



KARRATHA SENIOR HIGH SCHOOL



POSITIVE BEHAVIOUR SUPPORT POLICY AND PROCESSES

Last Review June 2026

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SCHOOL VISION

At Karratha Senior High School we empower every student to embrace opportunities, build resilience and contribute positively to society.

PURPOSE AND INTENDED USE

The Karratha Senior High School Positive Behaviour Support Policy provides a clear, evidence-based framework for fostering safe, orderly, inclusive and culturally responsive learning environments.

Aligned with the Department of Education's Student Behaviour in Public Schools Policy and Procedures (effective 17 July 2023), it translates departmental expectations into practical, school-based processes that ensure every student receives the educational, relational and behavioural support necessary to learn and thrive.

This document is designed for the entire school community, who require consistent, transparent and fair guidance in responding to unproductive or unsafe behaviour. It serves as both a reference and an implementation guide to support shared understanding and collaboration. This document aims to promote clarity and transparency so that all members of the school community understand behavioural processes and expectations.

POSITIVE BEHAVIOUR SUPPORT

Our school is a Positive Behaviour Support (PBS) school. PBS is an evidence-based framework where behaviour is addressed in the same way as other curriculum areas. Collaboratively with staff, students and community members, we have defined the behaviour expectations at Karratha Senior High School (Karratha SHS). Our three whole school behaviour expectations, or values, are Responsibility, Respect and Inclusivity.

Expected behaviours are outlined on our Karratha Senior High School Expected Behaviours Matrix (next page) and students are expected to follow these behaviours in all school settings. Behaviours and procedures are explicitly taught to students, practised and reinforced through positive feedback and PBS points. We focus on a different positive behaviour from the matrix every fortnight. The behaviour is taught explicitly during mentor class and is reinforced across the school. Twice a term the PBS team holds a PBS shop where students can spend their points.

Unproductive behaviours are managed in the same way as errors in other areas of learning, by correction and reteaching. A continuum of procedures to respond appropriately and consistently to unproductive behaviours from minor to major behaviours has been developed and identifies when intervention and appropriate consequences are required.



Karratha Senior High School

Expected Behaviours

At Karratha Senior High School we...

Show

RESPONSIBILITY

when we..

- Have phones and headphones off and away (8:20-2:30)
- Take ownership of our choices and behaviours
- Seek assistance when needed
- Participate to the best of our ability
- Remain on school grounds
- Arrive on time and stay in our timetabled classes
- Focus on our work and stick to deadlines
- Come prepared to learn
- Have high expectations of ourselves and use a growth mindset
- Eat our food, access the toilets and drink fountains during break time

Show

RESPECT

when we..

- Cooperate with all staff instructions
- Use appropriate language
- Respect everyone's right to feel safe
- Respect the personal space of others
- Respect our school environment and keep it clean
- Allow others to learn
- Use active listening
- Engage safely and appropriately with school property and technology

Show

INCLUSIVITY

when we..

- Treat others with kindness
- Seek resolution instead of conflict
- Wear our uniform with pride
- Are culturally aware and embrace diversity
- Build positive relationships within our school community
- Work positively with our peers
- Celebrate success



KARRATHA SHS CORE VALUES

Our PBS branding began with one idea: let students lead. In a school-wide design competition, three native WA flowers consistently appeared - the Sturt Desert Pea, the Poverty Bush Wattle, and Mulla Mulla - chosen by students for the values they represent. These symbols, combined with colours inspired by the Pilbara, and Aboriginal art designed by our students, created a unified, student-designed identity that is grounded by Country and grown from our community.



Responsibility

Students show responsibility by taking ownership of their actions, making thoughtful choices, and actively contributing to a positive learning environment. As outlined in the behaviour matrix, this includes arriving on time, being prepared for class, participating to the best of their ability, and meeting deadlines. Responsibility also extends to looking after personal and school property, staying within school grounds, and demonstrating a growth mindset. This value is represented by the Poverty Bush Wattle, a plant known for enriching and stabilizing the land, symbolizing the importance of accountability and contribution to a strong foundation.

Respect

Respect is demonstrated through cooperation, appropriate language, and ensuring that all members of the school community feel safe and valued. The behaviour matrix highlights key actions such as following staff instructions, respecting personal space, keeping the school environment clean, and practicing active listening. Respect also extends to the environment and cultural heritage, reflected in the Sturt Desert Pea, a flower symbolizing deep respect for the land and its history.

Inclusivity

Inclusivity means embracing diversity, fostering positive relationships, and ensuring that everyone feels welcome and valued. Students can demonstrate inclusivity by treating others with kindness, seeking resolution instead of conflict, and working positively with their peers. Wearing the school uniform with pride and celebrating successes together further reinforce this principle. The Mulla Mulla represents inclusivity, as it plays a vital role in supporting biodiversity and maintaining traditional knowledge, highlighting the strength found in diversity.

MULTI-TIERED SYSTEM OF SUPPORT

Karratha SHS implements a three-tiered model of behaviour support to promote positive behaviour, engagement, safety and inclusion across the school. This model aligns with Department of Education expectations for schools to provide universal, targeted and intensive supports that respond to the diverse needs of all students. The MTSS framework ensures every level of support is developmentally appropriate, culturally responsive, trauma-informed and procedurally fair, with a focus on restoring safety, learning and relationships. This structured, evidence-based approach ensures every student receives the right support at the right time to succeed socially, emotionally and academically.

Tier 1 (Universal) Supports

Tier 1 focuses on proactive, preventative and instructional practices that keep most students engaged and learning. Teachers explicitly teach and model expected behaviours, apply consistent routines and recognise positive choices. If low-level behaviours persist despite consistent strategies, the student moves to Tier 2.

Tier 2 (Targeted) Supports

Tier 2 provides early, short-term interventions for students needing additional support beyond universal strategies. The focus is on restoring engagement and preventing escalation through collaboration between staff, students and families. Tier 2 is used when behaviours become repeated or escalated, however the student remains safe within the mainstream timetable. Continued or high-risk behaviour escalates to Tier 3.

Tier 3 (Intensive) Supports

Tier 3 provides individualised, collaborative, intervention for students with persistent, complex or high-risk behaviours affecting safety or learning. The focus is on safety, wellbeing and reintegration into the classroom. Tier 3 is implemented when there is risk to safety, repeated major incidents or complex needs impacting engagement.

Movement between tiers within the Karratha SHS behaviour support framework is fluid and responsive, allowing students to move up or down depending on their needs and progress. Students can return to a lower tier once they demonstrate regulation, safety, engagement and readiness to learn, and when supports are effectively working. Family partnership is central to the process, particularly at Tiers 2 and 3, where parents and carers are active participants in problem-solving and planning rather than simply being informed of outcomes. Restoration is also an essential component following significant harm or conflict, such as physical fights, serious verbal abuse, bullying or suspension. Restorative re-entry meetings provide an opportunity to acknowledge impact, repair relationships, clarify expectations and plan for success moving forward.

Through this structured and collaborative approach, Karratha SHS maintains a consistent, equitable and supportive framework that promotes positive behaviour, strengthens wellbeing and enhances learning outcomes for all students.

CLASSROOM MANAGEMENT STRATEGIES AND INSTRUCTIONAL STRATEGIES FOR ENGAGEMENT

All teaching staff at Karratha SHS participate in the Classroom Management Strategies (CMS) foundation training, which is integral to the school's positive behaviour support approach. CMS provides valuable, research-based strategies that empower staff to effectively manage student behaviour, fostering a positive and proactive learning environment. By employing a consistent approach with a shared language and purpose, the program helps minimise variability across the school, promoting a cohesive and supportive culture.

Instructional Strategies for Engagement (ISE) is an additional training offered to teaching staff. ISE are active learning techniques that enhance participation, collaboration and higher-order thinking through structured discussion and interaction. Research supports the use of cooperative and interactive learning strategies to improve engagement, retention and critical thinking. Teachers at Karratha SHS incorporate techniques such as Think-Pair-Share, Round Robin, Jigsaw, and Placemat to promote discussion and teamwork. Movement-based and creative strategies, such as Four Corners, Graffiti, and Gallery Walk support inclusion and variety. Lessons incorporate graphic organisers, reflection tools and collaborative problem-solving to cater to diverse learning styles and enhance student voice.

CREATING POSITIVE CONDITIONS FOR LEARNING

At Karratha SHS we believe in creating positive conditions for learning so that all students feel safe, welcome and included in their learning. Our first step is to create a positive environment in the school and classrooms as a proactive strategy towards managing behaviour.



RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS

Rights	Responsibilities
Students:	
• Learn in a positive and supportive environment • Work in a safe, secure and friendly environment • Be shown respect, courtesy and honesty • Receive fair treatment	• Actively participate in learning • Demonstrate the Karratha SHS expected behaviours - Responsibility, Respect and Inclusivity • Identify and report any bullying
Staff:	
• Democratic participation in decision-making process • Be shown respect, courtesy and honesty • Work in a safe, secure and friendly environment • Cooperation and support from families • Cooperation and support from colleagues	• Model the Karratha SHS expected behaviours - Responsibility, Respect and Inclusivity • Keep the school environment safe and secure • Establish positive relationships with students, parents/carers and staff • Demonstrate a high level of professionalism in teaching (Agreed Good Teaching) • Abide by the Code of Conduct • Participate in school decision-making and planning • Implement the school plan to counter and respond to bullying • Provide programs to teach students resilience and social problem-solving • Implement trauma-informed practices and positive behaviour support in their classrooms
Parents/Carers:	
• A high quality of education for their child • Be informed of all aspects of the school affecting their child (progress, behaviour, attendance, health and welfare) • Be heard about matters regarding their child's education • Know that their child is in a safe and secure environment • Participate in school decision-making (where appropriate)	• Ensure that their child attends school • Ensure that their child is physically and emotionally prepared for school • Support the school in providing a meaningful education for their child • Support their child in following school procedures and expectations • Treat staff with respect and courtesy • Participate in school meetings when invited • Inform school of ongoing conflicts/bullying outside of school



POSITIVE INCENTIVES FOR STUDENTS

Staff at Karratha Senior High School believe in recognising and rewarding students who demonstrate high attendance, appropriate behaviour and excellent academic achievement. Positive incentives aim to engage students and reinforce expected behaviours.

PBS Points and Verbal Feedback

KSHS staff can acknowledge positive behaviour by giving PBS points through Compass. PBS points are given freely and frequently throughout the day to students who are displaying the KSHS expected behaviours (refer to matrix). When awarding points staff explicitly state the reason why students are receiving a point to encourage the student to repeat the desired behaviour. These can be used towards purchasing items from the PBS pop-up shop.

Positive Contact Home

When exceptional performance is exhibited teachers are encouraged to make a positive phone call or email home. Contact should be made as soon as possible to provide immediate reinforcement of the behaviour. When negotiating a formal behavioural contract with a student, a phone call home is recommended as part of their reward. Classroom teachers may send home letters of commendation for students that have demonstrated positive improvement and/or consistent behaviours above the expected standard. Positive postcards are also sent to parents and students to acknowledge positive contribution.

Rewards Day

Each term, students are selected to attend a rewards day using different criteria. This includes things like improved attendance, positive attitudes, classroom improvement and a range of other things. Rewards days include going to see a movie, an afternoon at the pool etc.

RESPONDING TO UNPRODUCTIVE BEHAVIOUR

Karratha SHS responds to unproductive negative behaviour through a clear, consistent process that distinguishes between minor and major behaviours and emphasises prevention and restoration.

For minor behaviours, educators follow a structured C.A.R.E. approach (Calm, Address, Record/Reflect/Restore, Evaluate). Calm classroom management strategies (CMS), such as low-key redirection, proximity, reteaching expectations and providing choice is the first step. If behaviour continues, staff address the behaviour with logical consequences such as removal to a reset class, an informal agreement, or detention. Teachers then record, reflect and restore through documentation, parent contact and restorative conversations, before evaluating whether further student or teacher support is required. When such behaviour stops at any stage, staff provide explicit positive acknowledgement and feedback to reinforce expectations.

For major behaviours, the process is escalated to heads of learning areas, student wellbeing coordinators and executive staff, with immediate support, formal documentation, communication with families, and the application of logical consequences such as suspension, all-day withdrawals and loss of Good Standing. Additional responses may include case management, documented plans and targeted interventions.

Across all stages, the school prioritises respectful, consistent responses that reteach expected behaviours, maintain student dignity and support positive behaviour change. Please see the following KSHS PBS Behaviour Response and Referral Flowchart for detailed process.

KSHS PBS BEHAVIOUR RESPONSE AND REFERRAL FLOW CHART

Prevention – Positive conditions for learning
cheat sheet

START HERE

Minor or Major Behaviour?

Follow Minor Behaviour Process

Follow Major Behaviour Process

MINOR BEHAVIOUR – Educator managed

- Answering back/arguing
- Calling out
- Deliberately disrupting/interfering with class learning time
- Eating in class
- Late to class (without attendance slip)
- Leaving class without permission
- Littering
- Minor E-Breach (phone confiscation/inappropriate use)
- Misuse of school resources/equipment/materials
- Non-school appropriate clothing/footwear
- Not attending timetabled class/out of bounds
- Out of seat, walking around
- Refusal to attempt work given
- Refusal to follow staff instructions
- Rough play/play fighting
- Swearing/disrespectful language
- Teasing/name calling/mimicking
- Touching someone without their permission (non-sexual)
- Unprepared for class



MAJOR BEHAVIOUR – HOLA/Admin/SWB managed

- E-Breaches (refusal to surrender phone/misuse of technology)
- Physical aggression towards staff
- Abuse, threats, harassment or intimidation to staff
- Physical aggression towards students
- Abuse, threats, harassment or intimidation of students
- Damage to or theft of property
- Blatant violation of behaviour expectations at KSHS
- Possession, use or supply of substances with restricted sale
- Possession, use or supply of illegal substance or objects

Follow **CARE** steps

Behaviour Continues

C CALM CMS

Low Key responses
• Proximity • Non-verbal gesture • Planned ignore • Pause
Regulation strategies (brain break/movement)
Private dialogue
Implied choice
Re-Direct (state expected behaviour)
Re-Teach (Tell, Show, Practice, Feedback)
Move seats
Ready to Learn Plan

Behaviour Stops

Explicit Positive
Acknowledgement
and feedback (5:1)

Behaviour Stops

Behaviour Continues

A ADDRESS

1. Apply **logical additional teacher response**

- Removal to reset class
- Detention
- Next lesson reset
- Informal agreement

After Lesson

R RECORD, REFLECT & RESTORE

2. Chronicle entry
3. Parent contact
4. Personal reflection/debrief with colleague
5. Restorative conversation
6. Change seating plan (optional)

Behaviour Continues

E EVALUATE

Additional student support required
7. Classroom agreement with student

OR

Teacher support required

Consult HOLA/colleague to discuss support
Classroom observations for feedback and support
Training – CMS, Berry Street, PBS, Explicit Instruction, review of flow chart



Behaviour Continues

HOLA referral to deputy/SWB for further support

HOLA RESPONSES - Class Time

SWB/DEPUTY/ROVER RESPONSES – Break Time + Assistance

1. Contact HOLA immediately for assistance
2. If HOLA unavailable, send student immediately to reset class then follow up with HOLA (if physical aggression, call SWB immediately)
3. Chronicle entry completed
4. HOLA/SWB/deputy review of incident
5. Logical consequence issued
6. Communication loop: deputy, SWB, teacher, HOLA, parent, student
7. SWB/deputy referral completed if required (after multiple incidents)
8. Facilitate case conference with stakeholders & restorative conversation
9. Where suspension has occurred: re-entry process includes staff issuing suspension and staff involved in incident
10. Restorative conversation to occur during re-entry

***Break time** – Contact ROVER
if ROVER unavailable – seek help from nearby duty teachers then continue with chronicle entry

ADDITIONAL SWB & DEPUTY RESPONSES COULD ALSO INCLUDE:

- Attendance/behaviour monitoring card
- Chill Out Card
- Case management
- Documented plans created and shared
- Intervention programs
- Tier 2 and 3 interventions



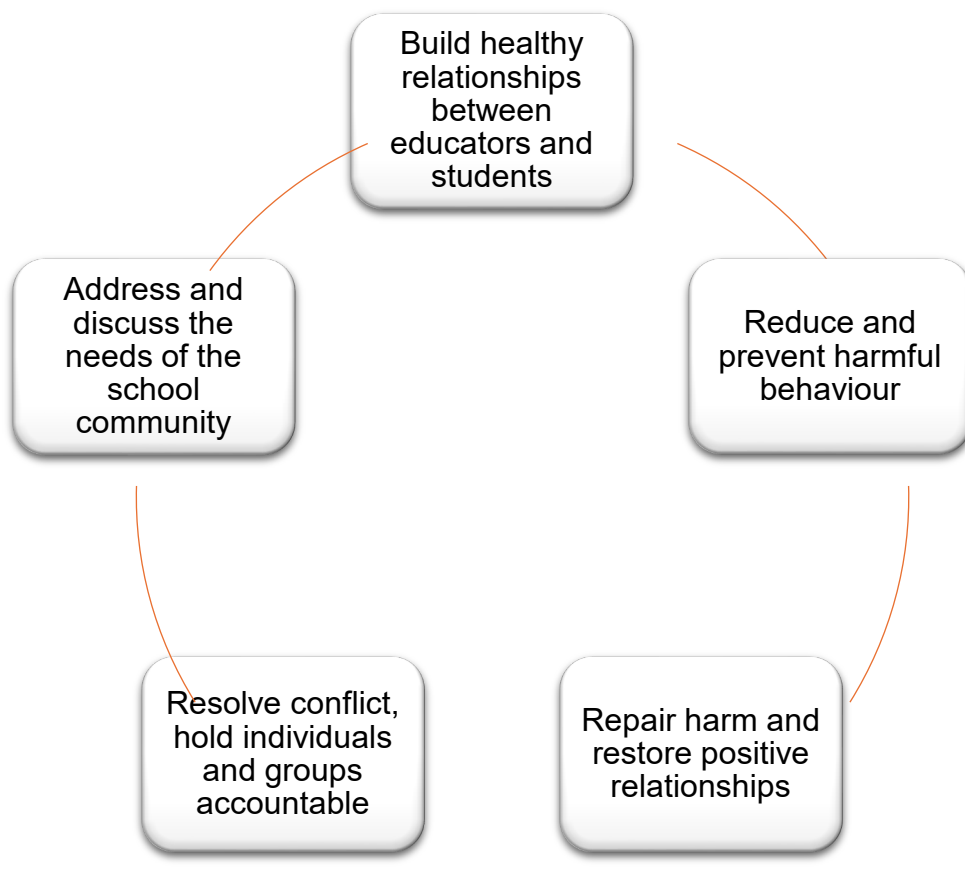
RESTORATIVE PRACTICES

Restorative Conversations

Restorative conversations are a private, respectful and restorative conversation that occurs between a staff member and a student. The goal of the conversation is to repair relationship rupture and address the student's state of physiological, emotional or behavioural dysregulation. These talks aim to build social and emotional skills by allowing students to learn from their actions and move forward in a positive manner. Teachers guide students to find solutions that everyone agrees on, match the Karratha SHS expectations, and ensure the agreed-upon restitution is directly related to the mistakes made.

Restorative Practice is a non-punitive approach that acknowledges everyone makes mistakes and emphasises collaboratively resolving issues and learning from them. It focuses on building and maintaining strong connections among students, parents, teachers and the community, playing a vital role in overall wellbeing.

Restorative conversations should take place once both the student and staff member are calm; this may be the following day if needed. The conversation should occur at a mutually agreed-upon time and in a suitable setting. Both students and staff may choose to have a support person present.



KARRATHA SENIOR HIGH SCHOOL RESTORATIVE CONVERSATION



CHECK IN

- Choose a good time (everyone is de-escalated).
- Choose a good place to have conversation.
- Acknowledge the students strengths or values.
“I have seen you show strengths in...”
“Usually you always...”
“I know you value...”

“This was not your moment...”

- “What happened?”
- “What did you want?” (Identify the need)
- “It’s ok to feel or want ...” (Validate the need/emotion)
- “Did your actions have a positive outcome?”

EXPLORE THE HARM

REPAIR THE HARM

- “Who has been affected by this behaviour?”
- Identify feelings and the impact had on others.
“How did you feel?”
“How do you think I felt?”
“How did those around you feel?”
- “Are you willing to work together to solve this?”
- “What could be done to repair the relationship?”

- “What are our behaviour expectations at KSHS?”
- “What could you try next time?” (Replacement behaviour)
- “Who or what could help you with that?” (Teacher, external or environmental support)

REACH AN AGREEMENT

FOLLOW UP

- Organise a time to check in to see how the supports in place are going.
- “How are you feeling now?”
- “What went well in this conversation?”
- Optional - “You missed in class, let’s chat about how you can catch up on this.”

DEFINITIONS

MINOR NEGATIVE BEHAVIOURS

Unproductive behaviours that interrupt learning and do not align with Karratha SHS's expected behaviours. Minor unproductive behaviours are usually educator managed within the classroom. Please see below a list of behaviours considered as minor behaviour breaches.

- Answering back/arguing
- Calling out
- Deliberately disrupting/interfering with class learning time
- Eating in class
- Late to class (without attendance slip)
- Leaving class without permission
- Littering
- Minor e-breach (phone confiscation/inappropriate ICT use)
- Misuse of school resources/equipment/materials
- Non-school appropriate clothing/footwear
- Not attending timetabled class/out of bounds
- Out of seat, walking around
- Refusal to attempt work given
- Refusal to follow staff instructions
- Rough play/play fighting
- Swearing/disrespectful language
- Teasing/name calling/mimicking
- Touching someone without their permission (non-sexual)
- Unprepared for class

MAJOR NEGATIVE BEHAVIOURS

Serious behaviours that pose a risk to safety or significantly disrupt learning. Major behaviours are usually managed by the Head of Learning Area (HoLA), SWB coordinator or deputy principal. Please see below a list of behaviours considered as major behaviour breaches.

- E-breaches (refusal to surrender phone/misuse of technology)
- Physical aggression towards staff
- Abuse, threats, harassment or intimidation to staff
- Physical aggression towards students
- Abuse, threats, harassment or intimidation towards students
- Damage to or theft of property
- Blatant violation of behaviour expectations at KSHS
- Possession, use or supply of substances with restricted sale
- Possession, use or supply of illegal substance or objects

DETENTION

A consequence given for repeated or unresolved minor behaviours, usually requiring the student to give up a period of their break time to reflect and take responsibility.

RESET CLASS

A short-term removal to a buddy classroom where the student works independently to calm down and reset before rejoining their original class.

INFORMAL AGREEMENT

A verbal discussion which includes a mutual understanding between teacher and student where everyone agrees on behaviour goals in class.

SUSPENSION

Temporary removal from school in response to serious behaviour breaches, ensuring safety and allowing for reflection and planning before return.

ALL DAY WITHDRAWAL

An internal alternative to suspension where the student is supervised in a separate location for the full day to complete work and reflect on behaviour.

DOCUMENTED PLANS

Individual support plans developed for students needing behavioural, learning or medical support, created in partnership with staff and families.

RESTORATIVE CONVERSATION

A process that helps students take responsibility for their actions, repair harm and rebuild relationships through respectful, guided conversations.

GOOD STANDING (see appendix)

Good Standing is the status all students are granted at the beginning of each term. It is the responsibility of the student to maintain their Good Standing. Students with Good Standing are eligible to participate in non-curricula events throughout the year.

APPENDIX I

GOOD STANDING POLICY

At Karratha SHS, we aim for all students to work within the school's behaviour expectations of Responsibility, Respect and Inclusivity. The Karratha SHS Good Standing Policy emphasises the importance of students taking responsibility for the choices they make on a daily basis.

Good Standing:

- Good Standing is the status all students are granted at the beginning of each term.
- It is the responsibility of the student to maintain their Good Standing.
- Students with Good Standing are eligible to participate in non-curricula events throughout the year.

To Maintain Good Standing:

- Comply with Karratha SHS PBS Expected Behaviours and Positive Behaviour Support Policy.

Stages of Good Standing:

1. Good Standing – all students start the term with Good Standing and retain it as described above.
2. Probation – loss of Good Standing. Students and parents/carers will be notified. Students must address the requirements listed below to regain Good Standing.

	Stage at which loss of Good Standing occurs	Requirements to regain Good Standing
Minor Negative Behaviour	At the discretion of the SWB coordinator or deputy, where there is evidence of ongoing and consistent minor negative behaviours that are impacting the learning of others.	2 weeks loss of Good Standing • Restorative meeting held and student placed on a classroom agreement or documented plan for the duration. • Ideally 10 school days of positive behaviour.
Major Negative Behaviour	Student displays major negative behaviour which results in: • suspension • internal all-day withdrawal	5 weeks probation - loss of Good Standing • Restorative re-entry meeting attended by student, parent/carer and appropriate staff. • Student placed on a documented plan for the duration of loss. • Restoration dealt with on an individual basis under the direction of school admin – ideally 25 school days of positive behaviour. <i>*Good Standing will not renew at beginning of the term, until all above requirements have been met.</i>

Consequences of Loss of Good Standing

A student who has lost their Good Standing may not be able to participate in the following:

- Extra-curricular activities and events representing the school.
- School representation in carnivals and competitions, including as an umpire, coach or official.
- School excursions not linked to the curriculum.

- School social events, including the Dinner Dance, School Ball, Year 12 Presentation Night etc.
- Student leadership – may lead to loss of student leadership role.

Appeal Process

If a student would like to appeal a loss of Good Standing to be able to attend a school event they will need to follow this process. Any breaches within 5 days before the event is considered an automatic loss of eligibility and an appeal will not be considered.

1. Student writes a letter to the principal requesting consideration to be granted permission to attend the event.
2. Principal reviews the application and liaises with the appropriate deputy principal and SWB coordinator.
3. Student is placed on an appropriate documented plan (check-ins with SWB co during this time to assess progress against plan).
4. Student meeting one week prior to event with deputy principal/SWB coordinator to reflect on contract and determine if permission to attend, and communication back to parents.

APPENDIX II

BULLYING

Bullying is a repeated, unjustifiable behaviour that may be physical, verbal, sexual, homophobic, and/or psychological. It is not a conflict; it is a form of victimisation. Responsibility, Respect and Inclusivity is expected and encouraged at Karratha Senior High School and these values form the basis for all our dealings with one another. Karratha Senior High School has a zero tolerance approach to bullying. Students, staff, parents, carers and the wider community have the right to a safe and supportive environment, both physically in and around KSHS as well as during any interactions the school is involved in.

Examples of Repeated Bullying Behaviours (Please note that this is not an exhaustive list.)

	Direct	Indirect
Physical	• Hitting, slapping, punching • Kicking • Pushing, strangling • Spitting, biting • Pinching, scratching • Throwing things, e.g. rocks • Hair pulling	• Getting another person to harm someone
Verbal/ Non-Physical	• Name-calling • Teasing • Demanding money or possessions • Forcing another to do homework or commit offences such as stealing • Threatening violence • Discrimination of race/disability/sexuality/culture/beliefs	• Spreading rumours • Trying to get other students to not like someone • Writing notes about others
Non-Verbal	• Threatening and/or obscene gestures or facial/body language	• Deliberate exclusion from a group or activity • Removing and hiding and/or damaging others' belongings
Cyber	• Hurtful phone calls • Hurtful texting • Unwanted direct messaging • Hurtful or threatening conversations on any social media platform • Sharing of photos/videos without permission	• Calls from blocked numbers • Hurtful social media posts, such as memes, reels, stories, tik toks etc • Altered photos • Hacking/using other peoples accounts

Staff members are required to assist students in understanding the difference between bullying and peer conflict. This is to assist all students to be aware of their accountability and responsibility in certain circumstances.

Support Services and Networks (Student Services)

Student Services consists of the following:

- School Chaplain
- Student Support Officers
- Student Wellbeing Coordinators
- Stars Foundation
- Aboriginal Islander Education Officers
- School Nurse
- Year Coordinators
- School Psychologists
- Clontarf Academy

BULLYING INCIDENT

Report to:
Teacher
Year Coordinator
Student Wellbeing

Report is investigated.
Parents/carers of both parties notified.
Mediation may take place.

Conflict is unresolved

RESOLUTION CHART

TO MAKE THINGS RIGHT

Conflict is resolved

Check-ins with SWB if required

Student Wellbeing Intervention

- Boundaries
- Seating plans
- Loss of privilege e.g. excursion or school activity

Conflict continues to be unresolved

Student and parent/carer meeting

Possible in-school withdrawal or suspension.

TOWARDS TOMORROW

APPENDIX III

MOBILE PHONE AND HEADPHONE POLICY

At Karratha Senior High School we have phones and headphones off and away all day, between the hours of 8:20am and 2:30pm.

All students are aware of this behaviour expectation. Reminders will be a part of classroom entry procedures. If a student has a mobile phone or headphones visible the procedure is as follows:

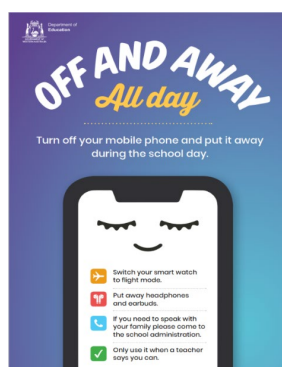
1. The student will be asked to turn off their phone or take out headphones and hand over to the teacher.
2. The phone will be placed in an envelope and the teacher will complete all details required on envelope.
3. The teacher will take the completed envelope with the phone/headphones to the administration office front desk before 2pm.
4. The administration staff will record the student's name and keep the envelope in a filing cabinet for the day.
5. Teacher will enter as minor behaviour – Minor E-Breach on Compass.
6. Confiscation 1 and 2: the student can collect their phone/headphones at the end of the day.
7. Confiscation 3: The parent will need to collect the phone/headphones at the end of the day and for all subsequent confiscations. Administration staff will email the relevant year co, SWB coordinator and deputy principal to contact the parent.
8. Further actions will be put in place for repeated confiscations.

If a student refuses to follow a teacher's instructions, then the KSHS PBS Response and Referral Pathway will be followed, and further consequences will apply.

As per the Department of Education Mobile Phone Policy (poster below) there may be circumstances where students can use their phone/headphones, such as:

- completion of tasks that cannot be completed on a computer or laptop;
- as part of a student's individual support plan.

Exceptions need to be approved by a HOLA, SWB co-ordinator, deputy principal or principal.



APPENDIX IV

SCHOOL UNIFORM POLICY

Our school uniform instils a sense of unity, builds on the school spirit and enhances school pride. It also upholds the fact that individuality and self-expression do not lie in designer clothes but within each individual. At Karratha SHS we show inclusivity by wearing our uniform with pride.

Karratha Senior High School has a prescribed dress code that is compulsory. The school uniform is only available from Karratha Senior High School.

Students who, due to religious or financial reasons, are unable to wear the full school uniform, must gain an exemption in writing through their student wellbeing coordinator at the beginning of each term.

Uniform Dress Code - Compulsory

1. Students in Years 7 - 10 wear navy blue and red school polo shirts with the school logo. Year 11 and 12 students wear navy blue and white school polo shirts. The school jacket/jumper, or Country Week tops may also be worn.
2. Students are to wear the official navy blue shorts or navy blue pants which are only available from the school.
3. For health reasons, students are encouraged to wear caps/hats when outdoors.
4. For health and safety reasons, students must wear closed-in shoes.
5. Students require a faction shirt for all physical education classes.
6. T-shirts under the school uniform are not accepted.

Excursions

Students attending school excursions must wear full uniform unless otherwise instructed.

Uniform Shop Information

Uniforms are available from the front office during business hours.

Process for students who arrive at school without correct school uniform

- Students who present at school wearing non-KSHS uniform are required to go to Student Services upon arrival at school to borrow a uniform. An orange slip will be given to the student to change back in the last 5 minutes of the day.

Process for students who arrive at school without correct footwear

- Contact home will be made for parents/carers to bring shoes.
- If parents/carers cannot be contacted or are unable to bring in shoes, students will be required to wear KSHS-provided shoes and socks.

Refusal to borrow uniform/shoes is a breach of our school's expected behaviours and poses a health and safety issue. This will result in parents/carers being contacted to pick up the student or provide an appropriate uniform or footwear. If parents/carers are unable to do this, the student will be withdrawn for the day.

Exemptions for footwear

- Parents/carers will be required to contact the school with a one-day exemption for their child.
- Additional days will require a medical certificate if they cannot wear shoes.
- Students with medical certificates stating they are not fit to wear enclosed shoes will not be able to participate in certain classes. A safe place will be provided for them to complete alternative work.

APPENDIX V

DRUG, ALCOHOL AND OTHER PROHIBITED SUBSTANCES

Our Vision

At Karratha SHS we believe that health and drug education is integral to the wellbeing and life-long learning of our students. We aim to provide a safe and supportive environment for the school community. We endeavour to engage the whole school community (families, parents and carers) and local partnerships in our resilience, wellbeing and health education initiatives. We are committed to providing our students with health, wellbeing and drug education, and necessary related interventions across all year levels.

Our Commitment

Our school health, wellbeing and drug education guidelines are consistent with the Principles for School Drug Education. The guidelines promote a whole-school approach to drug education to establish and maintain a safe school environment.

The school staff, students, parents/carers and the wider school community work together with the aim of preventing and reducing potential and existing risks of harm from drug use. Our guidelines have been developed in consultation with the whole school community to address health, wellbeing and drug education and support interventions in a caring and consistent manner.

Curriculum

- Our three-year drug education plan identifies age-appropriate drug education content across all year levels.
- We use evidence-based drug education resources as well as other relevant, up-to-date programs.
- School administration supports staff to deliver appropriate drug education by providing for professional development opportunities for staff and allocating funds for resources and materials.
- Classroom programs focus on skill development and develop students' knowledge and understanding, attitudes and values, and promotion of help-seeking behaviours.
- Learning is extended from the classroom to promote parent/carer support of health, wellbeing and drug education programs (e.g. through the use of information brochures, Facebook and websites).

Ethos and Environment

- Health, wellbeing and drug education is included in whole-school planning.
- All students have the opportunity to participate in health, wellbeing and drug education programs and initiatives which recognise the cultural diversity of our cohort.
- School health, wellbeing and drug education guidelines are reviewed regularly, in consultation with the school community.
- School administration supports staff attendance at professional learning to broaden their understanding and enhance their confidence in working well with health, wellbeing and drug education issues.
- We have developed and implemented procedures for incident management and intervention support and these have been communicated through the whole-school community as part of the school health, wellbeing and drug education guidelines.

Parents and the Community

- The school community are encouraged to engage in health, wellbeing and drug education initiatives and programs.
- Health and wellbeing, drug information and strategies for the school community are provided on a regular basis through a variety of methods.
- RSDE (Road Safety and Drug Education) is used to identify resources and agencies that support and complement our school health, wellbeing and drug education initiatives.
- Parents and students are provided with an enrolment package containing school policies and guidelines which are signed off.
- A number of days annually are set aside for a focus on health, wellbeing and drug education.
- KSHS calls on community support agencies to address individual issues in relation to student health and wellbeing (e.g. CAMHS, Relationships Australia, Mission Australia).

This management plan is to guide responses to students who are thought to be:

- Drug affected
- In possession of a legal drug
- In possession of a suspected illicit drug

KSHS Drug Definition

Any substance taken into the body with the intention to alter its function physically and/or psychologically. This includes, but is not limited to, analgesics, alcohol, tobacco, vapes, cannabis and amphetamines.

Step 1: Identification of intoxicated students

Step 2: Removal of student from class

Step 3: Confirmation of observation

Step 4: Contact home

Step 5: Student must be collected by parent/carer/nominated adult

Step 6: Follow up actions

APPENDIX VI

FOOD, DRINK AND OTHER PROHIBITED ITEMS

At Karratha SHS, we are committed to maintaining a safe, respectful and focused learning environment. To support the wellbeing of all students and staff, certain items are not permitted on school grounds. These expectations align with the Department of Education's duty of care and student behaviour policies, as outlined on Ikon.

Food and Drink Expectations

- Students are encouraged to consume nutritious food and water during designated break times.
- Energy drinks, soft drinks, and high-caffeine beverages (e.g. Monster, Red Bull, V) are not permitted at school.
- Chewing gum is strictly prohibited on school grounds.
- Food is not to be consumed during class time unless part of a structured learning activity or approved for medical reasons.
- Fast food (e.g. McDonald's, KFC, Hungry Jacks) dropped off by parents or carers is not to be taken into the yard or classrooms and must be consumed in the student services office under supervision.

Other Prohibited Items

The following items are not permitted on school grounds due to health, safety or behavioural concerns:

- Aerosol cans, including deodorants and body sprays, due to the risk they pose to students and staff with respiratory conditions.
- Vapes, cigarettes, lighters, matches and any form of tobacco or e-cigarette product, in accordance with the Smoke-Free WA Schools Policy.
- Alcohol, drugs and any illicit substances or related paraphernalia.
- Gunpowder, explosives or any item that could cause harm or panic.
- Weapons or objects resembling weapons, including toy or replica guns, knives or blunt instruments.
- Offensive, dangerous or distracting items, as deemed inappropriate by school leadership.

Students found in possession of prohibited items will have them confiscated and further consequences may be applied depending on the severity of the breach.