



School-Wide Positive Behaviour Support Policy

Adapted from DoE Student Behaviour in Public Schools Policy and Procedures

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Rationale

This policy is intended to provide an overview of the school's position on positive behaviour support, as well as fostering a positive school climate. Most students at Armadale Senior High School behave appropriately. They understand the school's behaviour expectations and act sensibly. There are, however, situations where a student is unable to consistently meet the behaviour expectations of the school. Armadale Senior High School is committed to providing practical support to these individuals, whilst maintaining a positive school environment where all students can achieve.

Our Belief

Armadale Senior High School takes a proactive approach to teaching and celebrating positive student behaviour. Our school views student behaviour in educational terms and have clear strategies to manage this. We recognise that school behaviour issues are often a symptom of a broader problem and regularly enlist support from Student Services, external agencies and families. We recognise all students have strengths and offer an array of award-winning programs and access to services to unlock their potential. Our belief is that ongoing suspensions lead to both alienation and disengagement from the school system. Armadale Senior High School is firm in our response to serious behaviour issues, and looks for alternative strategies to educate the individual, repair relationships and restore the school environment. Armadale Senior High School uses a **Multi-Tiered System of Supports (MTSS)** whole school approach that considers student needs holistically, provides interconnected interventions in response to needs and uses both prevention and intervention strategies to assist students in the school setting. This process addresses academic and behavioural concerns for all students and serves as the foundation of our positive school culture. There are three tiers to the pyramid of intervention which includes our whole school approach, our targeted approach and intensive support. This is outlined in more detail throughout this document and below.



Tier 1: Whole School Approaches

Driving a Culture of Consistency with High Expectations



Our mission is to provide an environment where staff are consistent in their approach to behaviour, and where all students understand what is expected of them.

Armada Senior High School have introduced a behaviour management system where high standards are expected, and where there is consistency across the school community. A framework for School values and behaviour expectations was developed by staff, students and community members and is summarised in the Positive Behaviour Support Matrix (see below). The school community set high expectations and share accountability for the implementation of this matrix. This matrix forms the School Code of Conduct. Every student is explicitly taught the school wide behaviour expectations and given opportunities to practice the skills. We believe early education prepares students to succeed at the school. Our expectation is that all students are familiar with and follow the behaviour expectations outlined in the PBS Matrix and staff model these behaviours.

Our Positive Behaviour Support Matrix

Positive Behaviour Support

School Wide Behaviour Expectations

Armadale
SENIOR HIGH SCHOOL

Aspire. Strive. Achieve.

	WE ARE Engaged Learners	WE ARE Respectful	WE ARE Accepting	WE ARE Safe
Always	Use manners	Follow reasonable instructions	Keep phones off and away	Use acceptable language
Learning Time	<ul style="list-style-type: none"> • Arrive to lessons on time and ready to learn • Bring equipment to lessons • Listen attentively • Focus on our work • Attempt our work to the best of our ability 	<ul style="list-style-type: none"> • Allow others the right to learn • Treat personal and school equipment with care • Use technology appropriately • Wait for our turn to speak • Move quickly and quietly around school 	<ul style="list-style-type: none"> • Welcome others' differences • Treat others the way we want to be treated • Speak calmly and with care 	<ul style="list-style-type: none"> • Stay in lessons • Use equipment safely • Support each other and shut down gossip
Recess & Lunch	<ul style="list-style-type: none"> • Use breaks for eating, drinking, filling up water bottles, the toilet and to socialise 	<ul style="list-style-type: none"> • Take care of the school environment • Wait our turn in lines • Put rubbish in bins • Use bins for their intended purpose 	<ul style="list-style-type: none"> • Express ourselves in a calm and mature manner 	<ul style="list-style-type: none"> • Give each other personal space • Manage conflict responsibly • Keep our school safe and refrain from throwing items • Stay in our break areas
Out of School Time	<ul style="list-style-type: none"> • Complete set tasks and return on time • Make healthy choices 	<ul style="list-style-type: none"> • Represent our school positively 	<ul style="list-style-type: none"> • Treat others with care • Engage online in ways that build people up 	<ul style="list-style-type: none"> • Follow road rules when travelling to and from school • Engage in safe online behaviour

Our Expectations of Staff

The role of the teacher is to build positive relationships with students, to facilitate high quality lessons and maintain consistent behaviour expectations. Our teachers are expected to explicitly teach the school behaviour expectations, to use specialist skills learnt from Classroom Management Strategies (CMS) to respond to students who are unable to meet our behaviour expectations, and to seek support from a Head of Learning Area or Program Coordinator if issues are ongoing.

The role of a Head of Learning Area or Program Coordinator is to support teachers to establish high classroom expectations, to use evidence-based strategies and to build positive relationships with students and staff.

The role of Student Services is to provide pastoral care, enact case management processes and support with critical incidents impacting the school community. This team is required to effectively communicate with the school community and build relationships with families and agencies to better the outcomes for students.

For a detailed summary of behaviour management strategies with staff roles, please see the 'Creating Safe and Orderly Classrooms where Learning Takes Place' section of this document.



Positive Behaviour is Acknowledged and Rewarded

Our aim is that positive behaviour is acknowledged and publicly celebrated to build a high-performance culture. Armadale Senior High School has a school wide encouragement system with a focus on student centred incentives and consistency. Our school is passionate about acknowledging positive behaviour and has introduced a student rewards store, called The Phoenix Shop.

The Phoenix Shop is shaped by student requests for rewards. Students who demonstrate behaviours outlined in our PBS Matrix will earn Phoenix points to purchase an array of rewards. Staff provide students with Phoenix Points through our online Compass platform.

There is a clear focus for rewarding students, with opportunities of Double Days where students can earn extra points. Our staff promote the system with enthusiasm and regularly look for opportunities to reward positive behaviour.

In addition to our rewards system, we systematically award students who demonstrate positive behaviour and achievement in assemblies and ceremonies. Students can achieve merit awards, subject awards, endeavour awards or citizenship awards. There is a strong emphasis on students celebrating each other's successes and we actively teach students how to acknowledge the success of their peers. We believe this develops a high-performance culture and positive school climate. Ultimately, our goal is to motivate students to identify and exhibit the behaviours demonstrated by high performing students.



Creating Safe and Orderly Classrooms Where Learning Takes Place

Our aim is for all school environments to be conducive to learning, and for all students to remain in class.

We understand that at any given time, there will be students who are facing extreme stressors and these pressures can manifest into disruptions in the classroom. Armadale Senior High School provides specialist training to our staff on how to prevent and respond to issues in the class. Our teachers regularly refer to the PBS Matrix and employ strategies from Classroom Management Strategies (CMS) to support students to achieve desirable behaviour. Despite these efforts, there are times where a student may not be able to achieve what is desired.

In these circumstances, a teacher will use their professional judgement to execute strategies within the 'Responding to Behaviour Processes' flowchart. It's important that staff record their interventions for reflection and to build a picture of the young person's needs. A breakdown of Class Managed, HoLA Supported and Student Services/ Admin behaviours is outlined at the end of this section.

Class Managed Behaviours

Within the Responding to Behaviour Processes flowchart, there are clear Class Managed Behaviours which are managed by teachers. Teachers are responsible for implementing strategies (outlined in the flowchart) with fidelity, monitoring their effectiveness, and trialling new strategies if found to be ineffective.

Following a series of interventions, the teacher may be at a point that feel they need additional support. At this stage, teachers are encouraged to seek support from their Head of Learning Area (HoLA).

HoLA Supported Behaviours

The Head of Learning Areas support staff to: Uphold high expectations and professional standards, to implement PBS and CMS in lessons, to assist in repairing relationship breakdowns and to support when teachers are having difficulties with implementing strategies.

HoLA's will use their professional judgement to work alongside staff to support students to demonstrate the expected behaviours outlined in our PBS matrix. In some instances, the HoLA may work in collaboration with Student Services in implementing strategies.

Student Services/ Administration Managed Behaviours

Student Services/ Administration (Admin) typically become involved when there is a safety or wellbeing concern or when there has been a significant disruption to the functioning of the school. Priority is given to restoring safety or good order of the school, before consideration is given to consequences. In some cases, critical incident procedures may be enacted. Following an investigation, Student Services or Admin may deem a range of responses are required to address the underlying causes for the behaviour concern. This may include case management, agency referrals, education, partnerships with parents/ carers or implementing a circuit breaker such as withdrawals or suspensions.

Our school believes in a 'fresh start' for all students, and therefore, after an incident or relationship breakdown there will be a focus on implementing restorative practices.

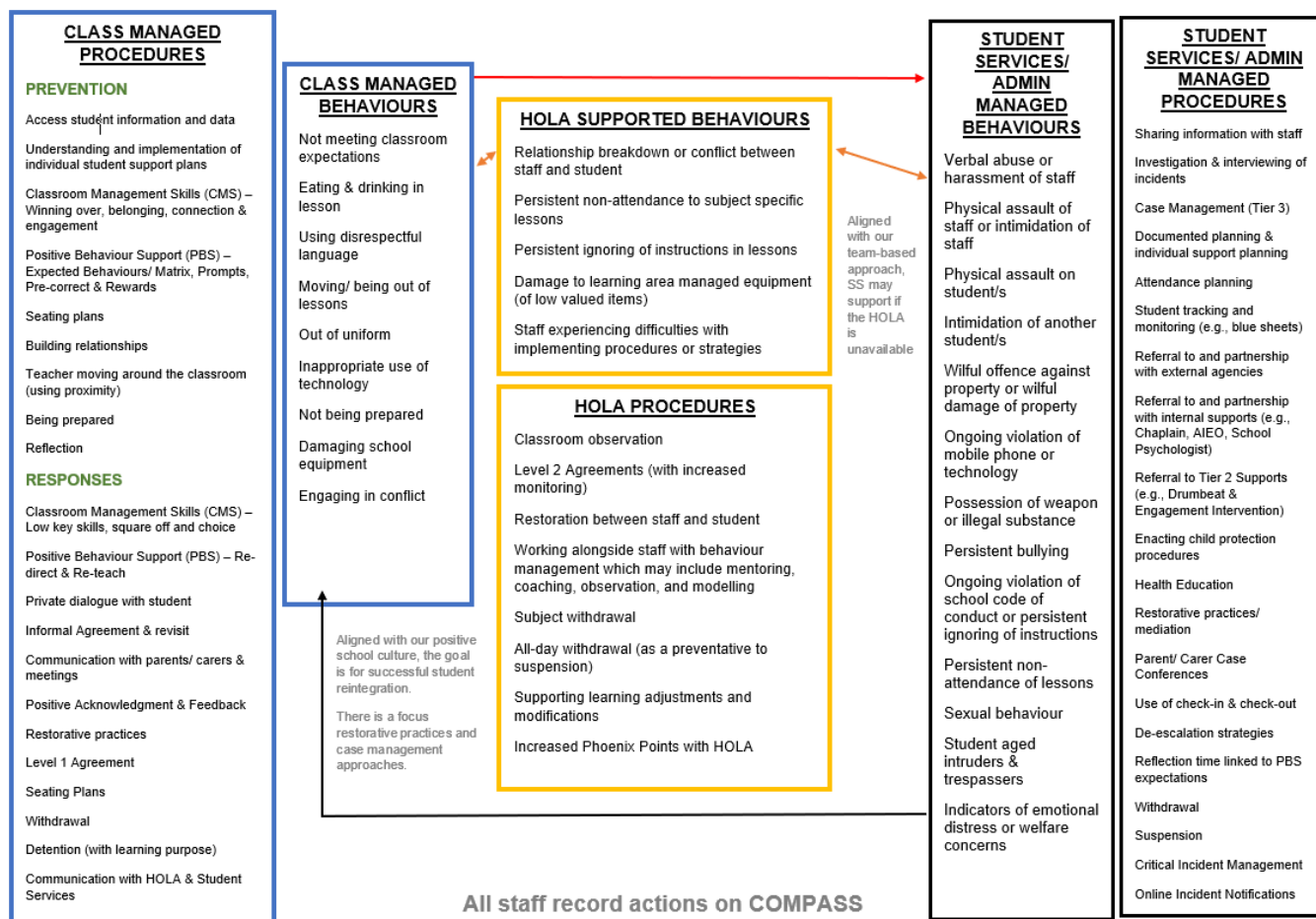
Class Managed Behaviour Definitions

Class Managed Behaviours	Definition
Not meeting classroom expectations	Refusing to follow reasonable instructions by a teacher or a staff member in lessons (including refusal to participate in activities) or in the yard.
Eating & drinking in lesson	Eating food or drinking anything other than water is not allowed in lessons. Drinking of water should be from a bottle filled during break times.
Using disrespectful language	Language that is not appropriate for the setting. This includes dialogue that is private, personal, or offensive.
Moving/ being out of lessons	Being out of class without teacher permission. Including lateness, truancy, disturbing other lessons and taking extended breaks.
Out of uniform	Students not wearing school uniform. The issue can be resolved through instruction, conversation, or follow-up.
Inappropriate use of technology	Phones are to be off, in bags and not visible at school. School technology should be used appropriately and under the direction of the teacher.
Not being prepared	Students attending class without necessary equipment required for learning.
Damaging school equipment	Damage of school equipment within the classroom. The damage is minor and reversible.
Engaging in conflict	Actively seeking to engage in conversations that could lead to escalation or conflict.

Student Services/ Admin Behaviour Definitions

Student Services/ Admin Managed Behaviours	Definition
Verbal abuse or harassment of staff	An insult (often swearing) directed at a staff member. This does not include indirect swearing or disrespectful language which would fall under the 'using disrespectful language' category.
Physical assault or intimidation of staff	Aggressive physical contact committed by a student intentionally against staff. A serious incident of verbal or non-verbal actions committed by a student directed at a staff member that are abusive, harassing or threatening.
Physical assault or intimidation of other students	Aggressive physical contact committed by a student intentionally against a student. A serious incident of verbal or non-verbal actions committed by a student towards another student that are abusive, harassing or threatening.
Verbal abuse or harassment of students	An insult (often swearing) or threat that is directed at another student.
Wilful offence against property or wilful damage of property	Intentional damage to school property that is of high value.
Ongoing violation of mobile phone or technology	Ongoing and persistent breaching of the school's technology policy.
Possession of weapon or illegal substance	A student has possession of a weapon or an illegal or illicit substance.
Persistent bullying or intimidation	Ongoing physical, online, verbal or non-verbal actions committed by a student towards another student that are abusive, harassing, intimidating, threatening and/or result in physical harm.
Ongoing violation of school code of conduct or persistent ignoring of instructions	Persistent and repeated breaching of school's expectations and/or not following clear and reasonable requests from staff, therefore requiring support beyond the classroom.
Persistent non-attendance of lessons	Repeated non-attendance (including leaving class without permission) from a class where teacher and HoLA intervention has not had an effect and/ or unresolved pattern of truancy across multiple subject areas.
Sexual behaviour	Inappropriate language or behaviour of a sexual nature by a student towards other students or staff.
Student aged intruders & trespassers	Any student of student age on the school grounds who is not an enrolled student or is an enrolled student under suspension.
Indicators of emotional distress or welfare concerns	Any behaviours, actions, signs, or disclosures/ reports that indicate further Student Services/ Administration support is required for a student.

Our Whole School Responding to Behaviour Processes



Communication Between Home and the School is Vital

Parent Partnerships

Armadale Senior High believes strong partnerships with parents and the community leads to better outcomes for students. Research has found that 'effective schools have high levels of parental and community involvement' and more engaged students. Furthermore, frequent and high-quality interactions between staff and parents are strongly correlated with an improvement in learning, attendance and behaviour. Therefore, regular contact between teachers and the home is vital to our student's success. Our teachers regularly engage with parents through conferences, classroom visits, phone conversations, emails and text messages. Our expectation is parents actively engage with the school community, communicate respectfully with staff and support the educational activities of their child.



Agency Partnerships

As part of our commitment to providing the best student support, we regularly enlist external agencies to contribute to planning, implementation and review of students at-educational risk. We partner with agencies including, but not limited to, the Child and Adolescent Mental Health Service (CAMHS), Multi-Systemic Therapy (MST), Youth Focus, The Y, Communicare, MercyCare and NDIS providers. Our belief is that focused and open dialogue with key stakeholders leads to the best outcomes for students at the school. For more information, please contact our Student Services Team at the School.

Tier 2: Targeted Approaches

Student Centred Programs

Our purpose is for all students to be inspired and take healthy risks with their education. Our motivation is that too many young people are not fully engaged in their education. Our award-winning programs target young people who are at-risk of disengagement from the school system. These young people may be at risk academically, emotionally or behaviourally. There is a broad spectrum for at-risk youth spanning from the students requiring academic extension to students with learning difficulties. We believe engagement occurs when students have positive relationships with staff, when they see the relevance of their learning, can access the information taught, and when they are passionate about the content. Therefore, in all programs, we have selected staff with advanced skills in building relationships, implementing individualised strategies and monitoring student outcomes.

Early Intervention through Year Leaders

We have a strong focus on pastoral care at the school and have clearly defined systems for positive student behaviour support.

Our Year Leaders are responsible for pastoral care, case management and are a first point of contact for students. Our Year Leaders communicate with staff, students and families and implement a range of strategies to support young people to demonstrate positive behaviour at school. Such strategies include but are not limited to; goal cards with rewards, monitoring cards, mediation services, parent contact/conferencing, referrals to external supports and individual documented support plans.



Student Engagement Programs: Addressing a Critical Need

Prevention and early intervention are paramount in supporting our at-risk youth. Our Team identifies early identification of at-risk youth, and offer programs targeted to address a critical need. Programs are held on a termly basis and referrals are accepted from all members of the school community. The Student Services team collate referrals, use data to inform decision making and develop programs or enlist external agencies to support an identified issue. Key issues include, but are not limited to; study skills, stress management, low self-esteem, concentration difficulties, disengagement, alienation from peers, social skills, anger management, substance misuse and cyber safety. An evaluation process occurs at the end of each program to determine its effectiveness.

Building Proud Aboriginal Leaders: Deadly Sista Girlz

Delivered by strong Aboriginal and Torres Strait Islander role models, Deadly Sista Girlz (DSG) is a culturally appropriate healthy lifestyle program which aims to improve engagement and education amongst school-aged Aboriginal and Torres Strait Islander girls. Participants are enabled to make informed decisions about their personal health and well-being to lead a positive and healthy lifestyle.

The Program focuses on building self-esteem and confidence, pride in Aboriginal and Torres Strait Islander identity, having practical cultural contribution in the community, positive social interactions, building relationships based on mutual respect, encouraging active self-development and yarning about sexual and women's health, drug and alcohol abuse, road safety, healthy nutrition, financial literacy, and healthy relationships.

Mentors offer a stable environment and aim to engage, educate, and empower girls to make positive choices for their health and futures. Participants benefit from having trusted mentors present and available on the school grounds, helping to build routine, encourage better relationships with the wider community, instil confidence and achieve goals.

For more information, contact the Deadly Sista Girlz Program Coordinator.



The Powerful Impact of Role Models: Clear Path Ju Jitsu Program

Armadale Senior High School has embarked on an innovative approach to address the needs of at-risk youth through the implementation of the Clear Path Jiu-Jitsu Program. This program, delivered by knowledgeable and experienced teachers and Martial Artists who serve as exemplary role models in all aspects of the program is making a significant impact on the school's community. The teachers and instructors not only impart the physical skills of Jiu-Jitsu but also serve as mentors and guides to students, particularly those facing challenges that put them at risk both in and out of the classroom and the wider community.

One of the program's strengths lies in working alongside the Student Services staff proactive identification of at-risk youth which allows for timely and early intervention. ASHS has established a robust and inclusive system where referrals are accepted from all members of the wider school community. Data-driven decision-making is at the core of the program, enabling the team to tailor interventions to address critical needs within the school. The program focuses on addressing essential concerns such as handling stress, building resilience, boosting self-esteem, overcoming concentration challenges, tackling disengagement, mitigating alienation from peers, enhancing social skills and managing anger.

The Clear Path Jiu-Jitsu Program operates on a termly basis, and an evaluation process at the end of each program determines its effectiveness. The curriculum is designed not only to impart physical fitness and self-defence skills but also creates a safe and supportive environment where discipline, routine, enhanced focus, problem-solving skills, critical thinking, respect, sportsmanship, positive social interaction, teamwork, stress relief, mental health awareness and inclusivity is developed within the students.

ASHS is emerging as a focal point for the success of this model, as the school collaborates with Clear Path Jiu-Jitsu for curriculum development, assessment creation and consistent data collection. This partnership not only lends legitimacy to the program but also exemplifies the potential of integrating a curriculum-based program with an engagement initiative within independent public schools. The Clear Path Jiu-Jitsu Program at ASHS stands as a beacon of positive change, nurturing students not just in physical skills but also in life skills that will shape their future pathways to success.

For more information, contact the Head of Learning Area- Health and Physical Education.



Developing Strong Foundations for Youth: Chrysalis Program

Chrysalis is a trauma informed engagement programme for disengaged year 8 and 9 students, which gives students a Vet qualification, emotional regulation through physical activity, pathway and mentoring links to community and business, increased connection to mainstream learning and reduced behavioural incidents.

The Chrysalis Project addresses the gap of no available alternatives to mainstream schooling for disengaged year 8 and 9 students who are below 15 years of age and not able to access options available for older students.

Chrysalis is innovative because it is not a withdrawal model. Rather, it is based on trauma informed education using the Berry Street model and actively provides physical and sensory activities to teach emotional regulation. Students will access mainstream classes with scaffolded support with an individual engagement goal, plan, and timetable. Engagement staff will work teachers to support these students to be successful in the classroom.

There is a generosity project component with regular excursions off the school site to increase student confidence and curiosity in the world. Mental health support and wellbeing programmes are tailored to the specific group needs. There is regular weekly contact with parents and families to build positive relationships with the school.

Links are made with local community and business groups to provide mentoring, work shadowing, work placement opportunities to build a strong foundation for employment in the future.

Key Features and Activities:

- Certificate I in Horticulture
- Sensory activities
- Growing vegetables/keeping chickens/worm farms/weeding/mulching
- Sessions with the school well-being dog (George)
- Building physical structures
- Individual engagement plans, goals, and timetables
- Mental health support including Protective Behaviours education
- Individual sessions with an Education Support Assistant

This is an internal school program, and referrals are nominated by staff on a yearly basis. For more information, contact the Engagement Program Coordinator.

Tier 3: Intensive Support

Student Services: Concentrated Case Management

In some circumstances, an individual student may exhibit severe and frequent difficulties despite early intervention and access to services. In these instances, a student may be referred to our Student Services Team for individual case management. Our Student Services Team takes a holistic approach to student case management and draws upon the skills and expertise of our multi-disciplinary team in all phases of assessment, planning, intervention and review. Our belief is the best care comes from a well-coordinated approach, and a student is assigned a Case Manager to enlist the support of external agencies and families to assist decision-making at a school level. We research and implement evidence-based strategies to deliver the best outcomes for students. The team accepts referrals for school-based concerns including behaviour, attendance, learning and social/emotional difficulties. Staff can refer a student to the Student Services Team by completing a student at educational risk (SAER) referral.

Documented Planning: Getting the Best Support

A documented plan is a support document for staff as they plan, implement strategies, monitor and evaluate programs that are personalised for a student or group of students. Data drives our decision making and our documented plans are based on relevant, accurate and focused information. This includes current participation and achievement levels, competency of social skills, behaviour records, reports from clinicians, and reports from the individual and families. In most circumstances, a collaborative meeting (called a case conference) is used to finalise the development of a plan and to obtain agreement for its implementation. Wherever possible, a documented plan is signed by a school staff member, a Principal, a parent/caregiver, and if appropriate, the student.

Armada Senior High currently use a range of planning documents that describe differentiated and personalised educational planning. Such documents may include:

- Individual or Group Education Plan (IEP or GEP)
- Individual or Group Behaviour Support Plan (IBMP or GBMP)
- Individual Student Profile
- Individual or Group Attendance Plan
- Risk Management Plan (RMP) or Student Monitoring Plan
- Social Competency Plan

A copy of the plan is stored in the individual student file and distributed to the parent/caregiver and relevant School staff. Plans are treated as a confidential document. All current documented plans are pinned to the students Compass Profile for ease of access for staff to implement.

Students with Disabilities: Matching Support to Need

Armadale Senior High School is an inclusive environment and provides intensive support for individuals who require extra assistance because of a disability. Such disabilities may include conditions such as Autism Spectrum Disorder, Intellectual Disability or diagnosed Mental Health Disorder. Additional transition is provided to these individuals, and documented planning occurs prior to the individual commencing school. Our Targeted Learning Services Team is often the case manager for students with disabilities, and is the first point of contact for staff, students and families. In some cases, an allocation may be provided from the Department of Education WA for students with disabilities. This assists the school to address the learning and behavioural needs for students with diagnosed disabilities. These supports may occur as at a whole school or individual level. We maintain high expectations of positive student behaviour, and this includes our students with disabilities. Where there are behaviour concerns, it is common for the School Psychologist, Lead School Psychologist and/or the relevant School of Special Educational Needs member to assist the school in making educational adjustments and support plans. This is often facilitated within a case conference with all key stakeholders including the family and external agencies. For more information regarding students with disabilities at Armadale Senior High, please contact the Targeted Learning Services.



Personal use of Technology

Mobile Electronic Devices (MEDs) include a range of devices including, but not limited to smartphones (mobile phones), tablets and laptops. Aligned with the Department of Education WA directives, students are only permitted to use a mobile phone at school, but under the following conditions:

- Teacher directed educational purpose
- Medical purpose.

Under no circumstances are mobile phones to be used to record, distribute, display or upload images or videos of students, staff or parents on school premises. The school takes no responsibility for lost, damaged or stolen property.



Students must never access or distribute inappropriate material on MEDs at the school. This includes material that is violent, pornographic, racist, sexist, inflammatory, threatening, hateful, obscene or abusive in nature, or which promotes or encourages illegal activities.

In such circumstances, Student Services/ Admin will promptly address the online publication or access of inappropriate material by:

- Supporting the caregiver to report the offensive content to the relevant webmaster or authorities
- Treating the distribution or uploading as a serious breach of school discipline by the student
- If it involves another school, reporting it to the Principal of that school
- Communicating with, and offering support to, school staff, students and others as required
- Reporting illegal activity to the Police
- If applicable, following mandatory reporting guidelines
- Documenting the incident and storing in a confidential area.

The Principal will follow the procedures detailed in the Child Protection Policy when concerns about the welfare of a student arise in the context of dealing with personal use of MEDs, or where the Principal is made aware of a recording that contains sexually explicit material involving minors. In the event of social media issues that arise in the community, the school seeks to support and educate students to make better choices and show care for their peers.

The school community has been explicitly taught the schools expectations for MEDs and students are rewarded for following the PBS expectation of 'Phones Off and Away'. **If a student fails to meet these requirements, there is a clear process for staff and students which is outlined on the next page.**

Our Process for Preventing and Responding to Student Mobile Phone Use

Mobile phones must be "off and away all day".

Teacher models phones "off & away" or communicates to students the purpose of mobile phone use as it occurs. Teacher prevents and teaches PBS expectation of 'Keep Phones Off and Away' in all lessons.

1st Breach

A breach is when a student's mobile phone has been sighted on school site.

Student's phone is seen.

Staff member informs student of the 1st breach and gives an instruction for phone to be 'off and away'. Low-key reminder to student that 2nd breach will result in phone being placed in a phone locker.

2nd Breach (in the same lesson)

Staff member informs student that is the 2nd breach and phone is now placed in a phone locker.

Student places phone in phone locker and can release phone from locker in Student Services in the next break time (or at the end of day). Teacher enters on Compass and follows up using strategies/processes in Responding to Behaviours Flowchart. Teacher acknowledges good choice.

Student refuses phone locker. Teacher reminds benefits of phone locker (e.g., student can release phone in the next break time) and provides take-up time.

Student continues to refuse. Teacher contacts Sweeper (if Sweeper is unavailable, contact SS) who collects phone and transports to Student Services. Completes confiscation envelope and hands to triage desk who places phone in the SS safe.

Teacher contacts home and informs parent/carers of concerns with mobile phone use and refusal behaviours.

Student collects phone at end of school day after class.

Teacher enters on Compass and follows up using strategies/processes in Responding to Behaviours Flowchart.

Student refuses to hand over phone to Sweeper. Student collected and taken to Deputy Principal's waiting area. Deputy Principal or Student Services to enact strategies/processes aligned to Responding to Behaviours Flowchart and communicates with teacher.

Teacher enters on Compass and follows up using strategies/processes in Responding to Behaviours Flowchart.

In repeat situations, Parent/Carer will be asked to attend a case conference with Student Services to develop a Mobile Phone Behaviour Management Plan.

**For the purposes of this policy, 'mobile phones' other electronic communication devices and associated listening accessories, such as, but not limited to, headphones, and ear buds.*

**There may be deviations to the process when student has a disability and has an individualised support plan.*

Our Stance on Substance Use or Misuse

Our mission is to prevent and reduce all harms of substance use, and to promote sovereignty of individuals over their minds and bodies. Armadale Senior High is a 'drug-free' environment and prohibits the use of alcohol, illicit substances or misuse of prescription substances. This is supported by education and health experts who agree the use of substances such as marijuana has harmful health and psychological effects among adolescents and young adults. The school takes a coordinated approach to drug education, prevention and intervention with our youth to deter substance use and support individuals at-risk. Staff who suspect a young person is under the influence are to contact Triage in Student Services for support.

Education promotes better decision making

Our school wide expectations explicitly state students are to 'make healthy choices' and teachers actively teach this expectation in their lessons. This gives our students opportunities to understand the expectations of the school, the risks with substance use and how to look for alternatives.



Our response to misuse of legal substances on school site

The misuse of legal substances (such as excessive use of prescription medication) is against school rules. We acknowledge the misuse of legal substances can be a result of a mental health issue or external stressor. Therefore, the priority is to ensure the wellbeing of the student. Students identified as misusing substances should be discretely referred to Student Services. In all circumstances, the legal guardian will be contacted and required to take the student to the appropriate medical care. The student is not permitted to leave school premises without being accompanied by the parent/ guardian (or nominated responsible adult as approved by the parent/ guardian).

Additional outcomes from an incident may include case conferencing, individual support planning and/ or referrals to education department or external agencies for further support.

Our response to possession and/or use of illegal substances on school site

The possession and use of illegal substances is against school rules and is a serious breach of the School Code of Conduct. The below details specific information to inform staff approaches to these matters.

Approaching a student who is under the influence of a substance

Be mindful that alcohol and other drug use can cause the student to become volatile and unpredictable. You have a duty of care to protect students, staff and others from risk that can reasonably be foreseen.

If there is a reasonable belief that a student is under the influence of alcohol or other drugs:

- remain calm and non-judgmental
- seek help from another staff member
- explain to the student you are concerned about their wellbeing
- prioritise the safety of all staff and students
- stand to the side of the student when speaking, so they feel less threatened
- avoid talking to the student in front of other students
- as soon as practically possible, contact Triage or Administration for support

If there is imminent threat to staff or other students' wellbeing, call the police.

Do not:

- confront or argue with the student
- try to physically restrain the student, unless as a last resort if other strategies have failed and there is an imminent risk of harm to the student or others
- leave the student alone
- allow the student to leave the school site on their own.

Organise immediate care for the student

Duty of care for all students is a priority. The immediate priority for a student you suspect is under the influence of alcohol or other drugs is their health and welfare.

Being under the influence of alcohol or other drugs does not excuse any breach of the behaviour expected by a student. However, the incident must only be dealt with after the safety and wellbeing of the student has been secured.

Contact the parent to:

- explain the situation
- arrange for the collection of the student.

Arrange care of the student on the school or event site until a parent, or person authorised by the parent, can collect them.

If you cannot reach an arrangement for this transfer of care with the parent, the principal will continue to provide supervision of the student at school or arrange for the student to access medical help.

Contact Triage or Administration who will enact emergency services if:

- there is significant concern for the student's health and wellbeing

- the student is posing a risk to self or others and the parent declines or is unable to immediately collect the student.

In all circumstances, the priority is to ensure the wellbeing of the student. This is also a matter that is typically reported to the legal guardian and the Police. Additional outcomes are likely to include a suspension, and referral to external agencies for individual and family support.

Support for those in need

Armadale Senior High School resources a multi-disciplinary Student Services Team who provide wrap-around support for students. Students can self-refer to Student Services by making an appointment through the Triage desk in Student Services. Staff who are concerned about an individual are required to complete a SAER referral form for specialist intervention in Tier 2 and 3 services. The exception is when there is a safety risk to the young person (for example, suicide ideation), where staff are required to urgently contact the Urgent Student Services Triage Line on 94976472.

Students who are identified as at-risk are supported through our SAER programs and given access to health professionals such as the School Nurse, School Psychologist and external agencies.

We acknowledge that taking the first step to seek support can be daunting. To reduce barriers we have enlisted our wellbeing dog George who assists with reducing anxiety, building connections and engagement within Student Services.



Our position on bullying

Armada Senior High has a responsibility to provide a learning environment that promotes dignity and safety of students, as well as reduce all forms of bullying, harassment and aggression. Bullying is against the mission and purpose of the school, staff, students and families at Armada Senior High have a responsibility to help prevent these behaviours from occurring. Please see the Anti-Bullying Policy on the School's website for more information.



Management of aggression

Armadale Senior High does not permit the use of aggressive behaviour under any circumstances.

For this policy, aggression is defined as an 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 the fear of violence or abuse.

Examples of aggression include but are not limited to:

- Directed verbal threats/ aggression or physical abuse
- Scratching, biting or spitting
- Use of a weapon or throwing objects
- 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 use of suspension. Please refer to the suspension guidelines within this document for further information.

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 justice strategies
- We seek to support students, parents and school personnel following an incident
- Police will be contacted when there are safety concerns that are beyond staff capacity to manage.

Student Expectations

We expect students to manage conflict responsibly and seek assistance from a staff member immediately during an incident. We expect all students to support students who have been targeted by showing empathy and compassion.

Staff Expectations

Staff are expected to behave professionally, remove bystanders, defuse the situation where possible, and seek the involvement of the Leadership or Student Services Team. In all circumstances, staff are required to seek assistance from the Leadership or Student Services Team by phoning directly, contacting the Urgent Student Services Triage Line (94976472) or sending a runner to the Administration building.

Weapons

Armadale Senior High School is a positive behaviour support school, and we educate students on our value of 'We Will Be Safe'. Research shows that school safety and security is increased by limiting the availability of weapons and potential weapons on school grounds. It is important that staff can identify and effectively respond to weapons or potential weapons at school. Students must not be in the possession of weapons on school site or at any school activity. A student who is aware of another student in possession of a weapon is required to report this to a staff member immediately. Staff members are not responsible for confiscating weapons from students. If a staff member suspects a student is in possession of a weapon, they must seek assistance from Student Services or Administration by phoning directly or sending a runner to the Administration building.

Identifying a weapon

A weapon is anything:

- serving as an instrument for making or repelling an attack
- that can be made or modified to be used to injure a person
- that can cause a person to fear that someone will be injured.

Everyday items can be a weapon, such as a kitchen knife, screwdriver, star picket or baseball bat. It does not matter if the person is carrying the weapon for self-defence.

The 3 types of weapons under the Weapons Act 1999 (WA) are:

- Prohibited weapons are any item that has no purpose other than as a weapon, such as spray weapons, butterfly, flick or switch blades, crossbows, batons, knuckle dusters and hydro gel blasters.
- Controlled weapons include those used in the practice of a martial art, act, sport, or similar discipline, such as imitation firearms, swords, machetes or spear guns or throwing stars.
- Firearm includes any lethal firearm and any other weapon of any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns, paintball guns and gel blasters.

Under the Weapons Act, it is an offence to:

- carry, possess, purchase, supply or manufacture a prohibited weapon
- carry or possess a controlled weapon without a lawful reason to do so – defence is not a lawful excuse
- carry an article with the intention of using it to injure or threaten any person
- sell or supply a controlled weapon to a person under the age of 18 years, except if it is to be used in the course of a sporting or recreational activity.

Staff in possession of a student weapon

If you find or are given a weapon:

- hand over the weapon to your principal
- provide the date, time and location where the weapon was found or handed in
- the names of any school staff and students who have had contact with the weapon.

Weapons on the student's person

If you reasonably suspect or know that a student has a weapon on their person:

- do not search the student
- assess the risk to the student and others
- tell your principal or their nominee immediately
- ask the student to go with a staff member to meet with the principal or their nominee in a safe location.

Principals, in the presence of a witness, request the student:

- hand over the weapon
- cooperates in a search of their possessions.

If the student doesn't hand over a weapon or give permission for a search:

1. Inform the parents.
2. Give the parents an opportunity to speak with the student or attend the school.
3. Continue to supervise the student.

If the student continues to decline to hand over the item, inform the police that you hold a reasonable suspicion that the student possesses a controlled or prohibited weapon.

Do not undertake a personal search of the student.

Weapons not on the student's person

If the student is not holding the weapon on their person, principals must ask them to:

- open their bags
- cooperate with the search of their property.

If the student refuses to make their property available for a search, principals must:

1. Inform the parents.
2. Give the parents an opportunity to speak with the student or attend the school.
3. Seek permission from the parent for a search of the student's property to be conducted.

If the parents don't give permission to search the student's possessions:

- seize the student's possessions, only if it is safe to do so
- label and securely store the possessions in the presence of a witness
- inform the police that you hold a reasonable suspicion that the student possesses a controlled or prohibited weapon.

Following an incident, a case meeting will be held to implement the following strategies: support the student to participate in restorative processes, to review 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.

School Sanctions

Withdrawals

At Armadale Senior High we seek to support students to achieve their full potential and meet the school's behaviour expectations through a range of whole school, group and individual strategies. Despite these interventions, there are times when a young person is struggling to meet the expected behaviours. In these situations, it may be decided that a withdrawal is required to provide opportunity for the student to calm, reflect and continue learning in a less stimulating environment.

Understanding Withdrawals

Under regulation 41 of the [School Education Regulations 2000 \(WA\)](#) school administrators may:

- withdraw a student from any class or classes or instruction as the result of a breach of school discipline, under 41(1)(a)
- restrict or prohibit a student's participation in a school activity or activities, under 41(1)(c)
- not withdraw a student for more than 5 consecutive school days, under 41(2).

Withdrawal should be applied as close as possible to the time of the behaviour of concern and used to provide an opportunity for the student to:

- calm down, in circumstances where they have become unable to self-regulate
- reflect on and learn from the incident, including engaging in restorative processes
- continue a learning activity in a less stimulating environment.

Proactive and preventative classroom management strategies used to assist a student to de-escalate and calm down before an incident occurs, such as temporarily moving a student to an identified location or asking them to stay behind at the start or end of a break, should not be considered as withdrawal.

Withdrawal is not 'in-school suspension'. The term suspension is specifically used when referring to suspending a student from attendance at school. Withdrawal must not affect the student's attendance. For more information, refer to [Understand student behaviour and attendance](#) on Ikon.

Subject Withdrawal Authorisation

Heads of Learning Areas, Student Services, Targeted Teaching or an Executive Team member are authorised to enact a subject withdrawal.

All-day Withdrawal Authorisation

Student Services, Targeted Teaching or an Executive Team member are authorised to enact an all-day withdrawal. All-day withdrawals must be communicated with the relevant Deputy Principal.

There may be times when a Head of Learning Area forms concerns for a young person and believes an all-day withdrawal will be beneficial. We ask HoLA's to consult with Student Services prior to forming an opinion to ensure the students cultural, cognitive developmental and psychological background, along with existing behaviour plans or external stressors have been considered as part of decision making.

Considerations with Withdrawals

Consider whether the behaviour of concern is a symptom or manifestation of disability. Refer to [Understand behaviour and students with disability](#) on Ikon for more information.

Make sure the withdrawal has the minimum possible impact on the student's academic progress, engagement and connectedness.

Consider the student's needs if you are changing their break times. Make sure they have enough time to eat, drink and go to the bathroom.

Organisation of Withdrawals

During school hours, we must provide accommodation, supervision and appropriate educational instruction for the student. This includes during significant school events in school hours, such as camps, excursions or sports carnivals.

When a student is withdrawn, we should:

- provide oral or written advice to the parent that day, or as soon as possible thereafter, about the withdrawal
- make sure location and supervision arrangements account for duty of care at all times
- make sure the student is given the opportunity to complete assignments or assessments to fulfil their course requirements
- document details regarding the withdrawal, including the:
 - reason for the withdrawal
 - date, time and duration of the withdrawal
 - notification provided to the parent.

Record the student's attendance as a withdrawal from classes. For more information, refer to [Record student attendance](#) on Ikon.

Successful Reintegration Following a Withdrawal

An important part of the process is to enact strategies that promote a successful reintegration into lessons. We ask that the following strategies are explored as part of transitioning a student into the classroom or playground environment:

- rebuilding and repairing the relationships
- supporting the student to use self-reflective skills
- support the student to consider perspectives of others
- identifying any unmet needs and providing behaviour support to reduce a recurrence of the behaviours of concern.

Suspension of a student from attending school

Armadale Senior High maintains high standards of student behaviour and uses an array of positive behaviour support strategies to improve student outcomes. A suspension is mandatory leave assigned to a student that can last anywhere from half a day to 10 days, and only a Principal can sanction the use of a suspension. In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student and wider school community. The duration of a suspension is determined by the seriousness of the misbehaviour, the impact of the misbehaviour on others and the level of planning required prior to the student returning to the school.

Understanding suspension

Suspension of a student from attending school is imposed for breaches of school discipline which have:

- adversely affected or threatened the safety of anyone on the school site, or taking part in an educational program
- caused, or are likely to result in, damage to property
- disrupted the educational instruction of other students.

There needs to be consideration given to whether the behaviour of concern is a symptom or manifestation of disability. Information can be located on Ikon [Understand behaviour and students with disability](#).

Suspension is used as an opportunity for:

- the student, other students and staff to calm and recover
- everyone to reflect on, and learn from, the incident, including participating in restorative processes
- the parent to meet with school staff to discuss how to improve support for the student.

Suspension also gives school staff the opportunity to:

- re-establish the good order of the school
- evaluate the effectiveness of the student's existing behaviour support plan
- meet with any internal or external stakeholders who can support the student
- seek advice on how better to support the student
- identify and plan supports and adjustments that may be required.

Categories for suspension and when to apply

This section provides an overview of the types of behaviours that may result in a suspension. This is a guide, and the individual facts of each case will determine whether use of suspension is an appropriate response to a student's misconduct. The categories are listed below:

Category Name	Description of Behaviour
1. Physical aggression toward staff	Aggressive physical contact committed intentionally against staff.
2. Abuse, threats, harassment or intimidation of staff	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

3. Physical aggression toward students	Aggressive physical contact committed intentionally against another student.
4. Abuse, threats, harassment or intimidation of students	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
5. Damage to/or theft of property	Direct or indirect damage to, or theft of, property.
6. Violation of Code of Conduct or School/classroom rules	This covers student misconduct not addressed in any of the other categories that violate the school's code of conduct.
7. Possession, use or supply of substances with restricted sale	This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
8. Possession, use or supply of illegal substance(s) or objects	The substances referred to in this category are those that are illegal under the Criminal Code Action Compilation Act 1913 (WA). This includes weapons and illegal drugs.
9. E-breaches	Breaches under the Student Online in Public Schools policy and procedures or personal use or mobile electronic devices requirements. This includes breaches of an acceptable use of agreement, appropriate use of online services agreement, and recording, distributing or uploading of inappropriate images or messages of students, parents or staff with reasonable link to the school.

Ultimately, the professional judgement of the Principal will determine whether a suspension is a suitable strategy

Suspension cannot occur for:

- truancy and non-attendance
- an incident occurring outside the student's educational program or the school, unless you can establish a reasonable link between the incident and the program or school
- breach of the dress code.

Authority to suspend

Only the Principal has the authority to grant a student suspension. Principals can temporarily grant their authority to a school administrator if they are unable to exercise the suspension.

At Armadale Senior High School, the Principal may temporarily grant authority to a Deputy Principal. To make a decision, the Principal/ Deputy Principal will often task the Student Services Team to gather

sufficient evidence prior to exercising a suspension. Student Services are guided by procedural fairness and ensure all parties perspectives have been considered.

Considering the impact on the student

Research shows that multiple suspensions have negative impacts on a student's ability to engage with the curriculum and experience educational achievement. As a result, we carefully consider each individual case and the impact that imposing multiples suspensions may have.

In some circumstances, the following actions may be taken prior to a suspension:

- Appropriate personalised learning and support strategies and discipline options applied
- A formal conversation with a Year Leader outlining behaviour concerns
- Referral to the Student Services Team for support
- Discussion with the student and parent regarding a specific behaviour which the school deems unacceptable which may lead to suspension
- A formal written warning detailing the inappropriate behaviours, as well as clear expectations of behaviour requirements

If a student accumulates 8 suspensions or 20 days of suspension in a school year, under regulation 45, we are required to take reasonable steps to formally case manage the student through student services, liaise with the parent to develop or review the student's individual behaviour support plan, with a view to minimising any further breaches of school discipline by the student.

VET and workplace learning students

When considering a suspension, consultation with the Directions Team is recommended to mitigate issues that may prevent a VET or workplace learning student from completing the required number of hours in their course or workplace learning program. This may include stipulating a suspension condition that permits the student to attend the required setting or program.

International students

If the student is an international student, consider any impact a suspension may have on the student's visa conditions, such as the need for the student to:

- attend 80 per cent of classes
- make satisfactory progress.

Alternative to suspensions when there is risk

Consider alternative strategies to suspension if you believe the student:

- will be exposed to serious safety risks outside the school, and you cannot arrange reasonable measures to mitigate these risks to the student, for example, physical or sexual abuse, exposure to drugs, crime or domestic violence or homelessness

- is at risk of suicide or serious non-suicidal self-injury and you are not satisfied there are arrangements for sufficient supervision or care for the student outside of the school.

Record the degree of seriousness of the breach and that the strategy was used in lieu of suspension due to exceptional circumstances.

Organising a suspension

If you consider the breach of school discipline to be a serious breach:

- assign a provisional suspension period while the incident is investigated
- shorten or lengthen this period, subject to regulation 43(1)(b) of the School Education Regulations upon completion the investigation
- consider applying a loss of good standing according to your school's good standing policy
- provide appropriate educational instruction if the student is not permitted to take part in school events.

Communicate with the student and their parent/ guardian

Under regulation 44 of the School Education Regulations, discuss the reasons for the suspension with the student and parent so they are aware of the behaviour of concern and the sanction that is being imposed.

Provide the student and parent with a reasonable opportunity to respond to the decision to suspend. If the suspension is for a serious breach of school discipline, the response must be in writing, as soon as possible after the provisional suspension decision.

Explain that re-engagement support planning will occur with the student, parent and other relevant stakeholders, as needed.

Setting the suspension duration

Under regulation 43 of the School Education Regulations, the maximum allowable period of suspension for a:

- breach of school discipline is 5 consecutive school days
- serious breach of school discipline is 10 consecutive school days.

Review and refine behaviour planning and intervention strategies to minimise repeat behaviours of concern and subsequently reduce suspensions.

Consider alternative functional behaviour assessments or strategies where repeated suspension is not proving an effective strategy to reduce the severity or frequency of breaches of school discipline by a student.

The reaching of a specified number of days of suspension is not an automatic trigger for exclusion.

The suspension may be for the whole or part of each day during the suspension period. 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 if the:

- student would normally be absent from school that day due to a Notice of Arrangement or placement in an off-site program
- suspension applied is for only part of the school day.

This is to prevent suspension periods being stretched to a greater number of days based on the student's attendance expectations.

Consider multiple breaches in one incident, or a connected series of incidents, as one overall breach for the purposes of considering and setting the duration of a suspension.

The duration of suspension must not exceed the number of days left in the school term. If this means you have to set a shorter duration, then record in the suspension decision what the duration of suspension would have been.

If the time left in the school term is insufficient to reasonably investigate an incident and reach a decision on a suspension, you can make the decision at the beginning of the next school term.

Transferring student duty of care

You must transfer duty of care for the student to a responsible adult, before the student leaves the school grounds.

Do not allow the suspended student to leave the school grounds until agreement has been reached with the parent about how the student will get home. This must occur every time the student is suspended.

If the parent, or responsible adult, cannot pick the student up from school, and asks the student to walk home:

- do not allow the student into the community if they are in an escalated state, and there is a reasonably foreseeable risk of harm to themselves, the community or property
- take reasonable measures to calm the student before they leave the school grounds.

If an agreement cannot be reached and there is a risk to staff and students, the Principal or Deputy Principal will contact Education Regional Office for advice. If there is an imminent risk of serious harm, the Principal or Deputy Principal may decide to phone the police.

Responding to students who attend the school site or breach school discipline during suspension

Armada Senior High School provides a safe and supportive environment for young people. In a small number of cases, a student has attended school during suspension which has required a fair and effective response.

If a suspended student comes onto school grounds without permission:

- Contact Urgent Student Services Triage on 9497 6472 with details of student name, clothing and location in the school
- Where relevant, find out why the student has come onsite
 - if the reason provides a suitable explanation, offer the student assistance
 - if the student does not supply a suitable reason, discuss calmly the need for them to honour the suspension decision and leave the school grounds
- Student Services will take reasonable attempts to notify a parent to collect the student
- if the parent, or responsible adult, cannot collect the student, Student Services take reasonable measures to calm the student and ask them to leave school grounds
- Principal or Deputy Principal will notify the police if the student is acting in a way that poses a threat to themselves, staff, other students or property.

If the student commits a breach of school discipline while on suspension, we have the option to extend the suspension period, subject to regulation 43 of the [School Education Regulations](#). However, this is exercised with caution and on an individual case basis taking into consideration all factors.

If the maximum period of suspension is already in place, implement an alternative response to be applied when the student returns to school. This does not apply in the event of a recommendation for exclusion.

A suspension under regulation 43(1)(a) of the School Education Regulations may not be extended to a suspension under regulation 43(1)(b) of the School Education Regulations, unless the breach committed during the suspension period can reasonably be considered by the principal to be a serious breach.

Supporting the student during suspension

We are required to provide learning activities for the student to complete if the suspension duration is either:

- for 3 or more consecutive days
- a total of more than 5 days in the school year.

If the suspension duration is less, we must take reasonable steps to make sure the student keeps up with their educational program and maintains continuity of learning.

An educational program must be:

- provided even if the parent or student does not ask for it
- a genuine learning activity designed to assist the student to maintain their learning during the suspension
- able to be completed without staff supervision.

Facilitating the student's successful re-entry

Whenever practicable, conduct meetings to prepare for the student to return to school before the suspension ends.

In many cases, a case conference will be held between key stakeholders such as the Principal, Student Services Team member and Parent/Guardian, and if applicable, an external agency member. In all circumstances, we exercise procedural fairness with all students and families given the right to be heard.

We believe that collaboration, setting clear expectations and involving the student in the re-entry process leads to a successful reintegration. Therefore, it is of the utmost importance that the suspended student (along with an appropriate caregiver) meets with a Principal or Student Services Team Member prior to returning to school.

Repeated suspensions (with limited improvement) often lead to more intensive supports, and in some circumstances, may lead to the Principal pursuing an exclusion process. In these circumstances, the Principal will meet with the family to inform the student is at-risk of a 'recommendation for exclusion' and provide documentation.

Exclusion of a student from attending Armadale Senior High

Exclusion from school is a very serious matter

Exclusion is a response to a student's severe misbehaviour and is defined as a set period of time where the student cannot attend the School. Exclusion will be considered where it can be demonstrated to the Director General that:

- Other forms of behaviour response have been exhausted; or
- The student has committed an act so extreme that its impact prevents the school from re-establishing a safe, caring and supportive environment for the student.

Exclusion is used when the breach of School discipline causes extreme disruption to the good order and proper management of the school, in the context where:

- Ongoing breaches have occurred; and
- Intensive support has been provided by the school to the student, including; Multiple cycles of planning, implementing and evaluating behaviour support in an attempt to help the student successfully meet behaviour requirements; and
- Effective case coordination by the school, including taking advice from Regional and Statewide Services Behaviour and Engagement Support Staff, as well as any appropriate external agencies.
- The existing School environment is clearly contributing to the student's difficulties in achieving desired behaviour, and the Principal has taken all reasonable measures to change this environment; and

- In the context of all of the above, the Principal, having taken advice and considered all options, considers that it is in the best interests of the student to move to an identified educational program or setting; but the parent/guardian and student are not willing to undertake this move.

The Principal may recommend to the Director General that a student be excluded from attending the school. Only the Director General may exclude a student. Exclusion may be temporary or permanent. An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such should be reserved for the most serious breaches of school discipline. The Department continues to have responsibility for providing an education for any student who is excluded.

For more information regarding the exclusion process, please contact the Principal at Armadale Senior High.

Creating a positive school culture encompasses celebrating contributions of all stakeholders, including students, parents/ carers, staff, the School Board, and community members. Armadale SHS would like to thank those who have worked tirelessly to build an environment where our students can thrive and succeed.

