



FREMANTLE LANGUAGE
DEVELOPMENT CENTRE

Positive Student Behaviour Support Plan



FLDC POSITIVE STUDENT BEHAVIOUR SUPPORT PLAN

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1. SCHOOL PROFILE

The Fremantle Language Development Centre (FLDC) is an Independent Public School that provides a state-wide service for students with speech and language difficulties. It is a school for children from Kindergarten to Year 3 who have a severe speech and language disability/delay and provides specialised language and academic intervention on an individual and small group basis. The school caters for students who have been identified as having intelligence within or above normal range but whose academic and social performance is seriously limited by disordered speech and language development.

The FLDC accepts referred students from within the Fremantle/Cockburn Education District school zone. The FLDC is located across three sites where facilities are shared with local primary schools, enabling children from the LDC to benefit from an inclusive learning environment that facilitates interaction with the partner school for play, sporting, cultural events, assemblies and other special activities. The main administration of the FLDC is located in Willagee on the Caralee Community School site. A staff coordinator at each satellite school site works closely with administration staff to assist with the management of the classes and programs. The W.A. Government's Public Transport Authority bus service can be accessed to transport children from their home to each school site.

The FLDC recognises that children with Developmental Learning Disorder (DLD) may require additional teaching, support and understanding from the school community to assist them to develop appropriate behaviours. Students with DLD need:

- Strong positive role models
- Immediate reinforcement or consequences
- A structured consistent environment
- Clear simple instructions
- Time to process information
- Time to respond appropriately
- Encouragement to reflect on their own behaviour
- Programs and strategies to support the development of social skills, resilience, self-regulation and to assist in the management of anxiety

2. RATIONALE

At school everyone should be treated respectfully, every person needs to feel safe and secure and students need an environment that supports not only their academic learning but also their social and emotional development. The FLDC must, in accordance with the Department of Education's Behaviour Procedures:

- Document a whole school plan to support positive behaviour
- Implement the documented school plan to support positive behaviour
- Provide individual student behaviour support where the need is identified

3. LEGISLATION AND POLICIES

3a. Relevant Legislation or Authority

- Children and Community Services Act 2004 (WA)
- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005
- Equal Opportunity Act 1984 (WA)
- School Education Act 1999 (WA)
- School Education Regulations 2000 (WA)
- State Records Act 2000 (WA)

3b. Relevant Policies, Department of Education, WA

- Let's Take a Stand Together, 2019
- Student Behaviour Policy, 2016
- Student Behaviour Procedures, 2016
- Child Protection Policy, 2009
- Duty of Care for Students, 2007
- Emergency and Critical Incident Management, 2011
- Records Management, 2015
- Student Attendance, 2015
- Students at Educational Risk, 2015
- School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury, 2016
- Schools Education Regulations, 2000



4. SCHOOL ETHOS

4a. School Values

The FLDC has identified three core values which underpin the school's Positive Student Behaviour Support Plan. The FLDC believes that all members of a school community have the right and responsibility to demonstrate:

- Respect for self, others and their environment
- Care and courtesy for all
- Courage and determination to face the challenges they may meet

4b. School Behaviour Goals

The key to effective behaviour management involves the development of a positive environment within the FLDC that encourages co-operative relationships between all staff, students, parents and members of the school community; characterised by trust, mutual respect and tolerance. At the FLDC our goal is to teach students acceptable, appropriate behaviour; to encourage them to accept responsibility for their own behaviour and to respect the rights of others at all times.

The Fremantle Language Development Centre aims to:

- Create a positive environment within the school and classrooms so that the teachers and students can work together to maximise outcomes for students
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected
- Recognise those members of the school community whose exemplary behaviour promotes a positive and caring environment
- Establish a set of rules that protects the rights of all individuals
- Establish a clear set of consequences for students who do not accept their responsibilities and adhere to the rules, so that they are encouraged to recognise and respect the rights of others
- Establish procedures so that conflicts can be resolved in a positive, non-violent manner
- Develop a continuity of expectations and language across all classrooms



4c. Code of Conduct

The FLDC Code of Conduct describes a set of behaviours that students and staff are expected to adhere to.

'We Care'			
Consideration and Courtesy for all	Aiming high to Achieve our best	Responsible and Respectful behaviour	Empathy for Everyone
STUDENTS			
<ul style="list-style-type: none"> • I use my manners • I listen carefully • I follow instructions • I follow the school rules • I care for myself and others 	<ul style="list-style-type: none"> • I do my best • I show courage and have a go • I am ready to learn • I allow others to learn 	<ul style="list-style-type: none"> • I respect myself and others • I play safely • I take care of my things • I keep my school clean • I tell the truth 	<ul style="list-style-type: none"> • I consider people's feelings • I act with kindness • I show patience • I value people's differences • I treat others fairly
STAFF			
<ul style="list-style-type: none"> • I communicate calmly and respectfully in all modes • I am aware of my body language • I engage in active listening • I care for my own and others' wellbeing • I consider cultural differences • I foster a positive working environment • I use the language of the virtues • I act with tact 	<ul style="list-style-type: none"> • I have high expectations of myself and others • I am punctual, organised and prepared • I engage in continuous learning • I share my knowledge with others • I implement evidence based, best practice • I reflect on my teaching practice • I model a growth mindset • I am strengths focused 	<ul style="list-style-type: none"> • I treat people with respect • I model the three R's (reduce, reuse, recycle) • I take care of my own and others' belongings • I maintain a tidy workplace • I respect others' opinions • I am honest and trustworthy • I follow policies, procedures and processes • I take responsibility for my actions 	<ul style="list-style-type: none"> • I consider the feelings of others before I act • I demonstrate kindness • I show patience • I value people's differences • I treat others fairly • I withhold judgement • I consider others' needs as well as my own • I am supportive of my colleagues, students and the school community

4d. Rights and Responsibility

The FLDC considers that a positive approach to behaviour is essential in fostering a school climate within which personal responsibility and self-discipline will be developed. Therefore, everyone has responsibilities. Rights, responsibilities and rules are inextricably linked and need to be considered in conjunction with one another. The FLDC recognises individual's rights and defines areas of responsibility as part of its Positive Student Behaviour Support Plan.

	RIGHTS	RESPONSIBILITY
Students	<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> Learn in a purposeful and supportive environment Work and play in a safe, secure, friendly and clean environment Receive respect, courtesy and honesty Equal treatment regardless of status, race, gender, and physical or learning ability Interact with others in an atmosphere free from harassment and bullying 	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> Ensure that their behaviour is not disruptive to the learning of others Ensure that the school environment is kept neat, tidy and safe Ensure that they are punctual Be polite, prepared and display a positive manner Behave in a way that protects the safety and well-being of others Obey school and classroom rules Ensure that their behaviour does not intimidate others
Staff	<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> Respect courtesy and honesty Work in a safe secure and clean environment Work in a purposeful and non-disruptive environment Co-operation and support from parents/carers and colleagues An environment free from bullying 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> Implement the Whole School Positive Student Behaviour Support Plan Make students and parents aware of this plan Develop a set of classroom expectations consistent with the behaviour plan Model respectful, courteous and honest behaviour Ensure that the school environment is kept neat tidy and secure Establish positive relationships with students and parents/carers Report student behaviour to parents/carers Be vigilant about identifying and dealing with bullying
Parents / Carers	<p>Parents/Carers have the RIGHT to:</p> <ul style="list-style-type: none"> Respect, courtesy and honesty Be informed of all matters affecting their child's social, emotional, and educational welfare Be informed of their child's progress Access high quality education for their child Be heard in an appropriate forum on matters related to the rights of their child at school 	<p>Parents/Carers have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> Model respectful, courteous and honest behaviour Ensure attendance and punctuality of their child Ensure that the physical and emotional level of their child is at an optimum for effective learning. Ensure that their child is provided with appropriate materials to make effective use of the learning environment Support the school in providing a meaningful and appropriate education for their child

5. ROLES AND RESPONSIBILITIES OF STAFF IN IMPLEMENTING BEHAVIOUR SUPPORT

Administration	Teachers
<ul style="list-style-type: none"> • Ensure the FLDC Positive Behaviour Support Plan is implemented consistently and to a high level by all school staff • Principals are responsible for implementation of the policy at a school level • Line Managers are responsible for compliance monitoring • Support teachers with student behaviour management • Document student misbehaviour on SIS • Facilitate teacher/parent /child case conferencing as necessary • To develop individual behavioural plans in collaboration with teachers and parents/carers (Appendix One) • Inform parents of student incidents that are considered serious • Notify parents of withdrawal to administration (Appendix Two) • Ensure the FLDC Positive Behaviour Plan is part of the induction of new staff • Ensure the school vision, values and code of conduct is displayed in the school for staff, parents and students to see (Appendix Three) • Initiate staff P.L. as required supporting the Positive Student Behaviour Support Plan • Collaborate with support staff, district office, DOE on a needs basis • Ensure that parents/carers are fully informed of decisions that affect their child • Provide updates to the School Board on the Positive Behaviour Support Plan • Review whole school behaviour support planning annually, and when school data indicates the need • Report annually to the School Board on the school's performance in behaviour support 	<ul style="list-style-type: none"> • Ensure consistency in the implementation of the Positive Student Behaviour Support Plan at a classroom level • Be vigilant in identifying and dealing with bullying • Develop Individual Behaviour Plans in collaboration with Administration, parents and other relevant agencies (Appendix One) • Display the FLDC Vision, Values and Code of Conduct Display Chart in their classroom (Appendix Three) • Devise a set of class rules that include positive incentives and consequences • Use positive incentives as an integral part of the Behaviour Plan • Keep administration staff informed of relevant discussions with parents • Apply the school's behaviour management procedures consistently • Ensure complete playground cover during duty roster • Support, model and encourage use of 'virtues' • Place information relating to the school behaviour policy and classroom behaviour management strategies in relief files • Implement whole school and classroom based programs and strategies including: Fun FRIENDS, Be You (formally Kidsmatter) Framework, Connect For Kids Strategies, Virtues program, ALERT Program and class based social skill/pragmatic programs • Incorporate goals and strategies to develop pragmatic skills in Individual Education Plans • Keep parents informed regarding their child's behaviour

6. BEHAVIOUR MANAGEMENT

6a. Classroom Rules

Teachers are responsible for ensuring a positive classroom environment that will allow students with language impairment to meet their full learning potential. Teachers are to:

1. Use a positive approach when planning class rules
2. Compile a list of 'Stop Behaviours' and 'Start Behaviours'
3. Ensure class rules comply with the FLDC Positive Student Behaviour Plan and support the FLDC Student Code of Conduct
4. Ensure a discussion is conducted on the types of behaviour categorised as "Bullying"
5. Classroom rules must be:
 - Formulated in conjunction with students
 - Clearly understood by all students
 - Enforced consistently
 - Made available to and discussed with parents

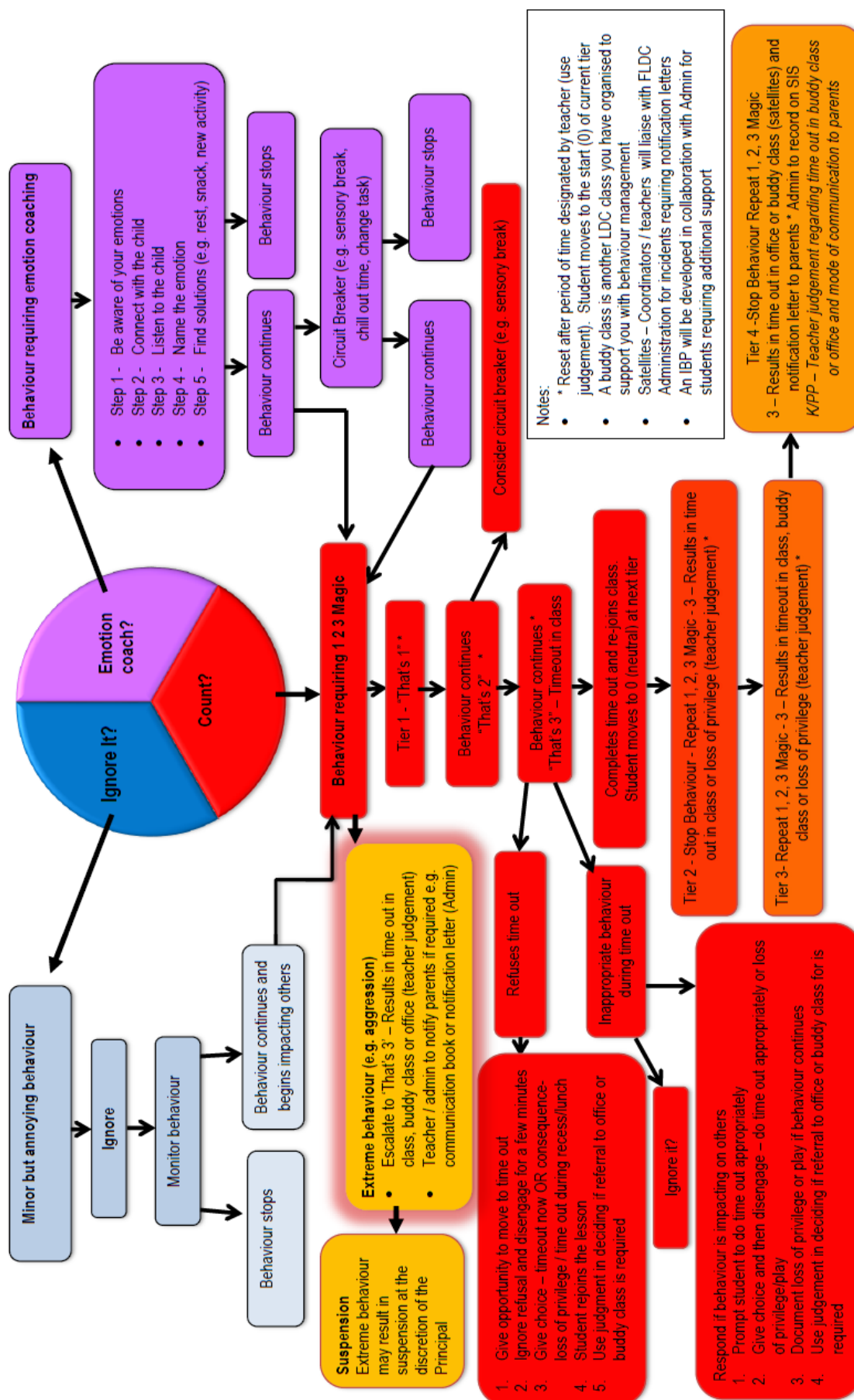
6b. Positive Incentives for Student Behaviour Management

Strategies to instil positive behaviour are at the heart of the FLDC teaching and learning programs and embedded in practice. The FLDC has a number of whole school, as well as class based incentives for rewarding positive behaviour. In addition, the FLDC also participates in some of the positive reward programs of its host schools to ensure inclusivity and a sense of belonging.

- Verbal praise and encouragement for behaving in a positive manner
- Classroom rewards e.g. free time, computer time, prizes, stickers, certificates
- Students sent to administration or a colleague for positive reinforcement for demonstrating good behaviour or in recognition of their achievement and/or effort
- Honour certificates presented to students at whole school assembly
- Willagee site (in conjunction with CCS)- Cool Cats are awarded for demonstrating positive behaviour. Five Cool Cats are rewarded with a prize from administration
- Faction points for wearing hats, keeping the grounds tidy and for positive behaviour and appropriate play
- Reward Day activities for students who display acceptable behaviour standards
- Special Whole School Awards E.g. Treat Everyone Decently Award (Willagee), Stand Tall Award (Beeliar), Endeavour Award (Bull Creek)

6c. Classroom Behaviour Management

The FLDC recognises that the behaviour of students with DLD is impacted by their age, expressive and receptive language difficulties as well as associated difficulties with self-regulation and sensory processing.





Class behaviour management is supported by visual scaffolds which support students understanding of problems and ability to express their feelings and events (e.g. Story Braid graphic organiser, What happened today?, What I can do to help me stay on track at school today?).

6d. Playground Behaviour Management

Minor Misdemeanours

1. Verbal warning to be given to student to rectify behaviour
2. Verbal warning with coaching conversation and explained consequences for not following scenario by duty teacher
3. Class teacher notified in cases of continued misdemeanours or if further follow up is required
4. Repeated or more serious breaches are referred to Admin either verbally or using the cards in the Duty Files.

Serious Misbehaviour (e.g. aggressive behaviour or continued breaching of school policy)

5. Serious offences such as physical violence or verbal abuse may result in automatic out of school suspension. This will be at the principal or deputy principal's discretion
6. A case conference may be necessary for repeated and/more serious behavioural incidences. Parents will be required to attend a case conference and support the development of an Individual Behaviour Plan (Appendix One)
7. Ongoing serious misbehaviour may result in a referral to the school psychologist and other internal or external support staff/ agencies.
8. A Risk Management Plan may be developed

6e. Good Standing

The processes embedded within the FLDC good standing policy are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are highly valued and a key influencer of behaviour
- A culture of care supports all individuals in the FLDC school community
- Cultural receptiveness and responsiveness is valued as a key to creating learning communities based on mutual respect and inclusion
- A restorative approach leads to individuals taking responsibility for their behaviour

All students commence with and retain good standing while exhibiting behaviours that align with the FLDC Code of Conduct, values and beliefs as articulated in this plan. When a student has 'Good Standing' they are able to participate in special school events (e.g. incursions, excursions, social events, carnivals).



Loss of good standing occurs after a suspension or series of behaviours that are not aligned to the school's Code of Conduct and this behaviour plan. These behaviours include, but are not limited to:

- Making physical contact with the intention to harm another student or staff member
- Threatening students and or staff with violence
- Destroying school property

Students who breach the school student behaviour plan and lose their good standing, may have privileges removed at the discretion of the Principal, such as being banned from school incursions, excursions, carnivals, reward days and other special events. Parents will be informed of both loss and reinstatement of good standing by the principal or deputy principal.

Students can earn back good standing through positive and sustained improvements in behaviour after such period as decided by the principal. As per the school behaviour plan, an individual education plan will be developed to support the behaviour of students where required.

6f. Severe Clause

In school withdrawal/timeout may be given for a serious breach of the School Code of Conduct (e.g. physical aggression, destroying property, threatening behaviour, continued non-compliance). Parents will be advised via a phone call, notification letter (Appendix two) or communication book.

Support will be provided to the students. This may include the school psychologist, the school chaplain, district office staff and external agencies.

6g. In-school withdrawal/timeout

- The student will remain at the school site but will be isolated from other students. Parents will be notified by notification letter, communication book, phone call or meeting
- In school withdrawal may result in alternate lunch and play times
- Students will be counselled to help them reflect on their behaviour and strategies to improve positive behaviour. The focus is on changing student's behaviour
- Repeated in-school withdrawal may lead to suspension from school
- Appropriate support will be provided to the student. This may include the development of an Individual Behaviour Plan (Appendix One) and/or access to support staff such as the school psychologist or school chaplain

6h. Out of school suspension

Schools Education Regulations, 2000 (Part 3, Division 5)

For students who commit a serious breach of school discipline the FLDC may suspend a student for up to five consecutive days. In this case the school will provide oral or written advice about the duration of, and reasons for, the proposed suspension to parent/carer. The FLDC will give the parent/carer (in line with the School Education



Regulations, 2000) a reasonable opportunity to show that the student should not have been suspended or that the suspension should not continue.

If a student is suspended for a total of 10 or more days in a school year the principal is to take reasonable steps to arrange consultation with the parent/carer of the student for the purposes of discussing the student's behaviour and educational program with them, with a view to avoiding any further breaches of school discipline by the student.

6i. Physical Restraint of a Student

The principal will ensure that physical restraint of a student is only used:

- Where the student's emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property;
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful; and
- in circumstances where a student's emotional or behavioural state prevents other strategies to maintain a safe learning environment.

Physical restraint of a student maybe documented in an Individual Behaviour Plan which is signed off by the principal and parents in cases where there are ongoing risks regarding student safety or damage to property.

7. PROGRAMS THAT SUPPORT POSITIVE STUDENT BEHAVIOUR

Students with language impairment can find it challenging to make friends, express their feelings and at times manage their own behaviour. The FLDC has a number of programs and strategies to assist students to develop their pragmatic skills as well as resilience, confidence, self-regulation and self-esteem.

7a. Be You (formally Kidsmatter)

In 2012, FLDC began the implementation of Be You, a mental health and well-being framework proven to make a positive difference to the lives of Australian children. Be You provides the methods, tools and support to help the FLDC work with parents and carers, health services and the wider community to nurture happy, balanced kids. The FLDC have a Be You Team consisting of administration staff, teaching staff and non-teaching staff that develops implements and reviews the goals and strategies as set out in the Be You Operational Plan in collaboration with the wider FLDC staff. Through Be You, the FLDC undertakes a three-year cyclical process whereby the school plans and takes action to be a positive community, one that is founded on respectful relationships and a sense of belonging and inclusion, and that:

- promotes a positive school environment and strong links with families and the community
- teaches social and emotional learning programs within every classroom from Kindergarten to Year 3
- works together with parents and carers to achieve the best outcomes for students at the FLDC
- seeks expert support for children with mental health difficulties when needed

7b. Connect for Kids

The Connect for Kids Social Skills Program was developed by a Speech Pathologist, Amanda Styles, to support children with a speech or language impairment to develop the skills they need to interact socially. Connect for Kids is a fun, innovative learning experience designed to help kids develop the essential skills of communication and social



interaction. The FLDC staff received professional learning on the Connect for Kids Program by Amanda Styles in 2009 and 2013 and the strategies are embedded in the Be You Operational Plan.

The Connect for Kids skills taught at the FLDC include:

- The essentials of getting along with others such as reading social cues accurately, joining in and making decisions together
- Conversational skills including listening, initiating and maintaining conversations
- Assertive problem solving and developing the skills of compromising and negotiating
- Dealing with tough social times including teasing, bullying, peer pressure and isolation
- Developing specific language skills such as understanding instructions, strategies for dealing with comprehension breakdowns and expressing yourself effectively

7c. Fun Friends (PP-2 classes) and Friends for Life (year 2/3 classes)

The Fun FRIENDS (4 to 7 year olds) and FRIENDS for Life (8 to 11 year olds) programs are implemented in pre-primary to year three across the Fremantle LDC by teachers who have completed the FRIENDS training. The programs focus on developing emotional resilience in children using an evidence-based curriculum. The program is proven to be effective in building social skills, as well as resilience strategies that are both practical and useful for coping with times of worry and stress. The FRIENDS programs have been proven to give participants the following skills:

- Teach life skills for coping with challenging situations
- Normalise states of emotional distress
- Develop self-regulation and self-soothing skills
- Promote self-confidence and empathy
- Build positive social networks and role models
- Identify values that will promote positive choices
- Improve attitudes to learning and academic performance
- Teach constructive peer relationship skills and reduce bullying.

Every student is provided with an online eBook through the FRIENDS portal that can be accessed at school and home. The Fremantle LDC offers parents information and workshops throughout the year so that these skills can be reinforced and practiced at home and in new situations.

7d. Virtues

The Virtues have been embedded at the FLDC since 2002. Student and staff interactions at the FLDC are based around the 'virtues' or character traits as outlined in The Virtues Project. These skills and qualities such as friendliness, caring, honesty and consideration and the language that surrounds these qualities are used across the school environment. The FLDC aims to create an environment that reminds students and staff to live by their highest values at all times. Virtues are taught explicitly in all FLDC classrooms, are a focus of assemblies and they are also used as part of the positive rewards programs. The FLDC shares its main school site with Caralee Community School which has also embedded the virtues into its school culture ensuring a consistent approach across the school community.

7e. Joint Action Routines

The FLDC uses Joint Action Routines to support students in the early years (Kindergarten and Pre-Primary) to develop the skills of social play with their peers. A Joint Action Routine is a powerful teaching tool for children with communication disorders. The term describes a play routine in which two or more children (child/adult, child/child)



engage in a meaningful activity together wherein communication patterns are taught and rehearsed. Joint Action Routines:

- Are generally based on familiar experiences such as going shopping, visiting the doctor, getting ready for school, having lunch at a café or buying a pet
- Are based on the expectation that each partner will participate in specified actions and communicative responses within a logical sequence based on a unifying theme
- Require participants to interact and negotiate within the context provided
- Are designed to provide opportunities for turn taking and allow for planned repetition and builds on strengths and skills gained in previous scenarios.

Ultimately the children are encouraged to transfer their developing play skills to other scenarios and to generalise across different play environments

7f. Alert Program

As part of the FLDC review process it was identified at the end of 2015 that many students had poor self-regulation skills and as a result the program has been part of the Occupational Therapy Service provision since 2016. The Alert Program is used to assist children in developing their ability to self-regulate. The Alert program teaches how to identify their physical sensations and control physical aspects of their body so that they can change the way their body feels as well as their emotions, focus and behaviour. Students are taught strategies to help them maintain their 'engine' at the optimal 'speed' so they can attend and learn. The FLDC Occupational Therapist works collaboratively with class teachers to implement the Alert Program.

7g. 1, 2, 3 Magic and Emotion Coaching

The FLDC Staff are trained in using 1, 2, 3 Magic and Emotion Coaching to promote positive student behaviour in the classroom. This program promotes emotional self-regulation in children, encourages positive behaviour and discourages negative behaviour. The program aims to teach educators how to deal with their student's difficult behaviour by using a signaling system to manage negative behaviour. The signaling system requires the educators to use less talk and less emotion, which in turn encourages the development of student's ability to manage their emotional reactions to boundaries (or emotional competency).

7h. Protective Behaviours

Protective Behaviours, is a personal safety program, which aims to promote resilience in children, using empowerment strategies, clear communication, and awareness of "safe" behaviours. The Protective Behaviours program addresses empowerment, communication, self-esteem, resilience, social skills and other life skills. By teaching and promoting these concepts the program encourages students to:

- assert their right to feel safe
- listen to what their body tells them
- follow up by taking action to either solve problems on their own or to seek assistance from other people

8. INDIVIDUAL EDUCATION PLANS AND INDIVIDUAL BEHAVIOUR PLANS

All children at the FLDC have an Individual Education Plan (IEP) that outlines achievement goals specific to that child in the areas of language, literacy and numeracy. The IEP may also include goals for managing behaviour, focusing attention or developing social skills.

The IEP's are reviewed at regular intervals by the teacher, principal and / or deputy principal and the LDC speech pathologists. It is during these review sessions that decisions may be made to seek additional support from other agencies where needed. For example, children experiencing extreme behaviour or social or emotional difficulties may



be referred for psychology or paediatric support. Families are always involved in these decisions either through teacher/parent meetings or through a case conference.

An Individual Behaviour Plan (Appendix One) is developed and implemented for students with severe disruptive behaviours or whose behaviours regularly interfere with their own or others learning. Plans may be developed in consultation with the school psychologist and parents/carers.

9. FLDC SPECIALIST AND SUPPORT STAFF

SAER Team

The SAER Team is made up of the deputy principals and the principal. The SAER Team works closely with FLDC speech pathologists, the FLDC occupational therapists, school psychologist, teachers and external providers to support positive behaviour.

School Psychologist

The FLDC has access to the services and support of a school psychologist for half a day per week. The School Psychologist, through an in-school referral process, can provide individual support to students and their families. An important part of the school psychologist's role is supporting teachers with expert advice on how to best manage and assist children experiencing extreme or persistent behaviour and or emotional difficulties.

School Chaplain

The FLDC School Chaplains and the Family Liaison Officer support both students and families within the school on a needs basis. The staff can work at a classroom level or provide individual or support to small groups of students under the direction of the teacher and administration. These support staff can also provide additional support to families as they exit from the FLDC.

Speech Pathologist

The FLDC employs speech pathologists who work with classroom teachers to improve the oral communication and pragmatic skills of students. The improvement of these skills can assist students to identify and express their emotions and communicate problems.

Occupational Therapist

The FLDC employs an Occupational Therapist two days per week. Part of the occupational therapist's role is to support teachers to develop sensory processing and self-regulation (sensory) skills in students. This includes support in the implementation of the Alert Program.

10. MEASURES TO ADDRESS CRITICAL BEHAVIOURS

10a. Bullying

The FLDC believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind. Every member of our school has the responsibility to show tolerance towards others and behave in a way that respects the rights of others.

Bullying is:



- Repeated: repeated and unjustifiable behaviour
- Intentional: an intention to create distress, fear or harm to another
- Power: by a more powerful individual/group against a less powerful individual

It can take a number of forms:

- Physical: hit, kick, throwing things, getting someone else to hurt someone
- Verbal: hurtful name calling, demanding possessions, rumours, threats
- Non Verbal: threatening gestures, exclusion, damaging property
- Cyber: threat, spread rumours via text, Facebook etc.

Strategies for the Prevention of Bullying:

- Whole school awareness raising about the different kinds of bullying e.g. classroom discussions, specific anti-bullying sessions, social skills programs, class posters, assembly items
- The development of a pro-social culture in classrooms through social skills programs such as *Fun FRIENDS*, *Friendly Kids - Friendly Classrooms*, *Stop, Think, Do, Connect For Kids*
- Use of co-operative learning as a forum for modelling appropriate social interaction
- The elimination of putdowns in the classroom
- Teaching sessions on bullying and implementing virtues education
- Ensuring consistent responses to bullying
- Encouraging students to tell teachers what is happening – create a climate which changes from “don’t do” to “it’s OK to tell”
- Developing the practice of self-reflection
- Establishing safe places for recess times
- Increasing school/staff vigilance
- Developing peer networks e.g. buddy systems, peer mediation program

Dealing with Bullying

- As soon as possible:
 - Establish it is a case of bullying
 - Collect all the information: Who was bullied? What happened? Were bystanders involved?
- Mediation to talk about motives, reasons, feelings and involvement of bystanders
- Resolution and commitment that bullying will cease
- Support is provided to the:
 - Victim will be provided with counselling and a virtues plan. This will include the establishment of buddy friends & buddy teachers and the creation of a safe place. Parents will be fully informed and involved in the process.
 - Bully will be provided with an Individual Behaviour plan that will target identified behaviour goals and consequences. Parents will be required to attend a case conference and additional support from the school psychologist and other agencies will be requested if required.
 - Bystanders will be counselled on their role in situations of bullying. They will be provided with social skills programs that will support actively supporting the victim and becoming buddy friends. In situations where the bystanders have supported the bully school behaviour plans will be implemented. Parents will be notified via phone or a Notification Letter (see Appendix 2)



Strategies for parents to prevent bullying:

- Take an interest in your child's social life and in what is happening at school
- Inform the school if bullying is suspected
- Watch for signs of distress in your child
- Do not encourage your child to retaliate
- Advise your child to tell the class teacher about the incident. If possible, encourage them to solve the problem themselves
- Be willing to attend case conferences if your child is involved in any bullying incidents
- Discuss with your child the school's expectations about behaviour
- Set an example by your own behaviour

10b. Drug and alcohol misuse by students

The use of any form of illegal drug or alcohol is strongly prohibited. Any drug or alcohol misuse by students will result in:

- Parent /carer contacted and a meeting with parents organised to determine risk factors
- Notification to Department for Child Protection and/ or Police
- The principal using his/her discretion in determining, on a case-by-case basis, what appropriate course of action is warranted
- Support for the student involved including age appropriate, evidence based drug and alcohol education and support through relevant internal and external agencies and stakeholders including the school psychologist
- The incident being recorded on SIS

10c. Possession or Use of a Weapon

The term 'weapon' refers to any object, device or instrument which is designed as a weapon or through its use, is capable of threatening or producing bodily harm or which may be used to inflict injury.

Weapons are not to be brought onto any of the FLDC sites in any circumstances. In the event of a student bringing a weapon onto the school site the following will occur:

- The staff member who observed the weapon will immediately assess the level of risk to the student and others and aim to protect students by removing either the weapon or the children from danger
- The weapon will be confiscated (if can be done so safely) and given to the principal or deputy principal. Confiscated weapons will be labelled and stored carefully and securely
- The principal will have a discussion with the student in regards to the manner and reasoning behind bringing a weapon to school
- The police will be contacted if the item in possession is unlawful
- The parent/caregiver will be contacted
- The principal may use discretion in determining, on a case-by-case basis, what appropriate course of action is warranted.
- Support will be provided to student/s involved
- The incident will be recorded on Integris.



10d. Suicidal Behaviour / Non suicidal self-injury

The FLDC is mindful that some children will experience emotional and/or psychological distress during their school years which could lead to mental health concerns and, in some cases, risk of suicidal behaviour and/or non-suicidal self-injury (NSSI).

The FLDC promotes mental health and well-being to students by implementing Frameworks such as Be You (formally Kidsmatter), Protective Behaviours and social and emotional programs such as Fun FRIENDS. These programs raise awareness, promote positive relationships, develop helpful coping strategies and instil values such as care for self and others.

In the case of a direct or indirect disclosure regarding suicidal behaviour or NSSI the FLDC will:

- Listen and respond to students in a calm, caring and non-judgemental way
- Inform the student that information cannot be kept confidential and information must be passed on to staff and support services
- Inform the Principal immediately who will then contact the parent/guardian and consult with the Regional Executive Team
- Identify and support peers who may have been impacted by the disclosure
- Record the Information on SIS
- Provide support to the student and families involved and link them to other internal and external support networks such as the school psychologist, school chaplain, mental health services and medical providers
- Provide ongoing monitoring of the student and liaise with the parents and relevant stakeholders and check agreed actions such as referrals have occurred
- Develop a Risk Management Plan which is distributed to staff teaching the student, administration, student services and support staff
- Consult the Policy – *School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury, DET (2016)* for further guidelines and information

10e. Aggression

Aggression involves behaviour which causes or threatens to cause physical or emotional harm to others. It can also involve harming property. The FLDC aims to prevent aggressive behaviour through the Implementation of evidence based programs and strategies to assist students in regulating their behaviour and emotions e.g. Fun FRIENDS strategies and the use of social stories to teach appropriate social behaviour. In the case of frequent aggressive behaviour by a student the FLDC will:

- Organise a case conference to discuss the behaviours with the student's parents/carers
- Develop an Individual Behaviour Plan documenting specific strategies to improve positive behaviours and reduce aggression
- Develop a Risk Management Plan to manage the student's behaviour and risks to others
- Access support from specialist staff and providers such as the school psychologist, school chaplain and behaviour team
- Access specialist staff and support services to provide additional support to the student
- Refer the student to appropriate external services
- If relevant, access specialist professional learning on de-escalation and restraint. Training will be provided to key teachers on ways to prevent inappropriate behaviour, defuse situations and restrain students appropriately

11. MOBILE PHONES AND ELECTRONIC DEVICES POLICY

Mobile phones and other electronic devices such as Tablets should not be brought to school by students. The bringing of mobile phones and other valuable equipment by children to school is not encouraged as these items often attract considerable interest from other children which can result in distress if these items are damaged or misplaced.

Parents who feel their child needs to have access to a mobile phone or electronic device on the way to or on the way home from school are asked to please advise their child's class teacher who can make arrangements for these devices to be kept in a safe place while their child is at school.

Children who use a mobile phone or other similar electronic device at school may have this confiscated by the school administration. It can be collected from the school office after school. Parents/Guardians will be contacted if this takes place.

12. RECORD KEEPING AND USE OF DATA IN ASSESSING THE EFFECTIVENESS OF THE FLDC BEHAVIOUR SUPPORT PLAN

The management of student behaviour requires school staff to document breaches of the school behaviour management policy.

- Records of breaches including aggressive behaviour, extreme behaviour, repeated negative behaviours are to be recorded on SIS
- Honour Awards and Special Awards (e.g. TED Award, Stand Tall Award, Endeavour Award) will be recorded on SIS by administration

The recording of strategies to improve student behaviour will be recorded on Individual Education Plans and Individual Behaviour Plans (Appendix 2).

To assess the effectiveness of the FLDC Positive Student Behaviour Plan the following information will be analysed:

- Behaviour data from SIS
- Be You (formally Kidsmatter) Operational Plan Annual Review
- Oral Language Operational Plan Annual Review (Pragmatics)
- Feedback from the FLDC School Survey
- Attendance data
- Teacher observations based on IEPs and IEP Review Process
- Social, emotional and behavioural data from k-10 Curriculum Reports through Student Achievement Information System

13. REVIEW OF POSITIVE STUDENT BEHAVIOUR SUPPORT PLAN

The FLDC will:

- Review the school behaviour support plan annually, and whenever school data indicates the need
- Report annually to the school board on the school's performance in behaviour support (the education support a student receives from the school in order to learn and maintain identified behaviours)



14. APPENDICES

Appendix One –Individual Behaviour Plan Sample Template

FREMANTLE LANGUAGE DEVELOPMENT CENTRE

INDIVIDUAL BEHAVIOUR PLAN

Name:	DOB:	Year Level	
Teacher Name	Support Teachers:	Parent Name:	

Student Name displays 'START' behaviour:

Positive Reinforcement

Cumulative Reward

Student Name 'STOP' behaviour:

Negative Consequence

Extreme Behaviour

Support Strategies

TEACHER/S:

D / PRINCIPAL:

PARENT/S:

DATE:

Appendix Two – Behaviour Notification Letter Template



FREMANTLE LANGUAGE
DEVELOPMENT CENTRE

D.O.B:

Re: Behaviour Notification

Dear

Your child, has displayed negative behaviour at the Fremantle Language Development Centre.

Details include:

.....
.....
.....

The following consequence/s occurred as result of the behaviour:

.....
.....
.....

Please contact, Deputy Principal on 9312 4850 if you wish to discuss the matter further.

Yours sincerely

Deputy Principal

Date

✂ _____

I acknowledge receipt of the notification indicating that has been displaying negative behaviour in the classroom/playground.

I wish to make an appointment to discuss this behaviour. ☐

I do not wish to make an appointment at this stage. ☐

Name:

Signed:

Date

Appendix Three – FLDC Vision, Values and Code of Conduct Poster



Fremantle Language Development Centre

Vision:

To be a school of excellence that is innovative and builds expertise and leadership to ensure best outcomes for students with Developmental Language Disorder.

Values:

The Fremantle Language Development Centre believes that all members of a school community have the right and responsibility to demonstrate:

- Respect for self, others and their environment
- Care and Courtesy for all
- Courage and Determination to face the challenges they may meet

Code of Conduct:

'We Care'

	Consideration and Courtesy for all	Aiming high to Achieve our best	Responsible and Respectful behaviour	Empathy for Everyone
What does this look like for students?	<ul style="list-style-type: none"> • I use my manners • I listen carefully • I follow instructions • I follow the school rules • I care for myself and others 	<ul style="list-style-type: none"> • I do my best • I show courage and have a go • I am ready to learn • I allow others to learn 	<ul style="list-style-type: none"> • I respect myself and others • I play safely • I take care of my things • I keep my school clean • I tell the truth 	<ul style="list-style-type: none"> • I consider people's feelings • I act with kindness • I show patience • I value people's differences • I treat others fairly
What does this look like for staff?	<ul style="list-style-type: none"> • I communicate calmly and respectfully in all modes • I am aware of my body language • I engage in active listening • I care for my own and others' wellbeing • I consider cultural differences • I foster a positive working environment • I use the language of the virtues • I act with tact 	<ul style="list-style-type: none"> • I have high expectations of myself and others • I am punctual, organised and prepared • I engage in continuous learning • I share my knowledge with others • I implement evidence based, best practice • I reflect on my teaching practice • I model a growth mindset • I am strengths focused 	<ul style="list-style-type: none"> • I treat people with respect • I model the three R's (reduce, reuse, recycle) • I take care of my own and others' belongings • I maintain a tidy workplace • I respect others' opinions • I am honest and trustworthy • I follow policies, procedures and processes • I take responsibility for my actions 	<ul style="list-style-type: none"> • I consider the feelings of others before I act • I demonstrate kindness • I show patience • I value people's differences • I treat others fairly • I withhold judgement • I consider others' needs as well as my own • I am supportive of my colleagues, students and the school community

