ESPERANCE SENIOR HIGH SCHOOL

BEHAVIOUR MANAGEMENT IN SCHOOLS

POLICY AND PROCEDURES

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Esperance Senior High School

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Esperance Senior High School’s School Values foster positive social relations and promote a supportive, safe and secure learning environment, in order to enhance student educational, social and behavioural outcomes. Students are encouraged to:

- take responsibility for their own learning and behaviour
- abide by our school’s code of conduct
- accept their rights
- fulfil their responsibilities as productive and valued members of the school community
Esperance Senior High School has a multi-faceted approach to Behaviour Management.

The Behaviour Management in Schools 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 Well-Being in Schools focus paper. The cone represents the entire school population, with its top 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 BMIS. The final, or ‘pointy’ end, of the cone represents individual students and the approaches used to manage their individual cases.

There are three main domains within the BMIS policy and procedures:

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

These domains are represented in the following three diagrams.
6. Teachers

Whole School Approaches
- Performance Management
- HODs/TICs – department support and strategies
- BMAD Mentors, Team Leaders
- Teacher consultant PD
- School Psychologist – specific PD, QTP projects

Targeted Approaches for Individuals
- HOD/TIC support
- BMAD mentoring
- School Psychologist – Individual work
- Chaplain – individual support

Students

Whole School Approaches
- Clubs, Mini-merit Certificates, Nurse, Year Coordinator
- Chaplain, YEO (Career Guidance), Legends
- Certificates, Reward Camps, HODs/TICs – Develop classroom processes best suited for learning

Targeted Approaches
- Year 7 Orientation, Trans8 (Peer Support)
- Aboriginal Student Orientation day
- Chaplain (FRED’s Room)
- Year 10 Rural Skills Program, ES Cadets, Bush Rangers Cadets, Career Choice (Year 10 Vocational Program)
- Reading Resource Classes, Maths Focus Classes, School Psychologist, AIEO, TAGS
- Follow the Dream Aspirant Program
- Aboriginal Retention and Participation
- Destinations Project
- Clontarf
- Girls’ Academy

Targeted Approaches for Individuals
- SALMON Project
- RAP Officer, Mentors, WIP
- Time Out Room/Contracts
- Suspension, IBMP, Phases of Escalating
- Behaviour Document
- School Psychologist – Individual support

Behaviour Management in Schools
Policy and Procedures
1. **Breach of school discipline**
   Any act or omission that impairs the good order and proper management of the school.

2. **Bullying**
   When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational (relationships) and psychological forms of bullying.

3. **Bystander**
   Bullying also involves children who may not be directly involved in the bullying who are referred to as “bystanders”. A bystander is someone who sees the bullying or knows that it is happening to someone else.

4. **Code of Conduct**
   Describes the school community’s expectations of student behaviour and management procedures to implement the code. The school council assists with the formulation of the code of conduct, including specific behavioural consequences and serious breaches of discipline that adversely affect or threaten safety. The school dress code does not form part of the code of conduct, though students are expected to comply with this code also.

5. **Conflict**
   Involves a disagreement where one or both parties’ needs are not being met. It does not involve an abuse of power, even if the parties do not have perceived equal power.

6. **Cyber Bullying**
   This involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

7. **Education Instruction**
   Delivery of appropriate education programs both in and beyond the classroom through a variety of contexts including a teacher, computer program etc.

8. **Education Program**
   An organised set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the student’s individual needs.

9. **Harassment**
   Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or groups for either perceived or real attributes. It includes gender, religious, age, race, and sexuality based harassment.
10. **Parent**
   In this policy the term ‘parent’ will be used for brevity, and also includes ‘responsible person’ as defined below.
   In the School Education Act 1999, Part 1, Section 4, Definitions, parent in relation to a child means a person who at law has responsibility:
   a) for the long term care, welfare and development of the child; or
   b) for the day to day care, welfare and development of the child except in Sections 9 (2), 10 (b), 25, 27, 38 (1) and Division 2 Part 2 where it only has the meaning given by paragraph (b).

   Section 25 of the School Education Act 1999 describes the “responsible person”, in relation to a student as:
   a) a parent of the student;
   b) in the case of a student who has turned 18 or is a prescribed child, the student; or
   c) a person whose details have been provided under Section 16(1) (b) (ii) (11) which states any adult person, not being a parent, who is responsible for the child.

11. **Physical Bullying**
   This includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

12. **Physical Contact**
   When a staff member uses physical touch with little or no force for the purpose of caring for, correcting or directing a student.

13. **Physical Restraint**
   When one or more staff members use bodily force, intentionally, to limit a student’s freedom of movement against their will.

14. **Procedural Fairness**
   A process that demonstrates procedural fairness is one in which:
   - decision makers act fairly and provide reasons for decisions;
   - the person affected is given a fair hearing;
   - all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
   - all relevant arguments are considered and irrelevant arguments are excluded.

15. **Protective Isolation**
   A specific form of student withdrawal that may be considered for use with students whose behaviour places themselves or others at risk of harm. It is a planned intervention that provides the chance for a student to be removed from their regular school environment and be placed into a location, on their own, that is safe for themselves and others.
16. **Psychological Bullying**
   This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual’s reputation and sense of safety.

17. **Relational Bullying**
   This usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours, and sharing, or threatening to share, others’ personal information.

18. **Restorative Practice**
   The practice of managing conflict and tension by refocusing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

19. **School Activity**
   An activity that is organised or managed by a member of the school staff as part of his or her duties.

20. **School Community**
   All members of the school staff, both teaching and non-teaching, all students attending the school and all parents and family members.

21. **Serious Breach of School Discipline**
   A breach of school discipline that is set out in the school’s code of conduct as a serious breach of school discipline, or that adversely affects, or threatens, the safety of a person at the school.

22. **Verbal Bullying**
   This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name calling, swearing, nasty notes, and homophobic, racist or sexist comments.

23. **Violence**
   Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force, often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.

24. **Whole School Approach**
   A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these.
The Education Department has identified and endorsed a set of Core Shared Values to underpin the Curriculum Framework.

- A commitment to the pursuit of knowledge and achievement of potential
- Self acceptance and respect of self
- Respect and concern for others and their rights
- Social and civic responsibility
- Environmental responsibility

What people believe, influences their behaviour and gives meaning and purpose to their lives. Two values that impact most on the behaviour management in schools are: Respect and concern for others and their rights and social and civic responsibility.

### Respect and concern for others and their rights

Sensitivity to and concern for the wellbeing of other people; and respect for life and property.

Encouragement is given to each person to be caring and compassionate, to be respectful of the rights of others, and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.

1. **Compassion and care**: Each person has a right to receive care and compassion and have a life of dignity, free from harassment and discrimination.
   - Support and care for others
   - Understand how others feel
   - Treat others as you wish to be treated

2. **Equality**: Each person has equal worth and basic rights, regardless of differences in race, gender, age, ability, religious belief, political affiliation, national origin, citizenship, regional background.
   - We are all important
   - Everyone has basic rights
   - We are all entitled to a fair go

3. **Respect**: Each person should respect those of different opinion, temperament or background.
   - Tolerate other points of view
   - Respect differences
   - No ‘put downs’

4. **Individual differences**: Each person differs in his or her readiness and ability to learn and has the right to be given access to available knowledge at a level appropriate to his or her developmental needs and interests.
   - Acknowledge that we are all different
   - Acknowledge we are all good at something
5. **Cooperation/Conflict resolution**: Each person should strive to work cooperatively and to resolve conflict peacefully while respecting differences and valuing the other person.
- Work it out together
- Respect the opinions of others
- Listen actively
- Help each other

6. **Social And Civic Responsibility**: The commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes the encouragement of each person to participate in democratic processes, to value diversity of cultural expression, to respect legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.
- Work together and help each other
- Cooperate with others

8. **Authority**: People should respect legitimate and just authority structures and the rule of the law, while recognising and observing human rights.
- Follow rules for the good of everyone
- Rules keep everyone safe
- Rules protect our rights

9. **Reconciliation**: Strategies of cooperation and reconciliation are preferred to coercion and confrontation, especially where groups or individuals are in conflict.
- Work together to solve issues and problems
- Understand the views of others

10. **Social justice**: The right of each person to a fair share of society's economic and cultural resources is recognised.
- Be fair and share
- Fair does not necessarily mean equal

11. **Responsibility and freedom**: People have the right to choose their way of life, and are responsible for the impact of their choices on nature and other community members.
- Make decisions and choices that benefit others
- Be responsible for your choices
- Be responsible for your actions
Behaviour Management in Schools
Policy and Procedures

School Values

At Esperance Senior High School:

1. We value making our school a positive place for quality learning and teaching, for both students and staff alike.

2. We value a caring and supportive school where all members of the school community respect and care for themselves, each other, their property, the environment and the community.

3. We value a school where students display responsibility for their learning and behaviour – and are supported in this by staff.

4. We value all students – and offer a diverse range of courses to meet the individual needs of students.

5. We value recognising the achievements of all staff and students.

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. The school shorts, skirts, rugby jumpers and red windcheaters are available for purchase at Hennessys.

**Dress Code**

- White, red or green polo shirts
- Grey, black or beige shorts/pants
- School tartan skirt
- Red or green windcheater or jumper
- School rugby jumper
- School blazer
- School tracksuit
- Black tracksuit pants

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 (i.e. the ‘Green Men’), Music, Countryweek, TOM team, Sportsfun leaders 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).
Behavour Management in Schools
Policy and Procedures

School Code

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

Respect, courtesy, consideration, tolerance and cooperation are vital to creating a harmonious learning environment.

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. Esperance Senior High School is a drug free workplace.
4. All students must maintain a safe and healthy workplace (ie. quiet, orderly movement around the school, no bullying, littering or vandalism).
5. All members of the school community should treat each other with respect and courtesy.
6. Students must stay within the school boundaries and must not leave the school site without permission.
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.

Everyone has the right to be treated in the following ways:

1. Everyone has the right to learn and work without being disrupted by others.

2. Everyone has the right to be treated courteously and respectfully.

3. Everyone has the right to work in a clean, safe, harassment free environment.

4. Everyone has the right to feel proud of their school.

Everyone needs to be responsible and behave in the following ways:

- follow instructions
- not interfere with others’ work
- not interfere with others’ property

Everyone should:
- use manners
- be polite
- not put down others

Everyone should:
- keep the school grounds and facilities clean
- always do things safely
- respect the privacy and feelings of others
- look after their own property

Everyone should:
- achieve their personal best
- act in ways to maintain and promote the school
- recognise success
Classroom management is what teachers do to prevent student misbehaviour and respond effectively if misbehaviour occurs. The two major influences on this are:

- The teacher’s personality and their desire to create interesting lessons
- The overall school culture and BMIS system

Teachers can be seen as effective or ineffective, and ineffective teachers will generally have the majority of discipline problems.

<table>
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<th>Effective teacher</th>
<th>Ineffective teacher</th>
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<tr>
<td>Likes teaching</td>
<td>Has no sense of humour</td>
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<td>Shows interest in students</td>
<td>Does not care about students</td>
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<tr>
<td>Is organised and in control</td>
<td>Is disorganised</td>
</tr>
<tr>
<td>Is fair and consistent</td>
<td>Yells and uses puts down</td>
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<tr>
<td>Makes students feel important</td>
<td>Delivers boring lessons</td>
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Effective and ineffective teachers have different attitudes toward classroom misbehaviours.

**Effective attitudes**

Understands that students will misbehave; therefore is prepared for misbehaviour and is proactive about preventing it. Most management strategies are low key and invisible. These teachers take time at the start of the year to teach the rules, behaviours and routines they expect.

**Ineffective attitudes**

Believes that all students should behave perfectly. Cannot understand when something goes wrong. Often overreacts and expects someone else to solve “the student’s problem.” They don’t really solve problems, they just threaten. They often punish everyone for the actions of a few. They begin teaching, assuming children know what they expect, and then have to respond when things happen.
Ineffective teachers are often seen to be working hard and doing the same things as others but it just “doesn’t work” for them. They feel isolated. They often don’t collaborate and therefore any problems they experience remain unresolved because they don’t know where to go for help, or how to accept that help.

When students misbehave, they usually do it for the following reasons:

(i) **Power**: These students believe they are important when they can control a situation or others. This is stressful for the teacher because it can be seen as an attack on their authority.

(ii) **Attention**: These students believe they are not getting the recognition they deserve and belong only when others are paying attention to them.

(iii) **Revenge**: These students are hurting and only feel significant when they are hurting others emotionally or physically.

(iv) **Assumed disability**: These students feel helpless and that they have no ability. They therefore make minimal or no effort and remain invisible except in group work where the others will do the work for them.

Whatever the reason, teachers need to have a variety of strategies to respond to these issues and resulting behaviours. But be reminded: although consistency may seem to be desirable, there are a number of reasons which may cause teachers to respond differently to seemingly similar incidents:

| (i) Past behaviour of the student | (vi) Reaction by allies |
| (ii) Severity | (vii) School discipline policy |
| (iii) Frequency | (viii) Student home life |
| (iv) Time between misbehaviours | (ix) Student respect for teachers |
| (v) Importance of the lesson |

Assuming that the initial incident is still a minor incident, and the teacher wants to stop it escalating, it is important that the teacher responds in a low key way. This means that:

(i) Their teaching is not really interrupted when they respond.

(ii) Their response is often non verbal and often only the child who misbehaved knows something has happened.

(iii) Their response is unemotional and does not invite response or escalation.

The low key responses when used appropriately by an effective teacher include:

1. **Proximity**: The teacher moves towards a misbehaving student.
2. **Touch**: The teacher quietly removes an object or stops a tapping pencil etc.
3. **The Look**: This includes the general scan around the room and the glare at the child to let them know they are not anonymous.
4. **Name**: Use of the student’s name to remind them they are not anonymous.
5. **The Gesture**: Use of a finger or facial gesture to signal silence, no, or stop.
6. **The Pause**: A wait time to let the student know they have been noticed and that you know what’s going on.
7. **Ignoring**: To attend to those students whose behaviour is attention seeking.

Most of this information comes from the book “Classroom Management” by Barrie Bennett and Peter Smilanich. Most faculties in the school have a copy.
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.
To encourage uniformity across the faculties, the following procedural steps for the BMIS referrals need to take place:

1. All teachers must have access to the referral database that allows for a quick and efficient way for all staff to lodge a referral for a student. A student can be referred as a way of formally documenting an incident or behaviour, or for more serious matters that may require suspension.

2. Teachers should ensure that they inform their Heads of Departments (HOD) or Teachers in Charge (TIC) of the referral, and remain aware of the referral as it is actioned by the appropriate staff. 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.
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 warnings about 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 (see proformas section for a sample referral slip). This does not have to be current work. It may be a word sleuth or other work requiring minimal supervision and instructions.

3. It is strongly recommended that the student should return to their original class at the end of the lesson (this is optional depending on the time the teacher has to resolve the issue). This puts the inappropriate behaviour and the correction of this behaviour back in its context (ie. the teacher and the student own the problem and its solution).

4. 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.

5. 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 BMIS procedures. The Buddy Room is not to be used in a pre-emptive way (ie. do not send students for issues that remain unresolved from previous lessons). These matters should probably be dealt with at a higher level in your faculty discipline policy.

6. If for any reason consecutive use of the Buddy Room for the same offence does occur, it must be with prior consultation between the classroom teachers concerned.

7. If a student behaves inappropriately in the Buddy Room, he or she should be sent to the Student Services office.

8. The Student Services Office is not on the Buddy Room roster as it is not physically viable.

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

Details may vary but these 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 or 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 Head of Department or Teacher in Charge visits as much as possible to assist with solutions and meet students.

• 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.
After School Detention (ASD) Policy

ROOM 8

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.

3. Only HODs, TICs, Year Coordinators and above may place a student in ASD.

4. The person placing the student in ASD (eg. HOD or TIC) is responsible for:
   (i) Completing the ASD notice to parents and ensuring the student is given the form to take home.
   (ii) Placing the student’s name on the computer.
   (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 sheet from the pigeonhole.
   (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.
   (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 teacher.

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.

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.
The Time Out Room (TOR) operates in the Technology room, and 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.

A proforma (see proformas section), is sent home and 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.

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 “Supervising Teacher’s Responsibilities” can be found on the following page.

Failure to complete the Agreement (ie. 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.
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.

3. Students will remain in the Contract Room for a minimum of one HALF school day (ie. four periods of acceptable TOR behaviour is the minimum amount of time that a student will spend in the room).

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. 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 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 (ie. 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.

• Complete the Daily Report.

• Maintain a friendly, impartial approach to the student.
Procedures for Suspension

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

1. **Physical assault or intimidation of staff**
   Physical intimidation refers to any physically threatening behaviour towards school staff.

2. **Verbal abuse or harassment of staff**
   Verbal abuse or harassment of 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 or harassment of students**
   Verbal abuse or harassment of students including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

5. **Wilful offence against 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.**

7. **Substance Misuse**
   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. **Illegal substance offences**
   The substances referred to in this category are those deemed illegal under the Criminal Code.

9. **Other**
   This category is retained for other serious incidents that are not encompassed by the first eight suspension categories.

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. On occasions there are issues to be resolved, and all students returning to school from suspension go on to a “Yellow Card” (see proformas section).
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, interschool sporting competitions etc.

When a student has been suspended for a total of 10 or more days in one school year, further consultation with parents must take place to review the behaviour management plan for the student and the educational program being provided.

If a student accumulates 20 days suspension in one year, the school is required to involve the District Education Office as part of a case management approach. The District Education Office staff member will assist the school, family and relevant agencies to formally review all aspects of the student’s situation and jointly develop a documented plan. This plan must be monitored and reviewed.

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.

**Use of Physical Contact and Restraint**

**Physical contact to care for a student or to maintain order**

**Guideline**
School staff may use physical contact to care for a student or to manage their behaviour. Physical contact with students differs from restraint in that it uses little or no physical force and its purpose is to correct or direct a student.

Staff may use contact to prompt, to give reassurance, or to offer support, in a variety of situations. Younger students in particular may need reassurance and comfort in certain situations. Staff should be aware that some students find this use of physical contact unwelcome or inappropriate.

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.

**Guideline**
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.
Guideline
Examples of physical contact include escorting a student by the arm or hand, holding, guiding or shepherding.

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.

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

Physical restraint

Guideline
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.

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.

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 and the Behaviour Management in Schools policy.
Information to be outlined in the student’s documented plan include:
• conditions that will lead to the use of physical restraint
• situations in which physical restraint is not to be used with a student
• situations that will result in the removal of other students from the immediate environment
• staff willingness and ability to use physical restraint as an agreed management strategy
• advice provided by the District Student Services Team.

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.

Guideline
The parent should be contacted on the day of the incident if this is 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 student’s behaviour, what was said, steps taken, degree of force applied, and how applied
• student’s response and outcomes
• details of any injury or damage to property.

Guideline
If considered necessary, the Principal will record the incident on the Department’s online incident notification system.
## Staff Roles and Responsibilities in Behaviour Management

### Prevention and Management Strategies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teacher</th>
<th>Head of Department/Teacher in Charge</th>
<th>Student Services Coordinator/Deputy</th>
<th>Principal</th>
<th>Special Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in the development, implementation and review of the school’s Behaviour Management Plan.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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</tr>
<tr>
<td>Encouraging those students who are working well and reinforcing positive behaviour.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Establishing good student relationships and a positive classroom atmosphere.</td>
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<tr>
<td>Setting an example for students by their own behaviour (modelling).</td>
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<td>✔</td>
<td>✔</td>
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<tr>
<td>Ensuring that the curriculum content reflects the needs of the student.</td>
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<tr>
<td>Creating a learning environment that is creative and interesting.</td>
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<tr>
<td>Securing and maintaining student engagement in educational tasks.</td>
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<tr>
<td>Establishing the school’s behaviour code.</td>
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<tr>
<td>Establishing and teaching classroom rules consistent with the school’s behaviour code.</td>
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<tr>
<td>Seeking appropriate professional development as part of performance management.</td>
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<tr>
<td>Ensuring that a school Behaviour Management Plan is established and reviewed regularly.</td>
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<tr>
<td>Expanding student management practices through self-reflection.</td>
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</tbody>
</table>

### Responses to Class Incident

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teacher</th>
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<th>Student Services Coordinator/Deputy</th>
<th>Principal</th>
<th>Special Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the hierarchy of consequences that are familiar to Student Services.</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Consistently enforcing and reinforcing the rules.</td>
<td>✔</td>
<td>✔</td>
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<td>✔</td>
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</tr>
<tr>
<td>Supporting staff and students in the implementation and operation of the school’s Behaviour Management Plan.</td>
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<tr>
<td>Case Management of Individual Behaviour Change Plans.</td>
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<tr>
<td>Student Case Management.</td>
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</tbody>
</table>

### Communication

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teacher</th>
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<th>Student Services Coordinator/Deputy</th>
<th>Principal</th>
<th>Special Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging and involving parents in the educational process.</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
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</tr>
<tr>
<td>Communicating positive and negative behaviours to parents.</td>
<td>✔</td>
<td>✔</td>
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<td>✔</td>
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</tr>
<tr>
<td>Communicating positive behaviours to the media.</td>
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<td>✔</td>
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</tr>
<tr>
<td>Behaviours and responses to be communicated through BMIS referrals.</td>
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<td>✔</td>
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</tbody>
</table>
The classroom management technique of ‘reinforcement’ rewards positive behaviour. This is a powerful intervention strategy that is used by effective teachers. These rewards can be used by staff at the classroom, department or whole school level.

Positive Rewards

Classroom Rewards

- Verbal praise
- Free time in class
- Class on the lawn
- Music
- Select your own seat
- Note of congratulations sent home
- Extension activities
- Special lunch
- Individual Mini Merit Certificates

Department Rewards

- Certificates or department letters of commendation
- Department prizes for four Mini Merits from a single learning area
- Excursions or incursions

Whole School Rewards

- Mini Merit Certificates ($10.00 gift voucher for 10 Mini Merit Certificates)
- Free admission to a school function
- Recognition from Deputy or Principal

A very successful whole school initiative is the Mini Merit Certificate. Teachers are encouraged to give this small merit certificate to students who do the right thing in class. Some staff may reward a student who has shown a great improvement in behaviour, however the main purpose of these Mini Merit Certificates is to reward the majority of students who, by behaving in an appropriate manner, often get overlooked.

Students can redeem the Mini Merits from departments if they have four certificates from that learning area. This usually involves a small prize from the departments. Students who have accumulated 10 certificates are eligible for a $10.00 gift voucher. Students should see their Year Coordinator and Team Leader or the Student Services Coordinator to redeem their certificates (a sample of the Mini Merit Certificates can be seen in proformas section).
Teachers’ Roles

GENERAL
• To create a positive classroom environment.
• To follow the school’s Behaviour Management in Schools policies and procedures.
• To be conversant with the school’s Behaviour Management 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
During period two, ‘Daily Absences’ sheets will be distributed to all staff offices. This will show the names of students absent from the morning form period. Each period, teachers should check their class roll and record any variations to the morning absences (absent and present) on the ‘Daily Absences’ sheet.

The Daily Absences sheet must be sent to the front office by 2.50pm. These are then used to compile the ‘Confirmed Absences’ sheets.

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.
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 (see below) at the beginning of each day, and deliver and collect relevant information (eg. read Daily Notices).

- Form teachers are required to ensure students submit absentee notes to them. Refer also to the Attendance Procedures Section.

- 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.

- Try to foster some faction spirit in your form. . . some “us against them”.

- Be supportive of the Faction Coordinator, 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 questionaries 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.

- Liaise with the Deputy and/or the School Retention and Participation Officer regarding matters of non-attendance (see Attendance Procedures).

- 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.
The Year Coordinators and Team Leaders are an integral part of the school’s pastoral care program and Student Services team. Year Coordinators (years 10 – 12) and Team Leaders (years 8 – 9) 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.
- Adopt intervention strategies to assist students at educational risk.
- 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.
- Provide advice for students (and parents/guardians where required) in vocational areas (eg. subject selection, career pathways) or establish a careers counselling meeting with the Youth Education Officer or the Participation Coordinator at the Esperance District Education Officer, if appropriate.
- Liaise with staff, students, parents/guardians and the community on issues of pastoral care and Student Services support.
- Implement transition programs (eg. year 7 into 8, year 10 into 11, year 12 to employment or further study).
- Organise special activities (eg. assemblies, special events).
The Faction Coordinator promotes and fosters the school’s faction system through activities as outlined below.

- Assist in the planning, organisation and preparation of all sporting and faction related activities within the school.
- Promote participation and attendance by all students in faction activities.
- Be responsible for preparing a budget, control expenditure and fundraise when necessary.
- Facilitate the organisation of staff/student matches within the school.
- Support the pastoral care system.
- Work in liaison with other coordinators and staff to provide support services for all individuals within the school.
- Be available to assist in the solution of individual student problems.
- Oversee athletics and swimming carnivals.
- Organise lunch time activities in conjunction with other students or staff.
- Assist with extended form periods when inter-faction activities apply.
- Provide support for form teachers with respect to their responsibilities for the faction system.
- Foster positive attitudes and participation in sporting and other faction activities.
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 works as advocate and facilitator for families 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 well being 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
- Provide First Aid training and primary care for the school community.
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
- Working closely with the attendance officer to maintain relationships with families of the school

The Chaplaincy is a voluntary service and we acknowledge the funding provided by the Australian Government’s Department of Education, Employment and Training Workplace Relations through the National School Chaplaincy and Student Welfare Program, YouthCARE WA, local businesses and the school community.
The School Psychologist provides specialist support to assist schools in improving the social emotional well being, 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 well being
- Consultation with relevant school committees (eg. 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
The Youth Education Officer’s (YEO) role has a strong focus on career education as well as other responsibilities like 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.

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

- To familiarise staff new to their faculty with BMIS principles
- To discuss, with staff, their faculty plans with respect to BMIS 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 management strategies (eg. instituting a system of buddy rooms)
- To liaise between the Deputy, faculty staff, Year Coordinators, Team Leaders and the Student Services Coordinator
- To maintain faculty BMIS records on referred/particular students.
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 and Team Leaders and Student Services programs
- To develop, monitor, implement and review school BMIS policies.

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.

The role of the Principal is:

- To oversee and support the development and implementation of the BMIS policy
- To monitor the effective operation of the BMIS policy
- To liaise with parents/guardians, District Office and specific staff (eg. Student Services Coordinator, Deputies, At-Risk Coordinator) and high level at-risk students on aspects of the BMIS policy, as required.
The school is divided into four factions with one overall coordinator to assist the student Captains.

**Factions are:**

- **DEMPSTER** (Green)
- **EYRE** (Yellow)
- **FLINDERS** (Blue)
- **ROSSITER** (Red)

There are eight or nine form groups in each of the factions, with approximately 25 students in each form class. A form teacher is allocated to each form, and a nominated faction member sits on the Faction Board.

There are several major sporting events for the year, including the Swimming and Athletics Carnivals (both held in Term One), and points from these competitions contribute to a faction’s yearly points tally.

As well, a number of academic, cultural and minor sporting events are held throughout the year, and points are awarded for participation and performance in these.

The school faction system is based on the premise that participation is the most important thing, although high standards of performance are encouraged at all times. A school-wide approach to encouraging student involvement through faction points and other rewards is used. These points contribute to a whole faction competition and the Faction Shield, which is presented at the Upper School Prize Night each year.

**FACTION CAPTAINS**

Each faction elects captains from year 11 students’ nominations. Elections are held in Term Four and the preferential voting system is used.

Faction Captains work with the Faction Coordinator in a variety of ways. They may also stand for Student council positions and are expected to espouse the Code of Conduct and Behaviour outlined by the school. Faction Captains sign a duty statement outlining their expected role.
Teachers are encouraged to make contact with parents. It is appreciated that it can be very time consuming but experience shows that parents and teachers find it valuable.

Teachers are reminded they can call on other school personnel: Principal, Deputy Principals, Heads of Departments and support personnel (eg. the Student Services Coordinator) to assist with interviews and parent contact. Support personnel have a great amount of both formal and informal contact with parents and are available to advise and assist teachers. Interim Reports can highlight instances where problems are widespread.

GUIDELINES

• Talk to the student first before making parent contact. You have a teacher/student relationship to consider and it is important you don’t jeopardise this by not involving the student in your decision to contact home.
• Check the parent’s correct name as the student may have a different name from their parent.
• Give the parents alternative times to visit the school. Arrangements may have to be made for small children, time off work and so on. Often a phone call to the parent is sufficient to resolve an issue.
• Try to organise a private venue for the visit. Often the staffroom is busy with other staff, hence privacy is limited. The interview room or a vacant classroom could be used; check with the booking program (BookIt) or check with a Deputy.
• Have a plan for discussion. Think of positive traits as well as areas of concern about the child. You want the parent onside, not on the defensive. Think about including the child in the interview, if appropriate.
• Avoid discussing other students. Often information gets back to the parents concerned. This can create a negative feeling towards yourself and the school.
• Be patient. Parents are often on the defensive when making school contact, which means listening for lengthy periods of time before you can get your point across.
• Parents often talk about their personal difficulties with their children. Remember, support staff are there to help. Mention the service to parents and the child.
• Parent contact should be noted on an interview sheet, a copy of which, together with copies of any letters sent, should be placed in the student’s file in the office (faculty and/or centrally).

MATERIALS NECESSARY FOR A CASE CONFERENCE OR INTERVIEW

• Teacher’s daily diary comments on rule breaking.
• Faculty record of isolation.
• Time Out session record book.
• Record of attendance.
• Student files containing duplicates of:
  a. Parent referral letters.
  b. Special reports.
  c. Interview records.
  d. Resolution plans.
• 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 rolls should be sent to the front office with ONE reliable student at 8.50am.

• 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.

• Do not accept a student late to class without an explanation. It is the student’s responsibility to request a late note from the appropriate person. Conversely, make sure you provide students with a late note if you are responsible for their late arrival at the next class (student Transit Slips should be used).

• 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, send the student back to their previous teacher or, if this is impractical, to the Deputy Principal for a late note. The Deputy will follow up the reason for lateness.

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.
Each morning, the form teacher should check through the “Confirmed Daily Absences” sheet from the previous day.

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 refer the matter to the Deputy responsible for attendance.

The form teacher does have the option of having the student complete a Lesson Check Sheet (see next page), 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.

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.

Reconcile the “Unexplained Absences” sheet that is handed out fortnightly, with the notes you have received. There should be no surprises here if you keep a track of your form members’ absences.

A student who is late to form for a third time should have their name given 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.
LESSON CHECK SHEET

Please complete this form and return to your form teacher or the front office as soon as possible.

STUDENT NAME: ___________________________

FORM: _____________________________________

FORM TEACHER: ___________________________

DATE MARKED ABSENT: __________________

Lesson Teacher: Please sign and circle to verify that the above student was either present for, or absent from, your class on the specified date.

<table>
<thead>
<tr>
<th>Period</th>
<th>Signature</th>
<th>Please circle one option</th>
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<tbody>
<tr>
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<td>Present</td>
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<td>2</td>
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<tr>
<td>8</td>
<td>Absent</td>
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</tbody>
</table>
Acceptable Use of Mobile Phones and MP3 Players 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 Player Policy will result in the 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.

Behaviour Management in Schools

Policy and Procedures:

• Permission for filming or photographing students may be granted by staff for curricula or extra curricula 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 (eg. 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 (eg. 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.
This ICT Code of Conduct applies to the use of any ICT equipment at Esperance Senior High School.

**ESHS Network:**
Staff have access to students’ user areas and DET email accounts. Each account owner is responsible for all activity under that account. Please note: Your small user area cannot exceed more than 200mb of data. 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:

1. Making changes to the configuration of PCs. This includes loading software. Leave all hardware and furniture in its original place.

2. Accessing Internet sites that are not appropriate. This includes sites involving pornography and/or violence. Students should not access any site that is banned.

3. Using another person’s username and password.

4. Logging on for another person who has had their account disabled or does not have Internet access.

5. Using chat lines or any form of messaging without the permission of your teacher.

6. Downloading files from the Internet, unless you have permission from a teacher.

7. Trying to access the files or accounts of other users.

8. Playing games without the permission of your teacher. The computer room is open at lunch times for students to check email and play games.

9. Listening to streamed music on the Internet.

10. Storing inappropriate files on the server. This includes, but is not limited to, music files, pornographic pictures and copies of software.

11. 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.

12. 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.

13. Due to both copyright and potential virus problems, no burnt CDs from home are to be used at school. All floppy disks must be scanned for viruses.

14. Dual enrolments (eg. for VET students): breaches and consequences are transferable between ESHS and Curtin University.
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 unacceptable.

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

Consequences: ESHS Network:

1. **First Offence**
   - One week off network / Internet
   - Letter home

2. **Second Offence**
   - Up to two weeks off network / Internet
   - Lunchtime detention
   - Letter home

3. **Third Offence**
   - Four weeks off network / Internet
   - ASD
   - Letter home
   - Contract
   - Possible course restrictions

4. **Fourth Offence**
   - One term off network
   - All previous consequences
   - Course restriction

While off the network other privileges are also restricted, including the following:

1. Computer room use at lunchtimes

2. Borrowing of equipment

3. Computer clubs

Please note that normal ESHS disciplinary measures will also be undertaken where appropriate. For example, for breaches of the Code involving ICT other than school network computers.

Flexibility at the discretion of the HOD/TIC may be applied depending on the nature of the offence and time lapse between offences.
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

This 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 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 Behaviour Management In Schools 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.
STAFF ROLES

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 (eg. Year Coordinators and Team Leaders). 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.

YEAR COORDINATORS/TEAM LEADERS
• 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.

**STUDENTS AT RISK COORDINATOR**
• Work with students who are perceived to be at risk due to bullying.
• Work with perpetrators of bullying in areas of behaviour modification, anger control or other relevant strategies.
• Liaise with other appropriate staff in bullying matters that concern students who have been identified as being at risk.
• Keep documentation on all incidents.

**ABORIGINAL EDUCATION COORDINATOR**
• 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.
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 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 Team Leader. 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.
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 (eg. the School Psychologist or Year Coordinators and Team Leaders) 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 or Team Leader, your parents, another adult, or the police for out of school bullying.
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.
CYBER BULLYING

Cyberbullying Policy

Cyberbullying is using ICT to harass someone. 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 or instant messages), vilification/defamation, exclusion or peer rejection, impersonation, unauthorised publication of private information or images and manipulation of images. Like face to face bullying it 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 the student to Student Services. Student Services may:
  - request a student reveal a message or show them other content on their phone or other ICT
  - request to search the phone or other ICT
  - 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 mediums eg. The Internet:
  - Refer the issue to Student Services.
    - Parents contacted
    - the police may be called
    - the images may be passed on to the relevant authority of the Education Department.
  - Staff will follow mandatory reporting guidelines from the Child Protection Policy
If there is a strong suspicion, or if a student discloses, that they are going to hurt themselves, are being hurt or going to hurt someone else, the following response will occur:

• School Psychologist will be informed immediately. If not available, District Office School Psychologists 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 District Office and CAGE (Canning, Albany, Goldfields, Esperance District Office) support people.

• No further contact with the student will occur unless endorsed by the School Psychologist as part of a coordinated response to this student's needs.

• Debriefing will also be coordinated by the School Psychologist as part of the overall response plan for this student.
Espérance 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 Espérance Senior High School.
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 education in line with the School Drug Education Project (SDEP).
• 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.
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
  - Inclusion of anti-drug promotion and resources in school diaries

- Role modelling through:
  - School Councillors
  - Teaching staff
  - High profile “stars”
  - Community leaders

- Occupational Health and Safety awareness programmes relevant to drug issues in the school environment:
  - School Occupational Health and Safety Officer
  - School Nurse

- 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 Behaviour Management Policy, which is the responsibility of the Student Services Coordinator.
Drug Policy - Intervention

Staff procedures for suspected drug use

Signs and Symptoms
• Any obvious change in “normal” behaviour MAY be a sign of possible drug use.

Suspected or assumed drug use
• Where possible, it is important that staff raise the issue of possible drug use with students.
• If concerns are general, this can be done by privately saying something to the student like: “I have been worried about your mood/grades lately... sometimes when things are not going OK some students may start using smoking/drinking etc. to cope”.
• When there are specific concerns, ask the student privately: “Have you been smoking?” or “You seem tired, drowsy”.
• If necessary, ask the student if they need to go to the Nurse or Student Services or send them there if required.

Reporting suspected drug use
• Any suspected drug use should be reported to Administration (Student Services Coordinator).

Appropriate action from the Student Services Coordinator may include:
• Record of incident kept on file
• Parent contact regarding concerns
• Search if consent is given by student
• Interviewing student.
Behaviour Management in Schools
Policy and Procedures

Procedures for known or assumed possession or use

FIRST OFFENCE

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<tr>
<th>Tobacco</th>
<th>Alcohol</th>
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**Tobacco**

1. Refer to Student Services Coordinator.
2. Notify parents.
3. "Your child and smoking" pamphlet sent home.
4. Referral from the Student Services Coordinator for the student to watch a health video at lunch time or after school.

**Alcohol**

1. Refer to Student Services Coordinator.
2. Medical and health needs considered.
3. Notify parents.
4. Suspension of student.
5. Student Services Coordinator negotiates referral to the nurse or school psychologist with the parent and student for a follow up health session at lunchtime or after school.

SECOND OFFENCE

1. Refer to Student Services Coordinator.
2. Notify parents.
3. The Student Services Coordinator negotiates with parents and the student for follow up counselling with the Nurse or the school.

THIRD OFFENCE AND SUBSEQUENT OFFENCES

1. Refer to Student Services Coordinator.
2. Notify parents.
3. Student suspension.
4. The Student Services Coordinator negotiates follow up counselling for the student.

1. Refer to Student Services Coordinator.
2. Medical and health needs considered.
3. Notify parents.
4. Student suspension may be increased.
5. The Student Services Coordinator negotiates follow up counselling for the student either through the school or through an external agency.
Illicit drugs (marijuana, amphetamines, narcotics, volatile substances)

- Use, possession, supply, or dealing.
- Use or possession of smoking implements; misuse of legal drugs.

First Offence

1. Report to Student Services Coordinator.
2. Medical and health needs considered. IN THE CASE OF VOLATILE SUBSTANCES (glue, petrol, spray cans) ONGOING SUPERVISION IS ESSENTIAL TO ENSURE STUDENT’S MEDICAL SAFETY AND TO MONITOR RISK FROM UNPREDICTABLE BEHAVIOUR.
3. Notify parents.
5. Suspension of student.
6. Exclusion from school extra curricular events for at least 20 weeks.
7. The Student Services Coordinator negotiates referral to the Nurse, School Psychologist or Community Policing Officer for follow up with the parent, and for the student health session.

Second and subsequent offences

1. Report to Student Services Coordinator.
2. Medical and health needs considered. IN THE CASE OF VOLATILE SUBSTANCES (glue, petrol, spray cans) ONGOING SUPERVISION IS ESSENTIAL TO ENSURE STUDENT’S MEDICAL SAFETY AND TO MONITOR RISK FROM UNPREDICTABLE BEHAVIOUR.
3. Notify parents.
5. Suspension of student.
6. Exclusion from school extra curricular events for one year.
7. The Student Services Coordinator facilitates referral to external drug and alcohol counselling for the student.

NOTE:
THE INAPPROPRIATE USE OF LEGAL DRUGS (IE. PRESCRIBED MEDICATION, ANALGESICS) IS DEALT WITH UNDER THE CATEGORY OF ILLICIT DRUG USE.

RESOURCE AND SUPPORT INFORMATION

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADIS Alcohol and Drug Information Service</td>
<td>1800 198 024</td>
</tr>
<tr>
<td>PDIS Parent Drug Information Service</td>
<td>1800 653 203</td>
</tr>
<tr>
<td>Esperance CentreCare Community Drug Service Team</td>
<td>9071 1955</td>
</tr>
</tbody>
</table>
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 Behaviour Management 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 behaviour management 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, Team Leaders, School Psychologist, Chaplain, Nurse, Deputy etc. will meet and review practice at regular fortnightly meetings.

- The Anti Bullying Policy is to be reviewed annually.
The Proformas

**Proforma A:** Legend Certificates ~ as given out by Year Coordinators and Team Leaders.

**Proforma B:** Mini Merit Certificates ~ to reward the majority of students who do the ‘right thing’, the school has developed the Mini Merit Certificate. Departments are contributing small prizes for students gaining four certificates in their learning area. Year Coordinators and Team Leaders provide a $10.00 voucher for students who have gained 10 certificates.

**Proforma C:** Letters home ~ most departments have standard letters which can be used to contact and inform parents about student behaviour and performance.

**Proforma D:** Buddy Room and Student Services Transit Slips ~ the Buddy Room Slips are completed by the classroom teacher when a student is being sent to a Buddy Room. The School Buddy Room operates during term four, after the upper school students have left. The Student Services Transit Slip is completed by the coordinator and provided to students, in transit from the Student Services office to class during teaching time.

**Proforma E:** An Interim Report Form ~ is initiated at any time by staff or parents and used to establish current performance and/or behaviour. This may be used within the school only, but generally the information is forwarded on to the parents.

**Proforma F:** Daily Record Card (Green Card) ~ this may be initiated by staff, parents or the student. It is used to monitor performance and behaviour. Supervision currently depends on the reason for placement on the card, and who has initiated the placement. This card can have a very positive effect in modifying situations.

**Proforma G:** Individual Behaviour Change Card (Purple Card) ~ this can be initiated by staff when they are focusing on an individual behaviour (eg. repeatedly calling out or moving around a classroom without permission).

**Proforma H:** Returning From Suspension Card (Yellow Card) ~ this is issued by the Student Services Coordinator or the Deputies to monitor the performance and behaviour of students returning from suspension. Placement is for a minimum of five days, with students reporting to the staff member concerned, three times each day.

**Proforma I:** After School Detention Notice ~ is sent home to parents if their child has an After School Detention.

**Proforma J:** Time Out Room Exit/Entry Record ~ this proforma is produced by the Student Services Coordinator.

**Proforma K:** Time Out Room Incident Reflection Questionnaire ~ this proforma is completed by the student in the Time Out Room.
**Proforma L:** Time Out Room Parent Notification Letter ~ this proforma is sent home to parents if their child is placed in the Time Out Room.

**Proforma M:** Time Out Room Student/Teacher Agreement ~ is completed by a student who has been placed in the Time Out Room.

**Proforma N:** Time Out Room – Contract Report ~ this proforma is filled in by the staff member in the Time Out Room, about the behaviour of the student.

**Proforma O:** Mobile Phone Report – to be completed by the teacher confiscating the mobile phone. Left side to go with the mobile to Front Office, right side gets handed to student.

**Proforma P:** IBMP – Individual Behaviour Management Plan.
Legend Certificates - Proforma A

Legendary Status

IS AWARDED TO

<<NAME>>

FOR LEGENDARY BEHAVIOUR IN

Subject 1
Subject 2
Subject 3
Subject 4

Legendary Behaviour involves:
★ Achieving to your potential
★ Helping others
★ Participating fully

Principal  G. L. Bamblett

Date: ____________
Mini Merit Certificates - Proforma B
This is an example from the Health and Physical Education Department:

ESPERANCE SENIOR HIGH SCHOOL
POBox 465, Esperance WA 6450
Telephone (08) 9071 9555, Facsimile (08) 9071 9556

Keep up the good work!

Name: _______________________ Form: _____ Subject: _____________________

Dear _________________________

It is with pleasure that I inform you of the good progress relating to your child's progress in the above unit at school.

It is our department's belief that by notifying you of _________________________ good progress, your subsequent encouragement will assist your child to continue to achieve to the best of his/her ability.

Areas that ____________________________ has been working well in are:

- Cooperation and participation in class
- Motivation
- Preparation for lessons/tests
- Improvement in the quality of work
- Completion of class work/assignments/homework
- Getting on with other students
- Other ________________________________

If you wish for further discussion on your child's progress, you are welcome to telephone me on 9071 9555.

Yours faithfully

_____________________________
Subject Teacher
Buddy Room Slip - Proforma D

The Buddy Room Slip below is a generic form. Individual departments may have a variation of this form.

Buddy Room Slip

To Room: _____          Time: _________
To Alternate Room: _____  ____________
Please Supervise ___________________
Work Provided?  Yes ☐  No ☐
Report Back at Siren Yes ☐  No ☐
With Thanks ______________  Room ___

Student Services Transit Slip - Proforma D

All students leaving the Student Services office during class time will be issued with a transit slip.

Student Services Transit Slip

Student: _____________________
Year : _______      Form: ____
Date: _____________            Time: _________
Please accept this student into your class. I apologise for any inconvenience.

Student Services Coordinator
### Interim Report Form - Proforma E

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TEACHER</th>
<th>CLASSWORK</th>
<th>HOMEWORK</th>
<th>ATTITUDE BEHAVIOUR</th>
<th>PUNCTUALITY</th>
<th>INFORMATION FOR PARENTS</th>
<th>OTHER COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<td>Mathematics</td>
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<td>Society and Environment</td>
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<td>Physical Education</td>
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</tr>
</tbody>
</table>

**Specific Instructions**

- **FORM:**
  - NAME:
  - INITIATED BY:
  - MENTOR TEACHER:
  - FORM TEACHER:
  - RETURN BY:

- **DATE:**
- **LEVEL OF ACHIEVEMENT:**
- **WORK EFFORT:**
- **ATTITUDE/BEHAVIOUR:**
- **SOCIAL INTERACTION:**
- **LEVEL OF ACHIEVEMENT:**
- **ATTITUDE/BEHAVIOUR:**
- **WORK EFFORT:**

- **EXCELLENT**
- **GOOD**
- **ADEQUATE**
- **POOR**

- **COMPLETED**
- **NOT ATTEMPTED**
- **ATTEMPTED NOT COMPLETED**
- **NOT APPLICABLE**
# Behavior Management in Schools

## Policy and Procedures

**Daily Record Card (Green) - Proforma F**

### INSTRUCTIONS

Please record a time for the number of minutes late and a number for the quality of work and behaviour displayed in the lesson.

### Student Daily Record “Green” Card

**Name:** __________________________

**Form:** ___________  **Date:** ___________

**Issued By:** __________________________

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>B</td>
<td>W</td>
<td>P</td>
<td>B</td>
</tr>
<tr>
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</tbody>
</table>

**Key:**

- **P** - Punctuality (Record number of minutes late)  
  - 0 = Poor
  - 3 = Satisfactory
  - 5 = Excellent

- **B** - Behaviour  
  - 0 – 5

- **W** - Work Effort  
  - 0 – 5
Student Behaviour Modification Plan

Student: ______________________  Year: _____
Teacher: _______________  Subject: _______________

Please indicate whether or not ____________________ has achieved his/her target behaviours (and only the target behaviour) with a ✗ or ✓

Target Behaviour:
____________________________________________________________________________________________________________________________________________________

Success Indicator and Reward:
_________________________________________________________________________________________________________________________________________________________________________________

Signatures

__________________________        _________________________
Student         Student Service Coordinator / Year Coordinator / Team Leader
ESPERANCE SENIOR HIGH SCHOOL
RETURNING FROM SUSPENSION “Period by Period” CHECK – 5 (five days)

<table>
<thead>
<tr>
<th>Sheet Number</th>
<th>________________</th>
<th>Issue Date</th>
<th>/</th>
<th>/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>___________________________</td>
<td>Year</td>
<td>______</td>
<td>Form</td>
</tr>
<tr>
<td>Day 1</td>
<td>Day 2</td>
<td>Day 3</td>
<td>Day 4</td>
<td>Day 5</td>
</tr>
<tr>
<td>AM SIGN P B W</td>
<td>SIGN P B W</td>
<td>SIGN P B W</td>
<td>SIGN P B W</td>
<td>SIGN P B W</td>
</tr>
<tr>
<td>Form</td>
<td>P1</td>
<td>P2</td>
<td>P3</td>
<td>P4</td>
</tr>
<tr>
<td>RECESS</td>
<td>P5</td>
<td>P6</td>
<td>LUNCH</td>
<td>P7</td>
</tr>
<tr>
<td>PM</td>
<td>P8</td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENT:**
- P – Punctuality (record number of minutes late)
- B – Behaviour 0 – 5
- W – Work Effort 0 – 5

**NOTE:**
- SIGNATURE IN SLOTS
  - This sheet is to have a SIGNATURE IN EACH SLOT FOR EACH DAY.
  - The Student Services Coordinator WILL SIGN Slots am, recess, lunch and pm.
  - A PARENT or GUARDIAN will sign the parent slot each day.
  - CLASS TEACHERS will sign the Period slots during the period of instruction or supervision.

Students must present the “PERIOD BY PERIOD” sheet to the class teacher at the BEGINNING of the period and collect it signed at the end of the period.
- Class teachers may make a comment in the period slot if it is deemed appropriate by the teacher.
- If on any one day a slot is not signed, then another day on the ‘PERIOD BY PERIOD’ check will be necessary.
- If the sheet is lost or damaged significantly, a new sheet will be started and the full five days will be signed.
- This sheet will be filed with the student’s records.
Dear Parent / Guardian

Because of repeated infractions of school or classroom rules, or the failure to carry out a lawful instruction given by a teacher, an after school detention has been imposed, details of which appear below.

The school is primarily interested in helping a student change unsatisfactory behaviours, and has found that the best results are obtained when parents and teachers work together to bring about desired change.

There are times when alternative arrangements need to be made, especially when transport home after detention is a problem. If this is the case, please contact the teacher concerned so that suitable arrangements can be made.

Thank you in anticipation of your support in this matter. Please contact the school should you require further information, an interview, or need to discuss any problems which may be associated with these arrangements.

Deputy Principal

STUDENT’S NAME HERE  Year 8 Form D08
is required to attend an After School Detention in Room 8 between 3:05pm and 3:35pm on DATE HERE.

If you are absent from school on this day, you should report to the next available detention on Wednesday or Friday.

The Reason for the Detention:
This is a sample ASD letter

Referring Teacher:

TEACHER’S NAME HERE

Detention return for STUDENT’S NAME HERE  Year 8  Form D08 .

Parent/Caregiver Signature: ____________________________
Date: ____________________________
Comment: ____________________________________________

____________________________________________

Please return this confirmation to TEACHER’S NAME HERE
## Time Out Room Exit/Entry Record Sheet - Proforma J

### ENTRY

<table>
<thead>
<tr>
<th>Name:</th>
<th>PreferredName</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year:</td>
<td>&lt;Year&gt;</td>
<td></td>
</tr>
<tr>
<td>Form:</td>
<td>&lt;Form&gt;</td>
<td></td>
</tr>
</tbody>
</table>

**Date Entered:**    **Period Entered:**    **Referred By:**    **Class Teacher:**

**Reason For Placement**

**Types of Notification**

- [ ] Letter sent home
- [ ] Caregiver contacted by Phone
- [ ] Name to staff noticeboard
- [ ] Incident report written up and referred by Head of Department /Teacher in Charge

### EXIT

1. **Assistance sought from:**
   - [ ] School Psychologist
   - [ ] Year Coordinator/Team Leader
   - [ ] Chaplain
   - [ ] AIEO
   - [ ] Follow the Dream Coordinator
   - [ ] YEO

2. **Date of exit:**

3. **Copy of Student/Teacher Agreement distributed to:**
   - [ ] Student
   - [ ] Teacher
   - [ ] Head of Department/Teacher in Charge

4. **Inform staff of exit**
   - [ ] Name removed from staff notice

**Comments**

Signature/Student Services Coordinator: ______________________________
Time Out Room Incident Reflection Questionnaire - Proforma K

NAME: __________________________  YEAR: _____________  FORM: ____________

What happened?
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

What were you thinking at the time?
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

What have you thought of since?
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Who has been affected by what you have done? In what way?
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

What do you think you need to do to make things right?
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Dear

It was found necessary to withdraw <PreferredName> from normal classes for a breach of the school rules.

Reason for Placement:

Under these circumstances we attempt to work out a solution with the student so he/she can return to classes as quickly as possible.

The policy of the school is that all students and staff have the right to be treated courteously and have the opportunity to learn without being disrupted by others.

Please complete the slip below and return to school.

If you wish to discuss this situation, please feel free to contact me at the school.

Yours sincerely

Student Services Coordinator

-------------------------------------------------------------------------------------------------------------------------------

I acknowledge receipt of your letter dated ____________________________   Date: ______________________

Parent/Guardian Signature

ESPERANCE SENIOR HIGH SCHOOL
PO Box 465, Esperance WA 6450
Telephone (08) 9071 9555, Facsimile (08) 9071 9556
STUDENT/TEACHER AGREEMENT

NAME: ________________________ YEAR: ________ FORM: ________

TEACHER NAME: ________________________

DATE: ________________________

STUDENT
This is a written agreement to help me be a successful student.
I would like to return to class.
I agree that when I return to class

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student’s signature: ________________________ Date: ________________________

TEACHER
I agree to accept ________________________ back into my class and I will help him/her to be a successful student.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher’s signature: _________________________ Date: ________________________

If this Agreement is broken it will be reported to ________________________

Head of Department’s/Teacher in Charge’s signature: ________________________

Student Services Coordinator’s signature: ________________________

77.
Time Out Room Contract Report - Proforma N

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>COMMENTS</th>
<th>SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM PERIOD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
<td></td>
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<tr>
<td>4</td>
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<td></td>
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<tr>
<td>RECESS **11.00-11.20</td>
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<td>6</td>
<td></td>
<td></td>
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<tr>
<td>LUNCH**12.30-1.00pm</td>
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<td>7</td>
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<tr>
<td>8*</td>
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</tbody>
</table>

*Remind student to report back to Time Out Room tomorrow
**Staff to supervise students
Mobile Phone Report - Proforma O

Teacher: _______________
Student: _______________
Time: _______________
Date: _______________

Note: All phone confiscations will result in an After School Detention.

Mobile Phone Policy

Name: ______________

Collect your phone from the Front Office after school.

Note: All phone confiscations will result in an After School Detention.
## Individual Behaviour Management Plan - Proforma P

### Esperance Senior High School Student Services
Individual Behaviour Plan

<table>
<thead>
<tr>
<th>Student Name :</th>
<th>DOB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregiver:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td>Year : Form :</td>
</tr>
<tr>
<td>Phone (H):</td>
<td>Case Manager:</td>
</tr>
<tr>
<td>Phone (W):</td>
<td>Date Developed:</td>
</tr>
</tbody>
</table>

**BRIEF OUTLINE OF PROBLEMATIC BEHAVIOUR.**

**MANAGEMENT TEAM**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Others</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Manager:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent / Caregiver:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Psychologist:</td>
<td></td>
<td>School Nurse :</td>
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<tr>
<td>Year Leader:</td>
<td></td>
<td>RAP Officer :</td>
<td></td>
</tr>
</tbody>
</table>

**INDIVIDUAL BEHAVIOUR CHANGE PLAN**

**INTERVENTIONS**

Preventative steps by school to reduce the likelihood of behavioural concerns.

Preventative steps by parents to reduce the likelihood of behavioural concerns.

Action to recognise positive steps towards, or achievement of, the target behaviour.
Planned responses to problematic behaviour as they emerge (think LEAST → Most intrusive)

Monitoring and Feedback (to student, caregiver and case manager)

Student Signature: ________________________________  Date: ________________

Caregiver Signature: ______________________________  Date: ________________

Case Manager Signature: ___________________________ Date: ________________

Review of Individual Behaviour Management Plan to occur at the next case meeting on: _______