

# MIDDLE SWAN PRIMARY SCHOOL



Independent Public School

## Managing Student Behaviour Plan

Reviewed May 2014  
Reviewed March 2016  
Reviewed January 2017

# MANAGING STUDENT BEHAVIOUR

## RATIONALE

The management of student behaviour is a staff, parent and student concern. Success is based upon the recognition of the dignity and worth of all individuals and groups.

## SCHOOL BELIEFS

We believe children learn best when

- They have opportunity to set realistic goals, to reflect and receive quality feedback
- They belong to a safe, caring and supportive environment where there is emphasis on effective social skills
- They attend regularly
- They have good role models
- Learning experiences are meaningful, motivating and provide success
- There is accountability and high expectations
- High quality teaching is explicit, evidenced based and targeted
- There is differentiation and scaffolding in program delivery
- Teachers know their impact and how children learn best
- Whole school practices are embraced and sustained

## RIGHTS & RESPONSIBILITIES OF ALL COMMUNITY MEMBERS

<p><i>Staff and students have the RIGHT to:</i></p> <ul style="list-style-type: none"><li>• Be treated with respect, courtesy and honesty</li><li>• Work in a purposeful and supportive environment</li><li>• Work in a safe, friendly and clean environment</li><li>• Parental support of the M.S.B. Plan.</li></ul>	<p><i>Staff and students have a RESPONSIBILITY to</i></p> <ul style="list-style-type: none"><li>• Ensure that student behaviour is not disruptive to learning</li><li>• Ensure that the school environment is kept clean, tidy and safe</li><li>• Ensure that they are punctual, polite, prepared for class and display a positive manner</li><li>• Behave in a way that promotes the safety and well-being of others</li><li>• Be respectful, courteous and honest</li><li>• Establish positive relationships with others</li><li>• Communicate with parents.</li></ul>
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<i>Parents have the RIGHT to:</i>	<i>Parents have the RESPONSIBILITY to:</i>
<ul style="list-style-type: none"> <li>• Have access to the M. S. B. Plan</li> <li>• Be informed of and discuss their child's progress</li> <li>• Be treated with respect, courtesy and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>• Support the MSB Plan</li> <li>• Be respectful, courteous and honest</li> <li>• Communicate with teachers at appropriate times.</li> <li>• Ensure that their behaviour is not disruptive to students' learning</li> </ul>

### **COMMUNITY STANDARDS OF BEHAVIOUR**

All persons at Middle Swan Primary School are expected to conduct themselves in a manner that displays care and consideration for the rights of others and for the school, complying with the school expectations formulated for the well being of the school community

### **ROLES**

*Teachers will understand and implement*

- the M.S.B. Plan as detailed in this document.
- Rights and Responsibilities (Class Charters)
- School's Behavioural Management Procedure
- Bullying Policy
- School-wide pastoral care programs

They will also

- Contribute to an annual review of the M.S.B. Policy.
- Liaise with other staff on student's behaviour.
- Monitor all students behaviour
- Develop an Individual Behaviour Plan when necessary and negotiated with admin and school psych

*THE PRINCIPAL and ADMINISTRATION WILL:*

- Understand and ensure the M.S.B. Plan is implemented.
- Ensure the M.S.B. Plan is made available to staff, parents, students, relief teachers and other interested parties.
- Provide a link between parents, staff and students when required. E.g. Facebook, app, newsletter
- Organise outside agencies to assist behavioural management.
- Ensure the staff and the school board reviews the M.S.B. Plan annually.
- Ensure all staff have appropriate skills to manage behaviour

## SCHOOL BEHAVIOURAL MANAGEMENT PROCEDURES

### 1. SCHOOL COMMUNICATION

#### *STUDENT and TEACHER*

The inter-personal relationship strategy of 'winning over', is crucial to student/teacher communication. The warmth of communication to and from each other, before school, during breaks or lessons, is a key to good behavioural management. Both teacher and student should take time to communicate with each other in an appropriate way.

NOTE: Teachers must talk through incidents of inappropriate behaviour with students. Discuss what happened, what alternatives were available and what the student should do in the future, using the language of choice. Staff will encourage students to explain their point of view at appropriately.

#### *PARENTS and TEACHER/ADMINISTRATOR*

**Frequent informal communication** ensures positive partnerships between the school and parents.

Good communication includes –

1. Informal meetings before behaviour becomes problematic
2. Use of email, communication books or phone
3. Documentation of individual behaviour plans
4. Informing of Good standing status
5. Teachers sharing information i.e. duty teachers and class teachers, class and specialist teachers

## SCHOOL BEHAVIOURAL MANAGEMENT PROCEDURES

### 2. POSITIVE REINFORCEMENT

***Positive reinforcement is an essential part of establishing a positive learning environment.***

Positive reinforcement can be given in the following forms:

1. Non Verbal eg. Smile, nod, eye contact, gestures
2. Verbal- Praise the specific action e.g.
  - “I like the way you packed up” or “ I like the way you listened to your team members”
  - You should be proud /pleased” or “how does that make you feel”
  - Comments to parents
3. INDIVIDUAL TANGIBLE (extrinsic) INCENTIVES
  - a) One on one attention
  - b) Merit Certificates, Principal’s Award
  - c) Special privileges e.g. extra computer time etc
  - d) Teacher generated incentives, e.g. raffle tickets or nature play time.
4. Group Incentives . ***Working for the benefit of others.***  
Such as classroom group points, negotiated class rewards etc...
5. Good Standing that is earned
6. Intrinsic Incentives ***Choosing to do something for oneself or others, without physical incentive because it’s the right thing to do!***

### **Good Standing Agreement**

Reviewed 2014

- Children no longer have the ability to earn good standing back. They need to earn it in the first place.
- Suspension is an automatic loss of good standing.
- Each teacher is using a good standing chart with a set number of signatures required to be able to attend good standing. For example, if there are 50 days in a term, 45 signatures are required to attend. From 40-44 signatures this is up to the teacher’s discretion.
- When absences are a reason for not achieving good standing, teacher discretion is advised.
- Costs have previously been funded by MSPS, however now students are being asked for money.
- Teachers discussed the possibility of students bringing in \$2 a term for good standing to go towards activities. This is on top of the possibility of asking the P&C to fund some terms and the possibility of extra money being put into class budgets (\$200) as the schools contribution.
- Good standing activities are planned by each block.

## SCHOOL BEHAVIOURAL MANAGEMENT PROCEDURES

### 3. STAGES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

ACTION	CONSEQUENCE
<p><b>IMPLEMENT INCIDENTAL CONSEQUENCES</b></p> <p><b><u>TEACHER</u></b></p> <ul style="list-style-type: none"> <li>For each transgression question child. <i>What are you doing?</i> <i>What are you going to do about it?</i></li> <li>Refer to student generated class charters</li> <li><b>Verbal warning</b></li> </ul>	<p style="text-align: center;"><b>LOW LEVEL INTERVENTION</b></p> <ul style="list-style-type: none"> <li>Engage CMS strategies - Proximity Ignoring</li> <li>Sit student away from others to work</li> <li>Communication Book messages</li> <li>Writing reflections to explain behaviour</li> <li>Class Meetings</li> </ul>
<p><b>STAGE 1.</b> <b>RECORD NAME 1<sup>st</sup> WARNING</b> Visual reminder</p>	<ul style="list-style-type: none"> <li>Blue Form</li> </ul>
<p><b>STAGE 2.</b> <b>RECORD 2<sup>nd</sup> WARNING</b> In class isolation</p>	<ul style="list-style-type: none"> <li>Isolated in class - i.e. desk on own, sitting on own mat</li> </ul>
<p><b>STAGE 3.</b> <b>RECORD 3<sup>rd</sup> WARNING</b> Send to another Class</p>	<ul style="list-style-type: none"> <li>Take Blue Form to nominated class</li> </ul>
<p><b>STAGE 4.</b> <b>RECORD 4<sup>th</sup> WARNING or MAJOR TRANSGRESSION</b> Office – notification sent home</p>	<ul style="list-style-type: none"> <li>Time out at recess and lunch (supervised by Admin.)</li> <li>Cool off time under Admin. supervision</li> <li>Periods of withdrawal at the discretion of Admin. Staff</li> </ul>
<p><b><u>TEACHER</u></b></p> <ul style="list-style-type: none"> <li>Completes <b>Infringement</b> section on Blue Form. States preferred consequence.</li> <li>Send Blue Form to Admin. member or phase leader</li> <li>Take/send child/children to office</li> </ul> <p><b><u>ADMINISTRATION</u></b></p> <ul style="list-style-type: none"> <li>Counsel and/or reprimand</li> <li>Record offence on Integris</li> <li>Monitor term progress and refer to support service as required</li> <li>Follow up with immediate review/introduction of IBP in consultation of stakeholder as required</li> <li>Contact parents as required</li> <li>Admin. returns Blue Form to teacher for future reference and Data collection</li> </ul>	

### **SEVERE CLAUSE**

The Principal or their representative reserves the right to bypass all stages if he/she considers the behaviour to be severe.

### **VICTIMS**

Students must receive treatment for injuries and emotional support from staff. Parents must be notified of incident.

### **INCIDENT FORM**

INVESTIGATION FORM, ACCIDENT REPORT FORM, or CRITICAL INCIDENT FORM to be completed at the office as required.

### **CONCERNS**

When parents and children are unhappy about the handling of any incident under this policy, they are able to make an appointment with the child's teacher in the first instance or a member of the School's Administration to discuss their concerns.

### **GUIDELINES FOR SUSPENSION**

When all efforts to contain the behaviour of a disruptive student have failed, the Principal is authorised by the Department of Education to exercise one of the following options.

#### **• SUSPENSION**

**Definition: Suspension is a legal process of preventing students from attending school for a limited period of time if their behaviour and conduct is not conducive to the good order and proper management of the school.**

In cases of either repeated or serious breaches of the Code of Conduct, the Principal may authorise the suspension of students for a limited period.

Parents will receive a written note informing them of the reason for suspension and its duration.

The following documentation will be completed when a student is suspended:

- a) A copy of the reason for suspension will be forwarded to;
  - I. Classroom teacher
  - II. The parents or guardian
  - III. Copy on file
  - IV. Recorded on Integris

Once a student has demonstrated repeated inappropriate behaviour, an individual behaviour plan will be developed with teacher, parent and student. It will include achievable target behaviour with short term reinforcement blocks so that the child will experience quick success. In extreme cases the teacher can negotiate an alternative timetable. Once this program is in place, the student then follows the same procedure as the other students in the class.

## **NOTES**

- WARNINGS / BLUE FORM lasts for one day. Transgressions that occur late in the afternoon will still require appropriate consequences.
- Blue Forms go to specialist teachers
  
- Relief TEACHERS will receive Relief Files with Blue Forms that have been implemented to assist with continuity of consequences.
- EMERGENCY - In the event of an emergency a reliable student should be sent to Admin. with the red card or, if Admin is not available, to the closest teacher.

## **ACCOUNTABILITY**

- Staff Review
- Staff Questionnaire
- Parental Questionnaire
- White slips, Blue Forms
- Suspension - INTEGRIS
- Number of students participating in Good Standing

## **APPENDICES**

**Copies of these papers are available from the school.**

- Community Standards of Behaviour
- Blue Form Notification
  - Notification of warnings / withdrawal to timeout class and request for
  - Teacher/parent meeting
- Anti-Bullying policy
- Communication parent / Principal / teacher meeting / agency meeting
- Time Out Notification
- Suspension Notification
- Blue Form – behaviour actions in the classroom
- White Slip – playground behaviour actions
- The MSPS Bullying Plan – requires review





# Middle Swan Primary School

## Middle Swan Primary School

### ANTI-BULLYING POLICY

**Rationale:** Bullying causes students to become unhappy at school. This has an impact on their academic and social achievements and outcomes as well as their self-esteem and levels of anxiety. (FSP 2015)

MSPS is committed to reducing bullying behaviour through the school wide program Friendly Schools Plus. We understand that bullying is a negative behaviour and as such, we support all students involved and endeavour to positively educate students about the damaging effects of bullying behaviour. The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

#### **Purpose:**

- To keep all students, staff and parents safe at school.
- To develop a positive partnership between the school, parents and the community about the school expectations.
- To ensure all procedures for responding to bullying behaviours are consistent and compatible with the schools behaviour management plan.
- To overcome bullying by practicing zero tolerance through shared concern and implementation of behaviour management processes.

#### **Broad Guidelines:**

1. Identify victims and bullies by keeping relevant records and ensuring a 'safe' reporting procedure is in place.
2. Encourage the school community to be watchful and to discuss potential problems.
3. Educate and actively involve the school community about bullying prevention on a continuing basis.
4. Apply the most appropriate intervention strategy in accordance with the school's existing BMIS Policy.
5. Promote an inclusive environment.
6. Incorporate strategies and procedures of the Child Protection Policy.

#### **Conclusion:**

The implementation of this policy aims to heighten the understanding of bullying in our school and put procedures in place that will create an environment where individual differences are appreciated and everyone feels valued and safe.

### **Key Information**

Like other forms of aggressive behaviour, bullying involves the intention of an individual or group to cause harm to one or more others.

However, bullying has the following unique characteristics:

- a power imbalance is present;
- the aggressive act is unprovoked by the victim or perceived as unjustified by others; and
- the action is repeated between the same individuals

#### **A definition for Adults**

- a repeated, unjustifiable behaviour;

- that may be physical, verbal and/or psychological;
- that is intended to cause fear, distress, or harm to another;
- that is conducted by a more powerful individual or group;
- against a less powerful individual who is unable to effectively resist

### **A definition for children -**

Bullying is: when these things happen again and again to someone and it is hard for the student being bullied to stop these things from happening:

- Being ignored, left out on purpose, or not allowed to join in.
- Being made fun of and teased in a mean and hurtful way.
- Lies or nasty stories are told about someone to make other children not like them.
- Being made afraid of getting hurt.
- Staring or giving someone mean looks or gestures.
- Forcing someone to do things they don't want to.
- Being hit, kicked or pushed around

(Friendly Schools and Families)

Experiences of bullying and harassment are clearly connected to:

- low self esteem and proneness to depression;
- maladjustment
- low levels of well-being.

In addition, we know that bullying and harassment can have a significant impact on the choices students make at school – about what subjects to study, which co-curricular activities to engage in, even about whether to stay on or leave. APAPC National Safe Schools Framework

**A bully is** “a person behaving in a way which might meet needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour”.

**While the victim is** ‘a person or group that is harmed by the behaviour of others, and who does not have the resources, status or ability to counteract or stop the harmful behaviour’.

### **Strategies**

- FSP implemented as a whole school focus and the implementation supported by the social and wellbeing committee.
- Teachers to implement during health lessons.
- Common and consistent responses to bullying behaviour.
- Display posters about types of bullying, supporting victims and what bystanders can do to help.
- Communicate information to parents and the community via, app, face book, newsletters and assemblies.

***All staff must be committed to a common response to bullying when it does happen. Their immediate intervention is crucial. Clear procedures must take place when a case of bullying is discovered***

# Middle Swan Primary School 2016

Independent Public School

## Community Standards of Behaviour



### 1. Everyone speaks to each other with respect and as a valued member of the School community.

- Respect each other's privacy and differences
- Speak kindly of others

### 2. Everyone respects each other while they speak, work or play.

- Waiting or coming back when someone is busy on the phone or in a meeting, (formal or informal)
- Refrain from listening into conversations
- Students wait while adults are speaking
- Students keep their hands and feet to themselves

### 3. Everyone uses protocols of politeness.

- Please
- Thank you
- Excuse me
- Use of Title Mr Mrs etc
- Respect others' personal space

### 4. Everyone respects protocols for entering classrooms or offices.

- Knocking before entering
- Waiting in the doorway until teacher is ready
- Excusing themselves and delivering the message
- Responding with courtesy
- Coming back at a more suitable time
- Enter classrooms in a quiet and orderly fashion

### 5. Students respect classroom protocols

- Follow the Teacher's instructions at all times
- Remain in seats
- Put hands up to speak
- Listen while others are speaking
- Use polite 30cm voices



*Middle Swan Primary School  
playground reporting slip*

NAME

YEAR  CLASS

AREA:

- 1. No hat
- 2. Bouncing ball in undercover area
- 3. Running on pathways
- 4. Not following instructions
- 5. Out of bounds
- 6. Not respecting grounds or property

- 7. Roughness with others
- 8. Verbal assault/teasing

DUTY TEACHER

DATE



*Middle Swan Primary School  
playground reporting slip*

NAME

YEAR  CLASS

AREA:

- 1. No hat
- 2. Bouncing ball in undercover area
- 3. Running on pathways
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- 5. Out of bounds
- 6. Not respecting grounds or property

- 7. Roughness with others
- 8. Verbal assault/teasing

DUTY TEACHER

DATE



*Middle Swan Primary School  
playground reporting slip*

NAME

YEAR  CLASS

AREA:

- 1. No hat
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- 5. Out of bounds
- 6. Not respecting grounds or property

- 7. Roughness with others
- 8. Verbal assault/teasing

DUTY TEACHER

DATE

# Middle Swan Primary School

## Managing Student Behaviour



*This record follow student over the length of one day.*

Name:	Teacher:	Room No:	
Date:	Year/Level:	Stage	
<b>Minor Behaviours (limited frequency)</b> 1. Constantly talking at inappropriate times 2. Refusing to follow instructions 3. Walking around the room at inappropriate times 4. Calling out at inappropriate times 5. Distracting others from their task 6. Annoying noises, (verbal/tapping etc) 7. Constantly inattentive/off task without reason 8. Not attending class within appropriate time 9. Threatening other students 10. Rudeness or bad manners 11. Not keeping hands or feet to self 12. Answering back	1 <sup>st</sup> Infringement		
	<b>Verbal warning</b>		
	2 <sup>nd</sup> infringement		
	<b>In Class isolation</b>		
	3 <sup>rd</sup> infringement		
	<b>Send to another class</b>		
<b>Major Misbehaviours notification to parents</b> 13. Minor behaviours repeatedly (after 3 chances) 14. Vandalism/Graffiti/Littering 15. Homophobic/Gender remarks or gestures, teasing 16. Crude/Racist remarks or gestures 17. Throwing objects in class/ at students in playground 18. Spitting (to be immediately cleaned by student) 19. Swearing 20. Physical Fighting 21. Leaving class to avoid consequences 22. Verbal abuse teacher/adult/child 23. Physical abuse to teacher/adult/child 24. Sexualised behaviour against another child 25. Escalated behaviour – response to be determined	4 <sup>th</sup> Infringement		
	<b>Refer/Send to Office</b>		
	Requested Intervention		Teacher Signature
	<b>Intervention</b>		
	Time Out	Calm down time	
	Withdrawal	Suspension	

# Middle Swan Primary School

## Managing Student Behaviour



*This record follows student over the length of one day*

Name:	Teacher:	Room No:	
Date:	Year/Level:	Stage and time	
<b>Minor Behaviours (limited frequency)</b> 1. Constantly talking at inappropriate times 2. Refusing to follow instructions 3. Walking around the room at inappropriate times 4. Calling out at inappropriate times 5. Distracting others from their task 6. Annoying noises, (verbal/tapping etc) 7. Constantly inattentive/off task without reason 8. Not attending class within appropriate time 9. Threatening other students 10. Rudeness or bad manners 11. Not keeping hands or feet to self 12. Answering back	1 <sup>st</sup> Infringement		
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	<b>Refer/Send to Office</b>		
	Requested Intervention		Teacher Signature
	<b>Intervention</b>		
	Time Out	Calm down time	
	Withdrawal	Suspension	

# Middle Swan Primary School

Independent Public School

## Individual Behaviour Plan



Student:

Date:

Behaviour	
The behaviour we are seeing  • • • •	Behaviour we want to see  • • • •
Teacher	
1.	
Admin	
1.	
Parents	
1.	
Teacher –	
Parent -	
Administration -	Review Date –

# Middle Swan Primary School

Cockman Cross, Stratton WA 6056

Telephone (08) 9250 7909 Fax: (08) 9250 7055

Courier Code: C220

ABN: 50 318 810 158



Behaviour Form Notification (blue and white forms)

Dear \_\_\_\_\_

This is a courtesy letter to inform you that \_\_\_\_\_ has been on a Middle Swan Primary School Student Behaviour Form for the following reason;

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We ask you support the school's behaviour processes by discussing this matter with your child and returning the slip at the bottom.

Please contact us if you have any concerns.

Regards

Teachers Name

Date

**Return Slip for Behaviour Notification**

I have seen the Behaviour Form and discussed the issue with \_\_\_\_\_ . I do/don't require an appointment to discuss the matter further.

Signed \_\_\_\_\_ Date \_\_\_\_\_

# Middle Swan Primary School

Cockman Cross, Stratton WA 6056

Telephone (08) 9250 7909 Fax: (08) 9250 7055

Courier Code: C220

ABN: 50 318 810 158



Behaviour Form Notification (blue and white forms)

Dear \_\_\_\_\_

This is a courtesy letter to inform you that \_\_\_\_\_ has been on a Middle Swan Primary School Student Behaviour Form for the following reason;

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We ask you support the school's behaviour processes by discussing this matter with your child and returning the slip at the bottom.

Please contact us if you have any concerns.

Regards

Teachers Name

Date

**Return Slip for Behaviour Notification**

I have seen the Behaviour Form and discussed the issue with \_\_\_\_\_ . I do/don't require an appointment to discuss the matter further.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## RISK MANAGEMENT PLAN (BEHAVIOUR)

School \_\_\_\_\_  
 Student \_\_\_\_\_  
 Year Level \_\_\_\_\_  
 Date \_\_\_\_\_

Principal \_\_\_\_\_  
 Class Teacher/s \_\_\_\_\_  
 Education Assistant \_\_\_\_\_  
 Parent / Carer \_\_\_\_\_

<p><b><u>CONCERNING BEHAVIOUR</u></b></p> <p>What is happening now?          What specific behaviour/s places the student or others at risk?  <i>e.g. physical abuse of students/adults, verbal abuse, self-harm, inappropriate sexual behaviour, leaving school grounds....</i></p>	
<p><b><u>ENVIRONMENT</u></b></p> <p>Where is the concerning behaviour occurring?  <i>e.g. classroom, playground, excursion....</i></p>	
<p><b><u>PREVENTION STRATEGIES</u></b></p> <p>What will be done to reduce the likelihood of the concerning behaviour occurring?  <i>e.g. teach social skills, develop IBP with student, communication with parents, positive correction, school-wide time out plan, modify academic work, inform other staff....</i></p>	



**WARNING SIGNS/TRIGGERS**

How will we know if the concerning behaviour is beginning or likely to escalate?  
*e.g. body language, verbal signs, repetitive behaviours, change in routine, after recess/lunch breaks, work too demanding, consequences of behaviour....*

**INTERVENTIONS**

What will be done when the behaviour escalates?  
*e.g. redirection/ take up time/ provide options and choices, class behaviour management plan severe clause, communication system with Admin and neighbouring classes, plan for removal of student, plan for removal of other students....*

(Attach flow chart or other documentation if necessary)

<p><b><u>CONSEQUENCES AND REVIEW</u></b></p> <p>What needs to happen after the incident?  <i>e.g. repairing and rebuilding (how),  counselling (who by?), suspension, review  of Risk Management Plan....</i></p>	
<p><b><u>SIGNATORIES</u></b></p>	<p><b>Date of implementation</b> _____</p> <p><b>Date of review</b> _____</p> <p><b>Copy to District Office Representative</b>      <b>sent:</b>_____ (if applicable)</p> <p><b>Principal</b> _____</p> <p><b>Parent</b> _____</p> <p><b>Teacher(s)</b> _____</p> <p><b>Education Assistant</b>_____</p> <p><b>Other (specify)</b> _____</p> <p><b>Date</b> _____</p>

**ROLES AND RESPONSIBILITIES** *(Highlight below as appropriate and make additions if necessary)*

<p><b>PRINCIPAL / DEPUTY PRINCIPAL</b></p>	<ul style="list-style-type: none"> <li>▪ Manage trained staff to ensure appropriate deployment on site.</li> <li>▪ Provide information to non-teaching staff on any specific requirements.</li> <li>▪ Act as a liaison for parents, medical practitioner/hospital/ambulance service regarding emergency transport as required.</li> <li>▪ Provide/manage review of risk management plan on regular scheduled review date.</li> <li>▪ Provide coordination of staff so that EA receives break times and is always under teacher supervision.</li> <li>▪ Provide mobile phone or walkie talkie to staff for risk minimisation coordination.</li> <li>▪ Participate in review of all plans/strategies.</li> <li>▪ Provide all relevant staff with necessary details of student's Risk Management Plan.</li> <li>▪ Manage appropriate placement of Risk Management Plan on staff information board.</li> <li>▪ Provide access to professional development for teaching and non-teaching staff as required.</li> <li>▪ Implement and monitor school BMIS.</li> <li>▪ Respond immediately to emergency 'Red Card'.</li> </ul>
<p><b>TEACHER</b></p>	<ul style="list-style-type: none"> <li>▪ Implement strategies in Risk Management Plan.</li> <li>▪ Supervise EA in application of Risk Management Plan.</li> <li>▪ Record/report all critical incidents to Administration.</li> <li>▪ Manage identified environmental conditions as determined by Risk Management Plan.</li> <li>▪ Ensure relief staff is informed of Risk Management Plan contingencies/strategies. This includes up-keeping a profile describing daily routines, use of schedule, work system, reward system and other important information as related to student's IEP, Risk Management Plan and Behaviour Management Plan.</li> <li>▪ Participate in all review meetings.</li> </ul>
<p><b>EDUCATION ASSISTANT</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Implement strategies of Risk Management Plan.</b></li> <li>▪ <b>Monitor student under teacher's direction and in accordance with Risk Management Plan guidelines.</b></li> <li>▪ <b>Report any changes in environmental factors to classroom teacher.</b></li> <li>▪ <b>Document and report any incidents of concern to the classroom teacher.</b></li> <li>▪ <b>Be aware of the student's warning signs/triggers and intervene if possible to reduce likelihood of escalation.</b></li> </ul>
<p><b>PARENT / CARER</b></p>	<ul style="list-style-type: none"> <li>▪ Report any changes of contact numbers to Administration.</li> <li>▪ Report any changes to student's medical condition to Administration.</li> <li>▪ Provide updated/alterd written instructions from student's medical practitioner to Administration.</li> <li>▪ Respond promptly if presence is required at school.</li> <li>▪ Provide any relevant information of changes in home circumstances to Administration.</li> <li>▪ Participate in review of all plans/strategies.</li> </ul>