



Violent and Aggressive Behaviour Policy

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VIOLENT OR AGGRESSIVE BEHAVIOUR POLICY

TO BE USED IN CONJUNCTION WITH BEHAVIOUR MANAGEMENT POLICY

Golden Hill Steiner School considers the safety and security of its students to be of the utmost importance. When parents/guardians deliver their child to school they have an expectation that they will be protected at all times.

All persons whom work at the School owe a duty of care to our students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care.

The notion of reasonable care extends to ensuring that the school provides a safe, non-violent environment for all students and includes the development of processes for the effective management of student behaviour.

All forms of violent behaviour, including habitual bullying, are not condoned (see also "Dealing with Bullying Behaviour Policy" in cases where bullying may be the issue). In instances where this behaviour is seen to be pre-meditated and in cases where this behaviour has become a pattern of response by a student, the school will act promptly to manage the situation and ensure that this behaviour discontinues.

GHSS explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

LEGISLATION

Listed below are some of the wide range of legislation that impose duties and obligations upon a School.

- Criminal Code 1913
- School Education Act 1999
- School Education Act Regulations 2000
- Occupational Safety and Health Act 1984 and Regulations 1996
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Equal Opportunity Act 1984

RELATED POLICIES

This policy should be read in conjunction with the following -

- Concern and Grievance Procedure
- Emergency Management Procedures
- Student Code of Behaviour and Discipline Policy

INTRODUCTION

The ability to effectively manage inappropriate behaviour is enhanced when we understand the relationship between the students' inappropriate/aggressive behaviour and needs. The following should be considered:

- All behavior, including inappropriate/aggressive behavior, is an attempt to meet a human need;
- The behaviours to meet a need may not be rational to the staff, but the underlying needs are always genuine to the individual;
- Needs are constant. We seek changes in behaviour when dangerous behaviours are being used to meet needs.

Source: Predict, Assess and Respond to Challenging/Aggressive Behaviour – Participants Manual 2010

Students need opportunities to develop appropriate behaviours, self-control, and resiliency through interactions with teachers and other staff and through the curriculum, and they need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

The following principles guide the management of all student behavior at GHSS:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention;
- The use of appropriate curriculum and learning programs will encourage engagement by students;
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature;
- All decisions relating to the management of student behaviour and the implementation of policy are made in accordance to the principles of procedural fairness;
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students;
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community;
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

PROCEDURE

All reports of violent or aggressive behaviour by witnesses whom observed the incident will be reported to the Class Teacher. The Class Teacher will interview all parties involved and follow steps to ensure procedural fairness. If the Class teacher is unavailable to do this, another teacher or the Principal will do so.

Steps for Procedural Fairness

1. During the interview -

- Outline the alleged behaviour.
- Allow the student to respond.
- Consider the response.
- Indicate the school's view and likely action to the student and parents/guardians.
- Consider any further comment or appeal particularly in relation to suspension, expulsion or exclusion.
- Make a final decision.

1. The interviewing teacher will make a report to the Principal and Faculty (see "Incident Report Form"). Parents must be notified.
2. Where the incident is severe or involves a student with a history of violent behaviour, the student will be immediately suspended for up to two days (see Appendix B – Discipline Procedures Table for guidance). For students in classes 1 to 3 the word "suspension" may be replaced with the words "sent home". The student's history of violent behaviour should be recorded on the "Incident Report Form" and kept in the student's file (see also; "Behaviour Management Policy").

3. The principal and class teacher or another teacher, will meet with the student and parents to set out conditions for the student continuing at school (see "Behaviour Management Policy" and Appendix A - Behaviour Plan).
4. Any further aggressive or violent behaviour may result in an immediate one-week suspension. (See "Behaviour Management Policy" which contains the procedures for Suspension and Expulsion.)

CONFLICT OF INTEREST

In cases where there is a conflict of interest at any step in the Procedural Fairness process between the Class Teacher and / or any other parties involved in the process, assistance can be called on from other staff members, the Chair of Board or from the Principal.

REFERENCES

AISWA Behaviour Management Guidelines
Available: <https://www.ais.wa.edu.au/>

School Education Act (WA) 1999 and Regulations 2000 (WA)
Available: <http://www.slp.wa.gov.au/legislation/statutes>

Workplace Relations Act 1996
Available: <http://www.slp.wa.gov.au>

Appendix A – Behaviour Plan Form

BEHAVIOUR PLAN FORM

Students Name: _____

Date of Meeting: _____

Persons Present: _____

Previous related issues: _____

Reason for plan – At least Three Behavioural Reports (must be sent home) and at least 2 previous Parent/Teacher Interviews (or in cases of sudden and serious Level 4 misbehaviour)

Teacher's view of the situation

Child's view of the situation

Parent's view of the situation

Agreed behaviours that need to change

Strategies on how to support these changes

Teacher agrees to

Child agrees to

Parent agrees to

Next review meeting (recommended weekly) Date: _____

- Signed _____
_____ - _____ Parent(s)
_____ Class teacher

Comments on progress:

Behaviour Plan Methodology:

After the Behaviour Plan Meeting, the following will occur:

1. Teacher to define in simple, plain English the main behaviours that need to change (use positive language where possible)
2. Fill in a "My Goals" chart (see attached) for each day and adhere pages in small exercise book with student name on cover
3. Student is responsible for ensuring his/her teachers mark the book each day
4. Book to go home in evening for parents to sign and comment, then must return with child next day
5. Teacher/s to positively encourage all progress shown in book
6. If good progress shown, student to remain on plan until class teacher and supporting teacher are satisfied behaviour has changed adequately
7. If poor or no progress shown and the behaviour plan is not successful then further strategies (counselling and other outside assistance) will be required by parents and school.
8. Regular parent interviews are essential.
9. If, after all the above are implemented and there is little change, then suspension and possible expulsion will occur.

DISCIPLINE PROCEDURES

All teachers are asked to be consistent with procedures outlined below.

This is a brief overview.

Please familiarise yourself with detailed Behaviour Management Policy.

Level	Type of behaviour	Consequences (all teachers to consistently apply the following:)
0	Adheres to school code of conduct	
1	Essentially respects rules and the rights of others, but is involved in minor disruptions of low intensity and frequency.	<p>After 3 reprimands, a timeout is given.</p> <p>If low level behaviour persists that day, after a timeout has been received, fill in a Behaviour Incident Report Form and send to buddy class. Parents to receive a copy of form.</p> <p>If, after Buddy Class, behavior persists, remove to the office. Parents informed. A virtues reflection completed.</p>
2	Infringes the rights of others or displays behaviours at a higher frequency or intensity than level 1	<p>Loss of playtime. Inform the duty teacher of this.</p> <p>Complete a Behaviour Incident Report Form and send a copy home Copy of Report form given to Class Teacher (if they were not observer).</p> <p>Can also speak to or phone parent at teacher's discretion.</p> <p>In the case of rudeness to staff or another class member there will be a written apology as well as time out.</p>

<p>3</p>	<p>Seriously and regularly breaches the rights of others <u>OR</u> displays behaviour at a higher intensity than level 2.</p>	<p>Child automatically loses next recess. Recess will be spent on time out appropriate to age and behaviour.</p> <p>Parents may be asked to collect child immediately.</p> <p>Parents notified in writing and Duty teachers to be notified.</p> <p>Report to be filled out.</p> <p>If there have been 2 previous reports then a third report is to be completed and a Behaviour Plan to be developed by Class Teacher.</p>
<p>4</p>	<p>Seriously and continually violates other's rights</p>	<p>The child should be on a Behaviour Plan.</p> <p>4th report will result in Immediate suspension for two days.</p> <p>5th report will result in second suspension for five days.</p>
<p>5</p>	<p>In extreme circumstances expulsion will occur</p>	<p>See Behaviour Management Policy for details</p>