principles as a guiding document.
- Engage in regular professional development to ensure staff are up to date on current research and strategies.
- Focus on early intervention and providing supports for students as needed.
- Provide extensive opportunities through Fixed Focus classes, Wellbeing classes, engagement programs, and extra-curricular activities, for students to develop respectful and positive relationships with others.
- Encourage students through our student wellbeing process, to be reflective in their behaviour and wellbeing.
- Recognise student indicators and triggers and develop whole team strategies to support each student.
- Outline the procedures for the management of ongoing or serious challenging behaviours.
- Ensure record keeping is secure and accurate.
- Ensure that communication is clear within the team to best support students.
- Have students develop and review the Student Code of Conduct, which is displayed around the school and discussed upon enrolment.
- Provide students with opportunities to develop appropriate behaviours, self-control, and resiliency through interactions with teachers and other staff, and through the curriculum.

3.3.1 Written Warning System

The Academy operates a Written Warning system to provide students with opportunities to choose different behaviours, or to seek the help they are communicating they need in that moment. The purpose of Written Warnings is not to penalise students for experiencing a bad day, it is to provide students with ample opportunities to engage in supportive measures to ensure their behaviour is not impacting negatively on other students or staff. This is important within a CaRE School setting as there are many students with varying mental health diagnoses who are easily affected by challenging behaviours.

3.3.2 Recording Written Warnings

Written Warnings are recorded in SEQTA and are always given with the student's knowledge. It is important staff clearly communicate the need for a Written Warning to the student so they can make the

right decisions. The main Written Warning categories are aggression, non-compliance, mobile phones, smoking, swearing, or violence, with an 'other' category if the Written Warning is more complex.

Written Warnings for Smoke, Violence, or using a Mobile Phone are automatic. Students are made well aware of this during enrolment, assemblies, and through visual information throughout the school. Written Warnings in other categories usually come after the process described in 3.3.3.

3.3.3 Giving Written Warnings

- Staff should only give out Written Warnings when all other de-escalation strategies have failed.
- If these strategies, such as re-direction, Student Services break etc, fail then the staff member must verbally ask the student to refrain from whatever the behaviour is.
- Should the student continue, the staff member then gives a verbal warning that the next time will be written.
- If the behaviour still continues the staff member gives the student a Written Warning.
- The staff member must then record the Written Warning in SEQTA as soon as possible, checking the number of prior Written Warnings that week and labelling theirs accordingly.
- If the student has received prior Written Warnings, the staff member must take the action as listed in the Behaviour Management Plan.

3.3.4 Behaviour Management Plan

This process is made clear on enrolment, posted around the school, discussed at assemblies, and regularly throughout daily operations. On some occasions, the Principal may need to make the decision to subvert this process if another course of action for a student in a particular context is deemed necessary.

The Plan has been developed in a way that is easier for students to understand and can be viewed in Appendix A.

3.4 House Point System and Student Rewards

The focus of the Behaviour Support Policy is on positive reinforcement through our House Points System. On enrolment, students are placed in one of four Houses. Allegiance (Green), Courage (Red), Spirit (Yellow), Wisdom (Blue).

All staff utilise the pastoral care notes in SEQTA to record positive messages and points regarding student behaviour in various categories. Staff will endeavour to notice and reward positive behaviours at every opportunity to ensure that those choices are reinforced.

During each assembly the points leader board is displayed for students and opportunity is given for students to provide feedback and suggestions. The team spirit is further strengthened each morning during Connect class within the house groups.

At the end of each term the Academy holds a 'points auction' where students can use their points to bid on prize items. The winning House for the term are also rewarded with a whole House excursion. The points are then reset at the start of a new term.

During the Presentation Ceremony the student with the most points for the year, and the house with the most points for the year, are awarded with the House Point Shield as further positive reinforcement.

3.5 Documented Plans

If a student requires additional support in following the policy and Student Code of Conduct, strategies will be included in their Individual Education Plan to assist staff in better understanding and managing that behaviour. If necessary, the student, their parents/guardians, and Academy Leadership Team may develop an Individual Behaviour Plan for a more comprehensive support plan for that student.

3.6 Risk Management Plans

Risk Management Plans are used when a student's behaviour is considered to present a physical risk to the safety of staff, other students, or them self. The Risk Management Plans are developed with input from a multi-disciplinary team including, where possible, the student's external health care or psychological providers.

3.7 Student Code of Conduct

This document has been developed by students and is reviewed by students on an annual basis. The document covers expected behaviour standards which students have decided are appropriate for their learning environment. The current version of the Student Code of Conduct is provided in Appendix B.

3.8 Restraint and Physical Contact

Restraint and physical contact are always to be used as a last resort, after all other suitable de-escalation strategies have failed, and when the student is threatening the safety of others or themselves. According to the United Nations Declaration of Human Rights (1948), we violate the rights of individuals to whom we are providing services when we:

- Physically force them to stop doing something they want to do when what they want to do is not dangerous.
- Physically force them to start doing something we want them to do.

Staff at the Academy are trained in de-escalation and restraints through the Team Teach program run by AISWA. This course provides training in positive handling strategies (including physical restraint) for responding to and managing challenging behaviours.

3.8.1 Physical Restraint

Physical restraint is to only be implemented by staff that have been trained in the Team Teach program and should only be considered once alternatives have failed or are deemed inappropriate.

When restraint is used:

- It will be used in such a way as to minimise or prevent harm.
- Staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible.
- It will stop as soon as staff determine the student is no longer presenting a risk to safety.
- The Principal will provide appropriate support to staff, the student and parents/guardians as required after the restraint.

Any instance that has required the use of a physical restraint must be reported to the Principal and documented as an Incident in both SEQTA and iAlert.

3.8.2 Physical Contact

There are limited occasions in which staff members at the Academy would be required to physically touch students. Unless it is otherwise specified in a disability care plan, IEP, or other documented plans, students at the Academy are able to dress, toilet, and feed themselves, and so staff are not required to support, physically, students in these activities.

Staff are also advised to not engage in affectionate physical contact with students, such as hugging, patting on the back, squeezing the shoulder, as this can both cross the respectful boundary of the staff/student relationship, but can also be triggering for some students. If a student initiates a hug or affectionate/supportive contact with a staff member, the staff member must gently break the contact and remind the student of appropriate boundaries with a staff member. Students can be encouraged to engage in more appropriate forms of contact such as a high five or a handshake. More guidance on this can be found in the *Academy Staff Code of Conduct* within the grooming behaviours guidance.

The main reasons a staff member may need to engage in physical contact with a student would be during a restraint, while breaking up a fight, or while providing first aid. At any other time, it is strongly advised that staff avoid physical contact.

3.9 Student Breaches of this Policy

The Principal will consider the context of each breach of this policy to ensure that the best course of action is taken. The behavioural expectations placed on a student by this policy, must be considered achievable in the context of their personal disability diagnoses or imputed disabilities. Under the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005* students must be considered able to comply with this policy, so in some circumstances alternate courses of action may be taken in order to best support an individual student while also supporting the safety of the learning environment as a whole.

3.9.1 Suspension

Students will usually be suspended for a period of 3 days after a display of aggression, physical damage to school or others' property, smoking on school grounds, or other similar level incidents. The Principal and Leadership Team will consider the student's individual context before issuing the suspension. Should it be an unsuitable option to suspend the student at home, alternate options will be employed, such as in-school suspension, known as *Reflection*.

3.9.2 Withdrawing a Student's Enrolment

The Principal may withdraw the place of a student as a consequence of behaviour that breaches this policy and Student Code of Conduct where that student's behaviour:

- Has threatened the safety of any person on the school premises or participating in an education program of the school.
- Is likely to cause or result in damage to school or personal property.
- Has significantly disrupted the re-engagement or wellbeing of other students.

The behaviour that leads to a Withdrawal can be either a serious isolated incident or a persistent pattern of behaviour which has not changed despite intervention.

The Principal will communicate this with the student's parent/guardians as soon as possible and will follow up with a written communication outlining the reason for the student's withdrawal. Every effort will be made to provide the student and their parents/guardians with referrals to, or information about, other suitable pathways for that student.

3.10 Procedural Fairness

At minimum, procedural fairness in implementing student discipline requires that:

- There is a clear relationship between the rules and the allegation against the student
- The student is informed about the nature of the complaint or alleged breach in such a way that he or she can understand it clearly.
- The student is given a reasonable opportunity to respond to the allegations or complaint.
- There is a hearing appropriate to the circumstances
- Both the investigator and decision-maker/adjudicator (who may be the same person) are free from bias and from the perception of bias.
- There is evidence to support a decision.
- Disputed matters are fully investigated.
- The process and outcome are apparently free from discrimination on prohibited grounds.
- The response (consequence) is proportionate to the student's conduct.
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3.11 Concerns, Complaints, and Disputes

Students and their parents/carers can submit any concerns, complaints, or disputes regarding this policy at any time which will be forwarded to the Principal and acted upon as per the Academy's *Concerns, Complaints, and Disputes Policy*.

Students also have the opportunity during Community Circle to raise concerns or feedback regarding the Behaviour Support Policy

4 Responsibilities

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|-----------|---|
| Principal | <ul style="list-style-type: none"> • Implement policies and procedures which provide a safe school environment • Implement strategies which build a positive school culture • Consulting relevant bodies and professionals in developing and reviewing best practice and policies • Communicate expectations to staff |
|-----------|---|

- Model and support the ongoing implementation of the policies and procedures
 - Provide regular training on student behaviour and management strategies
 - Provide regular training and updates on TeamTeach restraint strategies
- Staff
- Read, understand, and comply with the policies and procedures
 - Follow the Behaviour Support Policy when managing and supporting student behaviour
 - Understand current research and practices in student management, especially in students with disabilities and other disorders
 - Collaborate with other staff for additional strategies
 - Build and maintain positive relationships with students and other staff
 - Non-teaching staff understand that all strategies to be used, should be under teacher and/or leadership guidance and in line with policy
- Parents/Guardians
- Be aware of the school's *Student Code of Conduct* and the role they play in the process
 - Be part of building positive school culture that fosters caring and respectful relationships
 - Provide information to the school if circumstances change for their child
 - Collaborate with staff to ensure that their child can be provided with the best support needed
- Students
- Understand the standards and expectations of their conduct and behaviour as stated in the school's *Student Code of Conduct*
 - Be aware of the procedure if these standards and expectations are not met

5 Abbreviations, Acronyms and Definitions

Bullying and Harassment

For the purpose of Standard 10.7 of the *Non-Government Schools Registration Standards (2020)* the Director General of the Department of Education WA, has adopted the national definitions of bullying and harassment available on the *Student Wellbeing Hub20* and *Bullying. No Way!* Websites and expects schools to adopt these or closely similar definitions.

- *Bullying* is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.
Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.
Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.
- *Harassment* is behaviour that targets an individual or group due to their identity, race, culture, or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates, or creates a hostile environment.
Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

Child Abuse	<p>Four forms of child abuse are covered by WA law and are defined by the Department of Communities:</p> <ol style="list-style-type: none"> (1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver (2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child’s age and developmental level, and includes sexual behaviour in circumstances where: <ol style="list-style-type: none"> (a) the child is the subject of bribery, coercion, a threat, exploitation, or violence. (b) the child has less power than another person involved in the behaviour; or (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour. (3) Emotional abuse includes: <ol style="list-style-type: none"> (a) psychological abuse; and (b) being exposed to an act of family and domestic violence. (4) Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care, or nurturance to such an extent that their development is damaged, or they are injured. Neglect may be acute, episodic, or chronic.
Code of Conduct	<p>The policies which govern expected behaviours of staff and of students, to contribute to a positive and safe learning/working environment for all. These Codes outline the expected standards of behaviour and the consequences of choosing inappropriate behaviours.</p>
Corporal Punishment	<p>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 with 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.</p>
Degrading Punishment	<p>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.</p>
Rules of Procedural Fairness	<p>These rules require:</p> <ol style="list-style-type: none"> 1. A hearing appropriate to the circumstances. 2. Lack of bias. 3. Evidence to support a decision. 4. Inquiry into matters in dispute.
Violence	<p>Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.</p>

6 Related Documents/Legislation

005	<p>Academy Staff Code of Conduct Academy Staff Handbook Academy Student Code of Conduct Academy Student Enrolment Pack Behaviour Management Plan Bullying Policy</p>
008	<p>Bullying. No way! – Australian Government Child Protection Policy</p>

<p>COR-GUD-0010 012</p> <p>COR-POL-0084</p> <p>COR-PRO-0069</p> <p>COR-GUD-0008</p> <p>www.teamteach.com.au</p>	<p>Child Safe Organisations: National Principles for Child Safe Organisations – Australian Human Rights Commission</p> <p>Classroom Management Plan</p> <p>Code of Conduct Principles</p> <p>Concerns, Complaints and Disputes Policy</p> <p>Creating Child Safe Institutions – Royal Commission</p> <p>Keeping Children and Young People Safe Policy</p> <p>Keeping Children and Young People Safe Procedure</p> <p>Keeping Children and Young People Safe Resource Document</p> <p>Mind Matters</p> <p>Student Wellbeing Hub – Australian Student Wellbeing Framework – Australian Government</p> <p>TeamTeach - APAC</p> <p>Trauma Informed Practice Framework – Communicare</p>
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7 Appendices

Appendix A – Academy Behaviour Management Plan

Appendix B – Student Code of Conduct

8 Document Governance

Prepared by:	Rebecca Morse	Head of Teaching	08/11/2021
Approved for use by:	Matthew Borgward	Principal	23/06/2022
Date endorsed by the Board (only applicable to certain policies):			
Summary of change from last revision (n/a if first time issued):	Updated to reflect modifications of approach, TeamTeach inclusion, and Keeping Children Safe Policy references.		

Appendix A



BEHAVIOUR MANAGEMENT PLAN

Written Warning 1

I have to: Listen to the staff member, change my behaviour, apologise, contribute to a safe environment.

My options are: Ask to go to Student Services, correct my behaviour, reflect on if I should be at school.



Written Warning 2

I have to: Go to Student Services, agree to restorative communication if requested by staff, parents/carers contacted.

My options are: Make a decision to go home or stay at school, ask to go to a buddy class, explain behaviour to Student Services.



Written Warning 3

I have to: Go home if requested by school, go to a buddy class of the staff's choice, explain behaviour to Student Services.

My options are: Decide if I should go home, understand if I receive another Written Warning I will be suspended.



Written Warning 4

I will be: Sent home with work, wait for a re-entry meeting the following week with Principal and staff.

1 cycle in a term will result in being placed on Case Management

2 cycles in a term will be put on a preventative measures suspension

3 cycles in a term will result in enrolment at the Academy being withdrawn

Appendix B

**Student Code of Conduct**

As a member of Communicare Academy, I understand and agree to the following:

It is my choice to be here

I am here to learn and succeed

I am responsible for my actions

I come here with a clear mind and healthy body

I contribute to a safe, respectful, and cooperative community

(taken from Port Community School Code of Conduct 2013)

I therefore agree that **I will**:

- Treat staff and fellow students with respect. This means I will not swear at them nor take or damage their belongings.
- Attend all of my scheduled classes and not go to a class for which I am not scheduled.
- Hand in my mobile phone at the beginning of the day.
- Follow all legal and reasonable requests, directions and instructions from staff.
- Treat all property with respect, which includes but is not limited to the building, the equipment.
- Respect the privacy and human dignity of my peers.

I agree that **I will not**:

- Smoke on school premises
- Leave the school during the day unless I have an approved, prior appointment
- Attend school under the influence of alcohol or other non-prescribed drug or substance
- Consume or supply alcohol or other non-prescribed drug or substance
- Bully, harass, or abuse my peers