



ARMADALE  
SENIOR HIGH SCHOOL

We Aspire  
We Strive  
We Achieve

# Positive Behaviour Policy

Last Updated: May 2020



## **ARMADALE SHS BEHAVIOUR POLICY**

### **1. Positive Student Behaviour Support**

Armadale SHS uses a positive whole school approach to support student behaviour where the best interest of the student is the primary consideration.

Staff in our school view student behaviour in educational terms and together we use a range of educational strategies to manage each student effectively.

Our four key focus areas for Positive Behaviours are:

- Be Respectful
- Be Resilient
- Be Prepared
- Be Your Best

Positive Behaviour is expected in the classroom, school yard and social situations in the community.

### **2. Roles of School Staff in Promoting Positive Behaviour's**

Every staff member plays a valuable role in implementing support for our student's behaviour.

#### ***Principal***

The Principal has the responsibility to:

- Implement whole-school approaches to ensure all members of the school community promote positive behaviour
- Ensure relevant staff are adequately trained in evidence based positive behaviour strategies, restorative practices, protective behaviours and trauma-informed practices.
- Ensure that all staff implement the least restrictive approach in response to student misbehaviour, which is equitable and encourages student sense of belonging, attendance and engagement.
- Support Deputy Principals, Student Services Manager, Heads of Learning Areas (HOLA), Year Coordinators and staff with positive approaches to behaviour support, and proactive planning for students at risk.
- Regularly review behaviour management processes and procedures
- Manage critical incidents and ensure procedures are reviewed

*\*See Appendix 1 Positive Behaviour Support Framework*



### ***Deputy Principal***

The Deputy Principal creates an atmosphere within the school where students are actively engaged in curriculum and provided with interesting ways to learn.

Responsibilities of the Deputy Principal:

- Work with HOLA's to ensure teaching staff in all Learning Areas are meeting the educational needs of each individual student
- Manage support staff to work with both teachers and students to address the specific needs of students at educational risk.
- Support students and teachers following high risk behaviour /major incidents, manage serious and critical incidents.
- Support proactive case management of selected students (i.e. Tier 3 students).
- Support case conferences, restorative meetings, and interagency meetings for most at-risk students.

### ***Student Services Manager***

The Student Services Manager (SSM), leads and manages the implementation of a whole school approach to student behaviour which maximizes the school's focus on student learning.

Responsibilities of the Student Services Manager:

- Lead and role modelling positive behavioural expectations across the school community.
- Work directly with staff, students, parents, and outside agencies to provide positive interventions that support change for a student's behaviour.
- Support staff to provide whole school and individual student strategies that address the needs of all students.
- Liaise with Student Services (SS) members and outside agencies to support the management of Students at Educational Risk (SAER).
- Coordinate the management of SAER within the SS Team, through the intake and dissemination of SAER referrals.
- Conduct and support restorative meetings between students.
- Conduct and support restorative meetings between staff and students.
- Effectively case manage SAER.
- Coordinate case conferences with student, parent, and external agencies when relevant.
- Support all staff with the behaviour management process.
- Manage serious breaches of school discipline and critical incidents.
- Consult with Deputy Principals for relevant students at tier 2 or 3
- Monitor data to inform a whole school approach to positive behaviour with regular feedback to school leadership group PBS team.

*\*See Appendix 2 SAER Form*



### ***Head of Learning Area***

The Head of Learning Area (HOLA) develops and supports teachers in classroom behaviour management practices.

Responsibilities of the Head of Learning Area:

- Work with staff, students and parents to provide positive interventions to increase student learning.
- Manage teaching staff within the respective Learning Area and
- ensure classroom teaching practice reflects the schools vision for Positive Student Behaviour Support.
- Liaise with SS staff regarding SAER, Tier 2 and Tier 3 behaviour's.
- Assist staff to comply with procedures and processes (i.e. parental contact and plans), where required.
- Support staff with the successful implementation of student agreements
- Undertake restorative meetings/approaches to assist with intervention of students who are experiencing challenges in achieving their positive behaviour goals

### ***Year Coordinators and Aboriginal Islander Education Officer***

Year Coordinators and AIEO are responsible for the pastoral care of their cohort and their social and emotional wellbeing. Year coordinators and the AIEO form a vital link for students in supporting their welfare. They are an integral part of the Student Services team.

They are concerned with the welfare of students in relation to bullying, home events, attendance, mental health concerns or any other incidents which may affect the wellbeing of their students.

They are also responsible for organising activities on a rewards basis, motivating students to achieve their best, and assisting students to adhere to the school-wide expectations.

#### ***Responsibilities of Year Coordinators and the AIEO***

Level 1 & 2 Agreements

- Be available to support students in their relevant cohort.
- Follow up absences of SAER students and assist with proactive strategies and/or interventions
- Conduct restorative meetings between students and between teachers and students
- Monitor and assist the Student Services Manager when student behaviour approaches Tier 2 (i.e. managing students, following up student lateness, support behaviour management issues, attend case conferences, monitor attendance, low level classroom support, case management, interim reports).
- Maintain effective communication with students, parents and teachers for students in their year groups.
- Liaise with teachers to coordinate work packages for students (sickness, suspension, holiday etc.).
- Organise cohort group rewards and excursions.

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- On receiving a second Level One for an individual student the year Coordinator will request information from teachers via an interim report.

### ***Classroom Teacher***

- The classroom teacher will provide students with an engaging curriculum within a safe and orderly classroom learning environment.
- Responsibilities of the classroom teacher:
  - Teach students expected behaviour as outlined in the PBS Matrix.
  - Implement a range of Classroom Management Skills (CMS) for all students.
  - Implement documented plans in consultation with HOLA, Student Services Manager and Deputy Principal.
  - Utilize a variety of culturally, developmentally and psychologically appropriate strategies to support students in achieving their positive behaviour goals.
  - Promote resilience and help to buffer students against the adverse effects of stressful situations or risk factors.
  - Support students to build successful relationships with their peers and teachers.
- Teachers follow the school behaviour management process
- Consult with HOLA in completion of SAER's agreements.
- Enter Level 1 & 2 agreements into COMPASS.

### ***School Psychologist***

- Provide specialist support services in the areas of student behaviour, learning, mental health and wellbeing, and critical incident response management.
- Assist with triaging new SAER referrals.
- Support teaching staff with the development of Individualised Positive Behaviour Support Plans.
- Provide staff professional development when necessary.
- Provide psychological assessments and psychotherapeutic interventions (i.e. counselling) for students.
- Consult with staff in developing student documented plans.
- Assist the Student Services Manager in collecting data to inform proactive educational approach to areas of need.
- Assisting the SSM to identify and implement positive, proactive programs around social and emotional learning.
- Support parents and families of students experiencing challenges with behaviour, learning, mental health and wellbeing.
- Refer students and/or families to external agencies for support, when appropriate.
- Conduct suicide risk assessments and, support staff to develop risk management plans.



### ***Chaplain***

The Chaplain is able to:

- Provide pastoral care support to all students, staff and parents.
- Liaise with families to support students outside of school and work with community groups to provide life skills on the school site.
- Provide information to teachers and the SS team, where required, that protects the confidentiality of the student.
- Run positive, proactive programs to boost social/emotional learning of identified SAER.
- Support the operational needs at the school's Breakfast Club Program.
- Assume the role of Case Manager for identified SAER students.
- Support reward based initiatives for student's.
- Conduct suicide risk assessments and support staff to develop risk management plans.

### ***Community Health Nurse (CHN)***

The Community Health Nurse has a role to play in behaviour management by providing perspectives based on adolescent development, the psycho-social challenges and the health issues that each student faces in their education. The school based CHN can aid the school in behaviour management by:

- Identifying Students with medical issues, physical or mental, acute or chronic which can impact negatively on whether students can fully access their education.
- Conducting psycho-social assessments aimed at identifying possible issues that can address negative behaviour.
- Counselling students to help them develop more 'functional' behaviour at school and therefore enhance their education.
- Liaising with families, agencies and community based groups in partnership to support young people to develop better modes of communication in school and out of school life.
- Facilitating proactive programs to promote social, emotional and general health awareness and the connection between good health and effective learning e.g. Sleep deprived teenagers may demonstrate less regulation of their behaviour.
- Conduct suicide risk assessments and, support staff to develop risk management plans.



### **3. Teaching and classroom management strategies that support positive student behaviour**

Our aim is to maintain a whole school approach to behaviour management which is consistent and fair for students and staff. Our approach will be evident in the classroom and throughout the school during student break times.

Our positive behaviour will enable our students to understand the expectations of the required behaviours in all settings across the school. This includes but is not limited to the classroom, the school yard and the community.

We will focus on proactive strategies and low key responses to student behaviour in order to maintain positive classroom learning environments and a positive school environment.

Students will be supported by the teacher's use of effective classroom management strategies to reduce the incidence of unproductive behaviours

For students who display unproductive behaviour our aim is to support those through a process which effectively re-engages them back into positive behaviours.

#### ***Classroom Management Strategies (CMS) and the Positive Behaviour Framework.***

Armadale SHS has proactive Classroom Management Strategy practices and a Positive Behaviour Framework which are implemented by teachers in all classes.

#### ***Classroom Management Strategies***

The classroom management practices are based on the Department of Education endorsed *Classroom Management Strategies*. As a basic framework, this includes:

- Clear expectations of positive behaviour's, our four core values
- Safe and supportive classrooms for students' learning
- Positive relationships between teachers and students
- Routines and procedures for students to support their learning

#### ***Positive Behaviour Framework***

Teachers will implement the Positive Behaviour Framework in their classrooms through explicit teaching of positive behaviour expectations. The positive behaviours are also expected to be evident in the yard and in the community.

#### ***Communicating to parents***

The behaviour management process outlines the expectations for when a parent needs to be contacted.

Parents are key stakeholders in their child's education. Parent's engagement with the school through effective communication ensures that they are partners in the educative process.

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Communication with parents may involve a range of reasons:

- behaviour, both positive and unproductive;
- attendance; and,
- academic achievement

Teachers are responsible for informing parents of positive and unproductive behaviours which impact on a student's learning.

Communication may take the form of:

- a phone call
- a face-to-face contact
- an email or
- a written letter

Any communication with parents about a student's behaviour, should be recorded on COMPASS and include the date, the incident and the name of the person who made contact.

Copies of emails and/or letters are to be maintained on-line and in the designated student file.

Communication may also take the form of a case conferences. Outcomes of such meetings need to be uploaded onto COMPASS.

*\*See Appendix 3 for Case Conference Template*





**LEVEL ONE INTERVENTION**

The teacher has applied the positive behaviour processes to the student. Unproductive behaviour's are evident and require further intervention. At this level of intervention, the student formally enters the behaviour management process as Level One. The classroom teacher will implement Level One processes. Withdrawal is not implicit in this process.

WHEN	WHO	HOW	WHAT
Student enters the behaviour management process	Teacher	<p>Level one intervention is applied. The teacher:</p> <ul style="list-style-type: none"> <li>• meets with the student and negotiates a level one behaviour agreement.</li> <li>• the level one agreement is to be active for a period of two full school weeks</li> <li>• contact parents to inform them of the agreement</li> <li>• provides a copy of the agreement to the parent and year coordinator</li> </ul>	<p>Level One agreement</p> <p>Behaviour tracking sheet *</p>
During the period of intervention	Teacher	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• monitors student's behaviour each lesson against the behaviour tracking sheet</li> <li>• records on student tracking sheet the standard of behaviour achieved</li> <li>• reinforces behaviour expectations and standards for the student during and after each lesson</li> </ul>	
After the period of intervention	Teacher	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• Reviews the level one agreement with the student at the end of the two-week period</li> <li>• If the student has completed the Level One agreement to acceptable standards, the student returns to normal status.</li> <li>• The completed level one agreement and behaviour tracking sheet is copied and issued to the student, parent and year coordinator</li> <li>• A copy of all documentation is placed on the student file</li> <li>• Information about the outcome of the intervention is recorded on COMPASS</li> </ul>	

For most students, this will be Level One. However, in some cases, a student's behaviour may necessitate escalation to a higher level. This will be done in consultation with the Head of Learning Area and/or Student Services Manager. In extreme cases, the behaviour may escalate directly to Level Four.

\*See Appendix 4 for Behaviour Tracking Sheet



**LEVEL TWO INTERVENTION**

The teacher has applied the positive behaviour processes to the student. Unproductive behaviours are evident and require further intervention. A student may escalate to Level Two through a series of breaches of the Level One agreement. The Head of Learning Area will support the classroom teacher in implementing the Level Two processes. Withdrawal is not implicit in this process.

WHEN	WHO	HOW	WHAT
Before the Level Two intervention commences	Head of Learning Area and teacher	<p>The Head of Learning Area in consultation with the teacher:</p> <ul style="list-style-type: none"> <li>• review any prior level one agreement</li> <li>• determine if a SAER referral is necessary</li> <li>• contact parent to inform them of the need to attend meeting</li> <li>• meet with the student and parent / carer and establish level two behaviour agreement for the student to follow</li> <li>• the level two agreement is to be active for a period of two full school weeks</li> <li>• provide a copy of the agreement to the parent, year coordinator and student services manager record the details of the intervention onto COMPASS</li> </ul>	<p>Level one agreement</p> <p>Level two agreement</p>
During the period of intervention	Head of Learning Area and teacher	<p>The teacher:</p> <ul style="list-style-type: none"> <li>• monitors student's behaviour each lesson against the behaviour tracking sheet</li> <li>• records on student tracking sheet the standard of behaviour achieved</li> <li>• reinforces behaviour expectations and standards for the student during and after each lesson</li> <li>• reports to the Head of Learning Area as to the progress of the intervention</li> </ul>	<p>Level two agreement</p> <p>Individual Classroom Behaviour Tracking sheet</p>
After the period of intervention	Head of Learning Area and Teacher	<p>The Head of Learning Area in consultation with the Teacher:</p> <ul style="list-style-type: none"> <li>• Reviews the level two agreement with the student at the end of the two-week period</li> <li>• If the student has completed the Level two agreement to acceptable standards the student returns to normal status</li> <li>• The completed level two agreement and behaviour tracking sheet is copied and issued to the student, parent, year coordinator and student service manager</li> <li>• A copy of all documentation is placed on the student file</li> <li>• Information about the outcome of the intervention is recorded on COMPASS</li> </ul>	

\*See Appendix 4 for Behaviour Tracking Sheet



**LEVEL THREE INTERVENTION**

The teacher and HOLA has applied the positive behaviour processes to the student. Unproductive behaviours are still evident and require further intervention. A student may escalate to Level three through a series of breaches of the Level One and two agreements. Student Services will support the classroom teacher and HOLA in implementing the Level Three processes. Withdrawal is not implicit in this process.

WHEN	WHO	HOW	WHAT
Before the Level Three intervention commences	Student Services Manager and HOLA	<p>The Student Services Manager:</p> <ul style="list-style-type: none"> <li>review any prior level one or two behaviour agreements</li> <li>determine if a referral to SAER is necessary and/or interagency intervention is required</li> <li>student is placed on a case management list</li> <li>contacts parent to inform them of the need to attend a case conference meeting</li> <li>meets with the student, parent HOLA and teacher to establish a level three behaviour agreement for the student to follow</li> <li>the level three behaviour agreement is to be active for a period of two full school weeks or until such a period that the student has fulfilled his/her commitments</li> <li>provide a copy of the agreement to the parent / carer, teacher, HOLA year coordinator and student services manager record the details of the intervention onto COMPASS</li> </ul>	<p>Level one agreement</p> <p>Level two agreement</p> <p>Level three agreement</p>
During the period of intervention	HOLA and teacher	<p>The class teacher:</p> <ul style="list-style-type: none"> <li>HOLA monitor the student's behaviour each lesson against the individual classroom behaviour tracking sheet</li> <li>record on student tracking sheet the standard of behaviour achieved</li> <li>reinforce behaviour expectations and standards for the student during and after each lesson</li> <li>Teacher maintains</li> <li>HOLA report to the Student Services Manager as to the progress of the intervention at the end of the first week.</li> </ul>	<p>Level three agreement</p> <p>Behaviour tracking sheet *</p>
After the period of intervention	Student Services Manager	<p>The Student Service Manager in consultation with the Head of Learning Area and the teacher:</p> <ul style="list-style-type: none"> <li>Reviews the level three agreement with the student at the end of the two-week period</li> <li>If the student has completed the level three agreement to acceptable standards, the student returns to normal status.</li> <li>The completed level three agreement and behaviour tracking sheet is copied and issued to the student, parent, year coordinator, teacher and HOLA</li> <li>A copy of all documentation is placed on the student file</li> <li>Information about the outcome of the intervention is recorded on COMPASS</li> </ul>	<p>Level three agreement</p> <p>Behaviour tracking sheet</p>

\*See Appendix 4 for Behaviour Tracking Sheet



### LEVEL FOUR INTERVENTION SUSPENSION

Student behaviour is deemed to be outside the school's positive behaviours. A student may progress to this stage through each of the previous three levels or their behaviour may escalate straight to Level Four intervention.

WHEN	WHO	HOW	WHAT
Before the Level Four intervention commences	Student Services Manager and Deputy Principal	<p><b>The Student Services Manager:</b></p> <ul style="list-style-type: none"> <li>• Contacts family with intention to suspend</li> <li>• review any prior level one, two or three behaviour agreements</li> <li>• determine if a referral to SAER is necessary and/or interagency intervention is required</li> <li>• places the student on a case management list</li> <li>• contacts parent/carer to inform them of the need to attend a case conference meeting</li> <li>• meets with the student and parent/carer to establish a level four behaviour agreement for the student to follow</li> <li>• incorporates any interagency response or support services required</li> <li>• provide a copy of the behaviour management agreement to the parent/carer, teachers, HOLA and year coordinator</li> <li>• record the details of the intervention onto COMPASS if it does not breach confidentiality</li> </ul>	<p>Level one agreement</p> <p>Level two agreement</p> <p>Level three agreement</p> <p>Level four agreement</p>
Student escalates straight to level 4 intervention	Student Services Manager and Deputy Principal	<p><b>The Student Services Manager</b></p> <ul style="list-style-type: none"> <li>• Contacts family with intention to suspend</li> <li>• Investigation process is completed</li> <li>• Suspension finalized</li> </ul>	
After the period of intervention	Student Services Manager	<p><b>All the students' Teachers:</b></p> <ul style="list-style-type: none"> <li>• monitor the student's behaviour each lesson against the behaviour tracking sheet</li> <li>• record on student tracking sheet the standard of behaviour achieved</li> <li>• reinforce behaviour expectations and standards for the student during and after each lesson</li> </ul> <p><b>The Year Coordinator:</b></p> <ul style="list-style-type: none"> <li>• monitors the daily progress of the student using the tracking sheet</li> <li>• Reports to the Student Services Manager as to the progress of the students tracking sheet</li> </ul>	<p>Level four agreement</p> <p>Behaviour tracking sheet (2weeks)</p>
		<p><b>The Student Services Manager</b></p> <p>in consultation with the Head of Learning Area and the teachers</p> <ul style="list-style-type: none"> <li>• reviews the level four agreement at the end of the identified period of intervention (2weeks)</li> <li>• If the student has completed the level four agreement to acceptable standards, the student returns to normal</li> </ul>	<p>Level four agreement</p>

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		<p>status.</p> <ul style="list-style-type: none"><li>• the student is monitored by the designated case manager</li><li>• the completed level four agreement and behaviour tracking sheet is copied and issued to the student, parent, year coordinator, teacher and HOLA</li><li>• a copy of all documentation is placed on the student file</li><li>• information about the outcome of the intervention is recorded on COMPASS if it does not breach confidentiality</li></ul>	<p>Behaviour tracking sheet (2weeks)</p> <p>Case management notes</p>
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*\*See Appendix 4 for Behaviour Tracking Sheet*

### ***Withdrawal of Students***

Used where a student is displaying inappropriate behaviour in class and the Teacher has tried several different strategies to settle the student without success. The student is then sent to a withdrawal class with a "Withdrawal Room Slip" and work to be completed. The student should then return to class 5 minutes before the end of the session with the completed work and discuss the issue with the Teacher.

*\*See Appendix 5 Withdrawal Room Slip*



### ***Inter- Agency Support***

Inter-agency intervention may support a range of issues students experience which impacts their engagement with schooling. The following considerations are made in engaging interagency support:

- Students with a SAER referral may need interagency support.
- Inter-agency support will require the co-operation of the parents in defining the support required.
- The Student Services team and the aligned Deputy Principal determine the appropriate agency for support.

A case manager is assigned at the case management meeting.

### ***Bullying***

Armadale Senior High School is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for creating a school environment which is safe and inclusive.

Staff, parents and students at this school are committed to treating each other with care and respect and accepting individual differences.

Our school's positive behaviour's promote and develops behaviour which will contribute to an inclusive, safe and supportive school environment. Bullying is a behaviour which is not consistent with our positive behaviour's.

Bullying is a learnt behaviour which is unacceptable and can be successfully changed. Our school will take an educative approach to managing and preventing bullying.

Our school will respond in a proactive and educative manner in addressing the incidents of bullying. Strategies will include a whole-school approach focused on positive behaviour, targeted early intervention and strategies to resolve bullying incidents.

#### **(i) Whole-school prevention strategies which includes the classroom and the yard**

- Our school's Positive Behaviour plan will support the development of respectful relationships between students in the classroom, in the yard and in the community.
- By developing a common understanding of respect and building resilient behaviours in our students, we believe that we can effectively respond to the behaviour of bullying.

#### **(ii) Targeted early intervention strategies will include:**

- Raising awareness around specific forms of bullying
- Identifying and targeting early signs of problematic peer relationship issues within the school community
- Identifying individuals and groups at risk that require targeted programs
- Teach effective bystander behaviour to targeted groups or for specific situations



**(iii) Intervention strategies for bullying incidents include:**

- Students are able to report bullying through an incident report or by confiding in a member of staff.
- Staff can report suspected or actual bullying to Student Services.
- Parents can report suspected or actual bullying by contact with school executive or student services.
- All incidents of bullying will be recorded on COMPASS and the incident report will be filed on the student file in student services.
- Intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem-solving will be used for responding to bullying incidents.
- Students bullied will be provided with support to promote recovery and resilience.
- Case management of students involved in persistent bullying will be implemented.
- Students engaged in persistent bullying may require referral to the Behaviour Management process if the student fails to engage with behaviours consistent with the school's positive behaviours.

*\*See Appendix 6 Bullying*

*\*See Appendix 7 Process for Resolving Bullying*

*\*See Appendix 8 Incident Report*

### ***Aggression***

Students who engage in aggressive behaviour will be managed through the Behaviour Management process. In considering the nature of the aggressive behaviour, the safety and well-being of students and staff will be the primary guiding factor in determining initial actions to be taken.

- The severity of the incident, will determine the level at which a student enters the Behaviour Management process.
- The student will be referred for case management and be provided with support through one of the interagency programs. Parent will be engaged during the process.
- The student will be case managed and monitored during the intervention by a student services team member.

### ***Drug and Alcohol misuse***

Where a suspicion arises as to potential use of drugs and/or alcohol, the student will be assessed by Student Service Manager in conjunction with other student services personnel who have the expertise to support.

The student's health and well-being at the initial point of contact will be the guiding factor. Parents/carers will be contacted.

If deemed necessary:

- The nurse may be asked to assess the physical condition of the student and to ascertain what drugs/alcohol have been consumed.
- The psychologist may be asked to assess the student's mental status.
- The student services manager may request that the student's bag be searched.



Following the assessment and parent contact, a student will enter the Behaviour Management process, when deemed healthy to do so.

- The severity of the incident, will determine the level at which a student enters the Behaviour Management process. Police involvement may be necessary.
- The student will be referred to SAER for case management and be provided with support, if deemed necessary, through one of the interagency programs. Parent / Carers will be engaged during the process.
- The student will be case managed and monitored during the intervention by a student services team member.

### ***The presence of weapons on school site***

Where a suspicion arises as to the presence of a student in possession of a weapon, the incident will be reported to a member of the school executive team and/or the Student Services team. The safety and well-being of students and staff will be the primary guiding factor in determining actions to be taken.

- Low key responses with the student are to be employed in determining the presence of a weapon.
- The Student Services manager and/or member of the school executive may request that the student's bag be searched. Parents will be contacted.
- The severity of the incident, will determine the level at which a student enters the Behaviour Management process. Police involvement may be necessary.
- The student will be referred for case management and be provided with support, if deemed necessary through one of the interagency programs. Parents will be engaged during the process.
- The student will be case managed and monitored during the intervention by a Student Services team member.

### ***Suicidal Behaviour and Self-harming***

Any direct or indirect disclosure of suicidal behaviour or non-suicidal self-injury (NSSI), commonly referred to as self-harm, must be immediately referred to a 'nominated staff member'. The term 'nominated staff member' is used for the school-based staff member/s who need to be informed and includes any member of the school's executive team or a student services staff member.

In all cases of direct or indirect disclosure of suicidal behaviour or NSSI the nominated staff member will follow the Department of Education *School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury Flow Chart*





#### **4. *Mobile phone and Electronic devices***

The use of mobile phones and electronic devices can enhance the teaching and learning program, however the use of these in the classroom is at the discretion of the classroom teacher and for educational purposes only. The use of mobile phones and electronic devices in the yard is acceptable as long as they are used appropriately, in accordance with the school's positive behaviours.

- Teachers are to use classroom behaviour management strategies when students use devices inappropriately.
- Informal approaches such as low key responses are encouraged, to offer students a spectrum of choices in response to appropriate use of mobile devices.
- Students who do not respond positively to teacher instructions will formally enter the Behaviour Management process.

#### **5. *Maintaining student records***

The maintenance of student behaviour records has several aspects:

- All students have a file located in student services where paper records are kept and confidential information in relation to student background are stored. Access to these files is restricted to Student Services Team and Administration team.
- The use of online recording of incidents and parent contact is maintained on the COMPASS and SIS systems.
- Confidential psychological reports are maintained by the Psychologist.
- Confidential health records are maintained with the Nurse.

#### **6. *Assessment of whole school behaviour support***

Our school will use a range of data to determine effectiveness of behaviour support. This will include:

- Evidence based research surveys which assess parents, students and staff perspectives of the learning environment.
- Monitoring of number and type of suspension
- Monitoring the number of student referrals to SAER
- Monitoring the Tiers of the Positive Behaviour Framework.



## **TERMS USED IN THE POLICY**

### **Behaviour**

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

### **Behaviour Support**

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

### **Parent(s)**

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

### **School's Positive Behaviours**

The school's positive behaviour's describes the behaviour's that students are expected to learn and maintain.

### **Student**

A person who is enrolled at a Department of Education school.

### **Student Services Team**

Members of the team include: Student Services Manager, School Psychologist, Chaplain, Community Health Nurse, Year Coordinator, Aboriginal Education Worker and the aligned Deputy Principal.

### **Unproductive Behaviours**

Behaviours operating outside the school's positive behaviour's.



## APPENDIX 1

### Positive Behaviour Framework

#### (a) Positive Behaviour Support (PBS)

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS provides a framework for achieving these outcomes.

PBS builds a continuum of supports for staff and students. At each level (or tier) there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, and data to guide decision-making about what practices should be put in place to support student learning and social behaviour. PBS is supported by a three-tiered model as follows:

#### Academic Systems

##### TIER THREE

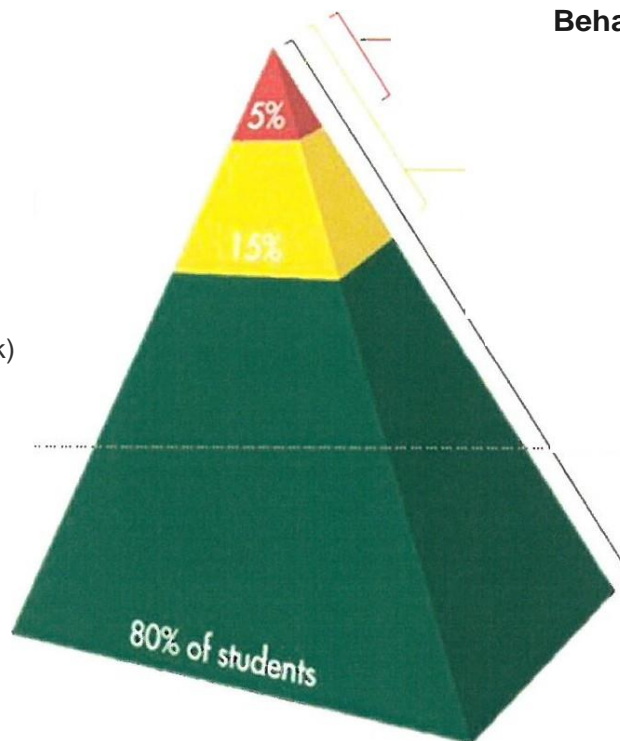
- Individual students
- Assessment-based
- High intensity

##### TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

##### TIER ONE

- All students
- Preventive, proactive



#### Behavioural Systems

##### TIER THREE

- Individual students
- Assessment-based
- Intense, durable procedures

##### TIER TWO

- Some students (at risk)
- High efficiency
- Rapid response

##### TIER ONE

- All settings, all students
- Preventive, proactive

#### Tier 1 Level 1

As the model indicates, *Tier 1* represents the majority of students. Our expectation is that the majority of our students will be engaged and be primarily operating in a *Tier 1*. Typically, these students are engaged with their schooling academically, attend regularly and demonstrate positive behaviour's

#### Tier 2 (Level 2-3)

Specialised practices and support is provided to students whose behaviour's have been documented and are not responsive at *Tier 1*. Some students will be identified at risk for reasons which may include unproductive behaviour's, concerns of academic performance and attendance patterns which fall below the regular range. Intervention processes are instigated during this stage.

#### Tier 3 (Level 4)

*Tier 3* students demonstrate behaviour's who have not been responsive at *Tiers 1-2*. Documented Individualised plans are established to the specific needs and strengths of the student. Typically, these students require intensive support as a result of their disengagement with school.



APPENDIX 2

SAER Referral form 2018



ARMADALE SENIOR HIGH SCHOOL  
SAER REFERRAL FORM

Student's Name	Year
Referred By	Date

Reasons For Concern's (Please tick): *\*All child protection concerns including self-harm, suicidal thoughts or disclosures must be reported IMMEDIATELY to the Student Services Manager, not referred via this form.*

Medical	Mental Health	Academic	Other (Please specify)
Anger Management	Attendance	Dyslexia	
Bullying	Social Skills	Dysgraphia	
Family	ADHD	Dyscalculia	

Description

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Has this concern been discussed with the parent/Guardian?	Yes	No
Has this been entered in SEQTA?	Yes	No
Anecdotal	Yes	No

Action to Date (Please tick strategies you have tried before referring)  
(Include any supporting documents i.e. relevant background info, reading tests etc) (Require 3 pieces of evidence)

<input type="checkbox"/>	Discussed strategies with other Teachers / HOLA/ Learning Support/ Yr Coordinator / Deputy / AIEO
<input type="checkbox"/>	Checked student's profile - File in admin office / SEQTA (See Student Services Manager for profile sheet)
Other comments / Recommendations / Desired Outcome of Referral	
_____	
_____	
_____	
Referral to:	
LSC	
Psychologist	
_____	

ALL REFERRALS TO BE GIVEN TO: Student Services Manager

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

HOLA signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>ACTION TAKEN</b> (to be completed by Student Services Manager and returned to referring teacher)	
_____	
_____	
_____	
_____	
Copy for:	
<input type="checkbox"/> Referrer <input type="checkbox"/> HOLA <input type="checkbox"/> Year Coordinator <input type="checkbox"/> Deputy <input type="checkbox"/> LSC <input type="checkbox"/> Referred to _____	

# Positive Behaviour Policy



**Additional Information**

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APPENDIX 3

**Armadale Senior High School**



**CASE CONFERENCE NOTES/AGREEMENT**

**STUDENT NAME:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

**HOME PH:** \_\_\_\_\_ **MOBILE:** \_\_\_\_\_

**Reasons for Case Conference:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Present: (Tick those people present)**

- Parent/Guardian       Student       Year Coordinator       AIEO   
Deputy Principal       SS Manager       School Psychologist       Chaplain

Teachers: (List) \_\_\_\_\_

Other: \_\_\_\_\_

**Discussion/Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





**APPENDIX 4**

**BEHAVIOUR TRACKING SHEET**

Level One Behaviour Monitoring

Student: \_\_\_\_\_

Learning Area: \_\_\_\_\_

Teacher: \_\_\_\_\_

Review Date: \_\_\_\_\_

Date – Period	Behaviour Rating and Comment	Teacher Signature	Student Signature
	5 - Excellent 4 - Very good 3 - Satisfactory 2 - Not so good 1 - Poor		

**Level One**

- Our expectation is that the teacher will manage the students behaviour through effective classroom management strategies
- A student whose behaviour does not consistently exhibit positive behaviour's, typically enters the behaviour management process, at *Level 1*.
- As a minimum, a *Level 1* agreement should be completed between the teacher and the student and a phone call made to the parents/carer's.
- Once the student completes the *Level 1* agreement, a copy needs to be issued to the student, parent, Year Coordinator and the information entered into COMPASS.

**Level Two**

- A student's behaviour at this level is deemed to require the support of the Head of Learning Area.
- A student may escalate to *Level 2* through a series of breaches of the *Level 1* agreement.
- At *Level 2*, the teacher and Head of Learning Area reviews the *Level 1* agreement and if deemed necessary, makes a referral to SAER
- A *Level 2* agreement is established with the student, parent, teacher and HOLA. Student Services are informed of the *Level 2* agreement and record the information into SIS.
- The teacher informs the HOLA when the agreement has been resolved.

**Level Three**

- A student's behaviour at this level continues to operate outside the school's positive behaviour's in the classroom. The student is monitored daily by the Year Coordinator.
- The student is referred to the Student Services Manager by the HOLA who establishes a *Level 3* agreement through an initial planning meeting.
- A parent interview is required with case management by either a student services staff member or a member of senior executive. The student is placed on the case management list.



## Positive Behaviour Policy



- The teacher, HOLA and student services staff member are engaged in any *Level 3* case conferencing.
- The student may be considered to be at educational risk as a result of the escalation of the behaviour.

### **Level Four**

- Student behaviour is deemed to be consistently outside the school's positive behaviour's and the student requires case management by Student Services.
- Documentation of case management processes maintained on student file in student services by the Student Service Manager.
- Parent engagement with the case conference is necessary.
- Consideration of SAER referral and interagency support.



APPENDIX 5

# Withdrawal Room Slip



Name of Student: \_\_\_\_\_

Subject: \_\_\_\_\_ Year \_\_\_\_\_

Reason: \_\_\_\_\_

Go to teacher: \_\_\_\_\_ Room: \_\_\_\_\_

Referring teacher's name: \_\_\_\_\_ Time sent: \_\_\_\_\_

Withdrawal teacher to sign: \_\_\_\_\_ Time arrived: \_\_\_\_\_

**Students need to return to their classroom or student services if they cannot find the buddy teacher.**

- Arrangement made to discuss re-entry before next session with the student
- Student to return to class before the end of the lesson
- Place in referring teacher's pigeonhole for collection

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## Student Reflection

To be completed prior to the re-entry meeting and your return to normal timetable

1) Why were you sent to withdrawal?

\_\_\_\_\_  
\_\_\_\_\_

2) The school PBS Behaviour matrix focuses on the 4 B's. Which one of these was not demonstrated in class?

Be Respectful                  Be Resilient                  Be Prepared                  Be Your Best

3) Did your behaviour stop other students from learning YES  NO

What did your behaviour look like?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## APPENDIX 6

### Bullying

**Bullying:** 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 Types

- **Verbal Bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes 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 rumors, and sharing or threatening to share another's personal information.
- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', and 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 school's discipline processes.
- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative 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. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

## APPENDIX 7

### Process for resolving bullying

- the Method of Shared Concern;
- Group Support Approach (formerly referred to as the No Blame Approach);
- social problem-solving approaches;
- community conferences;
- small group and individual conferences;
- motivational interviewing;
- cooperation circles;
- Bullying First-Aid - teacher response/interview; and
- Co-LATE Model - teacher interview process from Friendly Schools Plus.



APPENDIX 8



# ARMADALE SENIOR HIGH SCHOOL

## INCIDENT REPORT

**STUDENT / TEACHER NAME:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **Mon Tues Wed Thurs Fri** **TIME:** \_\_\_\_\_ **AM / PM**  
**LOCATION:** \_\_\_\_\_  
**OTHERS INVOLVED:** \_\_\_\_\_  
\_\_\_\_\_

**DESCRIPTION OF EVENTS / INCIDENT:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FULL NAME:** \_\_\_\_\_ **TICK APPROPRIATE**  
**SIGNED:** \_\_\_\_\_  **Student**  **Teacher**

**ACTION TAKEN (OFFICE USE ONLY)**

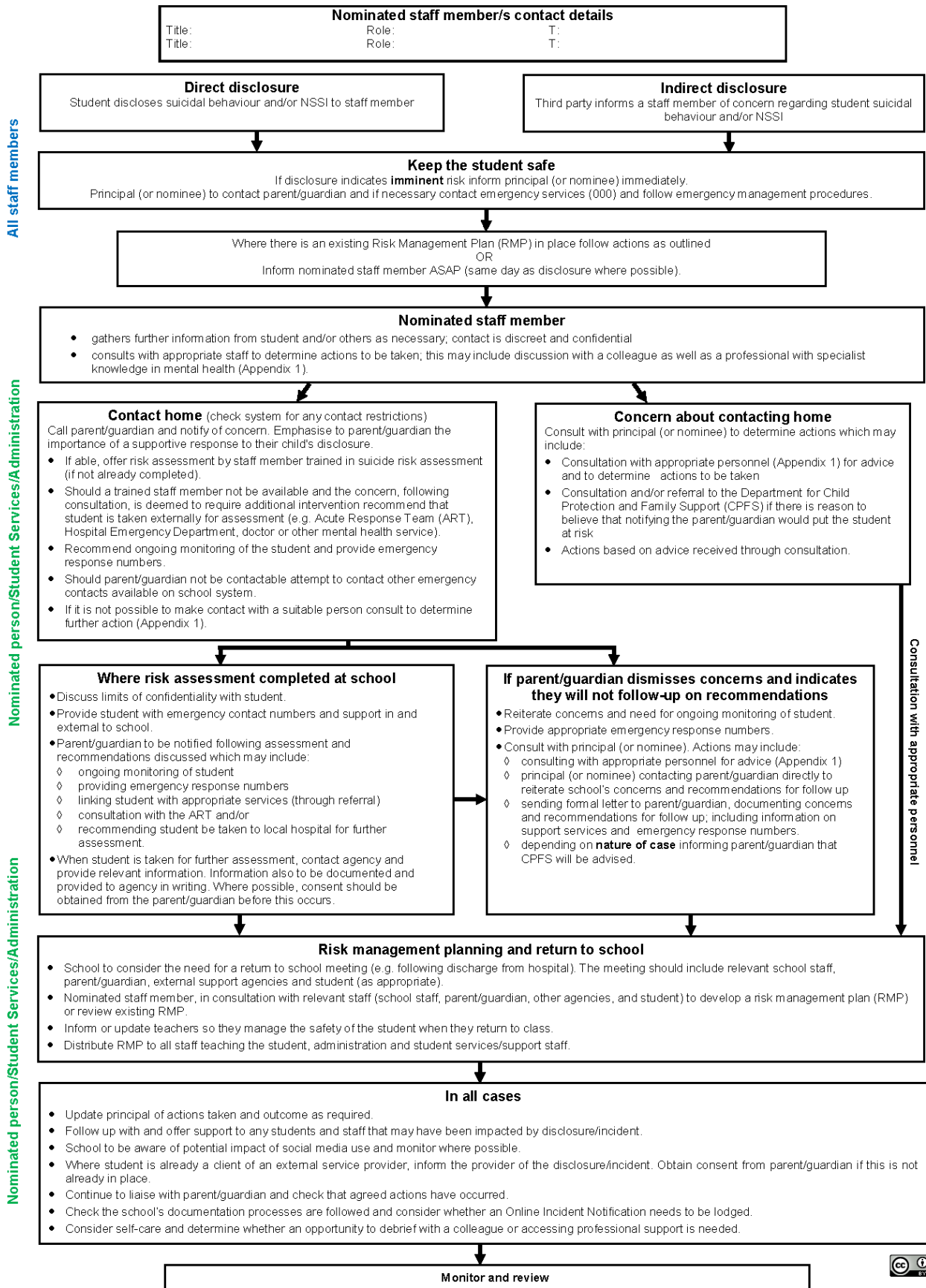
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Physical Abuse     Verbal Abuse     Follow Up Required     Information Only  
*N.B.: For Physical or Verbal abuse please see a SS Manager or hand to Jodie*



APPENDIX 9

A.3 School Response to Student Suicidal Behaviour and Non-Suicidal Self-Injury Flow Chart





**APPENDIX 8**

SAER Referral form 2018



**ARMADALE SENIOR HIGH SCHOOL  
SAER REFERRAL FORM**

Student's Name	Year
Referred By	Date

**Reasons For Concern's (Please tick): \*All child protection concerns including self-harm, suicidal thoughts or disclosures must be reported IMMEDIATELY to the Student Services Manager, not referred via this form.**

Medical	Mental Health	Academic	Other (Please specify)
Anger Management	Attendance	Dyslexia	
Bullying	Social Skills	Dysgraphia	
Family	ADHD	Dyscalculia	

**Description**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Has this concern been discussed with the parent/Guardian?	Yes	No
Has this been entered in SEQTA?	Yes	No
Anecdotal	Yes	No

**Action to Date (Please tick strategies you have tried before referring)**  
(Include any supporting documents i.e. relevant background info, reading tests etc) (Require 3 pieces of evidence)

<input type="checkbox"/>	Discussed strategies with other Teachers / HOLA/ Learning Support/ Yr Coordinator / Deputy / AIEO
<input type="checkbox"/>	Checked student's profile - File in admin office / SEQTA (See Student Services Manager for profile sheet)
<b>Other comments / Recommendations / Desired Outcome of Referral</b>	
_____	
_____	
_____	
<b>Referral to:</b>	
LSC	
Psychologist	
_____	

**ALL REFERRALS TO BE GIVEN TO: Student Services Manager**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

HOLA signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ACTION TAKEN (to be completed by Student Services Manager and returned to referring teacher)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Copy for:

Referrer  HOLA  Year Coordinator  Deputy  LSC  Referred to \_\_\_\_\_



**APPENDIX 9**