



Behaviour Management Policy

Reviewed March 2021

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1. POLICY STATEMENT

Karratha Senior High School will provide every student with the educational support the student requires to learn and maintain positive behaviour.

2. BACKGROUND

Every student at Karratha SHS has the right to a school environment that is safe, nurturing and offers support to learn. With this right comes the responsibility of supporting processes that ensure the safe environment.

As a school, we believe that the whole school community shares the collective responsibility for teaching our students appropriate behaviour. By working together, we increase the probability that students will learn to behave in a socially acceptable way.

The policy acknowledges individual differences amongst students and provides for a flexible process for staff in responding to behaviour issues, ranging from everyday classroom misdemeanours to serious breaches of the school code of conduct. We have a non-punitive, restorative approach to behaviour issues and encourage interventions that are directed towards helping students to learn appropriate classroom and playground behaviour.

Classroom Management Strategies (CMS)

Karratha SHS uses the CMS program as the foundation of its Behaviour Management process. CMS aims to grow professional teaching practice in ways that improve the engagement, learning and wellbeing of all students. Delivery focuses on using evidence-based interactive instructional strategies that increase students' active participation and classroom engagement, leading to improved social behaviour and outcomes for students and schools.

All staff are expected to undertake training in the two modules, Foundation and Instructional Strategies. The school will facilitate the training.

3. DEFINITIONS

Behaviour

A student's learned actions, identified in a school's code of conduct, that contribute to the student's growth and development and the school's good order and proper management.

Behaviour Support

The educational support a student receives from the school in order to learn and maintain identified behaviour.

Parent(s)

A person or persons who at law have responsibility for the care, welfare and development of the child, whether long term or day to day.

School's Code of Conduct

The school's code of conduct describes the behaviours that students are expected to learn and maintain.

Student

A person who is enrolled at Karratha SHS.

Breach of school discipline

Any act or omission that impairs the good order and proper management of the school.

Bullying

When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying. Refer to bullying policy

Conflict

Involves a disagreement where one or both party's needs are not being met. It does not involve an abuse of power, even if the parties do not have perceived equal power.

Good Standing

Status where a student maintains their good standing based on regular attendance, appropriate behaviour and academic achievement.

Harassment

Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race, and sexuality based harassment.

Physical contact

When a staff member uses physical touch but not to the level of restraint for the purpose of caring for, correcting or directing a student. In most instances this will involve little or no force.

Physical restraint

When one or more staff members intentionally use bodily force to limit a student's freedom of movement against their will.

Procedural fairness

A process that demonstrates procedural fairness is one in which:

- 1 decision makers act fairly and provide reasons for decisions;
- 2 the person affected is given a fair hearing;
- 3 all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- 4 all relevant arguments are considered and irrelevant arguments are excluded.

Protective Isolation

A specific form of student withdrawal that may be considered for use with students whose behaviour places themselves or others at risk of harm. It is a planned intervention that provides the chance for a student to be removed from their regular school environment and be placed into a location, on their own, that is safe for themselves and others.

Restorative Practice

The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

Serious breach of school discipline

A breach of school discipline that is set out in the school's code of conduct as a serious breach of school discipline; or that adversely affects, or threatens, the safety of a person at the school.

Violence

Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.

Whole school approach

A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these.

4. CODE OF CONDUCT

The Code of Conduct applies in all areas of the school; it is supported by Classroom Expectations.

1. Show consideration, courtesy and respect to others and their property
2. Abide by all school rules
3. Comply with instructions given by all staff
4. Be punctual when attending class
5. Stay within designated areas of the school
6. Show no tolerance for violence or abuse of any kind
7. Show no tolerance for actions that involve illicit drugs or the misuse of other substances
8. Show no tolerance for behaviour intended to undermine the authority of any staff member

Classroom Expectations

1. All students are to display the following classroom etiquette.
 - hats off
 - bags on the floor or the back of your chair

- no phones
 - no eating
 - remain seated until dismissed by the teacher
 - be punctual
 - use appropriate language
2. Follow class seating plans.
 3. Follow all teacher instructions.
 4. Be respectful: to yourself, all property and others.
 5. Be prepared, organised and have the necessary equipment to learn.
 6. Take responsibility for your own learning. Attempt all tasks to the best of your ability.
 7. Use your diary to support your learning and communicate with parents/carers and teachers.
 8. Abide by the safety requirements of each learning area.

5. Rights and Responsibilities

Rights

- Learn free from interference from other persons
- Be given an explanation of the consequences of inappropriate behaviour
- Work and learn in a clean environment
- Move about the school in an environment which promotes safety for everyone.
- Expect that their personal possessions will not be broken, damaged or stolen
- Expect that they will receive appropriate treatment if they are ill or have an accident at school.

Responsibilities

The school community:

- Is responsible for maintaining an atmosphere that permits students to learn and staff to teach free from interruptions and distractions
- Has the responsibility for maintaining clean classrooms and school grounds
- Is responsible to ensure their behaviour promotes a safe environment
- Has the responsibility to respect the personal property of every other person.

6. Restorative Justice

- Karratha Senior High School is committed to building a safe environment for staff and students through the Restorative Justice Framework.
- Restorative Justice is a process that provides an opportunity for students to accept responsibility for their behaviour and to repair harm or damage done to other people and/or property.
- Restorative Justice provides a positive shaming experience for the student who has harmed others through bullying or other inappropriate behaviour.
- It allows behaviour to be corrected in a positive way.
- The consequence for the inappropriate behaviour is negotiated between the perpetrator and the victim.
- Students are supported in their efforts to develop more appropriate behaviour, whilst understanding the seriousness of their actions.
- It allows the person/s harmed to talk about the impact of the perpetrator's actions on them.
- The process rebuilds relationships and allows students and teachers to resolve conflict.
- Teachers at the school are trained in the restorative approach.
- When students are involved in bullying and other inappropriate behaviour, they are asked to reflect on the following questions:
 - What happened?
 - What were you thinking at the time?
 - Who is responsible for your behaviour?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way?
 - What do you have to do to make things right?
- Restorative Justice supports the Behaviour Management and Discipline and the Anti-Bullying Policies of Karratha Senior High School.

6.1 *Bullying*

See Bullying Policy

6.2 *Breach or Serious Breach of discipline*

A **breach** is any Violation of school Code of Conduct and / or the Behaviour Management Policy. .

A **serious breach** is:

- Physical assault or intimidation of staff - Physical intimidation refers to any physically threatening behaviour towards school staff.
- Verbal abuse or harassment of staff - Verbal abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.
- Physical assault or intimidation of students - Physical intimidation refers to any physically threatening behaviour towards a student.
- Verbal abuse or harassment of students - Verbal abuse or harassment of students including offences such as stalking, sexual harassment, sexual innuendo and manipulation.
- Wilful offence against property - A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.
- Substance misuse - Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.
- Illegal substance offences - The substances referred to in this category are those deemed illegal under the Criminal Code.
- Other - This category is retained for other serious incidents that are not mentioned in the above.

6.3 *Support*

The BMiS process is a support for all staff and students at the school

Support for Staff

1. Teacher

- peer advice
- mentoring

2. Head of Learning Area (HOLA).

- Arranging temporary withdrawal of student for inappropriate behaviour
- Discussing the problem with the student
- Giving advice on informal or formal contracts or other strategies
- Giving advice on the teaching of the subject as it relates to the student(s)
- Mentoring teachers in relation to classroom management and instructional strategies
- Provides opportunities for restorative practices between student and teacher.

3. Student Wellbeing Coordinators

- Providing available background information on a student.
- Arranging meetings with parents
- Working with the teacher and HOLA to set up informal agreements, formal contracts or IBPs and risk management plans.
- Providing consequences for inappropriate behaviours when approached by teachers.
- Facilitates consistent approach when inappropriate behaviours are displayed across learning areas.
- Discussing the problem with the student
- Provides opportunities for restorative practices between student and teacher.
- Mentoring teachers in relation to classroom management and instructional strategies
- Working with the teacher and HOLA to set up informal agreements, formal contracts or IBPs and risk management plans.
- Provides assistance in emergency or serious breach of discipline situations

4. Deputy Principal & Principal – for identified students

- Case management of the student examined
- Organises meeting with stakeholders
- Review and progression of Individual Behaviour Plan
- Document actions using SIS
- Principal informed of progress
- Feedback to staff concerned.

- 4) Aboriginal and Islander Education Officers (AIEO) / Student Support Officer (SSO)
 - Contacting and setting up meetings with parents
 - Mediating a discussion between the teacher and student.
 - Communicating to the student and/or parents any concerns the teacher has.
- 6) Parents.
 - Reinforces appropriate behaviour
 - Collaborates with the teacher to develop appropriate behaviour in the student.
 - Roles models positive relationships with the teacher there by encouraging positive relationships between student and teacher.

Support for the Student

1. Teacher and Mentor Teacher
 - Deal with the problem and not the student.
 - Provides clear and consistent expectations of behaviour
 - Models appropriate behaviour
 - Consequences are appropriate and fair.
 - Provides a safe environment
 - Give responsibility for making appropriate decisions back to the student
 - Engages and facilitates in restorative practices to resolve conflict.
2. HOLA
 - Discussing the problem with the student
 - Provides opportunities for restorative practices between student and teacher.
3. Student Wellbeing Coordinator
 - Provides pastoral care
 - Provides opportunities for restorative practices between teacher and student and student and student.
 - Working with the student to set up informal agreements, formal contracts or IBPs and risk management plans.
 - Facilitates consistent approach when inappropriate behaviours are displayed across learning areas.
 - Seek involvement of support services to support the student
 - Discussing the problem with the student
 - Provides opportunities for restorative practices between student and teacher.
 - Arranging meetings with parents
 - Facilitates consistent approach when inappropriate behaviours are displayed across learning areas.
 - Provides assistance in emergency or serious breach of discipline situations
 - Seek involvement of the school psychologist, chaplain and outside agencies to support the student
4. Deputy Principal & Principal

Provides assistance as required through the BMiS process
5. AIEO / SSO
 - Mediating a discussion between the teacher and student.
 - Communicating to the student and/or parents any concerns the teacher has.
6. Parents
 - Reinforces appropriate behaviour
 - Roles models positive relationships with the teacher there by encouraging positive relationships between student and teacher.

Support for the Parent

1. Teacher
 - Contact the parent to inform them of positive student behaviours.
 - Contact the parent to inform them of inappropriate student behaviours.
 - Collaborates with the parent to develop appropriate behaviour in the student.
 - Should a Classroom Contract be completed the teacher must send a copy to the parents
2. HOLA

- Contact the parent to inform them of positive student behaviours.
 - Contact the parent to inform them of inappropriate student behaviours.
 - All Individual and Group Behaviour Contracts must be negotiated with the parents.
3. Year Coordinator
 - Contact the parent to inform them of positive student behaviours.
 4. Student Wellbeing Coordinator
 - Contact the parent to inform them of positive student behaviours.
 - Contact the parent to inform them of inappropriate student behaviours.
 - Arranging meetings with parents
 - Working with the parent, teacher, student and HOLA to set up informal agreements, formal contracts or IBPs and risk management plans
 - 5 Deputy Principal and Principal
Available to discuss situations if other avenues have been unsuccessful
5. AIEO / SSO
 - Contact the parent to inform them of positive student behaviours.
 - Contact the parent to inform them of inappropriate student behaviours.
 - Arranging meetings with parents
 - Mediating a discussion between the teacher and student.
 - Communicating to the parents any concerns relating to the student.

6.4 Management of Student Mobile Phones

See KSHS Mobile Phone Policy 2019

<S:\AdminShared\All Staff\KSHS Policies\KSHS Mobile Phone Policy 2019.doc>

6.5 Process for Dealing with Inappropriate Behaviour

See appendix A

<S:\AdminShared\All Staff\Connect\BMIS\BMiS Process -.doc>

6.6 Documented Plans

Documented plans are developed to support the student to meet the Code of Conduct. All plans must have a review date and must be reviewed by the staff member who has put the plan in place in conjunction with the student and all other relevant staff and parents. The review outcome is to be recorded in SIS Behaviour.

There are several levels of plans and each corresponds to a stage in the BMiS Process.

Stage 1

Classroom Contract

When a student has been withdrawn from a class or they are displaying repeated misbehaviours (Stage 1 interventions) the use of a written contract is a powerful tool. It will provide clarification of the needs of both the student and the teacher. A copy must be sent home to the parent.

Stage 2

Behaviour Contract

This contract is developed between the HOLA (with the teacher), Student and Parent. It states the target behaviours, strategies to support the student to achieve these targets, consequences and steps to be taken by the school to support the student.

Stage 3

Individual Behaviour Plan (SWB)

This contract now involves the Student Wellbeing Coordinator, who works with all parties to review strategies used in the past. Specific support services may be included to provide additional support to all parties. A Case Manager is assigned.

Stage 4

Individual Behaviour Plan (Executive)

This contract involves the Deputy Principal and / or the Principal. It will involve case management of the student and a case review of all strategies, support and actions to date.

IBP's will be developed for an individual student when the student's behaviour is considered to be at a level beyond the scope of the school's behaviour management plan, or the school's current management strategies are not effective. This generally involves the Student Wellbeing Coordinator, the Deputy Principal and / or the Principal as a case manager.

The IBP must:

- a) be negotiated between school staff, students and the parents;
- b) reflect the age and developmental needs of the student and consider the context in which behaviours occur;
- c) clearly describe the desired behaviour/goals of the student;
- d) outline both positive and negative consequences required to shape the desired behaviour;
- e) outline changes required to the learning environment to support the student to modify their behaviour;
- f) outline other support available to the student and how this can be accessed; and
- g) contain a review process to assess, change and modify the plan.

Support Plans

These plans are implemented to support students. They can be used at any time in the process and direct targeted support for particular challenges, behaviours and / or situations.

Effective plans are evidenced based and systematically developed. A successful plan improves the behaviour and the student's educational outcomes, has a positive effect on other students and is manageable for the teacher. IBMP's are designed so that teachers use them as part of their normal teaching practice.

Risk Management Plans

School staff will undertake risk management planning where a student's behaviour is considered to present a physical risk to the safety of staff or students. This will be documented and be included in the student's documented plan addressing behaviour.

The risk management plan must include:

- a) a summary of the student's behaviour and the risk it presents;
- b) the known antecedents to the behaviour and strategies which de-escalate this behaviour;
- c) strategies which are in place to support staff to manage the risk and advice as to how staff should access this support;
- d) an outline of the other resources required to manage the student's behaviour; and
- e) an outline of the method of communicating this plan to staff.

6.7 Managing Breaches of School Discipline

Effective school behaviour management plans will include the use of appropriate consequences for breaches of the school's code of conduct. Staff must consider the use of consequences as part of an educative and restorative process. When staff are considering the use of consequences for the management of behaviour the following procedures will apply.

Withdrawal of students from School Activities

Withdrawal of students from school activities is a planned strategy and will involve consultation between the class teacher and the school's administration team.

Following a breach of school discipline, staff may withdraw a student from:

- any class or classes of instruction;
- recess and lunch breaks, however, alternative breaks must be provided and students must be supervised; and
- identified school activities or programs.

Staff cannot withdraw a student from any class or classes of instruction for more than five consecutive schools days.

The withdrawal of a student from a school activity must be imposed in a timely manner that is as close to the occurrence of the incident as is possible.

Staff will only consider withdrawal when it:

- is used to provide students exhibiting disruptive behaviour with the opportunity to calm down, and reflect on their own behaviour;
- provides an opportunity to negotiate and plan behaviour management strategies; and
- provides an opportunity for restorative processes to be implemented.

Staff must provide a student withdrawn from classes with opportunities to complete assignments or assessments to fulfil course requirements.

Staff must supervise students to ensure safety and security requirements are met at all times. Decisions about the location, supervision arrangements and the duration of withdrawal must take into account:

- the developmental status of the student; and
- the potential emotional, academic and social impact of such withdrawal on the student.

Staff must inform parents of their child's withdrawal from school activities and keep records regarding this process.

6.8 Protective Isolation

The Principal may implement the use of protective isolation to maintain the participation of students with extreme, maladaptive behaviour.

Protective isolation must only be used with the written consent of the Director, Schools.

The Principal must only implement protective isolation when it is part of a wider documented plan for students whose behaviour places themselves or others at risk of harm. As such, it is an intervention of limited duration used for harm minimisation and to re-establish behavioural control.

The Principal must consider protective isolation from two perspectives, as both a strategy and a physical location.

Protective isolation must be carefully and collaboratively planned with consultation and input from school staff, parents, inter-agency partners involved in the behaviour management of the student and a psychologist with acknowledged expertise in behaviour management.

The Principal will:

- Consult with relevant school staff prior to considering protective isolation to ensure that no other suitable alternatives exist;
- Consult with the manager student services at the district education office to obtain advice about the use of protective isolation for a particular student;
- Obtain written parental approval prior to the use of protective isolation and maintain ongoing consultation with parents for the duration of a plan involving protective isolation;
- Complete the Assessment and Endorsement Checklist (see Appendix E) when establishing and reviewing the use of protective isolation;
- Obtain full written consent for the strategy and location from the director, schools or their delegate (see Appendix F); and
- Involve parents, the school, interagency partners, and district office staff in ongoing and regular reviews of the plan.

Staff will develop a documented plan for a student for whom protective isolation is used which teaches the student:

- How to lower their base level of emotional responsiveness;
- How to predict their own behaviour patterns;
- Strategies for self-control, calming and how to remove themselves from situations where their behaviour may escalate;
- The use of alternative behaviours; and
- How to appropriately obtain positive reinforcement.

6.9 The use of physical contact and restraint

Karratha SHS uses the *Physical Contact with Students Policy* as a guide in this area.

<S:\AdminShared\All Staff\Connect\BMIS\Physical contact with students guide.pdf>

Documentation

Any incident where physical restraint is used must be recorded by the staff member involved. Physical contact must also to be documented where a complaint has been made by a student or parent or the student has been hurt.

The Principal must:

- be advised as soon as possible on the day of the incident;
- be provided with a written record of the incident no later than the day after the incident; and
- provide the parent with details of the incident as soon as possible.

The written record of incidents where physical restraint is used must include:

- location of the incident;
- name of witnesses (staff and/or students);
- incident outline including student's behaviour, what was said, steps taken, degree of force applied, and how applied;
- student's response and outcomes; and
- details of any injury or damage to property.

In all instances of physical restraint, the Principal will record the incident on the department's online incident notification system. In all instances where the physical contact has been documented the Principal will record the incident on the department's online notification system.

6.10 Suspension of a Student from School

The Principal, in conjunction with the Deputy Principals, Student Wellbeing Coordinators and Heads of Learning Areas, may suspend a student from attendance at school when it is considered the student has committed a breach of school discipline.

Periods of suspension must not be imposed consecutively. The suspension must terminate at the end of the school term in which it was imposed and not continue into the following term. If a student is to be suspended for a period which is longer than the days left in a term the student will be suspended from attending school for the remainder of the term but will return to school on the first day of the following term.

Students must return to school immediately following the end of the suspension period. Planning for the student's return and consultation with parents, must be completed during the time the student is suspended. A student who is suspended prior to the end of the school day will not be permitted to leave the school grounds until an arrangement to get the student home is agreed to by suspending person and the student's parent.

The Principal (or his/her delegated authority) may give a student permission to be on school property for specific activities or programs during a period of suspension. A student entering school property without specific permission will be in breach of suspension conditions. In such cases, when the student returns to school at the conclusion of the current suspension, consultation with the parents and student will take place to discuss possible consequences for the breach of suspension conditions. An additional period of suspension can be imposed. Persistent breaches or gross misbehaviour could lead to a recommendation for exclusion.

Information regarding the suspension must be entered into the school's information management system. The nine categories of suspension are to be recorded as having an authorised absence during the period of suspension.

Suspension for Breach of School Discipline

If a student is to be suspended for a breach of school discipline, other than a serious breach of school discipline, the student must be afforded procedural fairness before a decision is made.

The Principal (or his/her delegated authority) must:

- inform the student and their parent (unless the student is an adult student or an independent minor) of the reason for the proposed suspension and the intended duration of the suspension; and
- provide the student and their parent (unless the student is an adult student or an independent minor) a reasonable opportunity to respond. If the parent cannot be contacted by phone then they must send a letter outlining the intent to suspend and providing the parent with the opportunity to respond

If after considering all of the relevant evidence including explanations from the student and their parent, the Principal (or his/her delegated authority) decides that there are sufficient grounds for the student to be suspended, the student and parent must be notified in writing of the suspension.

Conditions that are attached to a period of suspension must specify:

- any permission granted for the student to attend school during their period of suspension;
- the school response to a student entering school property without specific permission being given by the Principal;
- that the parent is responsible for the student during the period of suspension from school; and
- any other specific conditions considered to be necessary by the Principal.

Suspension for Serious Breach of School Discipline

A student can be suspended immediately for a serious breach of school discipline.

As soon as practicable after the suspension takes effect, the student must be afforded procedural fairness. The Principal (or his/her delegated authority) must:

- inform the student and their parent (unless the student is an adult student or an independent minor) in writing (see *Appendix*) of the reason for, and the intended duration of, the suspension; and
- provide the student and their parent (unless the student is an adult student or an independent minor) a reasonable opportunity to show that the student should not have been suspended or that the suspension should not continue.

If the student and their parent disagree with the suspension imposed, then they may request a review of the decision. Such a request is to be made to the Principal and managed according to the Disputes and Complaints policy. A review does not prevent the period of suspension being imposed or continuing in effect.

Education Instruction for a Student Suspended from School

Staff must provide any student who is suspended from school for three or more consecutive school days or has accumulated five days' suspension within the year with educational instruction during the period of suspension. Staff must provide a student suspended from school every opportunity to continue with their education program and fulfil course requirements, including the opportunity to complete assignments or assessments conducted during the period of suspension.

Staff must inform parents of the education instruction made available and encourage parents to support the completion of these materials.

If staff have provided opportunities for course requirements to be completed and the student has not done so then staff may impose sanctions upon the student. A student may be given permission to return to school to submit an assignment, or to complete an assessment task in an isolated environment under staff supervision. Alternatively, upon the student's return from suspension they can be allowed to submit assignments or to complete assessment tasks.

Exclusion Orders for all Students

A Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline when the student's behaviour:

- has threatened the safety of any person on the school premises or participating in an educational program of the school;
- is likely to cause or result in damage to school or personal property; or
- has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.

6.11 Review of Policy

The school's behaviour management plan will be reviewed annually by Student Wellbeing in consultation with relevant stakeholders.

Stage One

In-Class Management Initial Inappropriate Behaviours

MOST PROBLEMS SHOULD BE SOLVED AT THIS STAGE

Teacher actions:

- Establishes classroom rules, rewards and consequences
- Identify what the inappropriate behaviour is to the student, clearly articulate the correct behaviour without yelling or lecturing
- Use low key Classroom Management and Instructional strategies
- An informal contract can be negotiated between the teacher and student
- Provide a consequence if necessary
- Make parental contact
- Document behaviours and action taken using SIS.

Resolution:

- Student behaves
- Student does not comply, consult with your line manager, a Classroom Contract (Green) must be put in place prior to moving to Stage 2.
- **If withdrawal is used the teacher must resolve the issues before the next lesson. Contact parents and record on SIS**

Stage Two

Continued Inappropriate Behaviours

HOLA actions:

- Meets with the teacher and student to clarify the inappropriate behaviours and the desirable behaviours required
- Inform the Student Wellbeing Coordinator, if desired seek their assistance in resolving the issues
- Review the Classroom Contract, develop an Individual Behaviour Contract (Yellow)
- Provide a consequence if necessary
- Parental contact **MUST** be made
- Document behaviours and actions using SIS.

Student Wellbeing Coordinator actions:

- Assist in negotiating an Individual Behaviour Contract upon request
- Coordinate behaviour management of student across learning areas
- Coordinate progress reports across learning areas.

Resolution:

- Student behaves
- Student does not comply and formally referred to the Student Wellbeing Coordinator (stage 3)
- **At Stage 2 withdrawal re entry and resolution with involvement of HOLA. Call home and record on SIS. Re entry at the stage is organised by the teacher with involvement and support of HOLA**

Stage Three

Referral to Student Wellbeing Coordinator Coordinator Continued Inappropriate Behaviours

Student Wellbeing Coordinator actions:

- Reviews the case management of the student
- Consult with and facilitate ongoing support for all stakeholders
- Utilise support services to manage student behaviour
- Renegotiate the Individual Behaviour Contract (Yellow) with explicit behaviour expectations
- Develop an Individual Behaviour Plan (orange) and if appropriate other support plans
- Assign case manager
- Document behaviours and actions using SIS
- Feedback to staff concerned.

Resolution:

- Student behaves
- Student does not comply refer to Deputy Principal (stage 4)
- **For Stage 3 withdrawal re entry with resolution with staff member if required. Re entry is organised by the Student Wellbeing Coordinator**

Stage Four

Referral to Deputy Principal Continued Inappropriate Behaviours

Deputy Principal actions:

- Case management of the student examined
- Organises meeting with stakeholders
- Review and progression of Individual Behaviour Plan
- Document actions using SIS
- Principal informed of progress
- Feedback to staff concerned.

Resolution:

- Student behaves
- Student with continuing unresolved issues will be case managed by Student Services.
- **For Stage 4 withdrawal re entry with resolution with staff member if required. Re entry is organised by the Student Wellbeing Coordinator or relevant member of the executive team.**

All serious breaches of discipline go immediately to Stage Three or Four.

- develop, monitor and review plans for addressing identified risks (Risk and Business Continuity Management policy) and critical incidents (Emergency and Critical Incident Management policy) that involve weapons;
- contact police immediately if a weapon deemed to be prohibited or controlled is found on school site or during school activities;
- where a student is found to be carrying a weapon for the purpose of self-protection or self-defence, provide assistance and support to the student to promote more appropriate means of dealing with the threat perceived by the student;
- request support/advice from the Coordinator Regional Operations at the regional education office;
- make a report via the Online Incident Notification System as soon as practicable;
- communicate with, and offer support to, school staff, students and others as required;
- have clear procedures for dealing with weapons on the school site and at off-site school activities as part of the whole school behaviour support plan; and
- inform staff, parents and school community members of requirements relating to weapons on the school site and at off-site school activities.

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:

- assess the level of risk to the student and others;
- report the matter immediately to the principal; and
- ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.

If the student declines to hand over the item which is likely to cause harm, the principal (or nominee) will:

- inform the student's parents/carers of the situation;
- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student; and
- ensure the student is supervised by a member of school staff and the witness.

If the student continues to decline to hand over the item, the principal will:

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff should *not* undertake a personal search of the student.

If the student does not have the item which is likely to cause harm on their person, the principal will:

- ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

If the student refuses to make their property (e.g. bag) available for search, the principal (or nominee) will:

- inform the student's parents/carers of the situation; and
- seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff who find, or are given, a weapon should:

- label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and
- provide it to the principal.

The principal will:

- securely store the item;
- confirm the labelling of the weapon;
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.

Intoxication

In the event that there is a breach, or serious breach, of school discipline involving a student who is reasonably believed to be intoxicated, the principal will:

- not apply disciplinary sanction for the breach until requirements relating to the student's health and welfare have been satisfied;
- where applying a suspension, only release the student into the care of an adult. Where an arrangement for this transfer of care has not been reached with the parent(s), the principal will not release a student into the community. The principal will either keep the student under supervision at school, or have the student conveyed to a medical facility.

Staff will be mindful that intoxication may make the student's behaviour volatile and unpredictable. Staff will take care not to provoke a response that places the student or staff at risk of injury.

- Staff will:
 - remain calm; try to be friendly and non-judgmental, avoid transferring anxiety;
 - tell the student you are concerned about his or her safety;
 - keep your distance; ensure the student knows what you are going to do before you approach or touch him or her;
 - stand to the side of the student when speaking to ensure s/he feels less threatened;
 - try to avoid talking to the student in front of other students, to avoid embarrassment; and
 - try to find a caring friend of the student – intoxicated people are likely to listen more to a familiar voice.
- Staff will not:
 - confront the student;
 - argue with the student;
 - try to physically restrain the student (unless this is needed as a last resort where other strategies have failed and risk of harm to self or others is judged to be immanent);
 - allow the student to leave the school site on his or her own; or
 - leave the student alone.

