



### **SCHOOL VISION**

*Our school provides quality educational experiences and opportunities for students and teachers in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the skills, knowledge and confidence for future success and Wellbeing.*

## **SCHOOL VALUES**

**BE RESPECTFUL**

**BE RESPONSIBLE**

**BE SAFE**

## **Berkeley West Public School Wellbeing Procedures**

*Our Student Behaviour Strategy will help us build an inclusive education system where every student is known, valued and cared for and all students are learning to their fullest capability.*

'Student Behaviour Strategy' published by the Minister of Education Sarah Mitchell 2021

**Updated December 2022**

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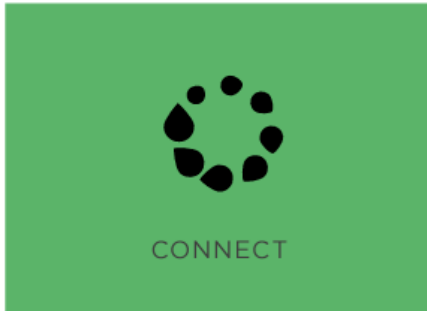
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## 1.1 Principles

Berkeley West Public School strives for excellence in teaching and learning, connecting on many levels and building trusting and respectful relationships for students to succeed.

Berkeley West Public School has adopted the three overriding priorities of the NSW Department of Education (DOE) 'Wellbeing Framework for Schools':



This document provides a framework for Student Wellbeing that ensures a safe and caring learning environment for all students at Berkeley West PS.

## 1.2 Outcomes

### **Connect:**

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

### **Succeed:**

Our students will be respected, valued, encouraged, supported and empowered to succeed.

### **Thrive:**

Our students will grow and flourish, do well and prosper.

## 1.3 Wellbeing Domains

Berkeley West PS promotes a philosophy of supporting students towards taking responsibility for their own behaviour through recognising the multidimensional nature of wellbeing.

Cognitive	Emotional	Social	Physical	Spiritual
Associated with achievement and success.	Relates to self-awareness and emotional regulation	Includes the extent to which we experience positive relationships and connectedness to others.	Is associated with the extent to which we feel physically safe and healthy.	Relates to our sense of meaning and purpose.

## 2.1 School Behaviour Code

*Teachers, parents and students working cooperatively together towards achieving a positive school environment.*

Berkeley West PS is committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### Behaviour code for students NSW public schools

#### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

#### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

##### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

##### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

##### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time

- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The Principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgement. In this context the NSW Government and the Department of Education will back the authority and judgement of Principals and school staff at the local level.

## **3.1 Responsibilities**

Responsibilities lie with the whole school community in encouraging all students to work toward attaining academic excellence. Berkeley West PS provides strategies to promote effective learning and sound discipline through:

### **School Responsibilities**

The school will work to ensure positive attitudes and behaviour by:

- developing clear and consistent school values and expectations in consultation with staff, students and community
- showing genuine concern for all students as individuals
- providing clearly structured, consistent and appropriate school routines
- offering procedural fairness and a right to being heard by all students and parents on school related matters
- implementing appropriate teaching, learning and wellbeing programs across the school
- maintaining and promoting high standards for student learning and behaviour at all times
- encouraging student leadership and participation through an active Student Representative Council
- developing student communication skills in a variety of social situations through explicit teaching and providing opportunities to put skills into place
- implementing comprehensive health education programs
- promoting and recognising appropriate student behaviour
- promoting regular attendance and punctuality
- communicating student concerns to families
- providing information on counselling services
- providing professional learning for relevant stakeholders in teaching and student management
- promoting a sense of pride in the school community
- promoting fair treatment for the whole community
- developing partnerships through school and community including the Parents and Friends (P&F) group, parent/teacher functions, sport, business and cultural groups.

### **Family Responsibilities**

Parents and carers should work in partnership with the school by:

- ensuring consistent, regular attendance
- communicating reasons for absences and other matters that affect student performance
- encouraging and supporting holistic school achievement
- providing their children with an adequate breakfast, recess and lunch to facilitate effective learning
- encouraging adherence to the school's core values and behaviour expectations
- supporting the school's teaching, learning and Wellbeing programs
- providing a supportive and caring home study environment
- working with the school to promote self-regulation and respect for the rights of others
- participating in decision making processes through appropriate representation on school committees
- engaging in school wide activities and events
- respond promptly and appropriately to contact from the school
- ensuring their children arrive safely to and from school each day
- providing a school uniform and encouraging students to wear it appropriately

### **Student Responsibilities**

Students are responsible for:

- engaging in learning by being organised and prepared
- following the school core values of Respect, Responsibility and Safety
- attending school regularly

## **4.1 General school procedures and routines**

### **Before Lessons (Morning 8.30am-8.55am)**

- All students are to wear hats when outside - No hat, play in the shade (Yrs K-2 under covered walkways or the play equipment and yrs 3-6 under the cola)
- Years 3-6 students remain on concrete area in Primary playground
- K-2 students in the K-2 playground and may play on the grass but without sports equipment
- Students may play on fixed equipment (K-6)
- Students may bring a handball (K-6) or basketball (3-6 only) to play with
- Line up in designated areas at the 8.55am bell

### **1st Half Lunch (11.00-11.25am)**

- All students are to wear hats when outside - No hat, play in the shade (Yrs K-2 under covered walkways or the play equipment and yrs 3-6 under the cola)
- Students take all required personal items when leaving classroom
- Students remain seated whilst eating/drinking and only stand to place rubbish in the bin or see the teacher
- At approximately 11.10am, the teachers call for students to line up for the canteen in one line. K-2 students are walked to the canteen by a teacher. 3-6 students walk to the canteen, remaining in line order whilst the duty teacher monitors for safe behaviour near the infants building
- At 11.10am the duty teacher will begin dismissing students to play. Students remain seated until the teacher has checked they have finished eating, checked their area for rubbish and dismissed them to play. If K-2 students have not finished eating they must be directed to go to the 'eating bench' to finish eating their food before going to play
- Students may play with allocated sports equipment in designated areas or on the fixed playground equipment
- At the 11.25am bell, the duty teachers change for 2nd half lunch

### **2nd Half Lunch (11.25am-11.50am)**

- All students are to wear hats when outside - No hat, play in the shade (Yrs K-2 under covered walkways or the play equipment and yrs 3-6 under the cola)
- At the 11.48am bell a warning bell indicates that students should go to the toilet and return all sporting equipment
- At the 11.50am bell students move promptly to designated line up area and wait for teacher instructions

### **Afternoon Recess (1.40-2.00pm)**

- All students are to wear hats when outside - No hat, play in the shade (Yrs K-2 under covered walkways or the play equipment and yrs 3-6 under the cola)
- Students remain seated whilst eating/drinking and only stand to place rubbish in the bin or see the teacher
- Students only go to the canteen to collect food at 1.40pm if they have pre-ordered food (the canteen supervisor will send students who have not pre-ordered back to their eating area)
- At 1.45pm, teachers call for students who have not pre-ordered to line up for the canteen in one line. K-2 students are walked to the canteen by a teacher. 3-6 students walk to the canteen, remaining in line order whilst the duty teacher monitors for safe behaviour near the infants building
- By 1.50pm, duty teacher will have begun dismissing students to play. Students remain seated until the teacher has checked they have finished eating, checked their area for rubbish and dismissed them to play
- Students may play with allocated sports equipment in designated areas or on the playground equipment
- At the 1.58pm bell a warning bell indicates that students should go to the toilet and return all sporting equipment
- At the 2.00pm bell students move promptly to designated line up area and wait for teacher instructions



### Home Time (3.00pm)

- At the 3pm bell students are dismissed by the class teacher to collect their belongings and leave the school grounds safely and promptly through the front gate on **Nolan Street** where they cross the road under the supervision of the crossing supervisor and follow all instructions
- Students may also exit from the **Gallop Street** pedestrian gate at 3pm, they should make their way to the infants lunch seats and sit until the teacher rostered on for Gallop St gate duty arrives to walk them all out together. Students exit through the single pedestrian gate (not the car park gates). Students who need to cross Gallop St are required to cross the road under the supervision of the crossing supervisor and follow all instructions
- If there is no crossing guard on Gallop Street, students are to wait for the teacher to place the crossing flags in position first. The teacher on duty also brings the crossing flags back in for storage once all students have left the vicinity of the crossing. It is recommended that the teacher rostered on for Gallop St gate duty take their class out to the infants lunch seats just before the 3pm bell sounds so that they are ready to provide active supervision as students arrive just after the bell. Teachers are then available to ensure students do not leave the grounds and cross the road unsupervised.

## 5.1 Behaviour expectations

The Berkeley West PS community has a high level of behaviour expectations at all times in all settings. It is expected that staff, students and visitors are to demonstrate the core school values of Respect, Responsibility and Safety on school grounds.

<b>BERKELEY WEST PUBLIC SCHOOL BEHAVIOUR MATRIX</b>			
<b>VALUES</b>	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Safe</b>
<b>All Settings</b>	*Follow teacher instructions *Wait quietly *Use friendly words *Care for others	*Report problems *Move on the bell *Follow the rules *Tell the truth	*Walk on the concrete *Keep hands and feet to yourself *Stay in bounds
<b>Classroom</b>	*Show Respect to others and their property *Hands up to ask or answer a question	*Be prepared, organised and on task *Listen to instructions	*Keep your hands and feet to yourself *Act safely *Follow Instructions
<b>Fixed Equipment</b>	*Share the space	*Wait your turn *Watch for others	*Play safely *Walk *Keep hands on equipment
<b>Playground</b>	*Share the space *Share equipment	*Play by the rules *See teacher for help *Return equipment after play	*Wear your hat *Safe Play
<b>Canteen</b>	*Say please and thank you *Wait your turn	*Buy only for yourself *Return to the play area promptly	*Stay in line
<b>Eating Areas</b>	*Follow instructions *Quiet talking	*Sit while eating and drinking *Put rubbish in bin	*Sit on seats
<b>Toilets</b>	*Allow privacy *Keep them clean	*Report any problems	*Flush the toilet *Wash hands *Walk
<b>Corridors/S tairwells/Pa thways</b>	*Move Quietly	*Keep belongings in bags *Keep walkways clear	*Walk at all times *Keep to the left *Line up
<b>Office &amp; Sick Bay</b>	*Wait quietly *Say please and thank you	*Have permission *Know your message	*Enter and exit with care
<b>Assembly</b>	*Look and listen	*Clap sensibly	*Enter and exit with care
<b>Breakfast Room</b>	*Say please and thank you *Read then eat	*Place dishes on tray *Put books on shelves *Sit while eating and drinking	*Enter and exit with care *Put bags in bag area
<b>Lining Up</b>	*Be quiet on the signal	*Look at the speaker *Listen to the speaker	*Follow instructions *Leave space

## Unacceptable Behaviours

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• rudeness</li><li>• threats</li><li>• bullying</li><li>• mental/physical maltreatment</li><li>• disrespect of people or property</li><li>• interference in others games and activities</li><li>• teasing</li><li>• refusing to cooperate or following reasonable instructions</li><li>• disruption of lessons</li><li>• offensive noises, comments and gestures</li><li>• excessive noise when moving around the school</li><li>• damaging school property or equipment (including graffiti)</li><li>• out of bounds</li><li>• taking or using other students' property without their permission</li><li>• disrupting the learning of others</li></ul> | <ul style="list-style-type: none"><li>• running on concrete and pathways</li><li>• pushing, shoving, kicking or punching</li><li>• bad language</li><li>• spitting</li><li>• dangerous or rough play</li><li>• rugby type tackling</li><li>• tripping</li><li>• climbing on buildings and/or in trees</li><li>• wrestling or martial arts games</li><li>• eating in library or computer rooms</li><li>• stealing</li><li>• lying</li><li>• abuse transmitted electronically via social media platforms, email and/or text messages.</li><li>• inappropriate behaviour on buses</li><li>• inappropriate use of resources (for eg. permanent markers being used to draw on school property or other students, breaking rulers etc.)</li></ul> |
|---|---|

## Items Banned

*It is departmental policy that the following items are not permitted in the school grounds;*

- glass of any kind
- knives, weapons of any description or bullets
- cigarettes, vape devices, matches and lighters
- illegal drugs
- chewing gum or bubble gum are also banned items within the school grounds
- apart from asthma puffers, all prescription medication must be handed in at the front office on arrival, and a Prescribed Medicine form must be completed

## Discouraged Items

*The following items are discouraged by the school and the school will accept no responsibility for losses or damage if a child fails to comply;*

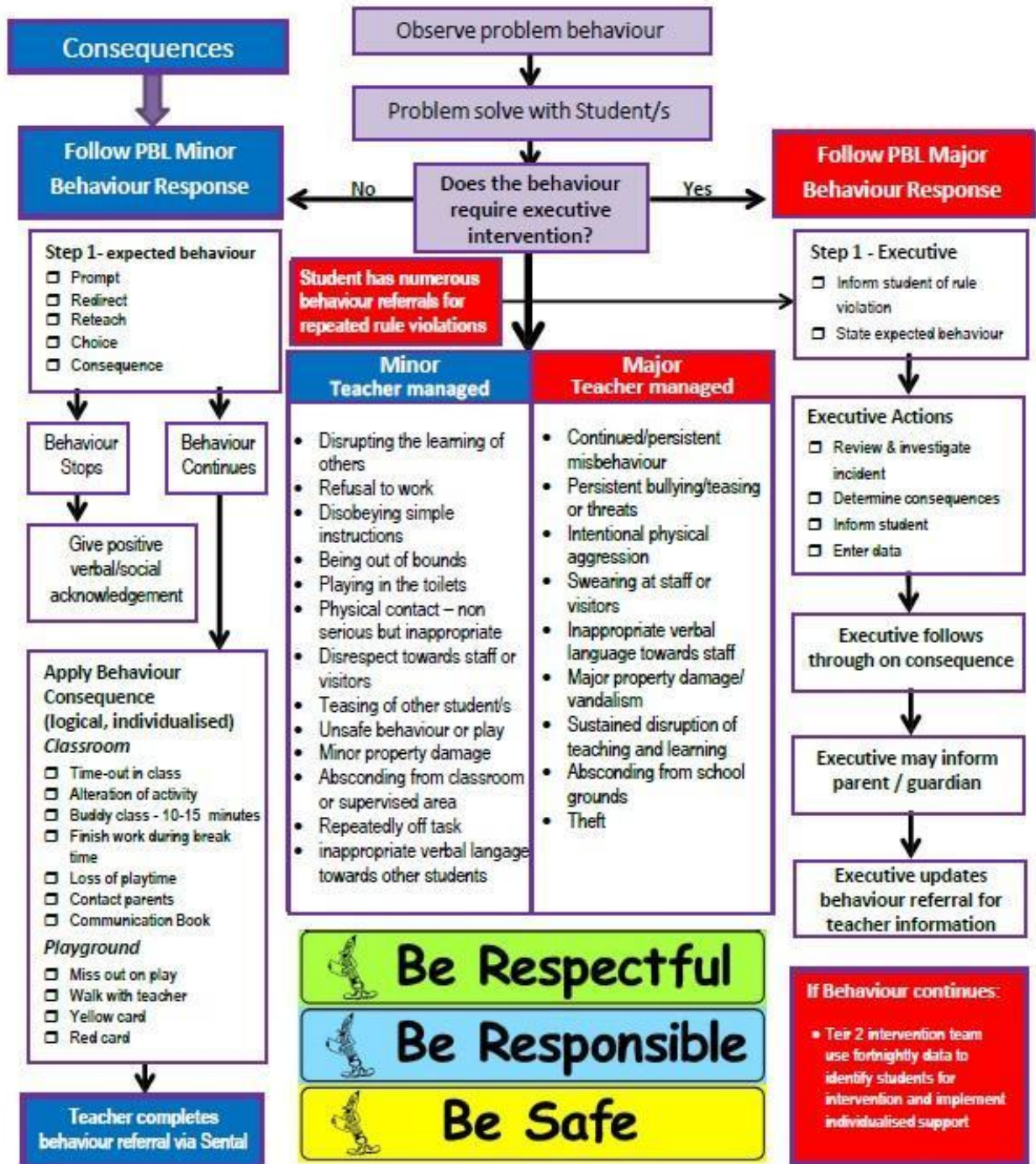
- electrical and other equipment including any electronic devices
- jewellery other than sleepers, studs, watches and cygnet rings (see uniform regulations)
- any type of trading cards or items
- mobile phones - students must hand in phones to the front office for safe keeping. They will be handed back to the student at home time. If a student chooses to keep possession of their mobile phone during school hours it must stay in their bag and be switched off. If confiscated for inappropriate use, the phone will be kept in the Principal's office to be collected at home time.

## 5.2 Behaviour Management Flowchart



### Berkeley West P.S. Behaviour Management Flowchart

*Response to ALL student misbehaviour is:  
Calm Consistent Brief Immediate Respectful Private*



## 5.3 Playground Behaviour Management Model

For minor, teacher managed breaches of school rules and discipline code including-

### Stage 1

**(isolated instance of minor misbehaviours)**

- Verbal or non-verbal warning - remind student of expected behaviours and ensure compliance and understanding
- Consequence that fits the unacceptable behaviour e.g. sit in the shade, pick up your rubbish, play another game
- Playground time out in designated time out area (if student is independent enough)
- Walk with me

### Stage 2

**(repeated instances of minor misbehaviours after repeated Stage 1 strategies employed or refusing to walk with teacher)**

- Yellow Card - Student takes card (and walked over by another student) to take a time out in the K-2 or 3-6 playground for rest of play period (**Cards in 'playground duty bag' hanging on hooks in Kinder hat room and primary foyer**)
- Playground teacher completes behaviour referral at end of session outlining recount of behaviours and strategies used
- AP will review behaviour referral

### Stage 3

**(disobedience in time out playground or refusal to comply with Yellow Card)**

- **Red Card** - Send reliable student to office with Red Card to get assistance from a member of the executive team (**Cards in 'playground duty bag' hanging on hooks in Kinderhat room and primary foyer**)
- Playground teacher completes behaviour referral at end of session outlining recount of behaviours and strategies used
- AP will review behaviour referral

N.B. **Behaviour referrals** are recorded in the central electronic recording system for minor breaches of the school's values and discipline code, as well as for aggressive physical and verbal behaviour towards others as outlined in the school's Wellbeing Procedures. AP's monitor the input of data daily.

## **6.1 Strategies to promote wellbeing and effective learning within the school**

### **Consultation/Communication with Parents and Carers**

The strategies implemented by Berkeley West Public School have been developed through a process of ongoing discussion and consultation between all stakeholders, particularly parents. Regularly, parents are asked for their views and input both verbally and in writing regarding any alterations that may enhance this policy. This policy is provided to parents of Kindergarten students and parents of all new enrolments. It is also freely available upon request to any student or parent.

Both positive and concerning student behaviour is reported to parents in a number of ongoing and structured ways, either verbally, electronically or in writing. These are described throughout this policy and may include:

- **phone calls, SMS** (electronic message)
- **email**
- **interviews** initiated by:
  - class teachers with concerns or information
  - parents with any concerns or information that may assist the teacher in class
  - the Assistant Principal (AP) responsible for overall monitoring of student wellbeing
  - the Principal
- **suspension warning letters**

### **Consultation/Communication with Students**

This process is considered vital in promoting co-operative management regarding student behaviour and wellbeing. It is addressed through:

- our school is organised with a range of staff without a full-time class load so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential
- listening to the opinions and views of students about the school's Wellbeing and discipline procedures and considering them for inclusion in this policy
- effective classroom management strategies that promote adherence to the school's core values and behaviour expectations
- following procedures as outlined in the Behaviour Management Flowchart (2020) (pg.8)
- a commitment to procedural fairness where every student has a right to have their say in a reasonable and respectful manner

### **Staff Communication and Consultation**

Staff contributions are integral in the effective running of the school. Staff are continually involved in the decision making process and implementation of strategies through:

- discussions with students
- staff and team meetings
- informal peer discussions
- data collection through surveys
- advised by AP of students requiring interventions designed to support them in adhering to acceptable behaviours
- advising the AP of special home factors relevant to wellbeing issues
- use school referral procedures to advise Executive staff of ongoing unacceptable behaviours.

## 6.2 Student wellbeing programs

Student wellbeing programs play a major role in building self-esteem and self-regulation in order to guide individual development towards perceptive understanding, mature judgement and responsible self-direction. Current programs include support in the areas of: social, emotional, cognitive, spiritual, physical. These play a major role in supporting student wellbeing. Existing programs at Berkeley West Public School are reviewed and updated regularly using data-informed processes. These programs include, but are not limited to:

Program/initiative	Wellbeing Domain	Audience
Breakfast program	social, physical	All
Positive reward system	social, emotional, cognitive, spiritual, physical	All
Anti-Bullying program	social, emotional, cognitive, spiritual, physical	All
Student leadership initiatives	social, emotional, cognitive, spiritual	Some
Great Attendance at School (GAS) Awards	social, emotional, cognitive, spiritual, physical	All
Uniform Awards program	social, emotional, cognitive, spiritual, physical	All
Smiling Minds	social, emotional, cognitive, spiritual, physical	All
PAX Good Behaviour Game	social, emotional, cognitive, spiritual, physical	All
Social Skills Program	social, emotional, cognitive, spiritual, physical	All
In class reward systems, eg. Class Dojo	social, emotional, cognitive, spiritual, physical	All
Student Wellbeing Team	social, emotional, cognitive, spiritual, physical	All
Learning and Support	social, emotional, cognitive, spiritual, physical	Some
8 Effective Classroom practices at BWPS (PBL)	social, emotional, cognitive, spiritual, physical	All
School Counselling/Psychology service	social, emotional, cognitive, spiritual, physical	Few
Trauma Informed Practice	social, emotional, cognitive, spiritual, physical	All
Introduction to Functional Behavioural e-learning	social, emotional, cognitive, spiritual, physical	All
Personalised Learning and Support Plans (inc. Behaviour Management & Support Plans and Behaviour Response Plans)	social, emotional, cognitive, spiritual, physical	All
Personalised Learning Pathways	social, emotional, cognitive, spiritual, physical	Some
Student profile document	social, emotional, cognitive, spiritual, physical	All
Casual teacher communication - check in system	social, emotional, cognitive, spiritual, physical	All
Trusted Teacher Strategy	social, emotional, cognitive, spiritual, physical	All
Risk Management Plans	social, emotional, cognitive, spiritual, physical	All
Principals Morning Tea	social, emotional, spiritual,	Some

## 6.3 Applying the Care Continuum

At Berkeley West PS, staff understand that students may require different types of intervention delivered in different ways along a continuum of need. This is called the care continuum. The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs including:



	Prevention	Early Intervention	Targeted Intervention	Individual Intervention
<b>Aim</b>	Establish and maintain safe, respectful learning environments for all students using an explicit, whole-school approach for all students	Develop a range of initial responses and approaches to work with students displaying emerging low-level behaviours of concern	Targeted interventions are designed for students, or groups of students identified as requiring more intensive support	Students with highly complex and challenging behaviours who require comprehensive systems of support
<b>In practice at Berkeley West</b>	<p>Universal wellbeing (PBL) principles</p> <p>Explicit teaching and modelling of skills including behaviour expectations and social skills in all settings</p> <p>Professional learning for staff</p> <p>Whole school attendance initiatives - GAS awards, morning draw, in class rewards, class attendance cup</p> <p>Wellbeing team meet fortnightly to review school data and procedures</p>	<p>Communication with parents and carers</p> <p>Explicit teaching and modelling of specific skills including behaviour and social skills</p> <p>Smiling Minds</p> <p>Trusted teacher system</p> <p>Casual Teacher Communication Sheet</p> <p>Individualised Learning Plans</p> <p>Teacher directed time-out.</p>	<p>Communication with parents and carers</p> <p>Modified individual expectations, goals and systems (visual timetables, behaviour charts)</p> <p>Referral to L&amp;ST</p> <p>Functional Behaviour Assessment (FBA)</p> <p>Develop a Behaviour Management &amp; Support Plan (BM&amp;SP)</p> <p>Liaise with ARCO</p> <p>Playground behaviour cards</p>	<p>Communication with parents and carers</p> <p>Functional Behaviour Assessment (FBA)</p> <p>Behaviour Management &amp; Support Plan (BM&amp;SP)</p> <p>Modified individual expectations, goals and systems</p> <p>Sensory assessment and supports</p> <p>Negotiated playground programs</p> <p>Attendance programs</p> <p>Communication book</p>



	Sketchies Merit awards Explicit classroom management routines In class reward systems eg. Dojos PAX Good Behaviour Game Recognising student behaviour at assemblies and in the newsletter.		Communication book Check in/check out systems.	Check in/check out systems Whole-school communication between staff Continual monitoring of implemented supports.
<b>All behaviours requiring intervention will be documented in central electronic reporting system.</b>				

## 6.4 Applying the Restrictive Practices Framework

At Berkeley West Public School. We understand that all students have the right to an inclusive learning environment and to feel safe at school. We know that staff care deeply about the safety and wellbeing of all students, and work diligently to understand how to best meet their individual needs whilst keeping themselves and others safe.

All Berkeley West frameworks and procedures are underpinned by the NSW Department of Education's [Restrictive Practices Framework](#).

**A restrictive practice is any action that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.**

Some key points include:

- Sometimes, to help keep a student, or others, healthy and safe at school, staff may need to limit or restrict some of their actions. These limits are called restrictive practices
- The use of restrictive practices must be monitored, proportionate to the possible risks of harm, and reduced and eliminated over time, wherever possible
- This requires careful consideration and balancing of the rights and safety of the child or young person, with the rights and safety of other people impacted by the behaviour and use of the restrictive practice

Restrictive practices only be used:

- in the way they have been recommended or prescribed by an external medical practitioner, allied health professional or external behaviour support practitioner

- as a last resort, after less restrictive approaches and strategies have been tried
- when planned in consultation with the student, where possible, and parents/carers and in line with the 6 principles for decision-making outlined in this Framework
- with consent from parents/carers.

## **6.5 Prohibited Practices**

Prohibited practices such as:

- the misuse of medication
- the use of restrictive practices as a form of discipline or punishment
- the use of a life-threatening physical restraint, interfere with basic human rights, are unlawful and unethical in nature, and are incompatible with the NSW Disability Principles

**The use of prohibited practices is never permitted at Berkeley West Public School.**

## **6.6 Using Restrictive Practices as an Emergency or Crisis Response**

An emergency or crisis refers to situations where a student's behaviour has escalated to the point where their own safety or the safety of other students and staff is at risk. This can also include situations where a student's behaviour unintentionally puts themselves or others at risk, including situations where the student's wellbeing needs to be maintained.

Sometimes, an emergency or crisis response is needed to respond to behaviours that are already known and planned for, or as a response to new or escalating behaviours, for example behaviours that are outside of an existing plan.

Staff must act if a student's behaviour threatens their own safety, the safety of other students and the safety of staff, provided it is safe to do so. Whilst staff do have a duty of care, they do not have to act if there is a significant risk to their own or others' safety.

Sometimes incidents may occur that involve students who have an established individual behaviour support plan or behaviour response plan. However, crisis responses may also be linked to new behaviours or a previously unexperienced escalation of behaviour where there is no interim or comprehensive support plan in place. In these circumstances, the use of restrictive practices **must be proportionate to the risk or threat of harm and necessary to protect the student or others.**

Following the use of a restrictive practice in an emergency or as a response to unintentional behaviour, it is essential that appropriate support is offered to all students and staff impacted. This may include physical and psychological support, or ongoing monitoring and recovery support. For students, it may be appropriate to refer them to talk with the school counsellor or other mental health and wellbeing supports which may require parent/carer consent.

Where an incident impacts the health, safety and wellbeing of staff, staff should be encouraged to access the Employee Assistance Program – Supporting You for counselling support or see their doctor following an incident. In serious incidents, onsite or telephone support can be arranged via the department's Incident Report and Support Hotline.

## **6.7 Decision Making Principles for Restrictive Practices**

1. **Student Centred:** A student-centred approach puts students at the centre of decisions that affect their lives and understands the needs of the individual in a particular environment. Supporting a student's needs should be informed by evidence, including recommendations or prescriptions from an external medical practitioner, allied health professional or external behaviour support practitioner. Consultation must occur with the student, wherever possible, their parents/carers, and support staff or specialists, as needed. Consideration should also be given to potential child protection and/or trauma backgrounds that a student may have experienced, as well as consideration of the culture, religion, beliefs, linguistic circumstances, disability and the gender of the student and their family
2. **Least Restrictive:** Using the least restrictive practice means making sure that the restraints used are the least restrictive possible to meet the individual needs of the student. Restrictive practices should only be used if they are reasonably required to safely manage a risk or behaviour of concern and to protect the rights or safety of the student or others, after less restrictive approaches or strategies have been tried
3. **For the Shortest Time:** Restraints should only be used for the shortest possible time to ensure the safety of the student, and others. The use of the restraint should cease or be removed as soon as it is safe to do so. This also means when planning, the restrictive practice should be planned to be used for the shortest amount of time possible with the aim to reduce or eliminate its use over time, wherever possible
4. **Helping to Reduce and Eliminate the use of Restrictive Practices:** This Framework recognises that there are some restrictive practices that need to be used on an ongoing basis to keep a student safe. This may include some types of medications, which should be reviewed regularly by the prescribing medical team. However, in some cases, it may be possible to reduce the use of restrictive practice over time. This may include using less restrictive strategies to meet the student's needs, using the practice less frequently or for a shorter period of time. In other cases, some restrictive practices may be able to be eliminated where they are no longer needed to meet the needs of a student or group of students. This may include some types of internal fences or gates with locks that prevent students being able to freely exit a space. Sometimes, it may be possible to remove the restrictive practice completely, as long as it doesn't create a health or safety risk. Ongoing monitoring and review of restrictive practices, in consultation with parents and carers will support schools to assess whether the ongoing use of a restrictive practice can be reduced or eliminated over time

5. **Monitored:** Principals or their delegate should monitor the ongoing use of a restrictive practice, to ensure it is being used in line with the advice from an external medical practitioner, allied health professional or external behaviour support practitioner, and the plan that was agreed and consented to by the parents/carers. Monitoring also ensures that the risk is being safely managed and that the student is not at risk of any foreseeable harm or injury. Restrictive practices must always be monitored when they are being used. This will ensure that they are used for the shortest time possible and are removed safely. Staff should also monitor the student following the use of any restrictive practice. At a planning level, the use of a restrictive practice should be monitored to ensure that the risks associated with the use of the practice is outweighed by the foreseeable risk of harm or injury to the student or others if the practice is not used
6. **Reviewed Regularly:** The use of restrictive practices at both a student and system level should be reviewed regularly to make sure that the restrictive practice is still needed to safely manage a behaviour of concern and/or meet the individual health, safety or wellbeing needs of a student, to assess the effectiveness of the practice and to identify how its use can be improved. Regular review is also an important factor in risk reduction.

# **7.1 Practices designed to promote and recognise student achievement**

## **7.2 School Merit System**

### **Level 1- Free and Frequent (Sketchies)**

*In recognition of being 'caught' displaying behaviours in line with our 3 school values, students will be rewarded as follows:*

1. Teachers and staff hand out 'Sketchies' to students for displaying expected behaviours (as in Matrix). Students write their name and class on the Sketchie and collect to spend at the reward shop at the end of each term.

### **Level 2- Intermittent**

*To recognise and encourage good work habits, high standards of behaviour and/or high levels of academic achievement in the classroom, the following merit system is used;*

1. Each class teacher has their own in class reward system that recognises positive behaviour and/or work. This system builds towards earning a Merit Award. For example, 10 Dojo points = 1 Merit award
2. For 5 Merit Awards- one large Merit Certificate (Big Blue) is presented at the whole school fortnightly assembly by an Assistant Principal
3. For 5 large Merit Awards (Big Blue) - one canteen voucher is presented at the whole school fortnightly assembly by an Assistant Principal.

### **Level 3- Long and Strong**

*This level of reward is designed to build a positive school culture and promote teamwork and towards a whole school reward.*

1. Sketchies are collected and counted by class teachers and this total is recorded and displayed. Once we have collected a desired amount, students will earn a whole school reward at the end of each term and a major reward at the end of the year.

## **7.3 Whole school recognition**

The position of Captain, Vice-Captain and four Prefects are elected and allocated responsible roles at fortnightly assemblies and in the day to day running of the school to:

- provide a behavioural role model for other students
- provide practical experience in leadership roles

A Student Representative Council has been formed as:

- a practical role in receiving and providing student feedback on school related issues
- additional leadership training

Assisting in raising funds for school related projects awards or recognition from the Principal include:

- a Principal's Morning Tea held once a Term where Principal's Awards are presented to selected students who have shown exemplary work habits, behaviour or improvement in class work
- a Principal's Award is awarded each fortnight at the whole school assembly by the Principal to a student

who has demonstrated outstanding classwork, behaviour or citizenship

- a “Student of the Fortnight” award for one student from each class for effort or application in the classroom as nominated by their class teacher

Other awards presented to acknowledge achievement in areas that are a current school focus may include:

- Great Attendance at School (GAS) Awards recognising attendance
- Uniform Awards for effort in wearing full school uniform

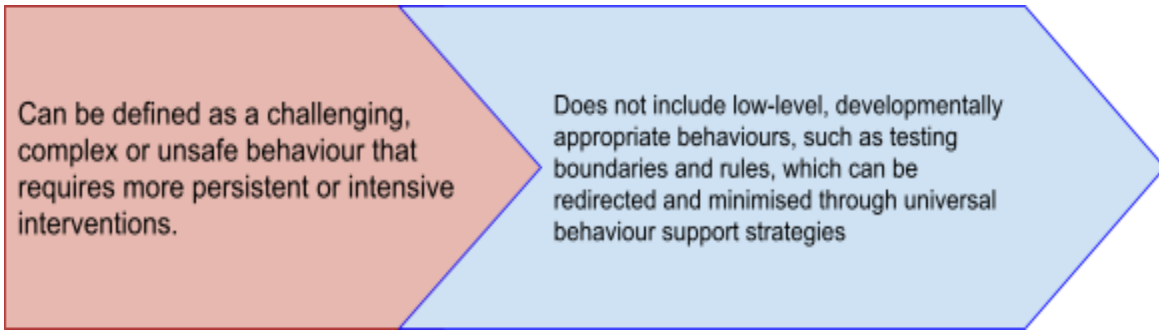
Presentation Day at the end of the school year is planned to recognise students from across the school for achievements in the academic, sporting and citizenship areas.

The fortnightly school newsletter regularly recognises the achievements of students. Media releases are issued from time to time regarding special school activities and student achievement.

## **7.4 Families and Community**

Effective partnerships with families and carers is paramount for all staff at Berkeley West PS. We have established expectations for parents and carers to engage with school staff in the development and implementation of student behaviour management strategies. Staff are committed to facilitating community engagement and effective partnerships to support the wellbeing of students. In practice, this is evidenced by strong communication procedures, and the open and transparent sharing of information between school and home. Parents, carers and community members are central to the development of BS&MPs to support student wellbeing.

## 8.1 Identifying a Behaviour of Concern



Behaviours of concern could include;

- Physical violence
- Verbal abuse
- Psychological abuse
- Bullying
- Drugs in school
- Weapons and knives in school
- Assault
- Racism or discrimination
- Mis-use of technology

## 8.2 Reporting serious incidents or unsafe behaviours

All Berkeley West PS staff understand their responsibility to recognise and respond to safety, welfare or wellbeing concerns for students and inform the Principal.

Where a serious or reasonably suspected incident involving violence, weapons, illegal drugs, threats and intimidation and other criminal activity occurs, the Principal or supervisors must;

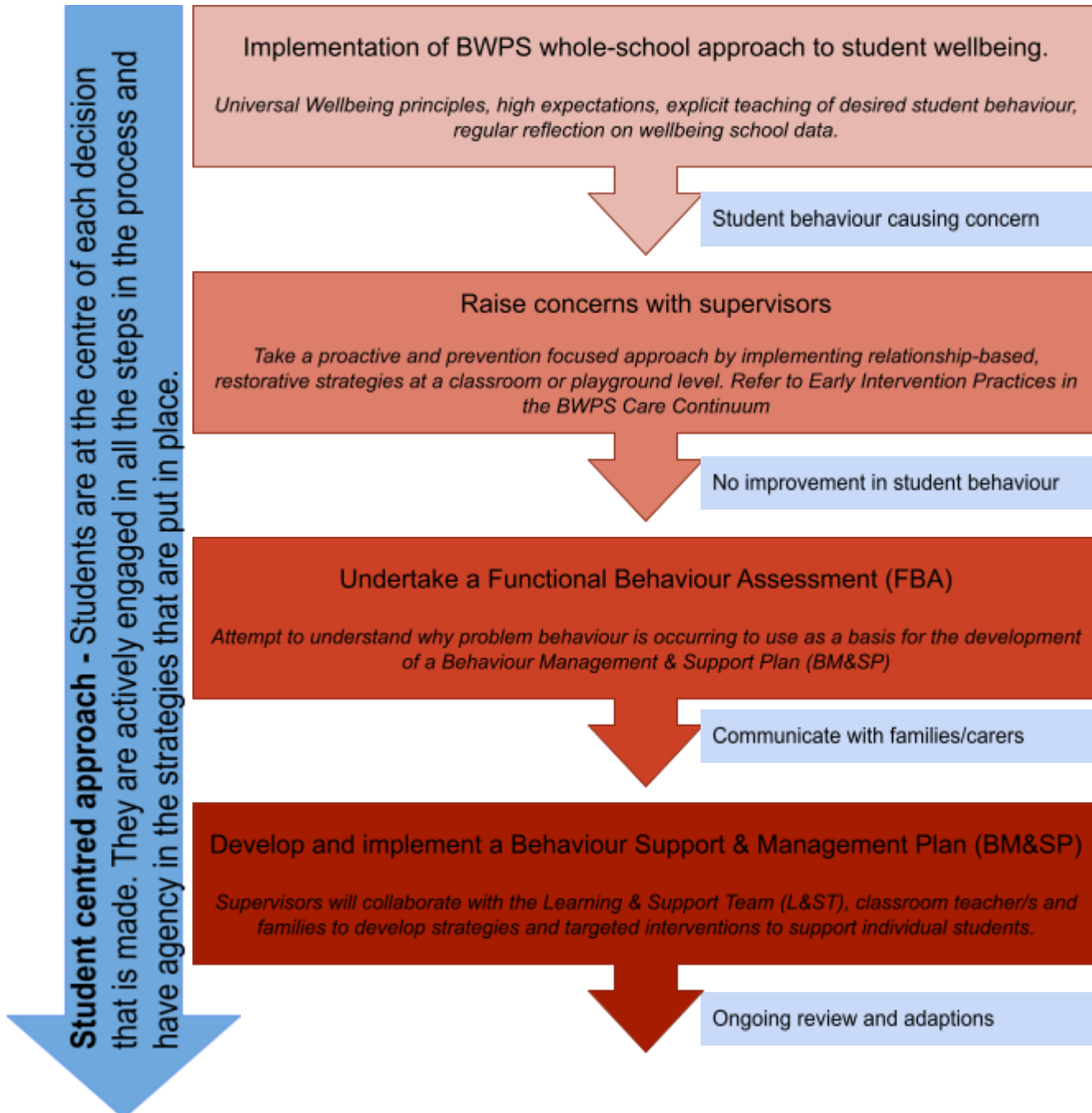
- Meet legal obligations in responding to concerns about the safety, welfare and wellbeing of children and young people
- Comply with the NSW DoE's Incident Notification and Response policy
- Call the **Incident report and Support Hotline on 1800 811 523**
- Use the Mandatory Reporter Guide (MRG) to help decide if a child is suspected or at risk of significant harm and report this to the **Child Protection Helpline on 132 111 if required**
  - Only contact the Child Protection Helpline for matters that require a statutory response
  - The Principal or supervisor may contact the NSW DoE's **Child Wellbeing Unit on (02) 9269 9400**, which will provide advice and support for responses for concerns that do not meet the threshold of suspected risk of significant harm
- Liaise with NSW Police where appropriate
- Consult with the Director, Educational Leadership for guidance, support and direction where the behaviour related to problematic or harmful sexualised behaviours.

In the event of an emergency, staff will contact Triple Zero (000) before reporting an incident.

## 9.1 Developing a Behaviour and Support and Management Plan (BS&MP)

Berkeley West PS staff are committed to providing guidance and support for its students. We recognise that in order to create inclusive, engaging and respectful schools, some circumstances exist where behavioural interventions are necessary. As staff we seek to understand and support each student's individual needs, which involves responding accordingly to individual circumstances and the reasons for student behaviour.

The following flowchart outlines the multi-tiered care continuum whole-school approach Berkeley West PS implements to support all students. We take a proactive approach that involves early, targeted and individualised interventions. This may include drawing in supports from experts internal and external to the Department:





## 10.1 Reflection and restorative practices

*The following has been developed in consultation with the NSW DoE's Detention and Time-Out Guidelines:*

To ensure the safety and wellbeing of all Berkeley West PS students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.

- **Self-directed time-out** enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. Self-directed time-out enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour. It is designed to provide opportunities to regulate emotions and behaviour. Students must be monitored by a teacher while they are having self-directed time-out. Students at Berkeley West PS have access to a pre-negotiated buddy class where they can go to self-regulate outside of their classroom environment.
- **Teacher-directed time-out** is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. Teacher-directed time-out will only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced. Teacher-directed time-out is paired with restorative conversations as part of behaviour support planning to include goals, explicit instruction of replacement behaviours, measures to check progress and personalised feedback to the student as they develop replacement behaviours.
- **Reflection – Executive-directed time-out** is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. Executive-directed time-out will only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from the playground when they engage in behaviours of concern to stop those behaviours from being reinforced. Executive-directed time-out is paired with restorative conversations as part of behaviour support planning to include goals, explicit instruction of replacement behaviours, measures to check progress and personalised feedback to the student as they develop replacement behaviours.

Other reflection or restorative strategies may include:

- Verbal and non-verbal prompting
- Redirection
- Explicit teaching of particular behaviours or social skills
- Mediation with class teachers or supervisors
- Interviews/phone calls with parents/carers
- School support through strategies provided by Learning and Support Teacher

### **Central electronic recording system**

All behaviour concerns will be recorded and monitored through the central electronic recording system by teachers. This is done so only after the student has failed to modify their behaviour and after being given several opportunities to do so. The student is given the opportunity to respond and if necessary the incident is recorded and followed up by the stage Assistant Principal.

## **11.1 School Anti-Bullying Plan**

Berkeley West PS's commitment:

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

See the Anti-Bullying Plan document in full [by following this link](#).

## **12.1 Suspension**

At Berkeley West PS we develop and implement a range of preventative, whole-school strategies and practices across the care continuum to support positive behaviour. In some circumstances, the Principal may decide that a suspension is the most appropriate response. The purpose of a suspension is to allow Berkeley West PS staff to implement appropriate support in the absence of the student to mitigate the unacceptable risks to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour.

The Principal will only consider suspension after first considering all possible alternative behaviour support measures. In most circumstances, support for students' needs will be provided well before considering suspension as an action.

As Berkeley West PS staff, it is our priority and responsibility to have the student back at school and engaged in learning as soon as possible. However, suspension may be a critical safeguard if student behaviour poses a risk to the safety, health, learning and wellbeing of others.

## 12.2 Considering a suspension

At Berkeley West PS, we recognise that suspension is a serious action. The Principal will only consider suspension when other appropriate behaviour support options have been attempted or implemented and given time to be effective, but have not been successful in resolving behaviours of concern. In some circumstances, the Principal may determine that a student should be suspended as a first response to a behaviour of concern because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be mitigated with the student at school. Factors the Principal will reflect on when considering a suspension;

Factors to consider	Elements
The behaviour of concern	<p>The nature of the behaviour;</p> <ul style="list-style-type: none"> <li>● Is it developmentally appropriate?</li> <li>● The context or circumstances in which the behaviour occurred</li> <li>● Functional analysis of the behaviour (what is its purpose? What is driving the behaviour? What is the behaviour of concern trying to achieve for the student?)</li> <li>● Whether it meets the grounds for suspension (see below)</li> </ul> <p>Whether it was required to issue a valid formal caution to the student</p> <p>Any previous incidents or interventions to address prior behaviour/s of concern</p>
The student	<p>The student's educational and safety needs</p> <p>The student's individual circumstances;</p> <ul style="list-style-type: none"> <li>● Disability and any reasonable adjustments already in place or required to be implemented in line with the <i>Disability Standards for Education 2005</i></li> <li>● Trauma background</li> <li>● Cultural and linguistic background</li> <li>● Interactions with out of home care</li> <li>● Socioeconomic disadvantage</li> </ul> <p>The potential impact on the student's learning and wellbeing, or that of other students around them</p> <p>Whether the student has been suspended before and the circumstances of that suspension</p> <p>Any child protection issues or considerations</p>
Additional principal responsibilities	<p>Ensuring the early involvement of appropriate support personnel is available within the school system or externally</p> <p>Considering whether the Principal's intended action is proportionate to the behaviour</p> <p>Embedding procedural fairness and inclusive education principles.</p>

If, after considering the above factors, the Principal determines that a suspension is appropriate, the Principal will also consider

- The student's wellbeing, risk and potential vulnerability
- The timeframe of the suspension
- Where feasible, whether students may continue to attend alternate programs while on suspension.

## **12.3 Formal Caution to Suspend**

In the event that the Principal decides that suspension is appropriate, they will provide a student and their parents or carers with a formal caution to suspend for a particular behaviour of concern before proceeding. In certain circumstances, the Principal may determine that the student will be suspended without a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff.

The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour and engage them with positive behaviour supports. Berkeley West PS staff will use this time to implement any further support or reasonable adjustments for the student.

Before issuing the formal caution to suspend, the Principal will make every effort to contact the student's parent or carer to inform them of the formal caution, and encourage partnership in the process of engaging supports for their child's learning.

In line with the procedural fairness principles, a formal caution must:

- Be in writing
- Detail the behaviour/s of concern
- Provide clear behavioural expectations for the students
- Advise the expiry date for the formal caution (up to 50 days)
- Be provided to the student and their parents or carers
- Highlight the importance of parental engagement in managing student behaviour and the potential to develop solutions together
- Provide parents and carers the opportunity to meet with Berkeley West PS staff and relevant services respond to the caution and discuss how to better support the student in their behaviour
- Advise that the student and parent or carer has the right to a support person in any meeting with the school
- Be documented in the Berkeley West PS communication data system.

The Principal has the discretion to decide on the appropriate next steps on a case-by-case assessment, including whether or not it remains appropriate to proceed to a suspension. If the student attends an additional learning environment to Berkeley West PS, the Principal will advise the principal of the other settling of the formal caution and the circumstances that led to the decision.

## **12.4 Grounds for suspension**

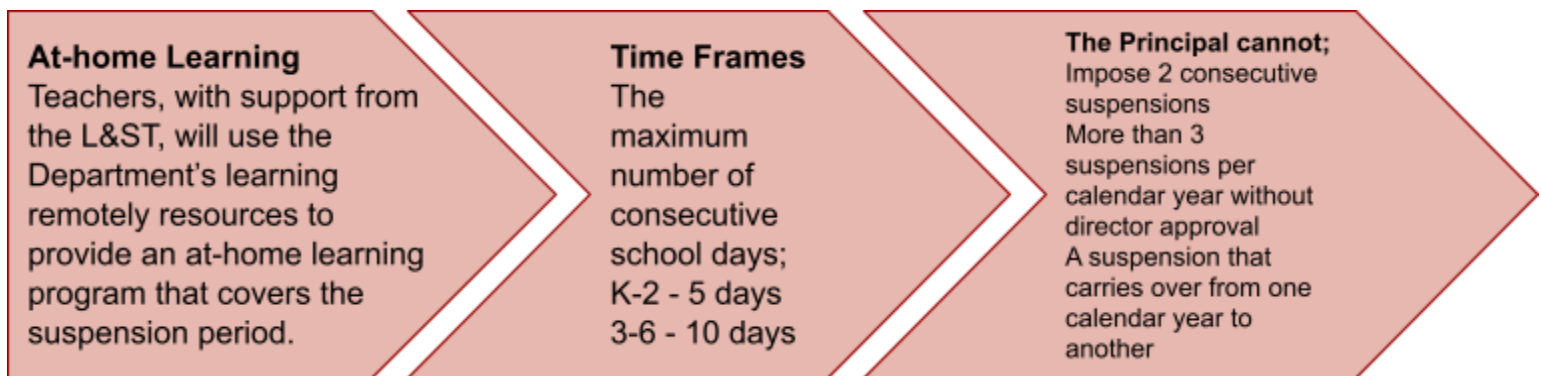
After considering the factors above; the Principal may use suspension as a behaviour management response if the student's behaviour;

- Causes **actual harm** to any person; or
- Poses an **unacceptable risk to health and safety, learning and/or wellbeing** of any person, including where such a risk is posed by
  - A student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise the behaviour have already been implemented
  - A student's behaviour that causes damage to or the destruction or loss of property.

## **12.5 Proceeding with a suspension**

If the Principal decides to proceed with a suspension, they will:

- Notify the relevant people
- Provide the student and parents and carers with the opportunity to meet with the school, Principal and/or relevant service providers to respond to the decision and discuss how to better support the student in their behaviour. This must be documented with the minutes of the meeting and agreed actions moving forward
- Advise that the student and parent or carer has the right to a support person in any meeting with the school
- Record the suspension on the department's in-house data system within 24 hours of notifying relevant people
- Complete the suspension checklist on the department's website
- Consider that the suspension will be at home
- Ensure that attendance is marked correctly in the central electronic system for the duration of the suspension
- Complete or revise existing individual student support planning, in partnership with the student, L&ST, parents and carers and other persons providing support. This will incorporate a plan for the student returning to school
- Share a completed copy of the individual student support planning with the student and parent or carer, or other relevant people
- Ensure all documentation is retained on file at Berkeley West PS and made available to the Director, Educational Leadership on request.



## **12.6 Plan for return to school**

Berkeley West PS staff will make every available effort to plan for the student's successful return to school following a suspension. As part of this staff will;

- Schedule a 'return to school' planning meeting to plan for the student's successful re-engagement with their learning at school
- Consider supports to address the underlying function of the behaviour/s of concern
- Develop a risk assessment and develop strategies to minimise and manage the risks the student may pose to themselves or others

## **12.7 After the student returns to school**

At Berkeley West PS, we recognise that a student may need additional support to successfully transition back into the school environment. We will implement the following processes during the student's return from suspension.

Berkeley West PS staff will;

- Implement strategies from the individual student support planning

- Regularly review the student's progress
- Attempt to re-establish the student's positive relationships with all members of the school community
- Not restrict the student's access to school activities and learning, unless specifically identified in the risk management plan or student support planning documentation.

## **13.1 Expulsion**

Every staff member at Berkeley West PS believes that every child and young person has the right to receive an education of the highest quality. However, there may be some serious and extreme circumstances where risk management strategies and interventions, including suspensions, have not been successful in managing significant behaviours of concern, and the Principal may consider expelling a student from their school.

The process to expel a student is initiated by the Principal and the decision to expel must be made by both the Principal and the Director, Educational Leadership.

The decision to expel a student is of the utmost severity and should not be considered lightly. More information regarding the expulsion process can be found within the NSW Department of Education's *Student Behaviour Procedures Kindergarten to Year 12* document.

## **14.1 Appeals**

Berkeley West PS staff will ensure that students, parents and carers can access appropriate complaint processes, in line with the NSW DoE's Complaints Handling Policy. Students, parents and carers may appeal the Principal's decision to suspend or expel a student if they believe that the Principal has not followed the correct procedures and/or that an unfair decision has been reached. Only one appeal can be made per decision.

Berkeley West PS staff will assist students, parents and carers who wish to lodge an appeal. Assistance will be provided if;

- Berkeley West PS staff receive an appeal, the Principal will refer the person lodging the appeal to the Delivery Support team, where staff will identify an appropriate support person. The person should;
  - Not be involved, or appear to be involved, in making or assisting with the decision on the appeal
  - Help the person lodging the appeal understand their rights and the appeal process
  - Make sure that the person lodging the appeal has access to the appeal form located on the NSW DoE's website, and, if necessary, assist with completing it
- If the appeal is a verbal notification, the Delivery support team should assist in lodging a written appeal

If an appeal has been lodged, this does not put the Principal's decision to suspend or expel on hold.

## **15.1 Document review procedures**

At Berkeley West PS we are committed to ensuring that our policies and procedures reflect our moral imperative to ensure that all of our students are able to connect, succeed and thrive. We have embedded procedures to ensure our whole-school approach to supporting the wellbeing of our students, staff and community are up to date, driven by data and underpinned by evidence-based strategies.

Berkeley West PS staff will undertake an annual review process that will include;

- Academic and attendance data
- Current school behaviour procedures, systems and practices
- Referrals to the executive, L&ST, and Delivery Support teams
- Current departmental policies and procedures.

This may require staff to;

- Revise and develop positive behaviour systems and processes
- Determine professional learning needs for the upcoming year
- Review and, if necessary, update the responsibilities of staff students, and parents and carers

## **15.2 Timeline for review**

<b>Date for review</b>	<b>Reviewed by</b>
<b>December 2022</b>	Marie-Lise Moore, Jessica David, Karly Lloyd, Kellie Haworth
<b>December 2023</b>	
<b>December 2024</b>	
<b>December 2025</b>	
<b>December 2026</b>	