GOVERNMENT OF WESTERN AUSTRALIA

Department of **Education**

Student Behaviour in Public Schools policy

Student Behaviour in Public Schools procedures

Effective: 1 February 2027

Version: 4.0

The PDF contains the following documents

Document 1

Student Behaviour in Public Schools policy version 4.0
Effective 1 February 2027

Document 2

Student Behaviour in Public Schools procedures version 4.0
Effective 1 February 2027

GOVERNMENT OF
WESTERN AUSTRALIA

Department of
Education

Student Behaviour in Public Schools policy

Effective: 1 February 2027

Version: 4.0

1 Policy statement

Creating safe, orderly, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential is a responsibility shared by all members of the public schooling system and each school community.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

2 Policy rules

The principal:

- engages the school community in building a culture of positive behaviour that values students' strengths, abilities and diversity
- leads the development, implementation, and monitoring of a whole school approach to behaviour that:
    - identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour
    - incorporates restorative approaches
    - utilises multi-tiered systems of support that are responsive to student needs
    - builds staff capability through training and support to teach and sustain positive behaviour
    - uses available behaviour supports for students with complex needs.

Guidance

Fostering positive relationships with parents and students through regular communication creates connection and belonging for children and young people and builds a positive school culture.

3 Responsibility for implementation and compliance

Principals are responsible for the implementation of this policy.

Compliance and monitoring are the responsibility of line managers.

4 Scope

This policy applies to all principals of public schools, Directors of Education and the Executive Director, Statewide Services.

5 Supporting procedures

Student Behaviour in Public Schools procedures

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

6 Definitions

Behaviour

The way in which a student acts in response to a particular situation or stimulus at school and/or in the community.

Cultural responsiveness

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

Documented Plan

A Documented Plan records the actions in place to address the specific learning support needs of an individual student.

Multi-tiered system of support

A multi-tiered system of support holistically considers student needs and provides tiered and interconnected interventions, so students receive the appropriate level of support.

This includes intensive support that is individualised and provided alongside effective case management for students with complex behaviour support needs.

Parent

In relation to a child, means a person who at law has responsibility for the long-term care, welfare and development of the child; or the day-to-day, welfare and development of the child.

Positive Behaviour

A student's competence and capacity in their context of the school community's expectations and values to:

- establish and build positive connections with adults and peers
- develop empathy for others and understand relationships
- recognise and regulate their own emotions
- make responsible decisions
- work effectively with others
- cope with challenging situations constructively.

Restorative approaches

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

School Community

Local people, groups and organisations in and around schools in remote, regional and metropolitan areas. This includes, but not limited to, students, families, principals, teachers and other school staff, community leaders, local government agencies and not-for-profit organisations.

Staff
A person who is currently employed by the Department of Education under the *School Education Act 1999* or the *Public Sector Management Act 1994*.

Student

A person who is enrolled at a Western Australian public school.

Student engagement

Student engagement is multi-dimensional and combines observable indicators such as achievement, behaviour and attendance with internal emotional and cognitive states (feelings and thoughts). Student engagement is viewed and responded to in a holistic way.

Whole school approach

A whole school approach involves addressing the needs of students, staff and other members of the school community through a collective and collaborative approach to improving student learning, behaviour and wellbeing, and the conditions that support these.

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

7 RELATED DOCUMENTS

Relevant legislation or authority

Age of Majority Act 1972 (WA)
Children and Community Services Act 2004 (WA)
Disability Discrimination Act 1992 (Cth)
Disability Standards for Education 2005
Equal Opportunity Act 1984 (WA)
Mental Health Act 2014 (WA)
Privacy Act 1988 (Cth)
Public Health Act 2016 (WA)
Public Sector Management Act 1994 (WA)
School Education Act 1999 (WA)
School Education Regulations 2000 (WA)
State Records Act 2000 (WA)
Work Health and Safety Act 2020

Related Department policies

Child Protection in Department of Education Sites policy
Dress Codes for Students in Public Schools policy
Duty of Care for Public School Students policy
Incident Management on Department of Education Sites policy
Records Management policy
Risk and Business Continuity Management policy
Student Attendance in Public Schools policy
Students at Educational Risk in Public Schools policy
Students Online in Public Schools policy
Work Health and Safety policy

Other documents

Aboriginal Cultural Standards Framework
Code of Conduct and Standards (staff only)
Disability Access and Inclusion Plan 2018-2023 (staff only)
Equity and Inclusion Charter
Excursions in Public Schools (staff only)
Incident management manual (staff only)
Keeping Our Workplace Safe (staff only)
Let's take a stand together: Minister's Statement on School Violence 2018
Manage appropriate Physical Contact with Students
Manage complaints and notification (staff only)
Manage records at your school (staff only)
National Framework for Addressing Bullying in Australian Schools
National Principles for Child Safe Organisations
National Strategic Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional Wellbeing 2017-2023

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. (cc) BY

School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury (staff only)

Quality Teaching Strategy (staff only)

Support documented planning and case management for individual students (staff only)

Support positive mental health and wellbeing (staff only)

United Nations Convention on the Rights of the Child

United Nations Convention on the Rights of People with Disabilities

8 Contact information

Policy manager:
Director Student Engagement and Wellbeing
Telephone: (08) 9402 6100

Policy contact officer:
Principal Consultant
Student Engagement and Wellbeing
Telephone: (08) 9402 6448

9 Review date

1 February 2030

10 History of changes

Effective date	Last update date	Policy version no.	Ref no.	Notes
4 January 2016		2.0	D15/0408182	This new policy replaces the Behaviour Management in Schools policy. Endorsed by the Director General on 9 December 2015 D15/0557868.
4 January 2016	11 August 2016	2.1	D16/0524429	Updated contact information D16/0522722
4 January 2016	3 October 2018	2.2	D18/0437767	Minor changes to include reference to Public Schools D18/0151652 and updated legislation links D18/0207680.
4 January 2016	18 February 2022	2.3	D22/0108292	Minor change to update contact details D22/0103486

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

Effective date	Last update date	Policy version no.	Ref no.	Notes
17 July 2023		3.0	D23/0306654	Major review undertaken (D22/0745263) Signed by the Director General on 23 February 2023
17 July 2023		3.0	D23/1304221	Major change undertaken prior to publication. Signed by the Director General on 04/07/23 (D23/1124709)
1 February 2027		4.0	D26/0781545	Major review approved by Director General 21 September 2026 (D26/0390590)

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees.

GOVERNMENT OF WESTERN AUSTRALIA

Department of **Education**

Student Behaviour in Public Schools procedures

Effective: 1 February 2027

Version: 4.0

CONTENTS

1 Policy supported 3
2 Scope 3
3 Procedures 3
3.1 Build a school community culture of positive behaviour 3
3.2 Develop, implement and monitor a whole school approach to behaviour 4
3.2.1 Identify and communicate the rights and responsibilities of all students and staff 4
3.2.2 Incorporate restorative principles, systems and approaches 6
3.2.3 Provide multi-tiered systems of support 6
3.2.4 Build staff capability through training and support 7
3.2.5 Provide behaviour support to students with complex needs 8
3.3 Retain records 9
4 Definitions 9
5 Related documents 13
6 Contact information 14
7 Review date 14
8 History of changes 15

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

1 Policy supported

Student Behaviour in Public Schools policy

2 Scope

These procedures apply to all principals of public schools, Directors of Education and the Executive Director, Statewide Services.

3 Procedures

3.1 Build a school community culture of positive behaviour

The principal:

- engages with the school community in a collaborative process to develop, document and communicate:
  - shared values, ways of working and expectations of positive student behaviour that includes students' strengths, abilities and diversity
  - responses to behaviours of concern that are harmful to self, and/or others and/or to the school environment
  - the roles and responsibilities of all members of the school community in strengthening positive student behaviour
  - multi-tiered systems of support for student achievement, engagement and wellbeing.
- prioritises the safety of all members of the school community, including taking all reasonable steps to keep the school environment free from violence, aggression, discrimination and bullying
- complies with the Requirements related to the Student Behaviour in Public Schools policy (staff only) and other legislation and policy requirements
- monitors and reviews student behaviour as part of the school improvement planning process.

Guidance:
A collaborative process supports working together and jointly with community members and service providers to develop approaches that are responsive to local needs.

A collaborative process provides opportunities to:

- build relationships
- develop a shared understanding
- agree on purpose and objectives
- generate ideas
- implement agreed ideas
- review and evaluate.

Standing together against violence articulates actions and expectations for principals, all school staff and their communities to make schools safe places for teaching and learning.

The National Framework for Addressing Bullying in Australian Schools provides the framework for all school systems and schools to establish shared national expectations and actions in relation to bullying:

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

- Single incidents and conflict or fights, whether in person or online, are not defined as bullying.

The wearing or carrying of knives is prohibited at school (*Weapons Act 1999 WA*). Kirpans, which are religious items resembling knives, can be worn at school by baptised Sikh students provided they comply with guidelines for baptised students wearing a Kirpan at school.

Through the Aboriginal Cultural Standards Framework schools are supported to use place-based approaches that are developed in collaboration with their local Aboriginal communities to strengthen the participation and engagement of Aboriginal students.

Positive behaviours can be taught to develop a student's competence and capacity to:

- recognise and regulate their own emotions
- develop empathy for others and understand relationships
- establish and build positive connections with adults and peers
- make responsible decisions
- work effectively with others
- cope with challenging situations.

3.2 Develop, implement and monitor a whole school approach to behaviour

The principal:

- leads the development, implementation and monitoring of a whole school approach to behaviour that:
  - identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour
  - incorporates restorative principles, systems and approaches
  - provides multi-tiered systems of support that are responsive to student needs
  - builds staff capability through training and support to understand and enact their responsibility in building positive behaviour
  - provides students with complex needs with intensive behaviour support.

3.2.1 Identify and communicate the rights and responsibilities of all students and staff

The principal:

- engages members of the school community in identifying, documenting and understanding their rights and responsibilities, consistent with school values and expectations of behaviour
- will enable a response to any observed or reported bullying, within two school days, recognising that further time is likely to be required to address the issue. This includes:
  - making reasonable attempts to communicate with parents when bullying concerns arise
  - where communication does not occur, the reasons must be documented.
- following a review of a concern of any observed or reported bullying will:
  - communicate with parents the reasons for actions taken to address bullying concerns
  - where communication does not occur, the reasons must be documented.

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

- promotes a school culture where students:
  - are welcomed, safe, and experience a sense of belonging
  - feel their unique strengths and talents are understood, valued and nurtured
  - have a voice in decisions that affect them
  - learn to take responsibility for their actions and behaviour
  - feel a strong sense of purpose as learners and connection with the wider school community
  - are not discriminated against on the basis of behaviour as a manifestation of disability.

Guidance:

Sections 63(b) and (c) of the *School Education Act 1999* ('Act') describes the principal's functions regarding ensuring the safety and welfare of students.

Section 119 of the Act and regulation 69 of the School Education Regulations 2000 define the steps that can be taken to maintain the good order of school premises.

The School Culture Survey (staff only) gives principals a tool to:

- assess the culture of their school
- identify what conditions and aspects of their school's culture are needed for optimal quality teaching.

Standing together against violence articulates actions and expectations for principals, all school staff and their communities to make schools safe places for teaching and learning.

The National Framework for Addressing Bullying in Australian Schools provides the framework for all school systems and schools to establish shared national expectations and actions in relation to bullying:

- Single incidents and conflict or fights, whether in person or online, are not defined as bullying.

The *Disability Discrimination Act 1992* provides protection against discrimination based on disability (including imputed disability).

The Disability Standards for Education 2005 seeks to make certain that students with disability can access and participate in education on the same basis as their peers. The standards make more explicit the obligations of education providers and the rights of people with disabilities in relation to education and training, including requirement to consult with students and their families; make reasonable judgements and eliminate harassment and victimisation.

The Safe and Friendly Schools Framework

The Safe and Friendly Schools Framework and self-assessment tool supports schools to embed the child safe principles in schools.

The National Principles for Child Safe Organisations provide a nationally consistent approach to embedding child safe cultures within organisations that engage with children. The Principles collectively show that a child safe organisation is one that creates a culture, adopts strategies and takes action to promote child wellbeing and prevent harm to children and young people.

Communication of bullying concerns and outcomes

Exceptions to communicating with parents should be limited and clearly justified. Reasons school staff may decide not to communicate immediately with parents include:

- there are concerns for the student's safety or wellbeing
- child protection, family violence or legal considerations apply

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

- the student is an independent or mature minor and legislation or policy permits information to be withheld
- advice from external agencies indicates communication should be delayed or restricted
- reasonable attempts to contact the parent have been unsuccessful.

3.2.2 Incorporate restorative principles, systems and approaches

The principal:

- applies procedural fairness to decision making, ensuring responses to behaviour are fair and proportionate
- prioritises the safety and wellbeing of all members of the school community
- provides opportunity for student and family voice
- uses collaborative problem solving for responding to behaviours of shared concern
- promotes personal responsibility and accountability for behaviour across the school community
- implements responses to behaviours of concern that are solution focussed and which seek to repair damaged relationships.

Guidance:
Restorative approaches contribute to:

- building a culture of positive behaviour
- the safety of all members of that community.

Restorative approaches:

- are a way of being, thinking, interacting, teaching and learning – with building and restoring relationships at the centre of decisions and actions
- create a sense of community in the school environment
- meet the needs of students
- view conflict as learning opportunity at all levels
- focus on the need to repair harm that has occurred
- develop empathy and
- reinforce self-regulation.

The Aboriginal Cultural Standards Framework should guide what approaches are used to support and/or repair damaged relationships with Aboriginal students and/or their families.

Education Regional Offices support schools, as required, to repair and strengthen relationships with the student and their family.

Statewide Services provides resources and professional learning for restorative approaches.

3.2.3 Provide multi-tiered systems of support

The principal:

- uses a range of qualitative and quantitative school-level and system data to identify behaviour support needs that are responsive to students
- facilitates universal, targeted, and intensive supports for students based on these needs to support a safe and orderly learning environment

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

- engages with parents and key stakeholders in the provision of behaviour support for individual students
- plans and implements reasonable adjustments to support and teach positive behaviours for all students, including students with complex needs
- seeks available regional and system-level specialist services and supports as required.

Guidance:

A multi-tiered system of support that holistically considers student needs and provides tiered and interconnected actions so students receive the appropriate level of support.
MTSS enable schools to view student behaviour through multiple lenses and assist them to identify, plan, resource and monitor student achievement, engagement and wellbeing, and connect services and support when responding to the needs of students and schools.

Within MTSS, response to intervention (RTI) approaches may be used. A positive behaviour support RTI comprises of three tiers:
Universal
The school promotes positive behaviours for all students and maintains safe, respectful learning environments with preventive, whole-school systems and practices, including Good Standing. All students are engaged in a social behaviour curriculum.

Targeted
The school develops a supplementary range of response strategies to support students displaying emerging, low-level behaviours of concern.

Intensive
Individualised support is provided alongside effective case management for students with complex behaviour support needs.

Student behaviour data should be regularly reviewed to identify and respond to emerging trends and to confirm that school level behaviour support approaches are not disproportionately impacting on particular student cohorts – for example, Aboriginal students or students with disability.

The Nationally Consistent Collection of Data (NCCD) is an annual collection of data that identifies students with disability receiving adjustments and the level of adjustments provided, including behaviour support adjustments.

3.2.4 Build staff capability through training and support

The principal:

- provides staff with access to training and professional learning to:
  - effectively implement a whole school approach to student behaviour
  - engage in reflective practice to enhance the learning outcomes for students with complex behaviour support needs.
- builds the capability of staff to:
  - create inclusive, welcoming, safe and orderly school learning environments
  - de-escalate unsafe and/or aggressive behaviour
  - engage in reflective, educative and restorative processes as part of building and maintaining a whole-school culture of positive behaviour.

Guidance:
All schools have access to student behaviour and engagement resources (staff only)

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

Statewide Services also provides access to training and professional learning services to assist teachers to:

- implement instructional and behaviour support strategies that engage students in productive learning
- understand and respond to the contextual challenges that impact on the behavioural responses of some students, for example trauma, mental health, undiagnosed learning difficulties and/or disability
- use available behaviour supports for students with complex needs.

3.2.5 Provide behaviour support to students with complex needs

The principal:

- uses a multi-tiered system of support to identify and plan for students with behaviour support needs
- uses available resources to establish case management processes for identified students, including:
  - understanding the factors impacting on behaviour and identifying the student needs and the desired behaviour/s
  - understanding the function of student behaviour
  - developing a documented plan through engaging with and seeking input from parents, and other relevant stakeholders
  - document processes for implementing, monitoring, and reviewing the plan
  - collect and use data to develop, review and refine the plan
  - minimising the use of restrictive practices and prohibiting the use of protective isolation in confined spaces.

Guidance:
Education Regional Offices assist schools, as required, to connect with relevant agencies to make services and support for students with complex and diverse learning needs support accessible and coordinated.

Statewide Services provides specialist services and, where necessary, alternative learning arrangements for individual students with the most complex and challenging behavioural support needs.

The following needs to be considered when determining the actions and developing the collaborative documented plan to respond to and address the needs of individual students:

- understanding the function that the behaviour has for the student (students may seek or avoid social interaction or attention; sensory experiences, feelings or emotions; tangibles, objects, activities or experiences) and teaching alternative behaviours
- culturally responsive approaches that take into account the social, cultural and historical contexts that impact the student
- knowledge of the student's cultural and linguistic background. Family and community connections can be used to inform decision making and action
- the presence of multiple risk factors – for example, those students who:
  - have experienced cumulative harm resulting from trauma/child maltreatment
  - have a disability
  - have been suspended from school on two or more occasions for the same type of behaviour in a school year
  - are at risk of being excluded.
- the risk of suicidal behaviour or non-suicidal self-injury.Refer to the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury for further information

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

- a documented plan with strategies for how to support behaviour related to the student's disability will assist with, reducing or eliminating the use of restrictive practice.

Restrictive practices that should be minimised include the use of physical restraint, use of medication as a chemical restraint, and/or use of devices such as harnesses to mechanically control behaviour. Protective isolation in confined spaces is prohibited in Western Australian public schools.

The Aboriginal Cultural Standards Framework should guide what approaches are included in a documented plan for an Aboriginal student and how they are implemented.

A section 24 arrangement is used for primary or secondary students who are temporarily attending another school or undertaking an alternative arrangement for short term programs provided by another school or training organisation away from the student's current school. This includes where a student is accessing an education program to change behaviour and/or restore positive behaviour.

- The formal arrangement in writing between a principal and parent of a student under the age of 18, or student who has turned 18, allows the student to participate in an educational program delivered by a third party.
- This is not required for VET for school students.

Section 24 arrangements (staff only) may include courses that provide students opportunity to learn and access effective support programs to change the behaviour. This may include TAFE, a private Registered Training Organisation (RTO), a Community Based Course, the At-Risk-School-Aged Students programs, engagement with School of Special Educational Needs: Sensory and Medical/Mental Health or temporary attendance at another school.

When considering their response to a breach of school discipline, principals need to be satisfied that the breach of school discipline was not a symptom or manifestation of the student's disability. Relevant legislation Disability Discrimination Act, Disability Standards for Education 2005, *Equal Opportunity Act 1984 [WA].*

Students with the most complex needs may need a coordinated approach through a request for assistance to access multiple services through Statewide Services.

3.3 Retain records

The principal retains behaviour records in accordance with the School Education Regulations and management and archiving of records at the school (staff only), including all documentation regarding:

- consultation
- planned actions
- documented plans

4 Definitions

Behaviours of concern

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

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

Behaviour as a manifestation of disability

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

Bullying

Bullying is a misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical, social and/or psychological harm.

Bullying:

- 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
- can happen in person or online and it can be obvious (overt) or hidden (covert).

Case management

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

Collaborative problem solving

Collaborative problem-solving is the capacity to effectively engage in a process whereby two or more stakeholders attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution. The process is grounded in a culture of care and concern for all and includes a shared understanding of the problem, a vision of the future without the problem, identification of indicators of change, prototyping and implementing strategies to resolve the problem, monitoring and reviewing progress and finally embedding new strategies into existing systems and practice.

Complex needs

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

Cultural responsiveness

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

Disability

Under the Disability Discrimination Act, disability means:

a) total or partial loss of the person's bodily or mental functions or
b) total or partial loss of a part of the body or

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

c) the presence in the body of organisms causing disease or illness or
d) the presence in the body of organisms capable of causing disease or illness or
e) the malfunction, malformation or disfigurement of a part of the person's body or
f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction or
g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:
h) presently exists or
i) previously existed but no longer exist or
j) may exist in the future (including because of a genetic predisposition to that disability) or
k) is imputed to a person.

Disability discrimination

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

Diversity

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

Documented plan

A documented plan records the actions in place to address the specific learning support needs of an individual student.

Inclusive approaches

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

Intensive support

Intensive support is individualised and provided alongside effective case management for students with complex behaviour support needs.

Multi-tiered system of support

A multi-tiered system of support that holistically considers student needs and provides tiered and interconnected interventions so students receive the appropriate level of support.

This includes intensive support that is individualised and provided alongside effective case management for students with complex behaviour support needs.

Parent

In relation to a child, means a person who at law has responsibility for the long-term care, welfare and development of the child; or the day-to-day, welfare and development of the child.

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

Positive Behaviour

A student's competence and capacity to, in context of the school community expectations and values:

- establish and build positive connections with adults and peers
- develop empathy for others and understand relationships
- recognise and regulate their own emotions
- make responsible decisions
- work effectively with others
- cope with challenging situations constructively.

Procedural fairness

Procedural fairness is concerned with the procedures used by a decision maker, rather than the actual outcome reached. It requires a fair and proper procedure be used when making a decision including principles of voice, neutrality, respect and trust.

Resilience

Resilience is the capacity to adapt successfully to identified challenges, strains and stressors.

Restorative approaches

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.

Restrictive practice

Restrictive practice is an approach or intervention that is applied in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment: the use of physical restraint; use of medication as a chemical restraint; and/or use of devices such as harnesses to mechanically control behaviour. Protective isolation, where a person is confined to a physical space and prevented from leaving, is also a restricted practice and is prohibited for use in Western Australian public schools.

School Community

Local people, groups and organisations in and around schools in remote, regional and metropolitan areas. This includes, but not limited to students, families, principals, teachers and other school staff, community leaders, local government agencies and not-for-profit organisations.

Staff

A person who is currently employed by the Department of Education under the School Education Act or the Public Sector Management Act**.**

Student

A person who is enrolled at a Western Australian public school.

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. (cc) BY

Student engagement

Student engagement is multi-dimensional and combines observable indicators such as achievement, behaviour and attendance, with internal emotional and cognitive states (feelings and thoughts). Student engagement is viewed and responded to in a holistic way.

Whole school approach

A whole school approach involves addressing the needs of students, staff and other members of the school community through a collective and collaborative approach to improving student learning, behaviour and wellbeing, and the conditions that support these.

5 Related documents

Relevant legislation or authority

Age of Majority Act 1972 (WA)
Children and Community Services Act 2004 (WA)
Disability Discrimination Act 1992 (Cth)
Disability Standards for Education 2005
Equal Opportunity Act 1984 (WA)
Mental Health Act 2014 (WA)
Privacy Act 1988 (Cth)
Public Health Act 2016 (WA)
Public Sector Management Act 1994 (WA)
School Education Act 1999 (WA)
School Education Regulations 2000 (WA)
State Records Act 2000 (WA)
Work Health and Safety Act 2020 (WA)

Related Department policies

Child Protection in Department of Education Sites policy
Dress Codes for Students in Public Schools policy
Duty of Care for Public School Students policy
Excursions in Public Schools policy
Incident Management on Department of Education Sites policy
Records Management policy
Risk and Business Continuity Management policy
Student Attendance in Public Schools policy
Students at Educational Risk in Public Schools policy
Students Online in Public Schools policy
Work Health and Safety policy

Other documents

Aboriginal Cultural Standards Framework
Code of Conduct and Standards (staff only)

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

Develop documented plans for individual students
Disability Access and Inclusion Plan 2018-2023 (staff only)
Equity and Inclusion Charter
Incident management manual (staff only)
Keeping Our Workplace Safe (staff only)
Manage appropriate physical contact with students (staff only)
Manage complaints and notification (staff only)
Manage records at your school (staff only)
National Framework for Addressing Bullying in Australian Schools
National Principles for Child Safe Organisations
National Strategic Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional Wellbeing 2017-2023
Quality Teaching Strategy (staff only)
School response and planning guidelines for students with suicidal behaviour and non-suicidal self-injury
Standing together against violence
Support documented planning and case management for individual students (staff only)
Support positive mental health and wellbeing (staff only)
United Nations Convention on the Rights of the Child
United Nations Convention on the Rights of People with Disabilities

6 Contact information

Policy manager:

Director Student Engagement and Wellbeing

Telephone: (08) 9402 6100

Policy contact officer:

Principal Consultant

Student Engagement and Wellbeing

Telephone: (08) 9402 6448

7 Review date

1 February 2030

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. (cc) BY

8 History of changes

Effective date	Last update date	Policy version no.	Ref no.	Notes
4 January 2016		2.0	D15/0408192	This new policy replaces the Behaviour Management in Schools policy. Endorsed by the Director General on 9 December 2015 D15/0557873.
26 April 2016		2.1	D16/0216393	Amendments under section 3.2 of the Procedures. OOS Corporate Executive approval, endorsed by the Director General on 26 April 2016 and to be effective from this date. D16/0254477
26 April 2016	11 August 2016	2.2	D16/0524447	Updated contact information D16/0522722
26 April 2016	4 October 2016	2.3	D16/0626915	Updated link under section 3.2 D16/0626913.
26 April 2016	20 June 2018	2.4	D18/0272149	Updated link name under section 3.3 D18/0272093.
26 April 2016	3 October 2018	2.5	D18/0437768	Minor changes to include reference to Public Schools D18/0151652 and updated legislation links D18/0207680.
26 April 2016	24 February 2021	2.6	D21/0100045	Minor change in the Student Behaviour Procedures to link to the Requirements s3.2. D21/0100046
26 April 2016	18 February 2022	2.7	D22/0108296	Minor change to update contact details D22/0103486
17 July 2023		3.0	D23/0306643	Major review undertaken (D22/0745263) Signed by the Director General on 23 February 2023
17 July 2023		3.0	D23/1304223	Major change undertaken prior to publication. Signed by the Director General on 04/07/23 (D23/1124709)

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY

Effective date	Last update date	Policy version no.	Ref no.	Notes
17 July 2023	3 August 2023	3.1	D23/1390514	Minor change to replace previous Minister's statement with new statement and to update hyperlinks. D23/1390126
17 July 2023	13 September 2024	3.2	D24/0665012	Minor changes to s3.1 guidance relating to Kirpans. Approved at People and Services Committee as per D24/0664671.
1 February 2027		4.0	D26/0781596	Major review approved by Director General 21 September 2026 (D26/0390590)

All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. CC BY