



# Morley Senior High School

## School Positive Behaviour and Management Policy

Version 1.2

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# SECTION ONE: OUR APPROACH

## CONTEXT

Morley Senior High School provides quality education to all students in Academic, Vocational and pastoral areas as well as offering programs to support the education of our international students. In 2023 Morley Senior High School will continue to implement agreed expectations to guide behaviour management while developing a new Student Support Hub to further support all students. Morley Senior High School is a school where students matter, and teachers and support staff work in partnership with students and their families to ensure meaningful learning pathways are followed.

Morley Senior High School's student population averages 1000-1100 pupils per year, making the school a school of 'first choice' within local suburbs. This document outlines plans and procedures that fall in line with DOE policies, and these policies are frequently updated. Links to relevant DoE policy and legislation are found in Appendix 2.

## POLICY RATIONALE

Learning and growth flourishes when diversity is celebrated and when the needs of all students are catered for in a safe, orderly, inclusive, and supported environment, with the goal of everyone achieving their personal best. We strive to foster a culture of continuous improvement and high expectations in an engaging and challenging learning setting. In partnership with staff, students, parents, and the wider community, we are Courageous in our COLLABORATION and COMMITMENT and inspire students to be CURIOUS throughout their education journey, reinforced by the integrity of a well-built pastoral CARE foundation. To encourage positive behaviour of all students at Morley Senior High School, everyone has a responsibility. The goal of a whole school behaviour management process is to provide a plan and structure to facilitate an effective learning environment which:

- identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour;
- incorporates restorative approaches;
- utilises multi-tiered systems of support that are responsive to student needs;
- builds staff capability through training and support to teach and sustain positive behaviour.

The process acknowledges individual differences amongst students and provides for a flexible response for teachers and administrators who respond to behaviour issues, ranging from everyday classroom misdemeanours to serious breaches of the school code of conduct. It favours a non-punitive approach to behaviour issues and encourages interventions that are directed towards helping students to meet positive classroom and playground behaviour expectations.

We acknowledge that all parties, including teaching staff, administrators and families, need to share responsibility for teaching children positive behaviour. Morley SHS's multi-tiered behaviour system (Phases of Behaviour) which emphasis resolution and restoration, seeks to facilitate clear understandings about processes and structures related to behaviour management and to outline the support that teachers can expect from the rest of the school community in the behaviour management process. The Program Coordinators, with the support of the School Executive Team, will manage major breaches of the school code.

## **A safe, orderly and positive classroom environment**

The most important and effective classroom management procedure is the conscious and proactive building of a safe and orderly classroom environment. Most students will be less likely to misbehave, and will be more responsive to management strategies, when they feel liked and empowered; when they feel that the teacher has made an effort to get to know them as individuals by building rapport with them (winning over); when they find course content interesting and engaging. It is also important that positive behaviour is regularly given recognition by all staff, which can be through verbal feedback as well as through in-class rewards such as teacher awards and positive communication with parents, including via Compass.

## **Building a deep understanding of the school's agreed behaviours and classroom expectations**

In 2021, staff and students interpreted Morley SHS's Expectations (Appendix 3) and developed a deep understanding of its implications. They also help classes develop a Code of Behaviour (Classroom Rules) that supports the Agreed Expectations and outlines their personal expectations regarding behaviour in their classroom. This will be clearly visible in every classroom. The Classroom Code of Behaviour (Classroom Rules) will reflect the Agreed Expectations and Student Responsibilities as stated in this policy.

### **School responsibilities:**

- Provision of a safe and orderly learning environment.
- Clear communication of expected behaviour.
- Notify parent/carer of student behaviour that may be affecting learning, teaching and well-being.
- Develop support structures to enable students to re-engage with their schooling, behave appropriately.
- Use restorative processes to support teachers with ongoing low level inappropriate behaviour.
- Build staff capacity to apply their knowledge of current research on the management of student behaviour.
- Develop a clear and concise whole school approach to the management of student behaviour.
- Emphasise self-discipline with students.
- Engage parents in the behaviour development and management process.
- Access external agencies for support for students/families.

### **Staff responsibility:**

- Take responsibility for their own timetabled classes and what occurs within them.
- Maintain responsibility for student behaviour, seeking support from colleagues and administration as required.
- Assist students to resolve current or pending conflict using a no blame approach (or similar).
- Use knowledge that behaviour is learned, situation specific, and serves a purpose, when choosing responses to inappropriate behaviour.
- Be accepting to resolution and restoration
- Establish clear classroom processes so that consequences are not a surprise.
- Consistently respond to inappropriate behaviour utilising selected CMS.

### **Student's responsibility:**

#### *Be Respectful*

- Address others in a courteous manner - e.g., use "please" and "thank you".
- Listen while the teacher is talking to the class.
- Treat other students and their property in a respectful way - e.g., no bullying.
- Keep the school free of litter.
- Try to resolve conflicts in a respectful and acceptable way.
- Use appropriate language - e.g., no swearing in a public forum, such as a classroom.

- Come to class on time and with the appropriate equipment.

### **Student Support Responsibilities: (Year Coordinators, Student Support Personnel)**

The Student Support Team facilitates an effective learning environment by attending to students' individual emotional and social needs. They provide teaching staff with information which may affect or influence students learning outcomes and behaviour.

Year Coordinators are responsible for pastoral support within the behaviour management structure. Their role is to assist and support teachers to maintain positive relationships with students. Their support results from the closer ties they create with their students as a result of their Year Coordinator role. They have the responsibility to assist teachers to help students understand where their actions are unacceptable in the learning environment and how they can improve them. Year Coordinators are responsible for providing teachers with written and verbal feedback about students arising from progress reports and parental case conferences.

### **Heads of Learning Area**

Heads of Learning Area have the responsibility for the overall management of student behaviour in their Learning Area, assisting their staff in managing student behaviour and liaising with the school Student Support and administration in situations which require school consequences and responses.

Where behaviour upsets the orderly function of the classroom or threatens the well-being of others, Phase 3 behaviour management process and procedures commence. This process is designed to help students address and accept responsibility for what they have done, make amends and/or accept the consequences and make appropriate choices in the future.

### **Administration (Principal and Deputy Principal)**

#### **Principal**

The Principal is required to organise the school to ensure that a Positive Behaviour Management Policy operates within the requirements of the Education Act and the Regulations and Policies of the Department of Education. The Principal makes final decisions regarding suspension and exclusion of students.

#### **Deputy Principal**

The Deputy Principals assists the Principal in the leadership, management, and administration of the Behaviour Management Policy. Deputy Principals have overall responsibility for coordinating and implementing the behaviour management of students in particular year groups. The Student Support Program Coordinators and Deputy Principals make the final decision to refer a student for suspension.

### **Parent Responsibilities:**

- Ensure the child attends school and that it is seen as a priority.
- Ensure ongoing communication is made with the school regarding any issue the student is experiencing.

Morley Senior High School recognises that students need to feel safe and have a sense of belonging to gain the maximum benefit from schooling. We also acknowledge that early identification and intervention with respect to behaviour issues maximises remediation. When a student is enrolled at Morley Senior High School, the School

Education Act 1999 (the Act) requires that the student attends on site or in an educational program as directed and approved by the Principal.

Consistently behaving appropriately as outlined in agreed expectations are essential factors in achieving social and academic learning outcomes. Morley Senior High School continues to develop a supportive learning environment and an engaging and relevant curriculum which creates conditions conducive to regular positive behaviour.

### **School Positive Behaviours Personnel**

The Morley Senior High School Principal holds ultimate responsibility for the school's collective behaviour. However, operationally, the following people and roles exist in the school:

- Lower School and Senior School Program Coordinator
- Learning Support Coordinator
- Heads of Learning Area (HoLA)
- Classroom teacher
- Student Support Support Officers
- Year Coordinators (when behaviours are directly linked to pastoral care)
- School Psychologist
- Deputy Principals
- Principal

Where behaviours are directly linked to Well-Being:

- School Community Nurse
- School Chaplain

## SECTION TWO: FACILITATING POSITIVE BEHAVIOUR

### **Restorative Practice**

An approach to dealing with offending behaviour that is focused on offenders taking responsibility for their behaviour and taking actions to repair the negative consequences/ramifications they may have caused. This strategy is used for maintaining healthy relationships and to repair relationships that have been damaged. It is applied at a whole school or classroom level and in response to challenging behaviour or conflict.

### **Student Support**

Student Support (The Student Support Team) consists of two Level 3 Program Coordinators, Year 7-12 Coordinators, Psychologist, Chaplain, Health Nurse and Tute Teachers. These staff have diverse and specialised backgrounds and work closely with staff and students, developing preventative programs and plans with appropriate courses of action to support the needs of students. Student Support is committed to working together in the best interests of all students. Students, teachers and parents are able to refer to the Student Support Team for consultation on issues such as friendship, social skills, bullying, grief, adolescent behaviour, mental health issues, learning difficulties, family problems etc.

### **Morley SHS Agreed Expectations**

This document outlines the agreed rules and specific behavioural expectations at Morley SHS. To facilitate positive behaviour these expectations are communicated to all students. Communicating behavioural expectations is designed to prevent problematic behaviour and provide a framework for responding to unacceptable behaviour.

### **Building Staff Capacity**

- Induction delivered to new staff and relief staff;
- Key policies and processes regularly revisited with all staff;
- Working Parties strategic and ongoing development within the school community;
- Providing opportunities for students, parents and staff to connect with MSHS (feedback mechanisms, Compass, CONNECT, NSI Surveys);
- Proactive classroom management strategies and training for staff; and
- Delivering an engaging curriculum, effective teaching and promoting and encouraging high standards of behaviour.

### **Student Transition**

- Year 6 Orientation activities
- Year 7 Transition week

### **Specialist and Extension Programs**

- P+ Academic Enrichment Program
- Aviation Specialist Program
- Multimedia Specialist Program
- Local Soccer Specialist Program

### **Social & Emotional Learning (SEL)**

- Small group targeted SEL programs; Rock and Water, Girls Group, Boys Group, Morley Leos, Teen Mental Health, Friendly Schools Plus, Brave Program, Dismantle

### **Extra-Curricular Events and Good Standing**

Morley SHS holds a number of extra-curricular events to reward/recognise students who continually meets the school's behaviour expectations. If a student does not meet the required attendance, behaviour, uniform and academic participation, they will not be eligible to attend the events (e.g. Year 12 Ball)

## **SECTION THREE: RESPONDING TO INAPPROPRIATE BEHAVIOUR**

### **PHASE 1- CLASSROOM TEACHER: PREVENTION**

Staff are encouraged to pro-actively establish a productive classroom and positive relationships 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 winning over strategies;
- Teacher modelling appropriate behaviour;
- Engaging students through a range of consistent learning and teaching strategies;
- MCIL, classroom rules expectations posted, defined and explicitly taught;
- Praise and acknowledge of positive/ desired behaviour;
- Physical layout of the classroom;
- Seating plan(s);
- Classroom routines developed;
- Responses to misbehaviour are appropriate and systematic;
- Active supervision;
- Reminders; and
- Opportunities to respond.

#### **Classroom teacher records**

- Regular Self Reflection on proactive strategies
- Maintain records on positive student behaviour in Compass;
- Parent Communication – phone call, email

### **PHASE 2- CLASSROOM TEACHER: INTERVENTION**

#### **1. Low Key Responses**

Use of low-key CMS skills;

- Eye contact, non-verbal cues such as pause in teaching, the teacher's 'look';
- Selective attention, 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 (In class)

- Temporary removal from classroom activity when the above intervention strategies have failed;
- All students not within the classroom e.g. put in staff offices as arranged within Learning Area, are still required to be supervised by a teacher as part of maintaining Duty of Care;
- This strategy is to be used only as a cooling off period for no more than five minutes.

## 3. Informal/Verbal Agreement

The informal agreement is a process that encourages the student to come to an understanding about specified behaviours and to participate in forming an agreement to help students monitor and change their behaviour.

## 4. Buddy Class

Buddy system provides the teacher with the opportunity to give the student cooling off time, or the opportunity to remove a student for a longer period of time, and thus the ability 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 contact with parent will be made on the day of this intervention;
- When the safety of others is endangered;
- When other students miss instructional time.

Sending a buddy student:

- Teachers must organise buddy classes within their Learning Area;
- Send student to buddy class with reflection sheet (WIOS) and class work;
- RMP students will need constant supervision and will need to be escorted or not sent out and followed up with after the lesson.

Classroom Teachers:

- Are required to follow up with the student;
- Meet with the student next break and follow a restorative conversation using the 'reflection sheet' to guide your conversation;
- Fresh start following completion of designated buddy classes and explanation of expected behaviours;
- Students cannot be sent to buddy for more than one lesson for the original behaviour unless negotiated with HOLA (this is a Learning Area withdrawal);
- Record behaviour on Compass and contact parent;
- On the third occasion a student is removed to a buddy class, a Classroom Contract must be written;

Receiving a buddy student:

- Teacher to direct student to sit quietly and complete their WIOS and other work sent by class teacher;
- Check work during lesson;
- Send student back to class 2 minutes before end of lesson.

Requesting Support

In situations where the student refuses to leave the class or further support is required:

- Staff member uses the priority phone list to call for support; HoLA, PC, DP
- A Phase 3 report will need to be completed immediately on Compass and HOLA informed; and
- HOLA discusses with classroom teacher appropriate consequences and follow up.

## 5. Restorative Conversations

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 the student's role in maintaining a positive learning environment;
- Understanding the greater impact of their actions;
- Learning to take responsibility; and
- Restoring and repairing the relationships that have been damaged.

## 6. Classroom Contract

A Classroom Contract is positive reinforcement intervention used to recognise and improve behaviour:

- Contracts consist of two-three agreed upon goals and are supported by incentives and consequences that are tailored to the individual student;
- Contracts provide the student with more 1:1 help and support.

## PHASE 3- HOLA COORDINATED INTERVENTION

The HOLA will provide support to teachers within the classroom by ensuring there are appropriate:

- Instructional skills;
- Curriculum adjustments; and
- Behaviour management strategies.

## 7. Prearranged Withdrawal

Learning Area prearranged withdrawal is when a student is withdrawn from a particular subject for more than one period but no more than four. Students may be placed on a Learning Area withdrawal by the HOLA. This may be implemented by the HOLA for repeated instructional non-compliance or broken classroom contracts and LABPs. Students on Learning Area withdrawal are expected to:

- be notified of the withdrawal in advance;
- report to the LA office or location specified by the HoLA at the commencement of each lesson;
- follow instructions of allocated class teacher; and
- work to capacity and complete set tasks.

When a student is withdrawn the HOLA and classroom teacher will:

- enter in Compass and provide verbal advice to the parent(s) that day or as soon as possible;
- ensure the location and supervision arrangements account for Duty of Care at all times; and
- ensure that the student is provided the opportunity to complete assignments or assessments to fulfill course requirements.

## 8. Learning Area Behaviour Plan

- HOLA will meet with teacher to review what has been implemented so far and to develop achievable targets to be discussed at meeting;
- HOLA will coordinate a meeting with the student, teacher and parent (where possible) to develop a LABP. The LABP is positive reinforcement intervention used to improve behaviour. Plans consist of two agreed upon goals and are supported by incentives and consequences that are tailored to the individual students. LABPs provide the student with more help and support;
- The plan is signed by all parties, uploaded to Compass and copies provided to parents;
- The HOLA will assist in monitoring student behaviour; and
- If LABP agreement is broken or if no resolution is reached, the student will then be referred to Student Support who will be provided with all relevant documentation.

## PHASE 4- PROGRAM COORDINATOR AND DEPUTY PRINCIPAL

The role of the Program Coordinator and Deputy Principal is to:

- provide advice to teachers and HOLAs on matters related to students within their classes that may affect their educational outcomes;
- facilitate the withdrawal of the student (after discussion with the HOLA, may include in-school withdrawal) to allow time for resolution to be reached;
- liaise with classroom teachers regarding SAER referrals;
- liaise with staff and parents regarding the progress of the students;
- case Management and development of IBMP (including observations); and
- coordinate internal/external support for identified students.

## 9. In School Withdrawal

The In-School Withdrawal system is centrally administered through Student Support. In consultation with a Program Coordinator, a Head of Learning Area may elect to place students on In-School Withdrawal in response to an incident within their Learning Area that requires a significant consequence but does not warrant out-of-school suspension. Such behaviours may include, but are not limited to, repeated non-compliance and broken Classroom Contracts and Learning Area Behaviour Plans.

The HOLA liaises with the relevant PC to discuss the student's history and circumstance in deciding whether In-School Withdrawal is an appropriate consequence. After consensus is reached, the HOLA will facilitate a suitable timetable for the period of withdrawal in Learning Area Buddy rooms or seek assistance from a PC to supervise the student in administration. If a student is repeatedly non-compliant with expectations within the scheduled time period of in-school withdrawal, they will receive an out-of-school suspension.

## Record Keeping/Notifications

- HOLA /classroom teacher record in Compass;
- Contracts and LABPs are uploaded to Compass;
- PC and/ or DP record suspension in Compass and SIS; and
- HOLA/CT coordinates re-entry of the student to class and resolution/restoration.

## 10. 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 an opportunity for:

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

### The decision to suspend

The Principal has the authority at Morley SHS to make a decision to suspend a student. The temporary transfer of power is given to Deputy Principal/s in circumstances where the Principal is unable to exercise the suspension.

<b>Suspension Category</b>	<b>Definition</b>
Physical aggression toward staff	Aggressive physical contact committed intentionally against staff.
Abuse, threats, harassment or intimidation of staff	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Physical aggression toward students	Aggressive physical contact committed intentionally against another student.
Abuse, threats, harassment or intimidation of students	Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Damage to or theft of property	Direct or indirect damage to, or theft of, property.
Violation of Code of Conduct or school/classroom rules	Student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.

Possession, use or supply of substances with restricted sale	Use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
Possession, use or supply of illegal substance(s) or objects	Substances that are illegal under the Criminal Code. This includes weapons and illegal drugs.
E-breaches, Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements	Breaches of an Acceptable Use Agreement; Appropriate Use of Online Support Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff.

### **Intent to suspend**

Morley SHS will provide the student and parent a reasonable opportunity to correct behaviour before a decision to suspend and/or length of the suspension has been made.

- For breaches of school discipline, this will occur by conversation with the parent prior to the principal's suspension decision.

### **Recording the decision**

- Classroom teacher to enter the incident in Compass as soon as practicably possible;
- Deputy Principals or Program Coordinator to enter the suspension into Compass following the decision to suspend;
- School Officers to transfer this information into SIS
- Enter a report into the Online Incident Notification System (OINS) for any incident deemed by the principal to have involved a serious breach of school discipline or a notifiable incident, as defined in the Emergency and Critical Incident Management policy; and
- Suspension recorded as an authorised absence using the 'Z' code in SIS.

### **Other suspension requirements that need to be considered**

- Take reasonable measures to minimise the number of days any one student is suspended for during the course of a school year. Where repeated suspension is not proving effective as a strategy to reduce the severity or frequency of breaches of school discipline by a student, the principal will consider other strategies that may be more successful.
- Not consider the reaching of a specified number of days of suspension to be an automatic trigger for exclusion.
- For the purpose of calculating suspension periods, consider each day the school is open for business as counting for a whole day within the student's suspension period. This requirement applies irrespective of the student's normal level of attendance on that day, including where the student would normally be absent from school that day due to a Notice of Arrangement or placement in an off-site program; or the suspension applied is for only part of the school day.
- Consider multiple breaches in the course of an incident or connected series of incidents to be taken

as one overall breach for the purposes of considering the case for, and duration of, a suspension.

- Not apply suspension for reasons associated with: attendance, an incident occurring outside of school, except where the principal can establish a reasonable nexus between the incident and the school; or dress code.
- Not apply a suspension period that exceeds the number of days remaining in the school term. For purposes of accurately reflecting the severity of the student's breach of school discipline,
- Not extend suspension periods into the following school term.
- In circumstances where the time left in the school term is insufficient to reasonably investigate an incident and reach a decision on a suspension, the principal may make the decision at the beginning of the next school term.
- Consider the possible impact of suspension for a student who is undertaking VET in Schools or Workplace Learning external to the school. Where there is a stipulated requirement for a number of hours to be completed in a course or workplace learning environment, the principal will take measures to prevent any suspension from impacting the successful completion of WPL. This may include stipulating a suspension condition that permits the student to attend the required setting or program.

### **Responsibilities during and immediately following the suspension period**

The staff member who processes the suspension will conduct any required meetings in preparation for re-entry. When a student comes onto school grounds without permission during a period of suspension, the administration will:

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

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

- Where the maximum period of suspension is already in place, the principal will consider alternative disciplinary sanctions for that breach, to be served after the student's return to school, provided that this sanction does not further limit the student's attendance. This does not apply in the event of a recommendation for exclusion.
- A suspension under Regulation 43(1)(a) may not be extended to a suspension under Regulation 43(1)(b), except where the breach committed during the suspension period can reasonably be considered by the principal to be a serious breach.

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 Principal, School of Special Educational Needs:

Behaviour and Engagement as part of a case management approach; and work with Regional Education Office and Statewide Support staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.

## 11. Case Conference

A case conference is a collaborative meeting and may include the Principal or nominee (Deputy Principal), Program Coordinator, Staff Representative(s), who will usually be the teacher(s) involved with the student, Student Support Team members as appropriate, the student and parents; and other agencies. Parents and students will be informed of their right to have support from a community representative who is mutually acceptable to the school. In some instances, the school may seek to involve a community representative to assist. A case conference may be called for when:

- interventions have been unsuccessful;
- repeated suspensions.

Interventions and support strategies

- Modify procedures/ increase supervision in non-classroom settings;
- Increase class management support;
- Check in- check out with nominated support person;
- Target Instruction in social skills and replacement behaviours;
- Behaviour Support Plan;
- Behaviour Monitoring Card;
- Functional Behaviour Assessment/Escalation Profiles;
- Behaviour Intervention Plan;
- Increased academic support;
- School based mentors and/or external mentors (Ed Connect);
- External Agency referrals;
- Formal Contract.

## 12. Exclusion

Exclusion orders for students can take the following forms:

- a. Exclusion from normal attendance at Morley SHS but with a requirement to attend for specific purposes or programs;
- b. Complete exclusion from attending Morley SHS;
- c. Direction to attend a specified High School or educational program;

## PROCEDURES THAT FORM OUR FACING DOCUMENT

### PHASE ONE: ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS AND PRODUCTIVE CLASSROOMS

#### TEACHER ACTION

- Establish routine and expectation in line with agreed instructional framework
  - Consistently follows Morley SHS Agreed Expectations
  - Be on time and greet pleasantly at the door
  - Learning intentions, outcomes/ success criteria are visible
  - Class activities are planned and actively monitored
  - Exit strategy, linked to learning intention checking for understanding and progress
- Ensure all interactions are positive and respectful (meet and greet, demonstrate an interest in the student as a person)
- Reinforce positive behaviours (catch student being good, provide specific praise)
- Use dialogue based on students making positive choices (Use non-confrontational restorative language)
- Class-wide incentives
- Public recognition/ display of work

#### COMMUNICATION/ DOCUMENTATION

- On a positive note entries, positive phone calls, SMS or email home, Letters of Commendation
- Reporting Positive behaviour entries/comments in COMPASS

#### HOLA ACTION

- Support staff in establishing positive relationships and productive classrooms.

#### STUDENT SUPPORT/ DEPUTY PRINCIPAL ACTION

- Support staff across school in establishing positive relationships and productive classrooms.
- Reward days
- House points and competitions



**PHASE TWO:  
MAINTENANCE OF POSITIVE RELATIONSHIPS AND PRODUCTIVE CLASSROOMS**

**TEACHER ACTION**

At all stages reinforce positive behaviours but when unacceptable **low level** behaviour occurs, focus on positive replacement behaviours rather than the negative behaviours displayed.

- Employ positive classroom measures, e.g.
  - Revisit and reinforce expectations - refer to Code of Behaviour (Classroom - Rules)
  - Employ Proximity
  - Use a Signal to Begin
  - Use Politeness
  - Employ minimal or non-verbal signs (Pause, Look, Gesture)
  - Give Either/Or Choices
  - Complete interactions with “Thank you”
  - Follow through Either/Or Choice (imply choice)
  - Reinforce positive behaviours
- Employ fair and consistent sanctions to illicit positive behaviour, e.g.
  - Buddy Class/ withdrawals
  - Detention at recess/lunch for the time they are late
  - Use of DOTT time to speak with student away from your class (agreed behaviours)
- If expectations are not met, contact parents/carers and work with the HOLA on implementing a classroom contract/ learning area behaviour plan.

***This behaviour could be on-going and require on-going action.***

**COMMUNICATION/ DOCUMENTATION**

Teacher documents on COMPASS.

Teachers will keep personal records and Buddy Class Withdrawal documentation.

Phone calls, SMS or email home to seek support from parent/carer.

Arrange a meeting if required. Letter of Concern to parent/carer

**HOLA ACTION**

- Support staff with strategies to establish and maintain positive relationships and productive classrooms. This can include:
  - Listening to concerns and talking through issues
  - Coaching staff members to explore a range of strategies
  - Modelling strategies
  - Classroom visits
  - Organising withdrawal classes
  - Learning area behaviour plan approved by all stakeholders
  - Parent meeting
  - Restorative Practices

**STUDENT SUPPORT/ DEPUTY PRINCIPAL ACTION**

- Support staff across school with strategies to establish and maintain positive relationships and productive classrooms. This can include:
  - Year Coordinators providing further information
  - Year Coordinators may complete an Interim Report.
- Student Support and DPs providing further information

**PHASE THREE:  
INTERVENTION AND SUPPORT IN ADDRESSING UNDESIRE BEHAVIOURS**

**TEACHER ACTION**  
Unacceptable **low level** behaviour is consistent or is escalating and student does not comply with instructions or expectations.

- Refer to HOLA with all collected documentation and actions teacher has implemented in Phases 1 and 2
- Teacher completes Behaviour on Compass

**TEACHER COMMUNICATION/ DOCUMENTATION**

- Teacher and HOLA documents on COMPASS
- Parent/Carer has been contacted

**HOLA ACTION**

- Discuss strategies for management with teacher
- **Parent/Carer must be contacted at this stage**
- Counselling of student by HOLA
- Possible withdrawal from class for negotiated period of time (lesson/s)
- Work it out Reflective checklist is completed by student if withdrawn
- Review the Learning Area Behaviour Plan
- Restorative Conversations with teacher and student.
- A letter of apology may be written
- Arrange a meeting with Parent/Carer, student, teacher and HOLA
- HOLA managed detention
- Recommendation for timetable change

**STUDENT SUPPORT/ DEPUTY PRINCIPAL ACTION**

- Student conduct is raised at Student Support SAER meetings.
- SSM/Year Coordinator / Student Support PC's / DP/ School Psychologist action agreed interventions
- Planned support for both student and teacher.
- Progress Report may be initiated by the Year Coordinator
- Support for HOLA and teacher from Student Support Manager if behaviour is localised to a learning area.
- Learning Support Coordinator to formulate and implement a Documented Plan for all learning areas if behaviour is indicative of learning difficulties. This may include an escalation profile
- Loss of Good Standing

**STUDENT SUPPORT COMMUNICATION/ DOCUMENTATION**

- Year Coordinator arranges Progress Report and copy of report is placed in Student Files
- Period by Period Positive Behaviour check may be utilised – Year Co. Parent notified (Appendix 7) with ongoing phone, SMS or email home
- Progress Report may be used if an interview is conducted with the Parent/Carer

**PHASE FOUR:  
ESCALATION, INTERVENTION AND RESTORATION**

**TEACHER ACTION**  
**High level** behaviours with staff or students, e.g.

- High Level of verbal abuse (sexual, threatening profane language and/or discrimination of any kind)
- Physical abuse
- High levels of vandalism (breaking of windows, staff vehicles ect)
- Believed to be in possession of, or under the influence of, alcohol or drugs.
- On-going **low-level** or continued escalation of **non-compliance** with teacher/ HoLA expectations

- Inform HOLA and remove student/s to Buddy class following processes
- Refer to HOLA with all collected documentation and actions teacher has used for previous behaviours

### **HOLA COMMUNICATION/DOCUMENTATION**

- Incident documented on COMPASS by teacher
- Parent/Carer has been contacted

### **HOLA ACTION**

- HOLA refers student documentation to SSM/DP after discussion with teacher
- ***Parent/Carer must be contacted at this stage by SSM/DP***

### **STUDENT SUPPORT/ DEPUTY PRINCIPAL ACTION**

- A suspension or withdrawal may result
- Review of actions by SS/DP
- Police notified of serious or illegal breach
- Proposal/ recommendation to exclude
- For both high- and low-level behaviours, interventions may include the following:
  - Reflection of behaviour by student
  - Period-by- period check
  - Whole of School BMP
  - Review Documented Plan or Escalation
  - Discussion of student behaviour at Student Support meeting.
  - Referral to school support staff (Psych, Year Coordinators, Nurse)
    - Possible referral to external agencies
    - Possible withdrawal from class
    - Parent/Carer contact for a Case Conference
    - Restorative Conversation with student, teacher and possibly HOLA
    - Automatic loss of Good Standing
    - Possible referral SSEN-BE

### **STUDENT SUPPORT COMMUNICATION/DOCUMENTATION**

- Outcome documented on COMPASS by SSM/DP
- Withdrawal/Suspension documented on COMPASS
- Suspension Notice to parent/carers
- Loss of Good Standing letter to parent/carers
- Re-entry meeting from suspension/withdrawal with teacher, HOLA and SSM **focusing on restorative conversations moving forward with positive behaviour and relationships.**

## Appendix 1: Facing Document

BEHAVIOUR TYPE	Teacher Coordinated Response			HOLA Coordinated Response	Student Support PCs or Deputy Principal Coordinated Response
	Phase 1- Positive	Phase 2	Phase 2	Phase 3	Phase 4
<b>Definition</b>	<ul style="list-style-type: none"> <li>Consistently follows Morley SHS Community Expectations</li> </ul> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>Formal award recognition of students who have outstanding behaviour and effort on a semester basis (subject awards, merit awards/student of the month)</li> <li>Individual positive reinforcement for appropriate behaviour (Chronicle - Letter of Commendation)</li> <li>Class-wide incentives</li> <li>Rewards Days (River Cruises, School Ball, Presentation Night)</li> </ul>	<ul style="list-style-type: none"> <li>Low-level minor behaviours and breaches of Agreed Expectations</li> <li>Low/non deliberate harm to others</li> <li>Low/non-malignant violation of others' rights</li> <li>Isolated or infrequent incidences of behaviours</li> <li>Do not require involvement of specialist/support staff/administration</li> </ul> <p><b>Note: Minor behaviours in practical subjects that breach health and safety guidelines, creating a risk of harm, may progress immediately.</b></p>	<ul style="list-style-type: none"> <li>Repeated minor breaches of the school rules (at least 2 incidences)</li> <li>Requires parent/guardian contact</li> <li>May require the involvement of specialist (coaches/profilers, HOLA)</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour that requires the involvement of specialist/ support staff</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Persistent pattern of unresolved Phase 2 behaviours. (Completed Phase 2 interventions is required)</li> </ul> <p><b>REFERRAL: HoLAs or teachers may refer students to Year Coordinator who can then seek support from the Chaplain, Nurse or School Psychologist.</b></p>	<ul style="list-style-type: none"> <li>Behaviours that significantly violates the rights of others</li> <li>Behaviours that put others/ self at risk of harm</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Continued pattern of unresolved Phase 3 behaviour that has previously resulted in suspension. (Completed Phase 3 interventions is required)</li> </ul>
<b>Range of Consequences</b>	<ul style="list-style-type: none"> <li>House points (e.g. individual/group goal setting)</li> <li>Inter-class activities/responsibilities (Peer Support, Student Leaders/House Captains, sports programs, Sports Captains)</li> <li>Public recognition/display of work (classroom, arts foyer, yearbook, Facebook, Connect)</li> <li>Contact parents to advise of positive behaviour (e.g. phone call/email)</li> </ul>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>Classroom behaviour contract</li> <li>Teacher/Department managed detention</li> <li>Parent/guardian contact</li> <li>Parent/guardian meeting</li> <li>Verbal/written apology</li> <li>Buddy class (no more than one lesson)</li> <li>Logical consequences (gum-scraping, cleaning up classrooms, picking up rubbish on yard duty)</li> <li>Chronicle entries with referral to HOLA.</li> </ul>	<p><b>All consequences from Phases 1-2 and the following:</b></p> <ul style="list-style-type: none"> <li>Recommendation for Loss of Good Standing</li> <li>Learning Area Behaviour Plan</li> <li>Temporary withdrawal from classroom (no more than 4 lessons)</li> <li>HOLA/ Teacher parent interview</li> <li>Restorative Justice process (between students)</li> <li>Restorative interview (between student and staff member)</li> <li>Year CO/ teacher collaborative meeting</li> <li>Recommendation for timetabling changes</li> </ul>	<p><b>All consequences from Phases 2-3 and the following:</b></p> <ul style="list-style-type: none"> <li>Whole school behaviour plan – in consultation with teachers</li> <li>Classroom/break-times withdrawal (more than four lessons)</li> <li>Suspension</li> <li>Referral to external support agencies</li> <li>Alternative education program</li> <li>Police notified (serious and/or illegal offences)</li> <li>Proposal/recommendation to exclude</li> <li>Exclusion/cancellation of enrolment</li> </ul>	

EXPECTATION OF BEHAVIOUR	PHASE 2	PHASE 3	PHASE 4
<b>Through the value of CARE, we are SAFE</b>	<ul style="list-style-type: none"> <li>Out of seat without permission.</li> <li>Playing in toilets during class time.</li> <li>Obscene language or gestures (not directed at staff or students).</li> <li>Physical contact with students without intent to harm, i.e., play fighting.</li> <li>Name calling or teasing, not including derogatory slurs.</li> <li>Using equipment unsafely.</li> <li>Unintentional damage of equipment or school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Derogatory slurs directed at students or staff.</li> <li>Verbal sexual harassment</li> <li>Obscene language or gestures directed at staff or students.</li> <li>Intimidation of staff or students, e.g., using proximity or indirect threats.</li> <li>Deliberate vandalism of equipment or schoolgrounds.</li> <li>Inappropriate intimate acts, e.g. kissing, groping</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Unresolved or repeated Phase 1-2 behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Sexual harassment of staff or students.</li> <li>Violation of school drug policy, including possession, use and distribution of illicit drugs or paraphernalia.</li> <li>Physical contact with staff or student, with intent to cause harm.</li> <li>Intimidation of staff or students, e.g., using proximity or direct threats.</li> <li>Deliberate vandalism of equipment or schoolgrounds with possibility to cause harm.</li> <li>Filming and/or distribution of videos portraying severe violations of Student Expectations, e.g. fights or willful damage.</li> <li>Sexual acts, e.g. masturbating, oral sex, intercourse.</li> <li>Online harassment.</li> </ul> <p>OR Unresolved Phase 3 behaviours after Phase 3 interventions have been actioned.</p>
<b>Through the value of COLLABORATION, we are RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Talking while others are speaking/calling out.</li> <li>Inappropriate sounds and actions (humming, tapping, blurring out, playing with items, talking etc.).</li> <li>Refusal to participate or follow reasonable staff request.</li> <li>Intentionally interfering with games/activities.</li> <li>Failure to attend detention.</li> <li>Cheating (including plagiarism or unauthorised materials) in classroom</li> <li>Bystanders encouraging inappropriate behaviour.</li> <li>Spreading rumours or gossiping.</li> <li>Chewing gum or eating food in class.</li> </ul>	<ul style="list-style-type: none"> <li>Cheating (including plagiarism or unauthorised materials) in examination setting.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Unresolved or repeated Phase 2 behaviours after Phase 2 interventions have been actioned.</li> </ul>	

## **Appendix 2: Links to legislation**

[Student Behaviour in Public Schools Policy and Procedures](#)

[CEO Directive: Required action to be taken with students fighting or publishing videos of fighting](#)

[CEO Instruction: Recommendation for exclusion when a student has made intentional physical contact with a staff member](#)

[Dress Codes for Students in Public Schools Policy and Procedures](#)

[Child Protection in Department of Education Sites Policy and Procedures](#)

[Duty of Care for Public School Students Policy and Procedures](#)

[Emergency and Critical Incident Management](#)

[Records Management Policy and Procedures](#)

[Risk and Business Continuity Management](#)

[Student Attendance in Public Schools Policy and Procedures](#)

[Students at Educational Risk in Public Schools Policy and Procedures](#)

[Students Online in Public Schools Policy](#)

### **Relevant Legislation**

[Children and Community Support Act 2004 \(WA\)](#)

[Disability Discrimination Act 1992 \(Cth\)](#)

[Disability Standards for Education \(Commonwealth\) 2005](#)

[Equal Opportunity Act 1984 \(WA\)](#)

[School Education Act 1999 \(WA\)](#)

[School Education Regulations 2000 \(WA\)](#)

[State Records Act 2000 \(WA\)](#)

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## Appendix 3: Agreed Expectations

### Morley Senior High School Vision

#### Together We Achieve

Morley SHS is committed to embracing diversity, catering for the needs of all students and to celebrating the achievement of personal best.

Our **STUDENTS** agree and commit to the following expectations:

Morley Senior High School Expectations At Morley SHS:			
	We <b>care</b> for the safety of ourselves and others	We <b>collaborate</b> because we respect others' beliefs and differences.	We strive to do our best because we are <b>committed</b> and organised
<b>Always</b>	<ul style="list-style-type: none"> <li>○ We keep our hands and feet to ourselves.</li> <li>○ We listen to and follow instructions carefully.</li> <li>○ We report bullying behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>○ We use respectful language.</li> <li>○ We respect the school property and property of others.</li> <li>○ We respect the privacy and beliefs of others, including on social media.</li> </ul>	<ul style="list-style-type: none"> <li>○ We attend classes regularly and on time.</li> <li>○ We wear our uniform.</li> <li>○ We have our phones "off and away all day."</li> </ul>
<b>Class-rooms</b>	<ul style="list-style-type: none"> <li>○ We use all equipment according to instructions.</li> <li>○ We move safely and carefully around the class and ask permission to leave our seat and the class.</li> <li>○ We protect our passwords and only access educationally safe websites.</li> </ul>	<ul style="list-style-type: none"> <li>○ We raise our hands to speak and listen to others when they speak.</li> <li>○ We ask questions and participate in class activities.</li> <li>○ We do our own work and respect copyright rules.</li> </ul>	<ul style="list-style-type: none"> <li>○ We bring the necessary equipment to each class.</li> <li>○ We use our time productively in class and complete and submit assignments on time.</li> <li>○ We let others learn and ask for help when we need it.</li> </ul>
<b>School Ground</b>	<ul style="list-style-type: none"> <li>○ We stay in our designated year areas.</li> <li>○ We move to and from class promptly and safely.</li> <li>○ We help or get help for people who are hurt or upset.</li> </ul>	<ul style="list-style-type: none"> <li>○ We listen and follow staff instructions.</li> <li>○ We wait patiently in queues.</li> <li>○ We show good sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>○ We follow break bells and return to class promptly.</li> <li>○ We go to the toilet and get a drink during recess and lunch breaks.</li> <li>○ We put all rubbish in the bin.</li> </ul>



## Appendix 4: School Business Plan Priorities

### HIGH QUALITY TEACHING

#### Together we will:

- Ensure the consistent use of Morley Common Instructional Language in all classrooms.
- Use student achievement data and student feedback each semester, to monitor, analyse and diagnose the effectiveness of teaching and learning.
- Increase staff capacity and confidence in their use of ICT.
- Empower staff and increase their capacity to lead improvement in teaching and learning.

### RELATIONSHIPS

#### Together we will:

- Work collaboratively to improve teaching and learning, including strengthening professional learning communities.
- Identify potential leaders in the school community and provide them with development opportunities.
- Strengthen existing community connections (with local school networks, universities, community-based agencies, local employers and international partnerships) and seek new partnership opportunities.

### POSITIVE LEARNING ENVIRONMENT

#### Together we will:

- Support all members of the school community to accept responsibility for their own learning outcomes.
- Ensure an inclusive learning environment through the consistent application of high expectations of positive behaviour across the school.
- Promote positive recognition of students and staff.
- Support student wellbeing to enhance readiness for learning.



## Appendix 5: Buddy Class Process

1. **A teacher should have Individual Student Buddy Plans for the management of**
  - a. Discipline Issues and Safety Issues in the classroom
  - b. A copy of every teacher's Buddy Plan should be handed to the HoLA at the start of the semester.
2. **Faculty Buddy Plans containing a list of Buddy teachers and rooms to be available for**
  - a. every teacher in the department.
  - b. when a student needs to be removed to another classroom.
3. **A copy of Learning Area Buddy Class schedule should be given to Deputy Principals and Student Support Managers at the beginning of each academic year.**
  - a. Amended copy of the Learning Area or Teacher Buddy Teacher Plan should be forwarded to the relevant Deputy Principal when changes occur.
4. **Student to be accompanied to Buddy Room by an Appropriate Person provided:**
  - a. duty of care issues with respect to your own class are covered above all;
  - b. an appropriate person is available – HoLAs can be required to assist in this process.
5. **Students in Buddy classes must have the following Documentation:**
  - a. a Buddy slip indicating date and time of buddy class;
  - b. Working it out Sheet;
  - c. Class related work to be carried out.
6. **Students must have a Working It Out Sheet (WIOS) that:**
  - a. contains a clear statement as to what the student has done or what changes need to occur to gain re-admittance to normal class.
7. **Students must have class work to do:**
  - a. to be carried out after completing WIOS 1 form.
8. **Students must NOT be removed from class for more than 1 period at a time, at Phase 2:**
  - a. The teacher loses the power of the sanction if a student is removed for more than 1 period and the student loses too much academic class time.
9. **Class Teacher negotiates return to class:**
  - a. **verbally** and in **writing** on the WIOS form to allow for a **No Escape Clause**;
  - b. Students must return at the end of the lesson to arrange a suitable time for negotiations to occur **or** teacher organises relief for Tutorial next day with HOLA or Year Coordinator. This meeting must take place **before next class**.
10. **If the student fails to complete the Working It Out Sheet process:**
  - a. the matter is brought before the HOD or Year Coordinator for further action; or
  - b. the student is referred to Student Support.
11. **If the student completes a Working It Out process and then repeats the behaviour, then:**
  - a. the matter is brought before the HOLA and the student is reminded of obligations and Responsibilities and Rights, or
  - b. the student is referred to Student Support



## **Buddy Class Protocols:**

1. Explanation as to why a student is withdrawn is provided both verbally and in writing (on Classroom Buddy Class Form).
2. Clear direction as to the rest of the withdrawal process and resolution/restoration is articulated to the student by the classroom teacher.
3. Buddy Class forms and checklists are retained by the classroom teacher as part of their personal records - these may be called for by HoLA, SS or DP when larger school-wide planning for a student is considered.
4. Documentation on Compass and sending of any letters of concern for withdrawals will be made by the teacher the same day the student is withdrawn.
5. The Parent/Carer of the student withdrawn will be notified by the teacher on the same day/s the student is withdrawn during Phase 2 and 3 withdrawals.
6. The Parent/Carer of the student withdrawn during Phase 4 withdrawal will be notified on the same day by either HoLA or SS/DP.

## Appendix 6: Classroom Contract and Learning Area Behaviour Plans

Teachers will encourage the use of Classroom contracts (teacher and student agreement) and Learning Areas utilise Learning Area Behaviour Plans (LABP) if the teacher re-visiting and reinforcing the Code of Behaviour (Classroom- Rules) fails to elicit the desired behaviour in the classroom.

This is evident by repeated Phase 2 Behaviour entries on Compass or might be the result of one (1) Phase 3 or 4 entry. In partnership with parents/carers, and working with the HOLA, teachers implement a learning area behaviour plan for a particular student.

*Guidance- A contract or LABP will be developed for any student who has multiple Phase 2 entries on Compass for any particular learning area, or after one (1) Phase 3 or 4 entry in any particular learning area.*

The school has a uniform Contract and LABP template for use across any learning area. In developing the LABP, the process will involve:

1. Teacher to review Phase 2 entries on Compass (or the Phase 3 or 4 entry) with HoLA.
2. Teacher builds the contract using school template and input from HoLA.
3. LABP developed within one (1) week of second recorded Phase 2 entry (or the Phase 3 or 4 entry).
4. Teacher (or possibly HoLA) arranges meeting with student and parent/carer to discuss and endorse.
5. At LABP meeting the plan is outlined to the student and their family, and any required changes can be made.
6. When LABP is agreed and endorsed the signed plan is scanned and added to Compass via the Learning Area Behaviour Plan Chronicle entry.

**Create Chronicle Entry For Student**

**Details** | Communications | Notification Chain

**Template:** Classroom contract/ Learning Area Behaviour Plan | **Rating:** Amber

This template is used when a student has been placed on a Classroom Contract or Learning Area Behaviour Plan

**Staff Visibility:** Level 1: Admin/Power/Users

**Parent/Student Visibility:** Hidden

**Date Occurred:** 28/07/2021 | 10:40 AM

**Points (+/-):** 0

**Learning Area:** Please select Learning Area

**Students**

Add other students...

There are no students associated with this chronicle entry

**+ Add Attachments**

Filename

This chronicle entry has no attachments. Drag files here to upload.

**Notification Chain**

- Andrew Neho - aneho
- Susan Wallis - swallis
- Matthew White - mwhite

Save | Save and Close | Cancel

<b>Student Contract</b>			
<b>name of Student</b>	and	<b>name of teacher</b>	
As a result of this reflection to maintain my good standing, I agree to:			
1			
2			
3			
If I achieve this contract the benefits will be			
1			
2			
3			
If I break this contract, the consequence will be			
1			
2			
3			
<b>Student signature</b>		<b>Date</b>	
<b>Teacher Signature</b>		<b>Date</b>	
<b>HoLA Signature (if needed)</b>		<b>Date</b>	

## Learning Area Behaviour Plan

**Student Name:**

**Learning Area:**

The following areas are identified for improvement via this documented plan

<b>Focus Area 1</b>	
<b>Focus Area 2</b>	

Where Occurs	Management Strategies	Frequency
<b>Teacher</b>		
<b>HoLA</b>		
<b>Parent/ Guardian</b>		
<b>Student</b>		
<b>Support staff (EA, AIEO)</b>		

### Signatures

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Parent / Carer \_\_\_\_\_ HoLA \_\_\_\_\_

Parent/ Carer has been made aware of and supports the above plan Yes  No

If **No** further details are required

## Appendix 7: Daily Behaviour Report

LESSON BY LESSON CHECK					
NAME OF STUDENT:		TUTE GROUP:		Date:	
	<b>1= excellent</b>	<b>2= adequate</b>	<b>3= poor</b>		
	Monday	Tuesday	Wednesday	Thursday	Friday
TUTE					
PERIOD 1					
PERIOD 2					
PERIOD 3					
PERIOD 4					
PERIOD 5					
STUDENT OBJECTIVES	1. 2. 3.				

<p><b>Guidelines</b></p> <ol style="list-style-type: none"> <li>1. Student hands monitoring card to the teacher on arrival (staff can request)</li> <li>2. Staff to sign each lesson</li> <li>3. Staff to indicate what level of success the student had: 1, 2 or 3</li> <li>4. Completed weekly card email to parents on Friday</li> </ol> <ul style="list-style-type: none"> <li>• The student and parent understand that the intention of this card is to monitor the student's performance over an extended period to assist them to achieve a higher level of compliance with school procedures.</li> <li>• The student and parent understand that they must complete all the conditions of this card in the time indicated.</li> <li>• The student and parent understand that failure to complete all the conditions indicated will result in an extension of the monitoring period.</li> <li>• The student and parent understand that repeated failure to complete all the conditions to the level indicated is likely to result in suspension from school activities to consider other options.</li> </ul> <p>Student Services Manager _____ Student _____</p>
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## **Appendix 8: Links to AITSL Professional Standards for Teachers (Proficient):**

### ***4.1 Support student participation***

Identify strategies to support inclusive student participation and engagement in classroom activities.

### ***4.2 Manage classroom activities***

Demonstrate the capacity to organise classroom activities and provide clear directions.

### ***4.3 Manage challenging behaviour***

Demonstrate knowledge of practical approaches to manage challenging behaviour.

### ***4.4 Maintain student safety***

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

### ***7.2 Comply with legislative, administrative and organisational requirements-***

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

### ***7.3 Engage with the parents/carers***

Understand strategies for working effectively, sensitively and confidentially with parents/carers.