

Policy and Procedure

Respectful Relationships & Positive Behaviours

(Includes Behaviour Management)

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1. Policy Statement

At the heart of Moerlina School is a culture of collaboration, support and mutual respect. A sense of security and belonging allows students to take risks in their learning, to challenge themselves and to aim high in what they achieve.

We recognise the importance of student safety and wellbeing as a prerequisite for effective learning – the core business of our school. The School takes action to promote and recognise positive student behaviour, ensure student safety and manage risk. Through clearly articulated policies and practices that meet all legislative requirements, the school will balance a safety focus with positive interactions and environments that contribute to the healthy development of our children.

Organisational structures support consistency in the expectations of conduct for all members and visitors of the school community while maintaining flexibility to respond in a fair and reasonable manner to different needs. Strong communications ensure inclusion and understanding of stakeholders in establishment of guidelines to build a positive school culture. Responses to unacceptable behaviours are known, consistent and appropriate, with procedures made visible in meaningful ways for different groups within the school community.

We take a whole school approach in implementing strategies to maintain a positive school culture that fosters caring and respectful relationships between students, students and their teachers, and all community members and visitors to our school.

The School consciously strives to create a safe and supportive teaching and learning community that promotes staff and student wellbeing through positive citizenship values and effective management of unacceptable behaviours.

2. A Positive School Culture

At Moerlina we are proactive in building and maintaining a positive school culture, where respectful relationships, kindness and fairness are core principles that guide each day. In our small community school it is important that everyone is valued and involved in building meaningful school relationships. Strong, positive relationships make it more likely that there will be inherent trust in the processes in place when conflict occurs.

Key documents that guide our policies and practices include the *Australian Student Wellbeing Framework*, which supports Australian schools to promote positive relationships and the wellbeing of students and educators within safe, inclusive and connected learning communities.

The wellbeing of children and young people is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships.

Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

Educators who feel valued and supported are more likely to engage positively with students and build stronger connections within the school



community. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community. (ASWF 2018)

The five elements of the Australian Student Wellbeing Framework provide the foundation for the whole school community to promote student wellbeing, safety and learning outcome.

The element of '*Support: Wellbeing and support for positive behaviour*', its principles; *School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning, and effective practices*, are reflected in the School's Strategic Plan and in this policy and procedures.

The General Capabilities of the Western Australian Curriculum, in particular the development of personal and social capability and ethical understanding, link strongly with positive relationships and behaviours, and learning outcomes. The Personal and Social Capability learning continuum is organised into four interrelated elements of: self-awareness; self-management; social awareness; and social management and encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning.

Aspects of individual student personal and social capability are reported to families twice each year in semester reports.

Positive, evidence-informed practices promote high standards of achievement – personal, social and academic, which are guided and supported by: strong educational programs; clearly articulated rights, responsibilities and codes of conduct; and, an overarching expectation of kindness and self-responsibility, for and by everyone. Consistency in routines and structures across the school supports students in understanding responses and consequences for inappropriate behaviours.

3. Restorative Practice Framework for Behaviour Management

The whole school behaviour management system is framed by collaborative decision making in a proactive community rather than a reactive organisation. We use selected, evidence-based practices, adapted to our own context in whole of school approaches to promote respectful relationships and positive behaviours, and to respond to unacceptable behaviours. It is an explicit framework of restorative practices, based on Restorative Justice Philosophy.

Restorative practice is the social science of promoting and sustaining strong and healthy relationships across the school by implementing proactive and responsive programs rather than reactive strategies. This leads to increased social capital, improved individual self-discipline, self-regulation and emotional well-being leading to improved academic outcomes and improved whole school climate (Behaviour Matters 2004).

Restorative practices build capacity – in students and in adults – to live in, understand and embrace the real world, with all its contradictions and complexities. (Kristin Reimer, Monash University, 2019)

The School's restorative practice culture is based on how we respond to conflict and harm:

- View discipline as an educational process in which students are supported to recognise mistakes, be accountable for their actions and learn for next time.
- Move away from finding the wrongdoer and meeting out punishment and towards understanding who has been harmed, how they have been harmed and what they need to feel safe and whole.
- Provide transparent processes for students to bring forward matters of concern. It is important for students to know who to go to for help in dealing with issues and what sorts of conversations they might engage in when they access that help.
- Use non-blaming restorative questions when discussing any behaviour or issue with students.

(Kristin Reimer, Monash University, 2019)



Restorative Practice Framework for Behaviour Management at Moerlina School



3.1 Communications

The organizational structure of the school supports engagement of all stakeholders in contributing to the development and review of relevant aspects of school operations. To build a positive school culture based on respectful relationships, staff, students, parents and the governing body actively contribute to ensuring expectations and responses remain relevant and meaningful.

Accessibility and visibility of many levels of information that contribute to child safety and wellbeing, the positive behaviours expected across the school, behaviour management procedures and practices, and the process to follow with concerns or complaints, are offered through a broad range of communications, including:

Parent Information Area	School website	Council Newsletters
Principal communications	Class Newsletters	School Handbook
Class Information Booklets	Parent forums	Parent Padlet
Student Communications Books	Enrolment packs	Codes of Conduct

Communication with parents regarding student behaviour is honest, timely and supportive, with clear expectations and outcomes for moving to resolution. Parents have access to information on procedures and to face-to-face meetings with staff to raise their own concerns regarding behaviours of their child, or others that may be impacting their child, and to understand the process to resolution.

Discussion of individual student behaviour support needs and patterns of behaviour, and responding to identified areas of need across the school, are ongoing amongst staff as part of the proactive approach and shared responsibility culture of the school. This takes place both incidentally and in formal meetings.

Issues are raised with students and by students at a class level and a whole school level (Meet and Greet weekly meetings) to engage in pro-active restorative discussions to resolve problems. Proposed actions are taken and reviewed to measure success.

3.2 Rights and Responsibilities

At Moerlina there is an expectation that everyone care for themselves and for others, for people's belongings, school equipment and the school environment. We are accountable for our choices and our actions.

All members of the school community are engaged in communications underpinned by the expected responsibilities and rights of each stakeholder group early each year (Appendix 1). This is done through the creation of class charters, by the reading and signed acknowledgement of the Staff Code of Conduct or Community Agreement and in the Chair of School Council's address at the Parent Information Night.

Where there is conduct in breach of these rights or the responsibilities, the School will take action in accordance with the relevant documented procedures appropriate to the breach. Responses will ensure the rules of procedural fairness:

- a) A hearing appropriate to the circumstances
- b) Lack of bias
- c) Evidence to support a decision, and
- d) Inquiry into matters in dispute.

3.3 Codes of Conduct

Codes of conduct, or the equivalent, place an obligation on all employees, community members, and visitors to the school, to take responsibility for their own conduct and to work cooperatively to achieve a respectful and positive environment where children are safe. In general, all stakeholders are required to:

- a) conduct themselves, both personally and professionally, in a manner that upholds the ethos and reputation of the school,
- b) comply with the school's policies and procedures,
- c) behave respectfully, ethically and responsibly, and
- d) be accountable for their actions and decisions.

The staff at Moerlina acknowledge that they understand and will abide by the Code of Conduct that details the standards of behaviour expected of all employees of the school on induction and at the commencement of each school year. Time is allocated for staff discussion, reading and signing of the acknowledgement.

Parents, volunteers, visitors and contractors are also expected to comply with a Code, known as the Moerlina School Community Agreement, which at its heart is based on common sense and positive practice with a focus on child safety and wellbeing.

Parents acknowledge their understanding and acceptance of the expected behaviours of the Agreement annually, following the Parent Information Night.

Volunteers, visitors and contractors are requested to read the Agreement when signing in to the School. Other safety aspects will be addressed as required, depending on the purpose for being in the school.

Students develop class codes of conduct for their classrooms and review the playground and school rules (Appendix 1), in consultation with staff, annually.

Breaches of Codes are to be reported to the principal, or the Chair of Council. Staff, students, parents, visitors, volunteers and contractors will be held accountable for breaches of the relevant codes as described in the code or relevant policies.

3.4 Social Emotional Learning

Children are encouraged to take responsibility for the choices they make in all aspects of their school day. Making good choices is part of their learning. They receive explicit teaching and support in developing the skills to make good choices in different situations.

Our practices are aimed at educating children towards managing self-regulation and positive behaviours and being accountable for the choices they make.

Specific Social Emotional Learning (SEL) programs appropriate to children's different developmental stages have been identified for use across the school, such as, Wishing Circles, Behaviour Tonics Four Ways & Emotions Coaching, Constable Care, WA Curriculum, and Mindfulness practices, which are taught explicitly and embedded in behaviour moderation practices.

Research shows SEL is beneficial to:

- Improvement in children's social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate; and
- Decline in children's anxiety, behaviour problems and poor
 - social choices.

Moerlina's integrated approach to the development of social emotional competencies is reflected in the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) - integration of SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations.



SEL advances educational equity and excellence through authentic school/family/community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. (CASEL, 2020)

Key messages used in developing positive and pro-social values at the School are:

- Bouncing Back: developing resilience strategies for coping and bouncing back
- Courage: finding courage in both everyday life and difficult circumstances
- Looking on the bright side: optimistic thinking
- Emotions: amplifying positive emotions and managing negative emotions
- Relationships: building and maintaining friendships
- Finding humour: as a coping skill
- No bullying: skills for positive relationships
- Growth mindset: skills and attitudes for being successful
- Responsibilities: for self and for others

Developing positive and pro-social values that are key to the SEL programs implemented in the school provides a common and consistent language and reinforce the messages of the expected behaviours and support strategies employed across the school.

3.5 Behaviour Management Approaches

Staff look to provide children with opportunity to modify their behaviours when they have been identified as making choices that may be disrespectful or potentially harmful to others. This is done with respect and support.

There is strong evidence to show that a consistent, whole-school approach supports student behaviour and self-regulation more effectively, while also leaving teachers with more time to teach. While there are a myriad of social behaviour management approaches used across the school (a look, saying a child's name, a silent action, smart ignoring etc), on a day-to-day basis, behaviour management in the learning space or playground that requires considered attention to support change will most commonly be responded to using one of the following two practices:

1. A stepped approach, following the [Behaviour Tonics Four \(4\) Ways](#) behaviour and self-regulation and Emotions Coaching program, that encourages students to take responsibility for their actions and develop regulation strategies while minimizing distraction or disruption to others, or
2. Restorative practice discussions, where time allows and others are not impacted unfairly.

All educators receive initial and ongoing training, support and resources to implement the 4 Ways program (est. 2023). All students participate in activity-based lessons and discussions around behaviour that is ok and not ok to support them in understanding how teachers will guide them with their behaviour choices.

One part of this approach involves teachers using a signalling system to set limits on behaviour that is not ok. While these behaviours are often typical age-appropriate behaviours, the signalling method associated with 4 Ways interrupts/redirects inappropriate behaviour, reminds students of the increasing seriousness of a behaviour and provides students with an opportunity to cease or change their behaviour – all prior to a consequence resulting. This method promotes a gentle, firm, decisive and calm approach to behaviour management. It enables opportunity for children to modify their behaviour while having little impact on others around them. It is applied with consideration of the cognitive and personal development of each child, giving them a sense of choice and control when it comes to their behaviour.

The most important part of the whole-school approach is Emotion Coaching, which is key to improving children's self-regulation, emotional intelligence and their level of empathy. Educators will Emotion Coach students when they need help to regulate their emotions. By being with the student, it supports co-regulation and over time it teaches them to self-soothe. Our primary focus is always on providing a positive learning environment, supported by good relationships, and Emotion Coaching strengthens relationships.

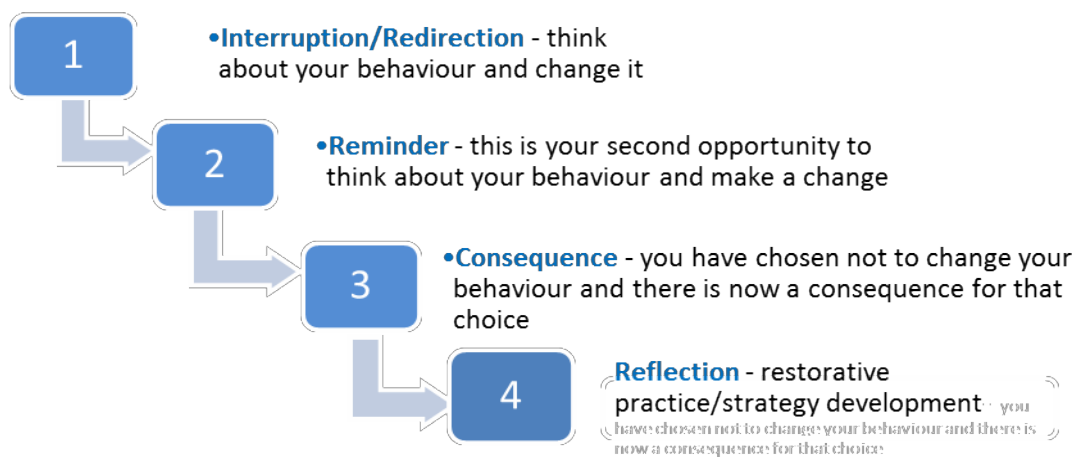
Where behaviours have not been adjusted or are of a more serious nature – such as physical or repeated behaviours, there follows an opportunity for shared reflection through restorative conversations, as appropriate, to consider different behaviour strategies that could be used by the student when in a similar situation in the future – supporting them to a positive outcome.

Restorative conversations also support consequences to be allocated fairly to the student or students who have participated in behaviours that are not okay, rather than a whole group.

Parents and caregivers are provided with information on the 4 Ways program and can access training and support through the school's providers should they choose. Through consistent approaches and early intervention there is greater opportunity for successful outcomes.

3.5.1 Approach #1: A stepped approach to behaviour modification

What happens when my behaviour is impacting negatively on either me or others around me?



The consequence for a student not taking responsibility for their behaviour and choosing to make a positive change is a part of learning to make responsible choices. Consequences at Moerlina are developmentally appropriate, consistent, known, appropriate to the incident and fair. They form part of the discussions early in the year when classes are developing their class codes of conduct and are reviewing school and playground rules. Consequences.

Often, the student is involved in conversation with educators to develop strategies to support changes to their behaviours, including contribution to meaningful consequences. For some students, this may include decisions around such strategies as quiet workspaces, brain breaks, movement breaks or physical resources to support change. Where support requires a break from the current learning space, supervision and duty of care is continued as directed by the class teacher.

3.5.2 Approach #2: Restorative practice discussions

What happens when my behaviour is impacting negatively on either me or others around me?

Often when we can see that a student's behaviour is impacting negatively or has the potential to do so, we can support them in redirecting their actions by asking questions that require them to reflect on what they are doing and voice strategies to change outcomes or learn for next time.

For more serious behaviours (eg. verbal disrespect, hitting) students may be removed from an activity but remain with the group, or be sent to the office or another space to be monitored by a staff member, until it is appropriate to discuss the incident, restorative actions and consequences (this could include completion of an Incident Report, and notification to families – refer to consequences).

For repeated behaviours or behaviours deemed to be of an extremely serious nature (eg. ongoing poor work attitude, online inappropriateness, continuing physical behaviours, sexualized behaviours), families will be contacted about the restorative process to be implemented. Children may require a behaviour or attitude Tracker or a 4 Ways behaviour support plan to be put in place for a period of time, to support the modification of the behaviours. In cases where external support with behaviours is required, an Individual Support Plan (ISP) may be developed.

3.5.3 Preventing bullying and harassing behaviour

We believe at Moerlina that it is essential to establish a culture that rejects bullying and harrassment in all its forms. Although our school may find incidents of either from time to time we have a nil-tolerance approach and

our policies, procedures and systems are in place to deal with these incidents effectively.

It is essential that we respond to bullying and harassment as a community – parents, staff and students working together, learning the skills and building the knowledge and capacity to do so. Understanding what they are is an essential starting point. The following definitions will guide decisions at the School.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

(Australian Government (2021); [Bullying No Way](#) website)

Bullying is not the same thing as aggression or violence although elements of these may be present when bullying occurs. It is not the same thing as fighting or quarrelling between people with equal “power”.

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

(Standards for Non-Government Schools 2024)

At Moerlina it is everyone’s responsibility to take the necessary steps to stop these behaviours. Students, parents, staff all have responsibility to:

- Be observant to signs of bullying
- Report incidents of bullying
- Treat reports of bullying seriously
- Be familiar with the school’s policies & procedures



3.6 School and Playground Rules

The School rules are all based on respect and underpin the expectations while at school or representing the school. These rules (Appendix 2) were originally developed in a collaborative exercise with staff, families and students, and are reviewed by class cohorts to ensure they remain relevant. They are visible to the community within the school and on accessible platforms such as the Moerlina Homepage Padlet.

The Playground Rules were developed by Upper Primary students for staff and cover all areas of the play spaces. They are reviewed by current class cohorts periodically to ensure they remain relevant. They are visible to the community outside the staff room.

Staff and students have the opportunity to raise issues or reminders in relation to school rules or playground rules at the weekly whole school meetings led by the graduating students.

3.7 Known, Understood and Appropriate Consequences

The consequences for breaches of expected behaviours will vary depending on the seriousness of the breach in a given context, the frequency of breaches and factors that may impact on an individual student's choices.

When responding to any minor breaches of school discipline, it is important to ensure that the behavioural expectations are reasonable for the student to comply given the circumstances of the case, and that the student is able to comply under the Disability Discrimination Act 1992 and Disability Standards for Education 2005 legislation.

Teachers establish classroom expectations, codes of conduct and consequences with students at the commencement of each school year. Consequences at Moerlina are developmentally appropriate, consistent, known, appropriate to the incident and fair. They include appropriate conflict resolution, restorative practices and sanctions aimed at supporting children to regulate, re-engage and avoid disrupting other students' learning.

School rules and playground rules remain consistent from year to year, however are reviewed and updated as required. Rules centre around respect – for self, others, environment, equipment. Staff support children in learning the rules in an integrated and proactive way, most closely linked to the SEL programs and relevance to developmental stages and current interests. Understanding of consequences is a part of the learning program.

Moerlina School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment without exception (Definitions at Appendix 3).

3.7.1 Incident Report

An Incident Report is completed for individual students for incidents of a serious nature (eg. hitting, rough play, disruptive or disrespectful behaviours, damaging equipment) or for ongoing repeated patterns of behaviour.

Incidents Reports (Appendix 4) are completed by the teacher who dealt with the incident. The class teacher is informed, and the Report is kept on file by the principal. Clear guidelines for completing and lodging the forms are provided for staff.

A summary sheet of incidents is kept in the staff room to support monitoring of individual student behaviours across the classroom and play spaces. The principal reviews the reports to track patterns in behaviour and makes the decision with the class teacher as to whether a copy of the Incident Report is sent home to parents in Communication Books based on the seriousness of the incident and current patterns of behaviour.

3.7.2 Documented Behaviour Plan

A documented plan will be used for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the school's regular behaviour management approaches, the school's current management strategies are not effective, or is documented and/or diagnosed by an appropriately qualified professional and requires a personalized plan.

The school will communicate with parents/caregivers regarding behaviour concerns and restorative action plans to be implemented in a timely manner following an incident that triggers a documented plan response.

These plans may take the form of a 4 Ways behaviour support plan, a behaviour or attitude Tracker (Appendix 5) or an Individual Support Plan (refer to SAER Policy), and will, as required:

- be developed by staff with students, and discussed with parents and specialists (where appropriate),
- reflect the age and development needs of the student and consider the context in which the behaviours occur,
- clearly describe the desired behaviour/goals for the student,

- outline both positive and negative consequences required to shape the desired behaviour,
- outline changes required to the learning environment to support the student to modify their behaviour,
- outline other support available to the student and how this can be accessed, and
- contain a review process to assess, change and modify the plan.

3.7.3 Risk Management Plans

Risk Management Plans will be used when it is considered a student's behaviour is escalated and presents an ongoing physical risk to the safety of themselves, staff or other students. These plans will follow the development steps for a documented plan and will include the following additional information:

- a summary of the student's behaviour and the risk it presents,
- the known antecedents to the behaviour and strategies which de-escalate this behaviour,
- strategies which are in place to support staff to manage the risk and advice as to how staff should access this support,
- an outline of other resources required to manage the student's behaviour,
- an outline of the method of communicating this plan to staff,
- a documented outline of how to respond to the behaviour,
- appropriate training on how to respond if necessary,
- regular revision of the documented plan, and
- assistance or advice from professionals (including 4 Way consultants) involved to establish the plan, and regular communication in plan revision.

Restorative Practice Response

3.8 Restorative Practice Response

For a restorative culture to be built, restorative justice cannot be something that schools employ only when things go wrong. Restorative principles – that everyone is worthy and that we are all interconnected – need to be intentionally and rigorously infused into all aspects of school life. On a daily basis, students need to feel valued – no matter what – and to be actively involved in the building of meaningful school relationships.

(Kristin Reimer, Monash University, 2019)

Staff at Moerlina develop and maintain a restorative culture through:

- Daily circle practices that involve the whole class.
- Teaching and modeling communication skills so that students can both share and listen to diverse opinions.
- Ensuring that school practices and policies are flexible, not rigid, to respond to students and staff as unique and valued individuals.
- Teaching in a way that connects students with themselves and each other and, with that, to their curricula and the world - making content relevant and engaging, providing students with voice and choice in activities.
- Explicitly teaching skills and attitudes for students to be able to solve problems on their own and as a collective.
- Being constantly curious and supporting students to do the same – in their social relationships and in their schoolwork.
- Enabling collaborative processes where students are taught in practical ways that emotions are an important and legitimate expression of healthy conversations
- Encouraging mutual respect and accountability (values)
- Supporting students to understand and resolve conflict and tensions and difference in

respectful ways that engenders trust, empathy, responsibility, and foster healthy relationships

- Treating conflict as natural, necessary and educational.
- Putting significant time into developing staff relationships that are honest, supportive and collaborative.

(adapted from Lesley Oliver, Terry O'Connell and Lyn Doppler 2007)

In a restorative response, we focus on the purpose of having rules - to help us stay safe and live well together, rather than on the rules 'being broken.' This idea helps move the focus beyond rules to the people involved and the relationships that have been harmed.

Each situation is unique, each student involved has different needs, and each solution looks different. What remains the same is that we need to support students to repair harm and make things as right as possible.

Through conversation, staff support students to reflect on:

- What happened?
- Who has been harmed?
- What needs to happen to make things as right as possible?

This process can be conducted with an individual student, or with all of those involved in a situation coming together, being heard and sharing responses and solutions.

In responding to children and supporting restorative principles, staff at Moerlina are respectful, fair, explicit and supportive. They focus on establishing trust and safety with and between people, explicit classroom practice (routines, procedures and pedagogy), developing empathy, and reflection, inquiry and repairing harm that may have been done.



3.9 Procedures for Responding to Major Breaches of Discipline

Types of behaviours which will be considered a breach or serious breach of discipline include:

- bullying behaviour,
- physical assault or intimidation,
- verbal abuse or harassment,
- willful offence against property, and
- serious, repetitive or intentional violation of the Code of Conduct, school rules or policies.

Consultation with school staff, AISWA and the Department of Education NGS staff would be initiated prior to progressing to the suspension or expulsion of a student. The following procedures have been adopted from the DoE Guidelines for Public Schools, and would be followed, under guidance, in the event of such a major breach of discipline.

3.9.1 Suspension of a student from school

The suspension of a student from school may occur when it is considered that the student has committed a serious breach of school discipline. The school will determine the period of suspension that will apply.

The principal will:

- Communicate with the student and their parent the reason for the proposed suspension and the intended duration of the suspension; and
- provide the student and their parent with a reasonable opportunity to respond.

If after considering all of the relevant evidence including explanations from the student and their parent, the principal decides that there are sufficient grounds for the student to be suspended, the principal will notify the student and their parent in writing of the suspension.

Conditions that are attached to a period of suspension will specify:

- any permission granted for the student to attend school during their period of suspension,
- the school response to a student entering school property without specific permission being given by the principal,
- that the parent is responsible for the student during the period of suspension from school, and
- any other specific conditions considered to be necessary by the principal.

3.9.2 Exclusion of a student

The principal may recommend that exclusion be made as a consequence of student behaviour that is deemed a serious breach of school discipline when the student's behaviour:

- has threatened the safety of any person on the school premises or participating in an educational program of the school,
- is likely to cause or result in damage to school or personal property,
- has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for exclusion may be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.

If after considering all of the relevant evidence including explanations from the student and their parent, the principal decides that there are sufficient grounds for the student to be excluded, the principal will notify the student and their parent both in person and in writing of the exclusion.

The principal will:

- communicate with the student and their parent the reason for the proposed exclusion and the intended duration of the exclusion; and
- provide the student and their parent with a reasonable opportunity to respond.

When a student is excluded (expelled), the Principal must notify the Director General of the Department of Education WA, as required by the *School Education Act 1999*.

4. Procedures for Responding to Suicidal Behaviours and Non-suicidal Self-Injury (NSSI)

Maintaining a positive school culture that promotes mental health and wellbeing maximises the social and emotional outcomes for students by providing engaging, safe and supportive learning environments. However, some students may have experiences, within or external to school, that affect their emotional or psychological wellbeing, leading to mental health problems, and in some cases, suicidal behaviour or NSSI.

Nominated staff from the school undertake external training in mental health first aid/suicide prevention and all staff receive professional learning to support them to identify and effectively respond to suicidal behaviour and/or NSSI in students. A register of trained staff is kept on the staff database.

Clear guidelines for staff reporting of concerning behaviours, procedures for supportive response actions, development of risk management plans, and post-vention actions will follow the *AISWA School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury*. External support, through AISWA and/or other recommended agencies would be sought by the principal to support students and staff.

5. Legislation

Below are some of the key documents that this policy and procedures respond to:

- [Criminal Code 1913 \(WA\);](#)
 - [School Education Act 1999 \(WA\);](#)
 - [School Education Regulations 2000 \(WA\);](#)
 - [Work Health and Safety Act 2020](#)
 - [Work Health and Safety \(General Regulations\) 2022](#)
 - [Disability Discrimination Act 1992 \(Commonwealth\);](#)
 - [Disability Standards for Education 2005;](#)
 - [Equal Opportunity Act 1984 \(WA\); and](#)
 - [State Records Act 2000\(WA\).](#)
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Appendix 1: Rights and Responsibilities

The rights and responsibilities listed in these tables were developed in community forums with key stakeholders of the school organization – staff, students, families and the governing body (School Council). This is not an exhaustive list, but a guideline based on common sense, respect and courtesy, to highlight the general behaviours and considerations that are expected in our school environment and to support the rights of everyone who is a part of the school community at any given time to be safe and supported in conducting their business.

At Moerlina everyone has a responsibility to care for themselves and others, for people's belongings, our school equipment and the school environment.

These rights and responsibilities are reflected in the school's Codes of Conduct and extend beyond our school grounds, reflecting the expectations of each of us in any recognized school setting.

RIGHTS AND RESPONSIBILITIES	
<p>Students have the RIGHT to:</p> <ul style="list-style-type: none">○ learn and play in a friendly, supportive and nurturing environment○ learn and play in a safe environment○ work in a classroom environment conducive to performing at one's best○ privacy and confidentiality○ support and cooperation from peers, staff, principal and parents○ be treated with courtesy, honesty and respect by peers and adults	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none">○ cooperate in the classroom so that everyone can learn○ work to the best of their ability○ act in a manner that is safe for themselves and others○ be punctual, polite and well prepared○ respect property and the school environment○ respect and support others at all times○ maintain positive relationships with peers, staff and relevant adults
<p>Parents/carers have the RIGHT to:</p> <ul style="list-style-type: none">○ know their child is in a safe and nurturing learning environment.○ be involved in a friendly, safe and harmonious school○ be treated with courtesy, honesty and respect○ a meaningful, challenging and rewarding education for their children○ be informed of their children's learning progress○ be informed of issues or decisions affecting their child's health and wellbeing○ be heard in an appropriate forum on matters relating to their child○ privacy and confidentiality about their child's needs from other parents, visitors and volunteers○ not be confronted by unsolicited advice from other parents, regardless of intention	<p>Parents/carers have the RESPONSIBILITY to:</p> <ul style="list-style-type: none">○ ensure that their child attends school and is punctual○ ensure that the physical and emotional well-being of their child is at an optimum for effective learning○ provide their child with necessary support and resources to optimise participation in all school activities;○ support the school in developing and providing meaningful experiences for their child○ inform staff of any factors that may impact on their child's progress, behaviour or wellbeing○ demonstrate respectful, courteous and friendly behaviour○ maintain positive relationships with students, staff and parents○ communicate with staff sensitively, respectfully and professionally○ be considerate of time in communications with staff

	<ul style="list-style-type: none"> ○ maintain confidentiality ○ respect the privacy of other families, including their child/ren's needs ○ not engage in conversations/actions to the detriment of students, staff, parents or the school, including social media and online forums ○ inform staff of any factors that may impact negatively on students, staff, parents or the school
<p>Volunteers & Visitors have the RIGHT to:</p> <ul style="list-style-type: none"> ○ work in a friendly, safe and harmonious school with the support of the appropriate members of the school community ○ be treated with courtesy, honesty and respect ○ work in a professionally respectful environment ○ fair and reasonable expectations by parents, council, principal and other staff 	<p>Volunteers & Visitors have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ○ demonstrate respectful, courteous and friendly behaviour ○ inform the principal of any factors that may impact on the children's safety or wellbeing ○ ensure that the classroom and school environments are kept safe ○ be professional in their dealings with the school ○ maintain confidentiality ○ not engage in conversations/actions to the detriment of students, staff, parents or the school, including social media and online forums ○ inform staff of any factors that may impact negatively on students, staff, parents or the school
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> ○ be treated with courtesy, honesty and respect ○ work in a friendly, safe and harmonious school with the support of the school community ○ work in a classroom environment conducive to performing at one's best ○ work in a professionally respectful environment ○ have their professional judgement honoured ○ fair and reasonable expectations by parents, council, principal and other staff ○ have work performance matters raised in a fair and honest forum and be given genuine support in seeking to improve ○ support and cooperation from colleagues, parents, principal and council ○ privacy and confidentiality 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> ○ provide a supportive and nurturing environment for all children ○ ensure that the classroom and school environments are kept safe and secure ○ provide a well organised, stimulating learning environment ○ consider each child's needs to support success ○ model respectful, courteous and friendly behaviour ○ establish and maintain positive relationships with students, parents and colleagues ○ liaise with parents in reporting student progress, behaviour and wellbeing ○ maintain confidentiality ○ communicate with parents promptly and sensitively, especially if they have concerns ○ their ongoing professional learning ○ their commitment to their duty ○ their knowledge of and commitment to their legal responsibilities ○ maintain support and a positive voice for colleagues, and all other aspects of the school, in the public arena, including social media and online forums ○ inform the principal or Chair of Council of any factors that may impact negatively on students, staff, parents or the school

Appendix 2: School Rules

The rules of Moerlina were developed with the students and are based on respect – Respect for self, respect for others and respect for our environment.

It is expected that all adults and children, while in our school, will be responsive to supporting these rules.

These school rules are considered in the development of annual class codes of conduct.

Treatment of Others Rule

We treat people with care, respect and honesty when we speak to them, meet them, listen to them or pass them by. We don't bump, push, ignore, lie or answer back. No sexism, no racism, no put-downs, no exclusions and no hurting other people's feelings.

Learning Rule

We are fair in the way we learn and play both in class and outside. We get attention in the proper ways and at the proper times. We co-operate and behave as we should on camps and excursions.

Safety Rule

We watch out for our own safety and wellbeing and the safety and wellbeing of others in what we do and how we use equipment and technology. It makes no difference if we are at school, on an excursion or a camp or using technology outside of school hours.

Equipment and Environment Rule

We take care of all property belonging to the whole school or individuals including the furniture, books and the bus. We take care of the plants and gardens and are thoughtful with our rubbish. We are careful to share and not waste the things that get used up.

Appendix 3: Definitions of forbidden punishments

Reference: Guide to Registration Standards and Other Requirements for Non-Government Schools.

Child abuse

Four forms of child abuse are covered by WA law and defined by the Department of Communities.

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
- 2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:
 - (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - (b) the child has less power than another person involved in the behaviour; or
 - (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- 3) Emotional abuse includes:
 - (a) psychological abuse; and
 - (b) being exposed to an act of family and domestic violence.
- 4) Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm (UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007).

Degrading punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (UN Committee on the Rights of the Child, General Comment No. 8 (2006)).

Emotional Abuse

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in a way that damages the child's ability to feel and express their feelings.

Psychological Abuse

Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Appendix 4: Incident Report

Student Incident Report – Moerlina School

Name of Student: _____ Year: _____

Date: _____ Time: _____

Witnesses: _____

Reported by: _____

Staff member incident was reported to: _____

Where:

- | | | | |
|---|----------------------------------|-------------------------------------|-------------------------------|
| ☐ Classroom | ☐ Toilets | ☐ Playground | ☐ Oval |
| ☐ Basketball Court | ☐ Other | ☐ On the Bus | |

When:

- | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|
| ☐ Before school | ☐ In class | ☐ Recess | ☐ Lunchtime |
| ☐ After school | ☐ Excursion | ☐ Incursion | ☐ Other |

Description of the Incident:

Bullying: Yes or No

Bullying is repeated, intentional behavior that hurts, intimidates, or excludes someone.

Parent/s notified: Yes or No

Action taken:

Our school rule about this:

Treatment of Others:
To respect and support others.

Learning Rule:
To co-operate so that everyone can
learn to the best of their ability.

Safety Rule:
To act in a manner that is safe for
ourselves and others.

Equipment and Environment Rule:
To respect property and the school
environment.

Note to staff: A copy of this form **must** be given to both the Principal team and class teacher.

Please sign when completed: _____ Date: _____

<https://moerlina.sharepoint.com/sites/OfficeTeam/Shared Documents/General/Forms/Student Incident Report Form.doc>
4/10/2026

Appendix 5: Attitude or Behaviour Tracker

Learning Tracker (Example only)

Week:

Term:

2021

Monday

	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	

Tuesday

	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	

Wednesday

	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	

Thursday

	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	

Friday

	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	
	1 2 3 4 5 6 7	8 9 10	

What we are looking for:

- Managing your moods
- Showing respect to yourself and others
- Keeping your hands to yourself
- Organising yourself and your space
- Completing all learning tasks on time
- Working carefully and neatly
- Doing your very best

History	Date	Changes	By Whom	Approved
Published	March 2021	<ul style="list-style-type: none"> Changed from Behaviour Management Policy to better align with the School's approach to developing a positive school culture. Aligned to current Standards for Non-government Schools. 	Perette Minciullo	March 2021
Reviewed	January 2022	Nil	Perette Minciullo	
Reviewed	January 2023	<ul style="list-style-type: none"> Updates to Code of Conduct & Behaviour Management Approaches for clarity. Inclusion of 3.7.2 Documented Behaviour Plan, including sexualized behaviours, but not reportable incidents 	Perette Minciullo Staff review	
Reviewed	March 2025	<ul style="list-style-type: none"> Update to 3.7.1 Incident Reports section for clarity 	Perette Minciullo	
Reviewed	December	<ul style="list-style-type: none"> 3.2 – Remove broad, subjective language around restorative practice for clarity, added rules of procedural fairness 3.3 – updated code of conduct to include Community Agreement 3.4 – SEL example programs included 3.5 – updated Behaviour Tonics program information, updated definition of Bullying, included definition for harassment, included clarity around consequences and supervision/duty of care 3.7 – included 4 Ways program information, clarifying detail re Incident Report process, clarifying detail re documented behaviour plan, communication with parent/caregivers. Included Section 4 - Procedures for Responding to Suicidal Behaviours and Non-suicidal Self-Injury Updated Work Health & Safety Legislation links Appendix 3 – Include definitions for emotional abuse and psychological abuse Appendix 4 - replace Incident Report with current version 	Wendy Gorman Perette Minciullo *Staff review required	