



**ENDEAVOUR SCHOOLS**

# **Supporting Student Behaviour Policy**

## **School Vision**

*Endeavour Schools provides an inclusive and supportive school environment where there is a focus on developing the whole child to achieve their personal best.*

**Reviewed & endorsed by School Board: 23<sup>rd</sup> July 2019**

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## 1. Aims & philosophies of supporting student behaviour

Endeavour Schools strives to adopt a consistent approach to supporting positive behaviour across the school community. We aim to:

- a) Create an inclusive environment that is responsive to the academic, social and emotional needs of all students;
- b) Recognise and respect the rights and responsibilities of all members of the school community;
- c) Maintain a positive school and classroom culture that enables effective working relationships; and
- d) Embed whole school approaches to support students to make positive behavior choices and resolve conflicts.

## 2. Endeavour Schools' positive behaviour expectations

Underpinning all approaches to behavior support at Endeavour Schools are the four core values, which are described by our student leaders as:

- a) **Respect**  
(To treat someone fairly and with kindness.)
- b) **Responsibility**  
(The ability to take ownership for your actions).
- c) **Resilience**  
(Being able to bounce back when something may go wrong).
- d) **Reconciliation**  
(To share with others and solve any differences).

Expectations relating to behaviour have been developed and aligned to the Schools' four core values. These expected behaviours are listed below and are to be displayed in every classroom and learning area

**RESPECT**

- I listen to others.
- I follow staff instructions.
- I keep my hands and feet to myself.
- I share space and take turns.
- I use appropriate language and manners.

**RESPONSIBILITY**

- I care for my school environment.
- I use all equipment in a safe way.
- I return equipment that I have borrowed.
- I am punctual to all activities.
- I look after my own and other's equipment.

**RECONCILIATION**

- I accept difference in others.
- I seek to find solutions to problems.
- I admit when I have done something wrong.

**RESILIENCE**

- I have a go at all school activities.
- I bounce back when things don't go my way.
- I will try my best and persevere.

**POSITIVE BEHAVIOUR**  
ENDEAVOUR SCHOOLS

Staff at Endeavour Schools will consistently promote, model, teach and celebrate these values, in addition to the Friendly Schools Plus self-management skills:

- Self-awareness skills**- Helps us to recognise and understand our feelings, while valuing our strengths and abilities.
- Self management skills**- Enable us to handle and direct our emotions in appropriate ways.
- Social awareness skills**- Helps us to be aware and respectful of the feelings and perspectives of others.
- Relationship skills**- Helps us to deal positively with relationship problems and other social conflicts
- Social decision making skills**- Helps us to consider the consequences of our actions for ourselves and others, and make thoughtful, effective decisions.

### 3. Roles & responsibilities of staff

<b><i>School administration staff</i></b>	<ul style="list-style-type: none"> <li>a) Support and model to staff student behaviour development and management;</li> <li>b) Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;</li> <li>c) When required, facilitate parent / teacher /child conferencing;</li> <li>d) When required, design and assist with writing programs for individual children with behaviour problems;</li> <li>e) Provide relief teachers with guidelines pertaining to behaviour expectations and procedures;</li> <li>f) Communicate behaviour expectations and processes within the school community;</li> <li>g) Assist in liaising with external agencies as required;</li> <li>h) Maintain data on Integris – Behaviour (Stage 6 classroom- Admin and Stage 4 playground- Admin);</li> <li>i) Regularly reviewed whole-school behaviour data as part of the monitoring of the effectiveness of the Supporting Student Behaviour policy; and</li> <li>j) Oversee re-entry processes associated with Stage 6 classroom- Admin as required</li> </ul>
<b><i>Teaching &amp; support staff</i></b>	<ul style="list-style-type: none"> <li>a) Ensure consistency in the implementation and maintenance of the Supporting Student Behaviour policy;</li> <li>b) Develop and maintain a positive classroom environment, including modelling positive communication and relationships;</li> <li>c) Display and discuss:               <ul style="list-style-type: none"> <li>i ) School positive behaviour expectations poster;</li> <li>ii) Zones of Regulation posters (four coloured zones); and</li> <li>iii) The six step class behaviour system in an age appropriate manner.</li> </ul> </li> <li>d) Document misbehaviour and correctional strategies through personal records and Integris (Stage 4- Reflection Sheet and above classroom level);</li> <li>e) Develop documented behaviour plans in consultation with the Deputy Principal and parents when a student’s behaviour is considered to be at a level that is beyond the scope of the school’s Supporting Student Behaviour policy.</li> <li>f) Organise and negotiate a partner classroom for Stage 5-Reflection Class (classroom process).</li> <li>g) Contribute to reviewing the Supporting Student Behaviour policy as required by school administration;</li> <li>h) Ensure learning programs are responsive to students’ needs;</li> <li>i) Provide specialist and relief staff with behaviour plans/ processes relevant to your class; and</li> <li>j) Include administration staff where appropriate, in discussions with parents regarding student behaviour management.</li> </ul>

## 4. Rights & Responsibilities of the school community

<p><u>Students have the <b>RIGHT</b> to:</u></p> <ul style="list-style-type: none"> <li>a) respect, courtesy and honesty</li> <li>b) learn in a supportive environment that caters for individual needs</li> <li>c) work and play in a safe, inclusive, friendly environment</li> </ul>	<p><u>Students have the <b>RESPONSIBILITY</b> to:</u></p> <ul style="list-style-type: none"> <li>a) ensure their behaviour is not disruptive to the learning of others</li> <li>b) complete all tasks to the best of their ability</li> <li>c) respect property and the school environment</li> <li>d) be punctual and polite</li> <li>e) behave in a way that protects the safety and wellbeing of others</li> <li>f) be prepared and display a positive and cooperative manner</li> </ul>
<p><u>Staff have the <b>RIGHT</b> to:</u></p> <ul style="list-style-type: none"> <li>a) respect, courtesy and honesty</li> <li>b) teach in a safe, non-disruptive environment</li> <li>c) co-operation and support from parents/guardians</li> </ul>	<p><u>Staff have the <b>RESPONSIBILITY</b> to:</u></p> <ul style="list-style-type: none"> <li>a) model and teach respectful, courteous and honest behaviour.</li> <li>b) respect property and the school environment.</li> <li>c) establish positive relationships with students, staff, parents/carers.</li> <li>d) ensure planning is aligned to meeting the students' needs.</li> <li>e) report student progress to parents in a timely manner.</li> </ul>
<p><u>Parents have the <b>RIGHT</b> to:</u></p> <ul style="list-style-type: none"> <li>a) be informed on curriculum material, behaviour management procedures and decisions affecting their child's health and welfare</li> <li>b) be kept up to date with their child's academic and social progress</li> <li>c) an appropriate forum to discuss matters relating to the rights of their child</li> </ul>	<p><u>Parents have the <b>RESPONSIBILITY</b> to:</u></p> <ul style="list-style-type: none"> <li>a) ensure that their child attends school punctually and regularly</li> <li>b) meet their child's physical and emotional needs for effective learning to take place</li> <li>c) equip their child with necessary items, e.g stationery, food and uniform</li> <li>d) support the school in educating their child</li> <li>e) Inform the school of changes/ circumstances that may impact on their child's participation at school.</li> </ul>

## 5. Supporting positive student behaviour through whole school strategies

Endeavour Schools acknowledges that recognising and reinforcing positive behaviour is an effective way of supporting student behaviour. The school also acknowledges that positive relationships within the school and a sense of connection to the school assist in promoting positive student behaviour. Whole school strategies that are used at Endeavour Schools to promote positive student behaviour are outlined below.

### **INDIVIDUAL CLASSROOM STRATEGIES**

Each class from Kindergarten to Year 6 will have its own reward system for encouraging positive behaviour. These systems are developed by the class teacher, are age appropriate, aligned to the school's positive behaviour expectations and complement the whole school Token System (below) with a high frequency of positive feedback for students.

### **SCHOOL TOKEN SYSTEM**

A whole-school behaviour token system is to be implemented. The purpose of this system is to reinforce and acknowledge students who demonstrate the Endeavour Schools' positive behaviour expectations. Further information will be added here once the revised system is finalised.

### **MERIT CERTIFICATES**

At each whole-school and block assembly students are able to receive merit certificates as a form of award that is used in the school. Merit certificates are to be given as a means of acknowledging positive behaviour and work.

### **STUDENT LEADERS**

Students in Year 6 are able to nominate and be selected by their peers to be a student leader. There are 14 positions available (6 x student councillors; 8 x factions captains [2 for each faction]). In addition to student leaders Year 6 students have the opportunity to be peer supporters and games masters within the playground. The purpose of peer supporters and game masters is to provide an opportunity for Year 6 students to develop their leadership skills and sense of connection to the school community.

### **END OF TERM AFTERNOON TEA**

Each term an afternoon tea will be hosted by the school principals. A student from each class and their parent will be invited to attend. Each term will have a specific focus- examples include literacy, numeracy, social skill development and other learning areas.

### **WHOLE-SCHOOL POSITIVE BEHAVIOUR EVENTS**

Each term a positive behaviour event will be held to recognise students who have consistently displayed the Endeavour Schools positive behaviour expectations. All students are able to participate unless they have lost their Good Standing. Criteria in relation to how Good Standing is lost can be found in the Good Standing section of this policy.

### **BUDDIES PROGRAM**

At the start of the year each class will be assigned a buddy class for the fortnightly whole-school buddies program. The purpose of the buddies program is to assist in building positive relationships and a sense of connection to the school community for the students. Once a fortnight partnered buddy classes will come together to engage in activities that support's the school's positive behaviour expectations and social and emotional development focus. An outline for these sessions will be communicated to all on a termly basis.

### **LEARNING PROGRAMS**

Endeavour Schools will seek to include a number of items as part of its learning programs to support positive behaviour development. This includes, but isn't limited to, the following:

- a) Evidence-based drug and alcohol education
- b) Friendly Schools Plus and Zones of Regulation (whole-school programs)
- c) Bullying (including cyber bullying)
- d) Resilience and self esteem

## 6. Process for student misbehaviour within the classroom

### **PRE STAGE ONE: POSITIVE ENVIRONMENT**

Staff establish a positive classroom environment, utilise effective low-key classroom management strategies and set and explain clear behaviour standards based on the Endeavour Schools' positive behaviour expectations.

It is at the discretion of the teacher to determine the point in time in the classroom when they deem the behaviour past using classroom management strategies and becoming a disruption to the student learning and/ or other students. Then they must follow the guidelines below.

### **Minor Misbehaviours**

#### **STAGE ONE: RULE REMINDER**

Staff refer the student to the classroom Positive Behaviours poster and discuss expectations for the associated behaviour.

#### **STAGE TWO: WARNING**

The student is advised of the consequence for continued negative behaviour and their name recorded on the board/ school tracking system.

#### **STAGE THREE: REFLECTION TIME**

The student is given a time out in the classroom Reflection Spot. This time is both an opportunity for the student to reflect on their behaviour and the impact on others, and/or to employ Zones of Regulation strategies to de-escalate their behaviour.

#### **STAGE FOUR: REFLECTION SHEET**

The student is given a second time out to reflect on their behaviour and employ Zones of Regulation strategies. At the conclusion of the time out, the student will complete a Classroom Reflection Sheet suitable for their year level and/or ability (Lower/Upper). The reflection sheet is discussed with the issuing staff member and sent home for parent signature. Copies of Reflection sheets are available on the M drive.

#### **STAGE FIVE: REFLECTION CLASS**

The student attends their Reflection Class, as assigned at the beginning of the year. Within the Reflection Class, the student completes a Reflection Class Sheet and discusses their behaviour with the Reflection Class teacher. When a student is sent to their assigned Reflection Class the time they are to remain there is to be communicated to the supervising teacher (i.e. 20 minutes, until the next instructional period etc). The Reflection Class sheet is sent to the office for a school administrator's signature and then sent home to be signed by a parent/caregiver, before being returned to the classroom teacher. Copies of Reflection Class sheets are available on the M drive.

#### **STAGE SIX: SENT TO ADMINISTRATION OFFICE**

Major behaviour incidents and continued unacceptable behaviours are referred to the office to be addressed by a member of the school administration team. A student referral form (See Appendix 2) must be completed and sent to the office on referral.

## 7. Process for student misbehaviour within the playground

### **PRE STAGE ONE: ACTIVE PATROLLING/ POSITIVE INTERACTIONS**

Staff actively patrol allocated duty areas and initiate and model positive interactions with students to support developing a positive school culture.

### **STAGE ONE: WARNING**

The student's name is recorded on the tracking sheet and they are reminded of the expected behavior.

### **STAGE TWO: SENT AWAY FROM AREA/ WALK WITH DUTY TEACHER**

The student's name is recorded on the tracking sheet and they will be required to either walk with the duty teacher for a designated period of time or sit out in a designated spot in the area that is being patrolled by the duty teacher.

### **STAGE THREE: CONSEQUENCE ZONE**

The student's name and behaviour is recorded in the duty folder. That student is to walk/ remain with the duty teacher for the remainder of the break time. A student referral form is completed and to be forwarded to the office at the end of the break time. The student will be required to go to the Consequence Zone for the next play break period. School administration will notify the class teacher of this prior to the next play break. A reflective sheet is completed by the student and handed to the class teacher afterwards- copy available on the M drive.

### **STAGE FOUR: OFFICE REFERRAL**

The student is sent to the administration office and a member of the school administration team will address the behaviour. At this level parents will be notified by the Principal or Deputy Principal.

## 8. Major student misbehaviour activities/ office referral

All major behaviour incidents (as listed below) and ongoing repeated negative behaviours are referred to the office using a Student Referral Form (See Appendix 2). Behaviours are investigated and addressed by the school administration team based on the nature of the incident, previous behaviour records and in accordance with DoE policy and the School Education Regulations (2000).

Physically fighting Leaving school grounds without permission Inappropriate use of online technologies Bullying/harassment Vandalism Drug or illegal substance	Physical or verbal abuse of a staff member Possession of a weapon/ illegal substance Stealing Swearing or offensive language Racist remarks or gestures
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Referral to the office may result in the following actions:

### **BEHAVIOUR CONTRACT**

Students may be supported to address their behaviours using restorative processes. This may include the completion of a Values based behaviour contract.

### **WITHDRAWAL**

Students are withdrawn from class for a period of time as determined by the Principal(s). During this time the student is supported to reflect on their behaviour and determine actions to improve their behaviour choices

within the classroom or playground. For a planned withdrawal (e.g. withdrawal the next school day) the class teacher is to provide work for the student at a level that can be completed independently. For an impromptu withdrawal (e.g. immediately after an incident that occurred during break time) the school administration will provide work for the student. At the conclusion of the withdrawal time, the student is escorted back to the classroom and undertakes actions in line with the re-entry guidelines.

### **DETENTION**

Students spend recess and/or lunch time in an area designated by the school administration team. Students attending detention maybe asked to bring with them suitable class work to complete, as set by the class teacher.

### **SUSPENSION**

Major behaviour incidents may result in the suspension of a student for a period determined by the Principal(s) and in accordance with Department of Education behaviour policy and guidelines. An Individual Behaviour Plan will be developed and implemented to support the student's behaviour, in consultation with the parent/guardian, upon their return.

### **RE-ENTRY GUIDELINES**

After a student has undertaken a withdrawal it is important that restorative justice practices are used to support their re-entry into the classroom. The re-entry guidelines to be used at Endeavour Schools are as follows:

- a) The student is to demonstrate that they are back in the green zone and ready to learn (i.e. calm state).
- b) The student will re-enter the class at a designated natural break (e.g. just prior to recess/ lunch etc).
- c) Restorative justice practices are to be used to support the student's re-entry:
  - i) Guidance for the process will come from the school administration team
  - ii) The focus is on the student making amends for their actions
  - iii) The role of the teacher is to support the student making amends and welcoming them back into the class.
- d) School administration to conduct a check on the student/ class after re-entry (e.g. 15 minutes later).

**School administration will communicate any of the above actions to parents/caregivers and will record the behaviour on Integris.**

## **9. Good Standing policy**

In accordance with the Department of Education's Student Behaviour Policy, Endeavour Schools has a Good Standing policy. Our Good Standing policy supports the Endeavour Schools' values of Respect, Responsibility, Resilience and Reconciliation by acknowledging and rewarding exemplary student behaviour. It emphasises the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and others.

Good Standing is a status all Endeavour Schools' students are granted at the start of every term. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing are eligible to participate in Endeavour Schools' positive behaviour reward activities and other school activities. Students who lose their Good Standing may lose the privilege to participate in events including excursions and school-based activities, camps, sporting events, choir and discos. Students who lose Good Standing will not be eligible to receive school certificates until they regain Good Standing.

### **How students can lose Good Standing:**

All students will start on 20 points and lose their Good Standing if they accrue 20 penalty points (i.e. down to 0 points). Penalty points will be issued as follows, with parents being notified:

- C zone or reflection sheet- 4 points
- Reflection class- 7 points
- Detention- 7 points
- Office withdrawal- 10 points
- Suspension- 20 points

Once a student has reached 20 penalty points they will lose their Good Standing. They will be ineligible to participate in designated events until they regain their Good Standing. Parents will be advised when their child loses their Good Standing, how they may regain this status and opportunities for which they will be ineligible.

### **Regaining Good Standing:**

Students will regain their Good Standing after demonstrating the Endeavour Schools' positive behaviour expectations for 10 days. Teachers will fill out a tracking sheet (See Appendix 6) to track the 10 days of positive behaviour. Once the student has demonstrated the Endeavour Schools positive behaviour expectations for 10 days (does not need to be consecutive days), the sheet is sent with the child to the office and the Principal will reinstate Good Standing. Parents will be advised when their child's Good Standing has been reinstated.

The Endeavour Schools Good Standing policy is provided to maintain consistency in our decision-making processes. It is important to note that these *are guidelines* and:

1. if there are extenuating circumstances that have resulted in the negative behaviours; or
2. If there is a significant period of positive behaviour since the previous negative behaviour then, these factors will be considered.

Any decision to withdraw or maintain Good Standing will be at the discretion of the Principals.

## **10. Providing individual student behaviour support/ Tier 2 support**

### **INDIVIDUAL SUPPORT**

Individual behaviour plans will be developed for any student requiring behaviour supports outside of the scope of the whole school Supporting Student Behaviour policy- A proforma can be found in Appendix 5. Risk management plans will be developed for any student whose behaviour poses a potential risk to themselves, others or school property. Risk management plans are developed by a member of the Administration team, in consultation with the student's classroom teacher and parent/guardian.

The following supports are available when developing individual documented plans:

- a) School administration
- b) Learning Support Co-ordinator (LSC)
- c) School of Special Education Needs: Behaviour (SSEN:B)
- d) School Psychologist
- e) Other external agencies

***NOTE: Plans involving the engagement of external agencies will be managed by the LSC or a Deputy Principal***

## **TIER 2 SUPPORT**

Students identified as being Tier 2 behaviour students through the school's SAER processes (See SAER policy) and are not responding to individual behaviour plans will require additional support. A Behaviour Functional Analysis model is to be used to identify the functions of the behaviour and to develop a behaviour support plan. This process will be led by a member of the school administration team in conjunction with the class teacher, LSC and school psychologist. The behaviour support plan will outline a range of strategies in supporting the student to modify their behaviour. A proforma can be found in Appendix 7.

## **11. Student behaviour recording and data/ Communicating with parents**

Class teachers are required to maintain records of student behaviour in a consistent manner that is suitable within their classroom. A whole-school recording system is to be implemented by school administration to assist in recording behaviour at a whole-school level. Repeated negative behaviours (multiple reflection sheets) and Reflection Class referrals should be communicated to parents by the classroom teacher.

Reflection Sheets and Reflection Class referrals should be recorded on Integris by the classroom teacher. Behaviours resulting in office referral will be recorded on Integris by the school administration team.

School behaviour data, including classroom and playground recording sheets, will be regularly reviewed throughout the school year. These reviews will assess the effectiveness of whole school supporting student behaviour policy and provide strategic direction for future behaviour support actions/initiatives.

## **12. Use of mobile phones & electronic devices**

Mobile phones or other personal electronic devices are not permitted for use by students whilst on school grounds or at school sanctioned events. Students that have mobile phones must hand it in to the school office on entering the school grounds and collect it at the end of the day.

Failure to follow the above procedure will be considered a major behaviour incident and an office referral will be made.

## **13. Violent or self harming behaviours**

Violence of any kind towards school community members is not tolerated. Violent actions will be considered a major behaviour incident and an office referral made.

If weapons are found to be present on the school site, the following actions will occur:

**Unattended Weapon** – the weapon will be moved to a safe location or access to the immediate area restricted, in a manner that ensures individual safety. Police will be notified as appropriate.

**Weapon in possession of an individual or group** – the school's emergency management plan (e.g. lockdown) will be enacted.

Endeavour Schools will follow the processes outlined in the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non Suicidal Self-Injury (See Appendix 4).

## 14. Bullying & harassment prevention

Bullying as defined by the Department of Education is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Endeavour Schools is a Bully Free Zone. Bullying of any type is not tolerated. Parent information brochure on bullying is to be included in a newsletter in Term 1 each year. Parents are asked to read through the pamphlet with their child(ren) and to discuss what children should do if they are being bullied. It is important for children to understand that they must tell an adult if they have been bullied or if they see someone else being bullied. All reported instances of bullying will be acted on by school staff.

Bullying can take many forms such as:

### **Physical**

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

### **Verbal**

This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

### **Psychological**

This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional black-mail, and threats to an individual’s reputation and sense of safety.

### **Cyber**

This involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

### **BYSTANDER**

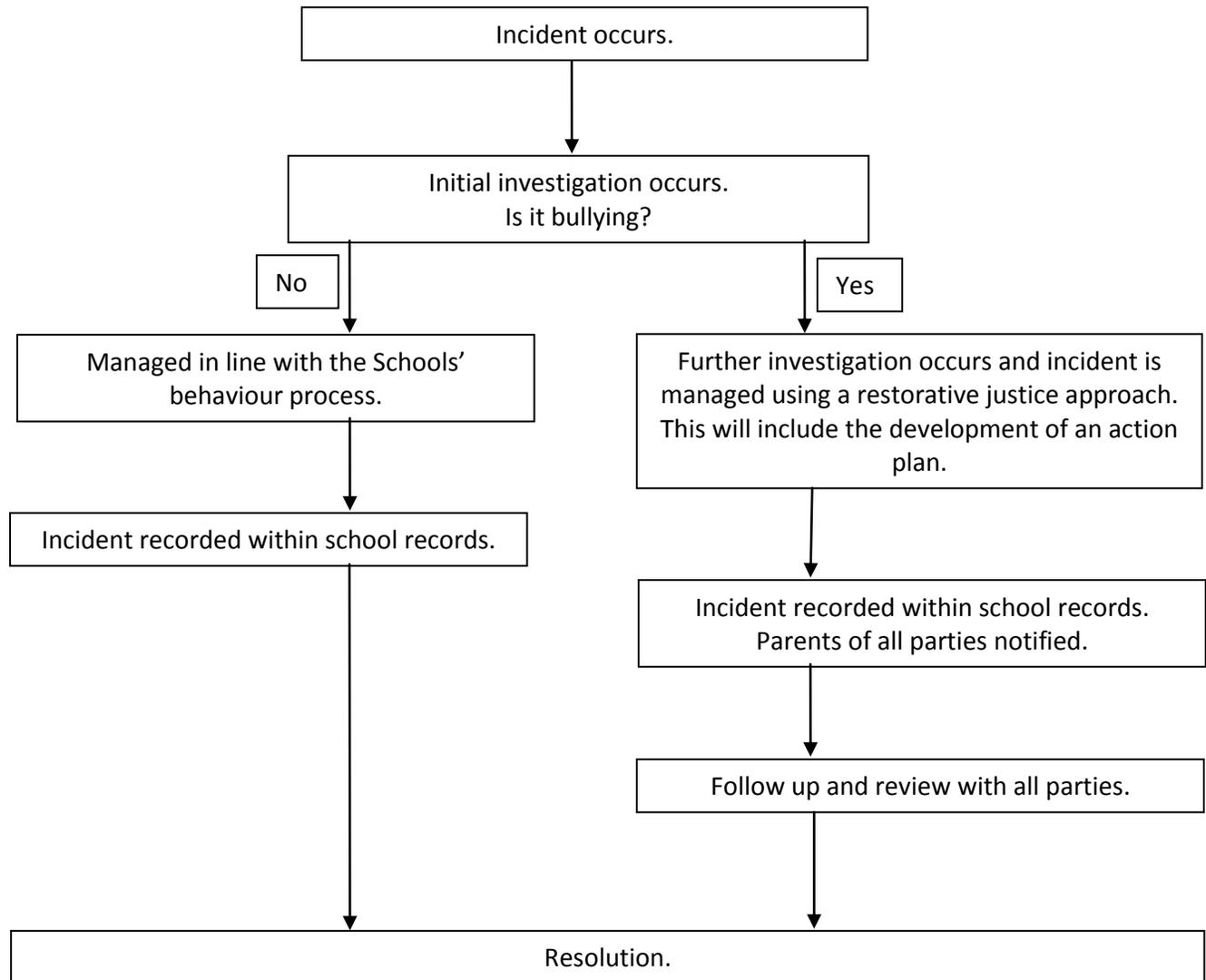
Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as “bystanders”. A bystander is someone who sees the bullying or knows that it is happening to someone else. Bystanders are encouraged to report incidents of bullying to school staff.

### **STRATEGIES WE WILL USE TO DEAL WITH BULLYING**

The whole of school Social & Emotional program will target anti bullying strategies by:

- a) Ensuring that students know about school’s Supporting Student Behaviour Policy and bullying management procedures;
- b) Maintaining caring and supportive relationships with students;
- c) Openly talking about bullying – what it is, how it affects us and what we can do about it;
- d) Development of self and emotional competency through Friendly Schools Plus and Zones of Regulation programs;
- e) Teach students the skills which will build self-esteem and empower them to take responsibility for themselves; and
- f) Give students the opportunity to practise these skills.

## OVERVIEW OF HOW THE SCHOOL MANAGES BULLYING INCIDENTS



### Responsibilities of staff:

- a) Communicate with the school community about what bullying is and measures the school uses to address bullying issues.
- b) To deal with all reported and observed incidences of bullying;
- c) Be observant of signs of stress or suspected incidents of bullying;
- d) Apply restorative practices when dealing with conflicts (see Appendix 3); and
- e) To report incidences of bullying to parents, administration, other staff as necessary.

### Responsibility of students:

- a) To not bully others
- b) To tell an adult if they are being bullied
- c) To use suggested strategies if they are bullied
- d) To tell an adult if they see someone else being bullied
- e) To help someone who is bullied

Responsibilities of parents:

- a) To watch for signs that their child may be being bullied
- b) To instruct their child(ren) to tell an adult if they are being bullied
- c) To ensure their child(ren) knows and practises strategies outlined by Endeavour Schools to help them if they are bullied
- d) To speak to the class teacher if their child is being bullied, or they suspect it is happening

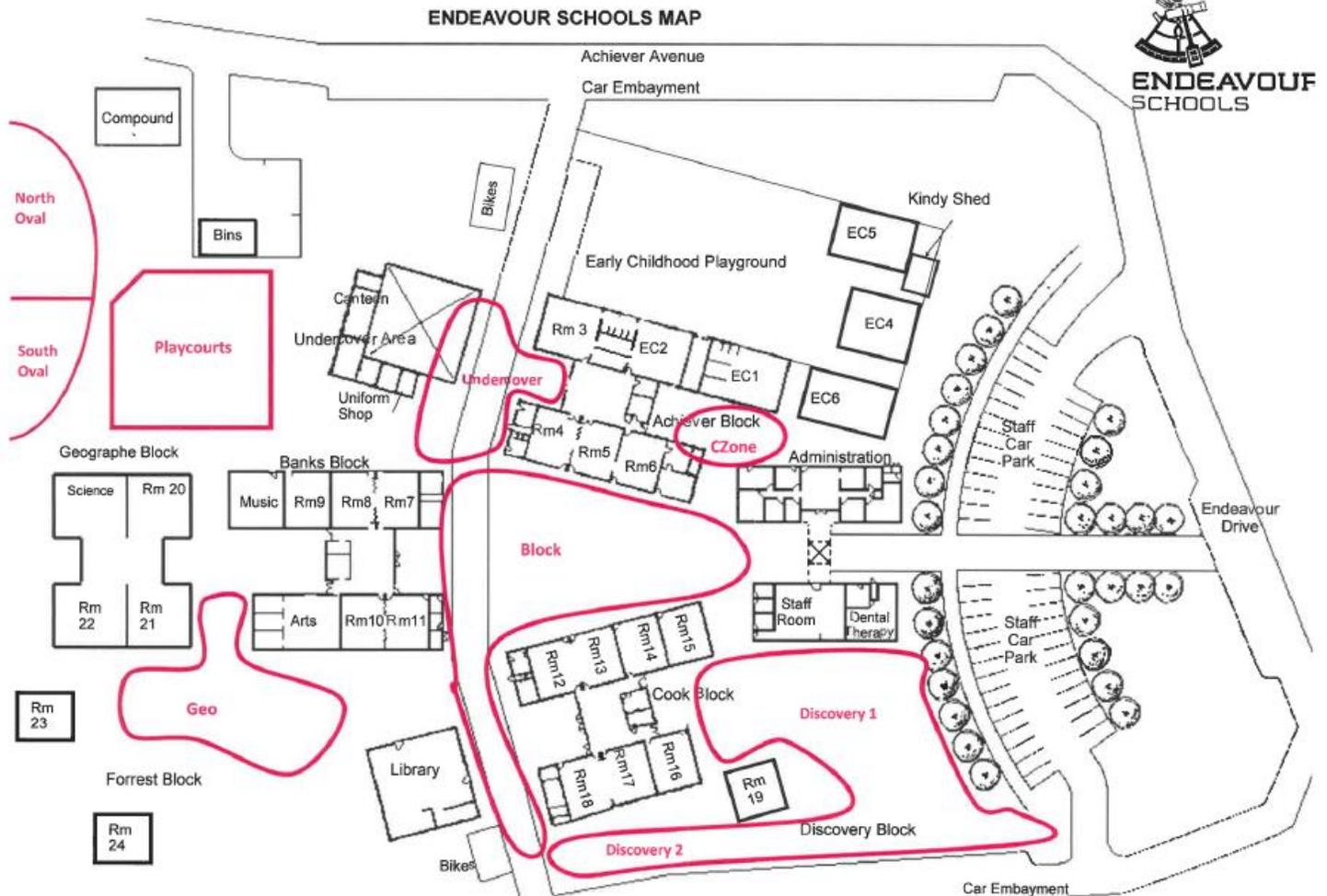
## 15. Proformas & Appendixes

The following pages contain a number of proformas and Appendixes to assist with implementing the Endeavour Schools' Supporting Student Behaviour Policy. These proformas include:

- Appendix 1: Guidelines for Playground Management and Supervision;
- Appendix 2: Endeavour Schools Student Referral Form;
- Appendix 3: Restorative Questioning;
- Appendix 4: School Response to Student Suicidal Behaviour & Non- Suicidal Self Injury;
- Appendix 5: Individual Behaviour Plan Template;
- Appendix 6: Endeavour Schools Regaining Good Standing Form
- Appendix 7: Tier 2 Support Plan

# Appendix 1- Endeavour Schools guidelines for playground management & supervision

Defined playground areas are designated around the school ground via the following map.



Specific guidelines to assist duty staff with playground management and supervision are:

- Duty staff are to be prepared (e.g. hat, vest, duty file, punctual) and aware of the requirements of their allocated duty area.
- Duty staff are expected to actively patrol the whole designated duty area.
- All staff are expected to model the school's positive behaviour expectations whilst on duty.
- Staff are expected to support students to play within the playground.
- It is an expectation that staff will positively interact with students and praise them whilst on duty.

## BEFORE SCHOOL

All children arriving at school before 8:25am must sit and remain in the Achiever alcove opposite the undercover area. A member of the school administration team will supervise students in this area.

## SIRENS

A warning siren will sound 5 minutes to the recess or lunch break officially ending. During this time students are to make their way back towards their class, go to the toilet, get a drink and line up quietly outside their classroom. When the second siren sounds (i.e. official end of the break) all students are to be lined up outside their class, with class teachers present to escort students into the room.

# Appendix 2- Endeavour Schools student referral form



## ENDEAVOUR SCHOOLS STUDENT REFERRAL FORM

Please fill in for all students sent to the office

STUDENT NAME: \_\_\_\_\_

YEAR: \_\_\_\_\_ ROOM: \_\_\_\_\_ REFERRING TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

Classroom ( ) Duty ( ) Support/Dott ( ) Specialist ( )

**REASON:** Brief explanation

*Medical*

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*Behaviour*

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**ACTION TAKEN:** Sent Home ( ) Medical only

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Principal ( ) Deputy Principal ( ) Office ( ) Other ( )

## Appendix 3- Restorative questioning

### Restorative Questions 1

(For the child who has done wrong.)

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

### Restorative Questions 2

(For the child who has been hurt.)

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

*From Real Justice program*

# Appendix 4- School Response to Student Suicidal Behaviour

All staff members

Nominated person/Student Services/Administration

Nominated person/Student Services/Administration

Consultation with relevant staff

**Nominated staff member/s contact details**

Title	Role	T:
Title	Role	T:

**Direct disclosure**  
Student discloses suicidal behaviour and/or NSSI to staff member

**Indirect disclosure**  
Third party informs a staff member of concern regarding student suicidal behaviour and/or NSSI

**Keep the student safe**  
If disclosure indicates imminent risk inform principal (or nominee) immediately.  
Principal (or nominee) to contact parent/guardian and if necessary contact emergency services (000) and follow emergency management procedures.

Where there is an existing Risk Management Plan (RMP) in place follow actions as outlined  
OR  
Inform nominated staff member ASAP (same day as disclosure where possible).

**Nominated staff member**

- Gathers further information from student and/or others as necessary; contact is discreet and confidential
- Consult with appropriate staff to determine actions to be taken; this may include discussion with a colleague as well as a professional with specialist knowledge in mental health (see resource list).

**Contact Home (check system for any contact restrictions)**

Call parent/guardian and notify of concern. Emphasise to parent/guardian the importance of a supportive response to their child's disclosure.

- If available, offer risk assessment by staff member trained in suicide risk assessment (if not already completed).
- Should a trained staff member not be available and the concern, following consultation, is deemed to require additional intervention it is recommended that student is taken for external assessment (e.g. Acute Response Team (ART), Hospital Emergency Department, Doctor or other mental health service).
- Recommend ongoing monitoring of the student and provide emergency response numbers to parent.
- Should parent/guardian not be contactable attempt to contact other emergency contacts available on school system.
- If it is not possible to make contact with a suitable adult, consult to determine further action (see resource list).

**Concern About Contacting Home**

Consult with Principal (or nominee) to determine actions which may include:

- Consultation with appropriate personnel (see resource list) for advice and to determine actions to be taken
- Consultation and/or referral to the Department for Child Protection and Family Support if there is reason to believe that notifying the parent/guardian would put the student at risk
- Actions based on advice received through consultation.

**Where Risk Assessment Completed at School**

- Discuss limits of confidentiality with student.
- Provide student with emergency contact numbers and support within and external to school.
- Parent/guardian to be notified following assessment and recommendations discussed which may include:
  - ongoing monitoring of student
  - providing emergency response numbers
  - linking student with appropriate services (through referral)
  - consultation with the ART and/or
  - recommending student be taken to local hospital for further assessment.
- When student is taken for further assessment, that agency should be contacted and provided with relevant information. Where possible, this information should be documented and provided in writing. Consent should be obtained from the parent/guardian if appropriate.

**If parent/guardian dismisses concerns and indicates they will not follow-up on recommendations**

- Reiterate concerns and need for ongoing monitoring of student.
- Provide appropriate emergency response numbers.
- Consult with Principal (or nominee). Actions may include:
  - Consulting with appropriate personnel for advice (see contacts page three)
  - Principal (or nominee) contacting parent/guardian directly to reiterate school's concerns and recommendations for follow-up
  - Send a formal letter to parent/guardian, documenting concerns and recommendations for follow up; including information on support services and emergency response numbers.
  - depending on nature of case informing parent/guardian that Department for Child Protection and Family Support will be advised.

**Risk Management Planning and Return to School**

- School to consider the need for a return to school meeting (e.g. following release from hospital). The meeting should include relevant school staff, parent/guardian, external support agencies and student (as appropriate).
- Nominated staff member, in consultation with relevant staff (school staff, parent/guardian, other agencies, student) to develop a risk management plan (RMP) or review existing RMP.
- Inform or update teachers so they manage the safety of the student when they return to class.
- Distribute RMP to all staff teaching the student, administration and student services/support staff.

**In All Cases**

- Update Principal of actions taken and outcome as required.
- Follow up with, and offer support to, any students and staff that may have been impacted by disclosure/incident.
- School to be aware of potential impact of social media use and monitor this where possible.
- Where student is already a client of an external service provider, inform the provider of the disclosure/incident. Obtain consent from parent/guardian if this is not already in place.
- Continue to liaise with parent/guardian and check that agreed actions have occurred.
- Check the school's documentation processes are followed and consider whether an Online Incident Notification needs to be lodged.
- Consider self-care and determine whether an opportunity to debrief with a colleague or accessing professional support is needed.

**Monitor and review**

### Appendix 5- Endeavour Schools Individual Behaviour Plan

<b>Year Level:</b> <b>Room:</b>	<b>Student Name:</b>	<b>Teacher:</b>	<b>Start date:</b> <b>Review date:</b>	<b>Diagnosis: Y /N</b>
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<b><u>INTERVENTIONS ( Please highlight either Y OR N</u></b>			
SCHOOL PSYCHOLOGIST: Y/N	SPEECH THERAPIST: Y/N	OCCUPATIONAL THERAPIST : Y/N	
CHILD DEVELOPMENT CENTRE:Y/N	SCHOOL NURSE : Y/N	PAEDIATRICAN : Y/N	
BEHAVIOUR CENTRE: Y/N	DCPFS: Y/N	CLINICAL PSYCHOLOGIST : Y/N	CAHMS: Y/N

Outcomes/ Objectives	Strategies/ Resources	Rewards	Consequences	Evaluation

Teacher Sign: \_\_\_\_\_

School Admin Sign: \_\_\_\_\_

Parent Sign: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX 6 - ENDEAVOUR SCHOOLS- REGAINING GOOD STANDING



Student's name: \_\_\_\_\_

Year level: \_\_\_\_\_

Date lost Good Standing: \_\_\_\_\_

Record of how Good Standing was lost	
Items	Dates
Reflection sheet/ C- zone (4 points)	
Reflection class/ detention (7 points)	
Office withdrawal (10 points)	
Suspension (20 points)	

In order to regain Good Standing, you are required to demonstrate the Endeavour Schools' positive behaviour expectations for 10 days. Your class teacher will initial and date if you demonstrate the required positive behaviour expectations at the end of each day.

Record of Regaining Good Standing		
Day	Date	Teacher initial
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Once 10 days of positive behaviour is achieved this form is to be signed by the school principal who will authorise the reinstatement of Good Standing.

Signed (Principal): \_\_\_\_\_

Date: \_\_\_\_\_

Good Standing reinstated?    Yes / no

Parents notified of reinstatement of Good Standing?    Yes/ no

Date notified: \_\_\_\_\_

## Appendix 7- Endeavour Schools Tier 2 Support Plan

Year Level: Room:	Student Name:	Teacher:	Start date: Review date:	Diagnosis: Y /N
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<p><b><u>FUNCTIONAL BEHAVIOUR ANALYSIS SUMMARY</u></b></p> <p>.....</p>
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XX displays "START" behaviour:	XX's "STOP" behaviours are:	Social & Emotional Support
XX will: - - -	- - -	- - -



Positive reinforcement	Negative consequences	Supporting strategies
- - -	If XX is not showing 'START' behaviour during class activities: - -	- - -
	<b>Extreme Behaviour</b>	
	- -	

Teacher Sign: \_\_\_\_\_

School Admin Sign: \_\_\_\_\_

Parent Sign: \_\_\_\_\_

Date: \_\_\_\_\_



