

ESPERANCE SENIOR HIGH SCHOOL



WHOLE SCHOOL
POSITIVE
BEHAVIOUR
SUPPORT PLAN

POLICY AND PROCEDURES

Updated April 2019

Esperance Senior High School

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Whole School Positive Behaviour Support Plan

Policy and Procedures

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Whole School Positive Behaviour Support Plan Policy and Procedures

Overview

Esperance Senior High School is committed to providing an atmosphere where students are actively engaged in the curriculum and are provided with interesting ways to learn; and where they feel cared for by school staff and develop a sense of belonging to the school.

Positive relationships between staff and students, where teachers know and understand their students allow all at ESHS to build on personal strengths and persist with tasks until they succeed. Students are more likely to behave well if they are in an environment where they feel respected and capable. By creating such an ethos at Esperance Senior High School, many potential behaviour problems will be prevented.

Esperance Senior High School understands that behaviour is learned, and so with those students who misbehave we help them learn more productive and responsible behaviours. We view student behaviour in educational terms, and have educational strategies to manage student behaviour with dignity and respect in ways which promote a positive learning outcome.

Esperance Senior High School believes successful behaviour management is acting to meet students' needs rather than simply reacting when they misbehave. Our Whole School Positive Behaviour Support Plan, Policy and Procedures relies on the commitment of staff to promote and support appropriate behaviour and to assist students to modify inappropriate behaviour. Therefore, the emphasis is on repairing and rebuilding relationships and reflection of past behaviours rather than punishment.

ESHS understands that mistakes are part of learning and that learning from failure can lead to strength through goal setting, challenging ourselves and persistence.

This whole school plan is based on the principles of the Department of Education Student Behaviour Policy and Procedures.

Whole School Positive Behaviour Support Plan Policy and Procedures

Implementation of Student Behaviour Policy

ESHS provides every student with the educational support the student needs to learn and maintain positive behaviour. The whole school approach will:

- make the best interests of the child a primary consideration;
- consider the safety and wellbeing of all students, school staff and all other members of the school community;
- maintain a positive school approach and the good order of the school;
- incorporate personalised adjustments based on student need;
- maintain cohesion of behaviour support for students across contexts and teachers;
- build consistency in behaviour support in and out of school, through liaison with parent(s) and community;
- support students in ways that are culturally, developmentally and psychologically appropriate;
- support the growth of self-regulation and peer-regulation and work to reduce the need for adult intervention;
- use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others;
- take into account the agreed behaviour interventions or therapies provided by external practitioners or agencies;
- respond to the assessment of school behaviour data; and
- comply with the requirements set out by the Department of Education.

Whole School Positive Behaviour Support Plan Policy and Procedures

Aims

The Positive Behaviour Support Plan aims to:

- develop a safe, caring, positive and inclusive environment where every student experiences a sense of belonging;
- create a strong school culture through teaching and modelling of pro-social skills and developing high quality positive relationships;
- make students accountable for their own behaviour by implementing fair and effective consequence for inappropriate behaviour; and
- provide a support service infrastructure to assist students who are experiencing social, emotional, academic or behavioural issues.

Students are encouraged to:

- take responsibility for their own learning and behaviour;
- abide by our school's code of conduct;
- accept their rights; and
- fulfil their responsibilities as productive and valued members of the school community.

Whole School Positive Behaviour Support Plan Policy and Procedures

Aims

ESHS will:

- create a positive environment within the school and classroom so that the teachers and students can work together to prevent discipline problems;
- create a caring environment where the rights and responsibilities of the individual are recognised;
- establish positive relationships between staff and students to foster positive behaviours and interactions;
- regularly recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment;
- encourage students to set SMART targets for themselves and to achieve their personal best;
- establish a set of clear rules that protect the rights of all individuals;
- establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to positively reflect, recognise and respect the rights of others;
- establish procedures so that all incidences can be resolved in a positive, non-violent manner;
- observe the principles of procedural fairness;
- develop staff capacity to respond to and de-escalate inappropriate behavioural choices using CMS strategies and low key positive responses;
- respond to inappropriate behaviour with an educative and restorative approach;
- maintain a high level of communication with parents and the behaviour management process; and
- access specialist support to supplement school resources or make referrals to appropriate agencies.

Whole School Positive Behaviour Support Plan Policy and Procedures

Esperance Senior High School Positive Behaviour Support

Esperance Senior High School has a multi-faceted approach to Positive Behaviour Support.

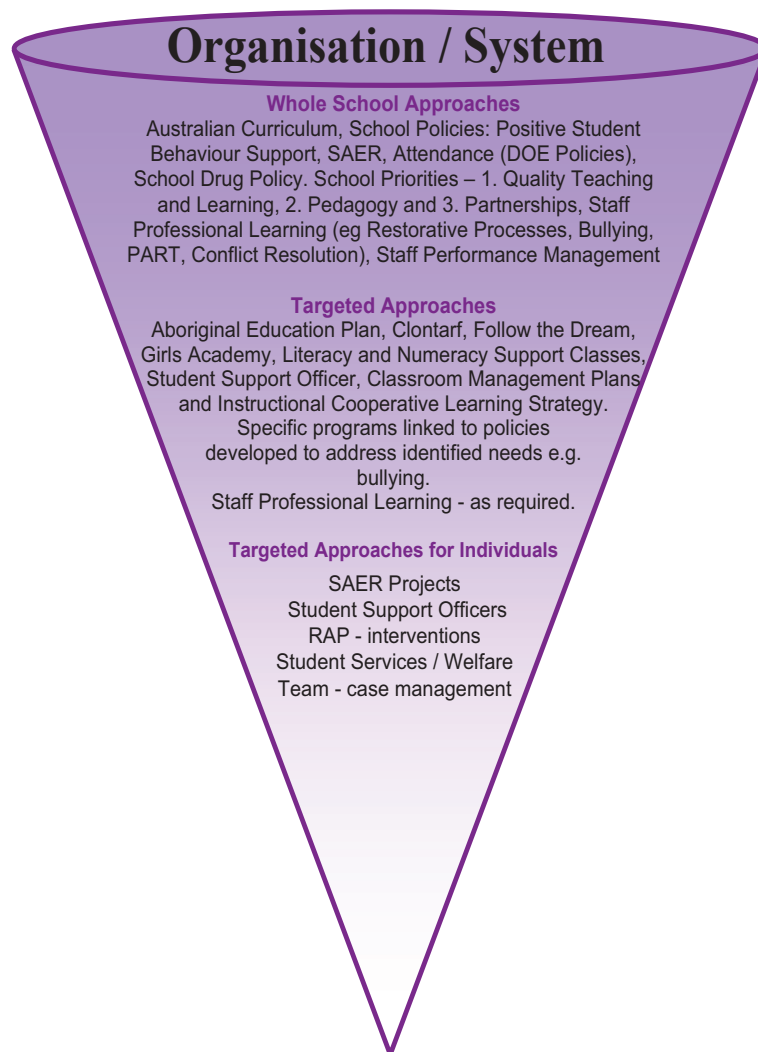
The Positive Behaviour Support Plan, Policy and Procedures document outlines the school's procedures and the policies that drive them. In isolation, it is easy to lose the 'big picture' or rather, the whole school strategy.

The cone model is taken from the Pathways to Health and Wellbeing in Schools focus paper. The cone represents the entire school population, with its top section reflecting all students and the strategies in place. As the cone narrows it indicates the smaller number of students who may require a more targeted approach to Behaviour Support. The final or 'pointy' end of the cone represents individual students and the approaches used to manage their individual cases. These students are often referred to as tier three students in the Positive Behaviour Support (PBS) three tier model.

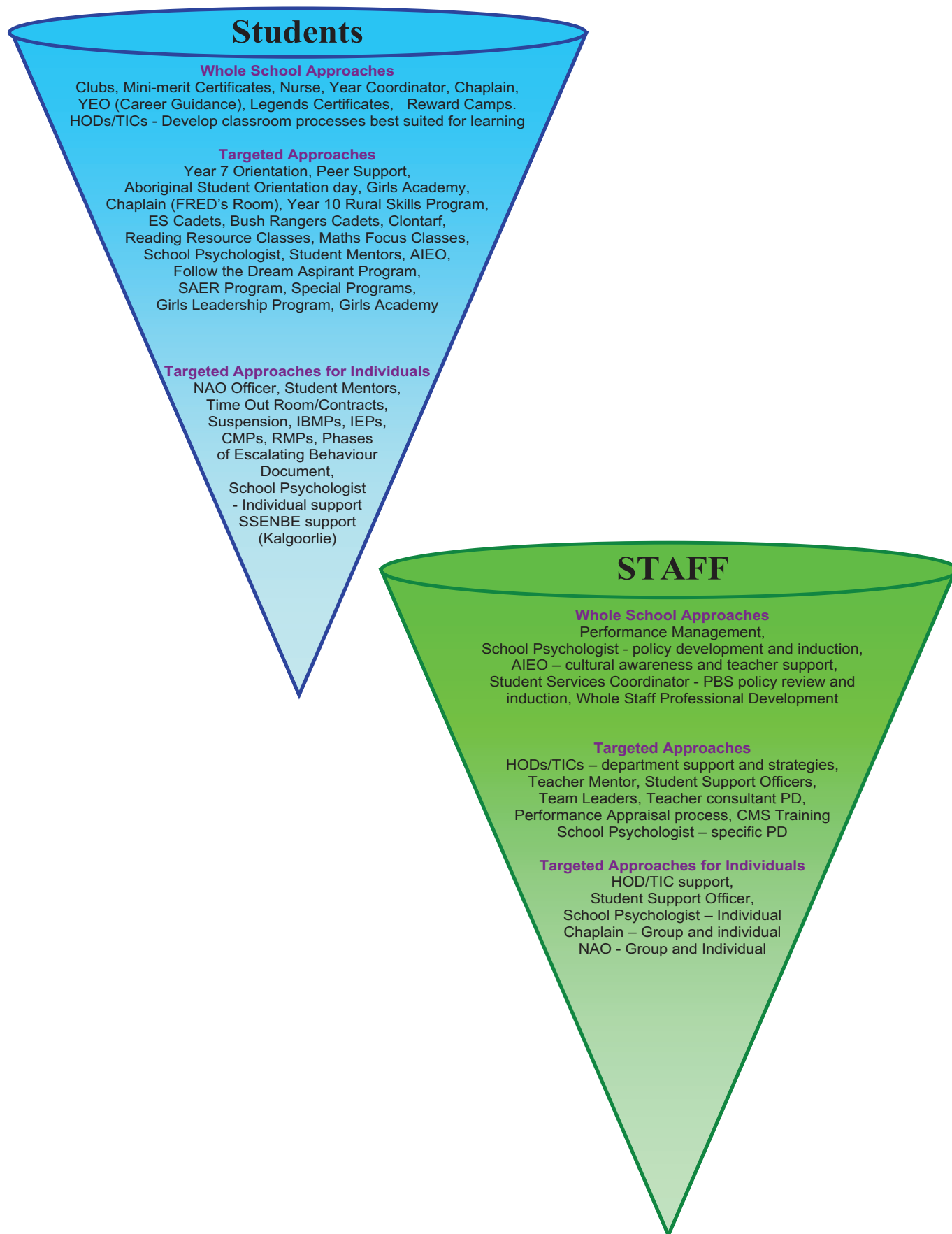
There are three main domains within Esperance Senior High School's Positive Behaviour Support policy and procedures:

1. Organisation structures in the Department and the school
2. Student targeted approaches
3. Staff targeted approaches.

These domains are represented in the following three diagrams.



Whole School Positive Behaviour Support Plan Policy and Procedures



Whole School Positive Behaviour Support Plan

Policy and Procedures

School Values

Our experienced, enthusiastic and friendly staff encourage students to achieve their best at all times. They strongly reinforce the school's expectations and values of:

Achievement

A culture of high standards across the school, which encourages students to strive for excellence and achieve their personal best.

Collaboration

Working collaboratively, both within the school and across the local community. Collaboration allows students and staff to experience working together as a team, to build positive relationships, to cooperate on projects and to establish positive partnerships in the community.

Engagement

When students find learning fun, they are engaged, challenged and rewarded with a sense of achievement. Our students enjoy their learning experiences while at our school, contribute positively to the school and society, and act as responsible, local and global citizens.

21st Century Learning

ESHS provide the tools for successful living and working in the 21st century. We have high quality information, communication and technology (ICT) infrastructure across the school, and industry standard facilities. ESHS provide opportunities for students to develop critical thinking, creativity and the skills of inquiry, research and enterprise needed to become successful, lifelong learners.

Integrity

We encourage our students to be worthy citizens in a modern, global world, to be outstanding young adults and act as positive role models and active citizens in their school and wider community.

Respect

We value respect highly and encourage students to respect themselves, others and the environment. We show respect by speaking and acting courteously, by treating ourselves and others with dignity, by honouring the rules of the nation, our community and the school, and by caring for the local and global environment in a sustainable manner.

Responsibility

ESHS encourage students to acknowledge their actions, learn from their mistakes, be willing to make amends, and make smart choices. Students are encouraged to display the collective responsibility of actively participating, working productively and being accountable for their own learning and actions.

These values form the foundation of the school's living vision: **A strong community, creating opportunities for personal excellence.**

Whole School Positive Behaviour Support Plan Policy and Procedures

School Code of Conduct

The school code shows the behaviours expected from the school values.

1. All students have a right to learn without disruption.
2. All students must follow the instructions given by a teacher and comply with school policies.
3. All members of the school community should treat each other with respect and courtesy.
4. All students must maintain a safe and healthy workplace (i.e. quiet, orderly movement around the school, no bullying, littering or vandalism).
5. Esperance Senior High School is a drug free workplace.
6. Students must stay within the school boundaries and must not leave the school site without permission.

Good Standing

Students at ESHS achieve Good Standing status by consistently meeting the school's values and expectations.

To encourage students to make positive choices, ESHS staff will recognise and reward students who demonstrate positive behaviours, using a Faction Point system. Students who gain Faction Points throughout the year will receive letters of recognition and be given the opportunity to participate in special events.

A student's Good Standing may be in jeopardy as a result of serious issues with:

- Behaviour
- Attendance and lateness
- School Uniform
- Academic commitment and attitude

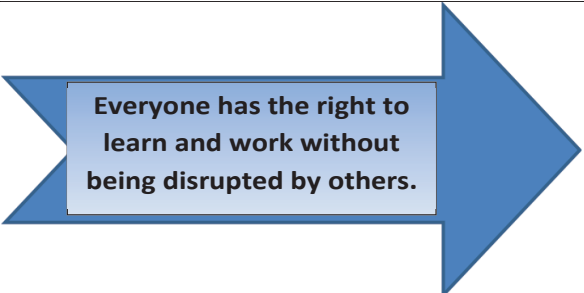
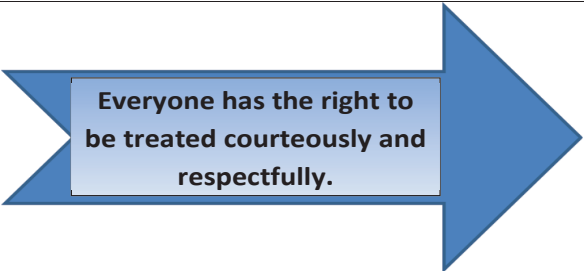

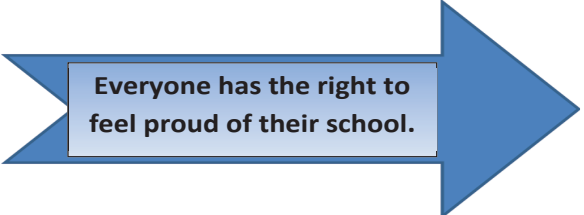
During the time a student has lost Good Standing, they will be unable to attend any extra-curricular sporting or social functions.

Parents will be notified if a student has lost Good Standing and a plan will be developed to help the student regain Good Standing.

Whole School Positive Behaviour Support Plan Policy and Procedures

Our Rights and Responsibilities

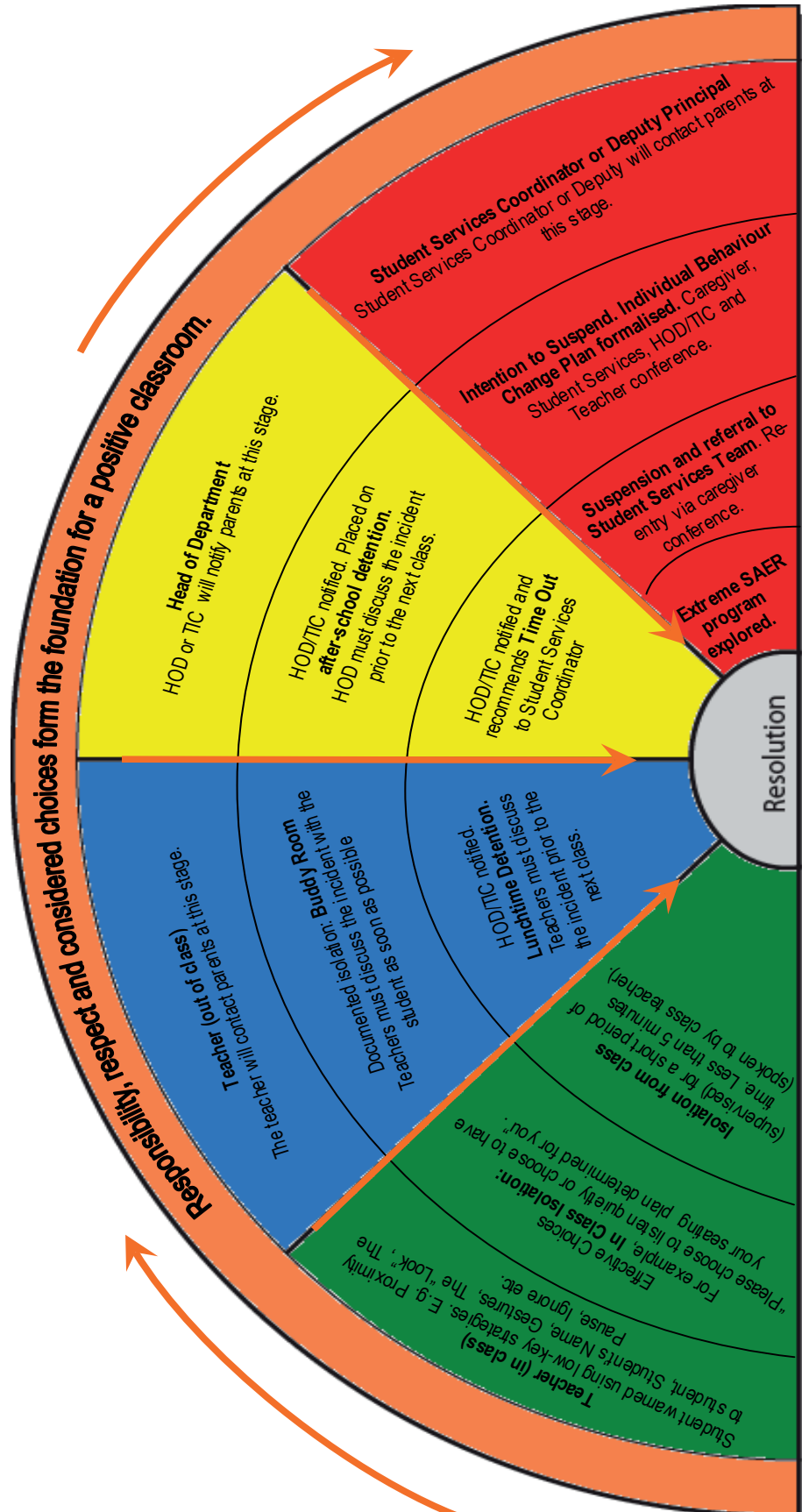
Everyone has the right to be cared for and to reach their potential. Therefore everyone has responsibilities to ensure that their behaviours do not jeopardise that right.

<i>RIGHTS</i>	<i>RESPONSIBILITIES</i>
Everyone has the right to be treated in the following ways:	Everyone needs to be responsible and behave in the following ways:
 <p>Everyone has the right to learn and work without being disrupted by others.</p>	Everyone should: <ul style="list-style-type: none">• Follow instructions• Not interfere with others' work• Not interfere with others' property
 <p>Everyone has the right to be treated courteously and respectfully.</p>	Everyone should: <ul style="list-style-type: none">• Use manners• Be polite• Not put down others
 <p>Everyone has the right to work in a clean, safe, harassment-free environment.</p>	Everyone should: <ul style="list-style-type: none">• Always act safely• Keep the school grounds and facilities clean• Respect the privacy and feelings of others• Look after their own property
 <p>Everyone has the right to feel proud of their school.</p>	Everyone should: <ul style="list-style-type: none">• Achieve their personal best• Act in ways to maintain and promote the school• Wear school uniform• Recognise and celebrate success

Whole School Positive Behaviour Support Plan Policy and Procedures

Resolution of Misbehaviour

It should be noted that ultimately no classroom problem can be resolved without student and teacher involvement. Punitive action taken by the school, such as suspension, does not resolve an issue. The sanction is not the solution; the cause must be addressed. The relationship between the teacher and the student is established and maintained in the classroom.



Please note that this represents possible pathways to resolution; it is not prescriptive.

Whole School Positive Behaviour Support Plan Policy and Procedures

Resolution of Misbehaviour Procedures

TARGET FOR ALL – Positive Classroom Management

- Building a positive relationship with all
- Establishing mutual respect
- Creating a cohesive classroom
- Identifying acceptable and unacceptable behaviours using the 'Our Rights and Responsibilities Code of Conduct'
- Reinforcing positive behaviours through rewards system
- Appropriate, engaging and relevant content
- Communication with parents with regards to students' progression. Positive and Negative

Stage 1 – Low level intervention of minor conflicts

- Use CMS responses to Inappropriate Behaviour
 - Low level Bumps, Squaring Off, Positive Choices, Shifting seats etc.
- After the 2nd teacher response the student is to be isolated outside the classroom (5 mins max) to allow the teacher to discuss the positive behaviours required and the consequence (Buddy Room) of not demonstrating this behaviour. Identify acceptable and unacceptable behaviours using the 'Our Rights and Responsibilities Code of Conduct'.
- If the student is unable to make the right choice to behave, the student is to be sent to a Buddy Room.
- Complete a behavioural referral and follow up with a lunch time detention (no later than 48 hours after incident) to resolve the conflict with the teacher. Discuss the referral with your HOD/TIC.
- Communication with parents with regards to students' progression. Note time of phone call on referral and note parent response. Discuss positive and negatives.

Stage 2 – Continuous, Frequent or Unresolved Conflicts

- Discuss continuous behaviour conflicts with HOD or TIC. HOD to discuss with parent and may invite for meeting.
- Update behavioural referral database. HOD may issue ASD or, if needed, recommend TOR
- Complete a Classroom Management Plan, if required, and discuss this with the student/parent. Other strategies that may be considered include: Subject Behaviour Report Card or Daily Behaviour Report Card. Documentation uploaded onto Welfare Database.
- If required, student is withdrawn from class or day until resolved. Contracts developed and placed on Welfare Database. Student Services will contact home to discuss withdrawal.
- Communication with parents with regards to students' progression.

Stage 3 – Repeated, Unresolved Conflicts, Out of Class or Serious Incidences

- Complete or update Referral Database with regards to incident.
- Student Services, Deputy or Year Co-ordinator will contact parents and discuss action.
- IBP developed and discussed with the student/parent when required.
- Documentation uploaded onto Welfare Database.
- School Psychologist referral made.
- Incident may lead to suspension. Re-entry will be in discussion with all parties for a positive outcome.
- SSENBE services may be requested.

Whole School Positive Behaviour Support Plan Policy and Procedures

Staff Roles and Responsibilities in Behaviour Management

		Teacher	Head of Department/ Teacher in Charge	Student Services Coordinator/Deputy	Principal	Special Roles
Prevention and Management Strategies	Participating in the development, implementation and review of the school's Positive Behaviour Support Plan.	✓	✓	✓	✓	✓
	Encouraging those students who are working well and reinforcing positive behaviour.	✓	✓	✓	✓	
	Establishing good student relationships and a positive classroom atmosphere.	✓	✓			
	Setting an example for students by their own behaviour (modelling).	✓	✓	✓	✓	
	Ensuring that the curriculum content reflects the needs of the student.	✓	✓			✓
	Creating a learning environment that is creative and interesting.	✓	✓			
	Securing and maintaining student engagement in educational tasks.	✓	✓			
	Establishing the school's behaviour code.	✓	✓	✓	✓	✓
	Establishing and teaching classroom rules consistent with the school's behaviour code.	✓	✓			
	Seeking appropriate professional development as part of performance management.	✓	✓	✓		✓
	Ensuring that a school Positive Behaviour Support Plan is established and reviewed regularly.			✓	✓	
	Expanding student management practices through self-reflection.	✓	✓			
Responses to Class Incident	Using the hierarchy of consequences that are familiar to Student Services.	✓	✓	✓		
	Consistently enforcing and reinforcing the rules.	✓	✓	✓		
	Supporting staff and students in the implementation and operation of the school's Positive Behaviour Support Plan.		✓	✓		✓
	Case Management of Individual Behaviour Change Plans.	✓	✓	✓		
	Student Case Management.			✓		
Communication	Encouraging and involving parents in the educational process.	✓	✓	✓	✓	
	Communicating positive and negative behaviours to parents.	✓	✓	✓		
	Communicating positive behaviours to the media.	✓	✓	✓	✓	
	Behaviours and responses to be communicated through Behaviour referrals.	✓	✓	✓		

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Teachers' Roles

GENERAL

- To create a positive classroom environment.
- To follow the school's Positive Behaviour Support Plan, Policies and Procedures.
- To be conversant with the school's Positive Behaviour Support Plan and related school policies.
- To electronically enter the details of a student's behaviour management issues, as required by school procedures.
- To ensure all students leaving a classroom have a transit pass.
- Teachers who detain students should fill out a late note to explain to that student's next teacher why they are late to class.

ATTENDANCE RESPONSIBILITIES

Student attendance is to be reported on SIS as early as possible in the class.

Each period, teachers should check their class roll and record any variations (absent and present) in SIS.

Students who arrive late to school, *after form*, must enter via the front office. They must fill in the late book and will be issued a transit slip, which they must show to the class teacher on entering class.

If a student arrives late to your class with a late note or a reasonable explanation, admit them as normal. If there is no late note or you are unsatisfied with the explanation, record the lateness as a behavioural referral stating the exact number of minutes late. If the student has identified a member of staff who can testify the reason for lateness, include them in the Behavioural Referral. Do not send the student away from class to collect a note. Mark the student present on SIS. Repeated lateness should be discussed with a parent and may lead to a Lunch Time Detention.

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Form Teachers' Roles

- The form teacher is a key player in the transfer of administrative information between staff and students, and in providing pastoral care.
- The form teacher needs to make an accurate record of attendance at the beginning of each day, and deliver and collect relevant information (e.g. read Daily Notices).
- Form teachers are required to ensure students submit absentee notes to them and follow up any unexplained absences with home.
- Liaise with the Deputy and/or the Network Attendance Officer regarding matters of non-attendance.
- Be supportive of the Faction Captains and the Year Coordinators and Team Leaders in their efforts to organise faction competitions and year assemblies.
- From time to time surveys and questionnaires will need to be completed, excursion notes distributed and monies collected.
- Students need to be encouraged to bring their equipment for periods one and two to form class; there is no allocated time for collecting this equipment between the end of form and the start of class.
- Be aware of the procedures for moving to and from assemblies, and monitor the behaviour of your form students in these situations.
- Form teachers are to accept late students who arrive at any time during form. Students only sign in the late book at the front office *after* form period has concluded. Refer also to the Attendance Procedures sections.
- Form teachers should endeavour to get to know their students as soon as possible. The concept behind vertical forms is to allow for role modelling, and this should be encouraged.
- Form teachers should encourage students with behaviour referrals to resolve them with their teacher as soon as possible.

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Year Coordinators' Roles

The Year Coordinators are an integral part of the school's pastoral care program and Student Services team. They support the academic, social, emotional and personal development of students in their year group.

Specific Responsibilities Related to the Position

- Support students in their academic, social and personal development.
- Use available data to assist with student support in their academic, social and personal development.
- Adopt intervention strategies to assist students at educational risk and develop the appropriate Documented Plans with stake holders.
- Implement policies and procedures that contribute to the creation and maintenance of a positive and supportive learning environment.
- Be actively involved in Student Services team meetings.
- Develop programs and activities that enhance the social, personal and academic development of students.
- Support students through the school's Positive Behaviour Support Plan, Policy and Procedures.
- Provide advice for students (and parents/guardians where required) in vocational areas (e.g. subject selection, career pathways) or establish a careers counselling meeting with the Youth Education Officer or the Participation Coordinator.
- Liaise with staff, students, parents/guardians and the community on issues of pastoral care and Student Services support.
- Implement transition programs.
- Organise special activities (e.g. assemblies, special events, rewards).

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School Nurse

The School Nurse is a registered nurse who works with the school community, promotes wellness and provides primary care to students, staff and their families through:

- Advocacy
- Liaising
- Referring to appropriate external agencies
- Educating and promoting
- Role modelling.

The School Nurse assists the school to encourage the implementation of health care plans.

The School Nurse works closely with other professionals within the education system, including the Chaplain, teachers, the School Psychologist and the Student Services team, to ensure students receive adequate support. The School Nurse has a role in managing school behavioural procedures, especially where this relates to the general health and wellbeing of students.

The Role of the School Nurse is to:

- Promote the health and wellbeing of the school community and individuals
- Actively participate in the Student Services team
- Act as a resource to provide relevant information to students, staff and their families
- Identify and support students with physical, mental or social health issues and refer to relevant agencies as required
- Liaise with parents, the school and other agencies as required
- Provide counselling on bullying and work with other members within the education system to reduce the incidences of bullying in the school
- Support first aid training and primary care for the school community.

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Chaplain

The Chaplain has a variety of roles within the school:

- To support the mental, emotional, physical and spiritual development of students
- To be an active member of the pastoral care team responsible for the general care of students
- To support-at-risk students, individually and through special programs (e.g. the Girls Academy)
- To coordinate lunchtime programs
- To provide in-class support to at-risk students when necessary
- To be available as a friend, listener, confidant, encourager and counsellor, and to be there for students in times of need
- To assist students and families through times of loss and grief
- To encourage and support students and staff at the Residential College
- To be available for staff and parents
- To provide support to students and staff whilst participating in school camps or excursions
- To store and maintain lost property
- To make links with outside agencies to further enhance support for students where required
- To work closely with the attendance officer to maintain relationships with families of the school.

Whole School Positive Behaviour Support Plan Policy and Procedures

School Psychologist

The School Psychologist provides specialist support to assist schools in improving the social emotional wellbeing, behaviour and learning outcomes for all students.

This assistance is provided via:

- Confidential counselling for students, teachers and parents
- Assessments for learning difficulties
- Targeted interventions for small groups at risk
- The development of whole school strategies, procedures and programs for students in the areas of learning, behaviour management and health and wellbeing
- Consultation with relevant school committees (e.g. the Student Services team)
- Professional development and training of school staff
- The management of critical incidents
- Collecting relevant data concerning resource allocations, policy making or evaluation of programs
- Communication and consultation with other agencies, including the Department for Child Protection, Primary Health, Community and Mental Health Services, Disability Services, the Police Department, Therapy Services and Juvenile Justice

Whole School Positive Behaviour Support Plan Policy and Procedures

Youth Education Officer

The Youth Education Officer's (YEO) role has a strong focus on career education and education pathway counselling. Other responsibilities include working with the Student Council and involvement with a number of school camps, excursions and social activities.

The YEO's role is:

- To provide assistance for students who need to explore their options with regard to courses they are doing at school
- To provide assistance for students who need to explore their options with regard to possible careers after school
- To assist with work experience placements, including insurance cover
- To counsel students with regard to the direction their lives are taking
- To organise Upper School rewards and celebration events including the School Ball and Graduation
- To organise and lead the school's Student Council.

Heads of Department/Teachers in Charge

The role of Heads of Departments and Teachers in Charge is:

- To familiarise staff in their faculty with the principles of Positive Behaviour Support
- To discuss, with staff, their faculty plans with respect to PBS policies and procedures, especially communication with parents, record keeping and documentation, sanctions and positive rewards
- To provide support for their teachers in dealing with unprepared and/or disruptive students and suggesting alternative Classroom Management Strategies
- To liaise between the Deputy, faculty staff, Year Coordinators and the Student Services Coordinator
- To develop and maintain Documented Plans on referred/particular students.

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Student Services Coordinator

The role of the Student Services Coordinator is:

- To provide support and counselling to students to help their social, academic and personal growth and development
- To liaise with staff, students and parents on relevant issues
- To coordinate the pastoral care system and assume an active role in the ongoing promotion of a positive school tone and learning environment
- To assist in the induction of new staff to the school
- To coordinate the roles, develop and review duty statements and facilitate relevant professional development for Student Services staff
- To act as executive officer for regular meetings of the Student Services staff
- To monitor, evaluate and report on the effectiveness of Student Services programmes
- To manage the budget and resources of the Year Coordinators, Team Leaders and Student Services programs
- To develop, monitor, implement and review school Positive Behaviour Support Plan, Policies and Procedures.

Deputy Principals

The role of the Deputy Principals is:

- To develop the Time Out Room, Yard Duty and After School Detention rosters
- To assist in the induction of new staff to the school
- To liaise with and support the Student Services Coordinator
- To set up case conferences in conjunction with the Student Services Coordinator
- To provide another level of management for some students who may be on individual programs following a case conference.

Principal

The role of the Principal is:

- To oversee and support the development and implementation of the PBS policy
- To monitor the effective operation of the PBS policy
- To liaise with parents/guardians, Regional Office and specific staff (e.g. Student Services Coordinator, Deputies, Attendance/At-Risk Coordinator) and high level at-risk students on aspects of the PBS policy, as required.

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Parent Contact

Teachers are encouraged to make contact with parents. It is appreciated that this can be very time consuming but experience shows that parents and teachers find it valuable.

Parents and guardians are a great source of support, especially when students are not achieving or engaging to the expected level. This responsible adult has a right and need to be informed about their child's achievements and problems; they also have a duty to support the student and teacher so that the desired educational outcomes can be attained.

Staff will contact parents and guardians informing them of both positive and negative behaviours.

This contact can be by;

Telephone call, notes on assignments, emails, Connect, SMS, face to face interviews, formal letter home, centrally co-ordinated reports.

Staff are expected to record pastoral care notes on 'Student Central', the electronic data system at the school. These notes are legal documents that are completed professionally and can be requested by authorities.

Teachers who refer a student for poor behaviour, via the Behaviour Referral System, must contact the student's parents/carers (noting the time of this contact).

MATERIALS RECOMMENDED FOR A CASE CONFERENCE OR INTERVIEW

- The teacher's daily diary comments on students' general behaviour.
- Students' Behavioural Referral record and notes.
- Students' record of attendance.
- Student welfare files containing Documented Plans and other staff involvement.

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Attendance Procedures

- Form period commences at 8.40am each morning. Students should be in form by this time. Encourage your form students to arrive on time equipped with their period one and two equipment.
- Students arriving late but before the end of form should be admitted and marked present on the form roll. Please keep a note of these late students, and if a student is late for the third time, you can issue a detention or notify the Deputy responsible for attendance.
- Form is recorded on SIS and should be completed at 8.50am. Teachers are to highlight that the roll has been completed by noting on the last student's record 'Form Roll Complete'.
- Students who arrive at school after the end of form should report to the Front Office, sign in the Late Book, and obtain a late pass in the form of a Transit Slip.
- If a student arrives late to your class with a late note or a reasonable explanation, admit them as normal. If there is no late note or you are unsatisfied with the explanation, record the lateness as a behavioural referral stating the exact number of minutes late. If the student has identified a member of staff who can testify the reason for lateness, include them in the Behavioural Referral. Do not send the student away from class to collect a note. Mark the student present on SIS. Repeated lateness should be discussed with a parent and may lead to a Lunch Time Detention.

In all cases keep a check on lateness as it is often the same students involved and patterns of lateness may emerge. Notify the Deputy responsible for attendance of any of your concerns.

Whole School Positive Behaviour Support Plan

Policy and Procedures

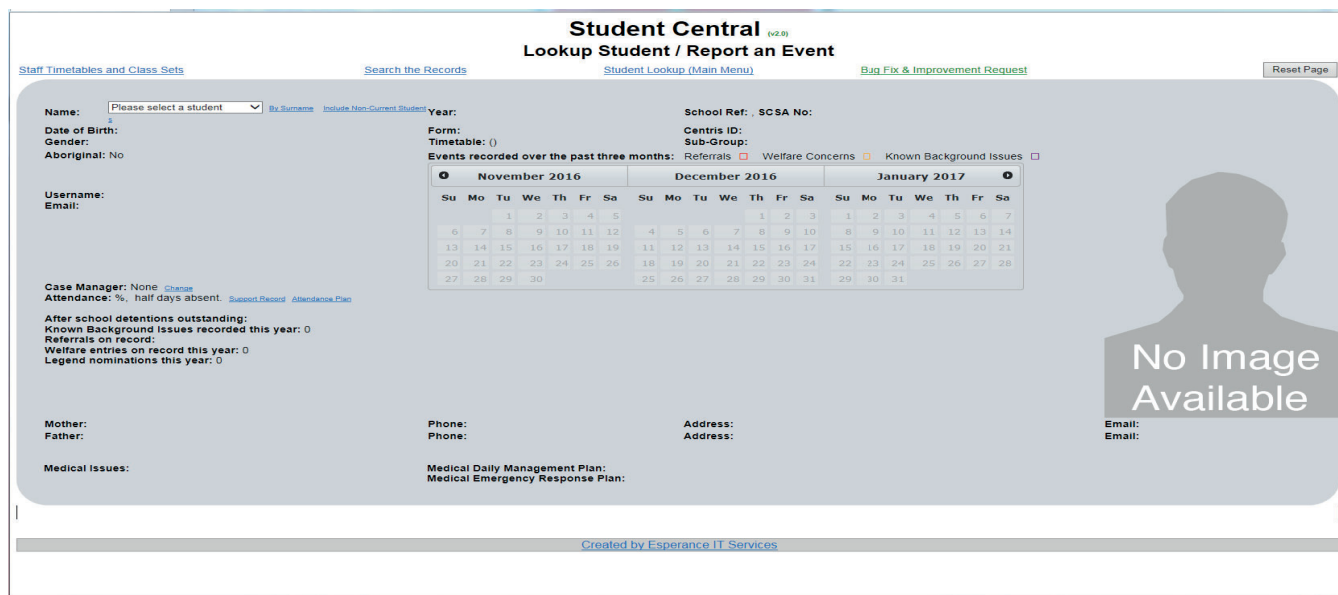
Attendance - Form Teacher's Role

- Each morning, the form teacher should check through the previous day's attendance for their students.
- Students from their form who are noted as being absent for any part of the day, should be questioned as to why they were not in class.
- If the student cannot supply a reasonable explanation, then the form teacher should attempt to make contact with the parents to request explanation. If the student has truanted, report this via the Behavioural Referral system.
- The form teacher does have the option of having the student complete a *Lesson Check Sheet*, which requires the student to get the teacher to sign, where appropriate, to confirm that the student was indeed in their class at the time. If the student is unable to or refuses to complete the Lesson Check Sheet, refer the student to the Deputy in charge of attendance.
- With regard to students being away for a whole day, on the second day that a member of your form class is away without notification, you should endeavour to contact home.
- Again, if you are not provided with a note to cover the student's absence, refer the matter to the Deputy in charge of attendance.
- You should keep a record of notes brought to you by students. You need to sign and date each note received. Notes should be stored in the form folder supplied and forwarded to the front office each Friday. They are then filed.
- A student who is continually late to form should be referred to the Deputy in charge of attendance, who may issue an After School Detention.
- Any student arriving at school after form has ended (8:50 am) should go to the Front Office and sign in through the Late Book.

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ESHS Student Central

Student Central is an integral part of our whole school approach to student care. It helps to provide a comprehensive understanding of a student's wellbeing and allows ESHS to better meet the growing demand for mental health, pastoral care and psychological support.



Staff at ESHS use Student Central to share and report observations, behavioural concerns and interactions with students and parents. This knowledge allows us to ensure that our care for our students is individualised and collaborative.

Information that is available through Student Central include:

- The student's personal details
- Picture of student
- The student's Medical notes
- Parents' contact details
- The student's attendance percentage
- The student's timetable
- The student's behavioural record
- Parent/teacher interactions
- The student's Documented Plans
- The student's positive rewards achieved
- Teachers' Class lists

Staff are able to use Student Central to create Legend Reward notifications, After School Detention letters, School Uniform infraction letters, Welfare Concerns, Behavioural Referrals, and to email parents.

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PBS Student Referral System Overview

All teachers have access to the referral database that allows for a quick and efficient way for all staff to lodge a behavioural referral for a student. A student can be referred as a way of formally documenting an incident or behaviour. Some incidences will be resolved in the classroom however, for more serious matters, the HOD/TIC or Student Services Coordinator may be required to assist.

Teachers should ensure that they remain aware of the referral as it is dealt with by the appropriate staff and update when required.

To encourage uniformity across the faculties, the following procedural steps for the PBS referrals need to take place:

1. If a student's behaviour escalates beyond what is acceptable, respond following the 'Resolution of Misbehaviour Procedures' flow chart.
2. Discuss the incident with your HOD or TIC and, at the earliest convenience, complete a Behavioural Referral. Use the drop down boxes to highlight the student, subject and time of incident. Briefly but accurately state the behaviour/incident and your actions to resolve the incident. Refrain from using emotional bias. State facts, not opinion.
3. Contact home to inform parents or guardians of the incident and record the time and any information regarding the discussion on the Behavioural Referral.
4. If the student was sent to Buddy Room the teacher must discuss and resolve the incident with the student before their next lesson. This can be done when the student returns from Buddy Room at the end of the lesson or in a Lunch Time Detention (LTD). Record on the incident referral when this has taken place. A Lunch Time Detention should take place no longer than 48 hours after the incident.
5. If the incident requires further behavioural support, discuss this with your HOD and Student Services Coordinator.
6. An After School Detention (ASD) may be used in response to a breach of school discipline. This must be applied as close as possible to the day of the breach of discipline, to assist the student achieve the desired behaviour and to help the student to catch up on any work missed as a result of the breach.
7. If a student is placed in the Time Out Room (TOR) by the Student Services Coordinator (SSC), then the teacher must keep informed (either through their HOD or the SSC) of the time the student is placed, and ensure that he or she is visiting the student at the earliest possible convenient time. This ensures that the matter is being dealt with in a timely fashion and recognises that often more than one visit is required before a satisfactory agreement is reached between teacher and student. The teacher should be in regular contact with the SSC when a student is placed in the TOR. The purpose of the TOR is not punitive. It is to give all stake holders the opportunity to discuss and reflect on behaviours and to then work together through an educative approach to restore and build positive relationships.

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PBS Student Referral System Procedure

Student Referrals

Create New Referral

Student Information

Student Name:

Student Year:

Student Form:

Class Information

Class:

Period:

Date: ≡ Use calendar to change date

Incident Information

Details of incident

Recommended actions:

Further comments:

Further Action Required:

- Discuss the incident with your HOD or Student Services.
- Go to Student Central and highlight the student's name in the drop down box.
- Go to 'Select a system to lodge an event' drop down box and select the relevant category.
- Complete the required text documentation (as above) and submit.
- Inform parents of your concerns and document outcomes.
- Update referral as required (i.e. the student has resolved the issue).

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Buddy Rooms

During the school year, classrooms with year 11 and 12 classes can be used as a place to send students who have not responded to the positive teacher interventions with regards to their classroom behaviour. During Term Four when year 11 and 12 classes begin to leave, a special room is set up to look after these students.

1. The Buddy Room system provides the teacher with the opportunity to give the student cooling off time, or the opportunity to remove a number of students over a longer period of time, and thus the ability to re-establish an effective working environment.
2. The student should be given a Buddy Room slip and some work to do. This work is required to be meaningful, however should require minimal supervision and instructional support.
3. The student should return to their original class at the end of the lesson (5 minutes prior) so that both parties can discuss and resolve the issue. This puts the inappropriate behaviour and the correction of this behaviour back in its context (i.e. the teacher and the student own the problem and its solution). If the student does not return, or no positive resolution is completed, the student and teacher must meet during the next available lunch time to discuss and resolve. The Lunch Time Detention (LTD) should not be seen as punishment but as an opportunity to discuss and build a positive relationship with the student. The LTD should be completed within 48 hours of the incident.
4. Teachers must make a behavioural referral for any student placed in a Buddy Room and contact home.
5. The Buddy Room approach can have a limited time span. It may not be necessary for the student to remain in the Buddy Room for a whole double lesson.
6. Continual referral to a Buddy Room may indicate a more serious problem, the solution to which may be found at a higher level of the Positive Behaviour Support Plan procedures. The Buddy Room is not to be used in a pre-emptive way (i.e. do not send students for issues that remain unresolved from previous lessons).
These matters should be dealt with beforehand. If a positive resolution is not found, you must discuss this with your HOD or Student Services.
7. If, for any reason, consecutive use of the Buddy Room for the same offence does occur, you must discuss this with your HOD for further support.
8. If a student behaves inappropriately in the Buddy Room, he or she should be sent to the Student Services office.
9. The Student Services Office is not on the Buddy Room roster. At times a student may use Student Services as an alternative to the Buddy Room, but this is only with prior discussions between the teacher, student and Student Services.

Do not send students to a Buddy Room if they forget excursion forms, movie permission forms or have to do a test out of time. All these matters should be solved within your own faculty as an organisational matter.

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Lunch Time Detentions

Several faculties run a detention system for minor indiscretions in their subject area. The detention is usually completed at lunch time.

Details may vary between faculties, but all faculty lunch detentions generally have the following features:

- Children are detained between five to 10 minutes. Children cannot be detained for the whole of a recess or lunch break because they must be allowed time to eat, get a drink and go to the toilet.
- Students who go to the Residential College or home for lunch, can not be detained on the day of the incident. They must do the detention on the following day so that they can make alternative lunch arrangements. Students who buy lunch from the canteen must be allowed time at the beginning of the lunch break to go to the canteen.
- The detention supervision is shared among faculty staff and a log book is kept of attendance.
- The parents will be contacted at this time because the incident has had to be solved beyond the classroom level.
- The teacher who placed the student on detention is expected to attend the detention and to resolve the issue with the student. Lunch detention is not to be seen as a punishment. It is a place removed from the physical and emotional environment of the classroom where the teacher and student can talk about the issue.
- Lunch detentions are a means of solving minor problems before they escalate. Non-attendance or failure to be compliant during lunch detentions will usually result in additional detentions or an increase in severity to After School Detention. This is to be discussed with your HOD.
- The completion of the Lunch Time Detention must be noted on the Behavioural Referral created to report the incident.
- All Lunch Time Detentions should be completed within 48 hours of the incident.

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After School Detention (ASD) Policy

1. After School Detention (ASD) will operate on Wednesdays and Fridays from 3.05 to 3.35 pm in Room 8.
2. The ASD is seen as a HOD or TIC level consequence. Only HODs, TICs, Year Coordinators and above may place a student in ASD.
4. The person placing the student in ASD (e.g. HOD or TIC) is responsible for:
 - (i) Completing the ASD notice to parents and ensuring the student is given one form to take home and one is posted to the student's postal address.
 - (ii) Contacting the parent to discuss and record the school's planned and followed-up behaviour support.
 - (iii) Checking the computer to see if the student has attended the detention and any follow up, if required.
5. The Supervision teacher:
 - (i) Collects the ASD folder from Student Services.
 - (ii) Marks students as present or absent.
 - (iii) Checks and records if the parent return slip is signed.
 - (iv) Ensures students are quiet; they may do work or contracts.
 - (v) Notes problems on the sheet.
 - (vi) Returns the sheet to the Student Services Coordinator.
6. Attendance at an ASD is followed up by the referring staff member.
7. Failure to attend an ASD without a reasonable excuse results in a double detention being issued.
8. Subsequent failure to attend an ASD would normally result in a referral to the Student Services Coordinator or a Deputy. This could lead to a Time Out Room placement or suspension.

The Detention, applied as close as possible to the day of the breach of discipline, allows the school to provide timely support to the student to assist the student achieve desired behaviour and to help the student to catch up on any work missed as a result of the breach.

The principal will ensure that the school's duty of care responsibilities toward the student are met until the student leaves the school grounds. A record kept for each student detained must show:

- teacher imposing the detention;
- reason for the detention;
- date, time and duration of the detention
- details of contact with parent/carer, including arrangement for the student to get home; and
- brief detail of how the detention time was used; and
- brief detail of the school's planned follow-up behaviour support; and

The member of teaching staff or school administrator supervising the detention will act to minimise the risk that the student develops negative associations toward any school work or behaviour support provided during detention.

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Some Requirements for Consistency

1. Failure to do homework is not an ASD offence.
2. Persistent, disruptive behaviour is an ASD offence.
3. Year Coordinators and form teachers may use ASD to correct tardiness with punctuality.
4. Failure to attend ASD and disruptive behaviour equal TWO ASDs. Further infringements result in Time Out placement.
5. Students may attend ASD without a signed parent note, but the parent must be phoned by the teacher responsible for the placement.

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Withdrawal of a student from classes, breaks or other school activities

A student may be withdrawn from classes, breaks or other school activities as part of a school's planned behaviour support response.

Applied as close as possible to the time of the breach of school discipline, withdrawal is used for the purpose of providing an opportunity to:

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

A student may be moved to Time Out Room, student services, the library, or the office of a school administrator.

When a student is withdrawn, the school administrator will:

- provide oral or written advice to the parent(s) that day or as soon as possible thereafter about the withdrawal. SMS notification is sufficient.
- ensure that location and supervision arrangements account for duty of care at all times;
- ensure that the student is provided the opportunity to complete assignments or assessments to fulfil course requirements and have the minimal possible impact on a student's academic progress; and
- create a record in SIS for each student withdrawn showing:
 - reason for the withdrawal;
 - date, time and duration of the withdrawal.

The withdrawal will not affect the student's attendance. Such a withdrawal must be proportionate to the breach and part of a balance of measures to support the student to achieve better behaviour. These withdrawal are not referred to as "in-school suspension". Students who are withdrawn are to be recorded in the school's information management system as having an attendance (W code) during the period of withdrawal from classes.

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Time Out Room Placement

The purpose of the Time Out Room (TOR) is not punitive. It is to give all stake holders the opportunity to discuss and reflect on behaviours and to then work together through an educative approach to restore and build positive relationships. The withdrawal must not affect the student's attendance and should have minimal impact on a student's academic progress.

- The Time Out Room (TOR) is supervised each lesson on the basis of a roster drawn up by the Deputy.
- A student may be placed in the Time Out Room (TOR) by the Student Services Coordinator or a Deputy, for a number of reasons.
- Often the placement will follow a referral from a Head of Department (HOD) or Teacher in Charge (TIC), while at other times it may come about because of a student's refusal to work out the situation through the Buddy Room process, or through negotiation with the teacher or HOD/TIC.
- On occasions, a placement may follow inappropriate behaviour in a number of subject areas.
- Parents are contacted by phone as a matter of procedure when a student is placed in the TOR.
- When in the TOR, the idea is for the student and the teacher involved to come to an agreement as to what will be acceptable when the student returns to classes. A student withdrawn from class and placed in Time Out should not be seen as a punishment. It allows time for the student to reflect and work with Student Services to positively resolve the issue they have been referred for.
- The **minimum** length of time a student will spend in TOR is four periods (a half day) of acceptable TOR behaviour.
- *The Rules for Conduct in the TOR* and the *Role of the TOR Duty Teacher* can be found on the following page.
- Failure to complete the Agreement (i.e. walking out of TOR etc.) would normally result in suspension and the student would still have to complete the agreement on their return to school.

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Rules of the Time Out Room

1. There will be no talking, except where necessary, with the Duty Teacher.
2. Students will work on their contract only, until such time as it is completed to the satisfaction of the people involved; then they may do school work or read. Students may use the computer to complete work or to access educational websites.
3. Students will remain in the Time Out Room for a minimum of one HALF school day (i.e. four periods of acceptable TOR behaviour).
4. **THE WAY OUT IS TO WORK IT OUT.**
Students are not to return to class until agreement has been reached and a contract has been signed between the student and the teacher involved.
5. Students must obey instructions given to them by teachers.
6. Students may request help from the Student Services team.
7. No phones or any other electrical devices are to be used in Time Out.
7. Recess time: 11.00 – 11.20 Lunch time: 12.30 – 1.00.
8. The duty teacher must accompany the student/s during recess and lunch.

Role of the Time Out Room Duty Teacher

- DO NOT leave the room until relieved by the next Duty Teacher or you have checked with the Student Services Coordinator or Deputy (i.e. make sure that the room is staffed at all times). Any problems, contact the Student Services Coordinator on Ext. 550.
- Contact the Student Services Coordinator or a Deputy to make appointments, when requested to do so by the student.
- Make sure that students are aware of the rules and that they follow them.
- Check that every student in TOR has been entered in SIS correctly. If not, enter students using the correct procedures. When a student is released from TOR, please ensure this is reflected on SIS.
- Complete the Daily Report.
- Maintain a friendly, impartial approach to the student.
- Do not allow students to leave the TOR for a drink or toilet break unless they are supervised.

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School Dress Code

The dress code allows for a range of clothing suitable for wearing at various times of the year. The school colours are red, green, white and black.

Dress Code

- White, red or green polo shirts
- Black shorts with white piping or long pants (Note: Shorts must be no shorter than mid-thigh length)
- School tartan skirt
- Red and white jumper
- School rugby jumper
- School blazer
- Red or green zipped windcheater jacket
- Black tracksuit pants with white piping

All students are required to wear shoes that are closed in, as this is a safety requirement.

NOTE: Blue denim jeans and shorts are not permitted by Department of Education regulations, are not part of the dress code and hence are not permitted to be worn - except where blue work jeans are part of a specific program like agriculture.

In addition: Year 12 students are able to wear their specially designed year 12 leavers jumpers.

Students may wear shirts, windcheaters or uniforms earned through school participation, such as those for Agriculture, Industry Studies, Music, Country Week, TOM team, Sportsfun leaders, Clontarf, Follow the Dream, Girls Academy etc.

Students who have three letters sent home for not being in school dress are unable to attend any extra-curricular activities for the duration of 10 school weeks. This policy carries over from school term to school term and across years where relevant).

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Acceptable Use of Mobile Phones and MP3 Players Policy

Acceptable Use of Mobile Phones, iPods and MP3 Player's Policy

This policy has been developed to cater for the changing needs of students and the use of their mobile phones and MP3 players (including iPods) at school. Esperance Senior High School acknowledges the need for some students to have a mobile phone, and, as a result, this policy has been established for their acceptable use at school. All students and parents of Esperance Senior High School are asked to abide by this policy for the safety of all.

Acceptable Uses

- Mobile phones, Ipods, MP3 players and similar devices are to be switched off during all lessons and placed in the student's bag.
- Exceptions may be permitted in exceptional circumstances, should the parent/guardian specifically request it. Such requests will be handled on a case-by-case basis, and should be directed to a Deputy Principal or the Student Services Coordinator. Parents are reminded that in cases of emergency, the Esperance Senior High School Office (ph. 9071 9555) remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any way.
- Acceptable use of mobile phones includes recess and lunchtime. Students are expected to use their mobile phones responsibly during this time.
- MP3 Players: students may use their MP3 players, including iPods, during class time only for curriculum purposes and only under the direction of the class teacher.
- Students can use their MP3 players at recess and lunch times.

Unacceptable Uses and Consequences

- Any student contravening the Acceptable Use of Mobile Phones, Ipods and MP3 Players Policy will result in the student responsible student facing disciplinary action. For the misuse of mobile phones, the disciplinary action consists of the mobile phone being confiscated from the student for the remainder of the day and an After School Detention being issued. All confiscated phones are to be collected from the Front Office Staff at the end of the day.
- Any student/s caught using a mobile phone to cheat in exams or assessments will face disciplinary action.
- Students with mobile phones must not engage in personal attacks, harass another person, post private information about another person or take/send photos or objectionable images through the use of phone calls or SMS messages. Students using mobile phones to bully other students will face disciplinary action at school and will be reported to the police.
- The use of mobile cameras (still and video) to film people and their activities without their knowledge and/or permission is an invasion of privacy and will not be allowed.

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Behaviour Management in Schools Policy and Procedures:

- Permission for filming or photographing students may be granted by staff for curricular or extra curricular purposes, providing staff and student permission has been granted and the activities are appropriate and ethical.
- Any student found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents or staff on school premises will be suspended immediately.
- Any student using their MP3 player, including iPods or similar technology, in class time without teacher permission will be asked to cease doing so. Failure to do so can incur temporary confiscation of the item by the class teacher or a disciplinary consequence (e.g. After School Detention).

Theft or Damage

- Students are required to mark their mobile phone with their name.
- Mobile phones which are found in the school and whose owner cannot be located are to be handed to a Deputy Principal or the Front Office staff.
- Esperance Senior High School accepts no responsibility for replacing lost, stolen or damaged mobile phones; this includes travelling to and from school.
- It is strongly advised that students use passwords/pin to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin confidential. Mobile phones and/or passwords may not be shared. Esperance SHS accepts no responsibility for unacceptable use of mobile phones, resulting from the sharing of passwords/pin.

Please note:

Confiscated mobile phones will be held in a locked area by the Front Office staff. Mobile phones can be collected from the Front Office staff at the end of the day.

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Information and Communications (ICT) Code of Conduct

Mobile Electronic Devices (MEDs) include a range of devices including, but not limited to smartphones, tablets and laptops. The Department of Education supports the use of personal MEDs for school work. Many schools have a Bring Your Own Device policy or similar that supports bringing personal MEDs to school. Students will tend to use such devices at school for personal use as well as school use.

A breach of school rules relating to personal use of MEDs may be dealt with as a breach of school discipline.

This ICT Code of Conduct applies to the use of any ICT equipment at Esperance Senior High School.

ESHS Network:

- ICT resources are provided for educational purposes. Student network use is monitored. Internet use is monitored and recorded. Staff have access to students' user areas and Department of Education email accounts.
- Each account owner is responsible for all activity under that account. Please maintain your user area in an organised way.
- When using the network, it is important to realise that your actions could impact on other network users. For this reason the following are NOT allowed:-

ESHS Network

1. Using another person's username and password. (NEVER tell anyone your password.)
2. Logging on for another person who has had their account disabled or does not have Internet access.
3. Accessing Internet sites that are not appropriate. This includes sites involving pornography and/or violence. Students should not access any site that is banned. ALL social networking sites (e.g. Facebook) are banned.
4. Using Chat lines or any form of messaging without the permission of your teacher.
5. Downloading files from the Internet, unless you have permission from a teacher.
6. Trying to access the files or accounts of other users.
7. Storing inappropriate files on the server. This includes, but is not limited to, music files, pornographic pictures, gaming software and any other software.
8. Installing software or altering any computer settings.
9. Any form of hacking.
10. Playing games without the permission of your teacher. Some computer labs are allocated for computer games at lunchtimes. Students are not allowed to play violent games.
11. Accessing any streamed content, including music and video clips. YouTube is provided for educational use only.

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12. Any actions that harass or bully other users. This includes sending inappropriate pictures and/or messages and any actions that interfere with a user's ability to work.
13. Violating copyright laws. This includes playing pirated music CDs, downloading and/or distributing mp3 (or other music) files. The legal rights of software producers and network providers, and copyright and licence agreements, must be honoured.
14. External drives (including pen-drives) must be scanned for viruses. (Label your pen-drive, only use it to transfer files)
15. Dual enrolments (e.g. for VET students): breaches and consequences are transferable between ESHS and TAFE.

Other ICT:

Other ICT includes, but is not limited to, digital video cameras, digital cameras, MP3 players and Mobile Phones (see ESHS Mobile Phone Policy).

1. Students must use the equipment appropriately and responsibly.
2. There is to be NO inappropriate content.
3. Any form of bullying is not acceptable, including cyber bullying.

Misuse of the network will result in disciplinary action being taken, including temporary loss of access to the Internet/Network and Computer resources. It could also include permanent loss of access or criminal charges.

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Anti-Bullying Policy

WHOLE SCHOOL COMMUNITY RIGHTS AND RESPONSIBILITIES IN RELATION TO BULLYING

Members of the school community have the right to expect that schools are a safe and supportive learning environment. With these expectations comes a shared responsibility by the whole school community to prevent and effectively respond to bullying. These rights and responsibilities of the whole school community must be clearly outlined.

SCHOOL ETHOS

Esperance Senior High School believes that every student in the school has the right to learn in a safe and secure environment. Therefore, anything that detracts from this is unacceptable.

BULLYING

Bullying is a pattern of behaviour by one or more persons towards another which is designed to hurt, injure, embarrass, upset or cause discomfort to that person. Bullying is not a one-off incident and can include physical, verbal, written and/or psychological behaviours.

Bullying always involves an imbalance of power. It can include:

- Physical aggression
- The use of put-down comments or insults
- Name calling
- Damage to another person's property
- Deliberate exclusion from activities
- The setting up of humiliating experiences
- Spreading of rumours about another person
- Encouraging bullying by others
- Providing a bully with an audience by passively watching bullying occur.

CONSEQUENCES OF BULLYING

As part of the Positive Behaviour Support Policy, any physical bullying (e.g. fighting) will be dealt with by the Deputy Principals or Student Services Coordinator and may lead to suspension.

With all other forms of bullying, the preference is for mediation and conflict resolution rather than punitive measures that often only offer a short term solution to the problem.

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STAFF ROLES - Anti bullying

The prevention of bullying is the responsibility of EVERY staff member in the school. Not everyone will be comfortable in dealing with bullying and therefore everyone must be aware of the procedures that are in place to deal with this problem.

CLASS TEACHERS

- Have clear expectations of courtesy and cooperation.
- Demonstrate strong leadership and control.
- Be willing to listen.
- Avoid taking sides in student disputes.
- Refer students to appropriate support staff (e.g. Year Coordinators and other Student Services staff). Don't feel any problem is too trivial to be referred, if you think bullying is taking place.
- Follow up incidents of bullying.
- Arrange thoughtful seating plans and structured group activities. Allowing students to choose their own groups/teams can be very destructive to the self esteem of the person who is never chosen.
- Be perceptive.
- Keep documentation on all incidents.
- Consistently deal with students who encourage bullying.
- Encourage passive observers of bullying to 'tell', or help negotiate a resolution.

FORM TEACHERS

- As for class teachers.
- Use form time to talk to students informally. Try to develop a positive relationship with students in your form.
- Foster a congenial atmosphere in form.
- Support any whole school activities designed to reduce bullying or to foster a positive school spirit.
- Keep documentation on all incidents.
- Consistently deal with students who encourage bullying.
- Encourage passive observers of bullying to 'tell', or help negotiate a resolution.

DUTY TEACHERS

- Arrive at duty areas on time.
- Be a very visible presence in the duty area. Walk around the area.
- Be vigilant. Investigate any suspicious activities.
- Talk to students in the area. Show an interest in what the students are doing.
- Keep documentation on all incidents.
- Consistently deal with students who encourage bullying.
- Encourage passive observers of bullying to 'tell', or help negotiate a resolution.

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YEAR COORDINATORS

- Be familiar with conflict resolution strategies, including those specifically designed to combat bullying.
- Use conflict resolution strategies with students involved in bullying (victims, perpetrators and passive observers) to resolve the problem. Often punishment has very negative consequences for the victim.
- Liaise with teachers of students involved in bullying (as victims or perpetrators).
- Follow up all incidents. Don't assume the incident is over when the students leave your office.
- Keep documentation on all incidents.

CHAPLAIN/SCHOOL NURSE

- Listen to students.
- Refer students to appropriate support staff when necessary.
- Liaise with other staff where necessary.
- Keep documentation on all incidents.

YOUTH EDUCATION OFFICER

- May implement programmes and liaise with other staff.
- Keep documentation on all incidents.

SCHOOL PSYCHOLOGIST

- Provide guidance to staff in devising strategies and responses.
- Provide mediation and conflict resolution opportunities for students involved in bullying (as victim or perpetrator).
- Work with students in assertiveness training, anger management programmes or whatever is deemed necessary to resolve the problem.
- Keep documentation on all incidents.

ABORIGINAL EDUCATION STAFF

- Provide support for Aboriginal students in the school.
- Work with Aboriginal (and other) students who are involved with bullying (as victim, perpetrator or passive observer).
- Liaise with other staff in bullying matters that concern Aboriginal students.
- Keep documentation on all incidents.

ADMINISTRATION

- Deal with the most serious cases, especially those which involve physical violence and those which can not be resolved by other support staff.
- Actively promote measures to reduce bullying in the school with staff and students.
- Keep documentation on all incidents.

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PARENTS' ROLES IN PREVENTING BULLYING

Parents have an important role in preventing bullying. Parents' attitudes towards bullying have a marked effect on the way a child perceives the problem. If a child sees his/her parents are serious about combating bullying, they will assume this attitude as well. By working with staff and students, parents can help to minimise bullying and make the school environment a happy, productive atmosphere.

- Talk to your child about what is happening in school. Try to emphasise positive things that happen in school, so students will be comfortable discussing negative aspects (such as bullying) as well.
- Be aware of the warning signs that may indicate your child is being bullied. (Please see section, Bullying – Possible Warning Signs, for a list of warning signs.)
- Contact the school and make the school staff aware of the problem. Normally the person to contact will be the Year Coordinator or Student Services staff. If your child is being physically bullied, contact the Student Services Coordinator or one of the school deputies.
- Cooperate with school support staff in preventing bullying. The school has a responsibility to act on all reports of bullying, so it is important to have all the facts before acting. Please don't assume the school will not take your complaint seriously.
- If the problem can't be dealt with by the students involved, encourage your child to seek assistance. Trying to deal with the problem themselves at this point can lead to further bullying, and it could reach a more serious level.
- Discuss issues of passively observing; this can be seen as condoning the action.

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STUDENT ROLES IN PREVENTING BULLYING

All students have an important role in preventing bullying from occurring in the school. With cooperation from every student, we can make a significant inroad into combating bullying. Students should be aware of the support services available in the school and use them when necessary.

IF YOU ARE BEING BULLIED

- Tell someone immediately. Keeping silent means the problem will continue and only serves to protect the bully.
- Be prepared to participate in strategies designed by support staff to stop the bullying.
- Be assertive but never aggressive.

IF YOU SEE SOMEONE ELSE BEING BULLIED

- Bullying also involves children who may not be directly involved in the bullying or who are not being directly bullied, who are referred to as 'bystanders'. A bystander is someone who sees the bullying or knows that it is happening to someone else.
- If you are a bystander, you need to advise a teacher immediately of the situation. Do not become directly involved yourself; move away from the situation if possible. Bystanders could face disciplinary action if they become involved.
- Tell someone immediately. No one likes to tell tales but bullying is a serious problem and must be dealt with as soon as possible.
- See if you can play a role in negotiating a resolution to the situation.
- If you watch bullying occur and do nothing, you are supporting the bully and therefore you are a part of the problem. At the very least, leave the scene so the bully is denied an audience.

IF YOU ARE A BULLY

- Talk to someone (e.g. the School Psychologist, Year Coordinators, Student Support Officers or the Chaplain) about your need to bully other students.
- Stop and think about your actions before you act.
- Avoid being in situations where you feel you may bully other students.

WHAT TO DO

**S**

Solve it by yourself ~ ignore, stay away, join in with others, laugh it off, move away, tell them to stop, warn them.

**A**

Ask a friend ~ tell a friend what is happening and ask them to stay with you while you try step one again.

**F**

Find a teacher ~ stay in view of a teacher, ask a teacher for help, report the matter to a teacher.

**E**

Explore Other Options ~ tell a Deputy, the Student Services Coordinator or a Year Coordinator, a Student Support Officer, the Chaplain, your parents, another adult, or the police for out of school bullying.

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BULLYING – POSSIBLE WARNING SIGNS

A child may indicate through signs or behaviour that he or she is being bullied. If you are concerned and become aware of any of the following, it may be necessary to investigate whether bullying is occurring.

Please be aware that many of these signs may be 'normal' indications of adolescence and may not be brought on by bullying.

Children may:

- be frightened of walking to and from school
- be unwilling to go to school
- beg you to drive them to school
- change their route to school
- begin doing poorly in their school work
- become distracted in class
- start truanting
- come home regularly with clothes or books damaged
- come home starving (because lunch money was taken)
- become withdrawn
- start stammering
- become distressed
- stop eating
- attempt suicide or self harm
- cry themselves to sleep
- have nightmares or even cry out 'leave me alone'
- have unexplained cuts, bruises etc.
- have frequent mood swings
- undergo sudden personality changes
- become negative towards siblings or other children
- have their possessions go missing
- ask for money or begin stealing money (to pay the bully)
- continually 'lose' their pocket money
- refuse to say what's wrong
- give improbable excuses to explain any of the above.

Any unexplained changes in behaviour are possible warning signs of bullying and should be monitored.

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CYBER BULLYING

Cyberbullying Policy

Cyberbullying is bullying that is carried out through internet or mobile device technologies. Cyberbullying takes different forms that can include (but is not limited to): threats and intimidation, harassment or “cyber-stalking” (e.g. repeatedly sending unwanted texts, instant messages or pictures), vilification/defamation, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, and manipulation of images. Like face to face bullying, cyberbullying can be hard to detect.

Cyberbullying differs in several significant ways from other kinds of bullying:

- It involves the invasion of home and personal space
- it can occur 24 hours a day, 7 days a week
- it is difficult to control electronically circulated messages
- the size of the audience can be larger
- the perceived anonymity of the person doing the bullying
- the profile of the person doing the bullying and their target
- students can be reluctant to take action because they like to communicate in the digital world and they may fear losing access to the technology.

At school:

- **Cyberbullying is the same as bullying and normal bullying procedures will apply.**
- Refer all students involved to Student Services via a Behavioural Referral and or Welfare Database (Student Central).

Student Services may:

- o request a student reveal a message or show them other content on their phone or other ICT
- o request to search the phone or other ICT
- o take appropriate action when a student refuses to show content.

Cyberbullying of either staff or students can occur 24 hours a day, 7 days a week. Where this impacts on the good running of the school appropriate action will be taken.

In cases where student images of a pornographic nature are disseminated through mobile phones or other media e.g. the Internet, Esperance Senior High School will:

- ☐ Contact all parents involved
- ☐ Call the police if required
- ☐ Pass on all information to the relevant authority of the Education Department
- ☐ Follow mandatory reporting guidelines from the Child Protection Policy.

Whole School Positive Behaviour Support Plan Policy and Procedures

Anti-Bullying Procedures

Every student has the right to learn in a safe and secure environment. Bullying is a pattern of behaviour by one or more persons towards another which is designed to hurt, injure, embarrass, upset or cause discomfort to that person. Bullying is not a one-off incident. Bullying can be physical, verbal, written and/or psychological behaviours. *Cyberbullying* is repeated and deliberate bullying behaviour through information and communication technologies.

STAFF INITIAL RESPONSE - Identified by staff (observed or reported) –

- **Investigate** - (how long, what, who, when, previous referrals)
- **Assess** - Listen to concerns of students and if the teacher feels confident, manage the situation. If required, make referral to student services via a Welfare Concern.

Teacher Response

Support

- Speak with all persons involved.

Act

- Determine best conflict resolution strategy.
- Implement strategy with all persons involved.
- Develop strategies with students to prevent further incidences.
- **S**olve it yourself, **A**sk a friend, **F**ind a teacher, **E**xplore other options.

Report and Record

- Report concerns on the student Welfare Database, note all actions taken.
- Assess whether parent needs to be informed.

Further Actions

Follow up (check in) with students, continue to promote positive relationships and ensure students are aware of expected behaviours.

If behaviours continue, refer to Student Services.

Student Services

Investigate, Assess and Support

Listen and collect information from all involved.

Act

- Determine best conflict resolution strategy.
- Implement strategy with all persons involved.
- Develop strategies with students to prevent further incidences.
- Develop individual support plans for all involved.
- Discuss and apply consequences for breaking school rules according to the severity of the situation.
- **SAFE**

Report and Record

- Report concerns on the student Welfare Database, note all actions taken.
- Contact parents with regards to support plan and school action.
- Notify classroom teachers and school staff.
- Access further support in school or make appropriate referrals to external agencies.

Monitor and review/update plans as required.

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Procedures for Suspension

There are nine types of inappropriate behaviour for which a student might face suspension. These are:

- 1. Physical aggression, assault or intimidation toward staff**
Physical contact or intimidation committed intentionally towards school staff.
- 2. Verbal abuse, threats, harassment or intimidation of staff**
Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening to staff, including offences such as stalking, sexual harassment, sexual innuendo and manipulation.
- 3. Physical assault or intimidation of other students**
Physical intimidation refers to any physically threatening behaviour towards a student.
- 4. Verbal abuse, threats, harassment or intimidation of students**
Verbal abuse or harassment of students including offences such as stalking, sexual harassment, sexual innuendo and manipulation.
- 5. Wilful offence against property (Damage to or theft of property)**
A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.
- 6. Violation of school Code of Conduct, Behaviour Management Plan, classroom or school 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 substance with restricted sale**
Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.
- 8. Possession, use or supply of illegal substance(s) or objects**
The substances referred to in this category are those deemed illegal under the Criminal Code. This includes weapons and illegal drugs.
- 9. Other, E-breaches**
This category is retained for other serious incidents that are not encompassed by the first eight suspension categories. Breaches under the Students Online Policy or Personal Use of Mobile Electronic Devices requirements. Includes breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

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Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including, where appropriate, participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parents to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances.

Staff who can suspend students are the Student Services Coordinator (SSC), the Deputies and the Principal. The length of the suspension from school is determined by the circumstances of the particular case.

Work will be provided to the suspended student to complete during suspension if they have been suspended for more than three days, or have exceeded more than five days for the year. Students coming back from suspension see either the Student Services Coordinator or a Deputy before returning to class, to discuss and resolve the breach of discipline.

Should a student be suspended, he or she will not be allowed to take part in any extra-curricular activities for the next 20 school weeks. This policy carries over from school term to school term, and from one year to the next, if relevant. Extra curricular activities include such events as Country Week, the Upper School Ball, school camps and excursions, inter school sporting competitions etc.

Information regarding the suspension must be entered into the school's information management system. Students are to be recorded as having an authorised absence during the period of suspension.

Whole School Positive Behaviour Support Plan

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

ESHS will provide the student and parent a reasonable opportunity to give reasons against the decision to suspend and/or the length of the suspension. Any reasons given against the decision to suspend, or against the length of suspension, will be recorded. The final decision will explain how any relevant reasons were taken into consideration. For an opportunity to respond to be deemed reasonable, ESHS will take into consideration any language, cultural, medical or mental health factors and availability of the parent.

An alternative strategy to suspension will be considered where:

- the principal has reason to believe that the student will be exposed to serious safety risks (e.g. physical or sexual abuse, exposure to drugs, crime or domestic violence, homelessness) outside of the school and reasonable measures to mitigate these risks to the student cannot be arranged; or
- the student is considered by the principal to be at risk of suicide or serious non-suicidal self-injury, and the principal is not satisfied that there are arrangements for sufficient supervision/care for the student outside of the school.

In such circumstances, the record should state the degree of seriousness of the breach and that the strategy was used in lieu of suspension due to exceptional circumstances.

A suspended student will not be allowed to leave the school grounds before an agreement has been reached with the student's parent for how the student will get home. This must occur on every occasion, as it involves a transfer of duty of care from the school to the parent. Where it has not been possible to reach such an agreement, and the student is continuing to pose a risk to staff, students or property, the principal should consider calling the police to request that the student be removed.

Where a parent is not able to pick the student up and asks that the student be allowed to walk home, the principal will not allow the student into the community if the student is in an escalated state such that risk of harm to the student, community members or property is reasonably foreseeable. The principal will take reasonable measures to calm the student before the student leaves the school grounds without a parent.

When recording the decision to suspend, the principal will:

- enter the suspension into the school's information management system as soon as practicable following the decision to suspend;
- enter a report into the Online Incident Notification System (OINS) for any incident:
 - ~ deemed by the principal to have involved a serious breach of school discipline;
 - ~ involving a notifiable incident, as defined in the Emergency and Critical Incident Management policy; and
- record all absences due to suspension as authorised absences using the Z code.

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The principal will take reasonable measures to minimise the number of days for which any one student is suspended during the course of a school year. Where repeated suspension is not proving effective as a strategy to reduce the severity or frequency of breaches of school discipline by a student, the principal will consider other strategies that may be more successful.

The principal will not consider the reaching of a specified number of days of suspension to be an automatic trigger for exclusion.

For the purpose of calculating suspension periods, the principal will consider each day the school is open for business as counting for a whole day within the student's suspension period.

The principal will consider multiple breaches in the course of an incident or connected series of incidents to be taken as one overall breach for the purpose of considering the case for and duration of a suspension. The principal will not apply a suspension for reasons associated with:

- attendance;
- an incident occurring outside of school, except where the principal can establish a reasonable nexus between the incident and the school; or
- dress code violation.

The principal will not apply a suspension period that exceeds the number of days remaining in the school term. For purposes of accurately reflecting the severity of the student's breach of school discipline, the principal may express in the record of the suspension the length of suspension that would otherwise have been applied.

The principal will not extend suspension periods into the following school term. In circumstances where the time left in the school term is insufficient reasonably to investigate an incident and reach a decision on a suspension, the principal may make the decision at the beginning of the next school term.

The principal will consider the possible impact of suspension for a student who is undertaking VET in Schools or Workplace Learning external to the school. Where there is a stipulated requirement for a number of hours to be completed in a course or workplace learning environment, the principal will take measures to prevent any suspension stopping the student from completing the requirement. This may include negate a suspension condition that permits the student to attend the required setting or program.

When a student comes onto school grounds without permission during a period of suspension, the principal will:

- ascertain the reason for the attendance and offer the student assistance when the reason for attendance is genuine;
- where the student does not supply a genuine reason, discuss calmly and supportively with the student the need for the student to honour the suspension decision and leave the school grounds;
- make reasonable attempts to notify a parent to collect the student in circumstances where the student refuses to leave school grounds; and
- notify the police if the student is acting in a way that poses a threat to staff, students or property.

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For a student who commits a breach of school discipline while on suspension, the principal may apply an extension to the suspension period.

- Where the maximum period of suspension is already in place, the principal will consider alternative disciplinary sanctions for that breach, to be served after the student's return to school, provided that this sanction does not further limit the student's attendance. This does not apply in the event of a recommendation for exclusion.

The principal will:

- provide work that is a genuine learning activity (not busy work), designed to help the student as much as possible to keep up with class work during the enforced absence;
- provide any required remedial support upon the student's return, should the student have difficulty with the learning activity; and
- not require staff to supervise the student whilst on suspension, except where the student attends the school site. The principal may ask teaching and/or administration staff to maintain a reasonable level of phone or digital contact with the student or the student's parent during school hours whilst the student is suspended, for the purpose of discussing the student's progress on the learning activity.

Where the period of suspension is less than that stipulated in Section 21 of the School Education Act, the principal will make reasonable endeavours to ensure the student keeps up with their classwork and maintains continuity of learning.

If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the principal will:

- inform the Regional Executive Director and the Principal, School of Special Educational Needs: Behaviour and Engagement as part of a case management approach; and
- work with Regional Education Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.

The principal may recommend to the Director General that a student be excluded from attending the school as part of a school's behaviour support plan. An exclusion order is the most extreme sanction that can be applied to a student and as such is 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.

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.

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Use of Physical Contact and Restraint

The principal will ensure that physical restraint of a student is only used:

- in circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- where the emotional or behavioural state poses imminent risk of harm to self or others, or risks significant damage to property; and
- for the minimum amount of time needed for the student to recover an emotional or behavioural state, whereby less restrictive strategies may be successful.

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

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

When attempting to maintain order, it is always preferable for staff to use verbal de-escalation strategies to manage student behaviour. However, it may become necessary for a staff member to use reasonable physical contact to maintain or re-establish order. This may also include situations where teachers are required to defend themselves from physical harm. The application of any form of physical contact towards a student places staff in a vulnerable position.

Staff must only use reasonable physical contact once other less intrusive alternatives have failed.

Examples of physical contact include escorting, guiding or shepherdning a student by the arm or elbow.

Physical contact must not be used where it is deliberately 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.

Physical contact may also be used where it is required to support compliance with a specific behaviour modification.

Physical restraint

Principals are encouraged to develop an ethos where physical restraint or contact with students, to manage behaviour, will not be necessary.

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 the safety of any person at risk or there is a risk of damage to property.

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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, 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
- the Principal 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 schools to assess and 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 Principal, 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*.

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.

Documentation

Any incident where physical restraint is used must be recorded by the staff member involved. Physical contact must also be documented where a complaint has been made by a student or parent, or the student has been hurt.

The principal must:

- be advised as soon as possible on the day of the incident
- be provided with a written record of the incident no later than the day after the incident
- provide the parent with details of the incident as soon as possible.

The written record of incidents where physical restraint is used must include:

- location of the incident
- name of witnesses (staff and/or students)
- incident outline, including the student's behaviour, what was said, steps taken, degree of force applied, and how applied
- the student's response and outcomes
- details of any injury or damage to property.

The Principal will record the incident on the Department's online incident notification system.

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Protective Isolation to Manage Risk of Harm

Protective isolation is:

- a restrictive practice;
- a planned strategy;
- the involuntary isolation of a student from others within a school;
- used for the purpose of managing a student's emotional or behavioural state;
- implemented when this state poses an imminent risk of harm to self or others; and
- used only when other, less restrictive strategies have proven unsuccessful.

Protective isolation is not to be used:

- for punishment or discipline, coercion, retaliation, convenience or respite;
- as a routine school safety measure;
- for withdrawal (Regulation 41 of the School Education Regulations 2000);
- for detention of a student after school (Regulation 42 of the Regulations); nor
- voluntary, such as when a student elects to go to a safe area for the purposes of calming.

ESHS may at times be required to place a student in Protective Isolation:

- to manage or care for a student; or
- to prevent or restrain a person who places at risk the safety of self or others.

When considering introducing a protective isolation strategy for a student as a planned behaviour support strategy, the principal will consult with:

- appropriate student support services, including as a minimum the Lead School Psychologist and the principal or nominee of the relevant School of Special Educational Needs;
- any relevant external agencies involved with the student;
- the student's parents/carers; and
- the student.

Protective isolation will only be considered for a student when the principal:

- is satisfied that other, less restrictive strategies have been attempted for a reasonable period of time;
- is satisfied that background information, contributing factors, information from current/former school staff, parent advice, and the advice of student support services and relevant external agencies have been considered;
- has records demonstrating that alternative, less restrictive strategies have proven unsuccessful;
- is satisfied that the room or other space to be used for protective isolation is safe; and
- is satisfied that staff are appropriately trained to implement the strategy safely.

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Prior to implementing a protective isolation strategy for a student, the principal will gain written approval of the Regional Executive Director, The principal will:

- document a personalised behaviour support plan for the student, which details:
 - ~ how the use of protective isolation has been informed by functional behaviour assessment and is linked to escalation profiling;
 - ~ consideration of any developmental, medical or mental health concerns;
 - ~ where protective isolation fits within a hierarchy of planned, preventative and least restrictive responses;
 - ~ situations in which protective isolation will, and will not, be used;
 - ~ information about the location(s) that will be used for protective isolation;
 - ~ the strategy for getting the student safely to the location;
 - ~ strategies for teaching and supporting self-regulation and co-regulation skills;
 - ~ achievable goals for protective isolation;
 - ~ risk management planning;
 - ~ assistance to be provided to staff involved in the application of protective isolation;
 - ~ advice provided by student support services and relevant external agencies; and
 - ~ advice and approval provided by the parents/carers.

The Regional Executive Director must, as soon as practicable after endorsing a plan involving a protective isolation strategy, provide the Director, Student Support Services with a scanned copy of the plan in PDF format.

The principal will review the personalised behaviour support plan for the student each school term:

- in light of an assessment of data relating to use and impact of the protective isolation strategy;
- in consultation with appropriate student support services, including as a minimum the Lead School Psychologist and the principal or nominee of the relevant School of Special Educational Needs; and
- in consultation and with the agreement of the parent(s).

The principal will submit the reviewed plan with an accompanying report to the Regional Executive Director for re-approval in order for the strategy to be continued into the next school term.

Where there is a planned change of site(s) for the strategy, or the site has in some way been modified, the principal will gain the Regional Executive Director's endorsement.

Implementation of the approved protective isolation strategy will:

- minimise or prevent physical or psychological harm to the student;
- follow protocols for physical handling and escorting a student to the protective isolation location;
- monitor the student at all times;
- use protective isolation only for the minimum period required to assist the student to regain an emotional or physical state that:
 - ~ will permit behavioural assistance through less restrictive measures; or
 - ~ is no longer presenting an imminent risk to the safety of self or others;
- will give the student regular opportunities to communicate needs, such as hydration or toileting, and/or readiness to return to less restrictive measures;

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- where the protective isolation is judged by the principal to be worsening the student's state, and physical or emotional harm is considered likely, the principal will initiate action that prevents harm to the student; and
- will provide appropriate support to the student, the student's parent(s), staff and other students after the period of protective isolation.

The principal will create a record for each instance of protective isolation, which includes:

- the date, time, location, and duration of the protective isolation;
- the reason for the protective isolation;
- behavioural observations of the student before, during and following protective isolation;
- details of contact with the parents/carers;
- brief details of the follow-up support provided;
- a statement by the staff member/s involved; and
- a statement (or substitute) by the student involved.

The principal will make a critical incident report in the Online Incident Notification System (OINS), indicating that a protective isolation strategy has been used, as soon as practicable after the protective isolation has been applied. (Note that by instruction from the Director General, this is an official reporting requirement of schools.)

The principal will monitor and assess school data, and determine whether adjustments to the student's personalised behaviour support plan are required. Where the principal plans to change an aspect of the protective isolation strategy, the principal will consult the Regional Executive Director as to whether updated approval will be required.

The principal will plan adjustments that support a student who has an approved protective isolation strategy to attend and participate in:

- a major school celebratory event, such as their graduation ceremony; and
- significant school events such as camps, sports carnivals, school performances or socials.

These adjustments will consider the good order of the school and the safety of all participants.

In an emergency situation, a principal may use protective isolation for a student who does not have a documented behaviour support plan containing a protective isolation strategy that has been approved by the Regional Executive Director.

The principal will only make such use when it is:

- necessary;
- reasonable;
- proportionate; and
- implemented with the minimum force necessary to prevent injury and maintain safety for all concerned.

As soon as practicable afterwards, the principal will:

- notify the parents/carers of the reasons for and duration of the protective isolation;
- notify the Regional Executive Director of details relating to the protective isolation; and
- seek assistance from appropriate student support services, such as the School Psychology Service and Schools of Special Educational Needs, and relevant external agencies.

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Protective isolation rooms

A protective isolation room is one kind of specialised space in which a protective isolation strategy may be used. The principal will:

- involve Facilities Program Delivery in any construction work on the room, even where the school is self-funding the construction, to ensure that the construction meets the Department's building and safety requirements;
- make any modifications to the room that may be required by Facilities Program Delivery;
- prior to use of the room, receive the Regional Executive Director's endorsement that the room is safe;
- at least every 12 months, seek an annual building safety check and updated endorsement of the room from the Regional Executive Director, who may seek advice from Facilities Program Delivery;
- only consider a room to be a protective isolation room for the period of time in which an approved strategy for a student is in effect. At the point at which the school has no current plans involving an approved protective isolation strategy, the principal will cease considering the room to be a protective isolation room, and decommission the room, ensuring it presents no risk to safety; and
- after any period in which a room has ceased to be a protective isolation room, and where a new plan involving a protective isolation strategy is being submitted for approval, seek new endorsement by the Regional Executive Director for the room.

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Response to Weapons in School

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.

Incidents involving weapons will be dealt with as a serious breach of school discipline and students suspended immediately.

Under the Weapons Act 1999, it is an offence to:

- carry, possess, purchase, supply or manufacture a prohibited weapon;
- carry a controlled weapon without a lawful reason to do so;
- carry an article with the intention of using it to injure or threaten any person; and
- 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.

A weapon is 'anything serving as an instrument for making or repelling an attack':

- Prohibited weapons are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades.
- Controlled weapons include those used in the practice of a martial art, act, sport, or similar discipline, such as firearms, swords, machete or spear guns.
- 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 and paintball guns.

When dealing with weapons on the school site, ESHS will:

- prioritises the safety of all members of the school community;
- develop, monitor and review plans for addressing identified risks and critical incidents that involve weapons; reducing the risk of weapon-related incidents in schools;
- facilitate fair and just intervention by school staff for weapon-related incidents;
- support students, parents and school personnel following weapon-related incidents;
- contact police immediately if a weapon deemed to be prohibited or controlled is found on school site or during school activities;
- on a case by case basis, determine whether a student will be permitted to carry a ceremonial or religious observance implement, such as a Kirpan, on the school site or during school activities;
- where a student is found to be carrying a weapon for the purpose of self-protection or self-defence, provide assistance and support to the student to promote more appropriate means of dealing with the threat perceived by the student;
- make a report via the Online Incident Notification System as soon as practicable;
- communicate with, and offer support to, school staff, students and others as required;
- have clear procedures for dealing with weapons on the school site and at off-site school activities as part of the whole school positive behaviour support plan; and
- inform staff, parents and school community members of requirements relating to weapons on the school site and at off-site school activities.

Whole School Positive Behaviour Support Plan

Policy and Procedures

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:

- assess the level of risk to the student and others;
- report the matter immediately to the principal; and
- ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.

If the student declines to hand over the item which is likely to cause harm, the principal will, if deemed appropriate after considering the safety of other students and staff:

- inform the student's parents/carers of the situation;
- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student; and
- ensure the student is supervised by a member of the school staff and the witness.

If the student continues to decline to hand over the item, the principal will:

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff should not undertake a personal search of the student.

If the student does not have the item which is likely to cause harm on their person, the principal will:

- ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

If the student refuses to make their property (e.g. bag) available for search, the principal will:

- inform the student's parents/carers of the situation; and
- seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff who find, or are given, a weapon should provide it to the principal, label it with the date, time and location where the item was obtained, and include the names of all school personnel who have had contact with it.

The principal will:

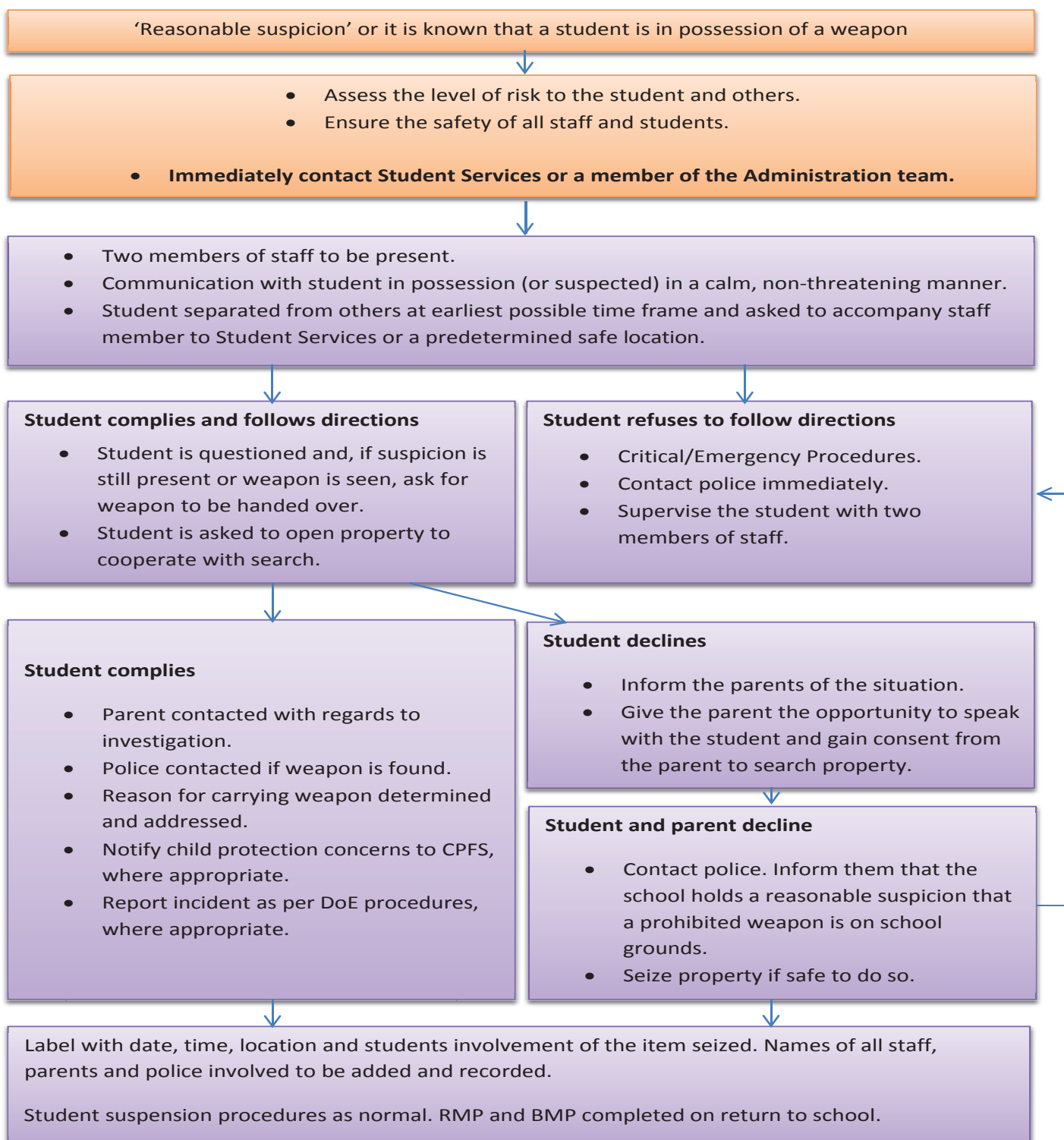
- securely store the item;
- confirm the labelling of the weapon;
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.

Whole School Positive Behaviour Support Plan Policy and Procedures

Response to Weapons in School Procedures

A *weapon* is 'anything serving as an instrument for making or repelling an attack'. 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.

Incidents involving weapons must be dealt with as a serious breach of school discipline and students suspended immediately



Whole School Positive Behaviour Support Plan

Policy and Procedures

Risk Management Processes

If a student discloses or there is a strong suspicion that the student is going to hurt themselves, is being hurt or going to hurt someone else, the following response will occur:

- School Psychologist will be informed immediately. If not available, the Regional Office will be contacted for support on 9071 9100.
- School administration will be informed immediately (Principal or Deputy Principal for Esperance Senior High School; Principal for Education Support Centre). The Principal is to follow mandatory reporting procedures, as required.
- The School Psychologist will take responsibility for coordinating the response to this situation, including risk assessments, family and other agency involvement, and dissemination of information for staff. This will occur in consultation with the Regional Office support staff.
- No further contact with the student will occur unless endorsed by the School Psychologist as part of a coordinated response to the student's needs.
- Debriefing will also be coordinated by the School Psychologist as part of the overall response plan for the student.

Whole School Positive Behaviour Support Plan

Policy and Procedures

Harassment Policy Statement

Esperance Senior High School has a strong non-harassment policy as part of its overall Behaviour Management Policy. Staff and students have a right to work and learn in an environment free from all forms of harassment, including physical, emotional, sexual and racial harassment.

Harassment is defined as any unwelcome and offensive comment, action, behaviour or printed material concerning a person's sex, sexual orientation, marital status, pregnancy, race, colour, language, ethnic origin, disability, political conviction, religion or age.

Harassment creates an uneasy, intimidating, hostile or offensive learning environment. It can interfere with an individual's work and study performance. It erodes an individual's rights and damages those who are subjected to it.

Sexual and racial harassment in employment and education is unlawful under the WA Equal Opportunity Act. All other forms of harassment are equally unlawful.

Disciplinary action, if necessary, will be taken in accordance with the school's disciplinary procedures.

Harassment can occur between:

- » Staff – Staff
- » Staff – Student
- » Student – Staff
- » Student – Student.

The school has a responsibility to take action in relation to behaviour that:

- » creates an intimidating, hostile or oppressive work or learning environment
- » adversely affects an individual's work or academic performance
- » causes embarrassment, distress or ill health to any employee or student
- » results in students avoiding classes
- » reflects badly on the integrity and standing of Esperance Senior High School.

Whole School Positive Behaviour Support Plan Policy and Procedures

Drug Policy

RATIONALE

The school drug policy provides a framework to address alcohol, tobacco and other drug-related problems in a caring and consistent manner within the Esperance Senior High School community.

This policy and subsequent procedures have been developed in consultation with staff, students and parents, and have been endorsed by the School Council.

The Esperance Senior High School Drug Policy is binding on all members of the school community while they are on school premises or at a school function or excursion where there are students present. This includes students, parents, staff (teaching and non teaching), volunteer staff, ground staff and other workers. The policy also applies to school visitors and any functions held on school premises, unless otherwise negotiated with the Principal - in the case of a function where no students are present and alcohol is requested.

Aims

At Esperance Senior High School we aim to create an environment where:

- Inappropriate and illicit drug use is not acceptable under any circumstances.
- Inappropriate and illicit drug use is dealt with by the school and relevant agencies.
- A consistent approach to drug education is implemented by all staff.
- Students participate in quality drug education throughout their school life.
- Students participate in activities which help them acquire skills to enable them to make informed choices.
- A range of activities exist which promotes a healthy lifestyle.

Whole School Positive Behaviour Support Plan Policy and Procedures

Strategies for Drug Prevention

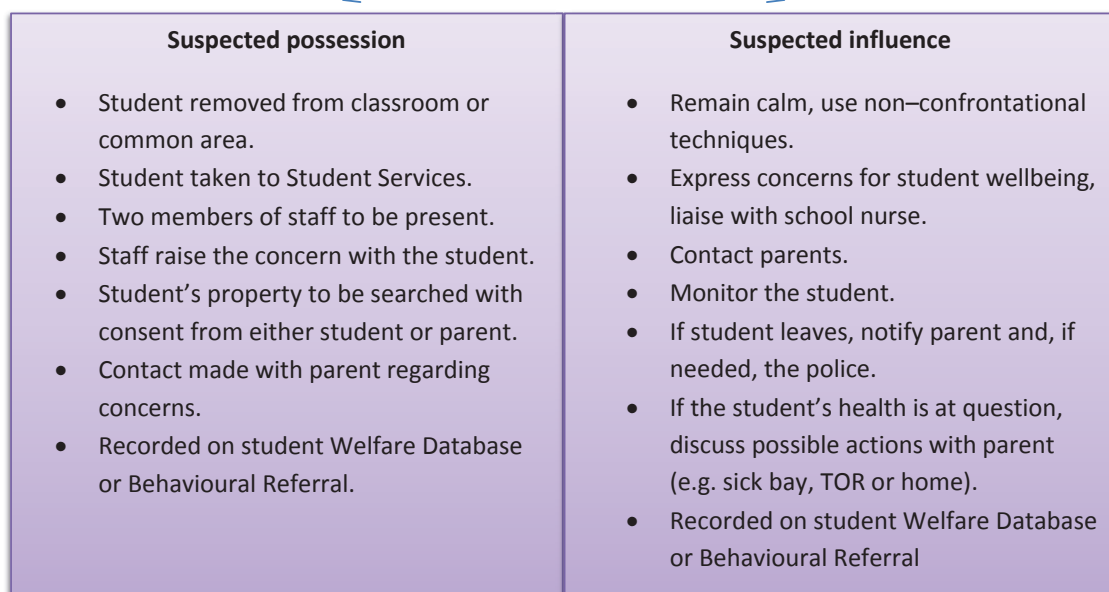
- » Awareness through effective drug education as part of the Health curriculum.
 - Year 8 Smoking and cannabis
 - Year 9 Alcohol, cannabis and illicit drugs
 - Year 10 Risk taking behaviour in social situations
 - Year 11/12 Health studies promotions
- » Awareness through encouragement of cross-curricular approaches to drug education, where appropriate in all learning areas.
- » Student awareness of the programmes and policies.
- » Access to counselling.
- » Parent awareness through newsletter snippets, parent workshops, resource and support displays.
- » Promotion of extra-curricular activities with a strong anti-drug message:
 - School Ball
 - School socials
 - School sporting events.
- » Role modelling through:
 - School Councillors
 - Teaching staff
 - High profile “stars”
 - Community leaders.
- » Special displays specifically designed to promote the anti-drug message:
 - Drink driving wreck
 - Prohibited substances display board
 - Anti smoking posters.
- » Regular review of the Drug Policy, along with the ESHS Positive Behaviour Support Plan Policy, which is the responsibility of the Student Services Coordinator.

Whole School Positive Behaviour Support Plan Policy and Procedures

Drug Policy - Teacher Procedures

Any obvious change in 'normal' behaviour MAY be a sign of possible drug use. If a student is suspected to be in possession or under the influence of an inappropriate (e.g. alcohol) or an illicit substance at school, the staff member involved will:

- Ensure the safety of all students and staff.
- Contact Student Services or Deputy with your concerns. This may be via a 'runner' asking for you to come to your class.
- Monitor student and work to retain student on school site.

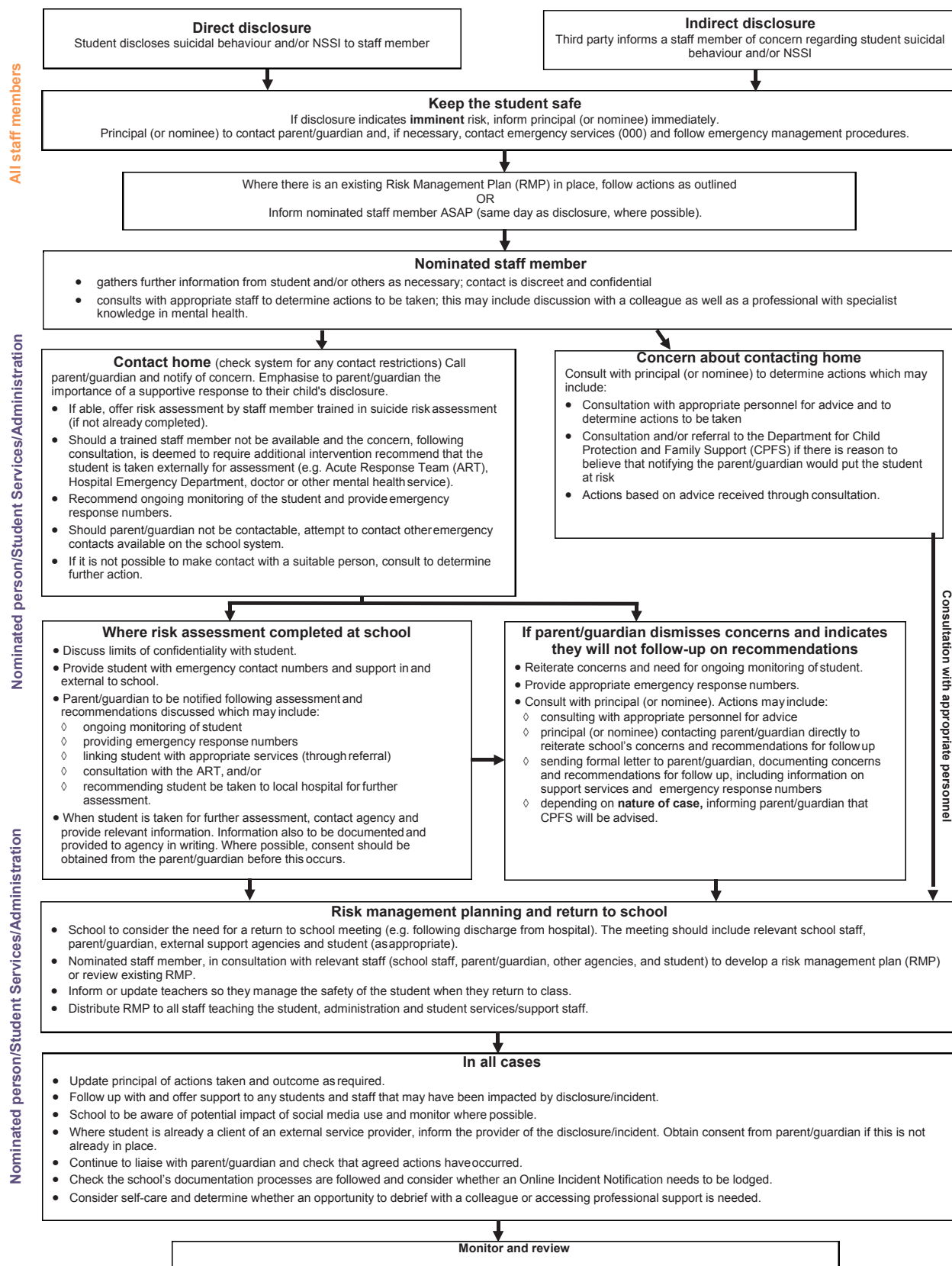


- Ensure the safety of the student.
- Issue appropriate sanction, which may include suspension and police contact.
- Organise relevant educational opportunities through internal and external support services.
- Notify child protection concerns, when appropriate.
- Complete incident reporting required by DOE procedures.

- Re-entry procedures in line with suspension policy. Behaviour Management Plans completed and implemented. Risk Management Plans implemented, if required.

Whole School Positive Behaviour Support Plan Policy and Procedures

Reporting Student Suicidal Behaviour and Non-Suicidal Self Injury Behaviours



Whole School Positive Behaviour Support Plan

Policy and Procedures

Breaches of Discipline by Students Suspected of Being Intoxicated

The possession or use of illegal substances by students at school is not acceptable under any circumstances. Being intoxicated does not excuse a breach of school discipline by a student. However, a breach of school discipline committed by an intoxicated student must be dealt with only after the safety and wellbeing of the student has been secured.

Student intoxication on school sites or at school off-site activities is unacceptable. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being intoxicated.

Drug and alcohol use by students will be responded to through health and education frameworks and the school behaviour plan. 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. It is the responsibility of the principal to report relevant matters to the police.

The principal will:

- implement the requirements of the Student Health Care policy and procedures in relation to suspected intoxication of students on school sites and at off-site school activities and act on any breach of school discipline;
- follow the procedures detailed in the Child Protection policy when there are concerns about the welfare of a student;
- not inhibit students from seeking assistance for another student who is intoxicated and in need of medical treatment, or at risk of harm to themselves or others. This will not impact on any responsibility of the principal to refer matters to the police;
- be cautious in judgment, as a student's presentation may be impacted by a range of individual and environmental factors, including disability, illness or injury, which may manifest in similar ways to intoxication; and
- consider possession, supply or sale of restricted or illegal substances by students on school sites or at off-site school activities to be breaches of school discipline. This can include supply or sale by a student that occurs outside the school, where this contributes to a student presenting intoxicated at school or at an off-site school activity.

In the event that there is a breach of school discipline involving a student who is reasonably believed to be intoxicated, the principal will:

- not apply disciplinary sanction for the breach until the immediate requirements relating to the student's health and welfare have been satisfied;
- where applying a suspension, only release the student into the care of an adult. Where an arrangement for this transfer of care has not been reached with the parent(s), the principal will not release a student into the community.

The principal will either keep the student under supervision at school, or have the student conveyed to a medical facility.

Whole School Positive Behaviour Support Plan

Policy and Procedures

Staff will be mindful that intoxication may make the student's behaviour volatile and unpredictable. Staff will take care not to provoke a response that places the student or staff at risk of injury.

- Staff will:

- o Remain calm; try to be friendly and non-judgmental, avoid transferring anxiety;
- o Tell the student you are concerned about his or her safety;
- o Keep your distance; ensure the student knows what you are going to do before you approach or touch him or her;
- o Stand to the side of the student when speaking to ensure s/he feels less threatened;
- o Try to avoid talking to the student in front of other students, to avoid embarrassment; and
- o Try to find a caring friend of the student – intoxicated people are likely to listen more to a familiar voice.

- Staff will not:

- o Confront the student;
- o Argue with the student;
- o Try to physically restrain the student (unless this is needed as a last resort where other strategies have failed and risk of harm to self or others is judged to be immanent);
- o Allow the student to leave the school site on his or her own; or
- o Leave the student alone.

Whole School Positive Behaviour Support Plan Policy and Procedures

Behaviour and Attendance

The only basis for enforcing absence from school on behaviour grounds for a student in the compulsory years of schooling is suspension (Section 90 of the School Education Act and Regulations 43-46) or exclusion (Sections 91-94 of the Act).

All absences from school reduce students' capacity to maximise opportunities for learning. Multiple absences can very quickly translate into cumulative educational disadvantage, which in turn tends to increase the likelihood that the student will experience difficulties meeting behavioural expectations at school.

Principals will exercise due care in attending simultaneously to behaviour and attendance needs as part of a set of strategies that aim to engage a student in school.

Relevant legislation

- Sections 22-29 of the School Education Act 1999 and Regulations 21-23 of the School Education Regulations 2000 provide legislative requirements related to attendance.
- Section 23 provides the requirement for a student to attend full time;
- Section 24 provides for arrangements for the student to satisfy attendance requirements while attending a place outside of the school (the includes attending an engagement centre);
- Section 25 provides the circumstances under which a student may be excused from attendance;
- Section 26 provides powers in the event that doubtful reasons are given for nonattendance;
- Section 27 provides circumstances in which a principal may require the non-attendance of a student.

Regulation 26 of the School Education Regulations 2000 requires that the minimum hours of instruction in a primary or secondary be:

- (a) At least 25 hours and 50 minutes instruction during each week in which the school is open for instruction; and
- (b) At least 4 hours and 10 minutes instruction during each day in which the school is open for instruction.

Department requirements

- The principal will support and encourage full time attendance in education for every student in the compulsory years of schooling.
- The principal will take care to not enforce, coerce or encourage the student to attend less than full time.
- With the exceptions of suspension and exclusion, the principal will use no practice which, on the basis of student behaviour, applies a restriction to a student's full time attendance.
- The principal will not send a student home on behavioural grounds during the day, except where a suspension has been applied.
- Any "modified timetable" or alternative program, designed for a student in primary or secondary schooling to support behaviour, must satisfy both of the requirements of Regulation 26.
- The principal will not consider Section 23(1)(a)(ii) to be a basis to send a student home from school on behavioural grounds.

Whole School Positive Behaviour Support Plan

Policy and Procedures

- The principal will not allow a Section 24 agreement, on the grounds of behaviour, to involve the student studying at home.
- The principal will support the student to return immediately to full time attendance upon the completion of a period of suspension. The return will not be subject to conditions (e.g. expectation that a parent attends a meeting).

Behaviour and Disability

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. Principals will take care when considering their response to a breach of school discipline when the apparent breach was committed by a student with disability.

The principal will plan and implement reasonable adjustments to assist a student with disability to achieve desired behaviour. Where a student's actions breach school discipline, and these actions are the symptom or manifestation of a disability, the principal will not:

- on the basis of the student's disability, treat the student in a way that is different to other students such that this different treatment causes disadvantage to the student; or
- apply a standard that is intended to apply to all students, when that standard is reasonably likely to cause greater disadvantage to the student due to the student's disability than it would to other students.

In determining whether a student's actions are a symptom or manifestation of a disability, the principal will seek advice from suitably qualified persons. This may include the School Psychologist, Lead School Psychologist and/or the relevant School of Special Educational Needs.

Whole School Positive Behaviour Support Plan Policy and Procedures

Review Procedures

- A review committee, led by the Student Services Coordinator, is to be established at the beginning of Term Four each year to review and modify, if necessary, the current Positive Behaviour Support Plan. The committee is to be composed of interested staff members and an opportunity will be given to members of the school community to have input. The review committee will also have the responsibility of monitoring the consistent implementation of behaviour management procedures throughout the year.
- Time during professional development days will be allocated for the inservicing of staff.
- New staff will be inserviced in the school's Positive Behaviour Support Plan, Policies and Procedures at the beginning of the school year and as necessary.
- All new Student Services staff, Heads of Department and Teachers in Charge will be inserviced in behaviour management procedures.
- Regular behaviour management discussions are to occur at department and/or faculty level, and management meetings.
- Behaviour management issues are to be scheduled regularly on full staff meeting agendas.
- The Student Services team consisting of the Student Services Coordinator, Year Coordinators, School Psychologist, Chaplain, Nurse, Deputy etc. will meet and review practice at regular fortnightly meetings.

Whole School Positive Behaviour Support Plan Policy and Procedures

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