



# *East Fremantle Primary School*

## **Behaviour Support Policy and Procedures**

<b>Effective Date</b>	<b>4/5/2023</b>
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### **Wave 1**

**Positive behaviour support for all learners through:**

Friendly Schools Plus

Committed and engaged leadership

Compatibility between school and community needs

Positive whole school culture

Effective classroom practice and environment

### **Wave 2**

**Additional support and challenge for some:**

Informal individual support

Group plans

Parent meetings

Modified classroom environments

### **Wave 3**

**Intensive personalised  
support for few:**

Direct liaison with student  
services coordinator,  
wrap-around services  
and the development  
of individual plans

## Rationale

It is the shared moral purpose of all schools, leaders, teachers, and allied professionals to ensure the success of *all* students under our care. At East Fremantle we recognise the intrinsic link between socioemotional wellbeing and success. It is our responsibility to create spaces in which each child is safe, supported, known and has their wellbeing and comfort provided for. An individual and positive approach to student behaviour management is a necessary step to achieving this.

## We Believe

We believe that each child has both common and unique needs. *All children* require a positive learning environment to succeed (Wave 1), and some need additional supports, which may include group or individual plans, parent communication or external agencies (Wave 2 and 3). In our plan, each child has a place.

## Organisation and Implementation

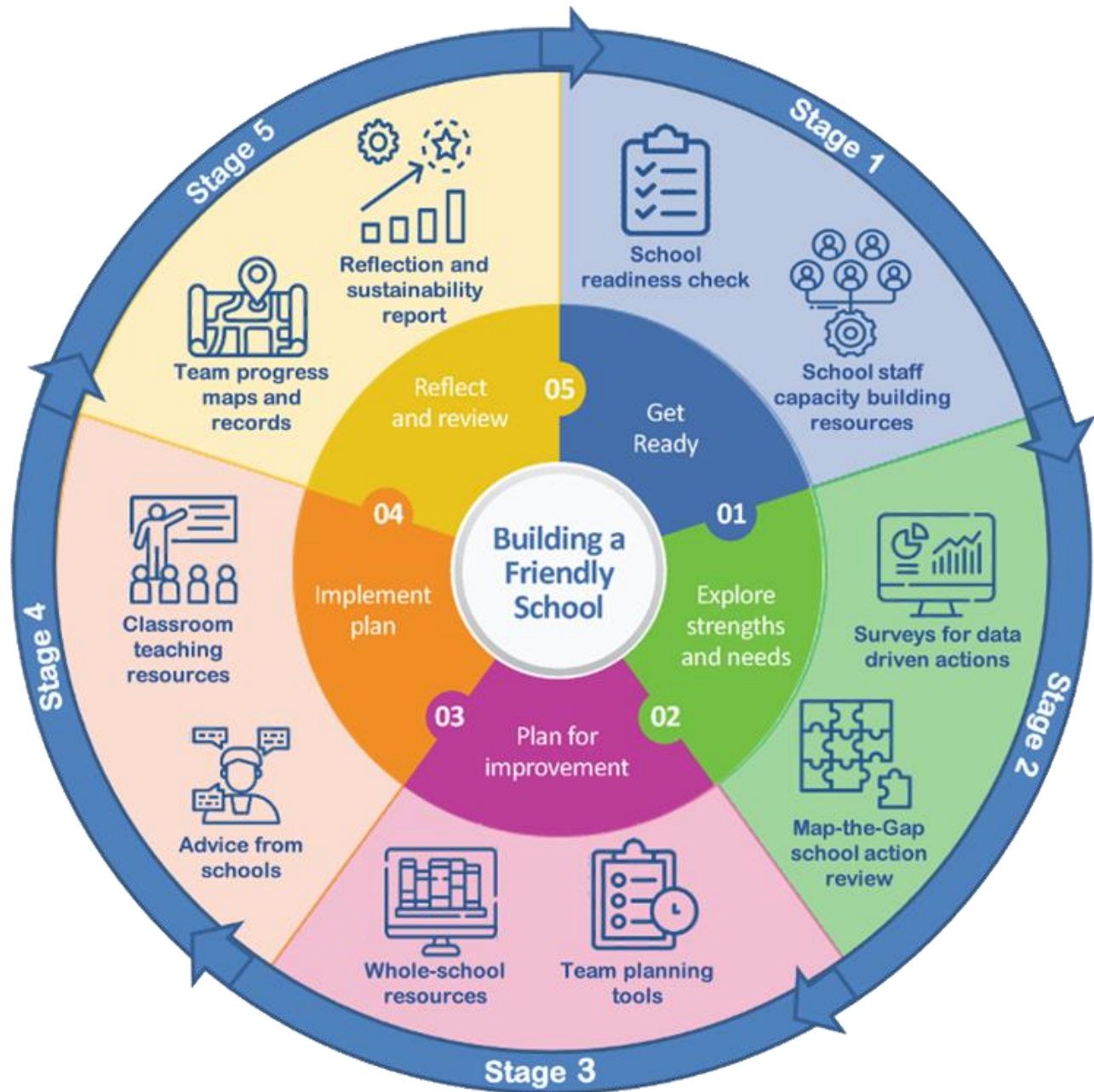
Our behaviour support plan is organised into three, fluid waves. Each wave represents a different tier of support that we provide to children on a daily needs-basis.

- *Every child* is supported in wave 1 each day, through the delivery of the friendly schools plus curriculum ([Appendix A](#)). Every child and staff member is responsible for this implementation, which is reviewed annually through both staff induction, performance management and school accountability processes.
- *Some children* are supported through wave 2 as they need it, through reasonable adjustments and group plans which help them succeed. Individual teachers and the administration team are responsible.
- *A few children* are given specific and intensive support through wave 3 as they need it. This can include major adjustments and engagement with wrap-around services. The student services coordinator (Sonya Roberts) is responsible for managing students in this tier.

## About Friendly Schools

Friendly Schools is a whole-school, strengths-based social and emotional wellbeing, and bullying prevention initiative (see [Appendix A](#)). The initiative aims to provide schools, teachers, and families with evidence of the most effective ways to promote social and emotional wellbeing, and prevent, manage, and respond to [bullying behaviours \(see Appendix D\)](#). Friendly Schools also builds school leadership capacity to implement the initiative process. Friendly Schools targets the whole school community and helps schools to build their own capacity for change through clear processes. Friendly Schools Plus informs most of our behaviour support policy and is represented within Wave 1.

## The Stages of Building a Friendly School



# The Whole-School Components to be a Friendly School

## *Capacity Building*

The success of any initiative is dependent on how well evidence-based practices are implemented within a whole-school context. Sufficient leadership, organisational support, resources and strategy compatibility with school needs are crucial to optimise impact. The readiness stage is crucial to build capacity and leadership to facilitate and manage the process of review, planning and implementation of the evidence-based strategies. School coordinating teams that assess and improve their capacity to implement strategies to improve student wellbeing and reduce bullying are more likely to ensure its actions are effective, sustainable and system wide.

## *Physical and social environment*

A well-maintained school physical environment helps to promote learning, wellbeing and positive social interactions among students and staff. Attractive building design and location, adequate provision of space, facilities and activities for recreation and learning can positively influence student behaviours. Targeting the social and physical environment during break times to encourage positive social interactions and behaviours has also shown to have a marked impact on student relationships, connectedness, and the culture of the school.

## *Supportive school culture*

An inclusive, trusting, and supportive school culture helps build care and empathy for each other, encourages open communication, and supports a sense of connectedness to the school. Schools who focus on fostering strong relationships between and among staff, students and families have been found to build students connectedness to school resulting in reductions in bullying behaviours and increased social and emotional wellbeing.

## *Family partnerships*

When schools engage and partner with families, they see significant benefits for their students and therefore important outcomes for school improvement. Effective family partnerships are based on mutual trust and respect, and shared partnership and responsibility for the education of the children and young people at the school. Establishing and maintaining open channels of regular, positive communication with families leads to the development of a school culture that values their important contribution.

## *Policies and practices*

Schools with clear and consistent policy and procedures send a strong message to the whole-school community about the school's vision, procedures and expectations around student wellbeing and behaviours. This clarity also encourages consistency and confidence on the part of the staff who are required to implement these policies. Policies should include positive behaviour support systems and school-wide processes, individualised

strategies and social and emotional learning to increase and maintain social and emotional wellbeing.

### *Classroom curriculum and teaching practice*

A planned, coordinated and monitored approach across the school to actively engage students in a developmentally appropriate social and emotional learning curriculum provides students with the skills and understandings to build and maintain their wellbeing and reduce the likelihood of bullying. Ongoing professional learning and collaboration opportunities builds staff capacity and confidence to embed social and emotional learning into their classroom teaching and practice as a sustained approach.

### *Key understandings and competencies*

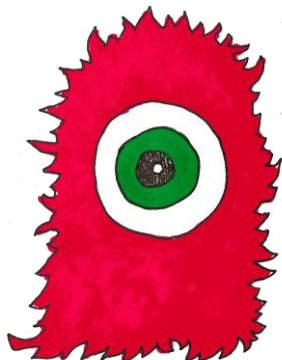
All members of the school, including teaching and non-teaching staff, students and their families, need to be included in education efforts to build the social and emotional wellbeing knowledge and skills. Professional learning to ensure all staff have key knowledge and understandings of social and emotional learning and their role in the development of student wellbeing, enables them to feel prepared and motivated to implement a whole-school initiative. Staff wellbeing and happy, valued and positive staff members are more likely to engage in plans and practices to facilitate students' wellbeing as they offer information, guidance, attention and care for students.

### *Student voice and peer support*

Students have excellent ideas on how to promote positive behaviours and increase social and emotional learning and connectedness across the school. Schools that focus on giving children and young people voice have seen powerful and meaningful results, with older students feeling particularly well placed to encourage social behaviours and provide strategies for younger students in their common environments such as the school and online. Recognising and encouraging student participation fosters collaboration between students and staff and lets students know their voices are heard and their opinions and ideas are valued.

## Our Friendly Schools Mascots

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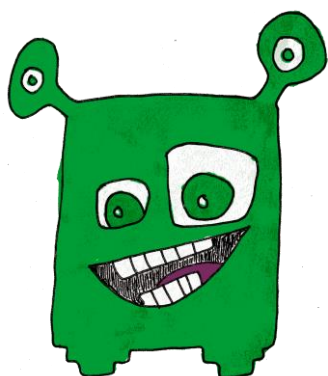


### Courageous Kenzo

*"Courage is having the inner strength to do what you know is right. It is the place inside you where you can draw on your ability to face up to challenges. Kenzo has faced many challenges in his life but has always managed to dig deep and choose the right course of action, even when it was scary or difficult. Kenzo is the protector of our school and will always be there to help if a student has a problem. Kenzo's greatest ability is to encourage people to stand up for what is right and persevere with the things they find tricky (like homework), even when it all seems too hard. Like with Kenzo, courage lives inside of all of us."*

– Ollie, Year 6

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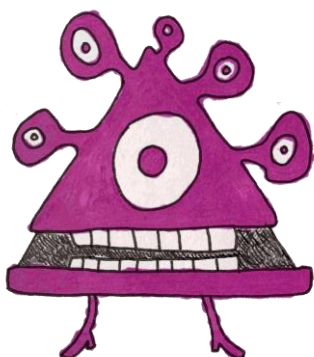


### Collaborative Carl

*"Collaborative Carl is a green alien who looks a bit like Shrek. He came from a planet where everyone was always competitive and pushing each other down. One day a meteor hit his planet and his people discovered they needed to work together to achieve something incredible. Since coming to Earth, Carl likes to share and work together with others to make our world a better place."*

– Freddie, Year 3

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### Creative Cosmo

*"Creative Cosmo walks around the school, inspiring all the children. He likes to draw without looking at the lines and prefers to see the emotions on the canvas. He helps children paint and speak with expression, with feelings and most of all, with heart. Where he comes from, everyone believes that anyone can make something beautiful if they believe in themselves."*

– Cate, Year 5

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## Our Values

### Caring

Caring means that we should always be kind to others and show them that we care about how they feel. For example, if someone is sad, we should try to comfort them and make them feel better.

– Jimmy, Year 5

### Respect

Respect is when you treat others the way you want to be treated, regardless of their gender or race. This means we should be polite, listen when someone is speaking and care for our local environment and school.

– Archer, Year 5

### Fairness

“Fairness is when everyone has an equal say. For example, if someone is talking over someone else and disrupting work, they are being unfair. When we voted for our school mascot names, each class had a say. That is fair”

– Hugh, Year 3

### Understanding

“Understanding is realising how others feel and knowing how they’re feeling. We try to be patient and listen to others when they’re explaining, and we work with others where they’re at.”

– Greta Year 5

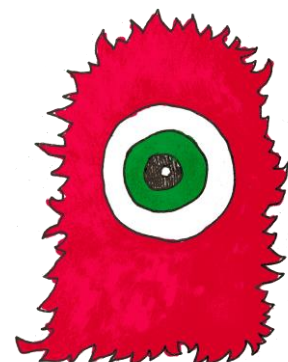
### Empathy

“Empathy is putting yourself in someone else’s shoes and imagining what it would be like to be them. It’s about feeling how they feel.”

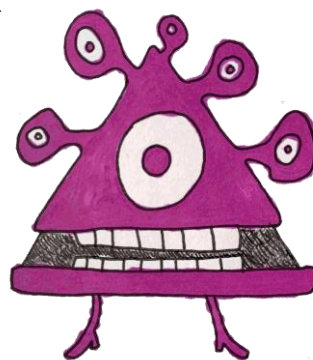
– Ela, Year 5

## Three Waves

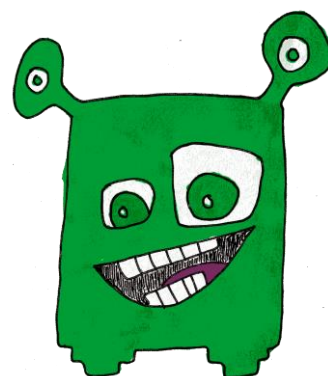
We recognise the individual needs of each child and create plans that are effective and actionable based on three levels of intervention. The Waves are not discrete; they are fluid and flexible and work concurrently to build the momentum and effectiveness of intervention and support actions to, and successful engagement with, learning pathways. All staff engage with the waves daily to maximise the learning of every child. Staff members responsible are indicated in [Organisation and Implementation](#), as well as on each wave’s individual page.



Courageous Kenzo



Creative Cosmo



Collaborative Carl

# About the Waves:

## Wave 1

What is it?	What will we see?
Intervention focusses on preventative intervention. Wave 1 preventative intervention is considered normal activity of an effective and efficient site. It involves whole site planning of curriculum in response to their particular learner cohort and aligning the use of human and financial resources to the agreed core instruction. Teachers use an ASSESS - PLAN -TEACH-TRACK-ADJUST cycle for intentional teaching. Intervention response at Wave 1 involves targeted intentional teaching, and rethinking and re-working aspects of the curriculum, pedagogy, and assessment practices.	Aligned, explicit, intentional, targeted planning, teaching and assessment of learning for all learners using the ASSESS-PLAN-TEACH-TRACK-ADJUST cycle. This is delivered through differentiated learning experiences that engage, challenge and support ALL learners to reach targeted outcomes, delivered by highly effective teachers. Teachers provide effective interventions through scaffolded instruction for all children, varying what children are taught, how they are taught and how children demonstrate what they know, in response to data and day to day monitoring.

## Wave 2

What is it?	What will we see?
Intervention focusses on the provision of additional teaching for cohorts of learners who have not developed mastery of core instruction or have exceeded agreed standards. Resources are targeted to support teachers at this level with approaches being timely, targeted, purposeful and time limited. Strategies used should be regularly monitored to gauge effectiveness and modified as necessary. Educators monitor learner progress and data to identify learners who: No longer require support/extension, require ongoing support/extension, or require intensive support/extension <sup>1</sup> using an ASSESS - PLAN-TEACH-TRACK-ADJUST cycle.	Quality, targeted teaching using evidence based, targeted individual and small group interventions by a classroom teacher or specialist. This is to engage and support learners who need additional or alternative instruction or challenge to achieve/ exceed agreed standards, aligned with the class program. Learners are provided with multiple opportunities to practice skills and achieve intended learning or extend their learning.

## Wave 3

What is it?	What will we see?
Intervention focusses on addressing children who have not responded to Wave 1 and 2 instructions. Teaching involves the use of intensive pedagogy for short periods of time to support/challenge to achieve or exceed agreed goals in the child's learning plan. Learners who do not respond to this third level of intervention in meeting their agreed goals will require more intensive assessment involving input from a multi-disciplinary team including Service Providers	Quality specialised teaching using evidence based (intensive, personalised, frequent, sequential) assessment, instruction, and intervention. This is for a small number of learners, who need additional support to achieve or exceed agreed goals based on their individual learning plan. Planning is undertaken between the classroom teacher and specialist to ensure close alignment to the classroom program. Intervention is delivered by a specialist and occurs as individual or in a small group.

**Wave 1  
Positive  
behaviour  
support for all  
learners**

Every staff member,  
every family, every  
child, every day.

### Committed and engaged leadership

Administrative team active and engaged with all aspects of the behaviour management policy and procedures.  
The office environment adapted to reflect reinforcement of positive behaviours and supports.  
Regular check-ins with staff, students and parents.  
The development of staff and policy to deliver more effective social and emotional education.

### Compatibility between school and community needs

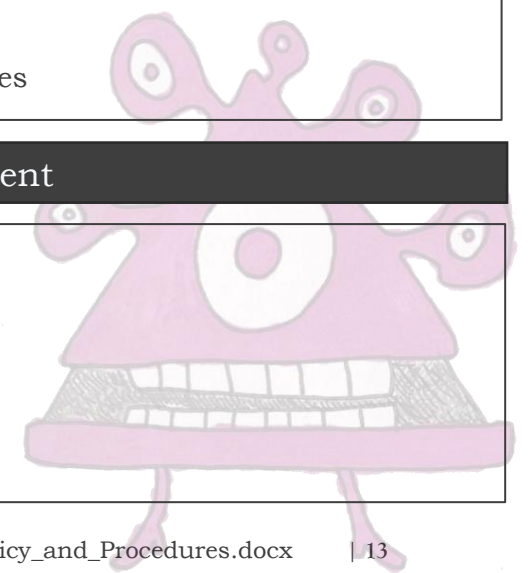
Parent/student surveys, value certificates at assemblies, physical plush/costume examples of Courageous Kenzo, Creative Cosmo and Collaborative Carl. Welcome morning tea, fetes, Camp out, communication of expectations, Connect updates, newsletters, parent education sessions, volunteers

### Positive whole school culture

Development of Friendly Schools Plus, Friendly Schools Mascots  
Student voice represented in school values, decision-making and all areas of the curriculum  
Events to regularly praise success for all students: performance opportunities, values awards, letters of commendation  
Collaborative work and play environments through cross-setting and shared times

### Effective classroom practice and environment

Structured explicit teaching following the gradual release of responsibility  
Whole-school reporting schedule and designated teaching blocks  
Friendly Schools Strategies  
Class expectations, brain breaks to support students  
Structured programmes and method of delivery that align between classrooms.



**Wave 2  
Additional  
support and  
challenge for  
some**

Administration,  
Chaplain, Individual  
Teachers,  
Individual students

### Individual Support

Student snapshots ([Appendix B](#))/hand-over forms, individual parent meetings, minor accommodations e.g., timed breaks, student goals, documented goals, formal check-in, individual behaviour management plans, engage with support resources (e.g., education assistant support), brain breaks as part of core pedagogy

### Group plans

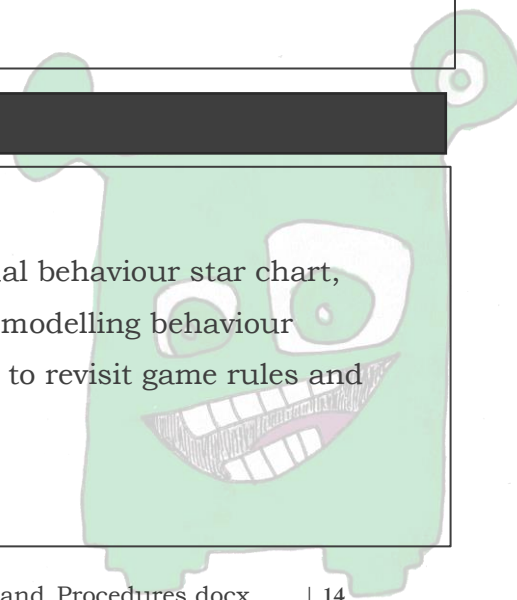
Ability streaming e.g., cross-set, friendship coaching, Group Education Plans e.g., multi-lit, Club attendance schedules (e.g., chess club), group discussions, modelling acceptable behaviour, role play, alignment of classrooms to implement identical plans (e.g., specialists)

### Parent Consult

Parent voice in developing documented plans, communication of strategies, home-school alignment – ‘*setting the example*’, phone call, emails, case conferences, open conversations to navigate friendships outside of school (case conference), P&C speakers, direct parents to services e.g., TripleP/CDS.

### Modified School Environment

Creation of safe spaces/zones that support the needs of groups of children, individual behaviour star chart, library open for clubs, quiet areas, school values, school community engagement in modelling behaviour (morning and afternoon), structured play environments (e.g., swing schedule), P.O.L to revisit game rules and play areas



**Wave 3  
Intensive  
personalised  
support**

Individual students,  
Student Services  
Coordinating Deputy,  
School Psychologist,  
Therapists, SSEN-  
B/D

### Direct liaison with student services coordinator

Admin referral, *reset* protocols in the deputy principal office as a core component of everyday schooling and class transitions, direct parent contact, regular meetings with all stakeholders, teacher wellbeing check-in

### Wrap-around services

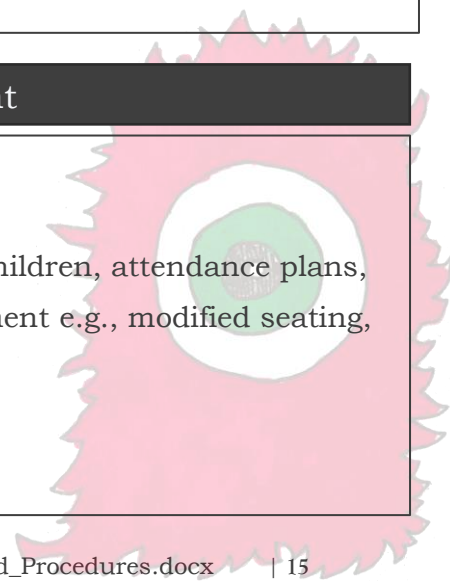
Direct liaison with school psychologist, therapy centres, SSEN:B/D/S, state-wide services, child development centre (CDC), occupational therapists or speech, Triple-P

### Comprehensive Individual Plans

Individual education plans comprehensively mapped and reviewed on SEN:Planning. [Risk Management Plans \(see Appendix C\)](#), modified timetables, escalation profiles, individual behaviour management plan with targeted behaviour goals

### Highly Structured and Modified School Environment

Creation of highly structured safe spaces/zones that support the needs of individual children, attendance plans, modified teaching schedule, scheduled after-play check-ins, additional support equipment e.g., modified seating, assistive technologies, or equipment simplification.



## Cyber Safety

Cyber safety is the safe and responsible use of information and communication technologies, such as the internet, social media, online games, smart phones, tablets or other connected devices. Cyber safety education provides students with the knowledge and skills they need to stay safe in online environments. It involves acknowledging the benefits and opportunities offered by the online world, while understanding the risks and avoiding potential harms. At East Fremantle Primary School, we take every precaution to make sure all students and staff are educated on cyber safety. Staff undertake regular professional learning and students undertake rigorous cyber safety units of work during lessons.

## Cyber Bullying

Technology provides individuals with a powerful means of communicating instantly with others in both positive and negative ways. Cyberbullying is ongoing and repeated bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, apps, social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying can take many forms, including posting mean comments or messages excluding or ignoring someone, tricking or humiliating them through fake accounts, or sharing a photo or video that will make them feel bad.

All bullying matters will be taken seriously and investigated with discretion, confidentiality, and empathy. See [Appendix D](#).

## Online Safety Resources

- The Office of the Children's eSafety Commissioners Enhancing online safety for children site, leads online safety education for the Australian Government and protects Australian children when they experience cyberbullying by administering a complains scheme – <https://www.esafety.gov.au>
- The Department of Communications, Stay Smart Online is the Australian Government's online safety and security website, designed to help everyone understand the risks and simple steps we can take to protect our personal and financial information online – <https://www.cyber.gov.au>
- The Australian Federal Police Thinkuknow website, is an internet safety program delivering interactive training to parents, carers and teachers through schools and organisations across Australia – <https://www.thinkuknow.org.au>
- The Common-Sense Media website rates media, educates and advocates for kids, families and schools <https://www.common sense media.org>
- The Bullying, No Way! website has been created to promote positive learning environments where every student and school community member are safe, supported, respected, and valued – <https://bullyingnoway.gov.au>

# School Creed

This is our school.  
Let peace dwell here.  
Let the rooms be full of contentment.

Let love abide here,  
Love of one another,  
Love of humankind,  
Love of life itself.

Let us remember,  
As many hands build a house,  
So many hearts make a school.

## Appendix A – Resources & Documents from Friendly Schools

### Friendly Schools Social and Emotional Competencies K- 6

*Links to ACARA Personal and Emotional Capabilities*

ACARA Personal and Emotional Capabilities	Friendly Schools Social and Emotional Competencies	ACARA Personal and Emotional Capabilities	Friendly Schools Social and Emotional Competencies
<b>Self-Awareness</b>	Self-Awareness <ul style="list-style-type: none"> <li>Identifying and recognising emotions</li> <li>Accurate self-perception and self-efficacy</li> <li>Recognising personal beliefs and values</li> </ul>	Social Awareness	Social Awareness <ul style="list-style-type: none"> <li>Perspective taking</li> <li>Empathy development</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul>
<b>Self-Management</b>	Self-Management <ul style="list-style-type: none"> <li>Impulse control and stress management</li> <li>Self-motivation and discipline</li> <li>Goal setting and organisational skills</li> </ul>	Social Management	Relationship Skills <ul style="list-style-type: none"> <li>Communication, social engagement</li> <li>Building relationships</li> <li>Working cooperatively</li> <li>Negotiation, refusal, and conflict management</li> <li>Help seeking and providing</li> </ul> Social Decision Making <ul style="list-style-type: none"> <li>Problem identification and situation analysis</li> <li>Problem solving and decision making</li> <li>Personal, moral, and ethical responsibility</li> <li>Monitoring and evaluation</li> </ul>

#### Social & Emotional Competencies

- Self-awareness:** knowing what one feels, accurately assessing one's interests and strengths, and maintaining a well-grounded sense of self-confidence
- Self-management:** regulating one's emotions to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals, and expressing emotions appropriately
- Social awareness:** being able to take the perspective of and empathise with others, recognizing and appreciating individual and group similarities and differences
- Relationship skills:** establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict, and seeking help when needed
- Responsible decision-making:** making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms, the likely consequences of taking alternative courses of action, and respect for others

Self Awareness – Students demonstrate this competency by:				
	P - F	1 - 2	3 - 4	5 - 6
Identifying and recognising emotions	<ul style="list-style-type: none"> <li>Identifying basic emotions that most people experience (happy, sad, grumpy, angry, scared, excited)</li> <li>Knowing using basic terms to label these emotions (happy, sad, grumpy, angry, scared, excited)</li> <li>Describing situations that may evoke these emotions</li> <li>Identifying emotions in literature</li> <li>Recognising positive and uncomfortable emotions</li> <li>Recognising and using basic body cues (i.e. <i>butterflies in stomach</i>) to identify changes in feelings</li> <li>Identifying who talk to if they are struggling with an emotion</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and describing emotions that most people experience (worried, shy, lonely)</li> <li>Describing situations that may evoke these emotions</li> <li>Recognise that they and others may have different emotional responses to the same situation</li> <li>Recognising positive and uncomfortable emotions</li> <li>Recognising and using body cues (i.e. <i>butterflies in stomach</i>) to identify changes in feelings</li> <li>Describing strategies to help feel better when experiencing uncomfortable emotions</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and using a wider range of terms to identify and label emotions</li> <li>Understanding that they may feel hurt both physically and mentally.</li> <li>Identify and describe situations that may hurt their feelings</li> <li>Identify and label own physical and mental reactions to a variety of emotions.</li> <li>Recognising that how they think about a situation affects how they feel</li> <li>Recognising unsafe feelings and knowing how to respond in these situations</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and reflecting on their own emotions and the reasons they feel this way</li> <li>Understanding how are feeling may be hurt and developing strategies to manage these situations</li> <li>Being able to label and describe the intensity of feeling using an appropriate language</li> <li>Realising the links between their feelings and what they think and say</li> <li>Recognising stressful situations and identifying strategies for coping with them</li> <li>Knowing and using synonyms to better describe their emotions (i.e. happy – delighted, glad, amused)</li> </ul>
Resilience and optimism	<ul style="list-style-type: none"> <li>Understanding that we all feel bad sometimes but there are things we can do to feel better</li> <li>Identifying the things that they can do that make them feel better when they are feeling bad (sad, upset, angry etc)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that making mistakes is normal and part of learning</li> <li>Demonstrating ways of helping themselves and other to feel better is they feel uncomfortable or hurt</li> <li>Understand that the way we think about our feelings will impact on how we respond</li> <li>Demonstrate optimistic thinking to help ourselves feel better.</li> </ul>	<ul style="list-style-type: none"> <li>Viewing errors as part of the normal learning process and bouncing back from disappointment or failure.</li> <li>Identifying helpful and unhelpful thoughts when things go bad and using helpful thoughts to make us feel better</li> <li>Understanding that when bad times happen things will get better.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that sad or bad times will happen to everyone at some time</li> <li>Displaying a sense of optimism and beginning to use positive thinking strategies when they are feeling bad.</li> <li>Understanding that you can manage the way you feel by changing your thoughts</li> <li>Accepting failure or frustration and continuing effort</li> </ul>
Accurate self-perception and Self-efficacy	<ul style="list-style-type: none"> <li>Displaying a sense of feeling good about themselves</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that we are all different but special in our own way</li> <li>Identifying things they can do and things they have become good at.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying their strengths and weaknesses and how we can use this knowledge to improve.</li> <li>Expressing positive sense of self and a realistic self image</li> <li>Understanding that we all have our own ideas and express ourselves differently.</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of what self-esteem is and how it develops.</li> <li>Assessing own strengths and weaknesses to assess those areas in which they can improve.</li> <li>Identify influences that can influence our attitudes and sense of self</li> </ul>
Recognising personal beliefs and values	<ul style="list-style-type: none"> <li>Identify their likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>Describing themselves - their interests and what is important to them</li> </ul>	<ul style="list-style-type: none"> <li>Identifying their values and what is important to them</li> <li>Identifying the things and people that influence their beliefs and values</li> <li>Identifying social social norms and rules for different situations including online environments.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding basic human needs and how these influence our behaviours</li> <li>Identifying and expressing their own values and how they may be similar or different from others</li> </ul>

Self Management – Students demonstrate this competency by:				
	P - F	1 - 2	3 - 4	5 - 6
Impulse control and emotional regulation	<ul style="list-style-type: none"> <li>• Recognising inappropriate behaviours</li> <li>• Displaying basic strategies to resist inappropriate behaviour and emotional responses. (impulse control)</li> <li>• Developing basic skills of self-calming rather than enacting anger frustration and/or sadness</li> <li>• Developing basic skills of self-calming rather than enacting anger frustration and/or sadness</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that feelings may be hurt</li> <li>• Recognising situations that make them feel uncomfortable or hurt</li> <li>• Recognising and resisting inappropriate behaviours (impulse control)</li> <li>• Understanding that all emotions are normal and need to be managed (i.e. it is okay to feel angry but is not okay to react violently).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and beginning to manage physical responses to emotions</li> <li>• Identifying and developing a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety and jealousy.</li> <li>• Recognising and resisting inappropriate behaviours (impulse control)</li> <li>• Identifying triggers for emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying coping strategies to manage stress (i.e. regulating breathing, prioritising tasks, asking for help).</li> <li>• Managing and expressing their emotions appropriately in a wide range of situations</li> <li>• Displaying strategies to cope with intense emotions in particular situations i.e. talking about it, deep breathing)</li> </ul>
Resilience and optimism	<ul style="list-style-type: none"> <li>• Understanding that we all feel bad sometimes but there are things we can do to feel better</li> <li>• Identifying the things that they can do that make them feel better when they are feeling bad (sad, upset, angry etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that making mistakes is normal and part of learning</li> <li>• Understanding that when bad times happen things will get better.</li> <li>• Demonstrating ways of helping themselves and other to feel better is they feel uncomfortable or hurt</li> <li>• Understand that the way we think about our feelings will impact on how we respond</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate positive thoughts and actions to help to feel better when experiencing uncomfortable emotions</li> <li>• Identifying helpful and unhelpful thoughts when things go bad and using helpful thoughts to make us feel better</li> <li>• Understanding that when bad times happen things will get better.</li> <li>• Viewing errors as part of the normal learning process</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that sad or bad times will happen to everyone at some time</li> <li>• Displaying a sense of optimism and beginning to use positive thinking strategies when they are feeling bad.</li> <li>• Understanding that you can manage the way you feel by changing your thoughts</li> <li>• Accepting failure or frustration and continuing effort</li> </ul>
Self-motivation and organisational skills	<ul style="list-style-type: none"> <li>• With support learning basic organisation skills for school activities</li> </ul>	<ul style="list-style-type: none"> <li>• Developing basic organisation skills for school activities</li> <li>• Developing basic skills to complete roles and assignments as directed (listen to instructions, organise own equipment etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Displaying organisation skills for school activities (equipment ready, homework completed etc)</li> <li>• Displaying skills to complete roles and assignments independently as directed (listen to instructions, organise materials, ask questions etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self management and organisation for learning</li> <li>• Completing assigned roles or assignments independently as directed (homework, projects,)</li> <li>• Developing independence and organisation for learning</li> </ul>
Self management of behaviours and actions	<ul style="list-style-type: none"> <li>• Developing ability to think before acting</li> <li>• Developing basic skills to complete classroom instructions as directed (listen to instructions, share equipment etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating ability to think before acting</li> <li>• Following school rules</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and avoiding negative behaviour</li> <li>• Demonstrating ability to think through a situation before acting</li> <li>• Recognising there are consequences as a result of their actions</li> </ul>	<ul style="list-style-type: none"> <li>• Taking increased responsibility for own behaviour and actions</li> <li>• Demonstrating ability to assess a situation and perspectives before acting</li> <li>• Recognising and accepting consequences for actions</li> </ul>
Goal setting		<ul style="list-style-type: none"> <li>• Understanding that goals are things that you what to achieve and be successful at.</li> <li>• Making basic plans with assistance to improve in selected areas</li> </ul>	<ul style="list-style-type: none"> <li>• Developing basic goal setting skills and strategies for improvement.</li> <li>• Understanding and setting short term and long term goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting and monitoring of progress toward the achievement of personal and academic goals</li> <li>• Using their experiences, including mistakes and setbacks, to make appropriate changes to plans and behaviour.</li> </ul>

## Social Awareness – Students demonstrate this competency by:

	P - F	1 - 2	3 - 4	5 - 6
Social interaction	<ul style="list-style-type: none"> <li>Developing basic social skills (sharing, taking turns, listening)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating basic social skills (sharing, taking turns, listening)</li> <li>Developing basic understandings about friendship and social relationships</li> <li>Demonstrating skills for making friends and meeting people</li> <li>Beginning to read and send basic non-verbal cues for positive social interaction</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating skills for making and maintaining friendships</li> <li>Demonstrating understanding of positive social groups</li> <li>Responding to verbal and non-verbal cues for positive social interaction</li> </ul>	<ul style="list-style-type: none"> <li>Identifying characteristics of healthy and unhealthy friendship groups</li> <li>Identifying positive and negative peer group influence</li> <li>Developing strategies to respond to and avoid negative peer group influence</li> <li>Demonstrating responsibility for activities and tasks within the class and school environment that lead to a positive social environment</li> </ul>
Respect for others	<ul style="list-style-type: none"> <li>Developing basic social manners and etiquette</li> <li>Using courtesy words (please, thank you, excuse me etc)</li> <li>Beginning to use appropriate greetings</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating actions and attitudes that are conducive to a social environment in the school arena (sharing, taking turns, offering help etc.)</li> <li>Using appropriate greetings and introductions</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrating basic social manners and etiquette and using courtesy words and actions</li> <li>Using thoughtful and considerate behaviours towards others</li> <li>Consistently using appropriate greetings and introductions in a variety of situations</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrating social manners and etiquette</li> <li>Demonstrating ability to adjust their behaviour to help other to feel comfortable and included.</li> <li>Demonstrating more both formal and informal forms of greeting and introductions</li> </ul>
Appreciating diversity	<ul style="list-style-type: none"> <li>Understanding that we are all different but can all join in</li> <li>Demonstrating ways to include others</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that we are all different in some way but we can still be friends</li> <li>Demonstrating strategies for including others.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and appreciating that everyone is unique in the way they look, act and feel.</li> <li>Describe behaviours that promote fairness and equality in social situations</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and appreciating differences in others</li> <li>Demonstrating fairness and inclusive behaviour</li> </ul>
Empathy Development	<ul style="list-style-type: none"> <li>Developing empathy through literature</li> <li>Developing strategies for supporting and caring for others</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating strategies for supporting and caring for others</li> <li>Developing basic understanding of how others might feel in situations they are familiar with</li> <li>Developing empathy through literature</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating basic understanding of how others might feel in situations they are not necessarily familiar with but can relate to.</li> <li>Demonstrating compassion for others by identifying ways they could help them to feel better.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating empathy and understanding for others and how they may feel</li> <li>Developing strategies for supporting and caring for others</li> <li>Investigating ways to further understand the circumstances of others in order to develop empathy</li> </ul>
Perspective taking	<ul style="list-style-type: none"> <li>Identifying and labelling the basic emotions of others</li> <li>Understanding that people can all feel emotions</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that different people may express their emotions in many different ways.</li> <li>Understanding that people that people do not necessarily respond in the same way to similar situations</li> <li>Identify situations where they disagree with someone</li> <li>Demonstrate some basic strategies to work through these disagreements</li> </ul>	<ul style="list-style-type: none"> <li>Being aware that there are multiple points of view and that people may feel differently about the same situation</li> <li>Reading and responding to verbal and non-verbal cues for positive social interaction</li> <li>Recognising that we all see things in different ways according to our own personal experiences and memories</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the feelings of others and communicating that awareness to the other person/people</li> <li>Attempting to see situations from other people's points of view, and take account of their feelings, preferences and beliefs</li> <li>Responding to verbal and non-verbal cues for positive social interaction</li> </ul>

Relationship Skills – Students demonstrate this competency by:				
	P - F	1 - 2	3 - 4	5 - 6
Building relationships	<ul style="list-style-type: none"> <li>Beginning to use basic skills for friendship</li> <li>Recognising friendly and unfriendly behaviours</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Generating alternatives for interpersonal interaction (i.e. ideas for play)</li> <li>Demonstrating friendly behaviours and describing how to display these behaviours.</li> <li>Beginning to demonstrate skills for making friends and joining in to groups</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that as an individual they belong to many different social groups, such as friendship, class, family and community.</li> <li>Demonstrating skills for making friends and maintaining friendships</li> <li>Developing understanding of healthy and unhealthy friendships</li> </ul>	<ul style="list-style-type: none"> <li>Recognising characteristics necessary to make lasting friendships</li> <li>Recognising characteristics of healthy and unhealthy friendships</li> <li>Identifying the different relationships they have (friendship group, school mates, family and community)</li> </ul>
Communication and listening	<ul style="list-style-type: none"> <li>Beginning to use basic listening skills</li> </ul>	<ul style="list-style-type: none"> <li>Initiating positive interactions with others (smiling, making eye contact, greeting)</li> <li>Listening to others thoughts and opinions</li> <li>Verbalising his or her needs and wishes appropriately (i.e. using the 'I' message)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating basic effective communication skills in relationships</li> <li>Admitting mistakes and apologising when appropriate</li> <li>Identifying if peers influence choices and consequences of that influence</li> <li>Displaying assertiveness through verbal and non verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating effective communication skills in relationships</li> <li>Recognising negative peer pressure and using appropriate refusal skills</li> <li>Being assertive when appropriate</li> <li>Displaying active listening skills</li> <li></li> </ul>
Working cooperatively	<ul style="list-style-type: none"> <li>Demonstrating basic cooperation skills</li> </ul>	<ul style="list-style-type: none"> <li>Showing the ability to be a member of a group including cooperating, negotiating, being considerate and being helpful</li> <li>Developing leadership skills (i.e. encouraging and supporting others groups)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the importance of teamwork within the class</li> <li>Beginning to assume various roles in a group situation</li> <li>Demonstrating negotiation, cooperation and support for others within a group</li> <li>Developing leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>Understanding group dynamics and group participation</li> <li>Assuming various roles in a group situation</li> <li>Identifying strengths that can be useful in teamwork</li> <li>Demonstrating leadership skills</li> </ul>
Negotiation, refusal, and conflict management	<ul style="list-style-type: none"> <li>Beginning to verbalise needs and wishes appropriately (i.e. using the 'I' message)</li> </ul>	<ul style="list-style-type: none"> <li>Recognising unfriendly behaviour</li> <li>Developing ability to resolve conflict without fighting</li> <li>Constructing an I-message, knowing when to use it</li> <li>Communicating rudimentary refusal skills</li> <li>Knowing when and how to say sorry</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the behaviours and attitudes that constitute bullying.</li> <li>Resolving conflict without fighting</li> <li>Developing strategies for dealing with challenging social interactions, such as gossip and teasing</li> <li>Using assertiveness skills and communicating refusal skills</li> </ul>	<ul style="list-style-type: none"> <li>Negotiating disputes, de-escalating conflicts</li> <li>Being assertive when appropriate</li> <li>Demonstrating strategies for negotiating a mutually acceptable outcome with another person</li> <li>Demonstrating strategies for dealing with challenging social interactions, such as bullying</li> </ul>
Help seeking and providing	<ul style="list-style-type: none"> <li>Recognising situations where help is needed and seeking it</li> <li>Identifying a trusted group of people they can talk to or go to for help.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising situations where help is needed and seeking it</li> <li>Identifying a trusted group of people they can talk to or go to for help.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying social situations in which it is appropriate to seek help and to demonstrating help-seeking skills for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Recognising situations where help is needed and seeking it for themselves and others</li> <li>Knowing how to help or how to seek help in a bullying situation as a bystander</li> </ul>

## Decision Making – Students demonstrate this competency by:

	P - F	1 - 2	3 - 4	5 - 6
Problem identification and situation analysis	<ul style="list-style-type: none"> <li>Identifying and verbalising a problem situation</li> <li>Identifying when to get help in a social situation</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and verbalising a problem situation</li> <li>Identifying when to try to sort out a problem and when to get help</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and assessing a situation by considering all the elements (i.e. is there a problem? what is the problem? is the situation bothering me?, do I need help?, can I do something myself?</li> <li>Recognising that we have to make choices about how to act and what to do every day and some of our choices will be good and some bad</li> </ul>	<ul style="list-style-type: none"> <li>Displaying elements to consider in assessing a situation (i.e. determining if there is a problem or a decision to be made, identifying who is involved, determining how they feel about the situation and deciding if they can deal with it themselves or need help.</li> </ul>
Problem solving and decision making planning	<ul style="list-style-type: none"> <li>Identifying steps to make choices</li> <li>Demonstrate ways of dealing with problems in social situations</li> <li>Identifying when to try to sort out a problem and when to get help</li> </ul>	<ul style="list-style-type: none"> <li>Recognising that we have choices to make about how to act and what to do in any situation.</li> <li>Generating some possible options or solutions to a situation</li> <li>Identifying the possible outcomes of the options that have been suggested.</li> <li>Considering and choosing the best possible option or solutions to a problem</li> </ul>	<ul style="list-style-type: none"> <li>Describing the basic steps in a decision-making model and applying it to a new situation</li> <li>Generating several possible choices to solve the problem situation</li> <li>Identifying possible negative and positive consequences of these choices</li> </ul>	<ul style="list-style-type: none"> <li>Applying a decision-making model to a new situation</li> <li>Demonstrating the ability to analyse various options decision making</li> <li>Understanding positive and negative aspects of conflict in decisions</li> <li>Beginning to formulate constructive responses to risky situations</li> <li>Thinking through problem situations to overcome possible future obstacles</li> </ul>
Personal, moral, and ethical responsibility	<ul style="list-style-type: none"> <li>Understanding why we have rules.</li> <li>Following classroom rules</li> <li>Beginning to understand the impact of their decisions and behaviours on other people</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the rules and expectations that will influence the choices they make in a situation</li> <li>Recognising risky behaviour and verbalising when it's appropriate or not</li> <li>Recognising and taking into account the feelings of others in the decision making process</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the rules, rights and responsibilities that are relevant to the situation being considered</li> <li>Identifying risky behaviour in decision making</li> <li>Understanding that when we make choices we need to think about what will happen as a result of those choices</li> <li>Identifying the consequences of one's decisions on other individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>Considering the rules, rights and responsibilities that are relevant to the situation being considered</li> <li>Considering others who may be affected by this decision making process</li> <li>Identifying risky behaviour and health-destructive choices when making decisions</li> </ul>
Monitoring and evaluation	<ul style="list-style-type: none"> <li>Beginning to understand that their choices have consequences and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>With help evaluating the outcomes and consequences of the final choice or decision</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating the outcomes and consequences of the final choice or decision and deciding if more action is required</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the outcomes and consequences of the decision to evaluate success towards the desired outcome</li> </ul>

## Appendix B – Student Snapshot



# EFPS Student Snapshot

  <b>Student Name</b>	<b>Year ###</b>	<b>Room ###</b>	<b>Date: Year</b>
	Teacher: Name		EA:Name
	SAER: <input type="checkbox"/>	ASD <input type="checkbox"/>	ADHD <input type="checkbox"/>
	Academic: (Specify)	Other: (Specify)	
	Social: (Specify)		
Special Interests: (Specify)			
I work best when: (Specify)			
What I find tricky: (Specify)			
Agreed Strategies: (Specify)			
Feedback for following year: (Specify)			

# Appendix C - Risk Management Template

## Risk management plan

### **Confidential**

School name: East Fremantle Primary School

#### Student details

Student name:	Year:
DOB:	Principal:
Parent/Guardian: Ph:	Teacher/Year Coordinator:
Parent/Guardian: Ph:	Deputy/Manager:
Date of implementation:	Review date:

#### Nominated staff member/s

Staff Name:	Contact:
Staff Name:	Contact:

#### Supporting staff

Staff Name:	Contact:
Staff Name:	Contact:

#### Support contacts

Emergency: 000	Urgent mental health telephone support for children and families (Urgent MHTS): 1800 048 636	External agency: #
Situation/ Environment/	School-based strategies to reduce risk at school	Home-based strategies to reduce risk at school

#### SIGNATURES: Record of endorsement

\_\_\_\_\_ (Parent/Guardian) \_\_\_\_\_ (Student, where appropriate)  
 \_\_\_\_\_ (Administration) \_\_\_\_\_ (Student Services)  
 \_\_\_\_\_ (Teacher/s) \_\_\_\_\_ (Other Staff)

Date:

**Note:** Circumstances where endorsement received via telephone or signature not obtained:

\_\_\_\_\_

## Appendix D - Bullying

### Types of Bullying

*Bullying* is when any of the following behaviours happen again and again to someone, and it is hard for the person being bullied to stop this from happening.

Some types of bullying include:

#### *Exclusion*

- Being deliberately ignored, left out on purpose, or not allowed to join in

#### *Physical*

- Being deliberately hit, kicked, or pushed around

#### *Lies or Rumours*

- Having lies or nasty stories told about someone to make other kids not like them

#### *Threats*

- Being made afraid of getting hurt
- Staring or giving someone mean looks or gestures
- Forcing someone to do things they don't want to

#### *Verbal Abuse and Teasing*

- Deliberately being made fun of and teased in a mean and hurtful way

#### *Ableism*

- Being excluded or made fun of for being differently abled, such as making fun of someone for having a learning difficulty

#### *Racism*

- Being excluded or made fun of based on one's culture, race, skin colour or another physical attribute. We are an anti-racist school

#### *Cyber*

- Deliberately being hurt online or by phone (such as when using social networking sites or gaming)

Bullying is used by a more powerful person to cause fear, distress, or harm to a less powerful person who is unable to stop the bullying from happening. It is not bullying when it can be stopped, it is friendly or playful, or when two people of similar power argue or fight.

