



Department of
Education

STUDENT BEHAVIOUR POLICY

STUDENT BEHAVIOUR PROCEDURES

This PDF contains the following documents:

Document 1:

Student Behaviour Policy v2.0

Effective: 4 January 2016

Document 2:

Student Behaviour Procedures v2.0

Effective: 4 January 2016



Department of
Education

STUDENT BEHAVIOUR POLICY

EFFECTIVE: 4 JANUARY 2016

VERSION: 2.0 FINAL

1 POLICY STATEMENT

Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour.

2 POLICY RULES

Principals must, in accordance with the *Student Behaviour Procedures*:

- document a whole school plan to support positive student behaviour;
- implement the documented whole school plan to support positive student behaviour; and
- provide individual student behaviour support where the need is identified.

3 RESPONSIBILITY FOR IMPLEMENTATION AND COMPLIANCE

Principals are responsible for implementation of the policy.

Line managers are responsible for compliance monitoring.

4 SCOPE

This policy applies to principals.

5 SUPPORTING PROCEDURES

Student Behaviour Procedures

6 DEFINITIONS

BEHAVIOUR

A student's learned actions, identified in a school's code of conduct, that contribute to the student's growth and development and the school's good order and proper management.

BEHAVIOUR SUPPORT

The educational support a student receives from the school in order to learn and maintain identified behaviour.

STUDENT

A person who is enrolled at a Department of Education school.

7 RELATED DOCUMENTS

RELEVANT LEGISLATION OR AUTHORITY

Disability Discrimination Act 1992 (Commonwealth)

Disability Standards for Education 2005

Equal Opportunity Act 1984 (WA)

School Education Act 1999 (WA)

School Education Regulations 2000 (WA)

State Records Act 2000 (WA)

RELATED DEPARTMENT POLICIES

Child Protection

Dress Codes for Students

Duty of Care for Students

Emergency and Critical Incident Management

Records Management

Risk and Business Continuity Management

Student Attendance

Students at Educational Risk

Students Online

OTHER DOCUMENTS

Complaints Management Toolkit

Effective Teaching

Emergency and Critical Incident Management Plan Template

Guidelines for Implementing Documented Plans in Public Schools

School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury

Homework Guidelines

Keeping Our Workplace Safe

Physical Contact with Students

Records Management Manual for School College and Campus Records

Talking with My School

8 CONTACT INFORMATION

Policy manager: Director
Student Support Services
T: (08) 9402 6384

Policy contact officer: Principal Consultant
Behaviour and Attendance Branch
T: (08) 9264 5696

9 REVIEW DATE

4 January 2019

10 HISTORY OF CHANGES

Effective date	Last update date	Policy version no.	Ref no.	Notes
4 January 2016		2.0	D15/0408182	This new policy replaces the Behaviour Management in Schools policy. Endorsed by the Director General on 9 December 2015 D15/0557868.



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1 POLICY SUPPORTED

Student Behaviour Policy

2 SCOPE

These procedures apply to principals.

3 PROCEDURES

3.1 DOCUMENT A PLAN FOR WHOLE SCHOOL POSITIVE STUDENT BEHAVIOUR SUPPORT

The principal will document a whole school plan to support positive student behaviour that includes:

- a school code of conduct stating the behaviours that students are required to learn and maintain at the school;
- the roles and responsibilities of staff in implementing whole school behaviour support;
- teaching and classroom management strategies that support positive student behaviour including:
 - the management of the school environment to promote positive student behaviour;
 - the school's strategy for communicating to parents on students' behaviour;
 - the school's strategy for deciding on the application of disciplinary measures;
 - the school's approach to coordinating with external agencies where required;
 - measures to address:
 - all forms of bullying;
 - aggression;
 - drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education;
 - the presence of weapons on school sites;
 - risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment;
- the rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules; and
- the strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

The principal will:

- consult with the school council/board on this planning;
- review whole school behaviour support planning at least annually, and whenever school data indicates the need; and
- report at least annually to the school council/board on the school's performance in behaviour support.

3.2 IMPLEMENT THE WHOLE SCHOOL PLAN FOR POSITIVE STUDENT BEHAVIOUR SUPPORT

The principal must implement the documented whole school plan to support positive student behaviour in ways that:

- make the best interests of the child a primary consideration;
- maintain a positive school approach;
- incorporate personalised adjustments based on student need;
- maintain cohesion of behaviour support for students across contexts and teachers;
- build consistency in behaviour support in and out of school, through liaison with parent(s) and community;
- are culturally, developmentally and psychologically appropriate;
- support the growth of self-regulation and peer-regulation and reduce the need for adult intervention;
- use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others;
- complement the behaviour interventions or therapies provided by external practitioners or agencies;
- respond to the assessment of school behaviour data; and
- comply with the requirements detailed in the *Positive Behaviour* website.

3.3 PROVIDE INDIVIDUAL STUDENT BEHAVIOUR SUPPORT WHERE THE NEED IS IDENTIFIED

The principal must provide individual student behaviour support where the need is identified through:

- monitoring students whose behaviour needs are not adequately met by the whole school support plan;
- advice received from regional and Statewide Services staff, as required;
- liaising with external agencies or experts, as required;
- information received from the student and his/her parent(s) to inform the personalised behaviour support plan; and
- reviewing records of enhancements in behaviour support and their outcomes.

Guidance

*Resources and tools to assist with behaviour support planning, provision and assessment are available through the *Positive Behaviour* website.*

4 DEFINITIONS

BEHAVIOUR

A student's learned actions, identified in a school's code of conduct, that contribute to the student's growth and development and the school's good order and proper management.

BEHAVIOUR SUPPORT

The educational support a student receives from the school in order to learn and maintain identified behaviour.

PARENT(S)

A person or persons who at law have responsibility for the care, welfare and development of the child, whether long term or day to day.

SCHOOL'S CODE OF CONDUCT

The school's code of conduct describes the behaviours that students are expected to learn and maintain.

STUDENT

A person who is enrolled at a Department of Education school.

5 **RELATED DOCUMENTS****RELEVANT LEGISLATION OR AUTHORITY**

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