



NEWMAN SENIOR HIGH SCHOOL

POSITIVE BEHAVIOUR SUPPORT POLICY

2020



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VALUES

SECTION 1.1

PURPOSE

Newman Senior High School embraces the cultural diversity of students and teachers and promotes cultural acceptance. By upholding our values, **The Newman Way**, we partner with parents and carers to support the social and emotional needs of all students.

Newman Senior High School is committed to the following values:

CARE AND COMPASSION

AT A PERSONAL LEVEL:

I show care and compassion to myself and others

THIS MEANS:

- Accepting and caring for self and others
- Treating people fairly
- Protecting what we believe is important
- Embracing and encouraging a diversity of learning styles

RESPECT

AT A PERSONAL LEVEL:

I show respect to myself and others

THIS MEANS:

- Embracing our school's diverse culture
- Treating each other with consideration
- Making sure we all feel included
- Showing mutual respect for each other through cooperation and collaboration
- Respecting other people's points of view

RESPONSIBILITY

AT A PERSONAL LEVEL:

I take responsibility for my actions

THIS MEANS:

- Being accountable for our role in the learning process
- Being accountable for our actions and resolving differences appropriately
- Embracing the opportunities we have whether personal, academic, social or environmental
- Taking an active role in family, community and school life
- Respecting natural and built environments, both in the school and in the wider community



VALUES

These values underpin all the interactions which occur in the daily life of the school. Newman Senior High School works towards assisting students to achieve SCSA's overarching learning outcomes, in particular number 13:

Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

The establishment of positive relationships between all members of the school's community is important if a sense of pride and commitment to the school's values are to be developed and maintained.

Teachers will develop positive and genuine working relationships with students and actively promote positive behaviours.

As a community the school recognises the concept of natural justice and follows procedural fairness; that is all parties have an opportunity to be heard. All staff act fairly and independently and give reasons for all decisions.

Staff provide inclusive, flexible and relevant curriculum that recognises the needs of each student.

All members of the community share the responsibility for the maintenance of good order and personal safety.

The school's Positive Student Behaviour Support Plan embraces the purpose statement and represents a whole school approach towards the achievement of a friendly, safe and pleasant environment at Newman Senior High School in which students and staff can strive for excellence in their educational pursuits.

The aim of this policy is to create an environment in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour.

Effective student management is essential for the promotion and maintenance of order in school. At Newman Senior High School, student behaviour is managed with respect and dignity in a way that promotes learning. With this in mind, the school community has collaboratively developed a charter of rights, responsibilities and rules to promote effective teaching and successful learning.



RIGHTS OF THE SCHOOL COMMUNITY SECTION 1.2

OUR ENVIRONMENT

At Newman Senior High School, we believe in fostering a healthy, safe and supportive learning environment to promote excellence in learning and teaching

STUDENTS HAVE THE RIGHT TO:

- Expect courtesy, cooperation and honesty from each member of the school community.
- Learn in a supportive environment that acknowledges individuality and creativity.
- Be provided with clear and accurate information on course and assessment policies, attendance requirements, use of school resources and standards of behaviour.
- Be part of school decision-making processes using a variety of forms of participation and communication.
- Learn in a safe and clean environment.

TEACHERS HAVE THE RIGHT TO:

- Expect courtesy, cooperation and honesty from each member of the school community.
- Teach in a safe and clean environment.
- Teach in a positive and non-disruptive environment.

PARENTS/GUARDIANS HAVE THE RIGHT TO:

- Access a meaningful and appropriate education for their child.
- Be informed of behaviour management procedures and other decisions affecting their child's learning, health and welfare.



RESPONSIBILITIES OF THE SCHOOL COMMUNITY SECTION 1.3

OUR ENVIRONMENT

At Newman Senior High School, we believe in fostering a healthy, safe and supportive learning environment to promote excellence in learning and teaching.

STUDENTS HAVE THE RESPONSIBILITY TO:

- Accept individuality as well as show respect and courtesy to others.
- Understand and adhere to all school policies, practices and procedures.
- Participate positively in the life of the school, develop their potential and assist others in doing the same.
- Appreciate and care for the school's environment, facilities and resources.
- Ensure the good reputation that the school holds in the community and behave so as to bring credit to the school.
- Wear the school uniform at all times.
- Attend the school regularly in order to access an education.
- Arrive at each class on time and be prepared.

TEACHERS HAVE THE RESPONSIBILITY TO:

- Provide inclusive, relevant curriculum that reflects good organisation and planning.
- Adhere to school timelines in marking and reporting to maximise success for all students.
- Establish positive relationships with all members of the school's community.
- Ensure the school environment is kept safe and clean.
- Arrive at each class on time and be prepared.

PARENTS/GUARDIANS HAVE THE RESPONSIBILITY TO:

- Ensure that their child attends regularly and is provided with the necessary materials to participate effectively in the learning environment.
- Develop partnerships with the school in order to achieve optimum learning outcomes for their child.
- Communicate issues and concerns that may impact with their child's performance or progress.



STAFF ROLES AND RESPONSIBILITIES IN MANAGING STUDENT BEHAVIOUR: SECTION 1.4

WHOLE SCHOOL APPROACH

Newman Senior High School has adopted a whole school approach to positive student behaviour management. To maximise the effectiveness of this approach, the following roles and responsibilities are accepted by staff.

CLASSROOM TEACHER:

- Create a positive classroom environment.
- Create a learning environment that is interesting, inclusive and relevant.
- Set an example of positive role modelling.
- Be conversant with the school's classroom management practices and procedures.
- Be aware of the school's values and rules.
- Be consistent in approach and follow procedural fairness and classroom management strategies.
- Encourage and involve parents in the learning triangle.
- Focus on the student's behaviour rather than the student.
- Allow students the opportunity to participate in the formulation of the classroom rules.
- Rules should complement the requirement that *"all students have the right to learn and all teachers have the right to teach in an environment free from disruption."*
- Emphasis must be on the resolution of conflict.
- Document and maintain accurate records using the Student Behaviour Report booklets.
- Consider the use of Informal Contracts and Engagement Improvement Plans
- Reinforce positive behaviour by praise and rewards such as Letters of Commendation and Good Slips.
- Always allow an honourable outcome in behavioural management interaction. Avoid backing a student into a corner.
- If classroom management techniques are ineffective seek support from the relevant HOLA.
- Contact parents/guardians about students



STAFF ROLES AND RESPONSIBILITIES IN MANAGING STUDENT BEHAVIOUR. SECTION 1.4

WHOLE SCHOOL APPROACH

Newman Senior High School has adopted a whole school approach to student behaviour management. To maximise the effectiveness of this approach, the following roles and responsibilities are accepted by staff.

HEAD OF LEARNING AREA:

- Support staff in the management of student behaviour with an emphasis on establishing a positive classroom environment and Stage 1 and 2 consequences from the Positive Student Behaviour Management Policy.
- Visit classes and give staff feedback and assist in the development of a repertoire of strategies with assistance of the Deputy Principal.
- Support and promote the principles of positive student behaviour management procedures at the school, by building teacher capacity empowering them to manage issues within the class themselves.
- Ensure staff are familiar with the positive student behaviour management procedures of the school and that the appropriate paper work is used when staff are referring students for higher levels of support.
- Implement consequences, such as detention for lower level behaviour incidents occurring within learning area and facilitate withdrawals of students allowing time for resolution to occur.
- Promote a positive school environment.
- Contact parents/guardians about students.
- If Informal Contract is broken, or if no resolution is reached, forward to Student Services (Stage 3) with all relevant information.

STUDENT SUPPORT COORDINATORS:

- Counsel students from a pastoral care perspective to promote their educational, personal and social development.
- Support staff with the management of student behaviour, with particular emphasis on Stage 2 and 3 of the Student Behaviour Management Policy.
- Promote a positive school environment.
- Provide information to classroom teachers where appropriate.
- Contact parents/guardians about students.
- Assist in proactive case management strategies of all students
- Manage SAER issues with respect to the appropriate year groups.
- Implement consequences such as detention, in-school suspension for low level behaviour incidents.
- Organise and facilitate activities to foster positive attitudes and develop understanding between staff and students.
- Attend weekly case conference meetings.



STAFF ROLES AND RESPONSIBILITIES IN MANAGING STUDENT BEHAVIOUR. SECTION 1.4

WHOLE SCHOOL APPROACH

Newman Senior High School has adopted a whole school approach to student behaviour management. To maximise the effectiveness of this approach, the following roles and responsibilities are accepted by staff.

MANAGER OF STUDENT SERVICES:

- Promote and coordinate a whole school positive culture, where appropriate implement rewards.
- Coordinate school behaviour management system.
- Support staff with the management of student behaviour, with particular emphasis on Level 3 and 4 of the Behaviour Management Policy.
- Coordinate case conference meetings with the appropriate Student Services staff member for each year group to consider SAER students.
- Proactively manage SAER through pastoral care, work experience, IBSPs (Individual Behaviour Support Plan) and other positive strategies.
- Collect SAER referrals and bring them to the case conference meetings.
- Actively build staff capacity through modeling and providing professional learning opportunities and:- - providing support or advice focusing on appropriate consequences for choices. - mediating a resolution to student - teacher conflict and involving the parents. - providing assistance in the monitoring of student behaviour
- Communicate with parents/guardians, teachers and support staff as required.
- Suspend a student from the school for severe breaches of behaviour.



STAFF ROLES AND RESPONSIBILITIES IN MANAGING STUDENT BEHAVIOUR. SECTION 1.4

WHOLE SCHOOL APPROACH

Newman Senior High School has adopted a whole school approach to student behaviour management. To maximise the effectiveness of this approach, the following roles and responsibilities are accepted by staff.

DEPUTY PRINCIPAL:

- Support and promote the principles of behaviour management at Newman SHS
- Actively support staff.
- Promote a positive environment within the school community
- Suspend a student from the school for severe breaches of behaviour
- Manage end of line behaviour management strategies with allocated year groups
- Communicate and provide support to parents/guardians and staff
- Work with the manager and coordinators of Student Services and other appropriate staff to provide support.
- Work with the manager and coordinators of Student Services and other appropriate staff to provide support.
- Facilitate the withdrawal of the student (which may include suspension) to allow for resolution to be reached.



STAFF ROLES AND RESPONSIBILITIES IN MANAGING STUDENT BEHAVIOUR. SECTION 1.4

WHOLE SCHOOL APPROACH

Newman Senior High School has adopted a whole school approach to student behaviour management. To maximise the effectiveness of this approach, the following roles and responsibilities are accepted by staff.

PRINCIPAL:

- Support and promote the principles of the behaviour management approach at Newman Senior High School.
- Promote a positive environment within the school community
- Make application for exclusion of a student from the school should behaviour management strategies continue to be ineffective in modifying a student's behaviour or for serious behaviour breaches.



SCHOOL RULES

SECTION 1: 5

WHY HAVE RULES?

So that good order can be maintained in the school the following rules define the boundaries of appropriate behaviour.

OUR RULES:

- **Attendance** – All students must attend regularly and account for absences from the school with an explanation from their parents/guardians.
- **School uniform** – Students should abide by the school uniform policy.
- **Leaving the school grounds** – Once a student arrives at the school they must not leave the grounds unless they have written permission from their parents / guardians and have signed out in Administration.
- **Mobile phones** – Mobiles are not needed at the school. Parents may phone the school in the case of an emergency. Mobile phones are a major device for bullying and a target for theft. Any mobile phone seen or heard by staff will be confiscated and held by a Deputy Principal to be collected at the end of the day.
- **Movement around the school** – Students must not enter a classroom unless a teacher is present. Students out of class must carry an 'out of class' pass.
- **Items of Value** – These items should not be brought to the school. Along with mobile phones they are major targets for theft and the school does not take responsibility for any valuable items lost or stolen.
- **Prohibited Substances** - Possession or consumption of prohibited substances such as cigarettes, vapours, e-cigarettes, alcohol or any other illegal drug is not permitted on school grounds or school functions, including camps and excursions.
- **Punctuality** - all students are expected to be at the school at least 10 minutes before the start of the school day. Every time a student is late for the start of the day they must have a letter of explanation from their parents / guardians or have phoned Administration. All students are expected to be in their classes by the start of the lesson time.
- **Treatment of School Community Members** - Members of our school will treat others with respect, care and compassion. We will not engage in behaviours that cause distress to others, e.g swearing or hitting.
- **Chewing gum** – This must not be used or brought to school.
- **Litter** – Students must place all litter in a bin.
- **Food and Drink** – Food and drinks are not permitted in classrooms. Only water is allowed.



POSITIVE BEHAVIOUR MANAGEMENT STAGE 1 CLASSROOM TEACHER. SECTION 2.1

ESTABLISH A POSITIVE CLASSROOM ENVIRONMENT

This is by far the most important and, potentially, the most rewarding aspect of behaviour management. It is also the most demanding. A positive and genuine working relationship between a teacher and student maximises cooperation and increases a student's responsiveness to the teacher's strategies to resolve difficulties when they occur. The following checklist is provided to assist teachers in thinking about possible strategies that can contribute to a positive classroom environment.

PREPARATION:

- Present a stimulating classroom environment.
- Structure learning/teaching programs and appropriate accompanying strategies that challenge student needs and abilities.
- Use a variety of strategies.
- Be on time, start lessons promptly and positively.
- Present work to students in the manner that would be desirable to receive from them - model expectations.

BUILD POSITIVE RELATIONSHIPS:

- Adopt a positive and caring approach - give students the time of day.
- Be courteous and show respect and expect these values in return.
- Establish class rules based on the Newman Way following the school's values and rules.
- Communicate the rights and responsibilities of students in the classroom.
- Know student names, interests, abilities and backgrounds and use this information as a positive resource.
- Be firm, fair and consistent – never back a student into a corner. Consider taking the student outside, speaking quietly and be aware of not shaming the student publicly.
- Reinforce positive behaviour and academic achievement to give students a greater sense of personal responsibility and improved levels of self-esteem (praise work and behaviour).
- Aim to negotiate successful solutions to problems.
- Interact with students outside the classroom.
- Be a good listener and observer.
- Promote a sense of belonging to a group.
- Give students responsibilities.
- Challenge students to achieve to the best of their academic ability and provide opportunities for students to develop personal responsibility and their self-esteem.



POSITIVE BEHAVIOUR MANAGEMENT STAGE 1 CLASSROOM TEACHER. SECTION 2.1

ESTABLISH A POSITIVE CLASSROOM ENVIRONMENT

This is by far the most important and, potentially, the most rewarding aspect of behaviour management. It is also the most demanding. A positive and genuine working relationship between a teacher and student maximises cooperation and increases a student's responsiveness to the teacher's strategies to resolve difficulties when they occur. The following checklist is provided to assist teachers in thinking about possible strategies that can contribute to a positive classroom environment.

POSITIVE CLASSROOM BEHAVIOURS:

- Introduce yourself to students' families with a phone call or email (approved by your HOLA) in the first 3 weeks of school
- Remind students of their rights and responsibilities.
- Be firm and fair in the application of rules.
- Focus on the behaviour not on the student.
- Describe the behaviour, e.g "You were talking while I was giving directions."
- Focus on prevention rather than reaction, e.g plan ahead for potential difficulties, modify lesson plans or re-arrange seating. Seek advice of HOLA/Student Services for students to seat strategically.
- Listen to students and acknowledge their experience.
- Look for opportunities to reinforce appropriate knowledge.
- Reward students: use of good slips, email/phone parents and/or send home Letters of Commendation.
- Familiarise and utilise CMS strategies as they are part of Newman Senior High School's positive behavior approach.
- Effective Teaching is a cornerstone of effective Classroom Management. 'The First Days of School' by Harry K. Wong and 'Classroom Management Strategies' by Bennett and Smilanich are essential resources.
- Consider Informal Contracts (Appendix 24) and Engagement Improvement Plans (Appendix 13 and 25)

TEACHER SUPPORT:

If difficulties persist, staff are encouraged to seek support from peers, the relevant HOLA, and those with a specific Student Services role. Contact with the parents/guardians at this stage to discuss the problem and engage their support can be helpful.

Student Services staff members include: The Manager of Student Services, Lower School Student Support Coordinator (years 7 – 9), Senior School Student Support Coordinator (years 10 – 12), school psychologist, school nurse, Engagement Staff, Educational Assistants, AIEOs. Student Services staff may be involved at any stage.



POSITIVE BEHAVIOUR MANAGEMENT

GENERAL INFORMATION

SECTION 2.2

ESTABLISH A POSITIVE CLASSROOM ENVIRONMENT

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STUDENT BEHAVIOUR MANAGEMENT:

Peers, HOLAs and Student Services staff may be able to assist in dealing with situations differently, e.g developing a behaviour management plan.

COUNSELLING AND PROBLEM RESOLUTION:

A staff member who has a special relationship with a student may be able to assist in the resolution of difficulties. Student Services staff can act as impartial listeners who consider both sides and help students and staff arrive at agreeable solutions. They can also be involved in case conferences and assist with parent/guardian interviews.

INFORMATION AND SHARING OF IDEAS:

Other staff may have strategies they have found to be helpful. Staff often have background information that gives a more complete picture of what is happening. Talking through a situation with someone is helpful in itself.

OVERVIEW:

Student Services staff tend to develop a broader picture of students with difficulties from their contacts with staff, e.g patterns of disruption or difficulties across subjects.

OUT OF SCHOOL PROBLEMS:

Some students may attempt to be disruptive in the school due to a number of problems over which the school has no control, e.g family break up. Although out of school problems are not acceptable reasons for failing to follow school rules, they may cause distress to students and affect work output. Such students should be referred to the Manager of Student Services where support, advice and strategies can be discussed.



POSITIVE BEHAVIOUR MANAGEMENT GENERAL INFORMATION SECTION 2.2

ESTABLISH A POSITIVE CLASSROOM ENVIRONMENT

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STUDENT DISMISSAL:

- Students must not be released from class without a note/laminated lanyard pass: Out of Class Pass.
- Do not dismiss classes early.

ATTENDANCE:

- Accurate rolls should be maintained.
- Rolls should be taken as near to the beginning of class as possible.
- If a student is missing from your class and they appear to have been marked present in the previous period, you must notify Student Services immediately (from time to time we have students on Risk Management Plans). **Exploring a Student Services email TBA**
- Do not accept a student into your class who is not on your roll. If they should be with you, they will have a timetable or a note. Send them immediately to administration.

BUDDY SYSTEM:

Students should be accompanied to the Buddy room by a reliable student. Teacher to input data into SIS.

EMERGENCY:

In an emergency situation (physical threat to any person), use the most **accessible means to obtain assistance.**



POSITIVE BEHAVIOUR MANAGEMENT STAGE 2: CLASSROOM TEACHER WITH HOLA STAGE 2.3

POSITIVE BEHAVIOUR MANAGEMENT SYSTEM

The Positive Behaviour Management Policy at Newman SHS is in line with the Department of Education's Behaviour Management in Schools Policy, a major component of the Making the Difference strategy implemented to significantly improve the educational outcomes of students at educational risk.

The overall intention of the plan is to highlight and promote student behaviour which will enhance and maintain a positive teaching and learning environment.

FROM STAGE 1 TO STAGE 2:

If difficulties persist, staff are encouraged to seek support from peers, the relevant HOLA and those with a specific Student Services role. Contact with the parents/guardians at this stage to discuss the problem and engage their support can be instrumental in turning behaviour around. The Informal Contract (Appendix 24) and/or Engagement Improvement Plan (Appendix 13 or Appendix 25) would have been employed.

IF UNPRODUCTIVE BEHAVIOUR CONTINUES:

If an unproductive behaviour continues or if the Buddy System is used a second time in close succession to the first time by the same teacher, the teacher must refer the issue to his/her HOLA with relevant documentation (Buddy Room slips, SIS entries for Stage 2, strategies implemented and records of parent contact).

THE NEXT STEP:

- Classroom Teacher seeks advice/assistance from HOLA for positive behavior management strategies.
- Teacher detention at recess or lunch not exceeding half the time of break.
- Buddy Room (Teacher must complete buddy room slip from triplicate book). The purpose is to prevent a student from disrupting the learning of others. A student reflection sheet is filled in. **See Appendix 14.**
- Anytime a Buddy Reflection Sheet, Informal Contract and/or Engagement Improvement Plan is used this must be photocopied and submitted to both HOLA and Student Support Coordinator.
- Student/teacher/HOLA meeting to be held after the buddy system is used a 2nd time and at any time when a low key resolution is possible. Set learning and behavior targets for the specific subject/course. The reflection sheet filled in by the student becomes the starting point for this conversation.
- At this stage consider Engagement Improvement Plan (Stage 2)
- Phone, email and/or send a Letter of Concern to the parent/carer. At this stage: cc appropriate Student Support Coordinator.
- Maintain up to date, accurate records on SIS for student behavior in Stage 2, for example: continued inappropriate student behaviours, detentions, parent contact and Buddy Room referral duplicate book.



POSITIVE BEHAVIOUR MANAGEMENT STAGE 3 HOLA WITH STUDENT SUPPORT COORDINATORS. SECTION 2.4

POSITIVE BEHAVIOUR MANAGEMENT SYSTEM

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The overall intention of the plan is to highlight and promote student behaviour which will enhance and maintain a positive teaching and learning environment.

IF UNPRODUCTIVE BEHAVIOUR CONTINUES:

If an unproductive behaviour continues or the student is sent to the Buddy System a **third** time in close succession from the same teacher and/or by another teacher multiple times in a fortnight then the HOLA must refer the issue to the Student Services team/Support Coordinators with the relevant documentation (Buddy room slips, SIS entries, HOLA meeting minutes, records of Student/Teacher/Parent meetings and the various strategies implemented). **See Appendix 17**

STAGE 3:

- Referral to Student Support/Services Team with documentation of issues and strategies implemented from HOLA and Classroom Teacher.
- HOLA discusses with Student Support Coordinators to see if there is a trend across other subjects/courses.
- Student Support Coordinators contact teachers of the student to gain an overview of the student's progress and behavior and to ascertain whether it is an isolated event or a trend.
- If so: SSC monitors and initiates meeting with Student Services Manager to discuss Buddy room forms, SIS entries, attendance and other documentation to plan for student and teacher support.
- SSC contact parents (if unable to contact parents by phone, send or email letter)
- Discuss concerns with student/s
- Resolution with student, teacher, parent and Student Support/Services. Set learning and behavior targets for the specific subject/course.
- Case Management and development of Individual Behaviour Support Plan if necessary.
- Suspension.



POSITIVE BEHAVIOUR MANAGEMENT STAGE 4 STUDENT SUPPORT COORDINATORS WITH STUDENT SERVICES MANAGER. SECTION 2.5

POSITIVE BEHAVIOUR MANAGEMENT SYSTEM

The Positive Behaviour Management Policy at Newman SHS is in line with the Department of Education's Behaviour Management in Schools Policy, a major component of the Making the Difference strategy implemented to significantly improve the educational outcomes of students at educational risk.

The overall intention of the plan is to highlight and promote student behaviour which will enhance and maintain a positive teaching and learning environment.

STAGE 4: STUDENT SUPPORT TEAM THROUGH THE STUDENT SERVICES MANAGER SELECT APPROPRIATE MANAGEMENT STRATEGIES

- Confer with the Deputy Principal re very challenging students/behaviours.
- Parent contact
- Subject withdrawal for a short time
- In school suspension
- External suspension
- Resolution with student, teacher, parent, Student Support Coordinator and/or Student Services Manager and/or Deputy Principal (if deemed necessary)
- Facilitate individual behaviour support where need is identified e.g. Referral to School Psychologist, Individual Behaviour Support Plan (IBSP) developed in conjunction with class teachers, HOLA etc
- Liaise with external agencies or experts as necessary.
- Monitor students whose behavioural needs are not adequately met by the whole school support plan.
- Develop IBSP, Risk Management Plans in liaison with the appropriate staff and agencies.
- Case Management.

IF UNPRODUCTIVE BEHAVIOUR CONTINUES:

If the behaviour continues, the issue is referred to the Deputy Principal with all required documentation.



POSITIVE BEHAVIOUR MANAGEMENT STAGE 5 STUDENT SERVICES MANAGER WITH DEPUTY PRINCIPAL. SECTION 2.6

POSITIVE BEHAVIOUR MANAGEMENT SYSTEM

The Positive Behaviour Management Policy at Newman SHS is in line with the Department of Education's Behaviour Management in Schools Policy, a major component of the Making the Difference strategy implemented to significantly improve the educational outcomes of students at educational risk.

The overall intention of the plan is to highlight and promote student behaviour which will enhance and maintain a positive teaching and learning environment.

STAGE 5: DEPUTY PRINCIPAL

- Assists Student Services Manager with very challenging behaviours.
- Assists Students Services Manager in times of crisis or absence.
- Suspension.
- Parents who wish to appeal suspensions are directed to the Principal.
- Confer with the Principal re: very challenging students/behaviours.
- Review and implement whole school planning for Student Wellbeing in collaboration with Student Services Manager and Executive.



NEWMAN SENIOR HIGH SCHOOL Positive Behaviour Management Plan Whole School Approach Certainty not Severity. SECTION 2.7

“Certainty not Severity”

The following summary outlines the key elements at each stage of the Positive Behaviour Management process.

The following steps will be implemented to manage the behaviour of students. It is important to note that Newman Senior High School is committed to providing a safe and supportive learning environment. Our approach to behaviour management encompasses a variety of strategies and interventions to ensure the very best academic, social and behavioural outcomes for all students.

Stage 1 – Classroom Teacher

The Classroom Teacher establishes a positive classroom environment through preparation, building positive relationships and positive behaviours.

If a student behaves inappropriately in class and has not accepted the teacher’s warnings, then the choices are:

- Withdrawal to an allocated space in the classroom.
- Withdrawal to outside the classroom.
- Initiate the ‘Buddy system’ – Student is withdrawn from class and sent with work to the identified Buddy class. Student fills in Buddy Reflection Sheet.
- Parents/carers contacted by the teacher to help resolve student behaviour problems.
- Informal Contract and/or Engagement Improvement Plan initiated (if deemed necessary)

Continued Unacceptable Behaviour



Stage 2 – Classroom Teacher with the HOLA

- The student works through the ‘Engagement Improvement Plan’ (consider stage 1 and/or stage 2) with HOLA and/or Classroom Teacher.
- Parents/carers contacted by the teacher and/or HOLA to help resolve student behaviour problems.
- Student is withdrawn from class and sent with work to the identified Buddy class.
- An appropriate sanction may be applied at this stage; e.g. yard duty, one period withdrawal, detention.
- Resolution meeting with student/classroom teacher and /or HOLA
- Appropriate Student Support Coordinator is notified.

Continued Unacceptable Behaviour



Stage 3 – HOLA with Student Support Coordinator

- The student works through the 'Engagement Improvement Plan' (consider stage 2 and/or stage 3).
- HOLA will ensure that the parent/caregiver is contacted to discuss concerns and implications in relation to student learning.
- HOLA may choose to isolate the student from class until the behaviour problem is satisfactorily resolved with the class teacher.
- Student Support Coordinator contacts teachers of the student to gain an overview of the student and to ascertain whether it is an isolated event or a trend.
- An interview may be arranged with the parent/caregiver and/or student and/or classroom teacher and/or HOLA by the Student Support Coordinator to set learning and behaviour targets for the specific subject/course.
- An appropriate sanction may be applied; e.g. yard duty, one period withdrawal, detention.
- Case management and an Individual Behaviour Support Plan (IBSP) and/or IASP (Individual Attendance Support Plan) maybe initiated.

Continued Unacceptable Behaviour



Stage 4 – Student Support Coordinator with Student Services Manager

At this stage, the student will be referred to the Manager of Student Services who may:

- Initiate resolution with student, teacher, parent, Student Support Coordinator and/or Student Services Manager and/or Deputy Principal (if deemed necessary)
- Place the student in an alternative location for a minimum of one day (Withdrawal)
- Suspend the student from school (parents/carers informed).
- An interview may be conducted (by telephone or in person) to discuss the agreed conditions for a return to class.
- Where a student has been suspended, on return to school, the student is to be accompanied by a parent/carer for a re-entry interview with the Student Services Manager and/or Deputy Principal.
- If a student's behaviour is severe, they may be placed immediately at Stage 5 where a Deputy Principal will apply an appropriate sanction and assist the student to resolve his/her behaviour issues.
- Liaise with external agencies or experts as necessary
- Develop IBSP (Individual Behavioural Support Plan) and/or IASP (Individual Attendance Support Plan), and/or Risk Management Plans in liaison with the appropriate staff and agencies.

Continued Unacceptable Behaviour



Stage 5 – Student Services Manager with Deputy Principal

- Suspend the student from school.
- Parent, student meetings to discuss behavioural concerns and develop an action plan for improved behaviour and student engagement.



TROUBLE SHOOTING CHECKLIST FOR TEACHER

Certainty not Severity

SECTION 2.8

This is a useful guide for self-evaluation. How could I have handled the situation more effectively?

Consider whether any of the following contributed to the situation...

- I arrived late
- I didn't take the time to settle my students before they entered the classroom (line up, no pushing, etc)
- My first contact with my students was negative (did I remember to try to find someone doing something right)
- I had to leave my students unsupervised to get equipment I forgot
- The equipment was faulty as I hadn't checked it out beforehand and I had no alternative plans
- I let problem students remain in unsuitable groupings/seating positions
- I gave no thought to the physical setting out of the area - the arrangement of desks etc relative to the work I wanted done (eg it's hard to do group work sitting in rows)
- I did not take the time to link today's work with the previous lesson/activity to give students a meaningful context
- I did not get the attention of every student before giving instructions, homework, etc
- I did not give clear directions/instructions
- I did not suit the lesson to the time of day and/or my students' learning needs (ie it was too difficult/easy)
- I berated the whole class for the offence of one (or a few) students
- I sat down and marked instead of actively supervising and helping my students
- I gave too much attention to individuals to the exclusion of the rest of the group
- I did not provide a variety of voice pattern, etc
- I did not insist upon receiving homework on the due date
- I hadn't prepared extension work for students who finished too early
- I tried to give homework as my students were packing up or leaving the room? (end the session 5 – 10 minutes early to ensure that students understand what the homework is and that they write it in their diaries)



MANAGING CRITICAL INCIDENTS

Certainty not Severity

SECTION 2.9

1. The moment you sense there may be a critical incident send your Red Card (with a teacher or responsible student to the Administration/Student Services Office) do not wait for something to happen.
2. If you feel confident about doing so without personal risk, attempt to defuse the situation:
 - Try to distract the students concerned by letting them know you are there and watching.
 - Instruct other students to move off and discourage any onlookers who are trying to “stir things up”.
 - If all else fails and it is a single student remove yourself and the other students from the room.
3. Although you do have the right to use “reasonable force” to protect yourself and students, it is very difficult on the spur of the moment, particularly in the heat of battle, to assess what is “reasonable”.
4. Therefore, visualise yourself in a range of situations and decide how you will act, i.e. prepare yourself as best you can for what could happen.
5. Experienced staff can be helpful, as they have already been in a range of difficult situations, so ask for their advice.
6. If the worst does happen and a violent incident occurs **IT IS STRONGLY RECOMMENDED THAT YOU DO NOT PUT YOURSELF AT RISK.** Duty of care is satisfied if you:
 - have sent for help (if there is no one to go for help or no one will go for help, stay with the students – at the very least you are a witness to what happens)
 - have instructed the student/s concerned to STOP whatever it is she/he/they are doing
 - as soon as possible afterwards, provide Student Services with a printed copy of your entry on SIS of what occurred (no emotive language or value judgements, just a statement of facts with the names of any witnesses). This could be used in court so please ensure accuracy.

See Appendix 28



MANAGING OUT OF CLASS INCIDENTS

Certainty not Severity

SECTION 2.10

MANAGING OUT OF CLASS INCIDENTS

All teachers are expected to support the School's Code of Conduct and deal with out of class incidents.

It is important that a teacher is seen to follow up on incidents in the yard or the students will feel they can get away with things. Use photos on SIS to identify students you do not know.

Most incidents can be resolved on the spot but when support is needed the first person to refer to is one of the Student Support Coordinators, an experienced teacher/HOLA, Manager of Student Services, Deputy Principal.

For major incidents referral must be accompanied by a printed copy of the SIS entry and/or the Staff Incident Form.

Out of Class incidents that may need to be referred:

- *fighting
- *continued or severe harassment
- *wilful disobedience
- *dangerous behaviour,

Referral must be accompanied by a printed copy of the SIS entry and *the completed student behavioural report card (TBC)* or the Staff Incident Form completed.

All out of class incidents that cause concern are to be entered on SIS and where necessary reported to Student Services via a printed copy for further action.

Where appropriate feedback will be given to the referring person (student and staff).



STAFF POST INCIDENT REVIEW AND REFLECTION

Certainty not Severity

SECTION 2.11

It is well documented that major incidents either in the class or yard, which may include a “power struggle” between you and a student, can lead to an emotional reaction.

It is suggested then that after you have followed through with the appropriate consequence/paperwork that you spend some time debriefing or reflecting on the situation.

This may include (depending on your preferred method);

- Spending a period of time quietly reflecting to yourself about the incident.
- Discussion about the issue with a peer or HOLA, Student Services or Deputy Principal.
- Completion of the reflection sheet (**see Appendix 22**)

If you feel that you need further support or counselling make sure you discuss this with your HOLA and/or Deputy Principal and also use the service that is available to all education staff.

See: <http://det.wa.edu.au/intranet/employeesupportbureau/detcms/navigation/employee-assistance-program/>

To book a counselling appointment, please telephone PeopleSense on 1300 307 912 (toll free) or 9388 9000, email reception@peoplesense.com.au, or complete an [online enquiry](#)



INDIVIDUAL BEHAVIOUR SUPPORT PLAN (IBSP)

Certainty not Severity

SECTION 2.12

Plans will be developed for students identified as being 'at risk' because of difficult to manage behaviour.

Student Services will facilitate the development of structural support processes and include a case manager who will act on behalf of all subject teachers.

The emphasis will be on a positive behaviour support plan not counselling (although it may include linking with the school psychologist, A.I.E.O, nurse, parent and administration).

The aim of a positive behaviour support plan is to teach the student to manage his/her own behaviour and to focus on particular behaviour skills, guided by Restorative practice.

This plan needs to be:

- Simple
- Owned by all parties
- Referring to the Code of Conduct
- Specific, clear and achievable
- Addressing the positive outcomes as well as the negative outcomes
- Supportive in emphasis, not merely punitive

Student Refusal

Unless the student is willing to work with the case manager, the plan will be ineffective. Students will be made aware of the 'consequential chain' within the school /and the school's suspension policy for repeated misbehaviour.

FORMAL CONTRACT

When the Individual Behaviour Support Plan is unsuccessful and the student is a major disruption to the learning, a new Case Conference will then be called and the contract will be explained to the parent and student.

See Appendix 10 and 11 for 2 samples.



PROCESSES SECTION 3.1

POSITIVE BEHAVIOUR MANAGEMENT SYSTEM

Throughout these processes, the school is committed to:

- developing positive respectful relationships;
- the principles of natural justice;
- being responsive to individual needs and cultural sensitivities, and
- working in partnership with parents to support the personal, social and academic development of our students.
- Following the Education Department's Behaviour Management in Schools Policy

POSSIBLE CONSEQUENCES FOR USE BY THE CLASSROOM TEACHER:

These are not in any order and it is the responsibility of the classroom teacher to evaluate the level of behaviour and choose which consequence to implement;

- Low Key response (eg min or non verbal, use of name etc)
- Private Dialogue
- Move student's seat in class (e.g. closer to teacher)
- Isolation in class
- Contact parent (via phone or email)
- Detention (recess/lunch)
- Community Service
- Parent Interview
- Seating Plan
- Loss of privilege
- Informal Contract *see Appendix 24*
- Engagement Improvement Plan *see Appendix 13 and 25*

Consider: Temporary removal from classroom

- All students not within the classroom e.g. put outside, are still required to be supervised by their classroom teacher as part of their duty of care.
This strategy is to be only used as a cooling off period for no more than five minutes.
- Buddy Class
- Teachers must organise within their Learning Area their buddy options
- Students to be sent with buddy slip (Student Behaviour Report Card) and will be required to fill in a Buddy Reflection sheet
- Students must have work to complete
- Students sent to Buddy must be entered into SIS.
- After each lesson is a fresh start.
- Students cannot be sent to Buddy for the original behaviour for more than one period without approval from the HOLA

- You can request the support of any teaching colleague to collect a student to be escorted to Buddy/Withdrawal for the remainder of the period.
- All events of this nature must be recorded on SIS and a copy given to the HOLA.

Red Card: To be used only in extreme circumstances when the behaviour threatens the physical safety of others in the vicinity

- Red card to be sent via a responsible student to the Administration or Student Services requesting support.

In all cases a Critical Incident report will need to be completed immediately.



PROCESSES

SECTION 3.2

SECTION 3.3

3.2: WITHDRAWAL OF STUDENTS FROM SUBJECT/S AND OTHER SCHOOL ACTIVITIES:

The withdrawal of students from school activities serves to:

- provide students exhibiting disruptive behaviour with the opportunity to cool down, and reflect on their own behaviour;
- ensure duty of care provisions for other students and staff;
- allow the teacher and the other students the opportunity to teach and learn without interference; and
- provide an opportunity to negotiate and plan behaviour management strategies.

3.3: PROCEDURES FOR IMPLEMENTING WITHDRAWAL:

After consultation between the classroom teacher and the HOLA, the HOLA may facilitate:

- subject withdrawal

A student cannot be withdrawn from any class for more than 5 consecutive occasions.

In circumstances, usually relating to safety issues, where it is not possible for the student to continue in a subject, the Manager of Student Services and the Deputy Principal will consult the student's parents whose written approval must be obtained for any proposed change of subject.

Decisions about the location, supervision arrangements and the duration of withdrawal will take into account:

- the developmental status of the student;
- the potential emotional impact of such withdrawal on the student; and
- provisions for the student to continue with their work in the subject

The HOLA will ensure that students are supervised, with safety and security requirements being met at all times.

The Manager of Student Services and/or Deputy Principal can initiate:

- in school withdrawal;
- withdrawal from identified school activities or programs

Also see Good Standing Policy – SECTION 4



PROCESSES BUDDY CLASS SYSTEM. SECTION 3.4

3.7: BUDDY CLASS SYSTEM:

During the school year, classrooms with year 11 and 12 classes can be used as a place to send students who have not responded to the positive teacher interventions with regards to their classroom behaviour. Student Services will set up the Buddy class timetable which are available for you to use.

During Term Four when year 11 and 12 classes begin to leave, the availability of classes will be altered and a new timetable will be issued by Student Services.

1. The Buddy Room system provides the teacher with the opportunity to give the student cooling off time, or the opportunity to remove a number of students over a longer period of time, and thus the ability to re-establish an effective working environment.
2. The student should be given a Buddy Room slip (from the Buddy Slip Referral Book) and some work to do. This work is required to be meaningful, however should require minimal supervision and instructional support.
3. If appropriate, the student should return to their original class at the end of the lesson (5 minutes prior) so that both parties can discuss and resolve the issue. This puts the inappropriate behaviour and the correction of this behaviour back in its context (i.e. the teacher and the student own the problem and its solution). If the student does not return, or no positive resolution is completed, the student and teacher should meet during the next available time (consider a lunch or recess time to discuss and resolve. The Lunch or Recess Time Detention should not be seen as punishment but as an opportunity to discuss and build a positive relationship with the student. This should be completed within 48 hours of the incident.
- 4 Teachers must fill in the Buddy Room Referral Book for any student placed in a Buddy Room and contact home. The Teacher must also record this on SIS.
5. The Buddy Room approach can have a limited time span.
6. Continual referral to a Buddy Room may indicate a more serious problem, the solution to which may be found at a higher stage of the Positive Behaviour Support Plan procedures. The Buddy Room is not to be used in a pre-emptive way (i.e. do not send students for issues that remain unresolved from previous lessons). These matters should be dealt with beforehand. If a positive resolution is not found, you must discuss this with your HOLA or Student Services.



PROCESSES BUDDY CLASS SYSTEM. SECTION 3.4

7. If, for any reason, consecutive use of the Buddy Room for the same offence does occur, you must discuss this with your HOLA for further support.
8. If a student behaves inappropriately in the Buddy Room, he or she should be sent to Student Services.
9. Student Services is not on the Buddy Room roster. At times a student may use Student Services as an alternative to the Buddy Room, but this is only with prior discussions between the teacher, student and Student Services. Do not send students to a Buddy Room if they forget excursion forms, permission forms or have to do a test out of time. All these matters should be solved within your own learning area as an organisational matter.



PROCESSES

BUDDY CLASS REFLECTION SHEET.

SECTION 3.5

DATE: _____ STUDENT NAME: _____ YEAR: _____

Referring Teacher: _____ Subject: _____

- The student is to complete this sheet and then use it to negotiate with their class teacher **before** their next lesson with that teacher.
- Failure to resolve the reason/s for the withdrawal with the teacher will mean the student will return to the Buddy class for further reflection (The HOLA will be involved where necessary).
- Students who disrupt their destination class (where they are in the Buddy class) will be referred to the Head of Learning Area and/or the appropriate Student Support Coordinator.

1. What happened?

2. Why was this not acceptable?

3. What should you have done?

4. What will you do in the future? (You must think about)

• where you sit and with whom	• punctuality
• how you speak to other students and to teachers	• what equipment you take to class
• how you react to other students and to teachers	• co-operating with others
• how you demonstrate respect for other students and for teachers	• following instructions
• listening carefully to other students and to teachers	• good manners
• respecting property	• other

See Appendix 14 for full copy

Student signature: _____ Teacher Signature: _____

Or consider the use of Restorative Questions.



PROCESSES SERIOUS INFRINGEMENTS AND POSSIBLE CONSEQUENCES. SECTION 3.6

3.6: SERIOUS INFRINGEMENTS AND POSSIBLE CONSEQUENCES

It is expected that all students and staff treat each other with courtesy and respect. The following specific behaviours have particular consequences and possible actions are suggested.

Bullying

- Counselling (Restorative Justice process)
- Parent/guardian involvement
- Loss of Good Standing
- Suspension (internal or external)

Defiance of positive student behavior processes in class and/or yard practice

- Counselling
- Parent/guardian involvement
- Lunchtime detention
- Loss of Good Standing
- Suspension (internal or external)
- Use of Classroom Management Strategies (CMS)

Fighting/assault/intimidation/sexual harassment

- Suspension (internal or external)
- Loss of Good Standing
- Counselling or conflict resolution
- Parent/guardian involvement
- Police involvement

Illegal objects (e.g knives)

- Parent/guardian contact
- Police involvement
- Loss of Good Standing
- Suspension (internal or external)

Misuse of computer system

- Counselling/Educative program
- Loss of computer privileges
- Parent/guardian contact
- Loss of Good Standing
- Suspension (internal or external)



PROCESSES

SERIOUS INFRINGEMENTS AND POSSIBLE CONSEQUENCES.

SECTION 3.6

Possession/use of drugs

- Counselling/Educative program
- Parent/guardian contact
- Loss of Good Standing
- Suspension (External)
- Police involvement

Recording, distributing or uploading images / videos of students, parents and staff on School premises

- Counselling/Educative program
- Parent/guardian contact
- Loss of Good Standing
- Suspension (External)
- Police involvement

Smoking (cigarettes, e-cigarettes, vapours)

- Consultation with parents/guardians
- Counselling by School nurse and/or other members of the Student Services team
- Project/Assignment on the dangers/risks of smoking
- Loss of Good Standing
- Suspension (internal or external)

Stealing

- Counselling/Educative program
- Restitution
- Police and parent/guardian involvement
- Loss of Good Standing
- Suspension (internal or external)



PROCESSES SERIOUS INFRINGEMENTS AND POSSIBLE CONSEQUENCES. SECTION 3.6

Truancy

- Parent/guardian contact
- Counselling by member of Student Services team
- Daily reports
- Lunchtime detention
- Loss of Good Standing
- Suspension (internal)

Vandalism

- Community service, e.g cleaning or painting
- Parent/guardian involvement
- Loss of Good Standing
- Suspension (internal or external)

Verbal abuse

- Counselling and anger management program
- Meeting with teacher/student
- Parent/guardian involvement
- Loss of Good Standing
- Suspension (internal or external)

In all cases, the actions taken and sanctions imposed will depend upon:

- circumstances and severity of the incident;
- impact or effect of the misbehaviour;
- previous record of the student; and
- degree of remorse.



PROCESSES WHEN SUSPENSION OCCURS AND SUSPENSION PROCEDURES. SECTION 3.7 AND 3.8

3.7: WHEN SUSPENSION OCCURS:

Suspension can occur as a result of, but not limited to:

- smoking (including handling cigarettes);
- an assault on any member of the school community, especially one causing injury;
- vandalism, e.g damage to property, graffiti, etc. or conduct threatening the good order of the school;
- any other behaviour that directly endangers the health and safety of other members of the school community, e.g practical jokes (missile throwing);
- calculated disruption of school event or the threatening of good order;
- theft;
- verbal abuse of a member of the staff;
- possession of illegal or intoxicating substances or item offensive to the dignity of members of the community;
- gross disobedience when given disciplinary instruction;
- disruptive behaviour while in withdrawal

Initial suspensions are for three to five days in most instances. In serious cases suspension may be up to 10 days.

3.8: SUSPENSION PROCEDURE:

Whenever a student is suspended he/she is sent home with a notice of suspension once the parent/guardian has been contacted. Where the parent/guardian cannot be contacted the student is kept under the supervision of a manager of Student Services or Deputy Principal, until the end of the day.

Copies of the suspension notice are sent home by post and a copy is kept in the student file. Relevant teachers are notified of the student's suspension.

It is also recorded in SIS as an ongoing account of the student's suspension record.

Upon return from suspension a student must report to the suspending Deputy Principal or the Manager of Student Services who will attempt to get a commitment concerning a change of behavior, through the development of a Behaviour Plan, before referring the student onto relevant counselling/educative program. Written commitments are placed in the student file.

Upon return from a second suspension a student must be accompanied by his/her parent/carer and must be referred to the school psychologist. A case conference is held involving the parent/carer, Deputy Principal and may include relevant members of the Student Support/Services team. A record of these case conferences are kept in the student's file.



GOOD STANDING POLICY SECTION 4.1

4.1: GOOD STANDING POLICY

This policy provides a system of rewards and recognition for positive participation in school life. It recognises student achievement and good conduct. The intention of the policy is to reward students who are actively participating in their learning and encourages positive attitudes towards learning and school life. It is also the intention of the policy that students see Good Standing as something to be valued and maintained. Students who have relinquished the right to be of Good Standing, should work towards regaining the status. Rewards and recognition are available for those students who are of Good Standing.

All students are given Good Standing when they enrol at Newman Senior High School. Students of Good Standing can apply for work experience; attending camps, excursions, tours, balls and socials; and represent the school in student affairs and other activities including athletic and swimming carnivals, sporting events, performances.

Students who lose their good standing cannot participate in school activities that are not an essential part of the educational program such as:

- camps
- excursions
- social functions
- performances
- athletic and swimming carnivals (School and interschool)
- sporting events
- or receive formal recognition of their achievements at an assembly



REMOVAL OF GOOD STANDING STATUS SECTION 4.2

ATTENDANCE AND PUNCTUALITY:

In order for students to access the full range of opportunities, it is expected that a high level of attendance and punctuality be achieved. At least 90 per cent attendance has been identified as the requirement for full participation in learning.

Students whose attendance falls below 90% in a term without a satisfactory explanation may lose their Good Standing for four weeks.

STUDENT DRESS:

If there are four breaches of the dress code, Good Standing will be suspended for a period of four weeks. Transgressions during this period will result in the penalty period being extended for a further month from the end of the week in which the offence occurred. After three breaches, a warning is issued and students are placed on probation for up to 4 weeks.

SCHOOL POLICY AND ETHICS:

Any student who:

- is suspended (4 - 6 week loss of good standing)
- is withdrawn from all classes;
- is involved in bullying or fighting;
- is found to be in possession of or under the influence of illegal drugs;
- truants repeatedly;
- is involved in any other serious breach of School rules;

will be suspended from Good Standing for a minimum of 4 weeks as determined by the principal or a deputy. During this period a "loss of activity" will be negotiated.

Students who are continually breaching the School rules will be reviewed by the administration. Each student in this category will be reviewed so that strategies can be implemented, which will assist students in returning to Good Standing status.



ADVANCED GOOD STANDING STATUS REINSTATEMENT OF GOOD STANDING SECTION 4.3

4.3: ADVANCED GOOD STANDING STATUS:

Students who have retained their Good Standing status over a semester will be rewarded with an invitation to The Orseome Morning Tea and/or a lunchtime activity, which will be organised somewhere separate from the rest of school. For example pizzas, sausage sizzle, invitation to performance of guest artists or chat with sporting hero.



POSITIVE REINFORCEMENT AND RECOGNITION POLICY SECTION 5.1

POSITIVE REINFORCEMENT AND RECOGNITION POLICY:

This policy provides a system of rewards and recognition for positive participation in the School. It recognises student achievement, progress and good conduct on a continual basis. All students will be given the opportunity to improve and this development should be rewarded. The rewards system is scaffolded.

5.1: POSITIVE REINFORCEMENT

Letters of Commendation – initiated by any staff member at any time to advise parent/guardian of positive improvement, behaviour etc; copy stored on student file.

Certificate of Excellence – awarded at the school assembly in each semester. The Certificate of Excellence awards the top student in every subject.

Endeavour Award - awarded at the school assembly in each semester. The Endeavour awards the student/s who has/have demonstrated positive attitude and effort in every subject.

Good Slips – every staff member will have copies of the Good Slips and can reward when they see fit.

100% Attendance – managed by Student Services and Administration.



REWARDS AND RECOGNITION POLICY

RECOGNITION

SECTION 5.2

5.2: RECOGNITION

Letters of Commendation

Staff may complete Letters of Commendation and submit to Administration for processing and posting of originals, filing copies.

Certificate of Excellence and Endeavour Awards

Certificates are presented at school assemblies each semester by the Principal and a list of students appears in the Newman SHS Newsletter.

Good Slips

Drawn out of the box at assemblies. This happens twice a term.

100% Attendance

These awards are presented each semester.



COUNTERING BULLYING POLICY RATIONALE AND OBJECTIVES SECTION 6.1 AND 6.2

6.1: RATIONALE

The School bullying prevention plan reflects the Education Department of WA and School Curriculum and Standards Authority's core values and can be summarised as:

- self-acceptance and respect of self
- respect and concern for others and their rights; and
- social and civic responsibility

The plan also reflects **THE NEWMAN WAY**:

- Respect,
- Care and Compassion
- Responsibility

6.2: OUR ANTI-BULLYING POLICY OBJECTIVES

- A whole School approach will be taken to developing, implementing and reviewing the anti-bullying policy
- All staff and students at Newman Senior High School have the right to feel safe at all times
- Proactive prevention strategies, early intervention strategies, timely incident management strategies and restorative strategies underpin this policy.

We believe that multicomponent whole-school initiatives, involving all the school community are more likely to reduce bullying behaviour than single-component programs.

Initiatives include:

- building staff capacity to implement programs to enhance students' relationships and reduce bullying
- providing policies that shape a respectful, welcoming and caring school environment
- building quality relationships between school students and staff
- maximising family and other members of community's involvement
- scaffolding students' learning of social and emotional skills, such as self-awareness, self-management and social awareness
- enabling students to be advocates for and to encourage positive social interpersonal development online and offline
- supporting students who are frequently bullied and helping perpetrators of bullying to change their behaviour
- programs and initiatives that encourage inclusivity, tolerance and respect including Peer Support, RUOK Day.
- Encouraging students to speak up.



DEFINITION OF BULLYING SECTION 6.3

6.3: DEFINITION

Bullying is a repeated behaviour; that may be physical, verbal, relational and/or psychological; where there is intent to cause fear, distress, or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who are unable to stop this from happening.

Cyberbullying is when a group or an individual uses information and communication technologies (ICT) to intentionally harm a person over time and who cannot easily stop this bullying from continuing.

The most important aspect of this definition is that it is not focused on ICT but stipulates that cyberbullying is bullying via ICT. That is, it is about the behaviour, not about the technology.

The key elements of a bullying incident include both a perpetrator's and target's perspective – the perpetrator has more perceived power, they repeat the behaviour and with intention, while the target feels the bullying is unprovoked or unjustifiable and they are not able to stop the behaviour from happening to them. If these elements are not present, using this definition, the behaviour would be considered an aggressive act and not an incident of bullying. Teasing or fighting between peers is not necessarily bullying.

Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as 'bystanders'. A bystander is someone who sees the bullying or knows that it is happening to someone else. Bystander behaviour may be negative or positive.



EXAMPLES OF BULLYING BEHAVIOURS

SECTION 6.4

6.4: EXAMPLES OF BULLYING BEHAVIOURS

Examples of Bullying Behaviour	DIRECT	INDIRECT
Physical	<ul style="list-style-type: none"> • Hitting, slapping, punching • Kicking • Pushing • Spitting, biting • Punching, scratching • Throwing things 	<ul style="list-style-type: none"> • Getting another person to harm someone
Verbal	<ul style="list-style-type: none"> • Mean and hurtful name calling • Hurtful teasing • Demanding money or possessions • Forcing another to do homework or commit offences such as stealing 	<ul style="list-style-type: none"> • Spreading nasty rumours • Trying to get other students to not like someone
Non-Verbal	<ul style="list-style-type: none"> • Threatening and/or obscene gestures 	<ul style="list-style-type: none"> • Deliberate exclusion from a group or activity • Removing and hiding and/or damaging others' belongings
Cyber	<ul style="list-style-type: none"> • Filming someone without their knowledge or permission • Updating someone else's social networking status without their permission • Pretending to be someone else on the phone 	<ul style="list-style-type: none"> • Telling someone else the words you want them to type as a message • Explaining to someone how to engage in bullying via a website the other person may not be familiar with • Watching someone engaging in cyberbullying and not trying to stop the bullying



EFFECTS OF BULLYING BEHAVIOURS

SECTION 6.5

6.5: EFFECTS OF BULLYING BEHAVIOURS

Bullying behaviours have negative consequences for young people's physical health, mental health, social development, and academic achievement. These consequences can affect all those who are involved in bullying situations, including those who are bullied, those who bully others, and those who witness bullying.

Young people who are bullied are at an increased risk of injury and poor physical health as well as mental health problems including anxiety and depression, eating disorders, deliberate self-harm, low self-esteem and suicidal thoughts or behaviour. These students may often experience social rejection and exclusion, have difficulty making friends and maintaining good relationships with peers, and report increased loneliness. Students who are bullied are also more likely to dislike and want to avoid school, and have higher rates of absenteeism. They have greater difficulty concentrating and completing work in class, and their academic achievement is often lower in comparison to other students.

Students who bully others also have decreased health and wellbeing. These students are at increased risk of anxiety, depression and suicide, physical injury, and substance use and binge drinking. They are at increased risk of delinquent behaviours including arson, running away, carrying weapons, and committing violent acts. Students who bully others also tend to dislike school and have decreased academic achievement. They tend to have poorer job prospects in adulthood.

Students who are both bullied and bully others (commonly called bully/victims) experience many of these negative consequences, often more severely than students who are only bullied or who only bully others.



HOW CAN BULLYING BE ADDRESSED AT THE WHOLE SCHOOL LEVEL SECTION 6.6

6.6: HOW CAN BULLYING BE ADDRESSED AT THE WHOLE SCHOOL LEVEL?

- positive role modelling
- effective classroom practice and environment
- positive peer group influence
- supportive school environment, facilities and activities
- strengthening family links
- effective management of bullying and cyberbullying incidents

As staff, students and parents work together to create a safe and caring learning environment the holistic and optimal development of each student will be enhanced.

6.6.1: The Role of Staff:

- act as positive role models for students
- actively counteract bullying
- take all reports of bullying seriously
- refer incidents of bullying to Student Services
- adopt positive classroom management strategies
- deliver curriculum where appropriate
- ensure that all areas of the school have a visible staff presence at breaks, between lessons, before and after school
- run and supervise lunchtime activities

6.6.2: The Role of Student Services:

- audit school environment
- develop and review policy in light of best current research and practice
- communicate policy to students
- professional learning for staff
- orientation for new staff
- development of proactive prevention strategies
- establish accessible and non-threatening reporting mechanisms
- establish early intervention strategies
- respond to incidents of bullying in a timely manner
- document incidents, actions and outcomes
- counselling of student being bullied, student who is bullying, bystanders
- put in place appropriate consequences
- develop restorative practices



HOW CAN BULLYING BE ADDRESSED AT THE WHOLE SCHOOL LEVEL SECTION 6.6

- inform parents and staff of outcomes
- mediation using Restorative Practices

6.6.3: The Role of Students:

- show respect and consideration for others in and outside the classroom
- accept responsibility for their actions
- respect the property of others
- actively discourage bullying
- report any incident of bullying to a trusted adult
- seek help and advice if they are bullied

6.6.4: The Role of Parents:

Parents, is your child being bullied?

- Be vigilant for signs of distress in your child – reluctance to attend school, requests for extra money, a pattern of illness.
- Assist your child by encouraging them to discuss the problem with a trusted member of the school community. If they don't act on your advice, contact the school yourself.
- Discourage any planned retaliation, either physical, verbal or ICT based. Brainstorm ways of finding an alternative solution to the problem. The School psychologist can assist with such strategies.
- Reinforce the fact that your child is not to blame for the inappropriate behaviour of others. It is their right to expect a safe learning environment.
- Be willing to inform the School of any suspected bullying even if your child is not directly involved or affected.
- Do not try to deal directly with the other students involved in an incident or their parents. Work through and with the School.
- Assistance with any bullying issues is always available through Student Services (including Student Service Manager and Coordinators, the School Psychologist, or Nurse), the Deputy Principals and the Principal.



THE NO-BLAME BULLYING APPROACH

SECTION 6.7

See Appendix 22

6.7: THE NO-BLAME BULLYING APPROACH

1. Interview Victim

Obtain from them:

- I. A statement, piece of writing, poem, tape recording etc. which says how the actions of the bully/ies are affecting them and what they would like to have happen.
- II. the names of the bully/ies.
- III. the names of a couple of friends.
- IV. the names of a few hangers-on who gave non-involved support to the violence, harassment and bullying taking place.
 - Reassure victim that your actions won't result in violence, harassment and bullying increasing -but just the opposite.
 - Tell victim that you will review progress with them in approximately 1 week.

2. Interview Group

- (separately from victim) outlined in 1(I) -1(III) above, tell them that they have been called together because a student is experiencing difficulty and that they have been identified as people who can assist. Stress that they are not in trouble and that no-one is going to be punished.
- Read the victim's statement.
- Ask each of the group in turn (start with friends) what they could do (needs to be practical) to help make life more pleasant for the victim. Keep a record of these. Reinforce the ideas of the individuals and thank them for their concern and promised effort.
- Tell them you plan to meet with them again in approximately 1 week and review the results of their efforts.

3. A week later

- Interview the victim. Has life changed?
- Who has been helpful?
- Note names of group mentioned who have responded positively.
- Interview group. Ask each in turn to report on their actions to assist the victim.
- Reinforce students who have done the right thing.
- If victim reports cessation of violence, harassment and bullying, thank the group and mention the results of their actions.
- Reinforce their positive role by saying they may know of other students they could also similarly help.

4. Dismiss group - Monitor victim.

Note: If violence, harassment and bullying does not cease, identify student/s involved and deal with in discipline process. Inform them of this at the follow-up conference above.



BULLYING REFERRAL RECORD

SECTION 6.8

See Appendix 23

6.8: BULLYING REFERRAL RECORD

Student Name: _____ Parent: _____ Year: _____

Telephone: _____

<input type="checkbox"/> First Incident for Student	<input type="checkbox"/> Same Student(s)
<input type="checkbox"/> Second Incident for Student	<input type="checkbox"/> Other Student(s)
<input type="checkbox"/> Third Incident for Student	<input type="checkbox"/> Ongoing incident between students
<input type="checkbox"/> Other No: _____	<input type="checkbox"/> Ongoing primary school issue
<input type="checkbox"/> School Issue	<input type="checkbox"/> Classroom
<input type="checkbox"/> Out of School Issue	<input type="checkbox"/> School grounds

DATE: _____ TIME: _____ LOCATION: _____

DETAILS OF INCIDENT TO BE RECORDED ON A STUDENT INCIDENT REPORT AND ATTACHED.

STUDENT SERVICES TO FILL IN THE REMAINDER OF THE FORM

ACTION TAKEN:

<input type="checkbox"/> Referred to Student Support Coordinator/s	<input type="checkbox"/> Mediation Meeting (attach copies of any agreements)
<input type="checkbox"/> Referred to Student Services Manager	<input type="checkbox"/> Referred to School Psychologist
<input type="checkbox"/> Referred to Deputy Principal	<input type="checkbox"/> Referred to School Nurse

SANCTIONS IMPOSED:

Recess / Lunch Detention	Internal Suspension
Designation of Specific Areas	Suspension
Class change	Case Conference
Behaviour Contract	Other: _____
Loss of Good Standing	

Parent Notified: Yes No Date: _____ Time: _____

Notes:



UNIFORM POLICY SECTION 7.1

7.1: UNIFORM POLICY

UNIFORM REQUIREMENTS

The School has a specified uniform and students are expected to conform with the requirements in order to always retain Good Standing Status and have access to all the extra opportunities provided at the School.

See *Good Standing Policy (Section 4)*

At Newman Senior High School we have a compulsory school uniform and dress standard. Our school uniform reflects the desire of the school community to present itself as a proud and united entity. We believe this sense of belonging sets a positive tone and develops school spirit and pride.

A uniform minimises differences between people, be these social, economic, or fashion. Furthermore, uniforms discourage unhealthy competition for material status between students. The wearing of a uniform by students enables staff to identify intruders and prepares them for the dress codes they may encounter in the workforce. It is school policy that:

- every student must wear the year-appropriate school top and school shorts, skirt or pants at all times and the school jacket when required. Year 12 students may wear the selected 'Leavers Jacket'.
- every student should come to school clean, well-groomed and neatly dressed.
- students must wear enclosed footwear.
- excessive amounts of jewellery are potentially dangerous and must not be worn to school. Any jewellery that is worn must be removed before participation in Physical Education and practical classes. Studs or sleepers may be worn.
- for health reasons, students are encouraged to wear caps/hats when outdoors or in appropriate classes.
- every student must wear either a Physical Education polo shirt or a Kicking and Shooting Goals polo shirt for all Physical Education classes, and are encouraged to wear House colours for sporting carnivals.
- Kicking and Shooting Goals and PE shirts should only be worn for appropriate classes.

Students, who, are unable to wear the full school uniform for any reason, must gain an exemption in writing from the Student Services Manager at the beginning of each term.

Excursions:

Students attending school excursions must wear full uniform unless otherwise instructed.



UNIFORM POLICY

SECTION 7.1

LOWER SCHOOL DRESS CODE		SENIOR SCHOOL DRESS CODE	
GIRLS	School skirt, shorts or pants Lower school shirt & school jacket PE - PE Poloshirt or Kicking & Shooting Goals shirt	GIRLS	School skirt, shorts or pants Senior school shirt & school jacket PE - PE Poloshirt or Kicking & Shooting Goals shirt
BOYS	School shorts or pants Lower school shirt & school jacket PE - PE Poloshirt or Kicking & Shooting Goals shirt	BOYS	School shorts or pants Senior school shirt & school jacket PE - PE Poloshirt or Kicking & Shooting Goals shirt
SHOES	Enclosed footwear		

School shirts, PE shirts, jackets, shorts, skirts and pants are available from the school.



MOBILE POLICY AND PROCEDURES

SECTION 8.1 AND 8.2

8.1: MOBILE PHONE POLICY

At Newman Senior High School students are not permitted to use their mobile phones unless directed by their teachers. Arrangements can be made by parents/guardians for the phone to be left at Student Services or Administration during the day for safe keeping. There is no need for students to access family and friends during school time. Any necessary emergency contact is made to parents from administration or student services.

The School does not take responsibility for the loss or theft of mobile telephone or other equivalent devices. Parents who need to contact their son/daughter during School hours can do so via Administration. Emergency messages will be communicated through either administration or a staff member. Parents are asked not to phone or text message their son/daughter during school hours.

Use of Phones at School

The school recognises that there are times when it is appropriate and useful for students to have access to a mobile phone. Students are required to seek permission in such circumstances.

8.2: PROCEDURES

Students who contravene the policy will have the device confiscated by the staff member and handed to one of the deputy principals. This will usually be Ms Tholet. If Ms Tholet is absent, Mr Hickman, Deputy Principal will receive the device.

- 1st occurrence: A letter is sent home to advise parents/guardians.
- 2nd occurrence: A letter is sent home advising parents/guardians that the next time the device will be locked in a safe until parents/guardians collect it from the School.

For the first and second occurrence, the student will collect the device from a Deputy at end of the day. Other processes are in place for any unusual event when all Deputies are absent.

- 3rd occurrence: Device is locked in a safe and collected by parents/guardians.

Copies of letters are placed on student file.



MOBILE POLICY AND PROCEDURES SECTION 8.1 AND 8.2

Procedures for Confiscation

The staff member who confiscates the device will place it in an envelope or attach a note that identifies the name of the student, period of confiscation, date and the staff member's name. The classroom teacher will give to Ms Tholet, if she is absent then to Mr Hickman.

All of the information is recorded by the teacher on SIS.

Please Note: Devices that enable students to access social media ie. Facebook, Instagram etc and SMS applications while at school will fall under the umbrella of this policy. This policy also includes headphone use in class times.
