



Morley Senior High School

School Positive Behaviour and Management Policy

Version 1.3

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SECTION ONE: OUR APPROACH

SCHOOL CONTEXT

Morley Senior High School is committed to delivering high-quality education across academic, vocational and pastoral domains, while also providing dedicated programs to support our international students. The school will continue to implement agreed behavioural expectations as part of our approach to behaviour management, with the Student Support Hub further enhancing support for 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 thrive when diversity is embraced, and the needs of all students are met within a safe, orderly, inclusive and supportive environment, one that enables every individual to achieve their personal best. We are committed to cultivating a culture of continuous improvement and high expectations within an engaging and challenging learning environment.

In partnership with staff, students, parents and the wider community, we demonstrate COURAGE in our COLLABORATION and COMMITMENT, and we inspire students to remain CURIOUS throughout their educational journey — all underpinned by the integrity of a strong pastoral CARE foundation.

At Morley Senior High School, the responsibility to encourage positive behaviour rests with all members of the school community. Our whole-school behaviour management approach provides a clear structure and plan to support an effective learning environment that:

- 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 Student Support Hub, with the support of the School Executive Team, will manage major breaches of behaviour.

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:

- 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.

Responsibilities: Student Support Personal

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

Year Coordinators play a key role in providing pastoral care within the school's behaviour support framework. Their primary responsibility is to assist and guide teachers in fostering positive and respectful relationships with students. Through the strong connections they build with their year group, Year Coordinators are well-placed to support proactive, preventative strategies (Tier 1) and targeted early interventions (Tier 2) to address emerging behavioural concerns. They help students recognise when their behaviour does not meet expectations in the learning environment and support them in making positive changes. Year Coordinators also provide valuable feedback to teachers, informed by progress reports, parent meetings, and other relevant sources, to promote resolution and restore productive learning relationships.

School Coordinators

School Coordinators hold a leadership role within the pastoral care and behaviour support structure of the school. With one overseeing the Lower School and the other the Senior School, they provide strategic direction and oversight in the areas of attendance, behaviour, and student well-being. School Coordinators direct the school's response to student support through a strong emphasis on preventative (Tier 1) and targeted (Tier 2 and Tier 3) interventions, ensuring that systems and supports are in place to identify and respond to emerging needs early. They take primary responsibility for case management, working closely with students, families, and staff to resolve issues and restore positive engagement with learning. In addition to supporting Year Coordinators and classroom teachers, they play a central role in embedding a whole-school approach to student care, ensuring that responses to behaviour are consistent, restorative, and aligned with the school's values.

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.

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 Coordinator 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:

- Support Hub Manager
- Lower School Coordinator and Senior School Coordinator
- Learning Support Coordinator
- Heads of Learning Area (HoLA)
- Classroom teacher
- Student Support School 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
- Aboriginal Islander Education Officer

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 one Level 3 Program Coordinator, four Year 7-12 Coordinators, Psychologist, Chaplain, Health Nurse, Learning Support Coordinator 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).

Bullying

Morley SHS has a responsibility to provide a safe, supportive, respectful and positive learning environment that is free from bullying, harassment, discrimination and violence. This supports the wellbeing of all students and enables them to achieve their best academically and personally.

Bullying can have a lasting impact on everyone involved, which is why it is essential that we work together to foster a safe and inclusive school community for all.

Students, parents, and staff can access a range of helpful resources through the national Bullying. No Way! Website: www.Bullyingnoway.gov.au

Preventing bullying relies on open, respectful and honest conversations between students, families and staff. Bullying is treated seriously at Morley SHS. The school has clearly defined processes in place to respond to all forms of bullying. Some of the strategies Morley SHS may implement include:

- teaching students what to do when they see or experience bullying
- developing students' communication, social, assertiveness and coping skills
- changing the school environment to improve teacher supervision
- increasing supervision of students at particular times or places
- support from staff within the hub who have expertise in clinical assessment, planning and intervention
- changing access to technology
- temporary or permanent timetable or class changes to decrease students' contact
- promoting positive bystander behaviour
- disciplinary action against students who bully others.

SECTION THREE: RESPONDING TO INAPPROPRIATE BEHAVIOUR

The school's positive behaviour management approach is structured around four phases of behaviour, with Phase 1 reflecting a well-functioning teaching and learning environment- Establishing and Maintaining Positive Relationships and Productive Classrooms. At the other end of the continuum, Phase 4 represents Escalation, Intervention, and Restoration in response to more serious or persistent behaviours. Each phase involves specific responsibilities for staff at different levels, with tailored interventions and consequences appropriate to the behaviours presented.

To escalate a behaviour concern from a lower phase to a higher-level intervention, staff are required to provide evidence of prior strategies and actions. This is documented through the **Compass 'Documented Behaviour Intervention' template**, ensuring a clear record of supports and responses over time.

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. See school-based CAT for more information and support.

4. Phase 2 Buddy

The Phase 2 Buddy withdrawal system (Appendix 5) provides the teacher with the opportunity to give the student cooling off time, or the opportunity to remove a student for the remainder of class and thus the ability to establish an effective working environment. Sending students out of class is a serious consequence and should be followed up by the classroom teacher.

- Buddy class documented on Compass- Chronicle Tag
- Phone contact home or letter of concern

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

A Learning Area prearranged withdrawal occurs when a student is formally withdrawn from a subject for more than one period, but no more than 1 week of classes. This process is initiated by the Head of Learning Area (HoLA) and may be used in response to ongoing non-compliance, breaches of classroom contracts, or Learning Area Behaviour Plans (LABPs). The process for a pre-arranged withdrawal can be found in Appendix 5.

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- SCHOOL COORDINATOR, PROGRAM COORDINATOR AND DEPUTY PRINCIPAL

The role of School Coordinators, the Support Hub Manager and Deputy Principals 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);
- coordinate internal/external support for identified students; and
- follow the Stand Against Violence guidelines provided by DoE- (Appendix 8)

9. In-School Withdrawal/ Suspension

The In-School Withdrawal system is centrally administered through Student Support. In consultation with a Student Support, 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 SC 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 SC 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;
- Compass 'Documented Behaviour Intervention' template when progressing through Phases;
- SSM, SC and/ or DP records suspension in Compass; 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. Authority to suspend has temporarily been transferred to the School Coordinators, Program Coordinator Student Support and Deputy Principals.

Suspension Category	Definition
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 .
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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;
- School Coordinators, Student Support Manager or Deputy Principals to enter the suspension into Compass following the decision to suspend;
- Deputy Principals 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.

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), Support Hub Manager, 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
 - 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.

Buddy Class chronicle tag is used

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

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

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 \(WA\)](#)

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:

		<h1>Behaviour Expectations</h1>		
		We care for the safety of ourselves and others	We collaborate because we respect others beliefs and differences	We strive to do our best because we are committed and organised
Always	<ul style="list-style-type: none"> We keep our hands and feet to ourselves. We listen to, and follow, instructions carefully. We report bullying behaviour. 	<ul style="list-style-type: none"> We use respectful language. We respect the school property and property of others. We respect the privacy and beliefs of others, including on social media. 	<ul style="list-style-type: none"> We attend classes regularly and on time. We wear our uniform. We have our phones "off and away all day." 	
Classrooms	<ul style="list-style-type: none"> We use all equipment according to instructions. We move safely around the class and ask permission to leave our seat and the class. We protect our passwords and only access educationally safe websites. 	<ul style="list-style-type: none"> We raise our hands to speak and listen to others when they speak. We ask questions and participate in class activities. We do our own work and respect copyright rules. 	<ul style="list-style-type: none"> We bring the necessary equipment to each class. We use our time productively in class and complete and submit assignments on time. We let others learn and ask for help when we need it. 	
School Grounds	<ul style="list-style-type: none"> We stay in our designated year areas. We move to and from class promptly and safely. We help, or get help, for people who are hurt or upset. 	<ul style="list-style-type: none"> We listen to, and follow, staff instructions. We wait patiently in queues. We show good sportsmanship. 	<ul style="list-style-type: none"> We follow break bells and return to class promptly. We go to the toilet, and get a drink, during recess and lunch breaks. We put all rubbish in the bin. 	

Appendix 4: School Business Plan Priorities

HIGH QUALITY TEACHING & LEARNING

At Morley SHS, we are committed to fostering a shared understanding of excellence in teaching and ensuring consistent delivery across the school. By applying evidence-based instructional practices, we empower our students to develop essential skills and achieve improved academic outcomes, enabling them to reach their full potential as engaged and successful learners.

RELATIONSHIPS & PARTNERSHIPS

Morley SHS will strengthen existing relationships with our community to provide authentic opportunities for students and families, which will enable us to continue to support student progress and celebrate the diversity of all cultures in our community.

POSITIVE ENVIRONMENT & WELLBEING

Morley SHS is committed to providing a quality education for all students in a safe, inclusive and caring learning environment. Our vibrant, multicultural school environment focuses on developing a culture of social and emotional wellbeing for all.

STUDENT ACHIEVEMENT & PATHWAYS

Morley SHS aims to provide every student with a pathway to a successful future with transferable skills that equip them for life and work. A high priority is on every student valuing their learning and ensuring they are engaged and motivated in achieving their personal best in every context.

Appendix 5: Buddy Class Process and Pre-Arranged Withdrawal

Buddy Class Process

1. Buddy Class Timetable

- All staff should be familiar with their learning area's Buddy Class timetable, which outlines which classrooms can be used for student withdrawal due to behaviour concerns.
- These plans should be accessible to all staff, including relief teachers.
- Any changes to the plan must be shared with the relevant School Coordinator and Student Support Manager.

2. Sending a Student to a Buddy Class

- Students must be escorted by a suitable staff member where possible, ensuring duty of care is maintained for both the sending and receiving classes. HoLAs may assist if required.
- **The student must have:**
 - Relevant classwork to be completed. Please note, a WIOS is not required

3. Conditions of Buddy

- Students should only be withdrawn for the remainder of the lesson. Extending beyond one period reduces the effectiveness of the strategy and leads to missed learning.
- The Buddy withdrawal must be logged into Compass before the end of lesson. This can be done by the chronicle tag next to the student's name on the class role.
- Classroom teacher to consider a Classroom Contract or alternative seating plan

4. If Behaviour Repeats After Completion of the Classroom Contract

- Initiate Prearranged Withdrawal
- The student will then meet with the teacher and HoLA to develop a Learning Area Behaviour Plan (LABP).
- If the student refuses to comply with the plan, the matter is referred to the Student Support Hub.

Pre-arranged Withdrawal Process

Student Expectations

When a student is placed on prearranged withdrawal, the parents/guardians need to be notified. The student is expected to:

- Be informed of the withdrawal in advance.
- Report to the designated location (as advised by the teacher or HoLA) at the start of each lesson.
- Follow the instructions of the supervising teacher.
- Complete a **WIOS reflection sheet**.
- Work to their full capacity and complete all set tasks.

Responsibilities of the HoLA and Classroom Teacher

When initiating a withdrawal, the HoLA and classroom teacher must:

- Record the withdrawal in **Compass** via chronicle tag.
- Ensure appropriate supervision and location to meet **duty of care** requirements.
- Ensure the student receives all necessary tasks and assessments to meet course requirements.

Receiving a Withdrawn Student

The supervising teacher should:

- Instruct the student to sit quietly and complete the work provided by their class teacher.
- Monitor the student's engagement during the lesson.
- Record any behaviour concerns using the **Phases of Behaviour** framework and include the referring teacher in the notification chain.

Requesting Support

If a student refuses to comply with the withdrawal:

- Staff should follow the escalation process, contacting the **HoLA, School Coordinator, Program Coordinator – Student Support**, or **Deputy Principal**, in that order.
- A **Phase 4 incident report** must be logged immediately in Compass, including the HoLA in the notification chain.
- The HoLA and classroom teacher should consult to determine appropriate consequences and any follow-up actions.

Appendix 6: Withdrawal Form- Working it out Sheet (WIOS)



PRE-ARRANGED WITHDRAWAL WORKING IT OUT SHEET (WIOS)

Student name: _____

Learning Area: _____

Year Level: _____

Teacher: _____

Please select the behaviour/s that has led to your withdrawal.

	We care for the safety of ourselves and others	We collaborate because we respect others beliefs and differences	We strive to do our best because we are committed and organised
Always	<input type="checkbox"/> We keep our hands and feet to ourselves. <input type="checkbox"/> We listen to, and follow, instructions carefully. <input type="checkbox"/> We report bullying behaviour.	<input type="checkbox"/> We use respectful language. <input type="checkbox"/> We respect the school property and property of others. <input type="checkbox"/> We respect the privacy and beliefs of others, including on social media.	<input type="checkbox"/> We attend classes regularly and on time. <input type="checkbox"/> We wear our uniform. <input type="checkbox"/> We have our phones "off and away all day."
Classrooms	<input type="checkbox"/> We use all equipment according to instructions. <input type="checkbox"/> We move safely around the class and ask permission to leave our seat and the class. <input type="checkbox"/> We protect our passwords and only access educationally safe websites.	<input type="checkbox"/> We raise our hands to speak and listen to others when they speak. <input type="checkbox"/> We ask questions and participate in class activities. <input type="checkbox"/> We do our own work and respect copyright rules.	<input type="checkbox"/> We bring the necessary equipment to each class. <input type="checkbox"/> We use our time productively in class and complete and submit assignments on time. <input type="checkbox"/> We let others learn and ask for help when we need it.

STUDENT REFLECTION AND RESPONSE: To return to class, you need to reflect on the following questions and respond appropriately.

1. What happened? Explain what your actions were in this situation	
2. What were you thinking at the time?	
3. What were you feeling at the time?	
4. Who has been affected by what you did?	
5. What can you do differently in the future?	
6. What do you need to do to make things right?	

Student Signature: _____

Date: _____

Reflection Questions Support

1. What happened?

Explain what you did that led to being removed from the class.

Prompts:

- What were your actions in class?
 - What rule or expectation did you not follow?
 - What did the teacher or other students do or say in response?
 - Is this the first time something like this has happened?
-

2. What were you thinking at the time?

Help us understand your mindset during the incident.

Prompts:

- What thoughts were going through your head?
 - Were you thinking about how your actions might affect others?
 - Were you reacting to something or someone?
-

3. What were you feeling at the time?

Describe your emotions and how they influenced your behaviour.

Prompts:

- Were you feeling angry, annoyed, bored, or something else?
 - Did your feelings affect the way you responded?
 - Did you feel in control of your emotions and actions?
-

4. Who was affected by your behaviour?

Think about how your actions impacted others in the classroom.

Prompts:

- How was your teacher affected?
 - How did your behaviour impact your classmates' learning or the classroom environment?
 - How might your behaviour have affected your own learning?
-

5. What do you need to do to make things right?

Restoring relationships and showing you're ready to return to class.

Prompts:

- Do you need to apologise to anyone? If so, how will you do that?
 - Is there anything you need to say or do to repair trust with your teacher or classmates?
 - What would you expect someone else to do if the roles were reversed?
-

6. What will you do differently next time?

Show us how you will make better choices in the future.

Prompts:

- What strategies can you use to stay focused and respectful in class?
- What will you do if you start to feel upset or distracted again?
- How will you show your teacher you're ready to return and engage in learning?

Appendix 7: 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.
7. LABP writing support can be found on MSHS TEAMS page under Student Services

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



Phase 2 Intervention- Student Contract

name of Student	and	name of teacher
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		
Student signature		Date

**Phase 3 Intervention
Learning Area Behaviour Plan**

Student Name: _____ **Learning Area:** _____

The following areas are identified for improvement via this documented plan

Focus Area 1	
Focus Area 2	

Management Strategies	
Teacher	
HoLA	
Parent/ Guardian	
Student	
Support Staff (Hub, EA, AIEO)	

***LABP writing support can be found on Compass**

Appendix 8: Stand Against Violence

Actions

Our implementation of these updated actions will demonstrate the principles of fairness, inclusion and respect.

Action 1

Principals to suspend students who attack other students, start fights or share and promote violence

- Automatic suspension for students who attack other students or instigate fights.
- Automatic suspension for students who choose to film or share fight content or promote violence.
- Principals to develop a behaviour plan with families for the student's return to school.

Action 2

Principals to automatically move to exclude any student who physically attacks school staff

- After a physical attack, principals will immediately start an exclusion process.
- 'Exclusion' means the student is removed from a particular school permanently or for a specified period of time.
- Exclusion orders can only be made by the Director General.
- An exclusion order can be made to direct the student to attend an alternative school or education program.

Action 3

Alternative learning settings for the most violent students

- Every student has the right to an education – however some need intensive behaviour support.
- Alternative learning settings provide programs for students to continue their learning.
- These programs have been expanded to all education regions and support positive behaviour change in violent students.

Action 4

Clear advice for principals, teachers and education assistants on authority and responsibility to take action

- New protocols and guidelines to help support safer schools.
- Clear expectations to ensure respectful engagement with schools.
- This includes protocols to help build respectful school cultures, and productive collaboration and communication.

Action 5

Provide training and support for school staff

- Provide a range of training options to support schools to increase pro-social behaviour and reduce coercive behaviours.
- Support schools to implement the Quality Teaching Strategy.
- Targeted support for schools with high incidence of violence and aggression.

Action 6

Enhance 'good standing' requirements

- Expand loss of 'good standing' to include students who share or promote violence.
- Every public school to review its 'good standing' requirements.
- Students who lose 'good standing' for violent behaviour will have privileges removed – such as being banned from school social activities.
- 'Good standing' can be re-instated after the student has demonstrated positive behavioural change, as decided by the principal.

Action 7

Support programs for parents with clear expectations

- Internationally-recognised Triple P – Positive Parenting Program offered free to all Western Australian parents.
- Clear expectations for parents to engage respectfully with schools.

Action 8

Ensure schools are ready to respond to incidents of intruders or external risk

- Provide advice through the Incident Support Unit to support schools to prevent, prepare for, respond to, and recover from a range of incidents.
- Establish protocols with police to deal with incidents of extreme violence.
- Provide training and targeted support for principals.

Action 9

Continue a community conversation about violence in schools and online

- A consistent message for parents to set clear expectations of behaviour.
- Delivery and implementation of 'Connect and Respect' resources.
- Clear approach to manage adult behaviour that impacts learning.

Action 10

Give young people a voice and let them identify actions they believe could address violence in the community

- Harness the views and ideas of the WA Student Council.
- Continue focus groups with students to share their views on violence.
- Support young people to recommend solutions.

Appendix 9: 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.