

# Lance Holt School Policies and Procedures



# Children's Right to be Safe: Guiding Children's Behaviour



## Children's Right to be Safe: Guiding Children's Behaviour

### 1. Policy Details

- 1.1 Policy Ownership
- 1.2 Purpose
- 1.3 Background
- 1.4 Relevant Policy Documents

### 2. Underpinning Principles

### 3 Guiding Children's Behaviour – A Whole School Approach

- 3.1 Core Values of Lance Holt School
- 3.2 Development of Class Codes of Conduct
- 3.3 Development of Child Friendly Complaints Process

### 4. Extraordinary Circumstances: Behaviour Management Procedures

- 4.1 Developing and implementing individual Behaviour Management Plans
- 4.2 Consultation process with parents
- 4.3 Withdrawal of students from school activities
- 4.4 Suspension of students from school
- 4.5 Physical restraint of students

### 5. Bullying

- 5.1 Definition of Bullying
- 5.2 Common Characteristics of Bullies
- 5.3 Common Characteristics of Victims of Bullying

### 6. Harrassment

- 6.1 Definition of Harrassment

### 7. Effective Date

### 8. Next Review Date

<b>APPENDIX 1</b>	<b>Behaviour that may warrant suspension</b>
<b>APPENDIX 2</b>	<b>Curriculum and support document</b>
<b>APPENDIX 3</b>	<b>Individual Behaviour Management Plan form</b>
<b>APPENDIX 4</b>	<b>Review – Individual Behaviour Management plan form</b>
<b>APPENDIX 5</b>	<b>Definitions</b>

## 1. Policy Details

### 1.1 Policy Ownership

The Lance Holt School Behaviour Management Policy applies to:

- Coordinator
- Permanent, casual or contracted staff
- Lance Holt School Council

### 1.2 Purpose

The Lance Holt School Behaviour Management Policy is for use by the coordinator, staff and school council. It provides an overview of the pedagogical approach to behaviour management at Lance Holt School and the positive and proactive manner in which staff approach children's mistaken behaviour. Lance Holt School staff adopt a 'working with' approach to behaviour rather than a 'doing to' approach.

The Lance Holt School aims to provide an environment where students can learn – free of violence, coercion, harassment and bullying. Through a research and evidence based approach to the social and emotional learning of young children and a commitment to guiding children's behaviour, the staff and students work together in a culture based on mutual trust, relationships and the 'right to second chance.' Through the development of Class Codes of Conduct and a child friendly complaints process with the children at the beginning of each school year, the students are actively involved in creating an environment and for setting the guidelines that govern the way we treat ourselves, each other, and the school itself. This encourages positive social participation in an inclusive and supportive environment where students develop the skills to self-regulate, self-manage, negotiate, cooperate and empathise.

The policy does, however, have specific policy statements on managing students who are not fully participating in their educational program because of disruptive behaviour, withdrawal from school activities or suspension. It provides the coordinator and staff with specific information on the development of Individual Behaviour Management Plans.

### 1.3 Background

The original Behaviour Management Policy was developed in 2000. This outlined how we maintain a whole-school approach to behaviour management. At the time, the school staff were involved in professional development in the areas of social skills, rules, rights and responsibilities and developing class behaviour management plans. Theorists such as Bill Rogers, Barry Bennett and Helen McGrath influenced the staff.

Each year, class teachers worked with their class to review and update Class Code of Conduct and a Child Friendly Complaints Process.

In 2003 the policy was reviewed and specific policy statements were developed to state clearly how the school staff would manage disruptive behaviour. *Pro formas* for the development of Individual Behaviour Management Plans were developed and the practices section was reviewed and updated to include changes in practice. In-school professional development with all teaching and support staff was held at staff meetings to ensure all staff were aware of the policy and the preferred management practices.

The policy was further reviewed in 2006 and 2008 and updated to reflect current practices.

In 2015 and 2016 the staff conducted an extensive review of the policy to address the schools guidance approach to children's behaviour. This is underpinned by a commitment to the Rights of the Child and is inspired by educational theorists including Lori Petro, John Dewey, Dan Gartrell, Ross W. Greene, Louise Porter, Alfie Kohn and Loris Malaguzzi. The policy document name was changed to more accurately reflect our commitment to being a Child Safe school and to a Guidance Approach to children's behaviour.

In 2020 the policy was reviewed in relation to the National Principles for Child Safe Organisations and recent research in Positive Education, Positive Psychology and Trauma Informed Education Practices.

## 1.4 Relevant Lance Holt School Policy Documents

- Duty of Care Policy
- Standard Operating Procedures
- Staff Code of Conduct

## 2. Underpinning Principles: Children’s Right to be Safe – Guiding Children’s Behaviour

At Lance Holt School, we view all children as bearers of rights and as active members of our school community (Hartas, 2008, p. 119). In accordance with the United Nations Convention on the Rights of the Child, Articles 12 and 13 stipulate that children have the right to an opinion and to be heard (Office of the United Nations High Commissioner for Human Rights, 2007, p. 4). This translates to our practice through ensuring that the children in our school community have a genuine say in matters that affect them and that these opinions are listened to and taken seriously.

*When I talk about children I talk about human beings, and when I talk about human beings I talk about children ... Politically now we have to continue to talk about children ... We have to discuss rights, we have to discuss rights of human beings. To discuss the rights of children on a different table, separate from the table at which we discuss about human rights, I think this is also risky (Rinaldi, 2006, p. 187).*

We believe that all children not only have the right to be safe but have the right to a second chance. It is recognised that children, like adults, make mistakes. Instead of punishing them for having problems as they navigate “the complex life skills of cooperation, conflict resolution, and acceptable expressions of strong feelings” (Gartrell, 1987, as cited in Gartrell, 2004 p.9), we engage children in a learning process and guide them to solve their problems (Dewey, 1938, as cited in Gartrell, 2004 p.21). Our staff recognise that language used to commonly represent children’s behaviour can lead to labelling and judgement on both the behaviour and the child. We also understand that experiencing moments of conflict are part of being human (Gartrell, 2012).

Educators at Lance Holt School adopt a guidance approach to children’s behaviour that centres on the teaching of democratic life skills. A guidance approach to behaviour is a ‘working with’ approach that brings children to the forefront of decision making (Kohn, 2011). We trust that children are inherently eager to do right by themselves and to others and take the stance that all children are capable of being successful members of a democratic community.

Guidance is an encouraging, supportive and proactive approach to children’s behaviour that is holistic and focuses on using moments of conflict and disruption as teachable moments that equip children with the necessary skills to be a member of a democratic community. We are guided and inspired by educators such as Lori Petro, John Dewey, Dan Gartrell, Ross W. Greene, Louise Porter, Alfie Kohn and Loris Malaguzzi.

**At Lance Holt School any form of child abuse including corporal punishment or other degrading punishments are explicitly forbidden under any circumstances. The school staff must conform to the principles of procedural fairness and prohibition of unlawful discrimination.**

## 3. Guiding Children’s Behaviour – A Whole School Approach

The Lance Holt School guidance approach to children’s behaviour is underpinned by a commitment to: Democratic Principles; The Rights of the Child; a Child Safe School and a Guidance Approach to children’s behaviour. The Lance Holt School Guiding Children’s Behaviour is underpinned by our Core Values, which underpin our whole school.

### 3.1 Core Values of Lance Holt School

- *We are committed to developing a wonder of the natural world and encouraging care of the environment, which reflects a global stewardship.*
- *We recognise the importance of learning as a life long process.*
- *We actively pursue cooperation and the peaceful resolution of conflict.*
- *We recognise the special vulnerability of children and their need for a safe and healthy environment.*
- *We see the education of children encompassing their social, emotional, academic and physical development.*

- *We promote shared responsibility between self and community.*
- *We understand the diversity and uniqueness of the Fremantle community and respect the special relationship between that community and ourselves.*
- *We affirm the equal worth and basic right of all persons. In doing so we recognise individual differences and the uniqueness of the individual.*

Whole-school behaviour management is about creating an environment where everyone's rights and responsibilities are valued. An acknowledgement by all school members of respecting mutual rights, building positive relationships and ownership of behaviour is necessary for the successful implementation of a whole-school approach to behaviour management. The collaborative practices of the Lance Holt School Staff ensure an effective and common approach to behaviour management.

**This is achieved through:**

**The explicit teaching of research and evidence based social and emotional learning programs that support children:**

- To identify and label emotions
- To regulate emotions and develop self-control
- To resolve conflict in non-violent, non-harmful and thoughtful means
- Interpersonal Problem-Solving Skills
- To develop positive self esteem ( is self regard a more relevant term in these days)
- To have a positive sense of wellbeing
- To develop resilience and 'grit'
- To develop a sense of optimism
- To be confident and successful learners
- To develop competencies and protective factors to manage mental health
- To understand what a growth mindset is and develop a tool kit of thinking skills which aid the growth of a positive mindset

Programs & Research including: Keeping Safe Curriculum, PATHS (Promoting Alternative Thinking Strategies), The Zones of Regulation, Bounce Back, Aussie Optimism, Principles and practices of Positive Education, Be You: Positive Mental Health for children and young people.

**A school culture based on relationships and underpinned by a commitment to developing genuine teacher/student and student/student relationships by:**

- A commitment to living, modelling and supporting the development of positive values
- A commitment to living, modelling and teaching democratic life skills
- A commitment to a constructivist approach that supports children to reflect upon their own experiences and questions about ethics, values and character
- A commitment to social justice for self and others.

**A 'working with' rather than 'doing to' approach that is based on:**

- A research based understanding that the use of rewards and punishments does not help children to develop self-control or a sense of well-being and self-esteem.
- A research and evidence based understanding that cooperative classroom environments as opposed to competitive classroom environments are conducive to developing positive learning dispositions.

The 'Right to A Second Chance' - coined by a year one student as part of an ongoing project exploring the Rights of the Child, the 'right to a second chance' recognises that mistaken behaviour is a part of growing and learning and that teachers support children in developing self-control and self-responsibility. This is lived by:

- A belief that mistakes, conflict and loss of control of emotions are a normal part of childhood and child development
- Staff adopting a guidance approach to addressing mistaken behaviour
- Ongoing guidance from staff to help students work out for themselves or with each other how to act in ethical, cooperative ways that respect the rights of self and others.
- Support the child to give them an opportunity to 'repair' relationships damaged by misbehaviour
- An opportunity to reflect upon and learn from mistaken behaviour

### **3.2 Development of Class Codes of Conduct**

At the beginning of each school year each class develops a Class Code of Conduct. The students are actively involved in the development of the plan to encourage a sense of ownership. The students are encouraged and scaffolded to examine their rights in the classroom and from this develop an outline of their responsibilities. From this the class develop a set of working guidelines for the classroom. The participation level of the students increases, as they get older. The Class Code of Conduct is visible in the classroom and shared with parents.

### **3.3 Development of Child friendly complaints process**

At the beginning of each school year, teachers support each class to develop an age appropriate, child friendly complaints process to support and empower children to:

- know what to do when they feel unsafe or wish to make a complaint
- know what to expect will happen when they make a complaint

Processes will be displayed in each class for children to refer to.

## **4. Extraordinary Circumstances: Behaviour Management Procedures**

### **4.1 Developing and implementing individual Behaviour Management Plans**

Individual behaviour management plans are to be established when a student requires additional support to meet their individual needs or to modify their behaviour.

Individual behaviour management plans must be documented to make clear the behavioural issues that are being addressed, desired outcomes, strategies to be used and the outcome of the plan.

**Appendix 3: Individual Behaviour Management Plan form**

**Appendix 4: Review – Individual Behaviour Management Plan form**

### **4.2 Consultation process with parents**

The coordinator and teaching staff will contact a student's parents when an ongoing behaviour management issue occurs.

If an individual behaviour management plan is required, the parents must be informed and consulted.

### **4.3 Withdrawal of students from school activities**

A teacher may withdraw a child from class for the duration of a lesson in a class situation. The child may be withdrawn within the class itself, or may asked to go to the school office. Going to the school office is not a punishment but a

quieter place where the child can be supervised and given a chance to reset and reflect on their behaviour. This is part of the class behaviour management plan and does not require a written record or parent notification unless deemed necessary by the teacher or coordinator.

Children in K–1 may be physically withdrawn from the classroom to a safe area to minimise disruption to the group if the child refuses to be withdrawn. This withdrawal will be within sight of the teacher or under the care of another teacher. The child's parent will be notified if this occurs. In Years 2–7 the class itself may be moved and the withdrawn child left in the room if they refuse to be withdrawn.

A student may be withdrawn from an ongoing class or lesson (i.e. specialist teaching class) or from break-times and lunch times as part of an ongoing behaviour management plan. Parents will be notified if this is required.

Students must be supervised, with safety and duty of care requirements being met at all times during a withdrawal situation.

#### **4.4 Suspension of a student from school**

The coordinator in consultation with the class teacher and/or the chair of council may choose to suspend a student for serious breaches of school discipline (See **Appendix 1**).

A written record of the behaviour and the suspension must be kept and the child's parents informed of the suspension and the conditions of the suspension. The Chair of School Council will be informed immediately and other council members will be informed at the next scheduled meeting.

#### **4.5 Physical restraint of students**

As a last resort, students can be physically restrained in response to spontaneous, potentially harmful behaviour that places at risk the physical safety of the student, other students, school staff, any other person or to threatens damage to the property.

Following a situation in which a student has been physically restrained the parents must be informed and the incident recorded.

##### Physical restraint as a planned strategy

Physical restraint can be used as part of an individual behavioural management plan. Using physical restraint requires strict adherence to the plan agreed upon with the child's parents, the coordinator, class teacher and other staff involved. Staff involved will receive training in PART (Predict, Assess and Respond To Aggressive/Challenging Behaviours).

The coordinator and teacher must clearly document:

- the conditions that will lead to the use of physical restraint
- the behaviours that will result in physical restraint
- the specific behavioural responses to the use of physical restraint; and
- staff responsibilities when restraining a student.

## **5. Bullying**

The Lance Holt School addresses bullying as part of its overall Children's' Right to be Safe policies and Social and Emotional Learning Programs.

The Lance Holt School does not accept or tolerate bullying in any form. We actively manage and resolve conflict in non-aggressive and non-violent ways. This is an important value of the school and is clearly outlined in the statement of our Core Values.



As teachers we create the opportunities for students to develop the skills necessary to handle potential bullying situations with the minimum of stress. We explicitly teach the skills needed to manage conflict and bullying.

### **5.1 Definition of Bullying**

Bullying is aggressive behavior that involves unwanted, negative actions. Bullying involves a pattern of behavior repeated over time. Bullying involves an imbalance of power or strength.

It can best be categorised under the following headings:

Emotional

- Excluding peers from groups
- Spreading rumours
- Stalking
- Interference with, or damage to personal property

Physical

- Hitting, punching or kicking the victim
- Taking or damaging the victim's property

Verbal

- Name calling
- Constant teasing
- Insults
- Racist comments
- Sexist comments

### **5.2 Common Characteristics of Bullies**

- They are often attention seekers;
- They bully because they think they are popular and have the support of others;
- They do not accept responsibility for their behaviour;
- They have a need to feel in control and dominate peers;
- They will continue to bully if the victim and observing peer group do not complain;
- They show no remorse for hurting another child;
- They have higher than average aggressive behaviour patterns; and
- Often have parents who bully them and support their child's aggressive behaviour.

### **5.3 Common Characteristics of Victims of Bullying**

When a bully at school approaches children, it is often the child's response that will determine if they will be bullied again. Children who are highly vulnerable often become victims.

Such children:

- Often have poor social skills and lack confidence;
- Believe the bullying is their fault and if this is the case they are unlikely to seek help; and
- Are desperate to fit in.
- Need support to build their Social and Emotional skills.

## 6. Harrassment

The Lance Holt School addresses harressment as part of its overall Childrens' Right to be Safe policies and Social and Emotional Learning Programs.

The Lance Holt School does not accept or tolerate harrassment in any form.

As teachers we create the opportunities for students to develop the skills necessary to handle potential harrassment situations with the minimum of stress. We explicitly teach the skills needed to manage conflict, harrassment and bullying.

### 6.1 Definition of Harrassment

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

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

*(The Guide to the Registration Standards for Non-Government Schools January 2020, p.36)*

2. **Effective Date:** Created 2000, Revised 2003, 2006, 2008, 2011, 2016, 2020

3. **Next Review Date:** 2023

---

**APPENDIX 1                      Behaviour that may warrant suspension**

1. Physical assault or intimidation of staff.
2. Verbal abuse or harassment of staff (includes stalking, sexual harassment, sexual innuendo and manipulation).
3. Physical assault or intimidation of students.
4. Verbal abuse or harassment of students (includes stalking, sexual harassment, sexual innuendo and manipulation).
5. Wilful offence against property (occurs when there is intent to deface or cause damage to property, includes theft).
6. Violation of school Guiding Children's Behaviour Plan, classroom or school rules.
7. Substance misuse (involves substances that are not illegal but threaten the good order or proper management of the school; includes cigarettes, alcohol and misuse of prescribed medicines).
8. Illegal substance offences (deemed illegal under the Criminal Code).
9. Other (other serious incidents that are not encompassed by the above).

## APPENDIX 2 Curriculum and support documents

### Research and Theorists

**Blimes, J. (2012).** *Beyond Behaviour Management: The Six Skills Children Need*, Redleaf Press, Minnesota.

**Duckworth, A. (2017).** *Grit: The Power of Passion and Perseverance*, Vermilion, USA

**Dweck, C. (2017).** *Mindset: Changing The Way You think To Fulfil Your Potential Paperback*, Robinson, USA

**Gatrell, D. (2003).** *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*, NAYEC, Washington.

**Gatrell, D. (2003).** *Education For Civil Society: How Guidance Teaches Young Children Democratic Life Skills*, NAYEC, Washington.

**Giamminuti, S. (2013).** *Dancing with Reggio Emilia*, Pademelon Press, Aust.

**Hartas, D. (2008).** *The right to childhoods: Critical perspectives on rights, differences and knowledge in a transient world*. London: Continuum International.

**Kohn, A. (2011).** *Feel Bad Education*, Beacon Press, Boston.

**Kohn, A. (2011).** *Poor teaching for Poor Children*, <http://www.alfiekohn.org/article/poor/>

**Office of the United Nations High Commission for Human Rights. (2007).** Convention on the rights of the child. Retrieved From <http://www2.ohchr.org/english/law/pdf/crc.pdf>

**Porter, L. (2016).** *Young Children's Behaviour: Guidance Approaches for Early Childhood educators*, Allen and Unwin, Sydney.

**Porter, L. (2014).** *A comprehensive guide to classroom management*, Allen and Unwin, Sydney.

**Porter, L. (2008).** *Young children's behaviour: Practical approaches for caregivers and teachers*. 3rd edition, Elsevier, Sydney)

**Porter, L. (2008).** *Teacher-parent collaboration: early childhood to adolescence*. ACER, Melbourne

**Porter, L. (2006).** *Children are people too: a parent's guide to young children's behaviour*. 4th edition, East Street Publications, Adelaide

**Porter, L. (2007).** *Student behaviour: Theory and practice for teachers*. 3rd edition, Allen and Unwin, Sydney.

**Rinaldi, C. (2006).** In dialogue with Reggio Emilia: Listening, researching and learning. Abingdon, Oxon:Routledge

**Shanker, S. (2012).** *Calm, Alert and Learning: Classroom Strategies for Self-Regulation*, Pearson Education, Canada.

**Segal, D. & Payne Bryson, T. (2014).** *No Drama Discipline*, Serle Publications, Australia

**Seligman, M. (2007).** *The Optimistic Child: A Proven Program to Safeguard Children Against Depression and Building Lifelong Resilience*, Houghton Mifflin Harcourt, USA.

**Seligman, M. (2012).** *Flourish: A new understanding of Life's Greatest Goals- and what it takes to reach them*. Willian Heinemann, Australia

## Curriculum and Resources

**Aussie Optimism Program** - <http://healthsciences.curtin.edu.au/schools-and-departments/psychology-and-speech-pathology/aussie-optimism/>

**Paths, Promoting Alternative Thinking Strategies.** <http://www.channing-bete.com/prevention-programs/paths/paths.html>

**Bounce Back** – <http://www.bounceback.com.au>

**The Zones of Regulation** - <http://www.zonesofregulation.com/index.html>

**Keeping Safe Curriculum** - <http://rantraining.e3learning.com.au/content/docs/>

**Be You** - <https://beyou.edu.au>

**Mindup** - <https://mindup.org>

**Student Wellbeing Hub** – <https://studentwellbeinghub.edu.au>

**Bullying No, way** – <https://bullyingnoway.gov.au>

**Positive Partnerships** – <https://www.positivepartnerships.com.au>

**Positive Education Schools Association** - <https://www.pesa.edu.au>

**Comissioner of Children and Young People** - <https://www.ccyp.wa.gov.au>

**National Safe Schools Framework** - <https://www.education.gov.au/national-safe-schools-framework-0>

**Australian Childhood Foundation** - Trauma Informed Education Practices  
<https://professionals.childhood.org.au/training-development/>

**Fuller, A. (2013).** *Tricky Kids: Transforming conflict and freeing their potential.* Harper Collins, Aust.

**McGrath, H. & Noble T. (2003).** *Bounce Back A Classroom Resiliency Program.* Pearson Education Australia, Melbourne

**Rogers, B. (1995).** *A whole-school approach: Behaviour Management.* Scholastic, Australia

**Rogers, B. (1997).** *Cracking the Hard Class.* Scholastic, Australia

**Bennett, B & Smilanich, P. (1994).** *Classroom Management: A Thinking and Caring Approach.* Bookation, Canada.

**Rogers, B. (1990).** *You know the Fair Rule.* ACER, Australia

**Rigby, K. (1996).** *Bullying in schools.* ACER, Australia

**McGrath, H. & Francey, S. (1991).** *Friendly Kids, Friendly Classrooms.* Logman, Australia

**McGrath, H & Noble T, (1993).** *Different Kids, Same Classroom.* Longman, Australia

**McGrath, H. (1997).** *Dirty Tricks.* Longman, Australia

**Chase, D & Kruntz, (1997).** *What Would You Do?* Macmillan, Australia

**RIC Publications, (2002).** *Bullying, Identifying.* Care, Prevent

**RIC Publications, (2003).** *Conflict Resolution*



APPENDIX 4

Review – Individual Behaviour Management plan form

<p>Name of student _____</p> <p>Teacher _____</p> <p>Class _____ Effective date _____</p>
<p><b>Outline of behavioural issues being addressed by Behaviour Management Plan</b></p>
<p><b>Desired outcomes of the Behaviour Management Plan</b></p>
<p><b>Outline of strategies to be used</b></p>

Coordinator \_\_\_\_\_ Teacher \_\_\_\_\_ Parent \_\_\_\_\_

## APPENDIX 5 Definitions

### ***Bullying and harassment***

For the purpose of standard 10.7 the Director General has adopted the national definitions of bullying and harassment available on the *Student Wellbeing Hub20* and *Bullying. No Way!*<sup>21</sup> websites and expects schools to adopt these or closely similar definitions.

- *Bullying* is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

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

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

*(The Guide to the Registration Standards for Non-Government Schools January 2020, p.36)*

### ***Child abuse***

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

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

*(The Guide to the Registration Standards and Other Requirements for Non-Government Schools, 2020 p.40)*

### ***Code of Conduct***

A school's code of conduct typically promotes positive work practices and establishes expectations for personal and professional boundaries concerning appropriate and inappropriate behaviour in relation to all members of the school community members. It provides guidance about behaviour, relationships, attitudes and responsibilities and outlines the process that will be followed if the code is not observed.

### ***Corporal punishment***

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [*UN Committee on the Rights of the Child, General Comment No. 8 (2006)*] (*The Guide, p.40*).



### **Degrading punishment**

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the *child* [UN Committee on the Rights of the Child, General Comment No. 8 (2006)]. (*The Guide, p.41*).

### **Educational Risk**

A child is at educational risk if he or she is of compulsory school age but unable, for one or more reasons such as the following, to participate in mainstream schooling:

- is disengaged from school or vocational education and training as evidenced by persistent non-attendance or a failure or refusal to enrol;
- experiences learning disadvantages or difficulties which cannot be effectively catered for at a reasonably local mainstream school;
- is affected by life risk factors such as domestic violence, abuse, homelessness, transience, addiction, chronic ill-health or pregnancy;
- is subject to a Children’s Court order;
- is the subject of a Responsible Parenting Agreement covering school attendance; or
- is a persistent or serious juvenile offender.

(*The Guide, p.68*)

### **Emotional abuse**

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

(*The Guide, p.41*)

### **Psychological abuse**

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

(*The Guide, p.41*)

### **Rules of procedural fairness**

These rules require:

- (a) a hearing appropriate to the circumstances;
- (b) lack of bias;
- (c) evidence to support a decision; and
- (d) inquiry into matters in dispute.

(*The Guide, p.41*)

### **Unlawful discrimination**

Discrimination in education as defined in the *Equal Opportunity Act 1984* (WA), *Racial Discrimination Act 1975* (Cth), *Sex Discrimination Act 1984* (Cth), *Disability Discrimination Act 1992* (Cth) and *Age Discrimination Act 2004* (Cth).

### **Violence**

*Violence* is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.