# Waroona District High School
# POSITIVE STUDENT BEHAVIOUR SUPPORT POLICY


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## POLICY RATIONALE

The aim of the Waroona District High School Positive Behaviour Support Plan is **to provide a positive learning environment where each student's right to learn is protected**. We aim to provide an environment that:

- is **considerate** and respectful;
- is socially, ethically and environmentally **responsible**
- is **safe** and free of bullying and harassment
- provides a quality curriculum that **engages** students
- enables students to **aspire** to achieve

These aims are captured in our Student **Code of Conduct**.

## CODE OF CONDUCT:

| EVERY STUDENT HAS THE RESPONSIBILITY TO: | EVERY STUDENT HAS THE RIGHT TO: |
|---|---|
| Be **considerate** and respectful; including respecting the rights of others to learn, and teachers to teach. | Learn without disruption and be treated with **consideration** and respect. |
| Take ownership of learning and behaviour through setting **aspirational** goals. | **Aspire** to reach their full potential, academically and socially. |
| Make decisions that are ethically, socially and environmentally **responsible.** | Learn in a socially, ethically and environmentally **responsible** setting. |
| **Engage** fully in all classes. | A quality curriculum that is **engaging.** |
| Behave **safely** and inclusively in and out of the classroom with zero tolerance for bullying behaviours. | Feel **safe** and included in and out of the classroom in an environment free from bullying and intimidation. |

## GUIDING PRINCIPLES TO OUR POLICY

- The creation of positive, safe and engaging classroom environments that minimise student misbehaviour
- Expected behaviours are explicitly taught, modelled, monitored, and reinforced;
- Classroom management strategies are utilised as part of effective instructional practice;
- Individual adjustments are implemented based on student need;
- Promotion of restorative relationships when managing student behaviour, supporting the growth of self-regulation and peer-regulation;
- The school will analyse and respond to the assessment of school behaviour data each semester; and
- Engage parents in active partnership and participation based on mutual respect and communication.

## WHOLE SCHOOL POSITIVE BEHAVIOUR APPROACHES

### Positive Behaviour Framework

Positive Behaviour Support (PBS) is an internationally recognised framework that helps schools identify the culture they would like to see in their classrooms, playgrounds and staffrooms. The PBS framework allows schools to develop systems that promote, reinforce and recognise positive behaviours to build the culture they want. Behaviour can be taught and learned through explicit teaching and modelling. By clearly stating the behaviours we DO want to see, we can teach, recognise and modify every student and staff member's approach to life at Waroona District High School.

**Restorative Practice**

An approach to dealing with offending behaviour that is focused on offenders taking responsibility for their behaviour and taking actions to repair the harm they caused. This strategy is used for maintaining healthy relationships and to repair relationships that have been damaged. It is applied at a whole school or classroom level and in responding to challenging behaviour or bullying.

## OUR INTERVENTION AND SUPPORT STRATEGIES

**Student Services**

The Student Services team consists of a Primary Deputy Principal, Secondary Deputy Principal, Student Services Coordinator, Engagement Officer, Aboriginal Education Officer, School Psychologist and Chaplain, who work closely with staff and students, developing preventative programs and plans with appropriate courses of action to support the needs of students. Student Services is about working together in the best interests of all students. Students, teachers and parents are able to refer to the Student Services team for consultation on issues such as friendship, social skills, bullying, grief, adolescent behaviour, mental health issues, learning difficulties, family issues etc. The Student Services team develops programs and events aimed at promoting a safe, inclusive environment that fosters a sense of belonging in all school community members. Programs and events include breakfast club, lunch activities, assemblies, student leadership team and fundraising.

**PBS Behaviour Matrix**

CARES is the school wide Behaviour Matrix outlining the specific behavioural expectations of the school. To facilitate positive behaviour these expectations are communicated to all students. Communicating behavioural expectations is designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. These specific behavioural expectations are communicated via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at assemblies and during active supervision by staff during classroom and non-classroom activities;
- Published on school website, Facebook and CONNECT; and
- Signs displayed in all classrooms and around the grounds with our specific expectations.

| Expected Behaviours at Waroona District High School | | | | | |
|---|---|---|---|---|---|
| | We are **considerate** when we | We are **aspiring** when we | We are **responsible** when we | We are **engaged** when we | We are **safe** when we |
| At all times | • Greet positively<br>• Listen when others are speaking<br>• Include others<br>• Help others<br>• Use language that shows caring | • Set goals and work to achieve them<br>• Apply useful feedback to improve ourselves | • Follow staff instructions<br>• Wear school uniform<br>• Put rubbish in the correct bins<br>• Access and return equipment<br>• Are prepared for what we're doing<br>• Are on time | • Have a go<br>• Are actively involved<br>• Ask questions if we're unsure | • Follow staff instructions<br>• Walk on verandas and paths<br>• Use Personal Protective Equipment<br>• Stay in the school boundaries<br>• Keep hands and feet to ourselves |
| Technology | • Report cyber bullying<br>• Treat technology with care<br>• Communicate thoughtfully online | • Use technology to increase knowledge and learning | • Know our login and password<br>• Put devices on charge | • Follow the school's ICT agreement<br>• Submit our own work | • Access material that suits our learning tasks<br>• Use technology for its purpose |
| In class time | • Share equipment and ideas<br>• Support others<br>• Care for property<br>• Allow others to learn | • Ask for feedback to improve our learning | • Finish and hand in our work<br>• Hand in notes and permission slips on time<br>• Start work quickly | • Listen actively<br>• Take part in activities and contribute to the best of our abilities | • Use equipment appropriately |
| During break times | • Stay in our zones<br>• Use equipment safely | • Help others<br>• Invite others to join our games | • Eat something, go to the toilet and have a drink<br>• Tidy and return borrowed equipment | • Share equipment<br>• Play by the rules<br>• Show sportsmanship | • Are positive advocates for others |

**VIVOs**

VIVO is an online rewards system which aims to improve student engagement, motivation and behaviour. Teachers are encouraged to award students with electronic points called VIVOs for meeting specific targets which are linked to the five school values. VIVOs are also awarded for attendance, community service activities and sporting events. Students can cash in their Vivo for rewards, which are provided at the School VIVO shop or through the on-line VIVO shop. Parents can also track progress with a parent account so that they can see how VIVOs are being earned and spent.

**Building Staff Capacity**
- Induction in the school's Positive Student Behaviour Support Policy delivered to new staff and relief staff;
- Key plans and processes regularly revisited with all staff;
- Strategic and ongoing professional development for all members of the school community;
- Proactive classroom management strategies and training for all staff; and
- Delivering an engaging curriculum, effective teaching and promoting and encouraging high standards of behaviour.

**Social & Emotional Learning**
- Year 7-10 Resilience program SenseAbility. SenseAbility is a strengths-based resilience program. It consists of a suite of modules developed to enhance and maintain emotional and psychological resilience.

SenseAbility modules include:
1. Essential Skills
- Helpful thinking and self-talk
- Emotional recognition and regulation
- Life problem-solving
- Communication
- Planning and time management
- Keeping well
2. Sense of self-worth
3. Sense of Control
4. Sense of belonging
5. Sense of purpose
6. Sense of future
7. Sense of humour
- The program is based on cognitive-behavioural principles, the evidence-based approach which says that our thoughts play a critical role in influencing feelings and consequent behaviour.
- Careers and Health curriculum. Small group targeted SEL program

**Extra-Curricular School Events**

The School holds a number of extra-curricular events to reward/recognise students who continually meets the school behaviour expectations. If a student does not meet the requirements below they will not be eligible to attend the events (e.g. Year 7-10 School Dance, Primary School Disco, Country Week);
- Attendance above 90% (unless there are extenuating circumstances)
- No suspensions on record during the calendar year or have completed a satisfactory period on a Student Monitoring Card post suspension

**A SAFE AND POSITIVE CLASSROOM ENVIRONMENT**

The most important and effective classroom management strategy is the conscious and proactive building of a safe and positive classroom environment. Most students will be more likely to behave and feel empowered when:

- They feel that the teacher has made an effort to get to know them as individuals by building a rapport with them (winning over and developing mutual respect)
- They find course content interesting and engaging
- Positive behaviour is regularly given recognition. This should be through verbal feedback as well as through teacher led strategies, such as:
  ➢ Letters of Commendation
  ➢ Positive phone call to parent
  ➢ Certificates at assemblies
  ➢ Invitation to reward excursions, incursions, activities
  ➢ Issuing of reward points

Students need to have a clear understanding of the expectations teachers have of them and how this should guide their behaviour. All teachers are required to help students reach this understanding and to remember that some students will take longer than others to learn and accept their responsibilities with respect to their behaviour.

As members of Waroona District High School we agree that:
• All students are important members of the school community
• All students are capable of learning and achieving challenging goals that they set for themselves
• All decisions are based on honest, consistent and considered communication between students, parents, teachers and the wider school community.
 • All members of the school community play an essential part in modelling and enacting positive relationships.
• All behaviour management processes should involve actions, alongside restorative justice strategies to ensure positive and actual change.

**A STAGED RESPONSE TO POSITIVE BEHAVIOUR SUPPORT**

The focus of our processes and procedures is on the creation of a positive school and classroom environment. The consolidation, repair and rebuilding of authentic relationships between staff and students is encouraged at all stages of our Positive Student Behaviour Support Policy. A consistent approach to responding to student misbehaviour is emphasised and a variety of interventions at each stage are utilised to respond to student misbehaviour. Staff can gain assistance at any stage of the Positive Behaviour Support Flow Chart (See **Appendix A Positive Behaviour Support Flow Chart**).

**STAGE 1 – POSITIVE CLASSROOM MANAGEMENT AND BEST PRACTICE**

**1.1 Strategies to Encourage Positive Behaviour**

It is expected that teachers increase positive behaviour and create the environment for learning through:
• Providing lessons which are relevant, interesting and well prepared
• Making the learning explicit through Learning Intentions and Success Criteria that are referenced throughout the lesson and reviewed at the end of the lesson.
• Setting and maintaining high expectations for students.
• Creating a seating plan for learning and not to suit friendships.
• Using cooperative strategies, to allow students to share ideas and provide time to discuss their learning and check for understanding.
• Selecting teaching methods which are appropriate for the students
• Creating a cohesive classroom group, through the continued development of relationships
• Displaying norms in the classroom and routinely bringing them to the attention of students.
• Establishing positive relationships and creating a positive classroom atmosphere.
• Regularly encouraging and rewarding students who are working well.
• Providing constructive/positive feedback on work completed as part of the learning cycle.
• Being a good role model.

• Treating students in a fair and consistent manner and with respect.
• Giving clear and timely instructions to both classroom management and the lesson.
• Using consequences which are appropriate to the behaviour, situation and student which do not exacerbate the conflict.
• Emailing, or telephoning parents with positive or negative concerns.
• Reflecting on teacher practice and reactions to student behaviours.
• Issuing certificates for hard work (during assemblies).
• Issuing Vivo points

### 1.2 Positive Student/Staff Interactions

Two significant strategies for preventing conflict are to create a positive learning environment and build and maintain authentic relationships with students. A positive and respectful atmosphere should exist both in the classroom and around the school.  The following is a guide to assist teachers with the effective implementation of this fundamental student engagement strategy.  The presumption of all staff should be that all students are or can be responsible, respectful and accountable members of the school community.  Strategies that can create and maintain authentic relationships are categorized below

### 1.3 The Code of Conduct

• Familiarise students with the rights and responsibilities of staff and students at WDHS.
• Establish classroom processes and procedures with students that support the rights and responsibilities of staff and students at school.
 • Review and explicitly reinforce the processes and procedures with the students.
• Make sure to separate the behaviour from the student.
• Ensure that negative student choices are followed up on; otherwise the teacher is choosing to accept the student's inappropriate choices.

### 1.4 Communication and effective listening

• Share a little of yourself and your experience where appropriate.
• Show interest in what students have to say.
• Give students individual attention when possible.
• Be friendly and consistent.
• Be a good listener; don't do all the talking.
• Build in times for self/peer reflections.
• Give students choices and guide them towards positive choices.

### 1.5 Know your students and build positive relationships

• Know the names of every student in your class, as a minimum.
• Develop rapport outside the classroom. For example, attend school socials, interact with students whilst on yard duty, or at the athletics carnival, to name a few.
• Be aware of student's capabilities and limitations. For example, be sensitive to students reading orally to class, or of warning to student in front of the class.
• Be aware of learning difficulties and implement appropriate adjustments.
• Speak with students about their progress and achievement goals, that is, NAPLAN, OLNA, attendance, behaviour, previous academic results.
• Get to know about a student's family background, interests and so on.
• Give students the time of day. Smile and say, "Hello".
• Reinforce positive/acceptable behaviour, regularly in the classroom.
• Presume responsibility and good intentions for all students.

### 1.6 Be an effective teacher

• Be prepared. Make a prompt start to lessons with an effective mental set.
• Make sure the curriculum is relevant and engaging.
• Consider variety, safety, novelty, interest and motivation.
• Provide lessons suited to students' needs and abilities.
• Undertake and embed relevant professional development.

• Sit students in pre-determined groups (learning needs, not friendships) and encourage them to support each other in their learning.
• Involve students in decisions regarding their learning activities/styles and environment.
• Ask for support/advice/feedback/coaching from a variety of staff during initial concerns for student behaviour.
• Establish processes that ensure the students have input into their working spaces and routines
• Actively supervise in the classroom through frequent moving, scanning, interacting and using appropriate techniques for classroom transitions.

### 1.7 Praise and encouragement
• Treat students with respect and expect respect in return.
• Make a deliberate practice of encouraging students and praising work and behaviour, both as individuals and as a group.
• Display student work and set up your rooms attractively and functionally comfortable to create an environment that helps students feel positive towards their learning.
• Identify mistakes non-critically.
• Avoid embarrassing the student. Do not use sarcasm.
• Encourage students to learn from their errors and praise students' efforts in and out of the classroom.
• Try to make the first contact with your class a positive one for each lesson.

## STAGE 2 -  RESPONDING TO INAPPROPRIATE BEHAVIOUR AND MINOR CONFLICTS

### 2.1 Classroom Teacher Prevention
Pro-actively establishing a positive classroom environment through the implementation of preventative classroom management practices and support strategies, merged with effective instructional design, curriculum, and delivery by;
- Developing positive relationships with students using winning over strategies;
- Teacher models appropriate behaviour;
- Engaging students through a range of consistent learning and teaching strategies;
- Classroom rules and CARES matrix posted, defined and explicitly taught;
- Praise and acknowledge positive behaviour;
- Physical layout of the classroom;
- Seating plan(s);
- Classroom routines developed;
- Responses to misbehaviour are appropriate and systematic;
- Active supervision;
- Reminders; and
- Opportunities to respond.
- Maximise structure in the classroom eg lining up at door, seating plans
- Negotiate, display, teach, review, monitor and reinforce a small number of positively stated expectations eg CARES matrix, Code of Conduct, classroom rules
- Actively engage students
- Establish a continuum of strategies to acknowledge appropriate behaviour
- Establish a continuum of strategies to respond to inappropriate behaviour

### 2.2 Low Key Teacher Responses
Each teacher will implement the agreed procedures for preventing and responding to misbehaviour (See **Appendix B - Overview of Classroom Teacher Bumps**). Most misbehaviour can be addressed by low-key responses from teachers.  Low-key responses:
- The response is short/shorter than the interruption and will maintain a positive or neutral atmosphere, by being non-assertive and inviting the student to behave.
- Responses that are non-assertive and invite the student to behave can include: proximity, gesture, using student's name, the look, a pause, planned ignore, a signal to begin/for attention, and dealing with the problem and not the student. For example:
  ➢ Discussion of the issue with student(s) after class or on DOTT (Duty other Than Teaching time)

➢ Shifting seats or isolating the student in class
• The focus of low key responses is on the teacher demonstrating the expected behaviours through modelling, practice and feedback.

At this stage of the process, teachers make informed decisions about how they can best address the behaviour without allowing it to become a major distraction in class. Examples of minor misbehaviours are where students are beginning to disrupt the learning of other students by: not working to the best of their ability, raising their voice in the classroom, talking over the teacher, not being prepared for class and not following simple instructions from teachers.

## 2.3 The Warning System (primary traffic light system)

There are times in every classroom where children disrupt others learning, through a range of low level behaviours. The student will be given the choice to correct their behaviour. Using a warning system allows students to make choices. For example,

**Warning 1** - As soon as the student stops the teacher from teaching and therefore prevents other students from learning they are given a warning or reminder to correct their behaviour. The teacher will use a range of low key responses such as hand gesture, proximity or use of student name.

**Warning 2** – If the student makes the choice to continue with the misbehaviour then the Teacher will square off and stop or pause teaching and use a minimal verbal response with student name, followed by "thank you".

**Warning 3** - The student is informed "this behaviour is not acceptable in this classroom" and will be offered a choice. This is dependent on the behaviour and choices include: place item in bag, time in buddy class, reflection room, phone call home, movement of seat.

## 2.4 The Send Out

Warning 3 may result in the student being asked to stand outside for a short period of time (5 minutes maximum). The send out is a temporary removal from the classroom when the above intervention strategies have failed. Only one (1) student may be on send out at any one time.

### Send Out Protocols

• All students not within the classroom e.g. put outside, are still required to be supervised by their classroom teacher as part of their Duty of Care;
• This strategy is to be only used as a cooling off period for no more than five minutes.
• This strategy should be used by the teacher to quickly prompt replacement behaviours and set targets with the student, so that they can return to the learning environment.

## 2.5 Back on Track

If the negative behaviour continues and other students' learning is being disrupted, the Teacher may ask for support from a colleague (an EA, teacher on DOTT, chaplain, Student Services Coordinator, AEIO, Deputy Principal) to get the student back on track. They will discreetly ask another student to ask for support, to ensure that the teaching and learning continues in the classroom. When the support arrives, they will speak to the student in a discreet manner and attempt to support the student to return to the classroom environment. Depending on the nature of the behaviour, the student may be asked to go to a Buddy classroom or make their way to the Office. If removed the student will complete a reflection sheet and the behaviour will be followed with an action from the classroom teacher.

The incident must be placed on SIS with a clear action. Parents must be contacted via telephone from the Classroom Teacher. Prior to the student returning to class, the teacher must meet with the student to discuss the incident and discuss the reflection sheet.

## 2.6 Give Choices

If a student continues to display inappropriate behaviour despite the above, the teacher employs a process that begins to give responsibility for making appropriate decisions back to the student.

One of the most effective techniques for helping students to accept responsibility for their behaviour is by the use of choices. If done effectively it forces the student to be involved in making a decision about their

behaviour. This clarifies the communication between teacher and student and makes it harder for the student to blame the teacher for the problem.

**Effective choices:**
- Have logical or natural consequences, that is, the consequence is related to the behaviour.
- Are not to be seen as punishment and are not given as an ultimatum.
- Can be given as immediately as possible.
- Can be delivered in a positive or neutral tone.
- Are able to be followed through from the classroom teacher.
- Do not back students into a corner and allow them to save face.

It can be difficult to come up with effective choices in the heat of a conflict. Teachers should prepare for these situations by having consequences already planned. This minimises the chances that a conflict will become heated and punitive with resulting damage to the relationship between teacher and student.

Some examples of a choice:
- 'The classroom rule is no mobile phones. It is either in your bag or on my desk for the rest of the lesson. Please make a choice.'
- 'You can choose to do your work quietly where you are or at this desk over here. Please make a decision.'
- 'You can choose to work quietly now or complete the work at lunchtime. What is your preference?'

## 2.7 Payback
Where students have disrupted the learning environment, the teacher may decide that a short period of withdrawal during a break is a suitable action, so that students can pay back the time that they have lost in their own learning.  This is where the student will be kept back into recess or lunch, so that the teacher can have a 1:1 discussion with the student in regards to their behaviour.  This time can also be used to provide the student with the learning which was not completed in class or at home.  Payback will be followed up with parent contact and the behaviour will be placed on SIS with payback listed as the action.  This should only be a short term strategy, continuously issuing payback to the same student, is not an effective strategy.

**Payback Protocols**:
• Payback must take place in a classroom, rather than the Reflection Room
• Teacher to outline behaviour on SIS and record 'payback' and parent contact as the action
• Teacher to make contact with parents to outline the behaviour and action taken
• Students to complete work or participate in a restorative conversation with the teacher

## 2.8 Buddy Class
When students disrupt the learning environment, the teacher may decide that a short period of withdrawal to another class is a suitable action. This should only be a short term strategy, continuously issuing Buddy Class to the same student, is not an effective strategy.

**Buddy Class Protocols**
- Teachers must pre organise buddy class options
- Send student to buddy class with class work and Reflection Sheet (See **Appendix C – Student Reflection Sheet**)
- RMP students will need constant supervision and will need to be escorted
- Students to return to class with signed Reflection Sheet and completed work 2 minutes before the end of the lesson
- Teachers are required to follow up with students who don't return to apply further consequences
- Meet with student next break and follow a restorative conversation using the Reflection Sheet to guide your conversation

- Fresh start following completion of designated buddy classes and explanation of expected behaviours
- Students cannot be sent to buddy for more than one lesson for the original behaviour unless negotiated
- Record behaviour on SIS and contact parent
- On the third occasion a student is sent to buddy a Student Behaviour Agreement must be written

**Receiving a buddy student**
- Teacher to direct student to sit quietly and complete their reflection sheet and other work sent by class teacher
- Check work during lesson
- Make any notes on buddy form and return to referring teacher
- Send student back to class 2 minutes before end of lesson

### 2.9 Reflection Room
When the teacher has attempted other strategies such as Send Out and Payback, a Reflection Room session may be assigned for the student to lose break time privileges and reflect on their behaviour choices.

**Reflection Room Protocols**
- Teacher to complete online Reflection Log assigning Reflection Room (Excel spreadsheet),
- All students to complete reflection sheet (verbal to supervising teacher if needed),
- Students are to sit at a desk, remain quiet and not disturb others,
- Student walkouts or extreme behaviour please notify Deputy, and
- Teachers to use low key bumps and low key responses, in supervision of students.

### 2.10 Requesting Support
In situations where the student refuses to leave the class or further support is required the card system should be used.

**Yellow Card**
To be used when behaviour DOES NOT affect the safety of others;
- Yellow card to be sent office requesting the support of Deputy Principal;
- Student escorted to Buddy/Withdrawal for the remainder of the period; and
- All events of this nature must be recorded on SIS and parent informed.

**Red Card/ Priority One**
To be used only in extreme circumstances when the behaviour threatens the physical safety of others in the vicinity. In all cases;
- Student to be sent with a red card to office;
- Staff member uses the **priority phone** to call for support;
- A report will need to be completed immediately on SIS & parent informed; and
- Teacher discusses with appropriate Deputy Principal consequences and follow up.

### 2.11 Informal Agreement
When a student has not responded to other interventions, it is beneficial to set up an 'informal agreement' to support the student in displaying appropriate behaviour **(**See **Appendix D - Informal Agreement Procedure)**. The informal agreement is a process that encourages the student to come to an understanding about specified behaviour(s) and to participate in forming an agreement to help monitor and change their behaviour. There is a structure to setting up the agreements that needs to be followed. It is a systematic approach that requires some skill to administer.
Deputy Principals can provide support to facilitate meetings to form the agreement, between Teacher and Student.

Record on SIS, with brief overview of conversation with an overview of the agreements reached.  Staff are to liaise with their Line Manager throughout this process.  Parent contact must be made to inform them of the progress that the student has made in regards to the Informal Agreement.

## STAGE 3 – FREQUENT OR UNRESOLVED CONFLICTS
For students whose unacceptable behaviour is repetitive, a behaviour agreement, student monitoring sheet and/or Individual Behaviour Management Plan may be the next step.

### 3.1 Seek Support
If behaviours are occurring frequently, then the Teacher will initially seek support from other classroom teachers, the Deputy Principal or the Student Services Coordinator. Teachers can observe other teachers who teach the same student, to gain an in-depth understanding of the strategies that they use to engage students. Peers can observe the lesson to offer feedback and support at point of need/at the end of the lesson.   Teachers can discuss student learning concerns at Secondary and Phase meetings, where the whole teaching team will collaborate to ensure that consistent approaches are being used across the curriculum to support student learning and in turn address misbehaviour.  Student behaviour should not be the focus of all meetings, rather, meetings should be the place to provide evidence and share strategies to improve student behaviour as part of the focus on learning.

### 3.2 Student Behaviour Agreement
Where students are regularly demonstrating repetitive behaviours in a particular classroom, the Teacher will engage in a conversation with the student outside of the learning environment.  This will be in a time where the Teacher has a DOTT (duty other than teaching), so that a conversation can take place without other distractions.  The Deputy Principal will be involved in the discussion and writing a Student Behaviour Agreement as it is a Stage 3 Intervention.  The Teacher will keep the Deputy Principal up to date with the success of the targets set.  If the agreement is not successful, other supports will be put in place.  The Deputy Principal, in consultation with the teacher, may decide that a case meeting and/or conference is warranted to support the student in making better choices about their behaviour and for parent support of SBA (see **Appendix E Student Behaviour Agreement**)

### 3.3 Student Monitoring Card
When identified regular behaviour concerns across a range of classes a Student Monitoring Card will be put in place.  Identification can occur through regular monitoring of data on SIS and/or the regular communication which occurs with teachers.  A Student Monitoring Card will be put in place for a period of one week; the Deputy Principal will discuss the concerns that have been reported via SIS with the student and their parent.  Each teacher will be informed of the student's targets; however, it is the students responsibility to ask each teacher to sign the Monitoring Card and to insert a comment for each lesson (see **Appendix F Student Monitoring Card**).

Parents MUST be contacted by the Deputy Principal to inform them that their child has been placed on a Monitoring Card and the reasons why it has been put in place.  This can be conducted at a return from suspension meeting, case meeting or via a phone call, depending on the frequency of the student's behaviour.  At the end of the five-day period, the Deputy Principal will write a comment and the parent will be required to sign the sheet. Depending on the behaviour, the card will be removed, extended or a case meeting will be called with parents.  The completed card will be kept on the student's file.

### 3.4 Withdrawal
Depending on the severity and frequency of the behaviour, the Deputy Principal may decide to withdraw the student from the learning environment.  The student will be asked to report to a location away from the classroom in advance of the lesson starting.  This action is put in place, once the teacher has exhausted a range of tiered strategies in both Stage 1 and 2. A student can only be withdrawn for a maximum of 8 periods (1 day).

In advance of the withdrawal, learning resources will be collected from the classroom teacher (s).  The student will work away from the classroom setting to allow other students to learn and the teacher to

teach. Parents will be notified of this decision via phone call from the Deputy Principal. Prior to the student returning to the learning environment, the Deputy Principal will lead a conversation with the teacher and student where a Student Behaviour Agreement will be created. If the behaviours are appearing school wide, then a Student Monitoring Card will be put in place, with parent contact made. A note will be placed on SIS in regards to the withdrawal and the targets which have been set for the student's return. Withdrawal is used for the purpose of providing an opportunity for the student to:

• become calm in circumstances where the student has become unable to self-regulate; and/or
• reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or
• evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
• continue a learning activity in a less stimulating environment.

### 3.5 Procedures for staff reporting behaviours on SIS
When responding to negative student behaviours, Teachers will:
• Outline the student behaviours and the outcome
• Ensure the entry made in SIS is non-judgmental and factual
• List the Action that the Teacher have taken (see stage 2/3 strategies - Payback, conversation, parent contact, brief removal from class, movement of seat, brief removal from class, conversation with Deputy Principal)
• Not list action as "refer to Deputy". If the behaviour is serious, then the behaviour must be placed on SIS and the staff member must speak to the Deputy Principal as soon as possible.
• Communicate with parents via a phone call and communicate with Deputy Principal if the behaviour of the student is ongoing.

### The Deputy Principals will:
• Regularly review SIS reports and discuss strategies and ongoing case management during SAER meetings to ensure that behaviours have been followed up consistently school wide.
• Support Classroom Teachers and Students both in and out of the classroom.
• Feedback actions that have been taken back to the Classroom Teacher.

### STAGE 4 – UNRESOLVED OR MAJOR CONFLICTS
When a student commits a major breach of the Code of Conduct a formal process or contract may be implemented immediately. This may be at the discretion of the Deputy Principal. The Principal must be informed of any serious or major breaches as per Department of Education policy.
The behaviour categories listed below are not tolerated and are non-negotiable and are major breaches of the College Code of Conduct. They will lead to a thorough investigation from the classroom teacher or staff member and Deputy Principal:
- Abuse, threats, harassment or intimidation of staff
- Abuse, threats, harassment or intimidation of students
- Damage to or theft of school property
- Physical aggression toward staff
- Physical aggression toward students

The classroom teacher will ensure that they follow up and describe the situation, action and outcome on SIS and follow up with the relevant Deputy Principal to follow up on the behaviour that they have reported/witnessed before the end of the school day and ensure that suitable time to conduct an investigation and make parent contact.

### 4.1 Suspension
Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity for;
- The student, other students and staff to calm and recover;
- Reflect on and learn from the incident, including where appropriate participating in restorative processes;

- Evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place and adjustments to plans, resources, staff or strategies that may be required; and
- Parent to meet with the school to discuss how to improve co-ordination between school and home to help the student behave appropriately at school.

Suspension is a severe sanction.  On return to school, students and parents are requested to attend a return from suspension meeting.  The Deputy Principal will conduct the meeting and other staff may be asked to attend. The Re-entry From Suspension Plan will be used as part of the re-entry back into school (See **Appendix G Re-Entry From Suspension Plan**). A suitable meeting time may be negotiated if parents cannot attend before they return to school.

**The decision to suspend**
The Principal has the final authority in the school to make a decision to suspend a student. The temporary transfer of power is given to Deputy Principals in circumstances where the Principal is unable to exercise the suspension.

Where the breach of school discipline is considered by the Principal to be a serious breach, the Principal will assign a provisional suspension period, and shorten or lengthen this period, upon completion of an investigation into the incident.

**Intent to suspend**
The School will provide the student and parent a reasonable opportunity to give reasons against the decision to suspend and/or the length of the suspension.
- The Principal will make a record of any reasons given against the decision to suspend or length of suspension and in conveying his or her final decision will explain how any relevant reasons were taken into consideration.

**Recording the decision**
- Classroom teacher to enter the incident in SIS as soon as practicably possible;
- Deputy Principal to enter the suspension into SIS following the decision to suspend;
- Enter a report into the Online Incident Notification System (OINS) for any incident deemed by the Principal to have involved a serious breach of school discipline or a notifiable incident, as defined in the Emergency and Critical Incident Management policy; and
- Suspension recorded as an authorised absence using the 'Z' code in SIS.

**Other suspension requirements that need to be considered**
- Take reasonable measures to minimise the number of days any one student is suspended for during the course of a school year.  Where repeated suspension is not proving effective as a strategy to reduce the severity or frequency of breaches of school discipline by a student, the Principal will consider other strategies that may be more successful.
- Not consider the reaching of a specified number of days of suspension to be an automatic trigger for exclusion.
- For the purpose of calculating suspension periods, consider each day the school is open for business as counting for a whole day within the student's suspension period.  This requirement applies irrespective of the student's normal level of attendance on that day, including where the student would normally be absent from school that day due to a placement in an off-site program; or the suspension applied is for only part of the school day.
- Consider multiple breaches in the course of an incident or connected series of incidents to be taken as one overall breach for the purposes of considering the case for and duration of a suspension.
- Not apply suspension for reasons associated with: attendance, an incident occurring outside of school, except where the Principal can establish a reasonable nexus between the incident and the school; or dress code.

- Not apply a suspension period that exceeds the number of days remaining in the school term. For purposes of accurately reflecting the severity of the student's breach of school discipline, in circumstances where the time left in the school term is insufficient reasonably to investigate an incident and reach a decision on a suspension, the Principal may make the decision at the beginning of the next school term.
- Consider the possible impact of suspension for a student who is undertaking VET in Schools or Workplace Learning external to the school. Where there is a stipulated requirement for a number of hours to be completed in a course or workplace learning environment, the Principal will take measures to minimise any suspension from preventing the student from completing the requirement. This may include stipulating a suspension condition that permits the student to attend the required setting or program.

**Responsibilities during and immediately following the suspension period**
The Deputy Principal will conduct any required meetings in preparation for re-entry. When a student comes onto school grounds without permission during a period of suspension, the Deputy Principal will:
- Ascertain the reason for the attendance and offer the student assistance when the reason for attendance is genuine;
- Where the student does not supply a genuine reason, discuss calmly and supportively with the student the need for the student to honour the suspension decision and leave the school grounds;
- Make reasonable attempts to notify a parent to collect the student in circumstances where the student refuses to leave school grounds; and
- Notify the police if the student is acting in a way that poses a threat to staff, students or property.

For a student who commits a breach of school discipline while on suspension, the principal may apply an extension to the suspension period subject to:
- Where the maximum period of suspension is already in place, the principal will consider alternative disciplinary sanctions for that breach, to be served after the student's return to school provided that this sanction does not further limit the student's attendance. This does not apply in the event of a recommendation for exclusion.
- A suspension under Regulation 43(1)(a) may not be extended to a suspension under Regulation 43(1)(b), except where the breach committed during the suspension period can reasonably be considered by the Principal to be a serious breach.

**4.2 Loss Of Good Standing**
Waroona District High School requires students to have their Good Standing in order to be eligible for any noncurricular activities.

Good Standing Status is dependent upon
- 90% or higher attendance rate (extenuating circumstances are taken into account – significant medical issue etc.).
- No current Suspensions or major breaches of school rules are on record.

**4.3 Good Standing Re-Application Process - Loss of Good Standing from Attendance**
1. From the date of loss of Good Standing a student has two weeks to lodge a written appeal to the corresponding Deputy Principal.

2. The onus is on the student to lodge the appeal.

3. Documented evidence is required.
- Medical certificate or evidence of legitimate reason for non-attendance.
- Students must have evidence that they have caught up on any work missed.

4. Deputy Principal, and Student Services Coordinator will meet and deliberate whether the appeal is upheld or dismissed.

5. If appeal is dismissed then the student must work to get their attendance back up over 90% to receive back their Good Standing.

## 4.4 Loss of Good Standing from Suspension or major breaches of school rules
1. Students losing Good Standing can re-apply for Good Standing from their relevant Deputy Principal after a period of 5 weeks from their last suspension or major breach of school rules.

2. Good Standing may be returned following the completion of a two week Student Monitoring Card plus the achievement of any specific behavioural/attendance targets set by the Deputy Principal.

Rewards
- Students must have Good Standing to attend the end of year Good Standing events.

## Regional Office Notification
If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the Principal will inform the Regional Executive Director and Principal, School of Special Educational Needs: Behaviour and Engagement. Deputy Principals, as part of a case management approach will work with Regional Education Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.

## 4.5 Individual Behaviour Management Plan (IBMP):
At Waroona District High School, we employ a whole school approach to documented plans where a student is at risk of not learning as a result of identified concerns around the student's behaviours and/or learning.  One of the strategies to assist students towards a smooth re-entry into the classroom after a major breach of the Code of Conduct or ongoing breaches of the Code of Conduct may be the introduction of an individual behaviour management plan (See **Appendix H Individual Behaviour Management Plan**).

An individual behaviour management plan is designed generally for students at the extreme end of the behaviour continuum.   The plan is developed by the student's teacher, Deputy Principal, Student Services Coordinator and other staff, in collaboration with the parents and the student. Where student learning is identified as the main barrier of learning, then an individual education plan (IEP) will be created through consultation with teachers, Deputy Principal, Student Services Coordinator, and the School Psychologist as required. Both processes require a case meeting and may require a case conference to ensure that all participants know the expectations placed on them to achieve the outcomes included in the plans.

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. Individual behaviour management plans are designed so that teachers use them as part of their normal teaching practice. They include learning adjustments, goal setting, managing the change of negative behaviours and encourage positive rewards. The understanding that the student may regress is recognised and considered in planning.  The plan will also include a review date, where a case meeting will be scheduled to discuss the progress and review of the plan.

## Creating an IBMP
Prior to meeting with Parent/Guardian, case management team is to:
- Know all relevant learning and social needs as identified in the school
- Identify and collate needs and concerns to table at meeting with parents.
- Liaise with staff re concerns and possible strategies.
- Monitor data located on SIS.

- Liaise with School Psychologist in the development of both IEPs and IBPs.
- Prepare plans and take into consideration all questions that parents will ask and outcomes they will expect.
- Outline positives – what's working.
- Outline situation (risk) in detail; considering all options – what's not working.
- Outline actions taken, including who is responsible for the actions; consider nominated staff and/or students that students can report to and seek support from.
- Outline outcomes; consider support required in the classroom that will best support the individual student/s and maintain positive behaviour.
- Book case conference meeting.

**Meet with Parent/Guardian in Case Meeting/Conference:**
- Collate positives and concerns to present plans to the parents for input.
- Assess whether or not there is a need for referrals for further diagnosis and/or external agencies. • Identify regular check-in with agreed staff member.
- Review IEP/IBMP and make adjustments as deemed suitable.
- Get agreement from parents where the document is signed and dated.
- Review meeting date to be set.

**After case meeting/conference:**
- Regularly review data located on SIS.
- Implement agreed strategies in the classroom.
- Add documented plans to SIS and Shared Drive.
- Inform relevant staff of updated plans
- Arrange for regular check in with student with agreed staff member.
- Review of IEP/IBMP with staff in Secondary/Phase meetings at agreed upon review date.
- Revised plan to be communicated to parents.
- If there are still concerns, then a referral may be made to SSENBE State-wide Services to offer additional supports.

**4.6 Risk Management Plan or Safety Plan (RMP)**
Where students are a risk to themselves or other members of the school community, a RMP will be created (See **Appendix I Risk Management Plan**).  This will outline the risks and will describe the actions to be taken in detail.  The plan will be created with input from all members of the school community.  Parents and students are central to the creation of such as plan.  Staff will attend a case meeting, so that they are aware of the risks and the actions that they have to take to protect the student and other members of the school community.

**Prior to meeting with Parent/Guardian:**
- Know all relevant learning and social needs of the students as identified in the school.
- Prepare plans and take into consideration all questions that parents will ask and outcomes that they will expect.
- Liaise with staff in regards to concerns and strategies that have limited the risk so far.
- Outline of each situation in detail; consider all options.
- Outline actions taken, including who is responsible for the actions; consider safe areas and nominated staff/and or students that students can report to and see support.
- Outline outcomes that will best support the student and maintain positive behaviour.

**Meet with parent/guardian in case meeting/conference:**
- Plan is presented to student and parents for input and appropriate adjustments are made.
- Agreement from parents and students and documented is signed and dated.
- Review meeting date is set to review the risk, actions and outcome of the plan.
- Identify regular check-in with agreed staff member.

**Following case meeting/conference**:
- Documented plan is uploaded to SIS, Shared Drive and shared with all relevant staff.
- Meeting date is set to review the progress of the plan.
- Inform relevant staff of plans
- If there are still concerns, then a referral may be made to State-wide Services.

## STAGE 5 – Serious Breach of School Code of Conduct
Serious breaches of Code of Conduct or serious ongoing unresolved major conflicts will result in a Formal Contract being applied and may result in the exclusion process being instigated.

### 5.1 Formal Contract
When a student has not responded to the interventions outlined up to this point or is persistently defiant, it may be necessary to set up a formal contract (See **Appendix J Formal Contract**). This is reserved for serious and persistent breaches of behaviour codes. Unlike an informal agreement, a formal contract is not negotiated with the student. The student is made aware that he/she will be subject to the conditions and consequences of the contract regardless of their opinion of it. It lasts as long as the inappropriate behaviour persists. The School Psychologist is automatically involved in this step, if they have not been involved before this step.

It is most important during this phase that all parties maintain a positive approach and continue to support the student in their learning of appropriate behaviour. The teacher should continue to try and win the student over at the same time as implementing the terms of the contract. It is not intended to be punitive. If used in this way, it will not be effective. The aim is to place responsibility for behaviour where it belongs – with the student. It is important to remember that the action should be appropriate to the student and student's action.

### 5.2 Exclusion
Exclusion orders for students can take the following forms:
- Exclusion from normal attendance at the school but with a requirement to attend the school for specific purposes or programs;
- Complete exclusion from attending the school;
- Direction to attend a specified school or educational program;
- Direction regarding the form of education instruction that is to be provided; or
- A combination of two or more of the above conditions.

The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline in the following ways:
- Has threatened the safety of any person on the school premises or participating in an educational program of the school; or
- Is likely to cause or result in damage to school or personal property; or
- Has significantly disrupted the educational instruction of other students.

## STUDENT USE OF TECHNOLOGY
### Student Mobile Phones in Schools Policy
The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose.

For the purposes of this policy, 'mobile phones' includes smart watches and associated listening accessories, such as, but not limited to, headphones and ear buds.

It is important to note that it is NOT a requirement at Waroona District High School for students to have a mobile phone at school. Waroona District High School recognises that an increasing number of parents/carers who for safety, security and/or emergency purposes wish to provide their children with

mobile phones. This policy details the conditions under which mobile phones are permitted at Waroona District High School.

**Conditions of Use**
- The use of mobile phones for all students will be banned from the time they arrive at school to the conclusion of the school day.  This includes before school and at break times (off and away all day).

**Primary Students (Kindergarten to Year 6)**
- Students in K-6 are not permitted to have mobile phones at school.
- If a student brings a mobile phone to school, the mobile phone must be switched off and taken to the administration office before the school days begins and collected at the end of the school day. Students will need to sign in and out their mobile phone at the administration office. Waroona District High School will securely store student mobile phones during the school day.

**Secondary Students (Year 7 to Year 10)**
- Secondary students are permitted to have mobile phones in their possession during the school day, however mobile phones must be switched off and stored in student bags. They are to be neither seen nor heard.
- Parents and students can opt for secondary students to take student mobile phones to the administration office before the school days begins and collect the device at the end of the school day. Students will need to sign in and out their mobile phone at the administration office. Waroona District High School will securely store student mobile phones during the school day.

**Exemptions and Communication**
Exemptions to this ban include where a student requires a mobile phone:
- to monitor a health condition as part of a school approved documented health care plan; or
- or with permission of a teacher for a specified purpose while on a school based activity.
- Smart watches must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.
- While at Waroona District High School, students are the responsibility of the school. All communication between parents and students, during school hours, should occur via the school's administration.
- Waroona District High School has duty of care for all students when they are attending the school. In emergencies, where students need to get in contact with parents/carers, students are to notify the appropriate school staff. If parents/carers need to contact their children, they are asked to contact the school directly.

**Breaches of this Policy**
- Breaches of this policy will be managed in accordance with the Waroona District High School Positive Student Behaviour Support Policy.
- Students who do not comply with this policy will have their mobile phone confiscated and held at administration. The student can collect the mobile phone at the end of the school day.
- In the case of repeated inappropriate mobile phone use by a student, their mobile phone will be confiscated and held at the administration. The parent/carer will be informed and requested to collect the mobile phone from the school at their earliest convenience.
- Further disciplinary action, in accordance with Waroona District High School Positive Student Behaviour policy and procedures may be a result of repeated breaches and or depending on the circumstances of the breach.

(**Appendix K– Responding to Breaches of Mobile Phone Policy Flowcharts**)

**Recording/ Disseminating Voice and Images**

As per the Department of Education Policy, the use of mobile phones or other electronic devices for communication and filming (still and video) is not permitted. Filming people and their activities without their knowledge and/or permission is an invasion of privacy and is not allowed.

Any student found to be involved in recording, distributing or uploading inappropriate videos or images of students, parents or staff while at school, or on an excursion may be suspended. Behaviours include vandalism, fighting, bullying, pranks or material that is violent, pornographic, racist, sexist, inflammatory, threatening, hateful, obscene or abusive in nature, or which promotes or encourages illegal activities on school premises

**Sexting**

Sexting is sending sexually explicit messages or photographs to another via a portable electronic device and applies to students who distribute sexually explicit material to harass, solicit or intimidate another person. Staff who become aware that sexually explicit material is on a student's phone or that sexually explicit material has been distributed will report this to Student Services who then will;

- Secure the electronic device without searching or downloading evidence.
- Request parents report to the local police station and request confirmation that the report has been received through the provision of a police Incident Report (IR) number.
- Complete an Online Incident Report.
- Document all actions taken.
- Seek advice from the Department's Child Protection Support Team on 9402 6124.
- A mandatory report must be made if a belief is formed that sexual abuse has occurred.

**Social Media**

If students engage in inappropriate online behaviour and it impacts on the "good order" and management at the school, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour happens outside of school hours. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation. Students are able to mitigate issues on social media by;

- Ensuring that personal information, such as full name and address, phone number, school name, location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting online. Remembering, that once content is posted online they lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parent's face.
- Never provoking, or engaging with another user who is displaying inappropriate or abusive behaviour.
- Refraining from posting images or links with inappropriate content.
- Ensuring that they do not post any disparaging or defamatory statements about; our school, our staff or our existing, potential or previous students or parents of students.
- Refraining from posting any offensive religious or political views.

**Responding to Inappropriate Material**

In such circumstances, the school will promptly address the online publication of inappropriate material about staff or students by:

- Informing parents and recommending reporting it to the relevant webmaster or authorities.
- If it involves another school, reporting it to that school.
- Keeping a record of the nature and location of the inappropriate material; and hiding/removing/deleting it whenever possible;

## ALCOHOL AND OTHER DRUGS
### Banned Substances
A legal drug is one which is sanctioned by law and may be readily available (e.g. caffeine), may be restricted by age (e.g. tobacco, alcohol) or provided by prescription (e.g. dexamphetamine). An illicit drug is one which it is prohibited to produce, sell, possess or use (e.g. cannabis, amphetamines).

School staff are well placed to identify concerns around drug use and to intervene before drug using behaviour escalates. Good practice requires all staff to;
- Identify students who may be at risk because of their drug use or who show that they may be at risk more broadly by disengaging and disconnecting from their schooling.
- Respond appropriately to and support students who raise health related issues with them.
- Monitor and support students returning from suspension or other intervention measures arising from drug-related issues.

Waroona District High School does not permit students on school premises or at any school event to:
- Smoke and/or possess tobacco products.
- Consume, possess or be affected by alcohol.
- Possess and/or use pharmaceutical drugs for non-medicinal purpose.
- Possess/and/or use volatile substances.
- Possess/or use illicit drugs.
- Possess and /or use drug-related equipment.

### Incident Management and Intervention Support
### First Response
- In circumstances where school staff has reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student.
- Advise the parents/carers of the situation, request they collect the student and encourage them to seek medical assistance;
- Arrange for care of the student on the school site until such time that a parent or person authorised by the parent can collect the student; and
- Where a parent / caregiver is unwilling or unable to collect the student, the Deputy Principal and decide whether it is necessary to contact emergency services.
- Where possession or use of illegal drugs (including any items used for the purpose of taking or using any illegal drug) is suspected or where selling and/or supply of drugs is suspected the police will be informed. Where possible, parents will be contacted to be present during questioning and searching of students
- Students on prescribed medication are encouraged to, where possible to take their medication at home. At school, students are only to carry enough medication for one day's use and should be clearly labelled with name, date, dosage and frequency.

### Consequences
- Implement discipline strategies appropriate to the circumstances e.g. loss of privileges, detention, withdrawal, suspension, random bag searches.
- A parent or case meeting for appropriate referrals within the school for continuing support.
- Participate in a targeted student welfare intervention program.
- Liaise with police where police action has been involved.
- Refer to external agencies.

## MANAGEMENT OF AGGRESSIVE BEHAVIOUR
For the purpose of this policy, aggression is defined as any incident where a person is abused, threatened or assaulted on school grounds. The key issue is that aggression creates a risk to health and safety, as well as impacting on the School's climate. All students have the right to learn in a calm environment, and all staff members have a right to work without fear of violence or abuse. Examples of aggression include, but are not limited to;

- Verbal of physical abuse or threats;
- Scratching, biting or spitting;
- Use of a weapon or throwing objects; and
- Sexual harassment or any form of indecent physical contact.

In many instances, a severe consequence will be sanctioned in response to a student's aggressive behaviour. This includes the use of suspension as deemed appropriate by the Deputy Principal. When dealing with aggressive behaviour on school site, the following principles underpin our management of incidents:
- The priority is the safety of all members of the school community;
- We seek to prevent aggressive incidents at the school at all times;
- We facilitate fair and just intervention, including restorative conversations where possible;
- We seek to support students, parents and school staff following an incident; and
- Police will be contacted where there are safety concerns that are beyond staff capacity to manage.

**Student Expectations**
We expect all students to behave responsibly and seek assistance from a staff member during an incident of physical aggression. We expect all students to support other students who have been targeted by showing empathy and compassion.

**Staff Expectations**
Staff are expected to behave professionally, disperse bystanders, defuse the situation where possible, and seek the involvement of Student Services or Executive staff. In all circumstances, staff are required to seek assistance from Student Services or Executive staff by phoning directly using the 'priority one' phone or sending a runner to the office or Student Services.

## PRESENCE OF WEAPONS
A weapon is an item that is designed to inflict bodily harm or for self-defence, as well as, replica items. Students are not to be in the possession of weapons on school site or at any school activity. A student who is aware of another student being in possession of a weapon is obliged to communicate this information to school staff immediately.

Staff members are not responsible for confiscating weapons from students. Where there is reasonable suspicion a weapon is in the possession of a student, staff will assess level of risk, seek assistance from Executive or Student Services staff by phoning directly or sending a 'red card' to the office or Student Services with a runner. In some circumstances, a staff member may deem it safe to remove and store a weapon (for example, if the weapon has been left unattended). In these situations, the weapon must be taken to the office where it will be securely stored. Staff will inform the Principal of the following: the date, time and location of seizure, name of student, the school staff involved and any other individual involved in the incident.

In the event of a weapon being on school site or during school activities the Principal will:
- Contact the Police if a weapon is deemed to be prohibited or controlled;
- Offer support and counselling for a more appropriate way to deal with the perceived threat when a student is found to be carrying a weapon for self-defence;
- Make a report via the Online Notification System; and
- Inform parents, students and the community that weapons are banned from all school sites and activities.

Where there is reasonable suspicion a weapon is in the possession of a student, the Principal will;
- Assess the level of risk; and
- Ask the student with a witness present, to surrender the weapon.

If the student declines to hand over the item, the Principal will;
- Inform the student's parents/guardian.
- Give the parent/guardian an opportunity to speak with the student on the telephone or to attend the school to speak with the student;
- Ensure the student is supervised with a 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; and
- Request a bag search for the weapon from parent/guardian/student

If the student and the parent/guardian refuse to give consent, then the Principal has the right to;
- Seize the weapon/property if deemed safe to do so;
- Label and securely store the items in the presence of a witness; and
- Contact the Police immediately if there is significant risk.

Incidents involving weapons is a serious breach of school discipline and students will be suspended immediately. Following an incident, a case meeting will be held to implement strategies to support the student to participate in restorative processes, review any existing behaviour support plans, meet with any internal or external stakeholders and put in place any adjustments to plans or resources that may be required (for example, random bag searches).

## PHYSICAL RESTRAINT OF A STUDENT
Staff are expected to use protective behaviours in order to minimise the likelihood of physical contact with students. These behaviours include;
- If, during an interaction with a student, you sense an escalation of aggression, frustration or you feel intimidated, unsafe, or excessively angry, detach from the interaction and seek support from colleagues immediately (whilst maintaining duty of care for any other students you may have);
- Avoid blocking an escalated student's exit from a class or situation (i.e. standing between them and the door way);
- When confiscating an item from a student, instruct them to hand the item to you or place on a desk, surface etc. Don't attempt to seize the item from their hands or person. If they refuse to comply, follow the policy for non-compliance within this policy document;
- Avoid further actions that may be likely to escalate a student's response to the situation such as raising voices, invading personal space, using aggressive body language, or overt/notable photography of a student for identification; and
- Basic defusing strategies to avoid escalating behaviour

The Principal will ensure that physical restraint of a student is only used;
- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The principal will keep a record for each instance of physical restraint, which includes:
- date, time, location and duration of the physical restraint;
- name of student and name(s) of staff member(s) involved;
- reason for the physical restraint;
- alternative strategies attempted prior to application of physical restraint;
- brief detail of the follow-up support provided;
- detail of contact with the parent;
- a statement by the staff member/s involved; and

- whenever possible, a statement by the student involved.

A report will be lodged via the Online Incident Notification System as soon as practicable after the incident. The Principal will monitor the effectiveness of physical restraint as part of the behaviour support strategy.

## MANAGEMENT OF BULLYING

This policy aims to enable the school to respond to bullying in a timely and effective manner that promotes healthier social behaviour between students, both face-to-face and in the online world. All members of our school community are committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

Bullying incidents will be managed according to the Positive Behaviour Support Flow Chart (see **Appendix A Positive Behaviour Support Flow Chart**)

Bullying is 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.

Bullying involves:
- Verbal Bullying: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes, for example, using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- Emotional/Psychological Bullying: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- Relational Bullying: Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.
- Physical Bullying: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the College's discipline processes.
- Cyber Bullying: Involves the use of information and communication technologies such as email, text messages, instant messaging, websites and social media to engage in the bullying of other individuals or groups. This technology can create additional means for verbal, relational and psychological forms of bullying.
- Bystanders: Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves.

## UNIFORM REQUIREMENTS - SCHOOL UNIFORM AND DRESS CODE

The uniform of a Waroona District High School student is a symbol of membership of the School community. It assists students to develop a sense of unity and belonging and encourages a sense of pride in appearance. This Uniform and Dress Code applies at all times when students are required to wear their School uniform before, during and after school and whilst attending excursions. All uniforms can be purchased from the School Uniform Shop; comparable uniform items must be 'logo free'.

### Uniform Management and Referrals

All students, parents and teachers have a role to play in uniform management. Students must be fully aware of the Uniform Policy and Dress Code. Parents must be fully aware of the Uniform Policy and Dress Code, ensure students are adhering to the Uniform Policy and Dress code prior to leaving home and respond to School communications. All School staff share co-responsibility to manage the Uniform and Dress code. All students out of uniform will be instructed to change into available loaned uniform item/s

- Students out of uniform must present to Student Services
- The School retains sets of clean uniforms which can be issued to students and must be returned at the end of the day. Failure to return borrowed uniform items will result in families incurring the cost of the uniform item/s.
- The consequence of not adhering to the Uniform Policy and Dress Code / or on the third offence, will result in the Student Services Staff placing the student in recess and/or lunch detention
- Repeated failure to follow staff instructions related to uniform will result in suspension

## Personal Presentation
- Uniform items are to be neat and clean
- Uniform items are to be worn to size and design
- Under-garments should not be visible
- Jumpers/Jackets are to be worn with a school shirt underneath
- Plain white t-shirt or singlet can be worn under the shirt
- Leggings, coloured tights and denim are not part of the School uniform
- Non-School jumpers/jackets will be confiscated by staff and sent to Student Services with the student's name, to be collected at the end of the School day.

## Uniform Requirements
Students then have a choice of:
- Black, full length plain trousers – **NOT** denim
- Microfibre plain long pants
- Microfibre shorts with white crest/black shorts/airflow shorts
- Black or bottle green jumper windcheater/cardigan
- Black box pleat skirt/black shorts at modest length

## Footwear
- Enclosed footwear MUST be worn by ALL students at all times for safety reasons. Enclosed shoes include – suitable enclosed low heeled shoes, sturdy sports, joggers, boots or flats. No slip-on's, thongs, reef sandals, masseur sandals are to be worn as they can be dangerous. No Ugg boots or bare feet.
- Practical Students MUST have enclosed footwear that fully protects the top of the feet e.g. D&T, Science, Home Economics and Visual Arts
- Students not wearing correct footwear will not be permitted to work in these areas

## Uniform Difficulties
Families who are experiencing uniform difficulties are encouraged to contact Student Services. The school retains sets of clean uniforms which can be issued to students and must be returned at the end of the day. Failure to return borrowed uniform items will result in families incurring the cost of the uniform item.