



# **POSITIVE STUDENT BEHAVIOUR SUPPORT PLAN**

Policies and procedures to facilitate  
positive school-wide behaviour

V1.0 Revised 2021

V2.0 Revised 2023



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# SECTION ONE: OUR APPROACH

## OUR VISION

### *Engage, Inspire, Achieve*

Thornlie Senior High School is a comprehensive senior high school. We offer our community a broad range of educational opportunities which reflect the social, academic and vocational needs and aspiration for every student. We want our students to fulfil their aspirations working in an environment which emphasises the importance of respectful relationships and the achievement of personal best.

## OUR VALUES

### *Excellence through Equity*

**Aspirations for 2021 to 2023:** We will improve student academic outcomes from below like-school performance to matching or exceeding like schools in NAPLAN, OLNA, WACE and Attendance data.

## SCHOOL DEVELOPMENT PRIORITIES

### *Challenge, High Expectation and Achievement*

To embed a culture of challenge, high expectations and academic performance.

### *Staff Capacity*

To build staff capacity in teaching and learning for high performance-high care.

### *Student Engagement*

To increase student engagement in learning and to enact our journey of continual growth and improvement, and to plan strategies that enable successful students.

## PBS PURPOSE STATEMENT

To establish, through a consultative process, an agreed framework of behaviours that is embraced by the whole school community. This will create a safe, supportive and positive learning environment.

## PBS VALUES

At Thornlie Senior High School, we all agree to demonstrate;

**Responsibility**



**Respect**



**Perseverance**



**Pride**



## RATIONALE

Thornlie Senior High School provide students with the education support needed to learn and maintain positive behaviour. Our approaches are aligned to our PBS vision and;

- Encourage a safe, supportive and positive learning environment
- Focus on early intervention and are preventative in nature
- Promote positive social interactions amongst staff and students
- Encompasses student wellbeing and the development of self-discipline
- Outline procedures for the management of ongoing or serious misbehaviour

## GUIDING PRINCIPLES

- Evidence based, best practice behavioural interventions and support strategies implemented within a multi-tiered framework;
- Expected behaviours are explicitly taught, modelled, monitored and reinforced;
- Environments arranged to encourage previously taught social skills and discourage anticipated behaviour errors;
- Classroom strategies are merged with effective instructional design, curriculum and delivery matched to student need and supporting data;
- Considerate of individuals' learning history and experiences (e.g. family, community, peer group) to incorporate personalised adjustments based on student need;
- Promote restoring relationships when managing student behaviour, supporting the growth of self-regulation and peer-regulation and reduce the need for adult intervention;
- Educators act professionally; that is, use planned and established school and classroom procedures when managing behaviour in manners that are calm, neutral, business like, and contingent;

- Respond to the assessment of Thornlie SHS behaviour data; and
- Engage and support parents in active partnership and participation based on mutual respect and communication.

**BEHAVIOUR EXPECTATIONS**

Staff and students adhere to the behaviour expectations matrix;

 <p><b>AT THORNIE SENIOR HIGH SCHOOL STAFF AND STUDENTS AGREE THAT WE:</b></p>	 <p><b>RESPONSIBILITY</b></p>	 <p><b>RESPECT</b></p>	 <p><b>PERSEVERANCE</b></p>	 <p><b>PRIDE</b></p>
<p><b>IN THE CLASSROOM</b></p>	<ul style="list-style-type: none"> <li>• are prepared and punctual</li> <li>• use learning resources appropriately</li> <li>• ask questions to learn</li> <li>• use technology appropriately for learning</li> </ul>	<ul style="list-style-type: none"> <li>• encourage and support others to learn and teach</li> <li>• use positive and supportive words and gestures</li> </ul>	<ul style="list-style-type: none"> <li>• show tenacity, grit and determination</li> <li>• reflect and use mistakes to keep learning</li> <li>• give everything a go</li> </ul>	<ul style="list-style-type: none"> <li>• celebrate our efforts and achievements</li> <li>• wear our school uniform and professional attire with dignity</li> <li>• demonstrate our personal best</li> </ul>
<p><b>ON SCHOOL GROUNDS</b></p>	<ul style="list-style-type: none"> <li>• take responsibility for our own behaviour</li> <li>• are positive role models</li> <li>• speak appropriately</li> <li>• keep our school clean</li> </ul>	<ul style="list-style-type: none"> <li>• treat our own, others and school property with care</li> <li>• celebrate and embrace diversity</li> <li>• show empathy and care for all people</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate positive social behaviours</li> <li>• work hard and cooperate with others</li> <li>• show confidence and self-belief</li> </ul>	<ul style="list-style-type: none"> <li>• work together to create a positive school culture</li> <li>• care for our school environment</li> <li>• actively participate in school activities</li> </ul>
<p><b>WITHIN THE COMMUNITY</b></p>	<ul style="list-style-type: none"> <li>• are positive ambassadors of the school</li> <li>• help others in need</li> </ul>	<ul style="list-style-type: none"> <li>• display manners and appropriate social behaviours</li> <li>• support others and contribute to the community</li> <li>• are polite and respectful of other cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• seize all opportunities and take on challenges</li> <li>• demonstrate resilience</li> </ul>	<ul style="list-style-type: none"> <li>• promote our school and our achievements positively</li> <li>• participate with spirit and be active global citizens</li> </ul>

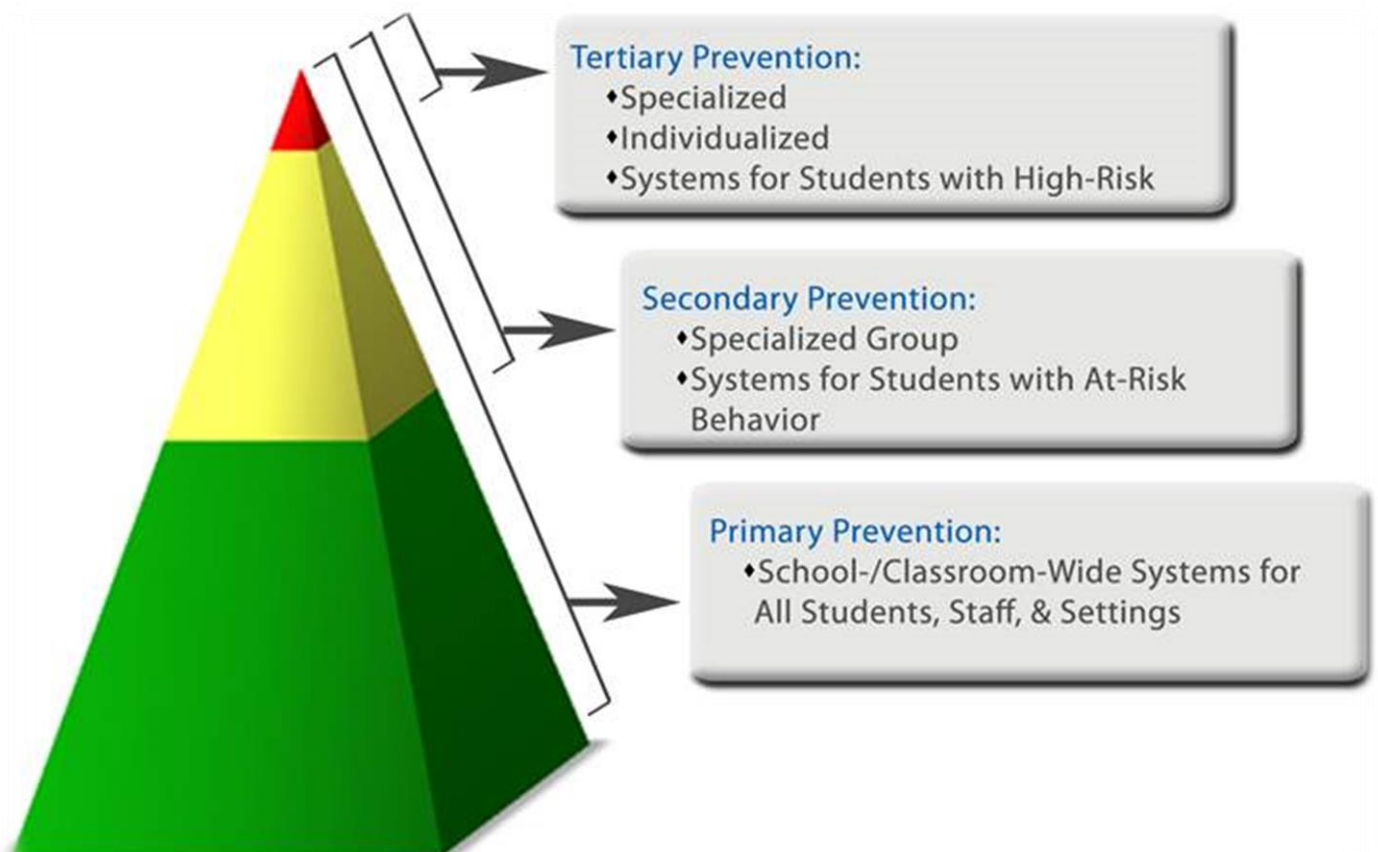
## SECTION TWO: FACILITATING POSITIVE SCHOOL-WIDE BEHAVIOUR

### OUR BEHAVIOUR APPROACH

#### *PBS Framework*

Positive Behaviour Support is an evidence-based framework for preventing and responding to student behaviour. The aim is to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes the analysis of data and the implementation of evidence-based practices for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

#### *Continuum of School-Wide Instructional & Positive Behaviour Support*



## OUR INTERVENTION AND SUPPORT STRATEGIES

### ***Student Services***

The Thornlie Senior High School Student Services team work collaboratively with all staff, students, families and outside support agencies to build student capacity and assist students to achieve their personal best. As well as overseeing and implementing school policies, Student Services at Thornlie SHS implements positive school programs such as the Student of the Month, Attendance Champions and House Point System. Student pastoral care is a holistic approach at Thornlie SHS and all staff are actively engaged in the wellbeing of students.

The Thornlie SHS Student Services Operational Plan addresses four (4) main priorities:

- Promoting positive student behaviour
- Improve student attendance
- Support student mental health
- Provide academic support

The team consists of a Deputy Principal- Student Welfare, a Manager of Student Services, Year Coordinators, School Psychologists, School Support Officer, Chaplain, AIEO, School Officers and Community Health Nurse.

### ***PBS Committee***

The Positive Behaviour Support Committee develop and implement a program of lessons and events at Thornlie SHS to promote a safe, supportive and positive environment that fosters a sense of belonging in all school community members. The program is targeted at creating a culture of high expectations, challenge and achievement where all members of the school community engage, inspire and achieve. It is recognised that our behaviour expectation matrix is the foundation on which we build and maintain positive relationships in the classroom, on the school grounds and in the community.

### ***Behaviour Matrix***

The PBS behaviour matrix outlines the agreed rules and specific behavioural expectations of the Thornlie SHS community. To facilitate positive behaviour, these expectations are communicated to all staff and students. Communicating behavioural expectations is designed to promote positive behaviour and provide a framework for responding to inappropriate behaviour. These specific behavioural expectations are communicated via a number of strategies, including:

- Explicit PBS lessons conducted by Homeroom teachers;
- Reinforcement of learning from behaviour lessons at assemblies and during active supervision by staff during classroom and non-classroom activities;
- Published on school website;
- Signs displayed in all classrooms and around the grounds with agreed behaviour expectations.

### ***Building Staff Capacity***

- Positive Behaviour Staff Induction and refresher sessions;
- Key plans and processes regularly revisited with all staff;
- Strategic and ongoing professional development for all members of the school community;
- Proactive classroom management strategies and training for all teaching staff; and
- Delivering an engaging curriculum, effective teaching and promoting and encouraging high standards of behaviour.
- Customer service training for clerical staff.

### ***Monitoring Tools & Data Sources***

We will check our progress through;

- Ongoing self-assessment through the School Review Cycle
- Organisational Health Index (OHI) Survey administered annually
- National School Opinion Survey for parents, teachers and students (every second year)
- Tell Them From Me (TTFM) Survey for parents, teachers and students (every year 2021-2023)
- Aboriginal Cultural Standards Framework progress
- Documented and anecdotal evidence from committees, including:
  - Student Services/Positive Behaviour Supports
  - Curriculum
  - Workload Advisory Committee
  - ACER National School Improvement Tool
- Thornlie SHS School Review Cycle will use the following data to monitor student achievement utilising P-10 data 5 weekly summary sheets, comprising of;
  - OLNA & NAPLAN
  - Reporting Data
  - Attendance
  - Behaviour
  - WACE and Attainment Rates



- Free and frequent acknowledgement;
  - Praise and encouragement
  - Letters of Commendation
  - House Points
  - Student of the Month
  - Certificates of achievement
  - Classroom incentives
  - Representing the school in sporting, arts and academic events
  - Camps, incursions and excursions
  - House/Homeroom reward excursions
  - Attendance Champions

# SECTION THREE:

## ROLES AND RESPONSIBILITIES

### ROLES AND RESPONSIBILITIES

#### Classroom Teacher

- Create a positive classroom environment and reinforce appropriate behaviour by encouragement, reward and praise (e.g. use House Points and Letter of Commendation).
- Be conversant with and implement classroom management practices and instructional strategies that reflect current good practice as per the Classroom Management Strategies (CMS) professional learning program.
  - *Classroom Management - A Thinking and Caring Approach* by Barrie Bennett and Peter Smilanich is a valuable resource for staff – copies are available in each Learning Area and the Library).
- Be aware of and implement the Positive Student Behaviour Support Plan and Behaviour Expectations Matrix.
- Allow students to engage in the formulation of the classroom rules. These rules should complement all of the stated rights of the school community.
- Follow up on behaviour management issues and record in Compass as appropriate.
- Be familiar with relevant Learning Area Policy on managing behaviour.
- Be consistent in approach and fair in the application of behavioural consequences.
- Focus on the student's behaviour rather than the student's personality.
- Place emphasis on the resolution of difficulties and conflict.

#### ***Possible strategies for the teacher when dealing with discipline infringements:***

- Discuss issues with student.
- Use the *'Reflect & Restore'* sheet (available in each learning area).
- Use in class isolation or out of class isolation.
- Detention (lunchtime) or other disciplinary action appropriate.
- Seek background information from Compass, Student File, School Information System (SIS), Year Coordinator, School Psychologist, School Nurse, Student Services Manager or Deputy - Welfare.
- Contact parent via Letter of Concern, phone, email, SMS and make a Compass chronicle entry.
- If despite these actions there is no resolution or the unproductive behaviour continues, refer to the Head of Learning Area (HOLA).

#### ***Documentation***

- Enter all behaviour incidents into Compass.
- Whenever there are behavioural incidents or issues requiring resolution or a student has been withdrawn from class, a Letter of Concern must be completed and forwarded to parent/guardian.

#### **Head of Learning Area (HOLA)**

- Provide support for teachers in managing student behaviour within their Learning Area.

- Ensure that if specific learning area behaviour management procedures are required that they are consistent with the overall school approach.
- Monitor Letters of Concern and other behaviour management documentation and discuss related issues with staff and students involved. Implement appropriate consequences to modify the student/s behaviour.
- Encourage and monitor the correct use of behaviour management entries into Compass within their learning area.
- Work with teachers to develop strategies to overcome classroom student management issues.
- Coordinate subject withdrawal within their learning area or other learning areas. **Parents must be contacted via Letter of Concern, phone, email, SMS or Compass.**
- Ensure students are provided with adequate supervision and class work whilst on subject withdrawal.
- Negotiate with teacher and student to resolve conflict enabling the student to return to timetabled class **within four periods.**

**A student cannot be withdrawn from any class or classes  
for more than four consecutive periods or a week of classes for a particular subject.**

***Possible strategies for HOLA's when supporting their staff in managing student behaviour:***

- All of the strategies previously listed for classroom teachers.
- Interview student (teacher and parent if necessary).
- Examine and monitor student's work.
- Apply detention (lunch or after school) or other disciplinary action as appropriate.
- Withdraw student from class by placing him/her in a rostered classroom (subject withdrawal) with work to complete.
- Ensure that a 'Reflect & Restore' sheet is completed by the student before he/she is permitted to return to the normal class.
- If despite these actions there is no resolution or the issue continues, refer the student to the Student Services Manager and record all actions taken in Compass.

**Year Coordinators**

- Provide support for classroom teachers and Student Services Manager in managing the behaviour of students.
- Counsel students from a pastoral care point of view, establishing reasons for behaviour and promoting positive behaviours.
- Maintain contact and communicate with parents of students causing concern.
- Arrange Case Conferences for Students at Education Risk as required
- Ensure all actions are recorded into Compass and distributed as appropriate.
- Liaise with external agencies and Student Services personnel regarding student issues, as appropriate.

***Possible strategies for Year Coordinators when supporting staff in managing student behaviour:***

- All of the strategies previously listed for classroom teachers, HOLA's.
- Suspend a student from school in consultation with the Student Services Manager and/or Deputy –Welfare for any severe breach of discipline, and ensure the relevant documentation is recorded in Compass and SIS.

### **Student Services Manager**

- Provide support for classroom teachers, HOLA's and Deputies in managing the behaviour of students.
- Counsel students from a pastoral care point of view, establishing reasons behaviour and promoting positive behaviours.
- Maintain contact and communicate with parents of students causing concern.
- Ensure all documentation recorded into Compass.
- Liaise with relevant external agencies, Deputy Principal - Welfare and other Student Services personnel regarding student issues, as appropriate.
- Assist staff to develop class and Individual Behaviour Plans for Students at Education Risk.

#### ***Possible strategies for Student Services Manager when supporting staff in managing student behaviour:***

- All of the strategies previously listed for classroom teachers, HOLA's and Year Coordinators.
- Initiate Interim Reports and forward results to teachers concerned and parents.
- Place student on Student Behaviour Card after interviewing him or her.
- Inform the relevant Deputy, if the Interim Report shows widespread misbehaviour.
- Meet with all of a student's teachers to discuss positive strategies that will help a student to modify his/her behaviour, and set up an Individual Behaviour Plan (IBP) if necessary.
- Suspend a student from school for any severe breach of discipline, and ensure the relevant documentation is completed.
- If despite these actions there is no resolution or the problem continues, refer the student to the relevant Deputy, completing the documentation as indicated above.

### **Student Services Team (Psychologist, Chaplain, Nurse, Student Support Officer and AIEO)**

- Provide support to staff in managing student behaviour.
- Monitor policies and procedures relating to:
  - student attendance,
  - pastoral care,
  - academic performance and
  - behavioural issues.
- Work collaboratively with the Student Services Manager and Year Coordinators regarding individual student needs.

### **School Psychologist**

- Provide support to staff and parents in developing a positive school environment and managing student behaviour.
- Provide support to students and parents in modifying and managing behaviour and in the development of Individual Behaviour Plans.
- Assist with case management of Students at Education Risk.
- Liaise with parents and outside agencies as appropriate.

#### ***Possible strategies for the School Psychologist when supporting staff in managing student behaviour:***

- Attend Case Conferences for Students at Education Risk as requested.
- Assist staff to devise class and individual behaviour plans for Students at Education Risk.
- Provide counselling for students as required.
- Support and counsel parents as required.

## **Deputy Principals**

- Promote a positive, inclusive and safe school environment.
- Coordinate and facilitate the implementation of Thornlie SHS's Positive Student Behaviour Support Plan.
- Ensure the school's Positive Student Behaviour Support Plan and processes are consistent with the Department of Education Training and Curriculum Council guidelines and policies.
- Ensure the smooth running of the Positive Student Behaviour Support Plan and procedures in the school.
- Provide support for classroom teachers, HOLA's.
- Maintain and evaluate records of student behaviour via Compass and SIS.
- Liaise with Regional Office and outside agencies as appropriate.
- Liaise with the Principal.

### ***Possible strategies for Deputy's when supporting staff in managing student behaviour:***

- All of the strategies previously listed for classroom teachers, HOLA's/TIC's, Student Services Manager and Year Coordinators.
- Place student on in school suspension, detention and notify parents of this action.
- Suspend a student from school for any severe breach of discipline, and ensure the relevant documentation is completed.
- Convene Case Conferences for individual students and develop plans about their behaviour as required.
- Manage end-of-line behaviour management strategies.
- Liaise with Regional Office and external agencies on behaviour management issues.

## **Principal**

- Provide leadership using a consultative process to ensure the school's Positive Student Behaviour Support Plan is developed and reviewed annually.
- Ensure the policy is consistent with the key principles and other requirements as outlined by Department of Education – Student Behaviour in Public Schools Policy.
- Monitor the implementation of the policy and its impact on teaching and learning across the school.
- Ensure staff are well supported to implement effective behaviour management strategies.
- Provide regular professional learning opportunities for staff to assist them with their day-to-day role within the school.
- Ensure relevant records of behavioural interventions are maintained.
- Recommend a student for exclusion.

## **School Officers**

- Enter positive behaviour, awards and certificate recipients onto House Points data base

## **Parents**

- Participate in the development of the school's Positive Student Behaviour Support Plan.
- Support the school by ensuring their children actively engage in the teaching and learning programs organised by the school.
- Work in partnership with school staff to address any concerns regarding their child's behaviour.
- Share responsibility for shaping their children's understanding about acceptable behaviour at school.

- Ensure relevant issues in their children's lives that may impact on their education are communicated to school the relevant school staff.
- Support the implementation of the school Positive Student Behaviour Support Plan and the school's approach to countering bullying.

### **Students**

- Provide input into the school's Positive Student Behaviour Support Plan using agreed processes.
- Actively participating in the learning process at school and while on school activities.
- Behave in a manner that meets school and community expectations as per the PBS Behaviour Expectations Matrix.
- Demonstrate self-management skills and behaving responsibly while contributing to the shared goals of the school community.

### **All Staff**

#### ***Procedures for Parent/Caregiver Contact***

Staff are encouraged to maximise their contact with parents/caregivers. It is important that the efforts of students are recognised and acknowledged and parents/caregivers are informed of their child's progress. Letters of Concern / Commendation, Interim Reports, phone contact, SMS, email, Connect, acknowledgement slips and scheduling parent/caregiver interviews are just some means of improving staff/parent/caregiver relationships.

**Staff must contact parents when a child's disruptive behaviour is adversely affecting the learning of that child or others in the class.**

Staff are reminded that they can call on other school personnel (HOLA's, TIC's, Manager Student Services, Year Coordinators and other Student Services personnel, Deputies, and the Principal) to assist with interviews and parent/caregiver contact. Student Services personnel have considerable formal and informal contact with parents/caregivers and are available to advise and assist teachers.

**The ability of the teacher and all school staff to prevent and respond to student behaviour will determine whether or not meaningful classroom learning will, in effect, occur.**

# SECTION FOUR:

## RESPONDING TO INAPPROPRIATE BEHAVIOUR

### POSITIVE LEARNING ENGAGEMENT

#### TIER 1: ESTABLISHING & MAINTAINING POSITIVE CLASSROOM BEHAVIOUR

Establishing a positive classroom environment through the implementation of preventative classroom management practices and support strategies, merged with effective instructional design, curriculum and delivery by;

- Developing positive relationships with students using CMS winning over strategies
- Modelling appropriate behaviour
- Engaging students through range of consistent teaching and learning strategies
- Free and frequent acknowledgement of positive behaviour
- Creating an inviting physical layout of the classroom and implementing seating plans if required
- Developing consistent classroom routines
- Responding to misbehaviour are appropriate and systematic
- Active supervision, reminders and opportunities to respond
- Maintaining records of positive behaviour on Compass
- Communicating with parents regularly via Compass, phone call or email

### INTERVENTION FOR TEACHERS TO RESTORE POSITIVE BEHAVIOURS

#### TIER 2: BEHAVIOUR SUPPORT (TEACHER WITH HOLA)

##### 1. LOW KEY RESPONSES

- Use of CMS strategies low key strategies; eye contact, non-verbal cues such as pause in teaching, the 'look'
- Planned ignore
- Use of proximity
- Private Dialogue; give student the opportunity to save face
- Re-teach expectations
- Stop, square off and make eye contact
- Choice & consequence; provide student with a reasonable choice and appropriate consequences

##### 2. CLASSROOM ISOLATION

- Temporary removal from classroom when the above intervention strategies have failed
- This strategy is to be only used as a cooling off period for no more than a few minutes
- Classroom teachers still assumes duty of care for these students

### **3. INFORMAL/VERBAL AGREEMENT**

- The teacher and student informally agree upon strategies to correct unproductive behaviour that allows the student to continue participating within the lesson

### **4. BUDDY SYSTEM**

A buddy system provides the teacher with the opportunity to give the student extended cooling off time or to establish an effective working environment. Sending students out of class is a serious consequence and should only be used;

- When all classroom strategies have been tried
- When the safety of others is endangered
- When others end up missing instructional time

#### **Sending a buddy student:**

- A buddy system must be established within your Learning Area
- Send student to buddy class with buddy slip, reflection sheet and class work
- At the end of the lesson, students should hand their reflection sheet to the teacher to get signed along with completed class work
- Meet with student at an appropriate time to engage in a restorative conversation using the 'reflection sheet' to guide your conversation
- Fresh start following completion of designated buddy classes and explanation of expected behaviours
- Record behaviour on Compass and follow up with parent contact

#### **Receiving a buddy student:**

- Teacher to direct student to sit quietly and complete their reflection sheet and class work sent by class teacher
- Check on student during the lesson
- At the end of the lesson, sign the completed reflection sheet, collect class work and hand it all back to the relevant teacher

#### **Requesting Support:**

- In situations where the student refuses to leave the class or further support is required, the HOLA or Student Services should be called.

### **5. RESTORATIVE PRACTICE**

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Staff and students focus on building and maintaining positive interactions by repairing harm and restoring relationships, particularly when



incidents involve interpersonal conflict, damage to property or wrongdoing occurs. When required, formal restorative justice procedures are implemented.

Restorative conversations build a sense of belonging, safety and social responsibility within the school environment by:

- Developing positive relationships
- Having an opportunity to be heard
- Recognising their role in maintain positive learning environment
- Understanding the greater impact of their actions
- Learning to take responsibility
- Restoring and repairing their relationships that have been damaged

## **6. INFORMAL CONTRACTS**

An informal contract is a positive reinforcement intervention tool used to improve student behaviour. These conversations should be guided by the teacher; however, should allow students to do most of the talking to effectively allow them to reflect and take ownership of their behaviour and consequences. Informal contracts are a short conversation and should take place in a neutral and relaxed space once both parties have cooled down. Informal contracts consist of the following steps;

- Greet the student and set a positive atmosphere
- Ask the students to define what the problem is
- Allow the student to negotiate a more acceptable number of chances
- If the student exceeds the negotiated number, agree upon appropriate consequences
- To check their understanding, ask the student to repeat what has been spoken about during this conversation
- Thank the student for their time and close the conversation on a positive note

## **REFERRAL TO HOLA/STUDENT SERVICES FOR INDIVIDUAL INTERVENTION**

### **TIER 3: FREQUENT AND UNSOLVED CONFLICTS**

## **7. LEARNING AREA WITHDRAWAL**

Learning Area withdrawal is when a student is withdrawn from a particular subject for a maximum of 4 periods. Student may be placed on a Learning Area withdrawal by the HOLA and in consultation with Student Services and the parents for an agreed amount of time. This may be implemented for repeated instructional non-compliance, broken classroom contracts, repeatedly leaving class without permission. Students on Learning Area withdrawal are expected to:

- Report to the HOLA or specified staff member at the commencement of each lesson
- Follow instructions and work to complete set tasks as set by their usual classroom teacher

## 8. STUDENT SERVICES REFERRAL

The role of the Student Services team is to support both staff and students. The team will provide advice to teachers and HOLAs on matters that may be referred to them. For frequent and unresolved matters that cannot be resolved by the classroom teacher and/or HOLA, Student Services may facilitate any of the following;

- Conversations with the relevant Year Coordinator
- Lunch detention
- After school detention
- Positive Behaviour Reinforcement Sheet
- Attendance Monitoring Sheet
- Referral to the SAER Team
- Parent contact and case conferences
- Suspension
- Exclusion

### **Suspension:**

The Principal or delegated member of staff (Deputy Principal, Student Services Manager or Year Coordinator) may suspend a student from attendance at school for a whole or part day. Suspension is used where a serious breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- For the student, other students and staff to calm and recover
- For all to reflect on and learn from the incident, including participating in restorative processes
- For the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice and make adjustments to plans, resources, staffing and strategies
- For the parent to meet with the school

The Student Services team may assign a provisional suspension period and shorten or lengthen this period upon completion of an investigation into the incident.

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

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

If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the Principal will inform the Regional Executive Director and School of Special Educational Needs: Behaviour and Engagement as part of a case management approach. The Principal will work with Regional Education Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.

### **Case Conference:**

A case conference is a collaborative meeting and may include members of the Executive team, Student Services, staff representatives, the student, their parents/guardians and outside agencies. A case conference may be called for the purpose of:

- Tier 1 and 2 interventions have been unsuccessful
- There are repeated suspensions

Interventions and support strategies can include;

- Positive Behaviour Reinforcement Sheet
- Attendance Monitoring Sheet
- Functional Behaviour Assessment
- Escalation Profiles
- Behaviour Management Plan / Risk Management Plan
- Increased Academic Support
- School based mentors / External Agency referrals

### **Exclusion:**

The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline in the following ways:

- Has threatened the safety of any person on the school premises
- Has caused considerable damage to school or personal property
- Has significantly disrupted the educational instruction of other students

# POSITIVE BEHAVIOUR SUPPORT FLOWCHART

Positive Learning Engagement

Escalation & Referral

## TIER 1 Establishing & Maintaining Positive Classroom Behaviour (Teacher)

### Class culture:

- Free and frequent acknowledgement of positive behaviour, house points, letters of commendation, STOM, class rewards, implement *IBP & GEP/ IEP*...
- Classroom Management Strategies (CMS Bumps): Engagement with learning, build positive relationships, mutual respect, cohesive classroom, low key responses, behaviour management, seating plan...
- Positive Behaviour Support (PBS): Establish and teach expected behaviours, modelling appropriate behaviour, manage behaviour promptly fairly respectfully and consistently, seek advice and support...

### Restorative strategies:

- Discussion of issue, apology, reflection/think sheet, restorative conversation, *Informal Contract (CMS)*, mentor...
- Behaviour Checklist* (gather data), in-class detention, litter duty, warning system....

### Support from home.

Phone Contact: Outline (SAO) Situation, Actions and Outcome - strategies used & consequence, restorative, possible escalation...

**Record Keeping:** *Chronicle on Compass, Behaviour & Wellbeing Checklist*

## TIER 2 Frequent, Unresolved or incident.

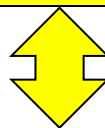
Fighting, physical contact, verbal abuse including: threats, swearing, intimidation, defiance, theft or continued non-compliance.

### Record Keeping:

-Teacher makes immediate referral to Student Services with note and *Chronicle* entry notification to Year Coordinator & SS Manager, complete *Incident Report* if required)

### Support from HOLA

Advice and support. *Restorative Practices*: teacher, student, HOLA



Intervention to restore positive behaviours

## TIER 2 Behaviour Support (Teacher with HOLA)

- Reintegration:** Use Positive Classroom Behaviour (TIER 1) class culture and strategies and incentives. Always give an opportunity to comply, find a way back. *Engagement Contract*
- Escalation Interventions:** Withdrawal, mentor, buddy class, teacher recess/lunch detention, litter duty...
- Support from home:** Parent meeting 1: Teacher, student, parent
- Record Keeping:** *Chronicle on Compass*. Monitor progress.



## On-going Year Coordinator support:

Case conference support from home. Parent meeting 2

### Student Services:

Chaplain, Psychologist, AIEO Support, Student Support Officer

### Restorative conference:

teacher, student *Behaviour Contract*, develop *Behaviour Management Plan (BMP)*, *De-escalation Plan*

**Record Keeping:** *Behaviour on SIS / Chronicle on Compass*

## TIER 2 Continued non-compliance:

- Record Keeping:** *Behaviour on Chronicle on Compass / SIS, Behaviour Contract* lunchtime detention(s),
- Support from home:** Case Conference Parent meeting 2: May involve HOLA/ Year Co, teacher, parent, student, Student Services.
- Support from Year Coordinator.** Monitoring *Behaviour Contract*, hold meeting & case management. Refer unresolved conflict.



Referral to Student Services Team for individual intervention

## TIER 3 Frequent and Unresolved Conflicts

(Year Coordinator and Student Services)

Year Coordinator and Student Services Manager, after school detention and suspension, *PBRS, Behaviour Management Plan (BMP)*.

# APPENDICES:

## A. Countering Bullying Policy

THORNLIE SENIOR HIGH SCHOOL

### Countering Bullying Policy

*We aim to build a safe, caring environment where people are treated with respect. Bullying will not be tolerated at Thornlie.*

#### Department of Education MISSION STATEMENT

- Providing an environment where individual differences are appreciated, understood and accepted
- Promoting care, respect and tolerance in the community
- Ensuring the safety of every individual in the school

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**Bullying** is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying and the person feels unable to do anything about it. Teasing or fighting between peers is not necessarily bullying.

- **Physical:** Includes repetitive low level hitting, kicking, pinching, pushing, fighting, invasion of personal space and intimidating gestures.
- **Verbal:** the repeated use of words to hurt or humiliate another individual or group. This may include mocking, name-calling, swearing, put-downs, insulting and offensive language and racist or sexist comments.
- **Relational:** this involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making or spreading rumours and sharing or threatening to share another's personal information.
- **Emotional/Psychological:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, and threats to an individual's reputation and sense of safety.
- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in bullying.

Thornlie Senior High School believes that every student has the right to a safe, supportive and caring environment. This includes the right to experience positive and respectful relationships between members of the school community.

## Prevention Strategies

The school has developed clear processes for preventing bullying and for dealing with episodes of bullying that may occur. The following strategies aim to create a school atmosphere where it is accepted by all that bullying has no place. A whole-school culture that involves a multi-faceted approach to bullying:

- Increasing the **awareness** of bullying in the school community through assemblies, newsletters, guest speakers, special programs and Homerooms.
- Effective **classroom and behaviour management** strategies.
- The promotion of a **positive school environment** that provides safety, security and support and promotes positive relations and wellbeing.
- **Encouragement and skill development** for all students (and bystanders) to respond negatively to bullying behaviour and support to students being bullied.
- **Peer support** focussing on positive peer relationships and bullying prevention.
- **Teacher Professional Learning** and in-service opportunities to up skill staff.
- **Student Service** support and case management for identified students.

*Staff, parents and students each can play a role in maintaining the restorative and solution-focused approaches to bullying at Thornlie Senior High School.*

### ***For Staff this means:***

- modelling appropriate behaviour for students;
- teaching co-operative learning, play skills and conflict resolution skills;
- actively supervising to minimise opportunities for bullying by building supportive and inclusive school environment;
- being observant to signs of distress and suspected incidents of bullying;
- intervening to assist students being bullied by removing sources of distress and supporting students who speak out;
- consulting with students to identify issues which give rise to concerns; and
- reporting all incidents and suspected incidents.

### ***For Students this means:***

- refusing to be involved in any bullying behaviours;
- if appropriate, taking some form of preventative action;
- supporting friends who may have been bullied;
- show empathy and care for all member of the school community;
- take responsibility for own behaviour and be a positive role model; and
- speaking out by reporting all incidents or suspected incidents.

### ***For Parents this means:***

- modelling appropriate behaviour;
- encouraging your child to report bullying incidents;
- informing the school if bullying is suspected;
- avoid encouraging your child to retaliate;
- communicating to your child that parental involvement is appropriate;
- engage with the school if your child is involved in a bullying incident; and
- inform the school of any cases of suspected bullying even if your child is not directly affected.

**The school processes for dealing with bullying have been designed to protect the health and safety of all school community members.**

All episodes of bullying will be referred to the relevant Year Coordinator, who will use a “Shared Concern” and or “**Restorative**” approach to address the issue. This means the Year Coordinator will:

- Investigate and interview all relevant parties;
- Convene a meeting with the students involved, including bully, bystanders and the colluders;
- Explain the problem in terms of how the bullied student has been made to feel;
- Attribute no blame, but encourage all involved to share the responsibility for the event;
- Give the students the responsibility for solving the problem by sharing ideas on how to assist the bullied student feel better and how to prevent similar events from happening again; and
- Call a follow-up meeting in approximately one week to check that the issue has been successfully resolved.

Where students fail to respond to these approaches behaviour management sanctions may need to be implemented. This may include parent interviews, detention and suspension from school

## B. Mobile Phone Policy

# Mobile Devices Policy

The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose.

It is important to note that it is not a requirement at Thornlie Senior High School for students to have a mobile phone at school.

Thornlie Senior High School recognises that an increasing number of parents/carers who for safety, security and/or emergency purposes wish to provide their children with mobile phones. This policy details the conditions under which mobile phones are permitted at Thornlie Senior High School.

### Conditions of Use

- **The use of mobile devices for all students is not permitted from the time they enter the school grounds to the conclusion of the school day (this includes recess and lunchtime), unless under the instruction of a teacher or staff member for educational purposes. Mobile phones should be 'off and away all day'.**

### Communication

- Thornlie Senior High School has duty of care for all students when they are attending the school. In emergencies, where students need to get in contact with parents/carers, students are to notify the appropriate school staff. If parents/carers need to contact their children, they are required to contact the school directly on 6235 7900 or via email – [thornlie.shs@education.wa.edu.au](mailto:thornlie.shs@education.wa.edu.au)
- Smart watches must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.

### Exemptions

**Exemptions to this ban include where a student requires a mobile phone:**

- to monitor a health condition as part of a school approved documented health care plan; or under the direct instruction of a teacher for educational purposes; or with permission of a teacher for a specified purpose.

### Breaches of this Policy

Breaches of this policy will be managed in accordance with the *School Behaviour Management Policy and Procedures*.

1. Students who do not comply with this policy will have their mobile phone confiscated and held at student services. The student can collect the mobile phone at the end of the school day.
2. In the case of repeated inappropriate mobile phone use by a student, their mobile phone will be confiscated and held at the [student services] or [administration]. The parent/carer will be informed and requested to collect the mobile phone from the school at their earliest convenience.
3. Further disciplinary action, in accordance with Thornlie Senior High School student behaviour policy and procedures may be a result of repeated breaches and or depending on the circumstances of the breach.



## Further Guidance

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

## Staff Use of Personal Mobile Devices During the School Day

Thornlie SHS staff use mobile devices during the school day in the course of fulfilling their professional duties.

These duties include: -

- Recording of student attendance via COMPASS
- Yard Duty – to request for assistance or notify Reception/Student Services of potential issues
- Contact with parents
- Ordering or contacting suppliers
- Approved Excursions

To model appropriate use of technology to students, it is agreed that staff will only use their mobile devices for personal reasons in the case of an emergency; or for a health or a significant family issue.

## C. Drug Education Policy

THORNIE SENIOR HIGH SCHOOL

# Drug Education Policy

## Our Vision

At Thornlie Senior High School, we believe that drug education is integral to the well-being of our whole-school community. We aim to provide a safe and supportive environment for all students and staff. We engage the whole-school community in our drug education initiatives and are committed to providing our students with relevant, timely drug education across all year levels. We will provide targeted intervention for individuals and cohorts, to address their identified needs.

## Our School Commitment

Our *Whole-school Drug Education Plan* is consistent with the *Principles for School Drug Education*. The plan promotes a whole-school approach to drug education where school staff, students, parents and the wider-school community work together. Our aim is to prevent and reduce potential or existing risks of harm from drug use and to maintain a safe school environment.

Our plan has been developed in consultation with staff, students, parents and community members to address drug education and to provide targeted interventions for individuals and cohorts in a caring and consistent manner across our school community.

## Curriculum

- Our three-year drug education plan identifies age-appropriate drug education content across all year levels.
- We use evidence-based drug education resources such as *Challenges and Choices* ([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)).
- School administration supports staff to deliver appropriate drug education by allowing in-school time for planning, providing professional development opportunities for staff and allocating funds for resources and materials.
- Classroom programs focus on skill development and develop students' knowledge, understanding, attitudes and values and promote help-seeking behaviour.
- Drug education is provided to all students across each school year.
- Learning is extended from the classroom to promote parent support of drug education programs (e.g. through the use of information packages/links).

## Ethos and Environment

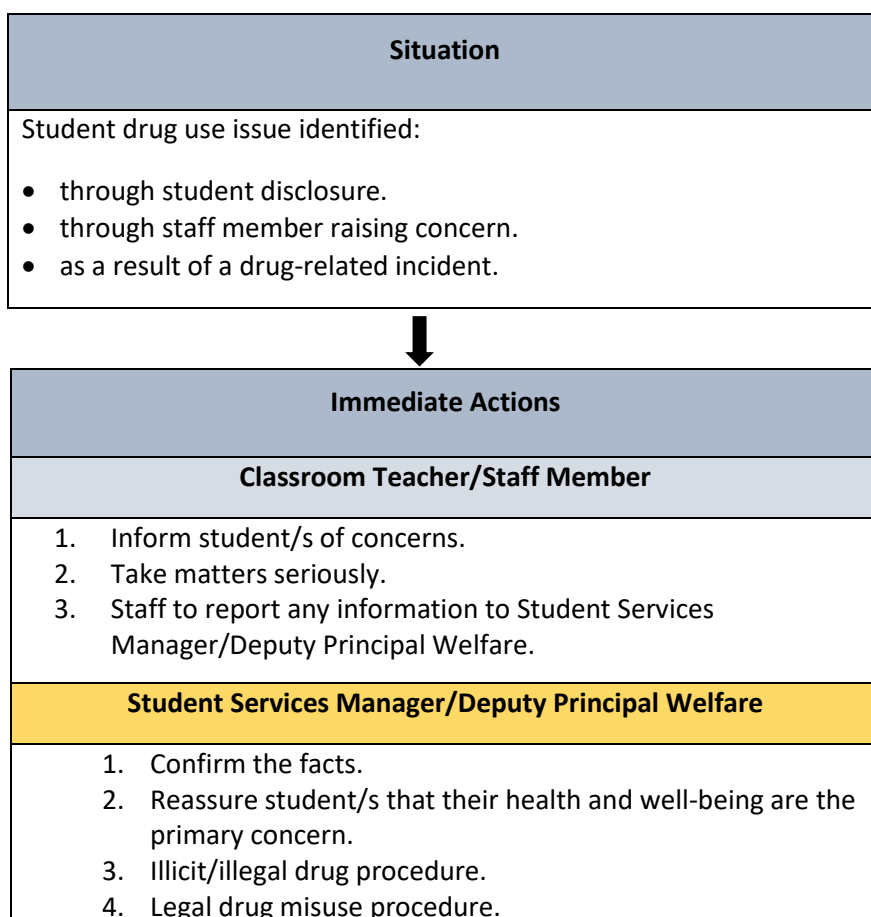
- A Changing Health Acting Together (CHAT) committee is established with representatives from the teaching and administration staff and school health service staff, working in consultation with students and parents.
- Drug education is included in whole-school planning.
- All students have the opportunity to participate in drug education programs and initiatives.
- Our *Whole-School Drug Education Plan* is reviewed on an annual basis in consultation with the school community.
- School administration supports staff attendance at professional development to broaden their understanding and enhance their confidence in working well with drug use issues.
- We have developed and implemented *Procedures for Incident Management and Intervention Support* and these have been communicated through the whole-school community as a part of the *Whole-School Drug Education Plan*.

## Parents and Community

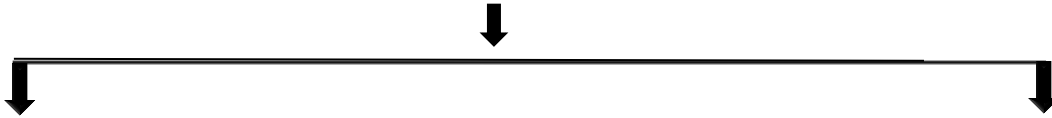
- Parents and families are involved in drug education initiatives.
- Drug education information and strategies for parents and families are provided on a regular basis through a variety of methods such as the newsletter, website and at school assemblies.
- SDERA's *Connect* ([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)), is used to identify resources and agencies that support and complement our school drug education initiatives.
- *Staff Handbook* is regularly updated and made available to all staff members and families, and includes our *Whole-School Drug Education Plan*.
- Dedicated health and well-being events are held throughout the school year and include a focus on drug education.

## Thornlie Senior High School Drug and Alcohol Policy

### Intervention Support Flow Chart



5. Inform support staff and document details.
6. Support student/s through referral process to appropriate staff members and/or outside agencies.



**Disciplinary Intervention Follow-up Actions if Required**

**STUDENT SERVICE MANAGER/  
DEPUTY PRINCIPAL WELFARE**

1. Implement appropriate disciplinary actions (e.g. loss of privileges, detention).
2. Suspension.
3. Suspension resolution.
4. Liaise with police.
5. Consult with parent/s.
6. Involve broader staff team.
7. Affirm student/s participation.
8. Document, monitor and evaluate.



**Student Welfare Interventions Follow-up Actions**

**STUDENT SERVICES MANAGER/  
DEPUTY PRINCIPAL WELFARE**

1. Refer to support staff involved.
2. Ensure inter-staff communication and feedback.
3. Engage broader school support.
4. Communicate with parents.
5. Refer to external agencies.
6. Promote student autonomy.
7. Affirm student/s participation.
8. Implement student welfare strategies.
9. Document, monitor and evaluate.

**IMMEDIATE ACTIONS**

**RESPONSIBILITIES**

**CLASSROOM TEACHER/STAFF MEMBER**

1. Inform student/s of concerns.
2. Take matters seriously.
3. Staff to report any information to Student Services Manager/Deputy Principal Welfare.

**STUDENT SERVICES MANAGER/DEPUTY PRINCIPAL – WELFARE**

4. Confirm the facts.
5. Reassure student/s that their health and well-being are the primary concern.
6. Illicit / illegal drug procedure.
7. Legal drug misuse procedure.
8. Inform support staff and document details.  
Support student/s through referral process to appropriate staff members and/or outside agencies.

## CLASSROOM TEACHER/STAFF MEMBER ACTIONS

### 1. Inform student/s of concerns

- Acknowledge the student's disclosure or, if you are raising the issue, advise of your concerns about possible drug use.
- Ensure safety for those directly and indirectly involved. Isolation or removal of other students may be required.
- Inform student/s of your designated role in providing support and state the boundaries of confidentiality – "I have a duty of care over the you and I am required to pass this information onto Student Service Manager/Deputy Principal Welfare".

### 2. Take matters seriously

- When an issue is disclosed or raised by a student, a peer or a staff member, it must be taken seriously, and intervention support procedures actioned.
- Get the facts, any other relevant information and attempt to clarify the situation.
- If safe to do so, collect any suspected drugs and drug paraphernalia.

### 3. Staff to report any information to Student Services Manager / Deputy Principal Welfare

- Make contact as soon as possible with either Student Services Manager or Deputy Principal Welfare.
- Pass on all information gained.
- Student Services Manager/Deputy Principal Welfare will then take over responsibility of the situation.
- Ensure the event and information is accurately documented in email to Student Service Manager.

## STUDENT SERVICES MANAGER/DEPUTY PRINCIPAL WELFARE ACTIONS

### 4. Confirm the facts

- Analyse the situation for safety.
- If responding to a disclosure or raising the issue, ensure privacy and apply a 'protective interrupting' strategy if disclosure is of a nature which requires this according to the jurisdictional requirements of the school.
- Attempt to clarify the situation and provide the options for follow-up (disciplinary and welfare) along with reassurance and encouragement.
- Determine if intervention is required by school nurse or psychologist and provide this support as appropriate to role.
- If a student is referred to you for intervention support following a drug-use incident, ensure you have the relevant referral information prior to engaging with the student.

### 5. Reassure the student/s that their health and well-being are the primary concern

- Reassure the student/s by involving them in the process to keep them aware and explain reasons for the actions which evolve.

### 6. Illicit / illegal drug procedure

- See illicit/illegal drug procedure on pages 6-7.

### 7. Legal drug misuse procedure

- See legal drug misuse procedure on page 8.

## 8. Inform staff and document details

- Ensure appropriate staff are involved and informed to broaden the support network. A diverse support network should be offered to support the student/s needs fully.
- Determine the need for outside agency support.
- Any information shared should be offered with respect for the student/s and in line with the school's confidentiality requirements, with consideration of the roles and requirements of other staff members involved.
- Document involvement and actions taken to fit with the school's reporting and record keeping strategies and the jurisdictional requirements of the school's education system.
- Ensure all engagements are appropriately and accurately documented using the Online Incident Support System.

## 9. Support the student/s through referral process to appropriate staff members and/or outside agencies

- If it is beyond your role to continue to address this issue with the student/s following a disclosure or following your initial awareness gained through raising this issue, acknowledge this to the student/s.
- Ensure appropriate referral within the school for continuing support.
- Being the initial contact person for the student is important that you remain a part of any on-going support process.
- If a student is referred to a staff member as a follow-up response to a drug-use incident, initial support should involve explanation and reassurance of what/who will be involved from here and an outline of the process which will follow.

## Illicit/Illegal Drug Procedure

### Actioned by Student Services Manager/Deputy Principal Welfare

Illicit / illegal drugs are drugs that have legal limitations on their ownership or use. They are illegal in certain situations.

1. Confiscate drug.
2. Notify police.
3. Police conduct enquiries.
4. Illicit activity suspected.
5. Student searches required.
6. Nature of substance uncertain.
7. Determine actions.
8. Provide intervention support.

### 1. Confiscate drug

- When illicit drug use is suspected the substance should be handed to the Student Services Manager / Deputy Principal Welfare.
- This should be witnessed by another staff member and the details of the confiscation and exchange of this substance should be documented.

### 2. Notify police

- The Principal should retain this substance in a sealed container in a secure place and notify police for this to be collected for lawful disposal.
- The Principal should appraise the situation and liaise with the local police contact to determine if further police involvement is warranted.
- Actions taken should continue to give priority to the welfare of the student/s involved and the wider student community.

### 3. Police conduct enquiries

- Police will then carry out enquiries consistent with approved police practice.

#### 4. Illicit activity suspected

- Where there are implications of illicit activity, investigations are the responsibility of the police.
- Principals should not investigate further than establishing the basic facts, unless advised to do so by police.

#### 5. Student searches required

- This should only occur where reasonable grounds for suspicion exist and there are no other means of resolving the issue and consideration should be given to engaging police assistance.
- Where a search is considered necessary due to immediate threat or concern, the Principal/Deputy Principal Welfare should obtain the permission of the student and may ask them to empty their pockets and/or bags. This should occur in private and in the presence of an independent observer.
- Where due concern exists and permission from the student is not forthcoming, the police should be contacted to deal with the matter further.

#### 6. Nature of substance uncertain

- If the substance cannot be identified, the Principal/Deputy Principal Welfare may request for it to be analysed by the police.
- The actions which follow in terms of further incident management may depend on the result of the analysis.

#### 7. Determine actions

- Should the evidence demonstrate that an illicit drug-related incident or behaviour has occurred, professional judgement about the actions which follow for the student/s within the school should be made in conjunction with police.
- If the police need to interview a student on school premises, a parent or alternative nominated, independent observer must be present when this occurs.
- Further actions taken in the school may involve parent/s and school staff working with the student.
- A strong focus should remain on the student's welfare and respect for confidentiality.
- These actions must fit in with the school's jurisdictional requirements and will have a disciplinary as well as an educative/support focus.
- Where the police are involved, the consequences for the student/s will vary in relation to the type of offence (e.g. trafficking, cultivation, possession, amount of drug, prior convictions).
- Legal action may be required such as a formal caution by police or a referral to a drug diversion program.
- Student circumstances should be taken into account and focus should remain on student welfare.

#### 8. Provide intervention support

- Determining further actions.
- These should include Intervention Support, refer to the Intervention follow up support.

### Legal Drug Misuse Procedure

#### Actioned by Student Services Manager/Deputy Principal Welfare

A drug is any chemical that affects the human body or mind when it is swallowed, breathed in, or consumed in another way.

Legal drugs are classified by law, they include but are not limited to: prescription medication, cigarettes and alcohol.

1. Consult with parent/s.
2. Determine actions.
3. Provide Intervention Support.

### 1. Consult with parent/s

- Inform parent/s of the student/s situation in regards to the incident and the misuse of the drug.
- Consult with parent/s about the actions to be taken and invite them to attend the school to discuss the issue further.
- Parental support is fundamental in dealing with drug-related issues.
- Remain aware of the school's confidentiality requirements.

### 2. Determine actions

- Should evidence indicate that a legal drug has been or is being used, professional judgement of School Nurse in conjunction with Executive Team members about the actions which then occur should be made in conjunction with the student/s, parent/s and relevant school staff, mentioned above, as fits with the school's jurisdictional requirements.
- A strong focus should remain on student welfare.
- Where a legal drug is being used illicitly (e.g. sale of prescription medication) refer to follow-up actions for illicit drugs.
- If Volatile Substance Use (VSU) is suspected, a targeted approach to intervention should be initiated. This should include only the student/s involved in the incident.
- Staff should seek support from an external drug counselling agency (e.g. Community Drug Service).
- Ongoing Intervention Support should then be provided in consultation with this external agency.

### 3. Provide intervention support

- Disciplinary and student welfare interventions follow up actions should then be followed.

## Disciplinary Interventions Follow-up Actions If Required

### Actioned by Student Services Manager/Deputy Principal Welfare

Illicit, legal and illegal drugs:

1. Implement appropriate disciplinary actions (e.g. loss of privileges, detention).
2. Suspension.
3. Suspension resolution.
4. Liaise with police.
5. Consult with parent/s.
6. Involve broader staff team.
7. Affirm student/s participation.
8. Document, monitor and evaluate.

### 1. Implement appropriate disciplinary actions

- Implement discipline strategies appropriate to the circumstances of the student/s. These may involve loss of privileges, detention and where warranted, other deterrent practices associated with inappropriate behaviour.
- Disciplinary Interventions should be actioned with relevant Student Welfare Interventions.

### 2. Suspension

- Suspending a student in response to a drug-related incident or behaviour, may be the required outcome. However, it should be noted that suspension can decrease a student's connection with school and may increase the likelihood of the student engaging in further risk-taking behaviour.
- The safety of the student and their external situations should be taken into consideration if a suspension is considered necessary as a deterrent response.
- An isolated in school detention may be applied if deemed of greater benefit to the student/s needs.



### 3. Suspension resolution

- The Principal should consult with other staff, the parent/s and the student involved to develop a plan to resolve the suspension. This may include agreed statements about short and longer-term goals, performance/attendance agreements and timeline for engagement with the targeted Student Welfare Intervention.
- All students who have been suspended for a drug-related issue should be provided an opportunity to participate in a targeted student welfare intervention program with the school nurse, to address their drug-related behaviour/s. This may occur within the school or through referral to an external agency.

### 4. Liaise with police

- Where police action has been involved, liaise with the parties to whom the student is being referred (e.g. diversion program, external counselling program, mental health program) to see where the school can retain a support role in this process.

### 5. Consult with parents

- The Student Services Manager/Deputy Principal Welfare should communicate, discuss and consult with the parent/s while adhering to the school's confidentiality requirements.
- Student welfare should remain a priority. Parent support in working with the school is fundamental in dealing with drug-use issues and in working to address student behaviour.
- Where suspension is required, the intention to take this action and the reasons behind this should be communicated to parents through the normal suspension procedure.

### 6. Involve broader staff team

- Involving staff whom the student/s find approachable and to whom they relate well, can encourage ongoing connection and engagement with the school in spite of the disciplinary measures.
- Staff roles in on-going support may vary from monitoring and awareness, to actioning discipline and support measures as part of the overall support team.
- When exchanging information, do so in line with the school's confidentiality requirements.

### 7. Affirm student's participation

- Students will attend a return from suspension meeting with Manager Student Services / Deputy Principal Welfare/Year Coordinator
- Affirm the student/s for their commitment to the process and for appropriate behaviour / achievements in other school contexts.
- Prior to re-entering the school, a restorative meeting should be held with staff member who took immediate action.

### 8. Document, monitor and evaluate

- Document involvement in the incident response and the actions taken using OINS.
- Monitor and evaluate the effectiveness of the actions taken and the procedures followed.
- If required, hold a staff debriefing process adhering to the school's confidentiality requirements with the required staff members.
- The Principal / Deputy Principal Welfare should use discretion to determine who on the staff team requires more in-depth information in order to assist the student (e.g. pastoral care team and/or student health services) and should respect the student's privacy and the school's confidentiality requirements.
- Remind all to be familiar with the *Whole School Drug Education Plan* and of the procedures and consequences that follow inappropriate behaviour.
- Evaluate the success of the procedures and consider staff attendance at relevant professional development (e.g. SDERA workshops) to increase capacity to work with such incidents.

## Student Welfare Interventions Follow-up Actions

### Actioned by Student Services Manager/Deputy Principal Welfare

Illicit, legal and illegal drugs:

1. Refer to support staff involved.
2. Ensure inter-staff communication and feedback.
3. Engage broader school support.
4. Communicate with parents.
5. Refer to external agencies.
6. Promote student autonomy.
7. Affirm student/s participation.
8. Implement student welfare strategies.
9. Document, monitor and evaluate.

#### 1. Refer to support staff involved

- Specialist school support staff nurse can provide opportunities for students to be involved in exploring the factors contributing to a drug-use issue. These factors may be many and complex, or they may be circumstantial.
- A targeted intervention program should be developed to identify and address triggers and potential triggers to drug use and other risk-taking behaviour.
- Specialist support staff can include student services teams, school psychologist, school nurse, school chaplain, year leaders and extends to approachable staff through the school.
- The support role provided clearly varies in intensity according to job role, while this approach allows broader school awareness, support and monitoring.
- A team approach is also inclusive and supportive for the staff who are providing support.

#### 2. Ensure inter-staff communication and feedback

- In some cases, staff members may need to be informed of the needs of the student/s. Use of inter-staff communication process will be used to convey required information between staff involved in supporting a student through an intervention.
- Attention should be made to act with respect to the student/s privacy and adhere to the school's confidentiality requirements.
- All parties do not require all of the information so staff should report information according to their role and apply professional discretion.
- The student/s should be advised of the boundaries of confidentiality upfront to ensure understanding of the purpose of the information exchange process.

#### 3. Engage in broader school support

- Link with other relevant departments and individuals who may contribute to addressing issues underlying the student's drug use (e.g. to engage support for learning difficulties, home/school liaison, school nurse for medical issues).

#### 4. Communicate with parents

- Involve the parent/s to support the student and the intervention process, while again respecting privacy and confidentiality.
- Level of parental involvement may be at the discretion of the staff member coordinating the support intervention and depending on the student/s wants, needs and circumstances.
- Where parent drug use is acknowledged, refer to page 74 of the *Getting it Together* SDERA resource.
- Parents should be made aware of support services available to them.

### 5. Refer to external agencies

- The school's support staff may recommend referral to an external community-based agency for an appropriate level of intervention, such as those involving a need for drug counselling or support with mental health, family or neglect issues.
- An appointed specialist school staff member or case manager should maintain contact with the agency. They should agree to appropriate exchange of information between agency and school while adhering to the school's confidentiality requirements.
- It may be of benefit to use a *Referral form for Intervention Support*.
- Establishing this relationship through to community-based support agencies allows the school to ensure that they meet the required care for the student/s while they work through this process, either at school or on their return to school should the intervention have led to a period of absence.

### 6. Promote student autonomy

- As far as possible, inform and involve the student/s in the processes in which they are engaged throughout the intervention period.

### 7. Affirm student/s participation

- Affirm the student/s for working with the intervention.

### 8. Implement student welfare strategies

- To support the intervention, consider using strategies such as peer support, buddy programs and mentoring programs if required.

### 9. Document, monitor and evaluate

- Document involvement in the incident response and the actions taken using the Online Incident Notification System.
- Monitor and evaluate the effectiveness of the actions taken and the procedures followed.
- If required, hold a staff debriefing process adhering to the school's confidentiality requirements with the required staff members.
- The Principal / Deputy Principal Welfare should use discretion to determine who on the staff team requires more in-depth information in order to assist the student (e.g. pastoral care team and/or student health services) and should respect the student's privacy and the school's confidentiality requirements.
- Remind all staff to be familiar with the *Whole School Drug Education Plan* and of the procedures and consequences that follow inappropriate behaviour.
- Evaluate the success of the procedures and consider staff attendance at relevant professional development (e.g. SDERA workshops) to increase capacity to work with such incidents.

## Drug and Alcohol Policy Information Sheet

**In the event of a drug use incident or where a student requires intervention for a drug use issue, the steps outlined in our flow chart for Incident Management and Intervention Support will be followed. In summary:**

- The parent/s will be notified by appropriate personnel.
- The Principal will consider notifying police if illicit drug use is suspected.
- Both student/s and parent/s will be offered support through appropriate interventions.
- The incident or issue will be documented, and other relevant agencies involved.
- Respect will be given to privacy and confidentiality by and for all parties.
- The health and well-being of all parties involved will be given priority.
- Please see [www.thornlieshs.wa.edu.au](http://www.thornlieshs.wa.edu.au) for further information on this policy.

**Thornlie Senior High School does not permit students while on school premises, at any school function, excursion or camp to:**

- Smoke and/or possess tobacco products.
- Consume, possess or be affected by alcohol.
- Possess and/or use pharmaceutical drugs for non-medicinal purposes.
- Possess and/or use volatile substances.
- Possess and/or use illicit drugs.
- Possess and/or use drug-related equipment, with the exception of for intended legitimate medicinal use.

| School Contacts                                                                                 | Useful Contacts and Information                                                                                                                                         |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Principal – Donna McDonald</b><br/>Contact number: (08) 6235 7900</p>                     | <p><b>School Drug Education and Road Aware (SDERA)</b><br/>(08) 9402 6415<br/><a href="http://www.sdera.wa.edu.au">www.sdera.wa.edu.au</a></p>                          |
| <p><b>Deputy Principal Welfare – Glenn Henly</b><br/>Contact number: (08) 6235 7900</p>         | <p><b>Community Drug Service – Palmerston</b><br/>Contact number: (08) 9267 2400</p>                                                                                    |
| <p><b>School Health Nurse – Sue James / Sheila Dixon</b><br/>Contact number: (08) 6235 7900</p> | <p><b>Community Drug Service – Drug and Alcohol Youth Service (DAYS)</b><br/>Contact number: (08) 9222 6300</p>                                                         |
| <p><b>Student Services Manager – Gary Roberts</b><br/>Contact number: (08) 6235 7900</p>        | <p><b>Palmerston Community Drug and Alcohol Service</b><br/>Contact number: (08) 9267 2400</p> <p><b>Armadale Police Station</b><br/>Contact number: (08) 9399 0222</p> |
| <p><b>School Psychologist – Allison Hanshaw</b><br/>Contact number: (08) 6235 7900</p>          |                                                                                                                                                                         |

## D. Late to School Policy

### Late to School Policy

Punctuality is an important facet of our personal makeup, and a facet we promote with TSHS students with a view to engage them appropriately with each subject and maximize their learning opportunities.

The **Late to School** Policy aims to:

- Promote punctuality and preparedness for learning as a valuable personal trait
- Encourage students to take responsibility for their own behaviours
- Maximise learning opportunities by minimising late arrivals and disruptions to lessons.

A **Late to School** offence refers to:

- Arriving to the first lesson of the day after the bell at 08:45am, more than once in a defined school week.
- The student does not have legitimate claim to a SMS, phone call or email, or produce a note that authorises the repeat Late Arrivals (absences) from their parent/guardian.

#### Late To School Procedures

Thornlie Senior High School has established the following procedures for students involved in **Late to School** offences (as defined above.)

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

|                                            |                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FIRST Offence</b><br><b>Date:</b>       | <ul style="list-style-type: none"><li>• SS Staff interview student and discusses further consequences for repeat offences.</li><li>• Reprimand given with a clear warning about repeat offences.</li><li>• Letter sent home regarding <b>Late to School</b> offences.</li></ul>                                                 |
| <b>SECOND Offence</b><br><b>Date:</b>      | <ul style="list-style-type: none"><li>• SS Staff interview student and administers <b>Lunch Detention</b> for this second offence</li><li>• Reprimand given with a clear warning about repeat offences</li><li>• Letter sent home regarding <b>Late to School</b> offences</li></ul>                                            |
| <b>THIRD Offence</b><br><b>Date:</b>       | <ul style="list-style-type: none"><li>• SS Staff interview student and administers <b>After School Detention</b>.</li><li>• Letter sent home regarding <b>Late to School</b> offences.</li></ul>                                                                                                                                |
| <b>SUBSEQUENT Offences</b><br><b>Date:</b> | <ul style="list-style-type: none"><li>• Student is allocated '<b>Eco-Management Duties</b>' in the After School Detention timeslot <b>OR</b> complete identified tasks for <b>Catch-up</b> of missed lesson time in the After School Detention timeslot. (cleaning up the yard or cleaning up on missed lesson tasks)</li></ul> |
| <b>Case by Case</b>                        | <ul style="list-style-type: none"><li>• Students lose their '<b>Good Standing</b>' within the school, resulting in losing privileges related to reward excursions and school representation in non- timetabled events on the school roster.</li></ul>                                                                           |

Student Services Staff: \_\_\_\_\_ Date: \_\_\_\_\_

## Checklist for Teaching Staff

### Have You .....

Discussed your classroom expectations with your class?

- Clearly published your classroom rules and the behaviour management structure/program applying to your classroom? Refer to the PBS Matrix
- Checked to see when the misbehaviour occurs – morning, before lunch, afternoon, continually? Is there any pattern of misbehaviour?
- Checked to see what the student is actually doing to concern you? Be specific in describing the misbehaviour.
- Check to see that the content being taught is appropriate to the student?
- Thought about modifying your program?
- Considered whether your consequences are fair and reasonable and whether you're able to consistently enforce them?
- Considered whether your consequences are fair and reasonable and whether you're able to consistently enforce them?
- Considered positive reinforcements/rewards to promote success? ie. Letter of Commendation, House Points, contact with parents?
- Thought about modifying your behaviour?
- Considered cultural or other special factors?
- Isolated the students in class or moved them close to your table?
- Changed the physical seating arrangement of the students?
- Considered that a less pleasant activity is more likely to be completed when followed by a pleasant activity?
- Sent home a Letter of Concern? Made contact with parents?
- Followed the School Positive Student Behaviour Support Plan?
- Planned lessons to suit the time of day if possible i.e. "heavy" lessons in the morning?
- Planned for students to be successfully on task?
- Provided specific feedback regarding your students' behaviour?
- Considered presenting information through a variety of formats and catered for different learning styles?
- Recorded all incidents in Chronicle on Compass?

## Letter of Concern Procedures

- A letter of concern for your Learning Area can be found on Compass Chronicle. The procedure to complete a Letter of Concern is as follows:
  1. Add Chronicle entry for the student
  2. In the Template field under Attitude/Behaviour select Letter of Concern for your particular Learning Area.
  3. Complete the subject/course
  4. Select area/s of concern
  5. Select action/s taken
  6. Add a concise comment explaining your concerns
  7. Save and close
- Once completed and saved the Letter of Concern will be forwarded to your HOLA/TIC for approval
- When the HOLA/TIC approves the Letter of Concern it will be forwarded to the Parent/Guardian

## Reward and Recognition Incentives

All staff encourage positive student attitude to school by acknowledging effort, achievement and appropriate behaviour. This applies to senior school and lower school students.

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Staff</b>                                          | <p>Praise students for consistent effort, academic achievement and improved behaviour.</p> <ul style="list-style-type: none"> <li>• Praise and encouragement</li> <li>• Student House Points Reward</li> <li>• Letter of Commendation</li> <li>• Certificates of Achievement/Recognition</li> <li>• Classroom incentives/privileges</li> <li>• Representing the school in sporting/academic events</li> <li>• Camps and field trips</li> <li>• House/Home Room reward excursions</li> </ul> |
| <b>Year Coordinators<br/>and<br/>Student Services</b> | <ul style="list-style-type: none"> <li>• Student of the Month</li> <li>• Attendance Champions</li> <li>• Extra-curricular activities and reward excursions</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <b>Principal<br/>and<br/>Deputy Principals</b>        | <ul style="list-style-type: none"> <li>• Presentations at school assemblies:</li> <li>• Attendance and Student of the Month certificates/prizes</li> <li>• Honour Certificates for academic/sporting or other achievements</li> </ul>                                                                                                                                                                                                                                                       |

## REWARD POSITIVE BEHAVIOUR

## Suspension Policy

The Department of Education accepts the use of student suspension and exclusion procedures as an effective behaviour management strategy for students in serious or persistent breaches of the school's code of conduct.

Suspension removes the student from the school environment, reduces the opportunity for reinforcement of their behaviour and provides a period of respite between the incident and the resolution process. This provides an opportunity for students, parents, and school staff to think about the incident and behaviours, enabling a considered, positive resolution and re-entry plan. Consultation may lead to the establishment of an Individual Behaviour Management Plan if required.

### Reasons for Suspension

The following behaviours are most likely to result in a period of suspension:

- Physical assault or intimidation of staff
- Verbal abuse or harassment of staff
- Physical assault or intimidation of students
- Verbal abuse or harassment of students
- Wilful offence against property
- Violation of school Code of Conduct, behaviour management plan, classroom rules or school rules
- Substance abuse
- Illegal substance offence
- Negative behaviour – other
- E-beaches

### Imposing a Period of Suspension

- After a student has received a number of Letters of Concern and has reached Tier 3 of the Positive Student Support Plan and has not modified their behaviour or has committed a serious breach of the school's Code of Conduct, they may be suspended from school.
- The Principal can only decide a formal suspension. However, if the Principal is unavailable, the Deputy Principals, Manager of Operations, Student Services Manager and Year Coordinators have authority to suspend. Any decisions regarding suspension will be made after discussion with a member of the School's Executive Team to ensure consistency and that the student has been afforded procedural fairness.
- Students can be suspended from between 1 and 10 days depending on the type, frequency and severity of the offence.
- Prior to imposing a period of suspension the behaviour /incident must be fully investigated.
- The student/s are to be given the opportunity to respond to the behaviour/incident verbally and in writing. If a student refuses to comment or provide feedback this will be noted.
- During an investigation into an alleged offence, the student/s involved will most likely be withdrawn from classes. This is dependent on the nature and circumstances of the offence and is at the discretion of the investigating staff member.
- All documentation is to be completed and forwarded to the Manager of Student Services.
- When the school proposes to suspend a student the parents will be notified. The reason/s for the suspension will be made clear and the parents given the opportunity to respond and discuss possible sanctions that may be imposed. In some circumstances it may be possible to negotiate an alternative to suspension.
- Students suspended will be sent straight home after a suitable arrangement has been made between the school and the parent or person responsible for the student. Until this parent contact is made the student will remain on in-school suspension and withdrawn from normal classes.
- A copy of the Suspension Notification will be emailed and/or posted home, sent with the student and placed on the student's file.
- The Suspension Notification must contain:
  1. The reason for the suspension from school



2. The duration of the suspension and date that the student may return to school
3. The name of a school staff member that parents or the student can contact, and information regarding any specific conditions attached to the suspension
4. During the period of suspension parents are responsible for the student and students may not enter school grounds without specific permission from the Principal.
5. On return from suspension a student must return with his/her parent/guardian, unless an alternative arrangement has been made

### **Education Instruction for Students Suspended from School**

- Any student who is suspended from school for 3 or more consecutive school days or has accumulated 5 days suspension within the year will be provided with a package of school work to be completed during the period of suspension.
- Suspended students will be provided with the opportunity to complete assignments or assessments conducted during the period of suspension.

### **Return from suspension**

- Students returning from suspension must be accompanied by a parent/guardian (unless an alternative arrangement has been made) and complete a satisfactory interview with Manager of Student Services or other designated staff member. The student must present in both full school uniform and be prepared for class.
- The student must submit their completed Suspension Contract Form. If the student was provided with a "suspension package" of schoolwork this will be also be checked (and forwarded to appropriate teachers).
- The incident or issue, which led to suspension, must be resolved before the child is able to resume normal classes. At this point strategies should be implemented to prevent future re-occurrences of the behaviour/s.
- The student shall be placed on a Behaviour Card and monitored by the Student Services Manager until satisfied that the student's behaviour is acceptable and that the initial problem is resolved.
- Students who are suspended automatically lose all extra-curricular privileges (anything that is not part of the compulsory curriculum).

### **Suspension Review Conference**

- Should a student demonstrate behaviour likely to lead to exclusion, a Case Conference will be held. The panel may include:
  - A member of school administration
  - The parent/guardian of the child
  - An appropriate community member
  - A school psychologist and/or district office representative
  - Aboriginal Education and Islander Officer and/or Aboriginal Liaison Officer in appropriate
- The purpose of this conference is to:
  - Review the child's suspension record and further develop strategies and programs to assist in the prevention of further suspensions.
  - Clearly outline to the student and parent/guardian the consequences of further negative behaviours.

### **Exclusion**

- Exclusion is a legal process which involves prevention of a student from attending a particular school, or all schools, for a fixed period of time or permanently.
- The purpose of student exclusion is the protection of the school community. Exclusion benefits the school rather than the excluded student because it preserves the rights of others in the school community to learn, to teach or to support those who do.

- The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite school intervention.
- The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline in the following ways:
- Has threatened the safety of any person on the school premises or participating in an educational program of the school; or
- Is likely to cause or result in damage to school or personal property; or
- Has significantly disrupted the education instruction of other students.
- The students and parents must be notified of precisely why a recommendation for an exclusion order is being considered and be given every opportunity to show why the recommendation should not proceed.

### **Role of the Principal**

The principal shall monitor and review all suspensions.

- Parents and students have the right of appeal regarding all suspensions.
- In exceptional circumstances the Principal may permit variation from this policy in order to ensure equity and good order in the school.

## E. Uniform Policy

### THORNLIE SENIOR HIGH SCHOOL

## Uniform Policy

The schools uniform requirements, including headwear, footwear and other aspects of personal presentation were developed in consultation with students, parents/guardians and staff. The Thornlie Senior High School Council has endorsed these uniform requirements for all students attending the school.

Secondary school students are required to wear a school uniform and meet the dress standards of the school.

The School Board and the Community believe a school uniform:

- Fosters and enhances the public image of the school within its community
- Develops students' sense of belonging and connection to the school community
- Provides an opportunity to build school spirit
- Promotes a sense of inclusiveness, non-discrimination and equal opportunity
- Enhances the health and safety of students when involved in school activities
- Increases the personal safety of students and staff by allowing easier identification of visitors and potential intruders to the school
- Prepares students for work, as many work places have dress and safety codes
- Encourages students to wear professional attire with dignity

### Enrolment and Acceptance of Uniform Policy

Acceptance of enrolment at the school is deemed as an agreement between the parent/guardian, enrolling student and school that the student will comply with the School Uniform Policy.

### School Uniform Requirements

#### Students in Years 7 - 12

- ✓ Thornlie SHS navy blue polo shirt with logo
- ✓ Thornlie SHS navy blue unisex shorts or track pants
- ✓ Thornlie SHS navy blue zip jacket
- ✓ Thornlie SHS leavers' jacket with logo (Year 12 only). Note: Only jackets with school logos are suitable. Plain, 'un-logo'ed' items do not meet dress code.

#### Physical Education

- ✓ Thornlie SHS physical education royal blue polo shirt with white panel and logo
- ✓ Thornlie SHS plain black shorts
- ✓ Students must change for Physical Education and wear appropriate sports shoes. Hats and SPF 30+ sunscreen should be worn outdoors.

#### Footwear

- ✓ Any covered and closed, low heeled shoes e.g. leather lace up school shoes or joggers, with navy or white socks and navy blue stockings for girls
- ✓ NOTE: Thongs, health sandals, Ugg boots, light fabric canvass shoes, slip-ons, high heels, fashion shoes and similar are NOT acceptable footwear.

## Headgear

- ✓ Protective headgear e.g. peaked caps, preferably in school colours
- ✓ Beanies, Hoodies and similar are NOT to be worn to school

**NOTE:** Denim is NOT part of the uniform and is not to be worn to school.

All clothing must be clean, tidy and in good repair.

Students who do not meet the uniform requirements will report to Student Services to address the issue.

Students will be offered choices to address and correct the uniform issue:

- Select a loan item from the uniform library and change into the correct uniform.
- Call home – to arrange a parent or guardian to deliver correct uniform for student
- Call home – to gain permission for the student to travel home, address uniform issues and return to school.

After addressing uniform concerns the student is invited back to class.

No solution – Student completes school work under the supervision of Student Services staff.

## IN UNIFORM, IN CLASS

***Students and families are aware of our requirements before accepting enrolment at our school.***

Students dressed in full school uniform are all part of the public image, which is so important to a school. They are the face we present to the community.

It is in all our interests to ensure our school maintains a high profile and a positive image in the community.

If families face financial difficulties in regards to uniform, the school can assist through the student assistance scheme. All enquiries to the Principal are confidential.

### **Availability of School Clothing**

Thornlie SHS school clothing can be purchased from the UNIFORMCONCEPTS store in Willetton.

This arrangement has many advantages and enables parent's great access, customer service and stock levels. It will be especially beneficial for working parents who will be able to purchase uniform inside and outside of normal school hours.

All items of school uniform are available at the school's Uniform Shop (except for school shoes).

An external provider – Uniform Concepts, operates the Uniform Shop. Located at 30 Kembla Way, Willetton. It is open on Monday – Friday 9am – 5pm (Thursday 6pm) & Saturday 9am – 1pm.

## F. Smoking Policy

### THORNLIE SENIOR HIGH SCHOOL

## Smoking Policy

Thornlie Senior High School is committed to providing and maintaining safe and healthy working and learning environments for all staff, students and visitors.

Smoking is prohibited within the school buildings and grounds at Thornlie Senior High School as per the Department of Education's *Smoking in the Workplace* policy.

The school's smoking policy aims to:

- Establish and maintain a smoke free environment for staff, students and visitors. **Students are not permitted to be involved in smoking incidents in any area of the school property or at any school related activity or function.**
- Educate students about the harmful effects of smoking and passive smoking.
- Provide consequences for students involved in smoking incidents.

A smoking incident refers to:

- Being with other smokers.
- Possessing smoking implements (e.g. cigarettes, tobacco, lighters, matches, pipes, etc).
- A student smoking.

### STUDENT SMOKING INCIDENT PROCEDURES

Thornlie Senior High School has established the following procedures for students involved in smoking incidents.

| <b>Staff report smoking incidents to the Manager of Student Services with details which must include:</b> |                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                           | <ul style="list-style-type: none"><li>• Names of student/s involved</li><li>• Date and place of incident</li></ul>                                                                                                                                                                                                      |
| <b>FIRST INCIDENT</b>                                                                                     | <ul style="list-style-type: none"><li>• Manager Student Services interviews student and discusses further consequences for repeat offences.</li><li>• Reprimand given with a clear warning about repeat offences.</li><li>• Letter sent home regarding Smoking Offence.</li></ul>                                       |
| <b>SECOND INCIDENT</b>                                                                                    | <ul style="list-style-type: none"><li>• Manager Student Services interviews student and discusses further consequences for repeat offences.</li><li>• Complete a lunchtime detention, along with completion of education package (whilst in detention).</li><li>• Letter sent home regarding Smoking Offence.</li></ul> |
| <b>THIRD INCIDENT</b>                                                                                     | <ul style="list-style-type: none"><li>• Manager Student Services interviews student and discusses further consequences for repeat offences.</li><li>• Compulsory counselling session with the School Nurse.</li><li>• Letter sent home - Suspension from school for one day.</li></ul>                                  |
| <b>SUBSEQUENT INCIDENTS</b>                                                                               | <ul style="list-style-type: none"><li>• Referred to Deputy Principal - Welfare.</li><li>• Further internal or external suspension from school.</li><li>• Letter sent home - Suspension from school for one day. Students may be banned from all school functions and activities.</li></ul>                              |

## G. Good Standing Policy

### Good Standing Policy (Senior School)

#### Overview:

It is essential to clearly state the standard of performance necessary for students to succeed and enter the post-school destination of their choice. These standards must be clearly and regularly communicated to students so that they know and understand what is expected from them in terms of their school performance.

Post-school destinations, such as universities and TAFE, clearly articulate the standards of performance required to enter their respective institutions. Similarly, the School Curriculum and Standard Authority (SCASA) clearly describes the standard of performance necessary to be awarded a Western Australian Certificate of Education (WACE) – commonly referred to as graduation.

Further, teachers at Thornlie Senior High School clearly communicate the standards required to successfully achieve the requirements of each course of study. They do this by providing students with syllabus documents, which clearly describe what students must know and understand. Teachers also provide students with assessment programs that describe how and when teachers will make judgments about student performance.

When teachers assess student performance, they provide a clear outline of what is required on a particular assessment, what will be assessed and when this will occur.

Teachers also provide information about other matters that may affect student performance, such as the level of attendance required to succeed and the types of conduct, which will support student success within a course of study.

It is the role of the Senior School Good Standing policy, within the context of Thornlie Senior High School, to clearly set and coordinate a standard of student performance across the school program. The school performance standards relate to the level of student performance needed to achieve a WACE and to have a high chance of successfully entering a post-school destination of choice.

This policy outlines the school standards for Academic Performance, Attendance, Commitment and Behaviour that are considered necessary to meet the requirements of Thornlie Senior High School, the Western Australian Certificate of Education (WACE) and the various post-school destinations. This policy provides an overall standard against which all student performance will be assessed.

The degree to which each student achieves the standards will help determine their 'standing' for a semester. Students will be identified as falling into one of three groups relating to achievement against each of the standards set. The three performance groups are:

- Advanced Standing.
- Good Standing.
- Conditional Standing

#### Section 1: Rationale

It is essential to clearly state the standard of performance necessary for students to succeed and enter the post-school destination of their choice. These standards will be clearly and regularly communicated to students so that they know and understand what is expected from them in terms of their school performance.

Teachers at Thornlie Senior High School clearly communicate the standards required to successfully achieve the requirements of each Course that students undertake. They do this by providing students with:

- A syllabus document, which clearly describe what students must know and understand.
- An assessment outline that describes how and when teachers will make judgments about student performance. When teachers assess student performance, they provide a clear outline of what is required on a particular assessment, what will be assessed and when this will occur.
- Information about other factors that may affect student performance, such as the level of attendance required to succeed and the types of conduct, which will support student success.

## **Section 2: Standards**

The Thornlie Senior High School Senior School Good Standing Policy relates to the level of student performance that will best support achievement of the Western Australian Certificate of Education (WACE) and to have a high chance of successfully entering a post-school destination of choice. It outlines standards in relation to Commitment, Academic Performance, Attendance and Conduct.

### **A. Commitment**

All students will be provided with the opportunity to engage in relevant and meaningful curriculum. Students are responsible for giving themselves every opportunity to achieve their full potential. Student commitment can be demonstrated through the five attributes on their semester report.

### **B. Academic Performance**

All students will be provided with the opportunity to develop knowledge and skills to achieve success at school and be best placed to make a meaningful transition to a post school destination of their choice. Students will achieve this by making appropriate selections for Year 11 enrolling in either:

- an ATAR pathway (four or five School Curriculum and Standards Authority ATAR Courses plus a Vocational Education and Training (VET) Certificate), or
- a General pathway (five School Curriculum and Standards Authority General Courses plus a Vocational Education and Training (VET) Certificate), or
- the Big Picture Academy.

Students entering Year 12 will continue their chosen pathway in a strategic manner to maximise their options for their Exit plan.

### **C. Attendance**

There is a very strong connection between the academic performance of Senior School students and their attendance and participation in the learning program. Absence is likely to impact on a student's ability to understand the material covered and to successfully complete the assessment program to the best of their ability.

### **D. Conduct**

All students in Senior School at Thornlie Senior High School are expected to maintain a high level of conduct at all times. Good conduct ensures that students give themselves the best opportunity of focusing on achieving their academic potential. Further, good conduct ensures that students develop strong positive working relationships with their peers and teachers.

The following are considered aspects of appropriate conduct:

- Valuing education
- Respecting school rules – including the Uniform Policy;
- Respecting the rights of others (including all school staff);
- Appropriate organisation and preparation; and
- Appropriate use of class time.

### Section 3: Parameters used for assessing students standing per semester

Each student will have the standards assessed to help determine their 'Standing' for a semester. Students will be identified as falling into one of three groups relating to achievement against each of the standards set for Senior School. There are three standings:

- Good Standing
- Advanced Standing
- Conditional Standing

All students will commence on 'Good Standing' when they enrol at Thornlie Senior High School. Student standings will be re-determined at the end of each semester and feedback will be provided to students regarding their current standing. It will also be used to determine whether students are acquiring maximum support for achieving a WACE and the various standards for entering post-school destinations.

#### Good Standing

Students who are deemed to have maintained Good Standing in a semester will have achieved the following levels of performance in relation to the Senior School standards (Section 2):

- **Commitment Standard**  
Obtain at least 50% combined 'Consistently' and 'Often' attributes on Semester report.
- **Academic Standard**  
Obtain a minimum "C" grade in 60% or more Courses i.e. 3 or more "C" Course grades for ATAR and General pathway students.
- **VET Standard (where a student has enrolled in a VET Certificate Year 11/12)**  
Year 11: Achieved Year One Units as set in Year Program.  
Year 12: Completion of full VET Certificate.
- **Attendance Standard**  
90% attendance or better in all six courses studied.
- **Conduct Standard**  
Maintain appropriate conduct across the school.

Students who maintain Good Standing in a semester will have access to all of the privileges of Senior School including:

- Represent the school in student affairs and other extra-curricular activities such as carnivals, sporting events and performances.
- Access to school and year group functions, such as the school ball.
- Other privileges for students maintaining good standing as arranged by the school, including such things as Workplace Learning and Academic Reward Excursion.

Students who lose their Good Standing may not participate in extra-curricular activities such as camps, excursions, school trips intra- and inter-state or overseas, social functions or performances that are not an essential part of the educational program.

#### Advanced Standing

Students are deemed to have excelled in relation to the commitment standard (Section 2) when they have achieved the following levels of performance in a semester:

- **Commitment Standard**  
Obtain at least 80% combined 'Consistently' and 'Often' attributes on Semester report.
- **Academic Standard**  
Obtain a minimum "C" grade in all Courses.
- **VET Standard**  
Year 11: Year 11: Achieved Year One Units as set in Year Program.  
Year 12: Completion of full VET Certificate.
- **Attendance Standard**  
92% attendance or better in all six courses studied.
- **Conduct Standard**  
Maintain appropriate conduct across the school.



Students who achieve Advanced Standing in a semester will have access to all of the privileges of Senior School as described in the Good Standing section (3.1) and will receive:

- Advanced Standing membership, including Academic Breakfast Club;
- An Advanced Standing Certificate which will show the semester and year in which Advanced Standing was achieved and a Badge; and
- Recognition at a full school or year group assembly.

### **Conditional Standing**

Students are deemed to have performed below an acceptable level in relation to the standards (Section 2) when they have exhibited one or more of the following levels of performance in a semester:

- **Commitment Standard**  
Obtain less than 50% combined 'Consistently' and 'Often' attributes on Semester report.
- **Academic Standard**  
Obtain less than minimum "C" grade in 60% or more Courses.
- **VET Standard**  
Year 11: Achieved less than Year One Units as set in Year Program.  
  
Year 12: Not completed the full VET Certificate by conclusion of studies.
- **Attendance Standard**  
**Below** 90% attendance in all six courses studied.
- **Conduct Standard**  
Not maintaining appropriate conduct across the school.

In this circumstance, Thornlie Senior High School will undertake a number of intervention strategies in collaboration with the student, their parents, the Year 12 Coordinator, the Student Services Manager and other professionals as deemed appropriate to support an improvement to an acceptable level of performance against any of the Senior School standards.

Students on Conditional Standing may also lose the automatic privilege to become involved in extra-curricular activities, such as school sporting teams and the automatic privilege to attend school social events as deemed appropriate by the Year 12 Coordinator and Student Services Manager.

### **Section 4: Sustained Poor Performance**

In circumstances where students are deemed to be on Conditional Standing for more than one semester in a row, a Case Conference may be called with the student, their parents, the Senior School Deputy, Year 12 Coordinator, Student Services Manager and other professionals as appropriate to discuss the continuation of the current course and the most appropriate action for the future. Students on Conditional Standing for both semesters of Year 11 should note that continuation into Year 12 may be unlikely.

### **Section 5: Appeals**

Students will have the opportunity to present a case where they believe that special circumstances should be considered in the application of this policy. Where this is the case, students should complete the Application for Appeal Relating to Good Standing form, along with documented evidence to substantiate their claim, and submit this to the Year 12 Coordinator within seven (7) days of being notified of their standing under this policy. The appeal will be heard in a timely fashion and so as not to disadvantage the student in any way.

## H. Management of Aggression Policy (including Presence of Weapons)

THORNIE SENIOR HIGH SCHOOL

### Management of Aggression

For the purpose of this policy, aggression is defined as any incident where a person is abused, threatened or assaulted on school grounds. The key issue is that aggression creates a risk to health and safety, as well as impacting on the school's climate. All students have the right to learn in a calm environment, and all staff members have a right to work without fear of violence or abuse. Examples of aggression include, but are not limited to;

- Verbal or physical abuse or threats;
- Scratching, biting or spitting;
- Use of a weapon or throwing objects; and
- Sexual harassment or any form of indecent physical contact.

In many instances, a severe consequence will be sanctioned in response to a student's aggressive behaviour. This includes the use of suspension as deemed appropriate by the Principal. **Please refer to the suspension guidelines as documented in Section 3 for further information.** When dealing with aggressive behaviour on school grounds, the following principles underpin our management of incidents:

- The priority is the safety of all members of the school community;
- We seek to prevent aggressive incidents at the school at all times;
- We facilitate fair and just intervention, including restorative conversations where possible;
- We seek to support students, parents and school staff following an incident; and
- Police will be contacted where there are safety concerns that are beyond staff capacity to manage.

#### Student Expectations

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

**Staff Expectations** Staff are expected to behave professionally, disperse bystanders, defuse the situation where possible, and seek the involvement of Student Services or Executive staff. In all circumstances, staff are required to seek assistance from Student Services or Executive staff by phoning directly using the emergency mobile number or sending a runner to Student Services.

### PRESENCE OF WEAPONS

A weapon is an item that is designed to inflict bodily harm or for self-defence, as well as, replica items. Students are not to be in the possession of weapons on school grounds or at any school activity. A student who is aware of another student being in possession of a weapon is obliged to communicate this information to school staff immediately.

Staff members are not responsible for confiscating weapons from students. Where there is a reasonable suspicion a weapon is in the possession of a student, staff will assess the level of risk, **seek assistance from Student Services staff by phoning directly or sending a 'red card' to Student Services with a runner.** In some circumstances, a staff member may deem it safe to remove and store a weapon (for example, if the weapon has been left unattended). In these situations, the weapon must be taken to Student Services where it will be securely stored. Student Services staff will inform the principal of the following: the date, time and location of seizure, name of student, the school staff involved and any other individual involved in the incident.

**In the event of a weapon being on school grounds or during school activities the Principal will:**

- Contact the Police if a weapon is deemed to be prohibited or controlled;
- Offer support and counselling for a more appropriate way to deal with the perceived threat when a student is found to be carrying a weapon FOR self-defence;
- Make a report via the Online Notification System; and
- Inform parents, students and the community that weapons are banned from all school grounds and activities.

**Where there is a reasonable suspicion a weapon is in the possession of a student, the Principal will:**

- Assess the level of risk; and
- Ask the student with a witness present, to surrender the weapon.

**If the student declines to hand over the item, the Principal will:**

- Inform the student's parents/guardian.
- Give the parent/guardian an opportunity to speak with the student on the telephone or to attend the school to speak with the student;
- Ensure the student is supervised with a witness.

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

- Inform the Police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon; and
- Request a bag search for the weapon form parent/guardian/student.
- 

**If the student and the parent/guardian refuse to give consent, then the Principal has the right to:**

- Seize the weapon/property if deemed safe to do so;
- Label and securely store the items in the presence of a witness; and
- Contact the Police immediately if there is significant risk.

Incidents involving weapons is a serious breach of school discipline and students will be suspended immediately. Following an incident, a case meeting will be held to implement strategies to support the student to participate in restorative processes, review any existing behaviour support plans, meet with any internal or external stakeholders and put in place any adjustments to plans or resources that may be required (for example, random bag searches).

## **PHYSICAL RESTRAINT OF A STUDENT**

Staff are expected to use protective behaviours in order to minimise the likelihood of physical contact with students. These behaviours include;

- If, during an interaction with a student, you sense an escalation of aggression, frustration or you feel intimidated, unsafe, or excessively angry, detach from the interaction and seek support from colleagues immediately (whilst maintaining duty of care for any other students you may have);
- Avoid blocking an escalated student's exit from a class or situation (i.e. standing between them and the door way);
- When confiscating an item from a student, instruct them to hand the item to you or place on a desk, surface etc. Don't attempt to seize the item from their hands or person. If they refuse to comply, follow the policy for non-compliance within this policy document;

- Avoid further actions that may be likely to escalate a student's response to the situation such as raising voices, invading personal space, using aggressive body language, or overt/notable photography of a student for identification; and
- Basic defusing strategies to avoid escalating behaviour The Principal will ensure that physical restraint of a student is only used;
- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful. The principal will keep a record for each instance of physical restraint, which includes:
  - date, time, location and duration of the physical restraint;
  - name of student and name(s) of staff member(s) involved;
  - reason for the physical restraint;
  - alternative strategies attempted prior to application of physical restraint;
  - brief detail of the follow-up support provided;
  - detail of contact with the parent;
  - a statement by the staff member/s involved; and
  - Whenever possible, a statement by the student involved.

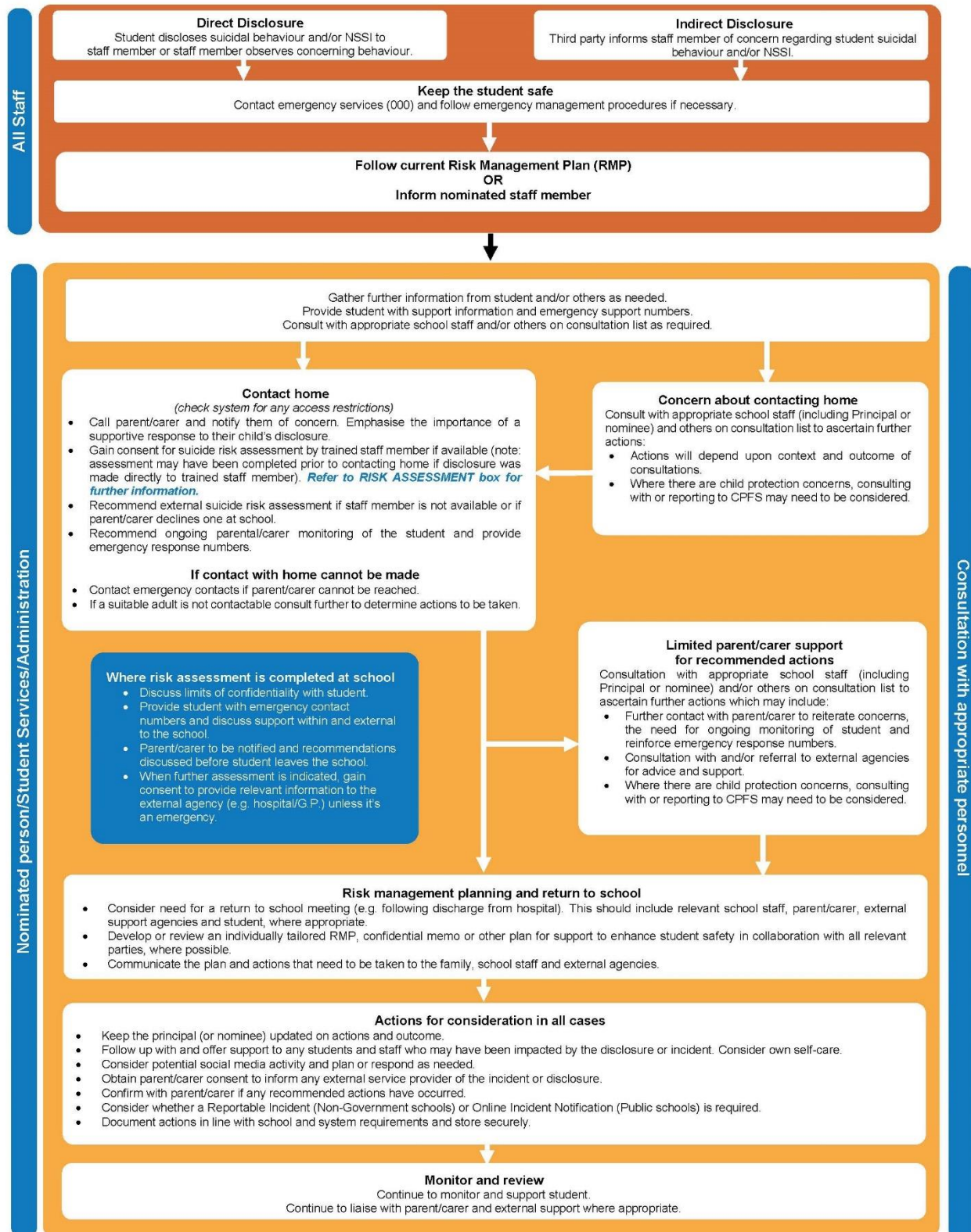
**A report will be lodged via the Online Incident Notification System as soon as practicable after the incident.**

**The Principal will monitor the effectiveness of physical restraint as part of the behaviour support strategy.**

# I. Suicidal / Self Injury Behaviour Guidelines

## School response to student suicidal behaviour and non-suicidal self-injury quick reference

This flowchart is a quick reference guide to be used in conjunction with Section One and Section Two of the Guidelines. Access Appendix 3 and 6 for consultation contacts for school staff and parent/carer and student support.



## Thornlie SHS Gatekeepers 2023

|                                   |                                 |
|-----------------------------------|---------------------------------|
| Allison Hanshaw (Health Centre)   | Gary Roberts (Student Services) |
| Rhonda Roberts (Student Services) | Jason Turner (Student Services) |
| James Lamont (Student Services)   | Sue James (Health Centre)       |
| Lori Lockyer (Admin)              | Charmaine Abraham (AIEO Office) |


## Emergency and consultation contacts for schools

Telephone 000 for emergencies

| Emergency and consultation contacts for staff                                                                                  | Contact numbers           |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Employee Assistance Provider</b>                                                                                            |                           |
| Employee assistance program (PeopleSense)                                                                                      | 1300 307 912<br>9388 9000 |
| Manager assistance program (PeopleSense)                                                                                       | 1300 307 912<br>9388 9000 |
| <b>Local contacts</b>                                                                                                          |                           |
| Department of Communities, Child Protection and Family Support Armadale                                                        | 9497 6555                 |
| Armadale hospital                                                                                                              | 9391 2000                 |
| Bentley CAMHS (Thornlie)                                                                                                       | 9334 3900                 |
| Armadale CAMHS (Maddington, Huntingdale, Gosnells)                                                                             | 9391 2455                 |
| Child Protection and Family Support Armadale                                                                                   | 9497 6555                 |
| Emergency and agency contacts                                                                                                  | Contact numbers           |
| Child and Adolescent Health Service Emergency Telehealth Service (Metropolitan children and young people 8am to 2.30am 7 days) | 1800 048 636              |
| Child Protection and Family Support Central Intake Team (Metropolitan area)                                                    | 1800 273 889              |
| Child Protection and Family Support Crisis Care Service (24/7)                                                                 | 9223 1111                 |
| Mental Health Emergency Response Line (MHERL Metropolitan)                                                                     | 1300 555 788              |
| Police (non life-threatening assistance)                                                                                       | 131 444                   |
| Poisons Information Service                                                                                                    | 13 11 26                  |
| Alcohol and Drug Information Service                                                                                           | 9442 5000                 |
| Sexual Assault Resource Centre                                                                                                 | 9340 1828                 |

## J. Reflect and Restore Buddy Sheet Example

Editable version stored on shared drive: S:\AdminShared\All Staff\PBS\Managing Student Behaviour Policy



# Reflect & Restore!

*What choice did I make that has lead me to be taken to a luddy class?*

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---


---

---


---

---


*How was I feeling at the time that I made this choice?*




annoyed




sad




bored



angry



frustrated



goofy

*Explains:*

---

---

---

---

---

---


*When I made this choice, I was not demonstrating:*

Pride

Perseverance

Respect

Responsibility



*To make this situation better next time, I will:*

---

---

---

---

---


---

Name: \_\_\_\_\_

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

Buddy Class Teacher Signature: \_\_\_\_\_

### YOUR TICKET OUT THE DOOR...



1. Make sure this sheet has been filled out thoughtfully along with any other assigned work.
2. Get this sheet signed by your buddy class teacher at the end of the lesson and then return it to your classroom teacher.



**CLASSROOM TEACHER**

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

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

**Actions taken by teacher:**

- 2 x CMS "bumps"
  - Moved within class
  - Buddy class
- OR**
- Immediate removal for serious behaviour breach

Buddy Class Room: \_\_\_\_\_

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

Time: \_\_\_\_\_

**BUDDY CLASS TEACHER**

Received at: \_\_\_\_\_

- Buddy class completed successfully

Returned to class at: \_\_\_\_\_

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

**OR**

- Referred Student Services (Buddy class teacher to return slip to class teacher.

**STUDENT**

Return this slip to your class teacher to complete buddy class process.

**Failure to do so will result in further action taken by the Head of Learning Area.**

## Learning Area Buddy Class Roster 2023

|    | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|--------|---------|-----------|----------|--------|
| P1 |        |         |           |          |        |
| P2 |        |         |           |          |        |
| P3 |        |         |           |          |        |
| P4 |        |         |           |          |        |
| P5 |        |         |           |          |        |



## K. Staff Incident Reflection Tool Example

Editable version stored on shared drive: S:\AdminShared\All Staff\PBS\Managing Student Behaviour Policy

### Incident Reflection Tool

|                                                                                                                         |                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>START: WHO</b> was involved<br>_____<br>_____                                                                        | Student: ..... Year: .....                                                                                                                                                                 |
| <b>WHEN – Time:</b> _____<br>Before School    Period – 1 / 2 / 3 / 4 / 5<br>Break 1    Break 2    After School    Other | Teacher: ..... Date: .....                                                                                                                                                                 |
| <b>WHERE</b> did the incident occur?<br>_____                                                                           | <b>REFLECT: How did you respond during the incident?</b>                                                                                                                                   |
| <b>WHAT – Subject:</b> _____<br>Transition    Independent Work<br>Group Work    Other: _____                            | 1. How were you feeling during the incident?<br>_____<br>_____<br>_____                                                                                                                    |
| <b>WHAT</b> Happened?<br>_____<br>_____<br>_____<br>_____<br>_____                                                      | 2. What did the student feel or want?<br>_____<br>_____<br>_____                                                                                                                           |
| _____<br>_____<br>_____<br>_____<br>_____                                                                               | 3. How was the environment managed?<br>_____<br>_____<br>_____                                                                                                                             |
| _____<br>_____<br>_____<br>_____<br>_____                                                                               | 4. What was your best response?<br>_____<br>_____<br>_____                                                                                                                                 |
| _____<br>_____<br>_____<br>_____<br>_____                                                                               | 5. If you could go back, what do you think could have been done to de-escalate the situation to co-regulate the student?<br>What: _____<br>_____<br>_____<br>When: _____<br>_____<br>_____ |
| _____<br>_____<br>_____<br>_____<br>_____                                                                               | 6. What changes could be made to the school plan to support the staff and student to prevent a similar escalation? _____<br>_____<br>_____<br>_____                                        |

## L. Life Space Interview (Student Reflection Tool)

Located on shared drive: S:\AdminShared\All Staff\PBS\Managing Student Behaviour Policy

### Life Space Interview (LSI)

#### **I** Isolate the conversation

Isolate the conversation e.g. in corner of classroom

**E** Explore the young person's point of view Explore the perspective of the child e.g. "Tell me what happened?" (no blaming, correcting or judging)

#### **S** Summarise feelings and content

Summarise with child, the events that occurred. **Sequence events for child** e.g. "John, I noticed when you were in my class that a. I gave you work and b. you screamed and left the room. **Does that sound right?** Just need to clarify, this is not a battle of who is right.

#### **C** Connect feeling AND behaviour

Connect – Link the behaviour with the FEELING e.g. "John, I notice that when you get ANGRY, then you leave my class, do you notice that too?"  
"so when you get mad, you leave my class" (Repeat to build new neural pathway)

#### **A** Alternative behaviour discussed

Alternative behaviour – "Ok, well when you get mad and leave my class, it doesn't really work cos you get suspended and that's no good right. So what else could you do when you feel mad?"

Cue child to choose another activity such as tell a friend, use a red card to leave, talk to another teacher etc.

#### **P** Practise new behaviour

Practice new behaviour in mini roleplay, "Ok John, so when you are mad, show me what you will do" – Do 3 x to build new pathway

#### **E** Entry back to activity/routine/class

Enter back to activity/routine – "Ok, great John, are you ready to start class?"

### At all stages:

Four questions to ask yourself.

**1. What am I feeling now?** (as the adult)

**2. What does the young person feel, need or want?**

Think about function of behaviour, and the distress lens to look at behaviour

**3. How is the environment affecting the situation?**

Are there noises, lights, smells, touch that are affecting the child's situation.

**4. How do I best respond?**

As an adult, which part of the brain do I respond from.



## LIFE SPACE INTERVIEW

**Student:**

**Date:**

**Isolate the conversation:**

Ensure a quiet and private space away from distractions.

Notes:

**Explore the young persons point of view:**

Whats happening for them? Whats going on? (avoid statements of blame)

Notes:

**Summarise the feelings and content:**

My undersatnding from what you are telling me is, this happened and you felt this way— validate & affirm. Notes:

**Connect feelings to behavior:**

From what your telling me, I think its fair to say that when you get angry you punch things, validate feelings, for an understanding of there feelings and the behaviour. Notes:

**Alternative behaviors discussed:**

What do yo think you could do differently? Ensure young person decides this. Redirect if not appropriate. Notes:

**Plan developed/Practice the new bahvior:**

In the same situation tell me what your doing differently. Role play, be the other in the scenario student to roleplay themself and their new behavior/reaction.

Notes:

**Enter back into routine.**

Student re-entry meeting. Following an incident.