



KALAMUNDA SECONDARY EDUCATION SUPPORT CENTRE

Policy and processes facilitating positive student behaviour and managing inappropriate student behaviour

(Revised 2020)

*Working together we create a safe,
supportive and positive learning
environment, where relationships
are based on mutual trust and respect*

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INTRODUCTION

This policy has been developed to articulate the beliefs and processes that support positive student behaviour at Kalamunda Secondary Education Support Centre.

The policies and procedures outlined in this document assist our school community to work together to create a safe, supportive and positive learning environment, where relationships are based on mutual trust and respect.

Our purpose is to work together with the school and local community to implement the Western Australian Positive Behaviour Support program (PBS) and Classroom Management Strategies (CMS) in order to improve behaviour, teach social skills, foster a positive attitude to learning and ensure that our students meet their academic, social, emotional and developmental potential.

LINKS TO DoEWA POLICY

At KSESC we aim to provide every student with the educational support they need to learn and maintain positive behaviour.

We seek to implement this through PBS, CMS, consistent and clear expectations and a school wide approach to managing and responding to student behaviour.

The KSESC Behaviour Support Policy is based on the following Department of Education WA policies:

- Student Behaviour in Public Schools Policy v2.2 (DoEWA 2018)
- Student Behaviours in Public Schools procedures v2.5 (DoEWA 2018)
- Duty of Care for Public School Students – *supporting information* (DoEWA 2019)
- Commissioner’s Instruction No. 7 – Code of Ethics (PSC 2012)
- Code of Conduct (DoEWA 2011)

POSITIVE BEHAVIOUR SUPPORT

PBS is a strength-based approach to positive behaviour support which identifies the resourcefulness and resilience that exists in all students. It helps teachers to reframe how they see students and to view behaviour from a different perspective.

PBS is not a behavioural program, but a framework for designing and implementing proactive and preventative interventions.

PBS emphasizes four integrated elements:

- **Data** for decision making
- Measurable **outcomes** supported and evaluated by data
- **Practices** with evidence that these outcomes are achievable
- **Systems** that efficiently and effectively support implementation of these practices

A key component of PBS is the development of the Behaviour Matrix, which is designed to transform broad school-wide expectations into specific, observable behaviours. A continuum of acknowledgement strategies have been developed, specific to the KSESC context and student cohort, which are used by all staff, with all students and across all settings.

PBS is dynamic, continually being monitored, assessed and modified to ensure that all processes are data based and relevant to our school community.

THE SEVEN ESSENTIAL COMPONENTS OF PBS

Leadership

There is a dedicated PBS team appointed in the school which consists of the administration, classroom teachers and education assistants. However, the entire staff at KSESC are committed and involved in the design and implementation of PBS.

Defining Expected Behaviour

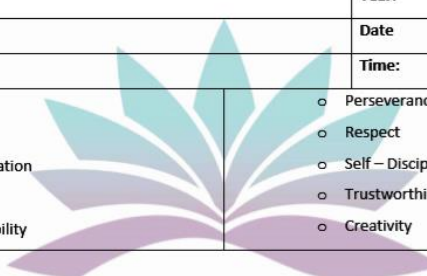
Just as schools rely on the directions provided by their academic curriculum, success with student discipline begins with clear expectations – a behavioural curriculum. These expectations are a vision of responsible student behaviour and social competence, and are detailed in the Behaviour Matrix.

Teaching Expected Behaviour

Systematic teaching of expected behaviours is a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practise and feedback.

Encouraging Expected Behaviour

Staff provide regular feedback to students about their behavioural progress. Creating a school culture where expected behaviours are the norm requires that staff interact with students at least four times more frequently when they have engaged in appropriate behaviours than when the student is misbehaving. KSESC staff are encouraged to use Positive Student Behaviour slips to acknowledge positive student behaviour.


POSITIVE STUDENT BEHAVIOUR				
Student Name:			Year:	
Staff Member:			Date	
Location:			Time:	
Behaviour:		 <ul style="list-style-type: none"> <input type="radio"/> Honesty <input type="radio"/> Determination <input type="radio"/> Patience <input type="radio"/> Responsibility <input type="radio"/> Perseverance <input type="radio"/> Respect <input type="radio"/> Self – Discipline <input type="radio"/> Trustworthiness <input type="radio"/> Creativity 		
Details:				
Notified: (Circle) Admin Classroom teacher Duty teacher Parent				
ADMIN ONLY: Entered on SIS Date:			Sign:	

Raising Engagement

These practises impact academic engagement and ultimately student achievement while ensuring a positive and welcoming learning environment. They represent the facets of classroom teaching, under the teacher’s control, that have been identified as evidence based practises to maximise engagement for all students and consequently minimising discipline problems. KSESC staff are encouraged to use CMS strategies within their classrooms.

Responding to Unproductive Behaviour

Inappropriate behaviour also requires feedback and should be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm instructional approach used when students make academic errors should be used to correct behavioural errors. The development of a continuum of responses to misbehaviours provides staff with the tools to effectively respond to, and change, student misbehaviour. Staff are requested to record inappropriate behaviour through the Student Behaviour Reporting process.

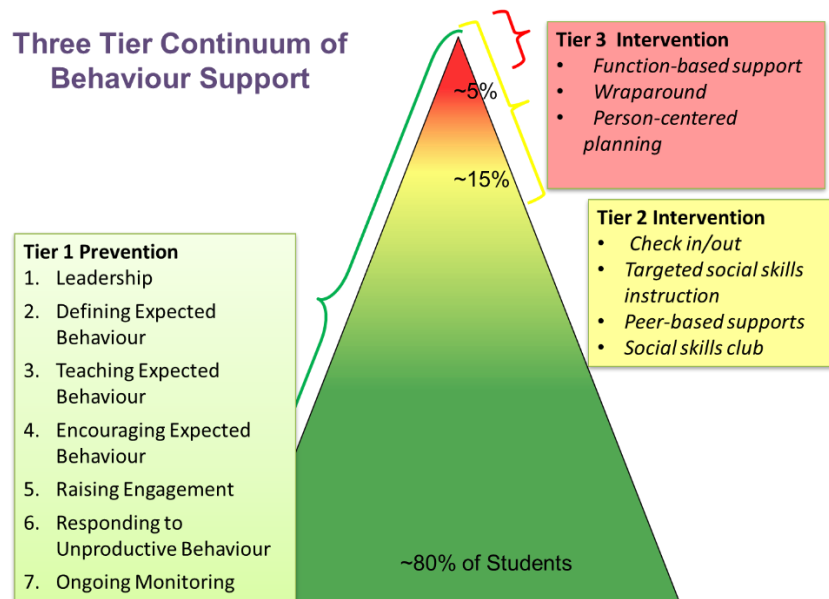
 Kalamunda Secondary Education Support Centre STUDENT BEHAVIOUR REPORT		
Student Name:		Year:
Staff Member:	Date of Incident:	Time of Incident:
Behaviour: <input type="checkbox"/> Abuse, threats, harassment or intimidation of staff <input type="checkbox"/> Abuse, threats, harassment or intimidation of students <input type="checkbox"/> Damage to or theft of property <input type="checkbox"/> Negative Behaviour Other <input type="checkbox"/> E-Breach <input type="checkbox"/> Self-harm or suicidal ideations	<input type="checkbox"/> Physical aggression towards staff <input type="checkbox"/> Physical aggression towards students <input type="checkbox"/> Possession use or supply of illegal substances or objects <input type="checkbox"/> Possession use or supply of substances with restricted sale <input type="checkbox"/> Violation of Code of Conduct or school/ classroom rules <input type="checkbox"/> Neutral Behaviour Communication Medical (Circle)	
Location: (Circle) BB Courts Art Quad Canteen Classroom CAPS Oval Reception WPL Transitions Transport Toilet		
Behaviour Details:		
Action Taken:		
Notified: (Circle) Admin Classroom teacher Duty teacher		
ADMIN ONLY: Entered on SIS Date:		Sign:

Ongoing Monitoring

The use of data focuses the school’s efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. Data is used to monitor student behaviour and the PBS process.

BEHAVIOUR SUPPORT LEVELS OF INTERVENTION

PBS provides a multi-tiered, multi-faceted approach to managing student behaviour. It provides a flexible, whole school approach to supporting positive student behaviour across our school context. The behavioural support continuum contains 3 levels of both preventional and intervention strategies. At KSESC we understand the need to address all of the tiers all of the time. Whilst the emphasis is on the preventional strategies in tier 1, the need to implement interventional strategies in tiers 2 and 3 is also acknowledged and structures are in place to support both of these levels of intervention in a simultaneous approach dependent on individual student needs.




Tier 3:	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student
Tier 2:	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1:	Practices and systems for all students and staff implemented across all school settings.

FACILITATING POSITIVE BEHAVIOUR

The Behaviour Matrix

The KSESC PBS team have designed a Behaviour Matrix, in liaison with whole school staff and students, which articulates what our behavioural expectations look like in everyday school life. A number of verbal, non-verbal and tangible strategies are used with students who display the desired behaviour.

	Safe Protect yourself and others	Respectful Respect yourself and others	Responsible Make good choices
Around the whole school & all the time	<ul style="list-style-type: none"> Maintain personal space at all times Ask for help from an adult if you have a problem Follow staff instructions 	<ul style="list-style-type: none"> Use kind words Greet people, say please and thankyou Put rubbish in the bin and take care of school property 	<ul style="list-style-type: none"> Model good behaviour to others Wear school uniform Hand in devices Always tell the truth Be on time to class
Classroom	<ul style="list-style-type: none"> Hand in devices before school Push your chair in Sit properly on your chair Report anything unsafe to staff Keep the classroom tidy 	<ul style="list-style-type: none"> Put up your hand and wait for the teacher Look after student and school property Use inside 'voices' and speak clearly Ask before borrowing Line up before entering the classroom 	<ul style="list-style-type: none"> When you enter the room sit down on your chair Participate positively in class activities Stay on task Finish your work Use the recycle bin Bring the equipment you need to class Be ready to learn
Canteen	<ul style="list-style-type: none"> Respond quickly to signals and instructions Walk on the pathways and in the canteen Stay in the assigned canteen/canteen quad area where you are clearly visible to duty staff Ask staff if you need to go to the toilet or water fountain Balls and ball games belong on the oval Walk away from poor behaviour of others 	<ul style="list-style-type: none"> Use quiet voices – keep noise to a minimum especially near classrooms Invite other students to sit with you 	<ul style="list-style-type: none"> Use recess and lunch to eat, get a drink and go to the toilet Look after your own lunch box and water bottle Your food is for <u>you</u> not other people
Sports Carnivals & Bus Trips	<ul style="list-style-type: none"> Sit on the bus Wear your seat belt Use quiet voices on the bus 	<ul style="list-style-type: none"> Clap for the opposition Shake hands with competitors Use positive language Be kind 	<ul style="list-style-type: none"> Take part in all activities Play as a team

Restorative Practice

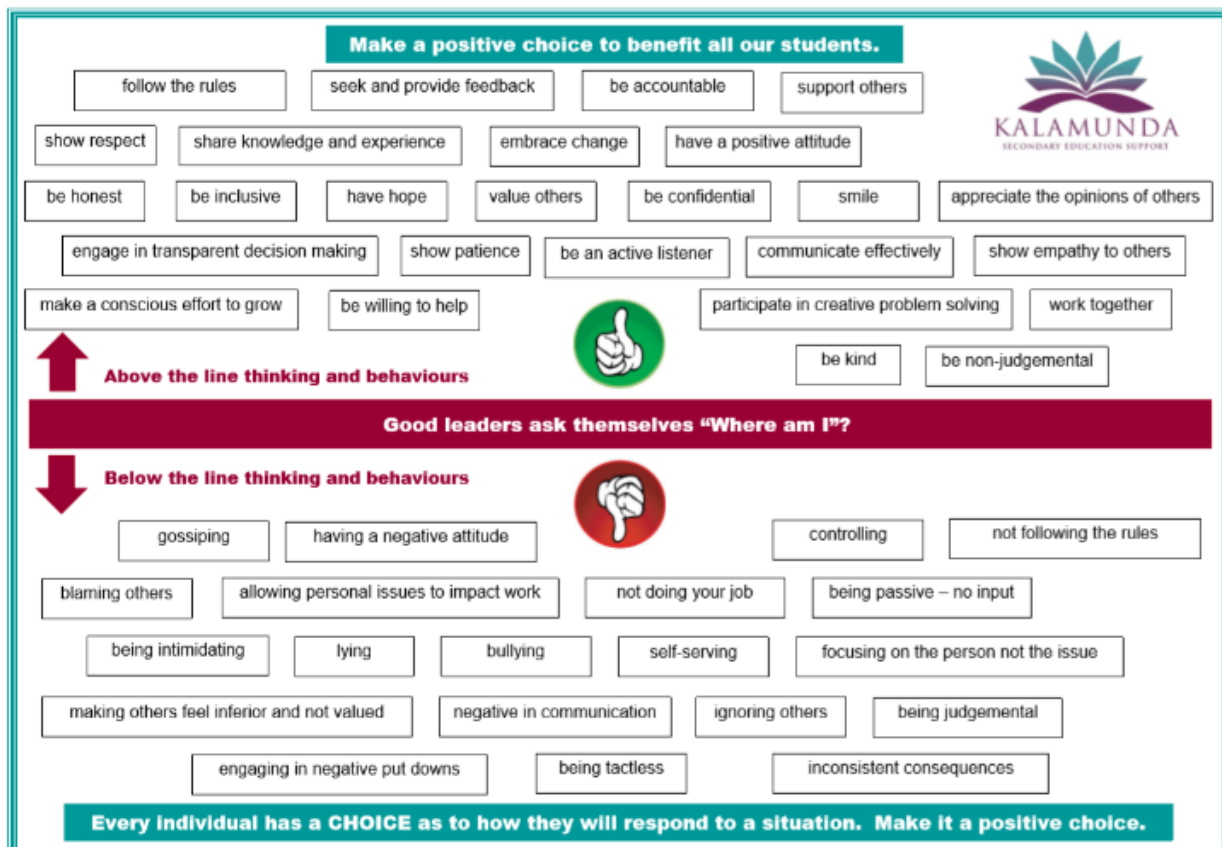
At KSESC we utilise the Restorative Practise approach to dealing with inappropriate behaviour. Restorative Practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Restorative Practice is focused on offenders taking responsibility for their own actions and taking further action to repair the harm they have caused. As the focus is on the behaviour of the offender rather than their morale character, the strategy is useful to maintain healthy relationships and to repair relationships that have been damaged. It is applied at a whole school and classroom level in response to challenging behaviours.

Building staff capacity

Staff within the school are supported to develop effective classroom strategies based on the PBS and CMS models and linked directly to the Behaviour Matrix:

- Staff are provided with support through school Administration and the PBS team
- Ongoing training for staff including CMS, PBS, Team Teach and Above/Below the line behaviours
- Induction for new staff, relief staff, work experience students and volunteers
- Sharing of resources throughout the school community
- Targeted Professional Development opportunities



Student Transition

Transition programs are offered for parents, carers and students for students in years 5 and 6. The purpose of transition programs is to introduce prospective parents, carers and students to our school, and to build a sense of belonging within our school community before the student starts their learning journey at KSESC. The transition programs help to alleviate anxiety related to change in school structure and routines by:

- Creating a familiar environment for future students
- Opportunities to meet peer mentors
- Opportunities for parents, carers and prospective students to ask questions and gain information

Year 5 Transition is held as a morning tea and information session for parents and carers concurrent to an activity session for prospective students currently in year 5.

Year 6 Transition runs over terms 2, 3 and 4 as an integrated program for prospective students currently in year 6. Students are introduced to the secondary school program and may be buddied with existing student as peer mentors.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

Level 1 – Classroom Teacher Prevention

- Maximise structure in the classroom
- Using the PBS Matrix teach, review, monitor and reinforce the PBS expectations
- Ensure physical layout of the classroom is appropriate for students' needs
- Monitor noise levels
- Classroom teacher and support staff to model respect and appropriate behaviour at all times
- Actively engage students
- Specific class routines developed
- Active supervision
- Seating plan
- Regulate voice – use calm moderate intonation
- Provide students with opportunities, and time, to respond
- Display PBS Behaviour Matrix in classroom and refer to it regularly
- Establish a continuum of strategies, linked to PBS, to acknowledge appropriate behaviour
- Use of Positive Behaviour Slips in recognition of appropriate behaviour
- Establish a continuum of strategies, linked to PBS, to acknowledge inappropriate behaviour
- Ensure teaching and learning programs are relevant to student IEPs

Level 2 – Classroom Teacher Intervention

- Refer to Behaviour Matrix
- Use CMS low key response strategies – planned ignore, the 'look', proximity, pause in talk
- Positively remind student about classroom expectations
- Explicitly redirect students from what they are doing to what they should be doing
- Regulate voice – use calm moderate intonation
- Provide 'think time' before expecting an answer
- Use language of choice
- Allow 'time out' e.g. use of sensory room
- Use restorative conversations
- Persistent behaviours – use the Student Behaviour Report template and seek advice from colleagues and Deputy Principal
- Discussion with parents
- Detention in consultation with Deputy Principal
- Development of a class behaviour agreement

Level 3 – Deputy Principal Intervention

- Facilitate withdrawal of student to allow time for resolution to occur
- Develop IBSP in consultation with classroom teacher
- Facilitate Restorative Justice session
- Liaise with external providers
- Arrange parent meeting if required
- Liaise with classroom teachers by providing support or advice focusing on PBS strategies
- Mediate conflict
- Provide assistance to monitor student behaviour
- Arrange in-school withdrawal
- Implement suspension for serious breaches

Time Out

Students who are demonstrating inappropriate behaviours due to sensory over stimulation, anxiety or other disability related reasons may be provided with appropriate 'time out'. The type and place of the 'time out' will be decided according to individual students needs and will be documented on their Individual Behaviour Support Plan (IBSP).

Detention

Students may be placed on detention for repeated breaches of classroom behavioural expectations. Detention will be administered by classroom teacher in liaison with the Deputy Principal during recess or lunch breaks.

In-school withdrawal

In-school withdrawal is centrally administered through the school Administration. In consultation with classroom teachers the Deputy Principal may elect to place students on an in-school withdrawal on response to an incident that requires a significant consequence but does not warrant a suspension.

The Deputy Principal will facilitate a suitable withdrawal period with specific behavioural expectations. If a student is repeatedly non-compliant this may result in a suspension.

Suspension

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

- The student, other students and staff time to recover
- Reflection on the incident, including where appropriate participating in restorative justice processes
- Evaluation of existing support plans, meet with stakeholders, seek advice on how to better support the students and put in place any adjustments to plans, resources, staff or strategies that may be required
- Parents/carers to meet with school administration to discuss how to improve co-ordination between school and home to help the student behave more appropriately at school.

The Principal has the authority to make the decision to suspend a student. Where the Principal is unavailable, the Deputy Principal will make the decision.

A suspended student is not allowed to leave the school grounds before an agreement has been reached with the parent/carer to determine how the student will journey home. Where it has not been possible to reach an agreement with the parent/carer, and if the student is continuing to pose a risk to self, other students or staff, the Principal may consider contacting the police to request removal of the student.

Where a parent/carer is not able to arrange transport for the student, and asked that the student be allowed to leave school site and make their way home independently, the Principal will not allow the student into the community if the student is in an escalated state and may cause harm to self or others. The school staff will take all reasonable measure to calm the student where possible. The student will not be allowed to leave school site without written permission from a parent/carer either by email or SMS.

Any decision to suspend, and length of suspension, will be made with reference to the student's disability.

The parent/carer must attend a re-entry meeting during the period of suspension prior to the student being allowed to re-enter the school site and an IBSP will be developed in consultation with parent/carer and school staff.

GOOD STANDING

Every student arrives at school at the commencement of the school year with 'good standing'. Having good standing reflects that the student has exhibited appropriate behaviours within the school community and is dependent on

- Regular attendance (extenuating circumstances are taken into account)
- No current suspensions or major behavioural breaches

Loss of good standing for significant behavioural breaches may result in that student not being eligible to attend school excursions, functions or special events.

Students who lose their good standing have the opportunity to regain this through positive behaviour which will be recorded on Positive Behaviour slips as part of the PBS incentives.

MEASURES TO ADDRESS BULLYING

At KSESC we have zero tolerance to any form of bullying or harassment.

What is bullying?

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, cyber, physical, relational and psychological forms of bullying. Examples may include:

- Verbal: Name calling, teasing, putdowns, racist comments, sarcasm and threats
- Physical: Hitting, punching, kicking, scratching and tripping
- Social: Ignoring, excluding and making inappropriate gestures
- Emotional: Spreading rumours, dirty looks, hiding or damaging possessions, sending hurtful notes, cyber bullying, inappropriate use of phone cameras.

Recommended responses for students to bullying

- Don't be afraid to talk to your parents, carer or school staff if something is making you feel uncomfortable
- Try to ignore the bullying – walk away – and then go and tell a staff member
- If the person follows you go straight to a staff member, your classroom or the office
- Try to stay away from the person who has been bullying you
- Tell the person to stop and ask them to go away
- If the person keeps bullying you, tell a staff member

Recommended responses for bystanders

- Report the incident to a staff member
- Be a good friend to the victim
- Do not approach the person who is doing the bullying or try to solve the situation yourself

Recommended responses for parents

- Support your child to tell a staff member if you suspect your child is being bullied
- Be aware of your own responses and act in a calm, supportive manner
- Keep in mind that there may be other factors related to the situation and all facts need to be investigated

- Do not approach other students involved directly
- Please report the incident to the Deputy Principal or Principal as soon as possible

Responses for teachers

- Act immediately on all observed or reported incidents of bullying to ensure all students are safe
- Regularly reinforce the expectations that the school has towards bullying
- Provide pastoral care to all students involved in bullying behaviours
- Be aware of your own responses and model appropriate behaviour by acting in a calm, supportive manner
- Do not make an initial judgment call - keep in mind that there may be other factors related to the situation and all facts need to be investigated
- Report the incident to school administration immediately and complete the Student Behaviour Report form
- Ensure all learning programs teach Protective Behaviours

Resolutions to Bullying

All reported instances of bullying will be addressed by the Deputy Principal and may include:

- Investigation into allegations with all students involved
- Investigation into allegations with relevant staff
- Discussions with parents and carers which may or may not include face to face meetings
- Immediate action for students who have acted in a bullying manner, dependent on individual student situation and ability, and which may include detention, withdrawal or suspension
- Development of an Individual Behaviour Support Plan (IBSP) for students who have acted in a bullying manner

MEASURES TO ADDRESS AGGRESSION

Aggressive behaviour

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 a positive school culture. All students have the right to learn in a calm environment, and all staff members have a right to work without fear of violence and abuse. Examples of aggressive behaviour are:

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

When dealing with aggressive behaviour on school site, the following principles undermine the management of incidents:

- The priority is always safety of members of the school community
- Recognition that students with disabilities may exhibit aggressive behaviours due to their disability and not from choice, and providing appropriate interventions
- Fair and just intervention practices
- Provision of appropriate support for students, parents/carers and staff
- Police involvement where the safety concerns are beyond staff capacity to manage

Presence of weapons

A weapon is an item that is designed to inflict bodily harm or for self defence, and includes replica weapons. Students are not permitted to bring any item that can be classed as a weapon on to the school site at any time, or at any school activity.

Where there is reasonable suspicion that a student is in the possession of a weapon, staff will inform the Principal who will confiscate the item and lock it in the school safe. The Principal will contact parents/carers, report to the DoEWA via the Online Notification System and may also report the incident to the Police.

If a student refuses to hand over the weapon to the Principal. the Principal will, where possible, conduct a bag search in order to confiscate the weapon. If this is

not possible the Principal will contact the Police and inform them that the school holds reasonable suspicion that a student is in the possession of a weapon.

PHYSICAL RESTRAINT OF STUDENTS

Staff are expected to use protective behaviours in order to minimize the likelihood of physical contact with students, including modelling the proactive strategies developed through the PBS process.

Physical restraint will only be considered if the student is likely to cause significant injury to self or others.

The overriding principle for physical restraint of students at KSESC is to ensure that it is

- Necessary
- Reasonable
- Proportionate

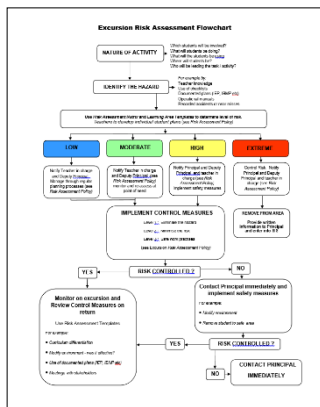
If a physical restraint is required staff will follow the Team Teach guidelines.

RISK MANAGEMENT

Excursions

Hazard identification and risk management for excursions is essential to ensure the safety of students while off school site. At KSESC risk management is a team process with the aim to reduce levels of risk from a high level to a level that is acceptable. KSESC has a documented Excursion Risk Management process which has the advantages of:

- Identifying foreseeable hazards and potential accidents and measures introduced to limit risks
- Providing a record that all foreseeable hazards were considered and appropriate control measures were developed
- Assisting in the development of behaviour planning for individual students



KALAMANDRA SENIOR HIGH SCHOOL EDUCATION SUPPORT COLLEGE
Excursion Risk Control Measures

Excursion		Date:		
Excursion Name:		Place:		
Destination:				
Type of Risk:				
Risk Level:				
Parental Consent:				
Parent:	Address:	Phone:		
Public:	Address:	Phone:		
Other:	Address:	Phone:		
Description of Risk:				
Level:	Measures in place/ recommended to reduce the risk:			
Overall Risk Assessment:	Low	Medium	High	Extreme
<p>Excursion Required by Code of Risk:</p> <ul style="list-style-type: none"> Low: Acceptable for all students. Medium: Acceptable for all students. High: Acceptable for all students. Extreme: Acceptable for all students. 				
Approved by (Principal/Staff):		Date:		

Self-harm and Suicidal Behaviour

At KSESC procedures are in place for managing emergencies that threaten the physical and psychological safety of students. Specific staff have been trained in Gatekeeper Suicide Prevention training.

Staff are trained to:

- Treat all disclosures of intent to self-harm or suicidal thoughts seriously
- Follow Department of Education procedures to respond to disclosures of self-harm or suicidal thoughts

PERSONAL USE OF MOBILE DEVICES

The use of mobile devices including mobile phones and 'smart' watches can be disruptive to the learning environment of all students.

To ensure that the rights of all students and staff are respected as well as ensuring a safe and supportive learning environment, the use of mobile devices by any students for any purpose is not permitted at KSESC.

It is preferred that students do not bring these mobile devices to school, but it is recognized that parents/carers may wish to provide mobile devices to protect their child from every day risks involving personal safety and security, and for reassurance. If a student brings a mobile phone to school it must be handed in to school administration, or the classroom teacher, at the start of each day. The phone will then be locked in the office or class safe until the end of the school day when it will be returned to the student. 'Smart' watches must be set to airplane mode or similar during school hours.

If a student is found to be in possession of a mobile phone during the school day, or is using their 'smart' watch to access the internet, it will be confiscated and locked in the

school safe. Confiscated devices will need to be collected by the student at the end of the school day. Repeated breaches will result in the mobile device being confiscated until a parent/carer is able to collect it.

Students who require Augmented and Alternative Communication (AAC) Devices, or similar, will still be able to use these as required to enable them to access curriculum and extra curricula activities.

Please be aware that school staff cannot accept any responsibility for student's mobile devices in any circumstance.