

Beverley District High School

Independent Public School



Behaviour Support Policy

Effective: Term 3 2024

Last Updated: July 2024

Review guided by Department of Education (DoE) Student Behaviour in Public Schools Policy and Procedures

(Version 3.0 Updated 17th July 2023)

2024 to 2026

Successful

Supportive

Sustainable

'Working in unity to empower individuals to achieve their unique potential'

Behaviour Support at Beverley District High School

Beverley District High School is proudly committed to ensuring that our school community has a safe and orderly teaching and learning environment. This is best achieved by creating an atmosphere in which the students are actively engaged in the curriculum and are provided with expert and interesting ways to learn. Beverley DHS needs to be a place where students feel cared for and respected by staff and where they have a sense of belonging.

It is the school's first priority to take a proactive and preventative approach to behaviour support rather than a reactive and disciplinary one. We believe that each student's personal wellbeing is fundamental to their ability to self-regulate and develop a positive self-image as valued contributors to the school community. We will strengthen and build a school community culture of positive behaviour. We will engage with the school community in a co-design process to develop, document and communicate:

- shared values, ways of working and expectations of positive student behaviour that includes students' strengths, abilities and diversity.
- responses to behaviours of concern that are harmful to self, and/or others and/or to the school environment.
- the roles and responsibilities of all members of the school community in strengthening positive student behaviour
- multi-tiered systems of support for student achievement, engagement, and wellbeing.

Additionally, the safety of all members of the school community takes priority, including taking all reasonable steps to keep the school environment free from violence, aggression, discrimination, and bullying. To assess our behaviour support policy and approaches we will regularly monitor and review student behaviour as part of our school improvement planning.

Students, parents, staff and volunteers in the school community understand the consequences of both positive and negative behaviours and their effect on others' learning and wellbeing. The school recognises that everyone makes mistakes, and that there are ways for students to learn from their mistakes, take responsibility, and use restorative justice principles to make things better. The school aims to be **successful**, **supportive**, and **sustainable** and the behaviour support policy is organised to reflect these three ideas.

Our whole school approach to behaviour:

- identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour.
- incorporates restorative principles, systems, and approaches.
- provides multi-tiered systems of support that are responsive to student needs builds staff capability through training and support to understand and enact their responsibility in building positive behaviour.
- provides students with complex needs with intensive behaviour support.

The key to assisting students to be successful in achieving behaviour expectations is for all staff to:

- model the key behaviours that we expect of students.
- teach the core values, key behaviours, common expectations, and shared vocabulary developed by the school community and exemplified in our Positive Behaviour Support (PBS) SPARK Matrix.
- teach and practise strategies and mindsets for achieving these expected behaviours - scheduled on a cyclic pattern as outlined in the PBS Plan (for all students K-10).
- provide students with feedback about how well they are complying with expectations by giving acknowledgement when they are successful and explicit redirection if they are not.
- timetable and teach strategies for social emotional learning, self-regulation, and personal wellbeing, through specific curriculum programs, pastoral care initiatives and tiered intervention.

Behaviours that are **not** tolerated by the school are:

- Bullying: a sustained and targeted campaign of intimidation or humiliation (including racist, sexist, or other alienating behaviours).
- Possession or use of weapons (including found objects) or illegal substances.
- Aggression: intimidation, violence, or threats (verbal or physical) towards staff, students or visitors.
- Disruptive behaviours that cause significant interruption to learning and create a stressful classroom environment.

Our Behaviour Support Policy promotes a school culture that develops students social-emotional learning (SEL), health and wellbeing:

Social-Emotional Elements	
Belonging	Are welcomed, safe and experience a sense of belonging and not discriminated against on the basis of behaviour as a manifestation of disability.
Mastery	Feel their unique strengths and talents are understood, valued and nurtured.
Independence	Have a voice in decisions that affect them and learn to take responsibility for their actions.
Generosity	Feel a strong sense of purpose as learners and connection with the wider school community.

Circle of Courage

Linking Needs to Behaviour

Belonging	Needs Distorted	Needs Unmet
Attachment	Attention seeking	Disconnection
Trust	Hypervigilance	Distrust
Cooperation	Gang affiliation	Isolation
Mastery	Needs Distorted	Needs Unmet
Achievement	Delinquent skills	Failure
Problem Solving	Manipulative	Give up easily
Motivation	Overly competitive	Unmotivated
Independence	Needs Distorted	Needs Unmet
Autonomy	Oppositional	Helplessness
Self-Control	Overly controlling	Impulsivity
Assertiveness	Intimidating	Easily misled
Generosity	Needs Distorted	Needs Unmet
Altruism	Used by others	Selfishness
Caring	Overly indulgent	Lack of empathy
Contributing	Hedonistic	Lack of purpose

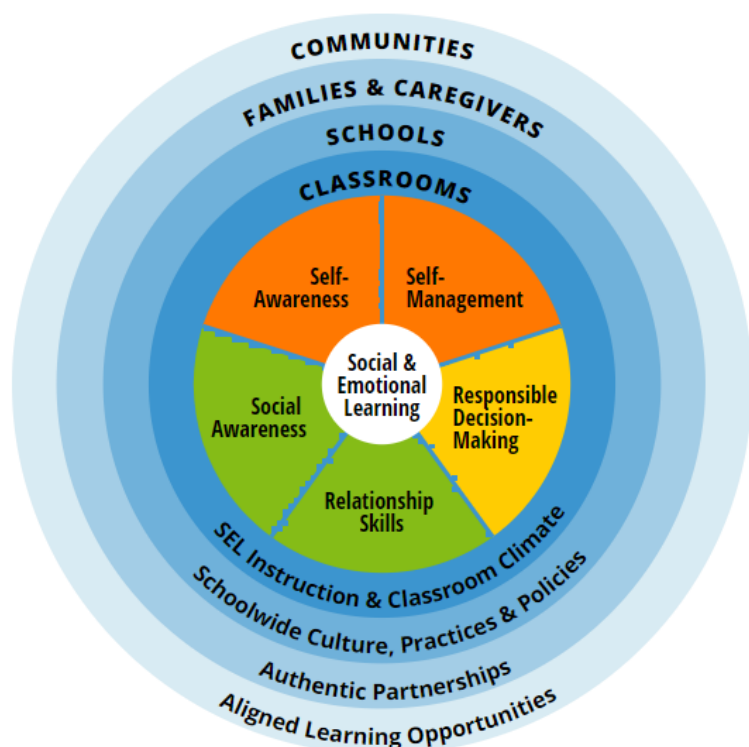
Belonging needs unmet: Some who feel rejected disengage from human attachment. Others compensate with artificial belongings such as joining a gang. These needs can be met by trusting relationships.

Mastery needs unmet: Those frustrated by failure may give up in futility. Others seek competence in distorted ways, such as delinquent skills. All need opportunities for meaningful achievement.

Independence needs unmet: Lacking power, some feel helpless. Others compensate with rebellion or defiance. All need to develop self-control and self-discipline, using power in pro-social ways.

Generosity needs unmet: Those without empathy for others may lack purpose in life. Some seek to compensate in hedonistic pleasure seeking. The antidote is altruism, being of value to others.

SOCIAL EMOTIONAL LEARNING FRAMEWORK



Social & Emotional Learning

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Review Procedures

The **Whole School Improvement Team (WSIT)** will reflect upon the implementation of our Behaviour Support Policy on an annual basis, with a formal review to take place as required. Any staff, student, parent or community member may make a recommendation for review at any time. All recommendations will be considered by the WSIT Team and if accepted will be referred to School Board for endorsement.

1. As part of the induction process, new staff will engage in professional learning of the school's Behaviour Support Policy.
2. Regular behaviour support discussions will occur at regular Staff and Committee Meetings.
3. Students and parents will receive regular and appropriate information on our Behaviour Support Policy.
4. Review and analyse any associated behaviour data on an annual basis to inform behaviour support practices.

Classroom and Playground Behaviour Support

At Beverley DHS, Classroom and Behaviour Support is based on:

- a consistent, whole school approach to managing student behaviour.
- an engaging and relevant curriculum meeting the interests and needs of students.
- a policy which is based on the rights and responsibilities of all individuals. All students must be made aware of:
 1. *Student rights and responsibilities;*
 2. *Rewards and reinforcement for positive behaviour;*
 3. *Specific classroom rules; and*
 4. *Consequences and sanctions of breaking rules.*
- each student being entitled to a fresh start at the commencement of each lesson unless part of a documented behaviour plan.
- an understanding that at each zone the problem must be resolved between all parties involved.

- Note: Before returning to class, resolution will be made between the student/s and the staff member. During the resolution stage if the student is Aboriginal the AIEO may be involved. The Principal or Associate/ Deputy Principal will facilitate and support this process.
- a certainty of consequence for breaching school rights and responsibilities, and student code of behaviour.

In order to meet the specific needs of individual students, it may be necessary to modify this plan and implement a Documented Plan (e.g. Individual Behaviour Plans).

Staff are encouraged to maximise contact with parents/caregivers. It is important that students' efforts are recognised and acknowledged; and parents/caregivers are informed of their child's behaviour. Parent meetings, letters of commendation/letters of concern, phone contact, term outlines and interviews are just some means of maintaining positive staff/parent relationships.

Staff are to contact parents when a child's behaviour adversely affects the learning or well-being of that child or others. Staff can call upon the Leadership Team for advice and coaching.

Staff are encouraged to implement various behaviour strategies for students where they feel it will benefit student behaviour and achievement. All standard Behaviour Support documentation (must still be utilised where required). This standard process is essential to track student progress across the school.

Staff must take care when considering what may appear to be a breach of school discipline when the apparent breach was committed by a student with disability, whether diagnosed or imputed. Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. Students must not be punished for their disability.

Playground and Duty Guidelines

Staff on duty are required to always wear a hat, high-visibility vest and carry their duty folder. Staff are to be punctual when on duty. Staff will be active and vigilant, responding to and resolving all issues appropriately. Students are encouraged to tell the duty teacher if they have a problem ("Telling" is where a student has concerns about their rights at school and requires some form of action to be taken. "Dobbing" is where students simply 'tell' to get someone else in trouble). All staff are asked to make this differentiation clear to students and ensure that students only "tell" to Duty Staff.

Staff Responsibilities

- All teaching staff and education assistants will be required to participate in a roster of yard duty to ensure adequate duty of care is maintained during non-instructional periods.
- If staff are absent (e.g. leave, excursions, professional learning etc.) duty cover will be arranged by Administration.
- Ensure you are always mobile and vigilant.
- Follow the Behaviour Support Policy for Playground Incidents while on duty.
- For Urgent Assistance please contact Front Office (08) 9646 2500.
- Major behaviours are to be reported and referred to Administration as soon as possible after the incident, other behaviour is to be dealt with by Duty Staff. It is not appropriate behaviour support, to deal with negative playground behaviours the next day.
- Be punctual for your rostered duty sessions. Students must wear a hat when outside or be directed to covered areas.

Student Responsibilities

- Students should walk on all hard surfaces.
- Students should play games that allow friendly participation. Gang-chasey and play fighting are not acceptable. Games involving inappropriate physical contact are discouraged. Tackling games are not permitted other than in structured physical education or sports lessons.

Lunch Duty

- Staff change over during the lunch period. The Staff member outside on duty must wait to be relieved. The area cannot be left unsupervised. Send a message to the Deputy Principal or relieving teacher with a student if there is a problem.
- Primary and Secondary students are to be seated for at least the first 10-minutes of the lunch period. Once this time is up, and the area is left clean and tidy, students can be dismissed at the discretion of the Duty Teacher in each area.
- Students are not to be eating except in designated lunch areas.

Note: Class teachers are responsible for developing strategies that address those students continually or deliberately late as per our Behaviour Support Plan.

Out of Bounds Areas during the School Day:

- Behind the Red Shed.
- Any area cordoned off to prevent student access.
- Staff Room and/or classrooms except in emergencies or in the supervised presence of a Staff Member.
- Any area outside school boundaries or fences.
- Bike Racks.
- Trees (except for nature play in lower branches in Junior Primary Playground) and Garden Beds.
- Play equipment outside school hours.

Behaviours that are expected and taught at school

The SPARK Matrix outlines the four key values that the school community expects the school to teach and foster in order for students to be successful. Success relies on being **prepared, aspiring, respectful** and **kind**. The school has developed specific behaviours related to these four key values in different contexts: **in the classroom, in the playground, and when using technology**. A more general **everywhere and always** context can be applied both on and off school grounds, and when engaged in both school and community activities. Students are explicitly taught these expectations in age-appropriate ways from Kindergarten to Year 10.

POSITIVE BEHAVIOUR MATRIX <small>working in unity to empower individuals to reach their unique potential</small>					
	S SUCCESSFUL	P PREPARED	A ASPIRING	R RESPECTFUL	K KIND
OUTSIDE	I take pride in our school grounds and enjoy playing fairly together	<ul style="list-style-type: none"> • I am in the right area with the right equipment • My zipped bag is on hooks/racks • I eat, drink and toilet during break times • I wear a hat 	<ul style="list-style-type: none"> • I join in and try my best • I am active • I take responsibility for my actions 	<ul style="list-style-type: none"> • I respect the personal space of others • I care for equipment • I walk on verandahs • I walk around gardens • I tell a duty teacher if I see something unsafe 	<ul style="list-style-type: none"> • I include others • I share outdoor equipment • I help others • I say sorry if I hurt someone or hurt their feelings. • I am fair and I play by the rules
IN CLASS	I engage in each lesson and strive for improvement	<ul style="list-style-type: none"> • I have the correct equipment ready for each lesson • I line up when the bell rings • I do my homework 	<ul style="list-style-type: none"> • I present work to the best of my ability • I set and work towards personal goals • I show pride in my achievements and those of others 	<ul style="list-style-type: none"> • I listen to others • I follow instructions • I stay on task • I use a positive tone and body language 	<ul style="list-style-type: none"> • I encourage others and use positive language • I can forgive mistakes • I share classroom resources fairly
USING TECHNOLOGY	I use technology responsibly to learn and understand the world around me	<ul style="list-style-type: none"> • I keep my password private • I hand in my phone and all digital devices • I name and file digital documents • I put my laptop on charge 	<ul style="list-style-type: none"> • I use technology to participate in online learning • I challenge myself to learn new ways of doing things • I evaluate designs and think of ways I could improve them 	<ul style="list-style-type: none"> • I ask permission before publishing photos online • I keep all personal information private • I interact positively when using email and websites • I use web browsers appropriately 	<ul style="list-style-type: none"> • I help others • I use positive comments • I let an adult know if I see something unsafe online
EVERYWHERE	I am proud to be a student at Beverley District High School and I know how to be my best	<ul style="list-style-type: none"> • I wear my correct school uniform • I put rubbish in the correct bin • I put things away • I am clean and hygienic 	<ul style="list-style-type: none"> • I aim to be a positive role model • I resolve conflict with peers in a positive way • I practice using a positive mindset 	<ul style="list-style-type: none"> • I use appropriate language and manners • I care for school property • I care for the property of others • I take turns and wait patiently • I am a good audience member 	<ul style="list-style-type: none"> • I am polite and friendly to everyone • I greet adults and visitors respectfully • I treat others how I wish to be treated

SPARK Matrix

- The SPARK Matrix will be displayed and referred to in all classrooms.
- Teachers will use in-class rewards and negotiated incentives to acknowledge and reward positive behaviour choices by students, using the language of the SPARK Matrix.
- Students will also be acknowledged with merit certificates, SPARK tokens, and social rewards (teacher positive attention, choice of activity or work partner, etc.).
- Whole school, class, and group End of Term Reward (EOTR) activities or SPARK celebrations will be scheduled throughout the year for students who have met behaviour expectations to specified levels. Examples include class cooking sessions, a movie, an ICT play session, or an excursion.

Logical consequences and restorative justice

Logical consequences will be used as the first level of a response if students do not comply with expectations.

A logical consequence is one that fixes a problem and allows student to practise a positive behaviour.

For example:

- A logical consequence of littering is to pick up rubbish from around the school.
- A logical consequence of being off task during a lesson is to stay behind and complete work that is incomplete.

Restorative justice is a process of repairing relationships that might have been affected by behaviour.

Restorative justice usually involves both parties spending time together, with the student who has caused hurt or inconvenience attempting to 'make things right'.

For example:

- A student who was running on the verandah and tripped someone else over might get them an icepack and sit with them until they felt better.
- A student who had broken a classmate's pencil might offer to replace it.

Restorative justice usually includes an acknowledgement of wrongdoing, awareness of the impact on the other person, and a genuine apology. If a student is contravening the expectations of the SPARK Matrix teachers will lead them through a predictable, consistent set of steps. These steps may in some cases be preceded by informal reminders of expectations.

When things go wrong, the school community expects, and the school undertakes, that it will:

- Ensure that students are safe from bullying, violence, threats, and disruption to learning
- Follow through with consequences that provide feedback to students when their behaviour is unacceptable, in order to reduce the likelihood of recurrence
- Communicate with parents or carers of those students who don't comply with expectations and explain the consequences. Most communication will be from the classroom teacher, including when a student's behaviour over the course of a day results in them being referred to the office. For serious incidents, including those resulting in suspension, the principal or deputy will make contact with parents/carers.
- Communicate with parents/carers of those students who have been directly affected, informing them about how the incident was managed and about the restorative justice measures that have been put in place.
- Respond to parent and student reports of misbehaviour and provide information about the outcomes of these reports.
- Initiate case conferences that involve parents and carers, and develop behaviour plans and risk management plans that provide additional scaffolds and steps to assist students to meet expectations
- Provide additional support for students with behavioural difficulties (and their families as required), including referrals, counselling, chaplaincy, and mentoring. Referrals will be considered for support from agencies including Child and Adolescent Mental Health Services (CAMHS), School Psychology services, and School of Special Educational Needs: Behaviour and Engagement (SEEN:BE).
- Provide support for students who have been adversely affected by the behaviour of others, including referrals, counselling, chaplaincy, and mentoring. Support services may include the school chaplain or school psychologist.

Kindergarten and Pre-Primary Positive Behaviour Support Plan

National Quality Framework – ECE

Quality Area 5: Relationships with children

The aim of Quality Area 5 under the National Quality Standard is to promote relationships with children that are responsive, respectful and promote children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning. Learning the difference between acceptable and unacceptable behaviour assist children to regulate their own behaviours in different social and emotional environments.

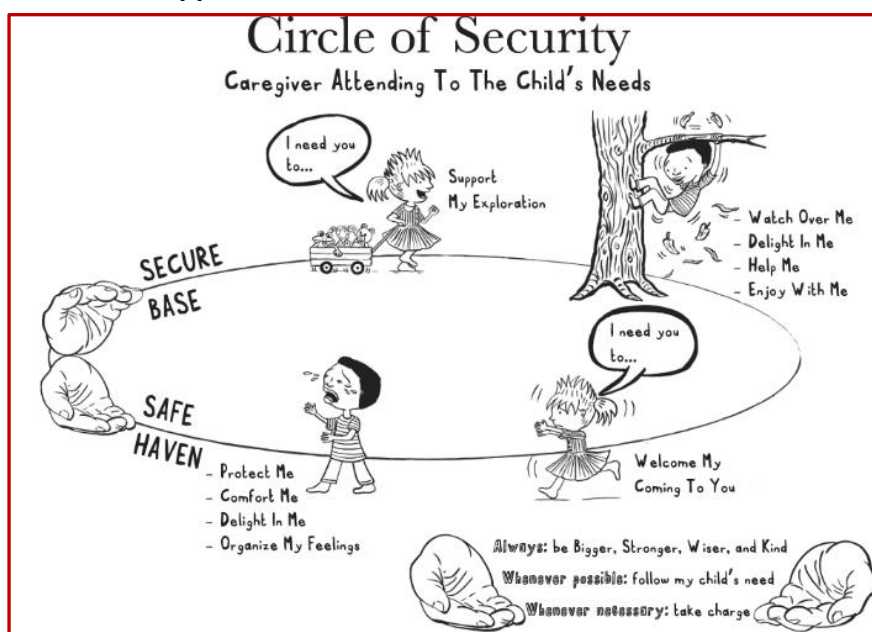
There are three aspects to promoting positive behaviour:

1. A learning environment that is positive and supportive.
2. Strategies for building skills and strengthening positive behaviour.
3. Strategies for decreasing undesired behaviours.

K/PP RELATIONSHIPS WITH CHILDREN		
Standard 5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
Elements 5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Elements 5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
Standard 5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
Elements 5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other
Elements 5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Kindergarten and Pre-Primary Positive Behaviour Support Plan

1. Teach SPARK Matrix.
2. Warning: Explain unsafe behaviour and practice safe behaviour.
3. Warning: Explain unsafe behaviour again. Introduction to consequence for unsafe behaviour.
4. Safe Isolation: Removing student from a situation but actively monitoring and supporting them to recover and re-engage successfully, as soon as practicably and reasonably possible.



BDHS BEHAVIOUR SUPPORT

SPARK SELECT



GREEN ZONE

NEW SESSION
START

DESTINATION

- Personal Reward
- Relationship XP +
- Recognition



working in unity to empower individuals to reach their unique potential



- Restorative practices aim to restore and improve relationships. They prepare students to rejoin and re-engage in their educational program. When involved in restorative practice the following questions should be addressed:
- What has happened?
 - Who has been affected by the actions?
 - What needs to be done to make things right?
 - What were you thinking/feeling at the time?
 - How have they been affected?
 - What can be done differently in the future?

STUDENT

- Disrupting Others
- Not following instructions
- Avoiding Work
- Using Unkind/Disrespectful Words
- Speaking in a Disrespectful Tone
- Damaging Property
- Rough Play



STAFF

- Provide Warning
- Re-direct, Re-define, Re-teach
- Take up Time
- Discuss Choices
- Inform of Consequences
- Restorative Practices
- Reinforce De-escalation
- Positive Reinforcement



When Students Engage in Yellow Zone Behaviours

Teacher outlines possible next steps according to student behaviour choice:

- Positive Outcomes
- Further Consequence

STUDENT

- Escalation of Yellow Zone Behaviours
- Leaving Without Permission
- Swearing



STAFF

- Classroom Consequence
- In Class Isolation Time
- Buddy Room Time
- Break Time Consequence
- 1-1 PBS Goal Setting
- Behaviour Contract



When Students Engage in Orange Zone Behaviours

Teacher - input data into COMPASS

Teacher - Parent Contact (as required)

Inform Admin - 9646 2500 or ext 62500

Teacher - Behaviour Referral

STUDENT

- Verbal Abuse: Racial/Sexual Slurs Swearing at Others
- Physical Harassment
- Assault / Intimidation
- Illicit Substance Use/Possession
- Vandalism



STAFF

- Contact Admin Immediately 9646 2500 or ext 62500
- Admin Consequence
- Complete Behaviour Referral



When Students Engage in Red Zone Behaviours

Admin - Parent Contact

Admin - Notify Authorities (as required)

Admin - Behaviour Referral

Teacher & Admin - liaise to engage in planning for re-entry



When Students Engage in Restorative Re-Entry

A Good Standing Plan may be implemented.

Students return with a fresh start.



working in unity to empower individuals to reach their unique potential

RESTORATION STATION

If your SPARK health reaches **RED ZONE** SYSTEM RESET REQUIRED... Head to the Restoration Station to prepare for re-launch

YELLOW ZONE

RED ZONE

GAME OVER

SPARK

GREEN ZONE

ORANGE ZONE

THE SPARK-O-METER
Measures your **SPARK ENERGY!** Keep your energy full by using lots of green **SPARKIES...**

ANTISPARKS will lower your SPARK energy.

Refuel it by using more green **SPARKIES**



SPARK-O-METER



USER GUIDE

SPARK

GREEN ZONE SPARKIES

I use SPARKIES keep my SPARK ENERGY full. I use SPARKIES when I am ... Successful. Prepared. Aspiring. Respectful & Kind.

When My Spark-O-Meter is in the GREEN ZONE. I have good standing. I receive positive recognition and SPARK rewards.

GREEN ZONE



- POSITIVE ACKNOWLEDGMENT
- SPARK TOKENS
- MERIT CERTIFICATES

YELLOW ZONE

YELLOW ZONE ANTI-SPARKS

Using these ANTI-SPARKS reduces my SPARK ENERGY to the YELLOW ZONE ...

- Disrupting Others
- Not following Instructions
- Avoiding Work
- Using Unkind/Disrespectful Words
- Speaking in a Disrespectful Tone
- Damaging Property
- Rough Play

- REDIRECT
- PROVIDE WARNING
- TAKE UP TIME
- DISCUSS CHOICES
- INFORM OF CONSEQUENCES
- RESTORATIVE PRACTICES
- REINFORCE DE-ESCALATION
- POSITIVE REINFORCEMENT

Teacher outlines possible next steps according to student behaviour choice:

- Positive Outcomes
- Further Consequence

I can use my green SPARKIES to get back to The GREEN ZONE



USER GUIDE

ORANGE ZONE

ROBO-TEACH

- CLASSROOM CONSEQUENCE
- IN CLASS ISOLATION TIME
- BUDDY ROOM TIME
- BREAK TIME CONSEQUENCE
- 1-1 PBS GOAL SETTING
- BEHAVIOUR CONTRACT

Using these ANTI-SPARKS reduces my SPARK ENERGY to the ORANGE ZONE ...

- ESCALATION of YELLOW ZONE behaviours
- Leaving without permission
- swearing

- Teacher - input data into COMPASS
- Teacher - Parent Contact (as required)
- InForm Admin - 9646 2500 or ext 62500
- Teacher - Behaviour Referral

I can still RECOVER & use my green SPARKIES to get back to The GREEN ZONE

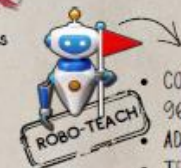
ORANGE ZONE ANTI-SPARKS

RED ZONE

I can not go directly back to the GREEN ZONE... I must go to the RESTORATION STATION.

Using these ANTI-SPARKS reduces my SPARK ENERGY to the RED ZONE ...

- Verbal Abuse: Racial/Sexual Slurs
- Swearing at Others
- Physical Harassment
- Assault / Intimidation
- Illicit Substance Use/Possession
- Vandalism



- CONTACT ADMIN IMMEDIATELY 9646 2500 OR EXT 62500
- ADMIN CONSEQUENCE
- TEACHER-BEHAVIOUR REFERRAL

- ADMIN - Parent contact
- ADMIN - Notify Authorities (as required)
- ADMIN - Behaviour Tracking Sheet
- ADMIN & TEACHER - Liaise in planning For Re-Entry

RESTORATIVE PRACTICES AIM TO RESTORE AND IMPROVE RELATIONSHIPS. THEY PREPARE STUDENTS TO REJOIN AND RE-ENGAGE IN THEIR EDUCATIONAL PROGRAM.

A GOOD STANDING PLAN MAY BE IMPLEMENTED. STUDENT'S RETURN WITH A FRESH START.

RESTORATION STATION



Minor vs Major Behaviour

Minor Teacher Managed	Major Administration Managed
Prepared	Verbal Abuse
<ul style="list-style-type: none"> • Backchat • Not following instructions • Low level refusal/work • Wasting time • Off-task 	<ul style="list-style-type: none"> • High level directed swearing at Staff or Students • Racial Slurs/Sexual harassment or lewd connotations • Targeted high-level putdowns.
Aspiring	Intimidation/Harassment
<ul style="list-style-type: none"> • Work avoidance • Arriving late to class • Out of seat without permission • Not prepared for class • Misuse of equipment 	<ul style="list-style-type: none"> • Aggressive refusal • Threatening behaviour of Staff or Students • Repeated bullying
Respectful	Physical Violence
<ul style="list-style-type: none"> • Speaking loudly • Inappropriate noise making • Tackling/rough play/low force physical contact • Littering • Teasing/excluding others 	<ul style="list-style-type: none"> • Medium to high force hitting/punching/kicking • Stabbing with pencil/pen • Spitting on person • Fighting • Throwing furniture at people
Kind	Vandalism
<ul style="list-style-type: none"> • Calling out / Yelling • Low Level Swearing • Inappropriate Language 	Stealing
	Substance misuse
	<ul style="list-style-type: none"> • Smoking/alcohol/drugs/vaping
	Leaving school grounds
	Persistent Repeated Minors
<p>***Refer to Beverley DHS Student Code of Behaviour***</p>	

Social Media and Online Activity

Families and schools need to work together to help students to stay safe online. Mobile phones are not allowed in class, and students learn about online safety from their teachers. There are minimum age requirements for social media accounts and these restrictions help to protect children from content that they are not ready to filter or manage. Parents should monitor their children's online activity and talk honestly about the risks of online sharing. Online bullying or unwelcome or inappropriate messages from another student are unacceptable, whether this occurs during school hours or outside of school. We strongly urge parents to inform us as soon as possible if this has occurred. We will assist families to gain support from police or other agencies. Where appropriate, we will apply sanctions to those students who have been involved and provide support for those who have been affected.

Friendly School Policy

INTRODUCTION

Beverley District High School values and promotes positive relationships. We do not tolerate harassment, bullying or negative behaviour of any form. Members of the school are committed to ensuring all students, staff, parents, and visitors feel safe and welcome at school. This policy is underpinned by the belief that all parents will work in partnership with the school in a concerted effort to create a friendly, safe, and productive learning environment.

RATIONALE

Beverley District High School recognises the need to foster resilience, social skills, and self-esteem to prevent bullying and anti-social behaviour. Each stakeholder in a child's education has a role to play in building resiliency and fostering the development of social skills in order to allow that child to become a positive, active citizen within society.

AIM

The aim of this policy is to support teachers' understandings of how to best build a positive relationship amongst students, staff and the community as a whole. It also highlights how negative incidents are managed and monitored at Beverley DHS. The policy deals with best practice and aims to highlight the roles and responsibilities of teachers, administrators, and parents in delivering proactive strategies in countering bullying and supporting students when faced with negative situations.

RIGHTS & RESPONSIBILITIES AT OUR FRIENDLY SCHOOL

A Friendly School creates a climate where every facet of the school is open and accessible. Beverley District High School welcomes parents as partners in their children's education. We recognise and promote people's rights and responsibilities in being active participants of society.

PARENTS' ROLE IN OUR FRIENDLY SCHOOL

Research has demonstrated that efforts to promote positivity and develop relationships between students are more likely to be successful if parents are actively involved and feel a sense of shared ownership in the school and their child's education.

What can parents do to support their children and the school?

- Talk regularly with your child about day to day activities;
- Have regular contact with teachers and other staff;
- Encourage your child to ask for help if required;
- Assist your child to discuss problems that may arise and come to a mutual solution;
- Encourage your child to be assertive by helping them practise speaking in a confident, friendly way, making eye contact, looking calm and smiling and feeling good about themselves;
- Encourage your child to play with other children at school, at home and in the neighbourhood; and
- Help your child improve their self-esteem by discussing the things they are good at, encouraging your child to 'have-a-go' at new activities, and encouraging your child to develop their own independence.
- Try to attend school functions, for example assemblies and/or help on the class parent roster to demonstrate your support for your child and the school.
- Read the school communications and discuss items of interest with your child.
- Model a positive attitude toward school and encourage your child to see the positive aspects of school life.
- If there is a problem with your child at school, try to work together with the school to overcome the problem. This shows a committed partnership between parents and the school to work towards positive solutions.

COMMON UNDERSTANDINGS ABOUT BULLYING

The issue of bullying is a sensitive one. It is the responsibility of Beverley District High School to implement strategies and procedures to promote positive relationships. The focus is not on the child, but on the negative behaviour they display.

Bullying is:

Bullying is defined as **repeated negative actions over time** by individuals or groups towards other individuals or groups. It involves an imbalance of power and can be verbal, psychological, relational, or physical forms of bullying. It can be direct or indirect in nature. Incidents can include:

- Being ignored, left out on purpose, or not allowed to join in;
- Being made afraid of getting hurt;
- Being hit, kicked or pushed around;
- Being made fun of and teased in a mean and hurtful way; or
- Having lies or nasty stories told about them to make other children not like them.

Bullying is not:

- A one-off occurrence
- A negative act between two individuals of equal power.

TYPES OF BULLYING

- **Verbal Bullying:** Involves 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.
- **Psychological Bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional black-mail, 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 from their social connections, making up or spreading rumours and sharing or threatening to share others personal information.
- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.
- **Cyber Bullying:** Involves the use of information and communication technologies such as e-mail, 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.

PREVENTING BULLYING

Students must understand their role if bullying occurs. They need to take responsibility for their own actions and play a positive role in decreasing incidents of bullying.

'Dobbing' is when a person tries to get attention or to get someone else into trouble.

'Asking for help' is when someone feels the situation is out of their control and they are unable to deal with it alone. If anyone sees someone else in this situation they should also ask for help.

What should we teach children to do if they are bullied?

Children of all ages at our school are to be taught through the classroom curriculum that when they have a problem they can:

- Try to stand up for themselves in a positive way;

- Try to talk with the person they are having a problem with;
- Walk away and ignore the person completely;
- Get help from a teacher or another person they trust;
- Ignore the situation and keep playing or working;
- Talk to a friend to get some ideas to help them make a decision; or
- Try coming to an agreement with the other person.

All children are capable of bullying at some time and it is important for stakeholders to respond in a calm and helpful manner.

Who are Bystanders?

A bystander is someone who sees bullying or knows that it is happening to someone else.

Bullying involves more than the students who are bullied and those who bully others. Most children report having witnessed bullying occurring. Bullying often continues because people who are involved do not talk about it and seek help. This includes people who observe bullying – the bystanders.

Children who are alone are more likely to be the target of bullying, so encourage children to be aware of others who are left out or on their own in the playground and encourage the inclusion of those who are left out or alone.

What can Bystanders do?

If children see another child being bullied they should:

- Ask a teacher or support person for help;
- Let the person doing the bullying know that what they are doing is bullying;
- Refuse to join in with the bullying and walk away;
- Support the student who is being bullied; and
- Support their friends and protect them from bullying.

How we can help children to not bully others?

- By teaching Resiliency & Relationship Education;
- Talk to students about what is acceptable behaviour and what is not, e.g. “we should not tease people to make them feel bad”;
- Work together to establish simple rules and expectations about how to treat each other;
- Encourage and provide opportunities for children to openly discuss bullying issues;
- Discuss friendship and help children make friends by encouraging them to play with other children at school, at home or in the neighbourhood; and
- Improve children’s self-esteem by encouraging them to have a go at new activities and think about their abilities in a realistic way.

MANAGEMENT, STRATEGIES & REVIEW

Beverley District High School promotes a Friendly School ethos. When issues do occur, the school refers to the ***Behaviour Support Policy*** in dealing with these issues efficiently and effectively.

Essential content

Beverley DHS is committed to providing quality Resiliency and Relationship Education and teachers are expected to use evidence based strategies and resources as part of their teaching and learning program.

The Review of the Friendly Schools Policy & Guidelines

At the direction of the Principal, this policy shall be reviewed as part of the Beverley DHS Behaviour Support Policy to determine:

- the success of the structures, strategies and programs in place to address Resiliency and Relationship Education;
- the level of increase/decrease in incidents of bullying; and
- specific needs for the future.

Changes will be made in the best interest of the students and staff of Beverley DHS in line with:

- the Beverley DHS Behaviour Support Policy;
- DoE Policies; and
- evidence based programs and strategies.

Classroom Management Strategies (CMS) – Preventing and Responding to Inappropriate Behaviour

1. Preventative Strategies **GREEN ZONE**

1. Teach Student Code of Behaviour expectations to your class. Model and teach **what** to do rather than **what not** to do.
2. Build relationships with students (meet and greet, demonstrate an interest in the student as a person).
3. Reinforce expected behaviours (catch student being good, provide specific praise).
4. Model Student Code of Behaviour (speak to students in a respectful manner, be on time to class).
5. Employ Classroom Management Strategies (CMS)-preventative proximity, active scanning, signal to begin, and transitions.

2. Low Key Responses **GREEN ZONE**

1. Proximity
2. Pause
3. The Look, the gesture
4. Minimal Verbal
5. Focus on the problem not the student
6. Planned Ignore
7. Deal with the allies

3. Either / or Choices **GREEN ZONE & YELLOW ZONE**

1. Square off and clarify expectation
2. Clarify alternate option (if appropriate)
3. Clarify consequence

4. Consequences **GREEN ZONE & YELLOW ZONE**

1. Follow through on consequence given. For example, change in seating, detention, isolation.
2. At this stage the teacher must ensure they meet with the student to resolve the issue and explain their classroom expectations

Bump 1 – Preventing and responding to misbehaviour through low-key responses **GREEN ZONE & YELLOW ZONE**

- The teacher responds to a student using one of several low-key responses. Responses are short and should maintain a neutral or positive atmosphere. They are delivered in a way that invites the student to behave.

- Examples are: proximity, gesture, using student's name, the look, a pause, planned ignore, signal to begin, dealing with the problem and not the student, transitions.

Bump 2 – Squaring off GREEN ZONE & YELLOW ZONE

- More assertive than bump 1 and it demands that the student behaves.
- Consists of 4 steps;
 1. Stop talking (pause).
 2. Turn towards the student (square off).
 3. Give a verbal request to stop (optional).
 4. End with a thank you.
- Sometimes the length and intensity of the look will stop the behaviour without saying anything.
- Caution if the look is too long or intense it may work against you and create a power struggle.

Bump 3 – Choices GREEN ZONE & YELLOW ZONE

- Teacher uses this strategy to give options to the student or have students come up with their own option to prevent an inappropriate behaviour from continuing. This encourages the student to take responsibility.
- Consists of 4 steps;
 1. Stop teaching, pause, and turn to the student.
 2. Provide student with an appropriate choice and allow them to make a choice by saying 'a decision please'.
 3. Wait for an answer.
 4. Finish with a thank you.

Bump 4 – Implied Choice GREEN ZONE & YELLOW ZONE

- If the student continues to misbehave the teacher informs the student they have made their choice and gives them an instruction on what they should do.

Bump 5 – Defusing a power struggle

- Consists of 8 steps;
 1. Stop teaching and pause.
 2. Square off.
 3. Make eye contact.
 4. Take one or more deep breathes.
 5. Deal with any allies.
 6. Do or say something that shifts the locus of control.
 7. Pause and allow the student to save face.
 8. Bring closure to the interaction with an appropriate statement.

Bump 6 – Informal Agreement ORANGE ZONE & RED ZONE

- Response to recurring misbehaviour that shifts the responsibility for interpreting, developing, and implementing an action plan from the teacher to the student.

Bump 7, 8, 9, 10 – Formal Contracts, Withdrawal, Out of School Suspension RED ZONE

- Teacher makes the decision to initiate the design of the contract, monitors the behaviour and makes the decision whether or not to refer to Deputy / Associate Principal. The student has been involved in this process and therefore is aware of consequences for the behaviour ahead of time.
- Deputy / Associate Principal then assesses what has been implemented and decides on future actions.

As a teacher you are establishing credibility with your students by handling discipline problems yourself. This in turn empowers you as a teacher and reduces the likelihood of further behaviour issues in your classroom.

Strategies to Avoid Confrontation

Develop a positive relationship with the student:

- Students will be more responsive to teachers who they perceive to show an interest and care about them.

Aim at consultation rather than confrontation:

- 'This behaviour is unacceptable. It cannot be allowed to continue. You and I need to work this out.'
- This process has the aim of getting the student to rationalise their behaviour and accept responsibility for it.

Deal with the behaviour and not the student:

- Think about the way you say things to students. 'What you are currently doing is silly' rather than 'you are silly.'

Get the student to reflect on their behaviour:

- Ask a student 'what have they done, how does it affect others, why is this not acceptable behaviour.' This allows a student to take responsibility for their behaviour and focus the attention back on them rather than you as an authoritarian figure.

Keep control of your emotions:

- Instead of saying 'I am sick and tired of your silly behaviour' simply say 'This kind of behaviour is unacceptable'.
- The incident does not need to be resolved on the spot. It can be done during a DOTT period where you go and retrieve the student from their class to discuss the situation and determine the pathway for a resolution.

Don't escalate the problem:

- Don't turn a minor issue into a major problem. As stated above not all issues need to be sorted out then and there. A simple 'I will catch up with you later to resolve this' will avoid a power struggle, let you keep your authority and reduces the chances of allies involvement.
- Speak in a clam manner, avoid raising your voice and lecturing student. Apply logical and fair consequences.

Take caution making threats:

- Never make threats that you do not intend to follow through on. This will make you lose all credibility. For example, if you issue yard duty to a student and they fail to do it, you as a teacher must follow up on this in your own time otherwise yard duty becomes an idle threat and the students realise that consequences will not be followed up on.

Chronic Offenders:

- For students who continually misbehave it is very important that you talk to other teachers of that student and ascertain whether the behaviour is similar in all classes or just yours.
- Consult with your Deputy Principal and ask for some time to peer observe teachers who are experiencing success with the student.
- Behaviour is a cause and effect relationship. If you can find the cause of the behaviour you will be able to fix the problem.

Communicating with Parents

Parents can be contacted in a number of ways to express concerns about a student progress or to commend their achievements. Regardless of which strategy you use, it is important that a record of any contact is kept on COMPASS.

Telephone Contact

Before

- Discuss the matter with the Principal or Deputy Principal if required.
- Be clear about what you would like to discuss (prepare brief notes if appropriate).

During

- Introduce yourself.
- Check that it is a convenient time to talk.
- Start with a positive comment – ‘John is a likeable student who has great potential.’
- Outline concerns.
- Allow the parent an opportunity to express their concerns/queries.
- If you are uncomfortable with the conversation, thank the parent for their time, say goodbye and end the telephone call.

After

- Note the day, time and nature of your call on COMPASS in **Chronicle**.
- Summarise any concerns with the Principal or Deputy Principal.

Email or COMPASS Contact

- Email or COMPASS contact should be brief and should indicate that a teacher wants the parent to contact him/her at the school. Ensure you provide a time when you will be available to take phone calls.
- Note that an email or COMPASS communication is a formal method of communication and that you should not write anything in an email that you would not normally put on official school letterhead.
- Sample Email / COMPASS communication.

Dear Mr Smith

I am John's Science teacher and I would like to discuss some concerns I have about his progress. Please contact the School on 9646 2500 so we can discuss strategies to help John. I will be available today (Monday) between 11:45am – 12:40am and tomorrow between 1:50pm – 2:10pm.

I look forward to hearing from you.

Kind Regards,

Mrs Jones

Face to Face Parent Meetings

There will be times when you will need to meet with a parent. The following guidelines should be followed to ensure that the meeting is useful for both the parent and you.

Before the meeting:

- Arrange a meeting time with the parent.
- Find an appropriate venue – privacy is essential.
- Inform the relief coordinator of the meeting so that you are not allocated internal relief.
- Write down your concerns.
- Discuss the meeting with your Line Manager and if you are concerned about possible conflict with the parent, invite the Principal and / or Deputy Principal to the meeting.
- If appropriate, also arrange for the student to be present for the meeting.

During the meeting

- Introduce yourself (and others if necessary).
- Start by asking the parent if they have any concerns about their child's progress.
- Discuss your own concerns, remember to be polite and mention any positives.
- Develop a plan with the parent that can be supported from home.
- If a conflict arises during the meeting and you feel uncomfortable, excuse yourself from the room and seek the assistance of the principal or Deputy Principal.

After the meeting

- Forward your Interview Record if required to the Principal and / or Deputy Principal and / or record notes on COMPASS in **Chronicle**.
- Discuss the meeting with your Line Manager.
- Follow up with a telephone call to advise the parent on any progress since the meeting.

Incentives and Whole School Awards

SPARK Tokens (+ COMPASS)

SPARK Tokens, redeemed as Faction Points, are regularly awarded to student who exhibit positive behaviours as outlined in the Beverley DHS SPARK PBS Matrix.

Certificates of Merit

Prior to assemblies, teachers will receive a nomination form to select students who will receive a Certificate of Merit for the assembly.

Certificates of Excellence

Certificates of Excellence are awarded at the end of Term 2 and Term 4 at a Whole School P-10 Assembly. Teachers choose one child from each class to receive a Certificate of Excellence, to reward children for outstanding achievement, behaviour, or effort over the term.

Letters of Commendation COMPASS

Letters of Commendation are sent home regularly highlighting positive behaviour.

End of Term Rewards

An End of Term Class Reward Activity / SPARK Celebration is organised for all students who have demonstrated appropriate behaviour.

PBS Awards and Honours Roll

Students will be identified who meet specific criteria for PBS Awards and for inclusion on Academic Honours Roll.

Presentation Night

Presentation Night celebrates the transition of Year 6 and Year 10 students and celebrates individual student success across Year 1 - 10. At this time awards are given to students throughout the school who demonstrate a high level of achievement, improvement and/or effort.

Classroom Rewards

Examples of classroom rewards that can be used to reinforce appropriate behaviours are as follows:

- Verbal encouragement and praise
- Spark Certificates
- Teacher Award / Stickers/ Stamps
- Classroom certificates
- Structured reward time (not free time)
- Lucky dips / prizes
- Special tasks / responsibilities
- Group points
- Raffles
- Class negotiated rewards
- Show work to administration member /other classes / teachers
- Visual charts

An End of Term Class Reward Activity at the end of each term for all students who have demonstrated excellent behaviour. Students able to participate get the opportunity to celebrate the end of each term in a variety of ways, organised by staff. Those students who have lost their End of Term Reward eligibility or do not have their Good Standing will not be eligible to participate during the term that this has occurred.

Loss of Eligibility for the End of Term Reward Activity

Students may lose their eligibility to attend End of Term Class Reward activities. This is automatically removed when Loss of Good Standing is imposed. At other times, loss of eligibility for End of Term Reward Activity may be removed at the discretion of the School Leadership Team for serious breaches of school discipline that do not normally trigger loss of Good Standing.

Withdrawal of Students from School Activities

The placement of students in Withdrawal will be authorised by the Principal, Associate Principal and / or Deputy Principal in consultation with the classroom teacher as an end of line behaviour support measure in dealing with a student exhibiting disruptive behaviour. Details of a student's unacceptable behaviour will be documented using a Major Behaviour Referral Form (or COMPASS) and the details of the Withdrawal will be entered in the school's behaviour support records (COMPASS).

The Principal, Associate Principal and / or Deputy Principal, in consultation with class teachers, will be responsible for ensuring that students in Withdrawal are provided with an adequate amount of work. Work is to be from the student's normal learning program at a level that the student can carry out without explanation or assistance. Students in Withdrawal are under the general supervision of the Principal, Associate Principal and / or Deputy Principal. Breaches of Withdrawal procedures by a student will be dealt with by the Principal, Associate Principal and / or Deputy Principal, and will usually involve suspension from school.

Every effort will be made to notify parents immediately children are placed into Withdrawal, and they shall then have the right to remove them from school and convert the consequence to a suspension from school.

The withdrawal of students from school activities can be an extremely effective behaviour support practice. It serves to:

- provide students exhibiting disruptive behaviour with the opportunity to cool down, and reflect on their own behaviour;
- ensure duty of care provisions for other students and staff;
- allow the teacher and the other students the opportunity to teach and learn without interference; and
- provide an opportunity to negotiate and plan behaviour support strategies.

Following a breach of school discipline, a student can be withdrawn from:

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

A student cannot be withdrawn from any of the above for more than five consecutive school days. A maximum of five consecutive days is the time period for which a student may be withdrawn for a breach of school discipline. This time frame allows for restorative practices to be implemented to ensure relationships are maintained (or and avoid further damage to staff-student relationships). A student withdrawn from classes must be provided with opportunities to complete assignments or assessments to fulfil course requirements.

Students must be supervised, with safety and security requirements being met at all times. Decisions about the location, supervision arrangements and the duration of withdrawal must take into account:

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

Records regarding the withdrawal from school activities must be kept and parents must be advised. This withdrawal from school activities is distinct from the short-term withdrawal in a class situation that may form part of a teacher's classroom behaviour support strategies.

Suspension

Rationale

Suspension can be an effective behaviour support strategy when it is reserved for serious or persistent breaches of the school's code of conduct. Only the Principal has authority in the school to make a decision to suspend a student. At Beverley DHS this authority can be delegated and / or transferred to the appointed Associate Principal / Deputy Principal in circumstances where the Principal is unable to exercise the suspension.

Purpose

Suspension removes the student from the school environment, reduces the opportunity for reinforcement of their behaviour and provides a period of respite between the incident and the resolution process. The processes for imposing suspension are the same for all students. Suspension provides an opportunity for the student, parents, and school staff to reflect on the incident and behaviour enabling a considered, positive resolution and re-entry plan. Suspension can, however, break down the relationships between the student, parents and school staff unless the resolution process is effectively managed.

Categories of Suspension and Serious Breach of Code of Conduct

Category 1- Physical Aggression toward staff.

Aggressive physical contact committed intentionally against staff.

Category 2- Abuse, threats, harassment or intimidation of staff.

Verbal and non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment and sexual innuendo.

Category 3- Physical aggression towards students

Aggressive physical contact committed intentionally against another student.

Category 4- Abuse, threats, harassment or intimidation of students

Verbal and non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment and sexual innuendo.

Category 5: Damage to or theft of property

Direct or indirect damage to or theft of property.

Category 6: Self-harm or threats of suicide

Student makes a disclosure about self-harm and or suicide. Teacher witnesses students self-harming. Other students make a disclosure that a student has an object for self-harm or are expressing suicidal ideation.

Category 7- Possession, use or supply of substance 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.

Category 8: Possession use of supply of illegal substance (s) or objects

The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.

Category 9: Explicit content or material on a technological device

Includes recording, distributing, or uploading or inappropriate images or messages of student or staff with reasonable nexus to the school.

General Procedures (Refer to Wheatbelt Education Region Suspension Guidelines)

Suspension of a student occurs after the careful consideration of all known information and if possible, consultation with at least one other member of the School Leadership Team. At this stage, if the student is Aboriginal, our AIEO will be available for support and/or counselling to both the student and the family. Once parental contact has been made, the student will be sent or taken home immediately. If no parent or emergency contact is available, the student will remain at school under appropriate supervision until the end of the day. Parent contact will then be attempted, through a letter carried by the student, or a further phone call. The original copy will be mailed home.

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

The maximum period of suspension is five days for a breach of school discipline and 10 days for a serious breach of school discipline.

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

Return from suspension

1. When a student is returning to school from suspension, consultation with the student and parent/s or caregivers will occur. The student must complete a satisfactory interview with a member of the School Leadership Team.
2. The student should submit their completed "suspension package" of schoolwork (where applicable).
3. The incident or issue which led to suspension must be resolved before the child is able to resume normal classes. Strategies will be implemented to prevent future re-occurrences of the behaviour/s.
4. The student will be placed on a Documented Plan and this will be monitored by the Principal, Associate Principal and / or Deputy Principal until satisfied that the student's behaviour is acceptable and that the initial problem is resolved. Further consultation with parents will take place when a student has been suspended for a total of ten or more days in one school year. The purpose of this consultation is to review the behaviour support plan for the student and the educational program being provided. If a student accumulates twenty days suspension in one year, the school will involve the Wheatbelt Regional Education Office in a case management approach.

If, after being given a reasonable opportunity to be heard, a parent or caregiver feels aggrieved by the decision of suspension, then he/she may request a review of the decision by the Wheatbelt Regional Office and managed according to the *Disputes and Complaints Policy and Procedures*. A review does not prevent the period of suspension being imposed or continuing in effect.

Education Instruction for a student suspended from school

Any student who is suspended from school for three or more consecutive school days or has accumulated five days suspension within the year will be provided with education instruction during the period of suspension. (This does not require the student to be supervised by school staff during the period of suspension unless the student has specific permission to be on school property).

The student will be provided with education instruction that will include some or all of the following:

- information and materials that would enable them to continue to develop the knowledge and skills that are central to their education program;
- information and materials that would enable them to complete tasks and prepare for assessments; and
- activities that require reflection about behaviour and/or the incident that resulted in suspension and any behavioural changes required when the student returns to school.

Parents will be informed of the education instruction made available. Staff will encourage parents to support the completion of these materials. A student suspended from school will be given every opportunity to continue with their education program and fulfil course requirements. The student will be provided with opportunities to complete assignments or assessments conducted during the period of suspension.

The student can be given permission to return to school to submit an assignment, or to complete an assessment task in an isolated environment under staff supervision. Alternatively, upon the student's return from suspension they can be allowed to submit assignments or to complete assessment tasks.

If the school has provided opportunities for course requirements to be completed and the student has not done so the usual consequences will apply.

Return from Suspension - Procedures

Return from Suspension Interview with the Principal, Associate Principal and / or Deputy Principal prior to being allowed to return to school. In most instances a parent / carer is required to be present.
Decision is made whether or not to allow the student to re-enter school or to extend the suspension.
Return from Suspension Contract (Documented Plan) and Loss of Good Standing Record signed by student and parent.
Interview Notes (COMPASS) from the Return from Suspension Meeting will be forwarded to teachers notifying everyone that the student is returning to school. This will be accompanied with any special conditions or considerations.
Student will in the normal case of events be allowed to attend their timetabled class/es of their own volition. At other times they may be escorted by the Principal, Associate Principal and / or Deputy Principal.
Students returning from a suspension must have an agreed daily behaviour plan. This is negotiated with the student / parent / guardian at the Return from Suspension Interview.
A student returning from suspension may not enter your classroom unless they have a documented plan unless otherwise advised.
Teachers are required to speak with the student about the behaviour goals as indicated at the commencement of the lesson / class.
Student achievement and behaviour related to the goals is assessed on a scale: <ul style="list-style-type: none">– “5” (being excellent) to “1” (being highly inappropriate – Associate Principal / Deputy Principal intervention required).
Teachers are required to monitor the student/s achievement and performance against the indicated goals.
If at any stage during the lesson the teacher believes that a rating of “5” is justified, then the teacher must send the student directly to the Principal, Associate Principal and / or Deputy Principal.
Please arrange for another student in your classroom to escort the student to the Front Office or to visit the Front Office to seek Principal, Associate Principal and / or Deputy Principal assistance if warranted.
Teachers are to, at the end of the lesson, require the student to provide a personal student rating against the goal/s.
Teachers are then to enter their rating based on their observations and make a comment relating to the performance of the student against the stipulated goals. A discussion is then conducted with the student if there is a significant difference between the student and teacher ratings.
Prior to the end of the school day (being 2.45pm M, T, W & F and 2.15pm on Th) the student is to attend the Front Office with their Documented Plan and have it viewed / signed by the Principal, Associate Principal and / or Deputy Principal.
Student then takes the Documented Plan home to show the parent who will then comment / sign.

Supporting Positive Behaviour Process on Return to Class

Some students require an extra level of support when returning to class whether from a withdrawal or suspension. Movement between the zones below will be decided on a case-by-case basis (e.g. Withdrawal and Suspension). The duration of each stage will be dependent on individual factors and be part of the student's Documented Planning.



Level 1

No Help



Attends classes independently



Arrives on time

Resolves conflict using student services strategies

No behaviour incidences occur

Speaks nicely to staff and students

Follows staff instructions



Level 2

Some Help



Some support required to attend classes



Limited 1:1 in class support

Supervised break times

Resolves conflict using student services strategies

No behaviour incidences occur

Speaks nicely to staff and students

Follows staff instructions



Level 3

High Help



Significant support required to attend classes



1:1 in class and transition support

Isolated break time

Resolves conflict using student services strategies

No behaviour incidences occur

Speaks nicely to staff and students

Follows staff instructions



Exclusion Orders

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

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

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

Use of Physical Contact

Before any form of physical contact is used with a student, staff must consider the:

- age of the student;
- situation in which it is used;
- the purpose of the physical contact; and
- the likely response of the student.

Staff must only use reasonable physical contact once other less intrusive alternatives have failed. Physical contact must not be used where it is intended to provoke or punish a student or is intended to cause pain, injury or humiliation. The degree of physical contact must be in proportion to the seriousness of the behaviour or the circumstances it is intended to prevent or manage. The duration of the contact must be the minimum required to achieve the desired result.

Use of Physical Restraint

Staff will only consider the physical restraint of students once other less intrusive alternatives have failed or been deemed to be inappropriate. Physical restraint must only be used if a student is acting in a manner that places at risk the safety of any person or there is a risk of damage to property.

If it becomes necessary in emergency circumstances to use physical restraint, it will only be used with extreme caution. The use of restraint will be in line with the practice promoted by the Department's preferred training providers (e.g. Team Teach).

When restraint is used:

- it will be used in such a way as to minimise or prevent harm;
- staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- it will stop as soon as staff determine the student is no longer presenting a risk to safety; and
- the school will provide appropriate support to staff, the student and parents as required after the restraint.

Where staff are required to use restraint on an ongoing basis to manage the behaviour of an individual student, information about the use of restraint must be included in the student's documented plan. This allows for regular assessment of the need for restraint and to minimise the risk associated with restraint.

In this case, staff will document restraint for use as part of a hierarchy of responses, after other less intrusive alternatives have failed or been deemed inappropriate. Planning for the use of restraint as part of a documented plan will be a collaborative process between the school the student's parent(s) and other staff as required. The parent will be provided with information to promote their understanding that restraint will be applied in line with the requirements of the School Education Regulations 2000 and the Student Behaviour in Public Schools policy.

Information to be outlined in the student's documented plan include:

- conditions that will lead to the use of physical restraint;
- situations in which physical restraint is not to be used with a student;
- situations that will result in the removal of other students from the immediate environment;
- staff willingness and ability to use physical restraint as an agreed management strategy;
- assistance to be provided for staff who are involved with physical restraint; and
- advice provided by the district student services team.

All incidents of physical contact or restraint must be documented. Please refer to the Leadership Team.

Team Teach

Team Teach is a de-escalation and positive handling training program. All staff working with students at educational risk or who display challenging negative behaviours are to have received Team Teach Training.

Drug and Alcohol Misuse Requirements

These requirements relate to school disciplinary considerations only, and are not a complete guide for dealing with drugs or alcohol use by students:

- The Principal will take into account that a student who commits a breach of school discipline while reasonably suspected of being intoxicated is guilty of placing himself or herself at increased risk of the breach.
- Student intoxication on school grounds or at school off-site activities is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated. Intoxication will not, however, be treated as a breach of school discipline.
- Drug and alcohol use by students will be responded to through health and education frameworks. In circumstances where school staff have reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student. A follow up priority is support and education for the student.
- While intoxication itself is not to be considered a school disciplinary breach, this will not limit any responsibility of the Principal to report matters to the police.
- If student / s are suspected of being in possession of drugs and / or alcohol, either on their person or in school bag (or other e.g. locker), then staff are to immediately call for the assistance of the Associate Principal and / or Deputy Principal.

Weapons in Schools

At Beverley DHS when managing students who are or may be suspected to be in possession of a weapon/s either on their person or in the school bag (or other e.g. locker) on the school site all teaching and non-teaching staff:

- Are immediately to refer and request the assistance of a member of the Leadership Team;
- Intervene where possible to reduce the opportunity for weapon-related incidents in schools;
- Support each other to facilitate fair and just intervention for weapon-related incidents; and
- Provide support to students, parents and school personnel following weapon-related incidents.

Students are not to be in possession of weapons on the school site or at any school activity. A student who is aware of a weapon on the school site or school activity, must bring this information to the attention of school staff. Action: Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately under Regulation 44(2) of the School Education Regulations 2000.

Student Diversity

Staff must take care when considering what may appear to be a breach of school discipline when the apparent breach was committed by a student with disability. Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. Students must not be punished for their disability.

School Response to Suicidal Behaviour and Non-Suicidal Self-Injury

In all instances of reported, suspected or attempted cases suicidal and non-suicidal self-injury refer to the Department of Education *School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury.*

Good Standing Policy

Purpose:

The Good Standing Policy is designed to align with the school's positive behaviour policy. It affirms that students are expected to make every attempt to behave in a manner consistent with the Positive Behaviour Support guidelines (SPARK Matrix) developed by the school community. Good Standing is an acknowledgement by the school that a student's behaviour, attendance, and engagement at school reflect their best efforts to be Prepared, Aspiring, Respectful and Kind.

Effect:

When students have 'Good Standing', they have the opportunity to participate in a range of extra-curricular and reward activities in addition to their core-curriculum. These activities include, for example, additional lunchtime activities organised by staff or student leaders, off-site excursions, interschool sports carnivals and artistic performances, and other special events. Students who do not have 'Good Standing' will not have a consequence, rather they will participate in normal classroom learning activities and curricula. An alternative program or activity with the same curriculum focus will be arranged for them during these times.

Who does the policy apply to?

The early years are understood to be a time of learning about appropriate behaviour expectations, so the 'Good Standing' policy, and withdrawal from additional activities, will apply to students from Years 3-10. For students with diagnosed or imputed disabilities (such as autism or intellectual disability), the policy may be varied if appropriate in consultation with parents and, where relevant, the School of Special Educational Needs. In such cases, a modified policy will be developed and applied for the student. Good Standing at all times may be removed or re-instated at the discretion of the Principal.

How does a student achieve 'Good Standing'?

Students in Year 1 or above are automatically granted Good Standing from the first day of each school term.

How does a student lose Good Standing?

- For students in **Years 1-6**, Good Standing will be lost following a period of suspension (including withdrawal) from school, or at the discretion of the Principal or their delegate.
- For students in **Years 7-10**, Good Standing will be lost following a period of suspension from school (including withdrawal) or at the discretion of the Principal or their delegate.

How does a student regain Good Standing?

- For students in **Years 1-6**, loss of Good Standing is for a **minimum of 10 school days attended**.
- Good Standing can be restored and / or re-instated from when it was applied, but only once the following have occurred:
 - A behaviour support plan has been negotiated with and signed by the student and parents which outlines restorative measures and expected improvements. Students can have days reinstated prior to 10-day minimum based on excellent demonstration of positive behaviour.
 - Any restorative measures (such as repairs, apologies, or mediation meetings) have been finalised.
 - Improvement has been achieved (the expected reduction in the problem behaviours has occurred).
- For students in **Years 7-10**, the same conditions apply as for the Year 3-6 students, except that a **minimum of 20 school days attended** of improved behaviour recorded.

What will this look like for students without Good Standing?

During the time that the special events are taking place, students without Good Standing will typically complete an alternative work package provided by their class teacher. The work will develop their skills in the same subject/curriculum area as the activity that they have lost the rights to access.

Communication with parents:

Parents and guardians will be notified if planned activities are subject to the Good Standing policy. Parents will be informed by the class teacher if students are referred to administration. Parents or guardians will be notified by the Deputy Principal or Principal if a suspension has been required. The principal or deputy principal will contact parents to inform them if Good Standing has been lost and will arrange an appointment to develop a behaviour support plan.

Good Standing Process Flowchart

GOOD STANDING - Student demonstrates the behaviours and values as outlined in the SPARK Behaviour Matrix.

Student is exhibiting behaviours that are in breach of the SPARK Behaviour Matrix.

Teachers will:

- Inform parents /carers.
- Conference with the student.
- Inform Learning Support Co-ordinator.
- Develop and share Behaviour Support Plans.
- Record behaviour incidences and communications in COMPASS.

Student is regularly attending school out of uniform or breaches Mobile Device Policy.

Teachers will:

- Refer to BDHS Student Dress Code Policy.
- Inform parents /carers.
- Conference with the student.
- Record incidences and communications on COMPASS.

Student makes a severe breach of SPARK Behaviour Matrix, is involved in a physical altercation, films or shares a physical altercation and is suspended.

GOOD STANDING WITHDRAWN.

Principal/Associate/Deputy:

- Inform parents/carers
- Develop and share re-entry plan
- Call for Case Conference with all stakeholders
- Develop and share Good Standing contract

Student continues to exhibit behaviours that are in breach of the SPARK Behaviour Matrix and has more than three reported behaviour incidences (recorded in COMPASS) in a term.

GOOD STANDING WITHDRAWN.

Teachers will:

- Inform parents /carers
- Inform SAER Coordinator
- Develop and share documented plan
- Record behaviour incidences and communications in COMPASS
- Call for Case Conference with all stakeholders
- Develop and share Good Standing contract

Student is reported for arriving at school out of uniform more than five times (5) times or Mobile Policy breaches.

GOOD STANDING WITHDRAWN.

Teachers will:

- Inform parents /carers
- Inform Associate /Deputy Principal
- Record incidences and communications on SIS
- Call for Case Conference with all stakeholders
- Develop and share Good Standing contract

GOOD STANDING Returned when the behaviours and values as outlined in the SPARK Behaviour Matrix are being followed as per Loss of Good Standing Behaviour Tracking.

Mobile Devices

The Department of Education does not permit student use of mobile phones and other electronic devices in public schools unless for a necessary medical purpose supported by a medical certificate. It is important to note that it is not a requirement at Beverley District High School (DHS) for students to have a mobile phone and devices at school. Beverley DHS recognises that an increasing number of parents/carers who for safety, security and/or emergency purposes wish to provide their children with mobile phones. This policy details the conditions at Beverley DHS:

Conditions of Use

- The use of mobile phones for all students is not permitted from the time they enter the school grounds to the time they leave the school grounds.

Secondary students (Year 7 to 10)

- Secondary students are not permitted to have mobile phones in their possession during the school day. Mobile phones must be switched off and stored in the secure lockers provided in the Front Office.

Primary students (Kindergarten to Year 6)

- Mobile phones are not encouraged for primary-aged students. Students cannot be in the personal possession of mobile devices throughout the school day. Mobile phones must be switched off and stored in the secure lockers provided in the Front Office.

Exemptions and Communication

- Exemptions to this ban may include where a student is provided a mobile phone:
 - to monitor a health condition as part of a school approved documented health care plan.
- Smart watches must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.
- Beverley DHS has duty of care for all students when they are attending the school. In emergencies, where students need to get in contact with parents/carers, students are to notify the appropriate school staff.
- If parents/carers need to contact their children, they are asked to contact the school directly on 9646 2500.

Breaches of this Policy

- Breaches of this policy will be managed in accordance with the Beverley DHS Behaviour Support Policy.
- In the case of repeated inappropriate mobile phone use by a student, the principal may direct the withdrawing of the student's mobile phone from the school for a determined period or permanently.
- Further disciplinary action, in accordance with Beverley DHS Behaviour Support Plan may be a result of repeated breaches and or depending on the circumstances of the breach.

Beverley DHS Behaviour Support Policy

- A first offence will require a parent / guardian to collect the mobile phone or device and loss of Good Standing.
- A second offence will result in suspension and / or the student mobile device being withdrawn from the school for a determined period or permanently along with Loss of Good Standing.

Further Guidance

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