



**BANNISTER CREEK**  
Primary School

INDEPENDENT PUBLIC SCHOOL

# Student Behaviour Policy

2024-2026



# Student Behaviour Policy

This policy, in compliance with the Student Behaviour in Public Schools Procedures and Student Behaviour in Public Schools Policy establishes the following:

- 1.1. A school community culture of positive behaviour
- 1.2. Development, implementation and monitoring of a whole school approach to behaviour, including:
  - 1.2.1 Identifying and communicating the rights and responsibilities of all students and staff
  - 1.2.2 Incorporating restorative principles, systems and approaches
  - 1.2.3 Providing multi-tiered systems of support
  - 1.2.4 Building staff capacity through training and support
  - 1.2.5 Providing behaviour support to students with complex needs
- 1.3 Retaining of records

A school community culture of positive behaviour

## Glossary

### **Behaviours of concern**

Any behaviour which is considered challenging, complex or unsafe towards other students and/or themselves and/or their environment that requires more persistent or intensive responses. This can include behaviour which is a manifestation of disability.

### **Behaviour as a manifestation of disability**

Under the Disability Discrimination Act 1992 it is recognised that a person with a disability may display disruptive behaviour characteristic of the person's disability and the person should not be punished for behaviours that are a result of the person's disability. (see Disability)

### **Bullying**

Bullying is an ongoing misuse of power in relationship through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or emotional harm.

### **Case management**

Case management is a collaborative process that provides opportunity for all stakeholders to assess, plan, implement, coordinate, monitor, and evaluate the options and support required to meet a student's needs.

### **Collaborative problem solving**

Collaborative problem solving is a process whereby two or more stakeholders attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution.

### **Complex needs**

Students with complex needs are those who require a high level of coordinated, personalised support due to multiple challenges, for example mental health, disability, poverty, homelessness.

### **Cultural Responsiveness**



The ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different to one's own. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students. In the Western Australian context this, is first and foremost for Aboriginal students.

### **Disability**

Under the Disability Discrimination Act 1992, disability means:

- Total or partial loss of the person's bodily or mental functions.
- Total or partial loss of a part of the body.
- The presence in the body of organisms causing disease or illness.
- The presence in the body of organisms capable of causing disease or illness.
- The malfunction, malformation, or disfigurement of a part of the person's body,
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction,
- A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour

It includes a disability that:

- Presently exists
- Previously existed, but no longer exists
- May exist in the future (including because of a genetic predisposition to that disability)
- Is imputed to a person

### **Disability discrimination**

Discrimination occurs when a student with disability is treated less fairly than people without a disability. Discrimination does not have to be intentional to be unlawful.

### **Diversity**

Recognising the benefits of the differences and strengths children and young people bring to their environment, their characteristics, backgrounds and perspectives to better understand and meet their needs.

### **Documented plans**

May take a variety of forms including, but not limited to, SEN plans, Playground Agreements, Classroom Agreements, Stress Model of Crisis and Functional Behaviour Assessments, which are applied to individual students and/or groups of students to provide either supplementary or substantial and extensive adjustments designed to result in expected behaviours.

### **Inclusive approaches**

Inclusive approaches provide students with equitable education opportunities through provision of teaching and learning adjustments to support student success.

Intensive support