Exmouth
DISTRICT HIGH SCHOOL
A beacon of learning, an ocean of opportunities

Exmouth District High School Positive Behaviour Support Handbook

Last major Review Aug 2022

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Edits- Dec 2022

- *addition of reviewed Minor & Major flow charts & child-friendly version*
- *Edits to responding to inappropriate behaviour flowchart*
- *Addition of buddy class system*

1. SCHOOL VISION, VALUES and PURPOSE

Vision:

Our vision is to develop well-adjusted, creative and resilient students through high-quality teaching and learning in a collaborative, safe environment. We aim to nurture and grow lifelong learners enriched by the surrounding World Heritage listed Ningaloo Coast.

We would like to respectfully acknowledge the Baiyungu, West Thalanyji and Yinikurtura People as the original custodians of the land and water around us. We pay our respects to the Elders, both past, present and future, for they hold the memories, the traditions, and the culture of this land we meet on

Values:

Our values influence our behaviour and give purpose to our daily work and lives. We aim to fulfil the academic potential of our students, ensuring high performance and do so in an environment of high care and concern based on core values.

Our core values are based on the principles of:

Aim High – We value the ability to achieve and set goals with pathways to success.
Responsible – We value responsibility of our outcomes and experiences.
Respectful - We value every individual's right to be treated with respect.

Moral Purpose:

'We stand together to **Challenge students** to aim higher than their personal best, to make **Connections** between their learning and the wider world and to utilise **Creativity** to develop innovative solutions. We strive to cultivate **Quality Teaching** and **Learning** so students become Independent Lifelong Learners.'

Motto:

'A beacon of Learning and an ocean of opportunities''.

2. RATIONALE

At Exmouth District High School, Positive Behaviour Support (PBS) forms the framework for teaching, supporting and addressing expected behaviours in our school setting. PBS is an evidence based approach for improving academic and behaviour outcomes of all students. Our school community collaboratively decided on ***Respect, Responsibility and Aim High*** as our school wide behaviour expectations.

Teachers apply Classroom Management Strategies (CMS) in all teaching and learning situations to create a positive and safe learning environment.

3. ROLES AND RESPONSIBILITIES

Exmouth DHS has a whole school approach to student behaviour management.

The role of the Principal is to:

- Support the principles of the Exmouth DHS behaviour management approach.
- Promote a positive school environment.
- Ensure relevant staff are trained in the appropriate evidence-based positive behaviour strategies, restorative practices, protective behaviours and trauma-informed practices.
- Provide collegial support for staff.
- Be approachable.
- Be visible.

The role of the Deputy Principal is to:

- Ensure consistency in the implementation and maintenance of behaviour management procedures.
- Conduct and support restorative meetings between students, and between students and staff.
- Support staff and students following high-risk behaviour/ major incidents, manage serious and critical incidents.
- Work with teaching and support staff to ensure the educational needs of each individual student is being met.
- Monitor student behaviour in the school grounds.
- Provide support and advice to staff and parents.
- Communicate/feedback to staff regarding consequences and findings.
- Work with students and families on the consequences for unacceptable behaviour.

The role of the teacher is to:

- Every opportunity to be taken to build effective positive relationships with students in the classroom and yard
- Provide an engaging curriculum program within a safe and orderly classroom learning environment.
- Explicitly teach, reinforce and encourage the school-wide behaviour expectations as outlined on the Exmouth DHS Behaviour Matrix.
- Give praise, recognition and encouragement to students under the guidelines of the behaviour management plan.
- Include student acknowledgements and rewards into our classroom planning to reinforce positive student behaviour.
- Be conversant with and implement classroom management strategies that are consistent with best practice (CMS) and common school practices.
- Implement documented plans in consultation with the Deputy Principal and Student Support Team.
- Deal with classroom problems in a fair and consistent manner-resolution/mediation.
- Follow the behavioural management sequence as set out in the school's behaviour management plan.
- Maintain responsibility for student behaviour seeking support from colleagues and administration to resolve issues as required.

- Establish and provide suitable documentation for students of classroom expectations and chain of consequences with a copy of a Classroom Management Plan provided to the relevant Deputy Principal.
- Enter parent meetings and/or communication into Compass /SIS in relation to student's minor behaviours.
- Make regular parent contact for both positive and negative student behaviour.
- Display Exmouth DHS Positive Behaviour Support Poster in classrooms and learning areas.

The role of the Student Support Team is to:

- Lead and role model positive behavioural expectations across the school community.
- Work directly with staff, students, parents, and outside agencies to provide positive interventions that support change in student's behaviour.
- Support staff to provide whole school and individual student strategies that address the needs of all students.
- Liaise with SST members and outside agencies to support the management of Students at Educational Risk (SAER).
- Coordinate the management of SAER within the SST, through intake and dissemination of SAER referrals.
- Conduct and support restorative meetings between students and staff and students.

The role of the Non-Teaching Staff is to:

- Promote a positive school environment.
- Fulfil duties according to the Job Description Form (JDF) relevant for the position held.
- Support the principles of the Exmouth DHS Behaviour Management Handbook.

The role of the students is to:

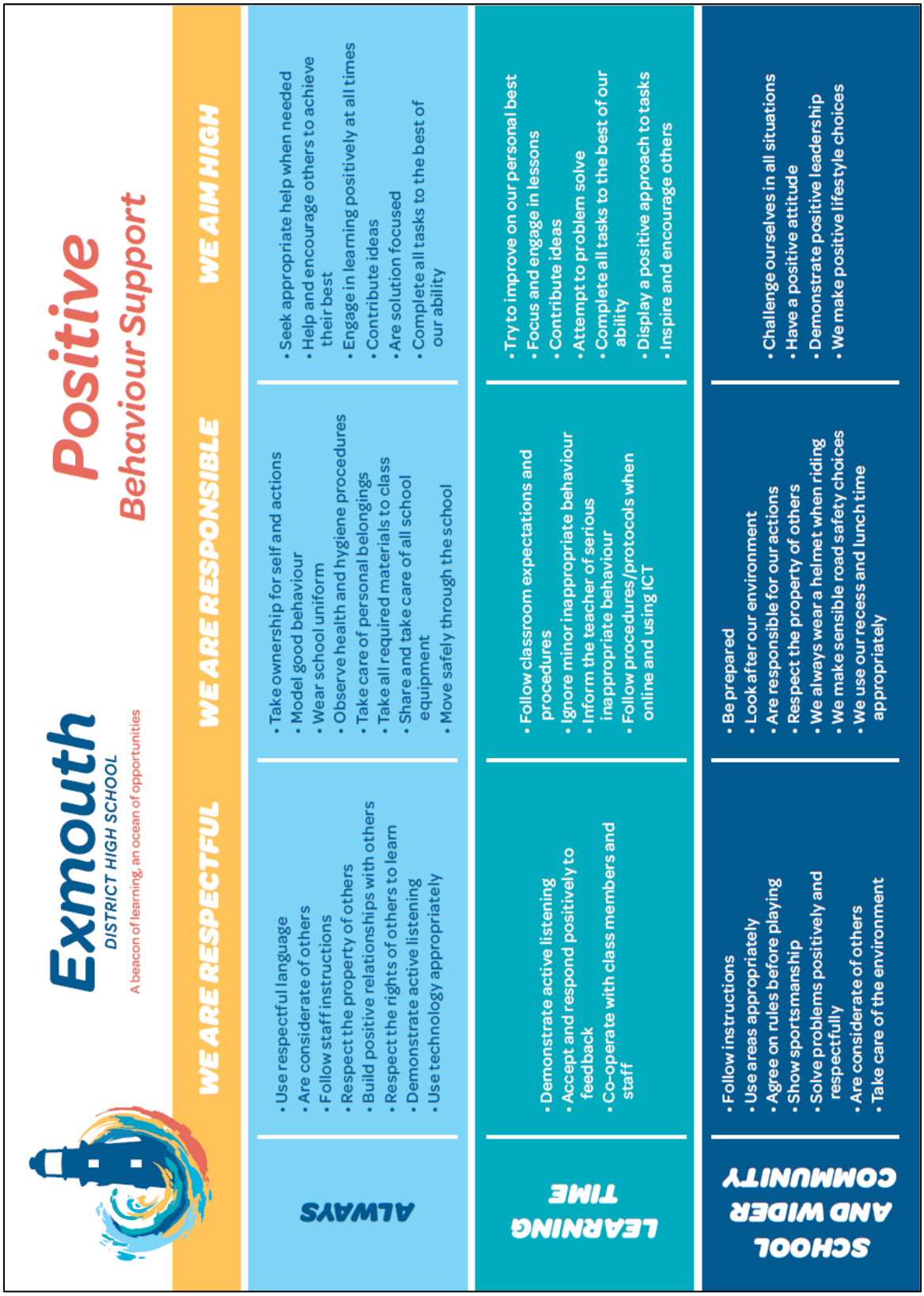
- Fulfil the school-wide expectations and observe designated responsibilities.
- Follow agreed classroom and playground expectations.
- Follow reasonable teacher requests or directions.
- Take responsibility for own actions.
- Recognise that there are consequences for their actions.
- Be prepared to discuss unacceptable behaviour.
- Accept consequences of unacceptable behaviour.
- Follow strategies put in place to attempt to modify unacceptable behaviour.

The role of parents and caregivers is to:

- Ensure that their child attends school and that absences are explained.
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment.
- Be aware of the Exmouth DHS Behaviour Management Plan.
- Support teachers and students to fulfil the school-wide expectations.
- Respond to the school's concerns by contacting the relevant staff member.
- Support Exmouth DHS in its attempt to modify student's unacceptable behaviour (if relevant)

4. PBS MATRIX OF BEHAVIOUR EXPECTATIONS

Our PBS Matrix of Behaviour Expectations outlines the Code of Behaviour that we expect from all members of the school community.



5. ELICITING POSITIVE STUDENT BEHAVIOUR

Positive Incentives:

The staff will provide a positive learning environment and reward students who strive for individual excellence. At every opportunity, all staff will attempt to encourage and support positive behaviour within the school. A wide variety of positive reinforcement will be used. These will include but are not limited to:

- Positive phone calls /emails home
- Verbal praise, written praise/comments, non-verbal praise e.g. thumbs up, smile, wink, nod.
- Class Rewards Systems
- PBS Values Reward Ticket
- Individual class rewards at teacher's discretion.
- Positive Behaviour slips – for in-class and out of class behaviour. These are drawn at regular assemblies for external prizes, including Voucher rewards and others.
- Visit the Deputy and Principal with good work, Principal/Deputy visits to classes.
- Special commendations through the School Newsletter, displays of good work.
- Home Reading Reward Years 1 - 3 - After 100 nights, of Home Reading, and every 50 nights thereafter, the student can receive a prize from the Deputy/Principal
- Letter of Commendation
- End of year PBS Award
- Merit Certificates
- Term Home Room activity for secondary students using PBS tickets.
- Class excursions, extra-curricular activities (Country Week, Year 6 Camp,).

Classroom management strategies that support positive behaviour:

Building relationships is key to creating a positive learning environment. Some effective methods are listed below and are well established at Exmouth District High School.

- POLITENESS- "please and thank you" softens teacher requests and makes it difficult for behaviour to escalate
- MEET STUDENTS AT THE DOOR- opportunities are created to greet students as well as pick up on any students who are demonstrating signs of dysregulation, unrest or mood.
- DEMONSTRATE AN INTEREST-this allows an excellent chance of building positive relationship outside of the classroom
- USE STUDENTS NAMES – creates a sense of belonging and value for the student
- BE AN EFFECTIVE COMMUNICATOR- allowing the student to speak shows them that you value what they have to say
- SMILE HUMOUR AND ENTHUSIASM- this can help build positive student relationships and can help students respond appropriately to instruction
- CLASSROOM EXPECTATIONS – establish your expectations collaboratively as this can give students a sense of ownership
- KNOW YOUR STUDENTS- being prepared by knowing your students limitations, capabilities, family backgrounds and interests will ensure you are best prepared to influence their behaviour
- PRAISE AND ENCOURAGEMENT-this can be for work and behaviour and can be done publically, privately informally or formally resulting in the student feeling valued and appreciated

Appendix A

Exmouth DISTRICT HIGH SCHOOL
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Behaviour Support & Response

Universal Response

1	Redirect /Re-Teach Correct Behaviour Buddy Class / Time out ***Acknowledge positive behaviour and providing ongoing positive feedback***
2	Redirect /Re-Teach Correct Behaviour Buddy Class / Time out ***Acknowledge positive behaviour and providing ongoing positive feedback***
3	Redirect /Re-Teach Correct Behaviour Phone Parent Record in Compass Assign logical consequence Informal agreement completed ***Acknowledge positive behaviour and providing ongoing positive feedback***
4	Redirect /Re-Teach Correct Behaviour Contact Parent Record in Compass Meeting with students & parent guardian ***Acknowledge positive behaviour and providing ongoing positive feedback***
5	SAER Referral completed to Deputy Principal

Targeted Response

- Data identifies Tier 2 behaviours / students through triage & action SAER referrals
- Observations / Data collection of Tier 2 students
- Case meeting established
- Monitor student Behaviour Formal contract in place
- Transition to Tier 1,3

Minor Teacher managed	Major Administration managed
Calling out/yelling Low-level swearing Inappropriate language Backchat Not following instructions Low-level refusal/ work avoidance Teasing / excluding others Out of seat without permission Arriving late to class Not prepared for class Misuse of equipment Tackling / rough play Littering Wasting time Fiddling Speaking loudly / side talk Off task Inappropriate noise making Uniform Cheating Phones stealing Inappropriate food / drinks Technology misuse Minor physical contact Damaging property	High level directed swearing at staff and students Racial slurs / sexual harassment or connotations Targeted high level put downs Fighting Threating behaviour of staff and students Harm towards wildlife Weapons Use of substances Intimidation Hitting / punching kicking Repeated bullying Aggressive refusal Ongoing open defiance and refusal to follow instructions Leaving school grounds High level theft Graffiti to school grounds

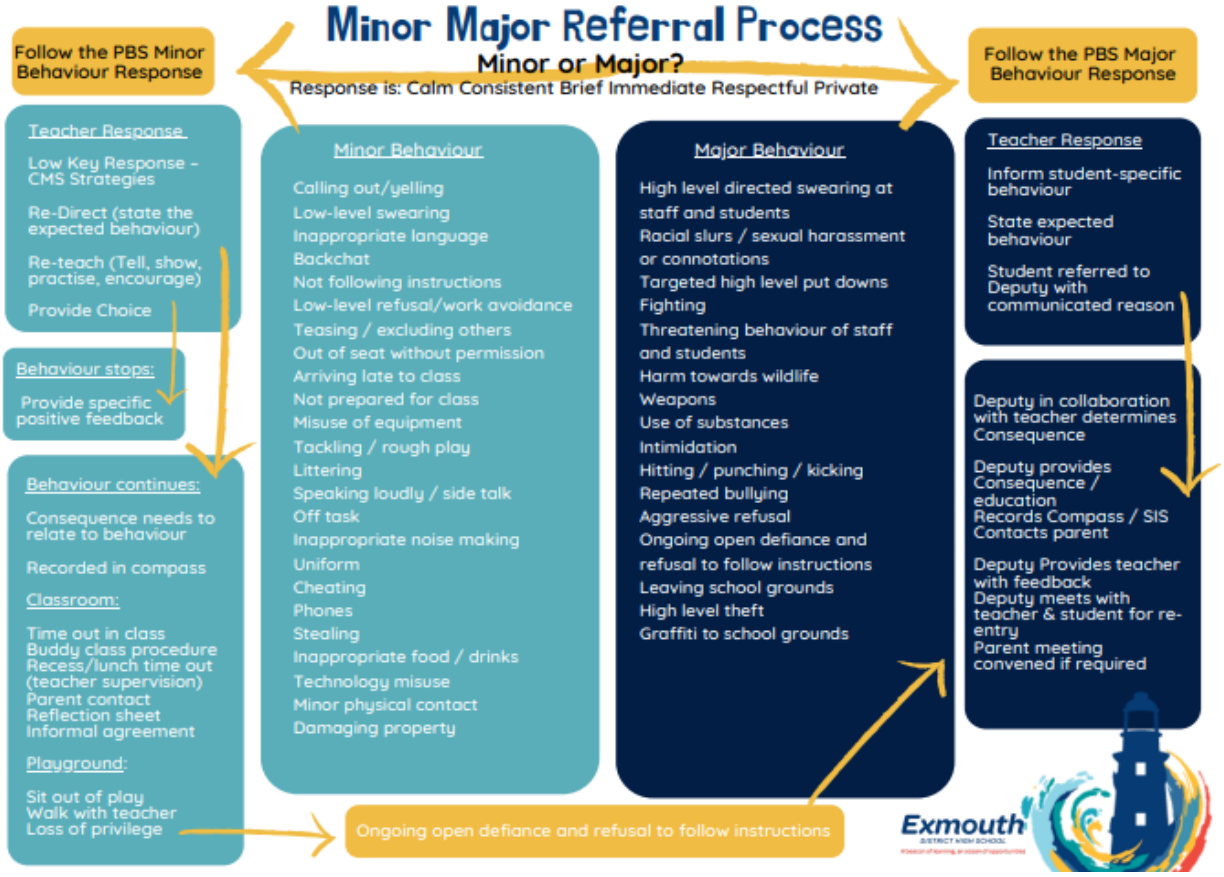
Case Managed Response

- Shared responsibilities Case managed Whole school documented plan
- Monitor plan Collect Data Refer as required Restricted placement
- Formal evaluation Behaviour modified Yes Tier 1-,2 No– review planning documents

- Student refereed to Deputy with Office Referral sheet
- Deputy in collaboration with teacher determines Consequence
- Deputy provides Consequence / education Records Compass / SIS Contacts parent
- Deputy Provides teacher with feedback Deputy meets with teacher & student for re-entry Parent meeting convened if required
- Transition to tier 1-3

Acknowledging positive behaviour and providing ongoing positive feedback at any stage

7. MINOR MAJOR REFERRAL PROCESS



8. RESPONDING TO INAPPRORIATE BEHAVIOUR

Whole School Management of Student Behaviour

At Exmouth District High School we respond to inappropriate student behaviour by giving the students opportunities to reflect and learn from their behavioural choices rather than relying on punitive punishment approaches alone. Punishment alone is the weakest form of behaviour management and support.

Staff will:

- Ensure student well-being and the prevention of inappropriate behaviour will be enhanced through a focus of early intervention and prevention.
- Responses to inappropriate behaviour using relevant immediate and fair consequences that are designed to provide an explicit learning opportunity to illicit a change in the student actions.
- Emphasis on self-discipline with students, making students accountable.
- Model appropriate social and emotional behaviour when dealing with inappropriate student behaviour.
- Maintain a calm approach towards students demonstrating challenging behaviour.
- Build staff capacity to apply their knowledge of current research to the management of student behaviour.
- Engage parents in the behaviour development and support process and access external agencies for support for students/families.
- Use restorative processes/informal contracts to support teachers/students with ongoing low level inappropriate behaviour.
- Use logical consequences – usually applied by using language of the “choice”.

Classroom Management of Student Behaviour

Effective behaviour management is reliant upon teachers developing their own professional judgements based on their professional knowledge and current best practice.

Classroom teachers will:

- Ensure responsibility is taken for their classroom and what happens in them.
- Maintain responsibility for student behaviour, seeking support as per (Appendix A)
- Use knowledge that student behaviour is learned, situation-specific and serves a purpose when choosing responses to inappropriate behaviour.
- Establish clear classroom processes so that consequences are not a surprise.
- Consistently respond to low-level student behaviour using appropriate CMS strategies.
- Record student behaviour, action is taken and parent contact using Compass / SIS where appropriate
- Major offences (Tier 3) that threaten the orderly function of the school may require communication with and/or support from Deputy Principal and Student Support Team. As per appendix A

Effective strategies to use when managing inappropriate low level behaviour

Exmouth District High School is committed to implementing effective classroom management strategies, supporting staff by delivering professional learning around common practices, classroom fundamentals and effective teaching strategies. Exmouth District High School use a range of strategies including:

Classroom management Strategies – see Appendix B for further detail

- Low key responses
- Squaring off
- Choices
- Implied choice
- Defuse move to power
- Informal contract
- Support from Deputy/ SST – See EDHS Behaviour Referral Process (Appendix A)

Relevant, and Fair Consequences*.*

When issuing consequences make them relevant to the behaviour as well as ensuring the consequence is allows an opportunity for the student to reflect on their behaviour as well as allow them to restore the harm done. See appendix B for suggested consequences

For serious breaches of student, behaviour follow the Behaviour Referral Process Flow Chart (Appendix A) utilising Deputy Principal & Student Support Team as required. These include

- High level directed swearing at staff and students
- Racial slurs / sexual harassment or connotations
- Targeted high level put downs
- Fighting
- Threating behaviour of staff and students
- Harm towards wildlife
- Weapons
- Use of substances
- Intimidation
- Hitting / punching kicking
- Repeated bullying
- Aggressive refusal
- Ongoing open defiance and refusal to follow instructions
- Leaving school grounds
- High level theft
- Graffiti to school grounds

9. CMS RESPONSES TO INAPPROPRIATE BEHAVIOUR (Appendix B)

CMS Responses to Inappropriate Behaviour

Bump 1—In Class CMS Low key Responses

Students who breach the classroom expectations should be dealt with by the classroom teacher, using CMS strategies—Bumps technique

- Win the student over
- Use a signal to get attention / begin
- Proximity
- Deal with the problem not the student
- Be polite
- Deal with the supporting cast
- Use minimal or non– verbal signals

Bump 1—Squaring off

If student behaviour continues to be unacceptable a strengthening of body language is implemented without being threatening

- Pause or stop
- Turn the body (square off)
- Intensify the eye contact
- Use minimal verbal response
- Complete the interaction with a "thankyou"

Bump 3—Either / or Choices

If the student's behaviour continues issue students with a logical choice. It should not be issued as a threat but rather "putting them in control" eg either they can work quietly where they are or move to desk by themselves. They should tell you which choice they are taking. The teacher should be more or less dispassionate as either result is ok by you the bottom line is they will not disrupt the class and get away without a consequence in this case isolation Pause or stop

- Stop and Square off
- Intensify eye contact
- Give an either or statement
- Use firm, calm voice
- Restore social order
- Give choice related to the misbehaviour
- Be as immediate as possible and ask for a response
- Listen for the response – give them the choice they made
- End with a "thank you"

Bump 4 Implied Choice

If the student through their action or inaction now has not followed through on their choice e.g. to work quietly at their current seat they automatically have chosen the alternative, less desirable choice, the teacher needs to follow through and make that choice a reality Never give in to pleads or nagging. This consequence should be logical and immediate and may require formal recording on Compass

Bump 5 Defuse Move to Power

At this level the aim of the student is either to get the teacher to lose control by either "demanding" that the student obey them or to back down and let the student do what they want. The student needs something to oppose so they can continue the move for power through defiance or actually get power over the teacher. The teacher should not allow the student to "push" them into either of these extreme positions. A more productive response is to shift the locus of responsibility to the student thereby preventing or stopping a power play from continuing.

Examples of responses to power situations:

- Ignoring it – but only if it does not stop you from teaching.
- Short circuit it through humour or by changing the subject.
- Describe the situation and inform the student that you're not interested in playing that game.
- Throw the ball into their court – eg. "What do you think should happen when you refuse to do what I ask?" or "Where do we go to from here?"
- Provide a choice – . Send for assistance to have the student leave the class because of the severity of the disruption or behaviour.

Any situation requiring removal of a student or results in the teacher being unable to defuse the escalation must be entered into Compass and parent contacted via phone.

Bump 6 Informal Contract

If needed an informal contract (agreement) may need to be put into place to minimise the time spent dealing with misbehaviour during instructional time. It involves meeting with the student when both parties are calm, defining and agreeing on the problem, generate solutions, prioritise and agree on solutions, check for understanding of thesolution(s). Prior to the meeting clearly identify the specific misbehaviours that represent the problem and possible logical consequences. Set the atmosphere Define the problem Generate alternatives Agree on alternatives to try Review what has been agreed End meeting positively This step can be done with the support of your Line Manager (Bump 7) if needed

Bump 7 Seek advice/support from Leadership Team (Deputy / Team Leader / Student Support)

A teacher will seek advice enabling:

- Advice and support
- Mediate a resolution
- Help in establishing and monitoring the informal contract

Examples of Inappropriate Behaviour	Possible strategies / Interventions
Graffiti on work book / desk	1 min detention cleaning at lunch
Ongoing low level behaviour	Negotiate informal contract with student during D.O.T.T.
Refusal to follow instruction continually/ inappropriate communication	Parent contact with possible future negotiated consequences
Incompletion student work / time wasting	Lunch detention with teacher, completion of reflection sheet
Low level distractions	In class isolation
Persistent inappropriate and persistent non compliance	Negotiated withdrawal system
Late to class	Lunch detention and record in Compass
Leaving class without permission (LWOP)	Detention with class teacher Parent contact Record in Compass

10. GOOD STANDING

'Good Standing' is a status that all EDHS students are granted at the beginning of each term. It is the responsibility of the student to maintain their good standing. Students with Good Standing are eligible to participate in non-curricula events throughout the school year as well as reward days that occur at end of each term.

Students who lose their 'Good Standing' will lose the privilege to participate in these events which include but are not limited to, excursions, school camps, interschool events, sports days & good standing reward days.

Good Standing and Positive Behaviour Support

At Exmouth District High School, the Good Standing Policy supports our school's Positive Behaviour Support (PBS) expectations.

- Respect
- Responsibility
- Aim High

The Good Standing Policy supports this through acknowledging and rewarding positive behaviour, work ethic, attendance and adherence to our school uniform code.

We believe that learning requires a welcoming, inclusive, collaborative and caring environment.

The Good Standing Policy emphasises the importance of students taking responsibility for the choices they make, on a daily basis, which impact on themselves and others both academically and socially.

The Good Standing Policy is part of and works in conjunction with our whole school Positive Behaviour Support (PBS) Policy and aims to provide regular acknowledgement and recognition for all the students who consistently behave and act according to our PBS school expectations.

'Good Standing' is not about punishing students for things outside of their control, therefore individual circumstances will be taken into consideration by the Principal.

Maintaining Good Standing

To maintain 'Good Standing' students must:

- Comply with the PBS school expectations of respect, responsibility and aiming high.
- Comply with the Attendance Policy
- Follow the School Dress Code Policy

Students who lose their Good Standing will have the option to undertake a fair process to earn back their 'Good Standing'. This process will include a probationary period which will be determined by the administration and will be dependent upon the seriousness of the breach of our school's expectations. Please be aware that further incidents of non-compliance that occur whilst on probation will result in the process starting over.

Students who maintain their 'Good Standing' will be eligible to access social and non-curricula activities such as incursions and excursions, school camps, and carnivals in addition to reward activities which will coincide with the end of each 'Good Standing' Period (10 weeks).

Withdrawal of Good Standing

The following table outlines exactly why a student's 'Good Standing' would be withdrawn and ways to earn it back.

REASONS	AT WHICH LOSS OF GOOD STANDING OCCURS	REQUIREMENTS TO REGAIN GOOD STANDING	ACTION
Dress Code Infringement	Third and all subsequent occasions	10 consecutive school days were attended complying with the school dress code	Letter of concern to parent/caregiver on second infringement
Attendance	Unauthorised and/or attendance below 85% in any 10-week period. Medical evidence or family circumstance will be taken into consideration for absences below 85%.	Good standing reinstated after clearing of unexplained absences, attendance rising above 85% or at beginning of a new ten week period	SMS or phone contact with parent/caregiver at point of concern
Behaviour	• Any incident of referral to the leadership team for significant negative behaviours. • The leadership team will decide whether the referral warrants a loss of good standing. • Three significant incidents within one term will result in the loss of good standing.	10 to 20 consecutive days of no further incidents of unacceptable behaviour. (Restoration dealt with on an individual basis under direction of school admin.)	Contact with parent or caregiver for each instance of a student being given a detention
Suspension	First and all subsequent occasions howver a second suspension in a term will result in loss of good standing for the term	Automatic loss of 'Good Standing.' (Restoration dealt with on an individual basis under direction of school admin. Notionally 20 consecutive days of positive behaviour.)	Parent interview/case conference on re-entry to school. Two week behaviour contract on re-entry to school.

NOTE:

- Students must have 'Good Standing' to attend social and non-curricula activities such as school excursions, incursions, camps, social events, inter-school events and Good Standing reward days
- Students will have access to all school curriculum, regardless of 'Good Standing' status.

11 GUIDELINES FOR IMPLEMENTATIONS OF SCHOOL BASED SANCTIONS

Suspension

Students who commit a serious breach of behaviour may incur a suspension from school. The principal may authorise or delegate his authority to appropriate staff to suspend a student for a serious breach of behaviour ensuring each suspension adheres to the mandated requirements outlined in DoE policy. Suspension provides an opportunity for the students, staff and parents to reflect on the incident enabling a considered and positive outcome. If a student is suspended for more than 3 days or has accumulated 5 days suspension the school will ensure relevant school work will be sent home. All appropriate details of the suspension will be recorded through SIS/OINS. When a student is returning from school relevant staff will oversee a re- entry process focusing on a resolution.

Detention

The use of detention should be carefully measured to ensure they remain effective and should minimise th risk of students becoming further disengaged from school. The purpose of a detention should focus on being consultative, restorative, educational and reflective in practice and application. Students must be allowed time to access a drink/toilet during a lunch/recess detention. When administering an after-school detention teachers must give Parents/ Care-givers 24 hours' notice and ensure a record is kept for each detained student. Points must include:

- The teacher imposing the detention
- Reason for the detention
- Date, time and duration
- Details of parent contact. including arrangement for student to get home
- Brief details of how detention is used and brief details of follow up behaviour support

Withdrawal of students from classes; breaks or other school activities

The purpose of withdrawal should focus on being consultative, restorative, educational and reflective in practice and application. Withdrawal must not affect the student's attendance and should have minimal possible impact on a student's academic progress; for example completion of WACE coursework.

All withdrawal needs to be recorded detailing:

- The reason for withdrawal
- Date; time and duration
- Notification to parent

Loss of Good Standing

Students who lose their 'Good Standing' will lose the privilege to participate in these events which include but are not limited to, excursions, school camps, interschool events, sports days & good standing reward days. Students and families must be notified of loss of good standing and strategies on how to have it reinstated.

12 DOCUMENTED PLANS

School staff will develop a documented plan for an individual student when the student's behaviour requires targeted intervention.

Documented plans to address behaviour must:

- be negotiated between school staff, students, parents/ guardians and relevant Allied Professionals;
- reflect the age and developmental needs of the student and consider the context in which behaviours occur;
- clearly describe the desired behaviour/goals of the student, and strategies to assist the goals to be achieved, which are negotiated between all stakeholders;
- outline both positive and negative consequences required to shape the desired behaviour;
- outline changes required to the learning environment to support the student to modify their behaviour;
- outline other support available to the student and how this can be accessed; and
- contain a review process to assess, change and modify the plan;
- Lists case manager and nominated staff members.

RISK MANAGEMENT PLANS AND ESCALATION PROFILES

School staff will undertake risk management planning where a student's behaviour is considered to present a risk to the safety of all members of the school community. This will be be included in the student's documented plan addressing behaviour.

The risk management plan must include:

- a summary of the student's behaviour and the risk it presents;
- the known trigger/s to the behaviour and strategies which de-escalate this behaviour;
- strategies which are in place to support staff to manage the risk and advice as to how staff should access this support;
- an outline of the other resources required to manage the student's behaviour; and
- an outline of the method of communicating this plan to staff.

13 Informal Agreement

Definition
An act of cooperation between the teacher and the student that outlines what will occur when the student misbehaves and how they can work together to solve the problem in a positive way.

Rationale
A successful technique to deal with persistent attention seeking that leads to a pattern of unproductive behavior:

- Minimizes time spent dealing with this behavior during class time (allows action, rather than teacher talk)
- Allows persistent problems to be dealt with using low-key responses
- In a positive way, indicates to the student that you wish to work cooperatively to solve the problem so that you can teach, and others can learn.

When it is used
Informal contracts are for when there is persistent attention seeking leading to a pattern of unproductive behavior. The student is often likable but sometimes frustrating to teach. In accordance with the 'EDHS Behavioural Referral Process', an informal agreement should be established during Tier 1 Stage 3 after repeated instances of the same minor behaviours.

Components of an Informal Agreement

1. **Greet the students and set the atmosphere**
   Use a calm quiet space and establish a positive atmosphere
   Indicate a need for the student's cooperation in resolving a problem
2. **Define Problem**
   Ask the student to outline what the problem might be
   Confirm or outline the problem from the teacher's perspective in terms of the influence it has on the learning environment
3. **Negotiate a number**
   Ask the student to estimate the number of times the teacher stops to correct the problem
   Negotiate the number 'down' to an acceptable level
   Negotiate a method to signal to the student the number to map the progress of the contract
   Ask the student to generate other alternatives to deal with the problem positively when it occurs to support the contract
4. **Agree on a logical consequence**
   Agree on a logical consequence if the agreed number is transgressed
   Check with the student to ensure they see the consequence as being fair
   Set the time to begin the contract
5. **Enact Closure**
   Ask the student how you can change your teaching to support them
   Ask the student to summarize what was agreed upon
   What the teacher and student each do when the problem occurs
   What the consequence is
   When the contract begins
6. **End conference**
   Thank the student for their cooperation
   Finish the conference in a positive way

14 DEFINITIONS

BREACH OF SCHOOL DISCIPLINE

Any act or omission that impairs the good standing and proper management of the school.

BULLYING

When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

BYSTANDER

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.

CODE OF CONDUCT

Describes the school community's expectations of student behaviour and management procedures to implement the code. The school council assists with the formulation of the code of conduct, including specific behavioural consequences and serious breaches of discipline that adversely affect or threaten safety. The school dress code does not form part of the code of conduct.

CONFLICT

Involves a disagreement where one or both party's needs are not being met. It does not involve an abuse of power, even if the parties do not have perceived equal power.

CYBER BULLYING

This involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

EDUCATION INSTRUCTION

Delivery of appropriate education (programs) both in and beyond the classroom through a variety of contexts including a teacher, computer program etc.

EDUCATION PROGRAM

An organised set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the student's individual needs.

HARASSMENT

Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race, and sexuality based harassment.

PHYSICAL BULLYING

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

PHYSICAL CONTACT

When a staff member uses physical touch but not to the level of restraint for the purpose of caring for, correcting or directing a student. In most instances this will involve little or no force.

PHYSICAL RESTRAINT

When one or more staff members use bodily force, intentionally, to limit a student's freedom of movement against their will.

PROCEDURAL FAIRNESS

A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions;
- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- all relevant arguments are considered and irrelevant arguments are excluded.

PROTECTIVE ISOLATION

A specific form of student withdrawal that may be considered for use with students whose behaviour places themselves or others at risk of harm. It is a planned intervention that provides the chance for a student to be removed from their regular school environment and be placed into a location, on their own, that is safe for themselves and others.

PSYCHOLOGICAL BULLYING

This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional black-mail, and threats to an individual's reputation and sense of safety.

RELATIONAL BULLYING

This usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share others personal information.

RESTORATIVE PRACTICE

The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

SCHOOL ACTIVITY

An activity that is organised or managed by a member of the school staff as part of his or her duties.

SCHOOL COMMUNITY

All members of the school staff – both teaching and non-teaching, all students attending the school and all parents and family members.

SERIOUS BREACH OF SCHOOL DISCIPLINE

A breach of school discipline that is set out in the school's code of conduct as a serious breach of school discipline; or that adversely affects, or threatens, the safety of a person at the school.

VERBAL BULLYING

This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

VIOLENCE

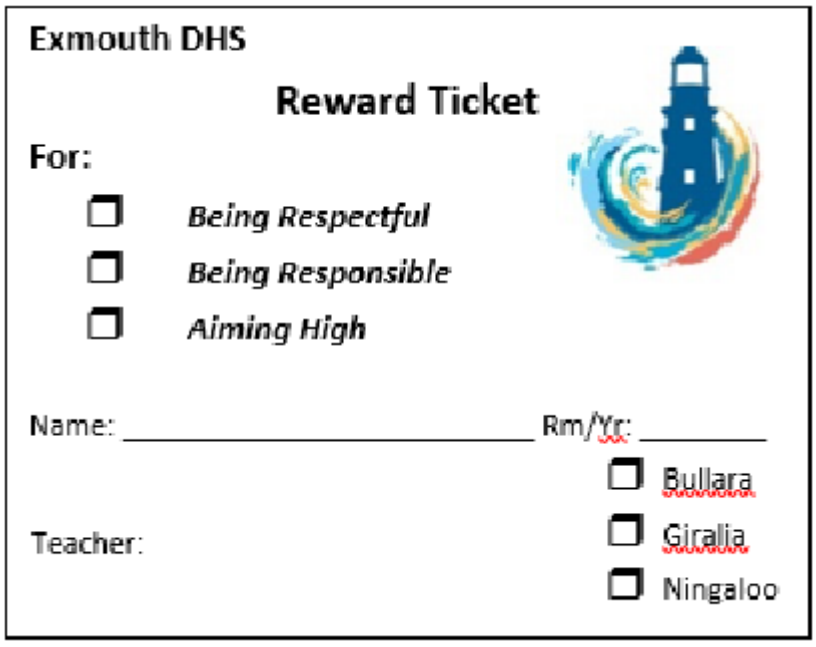
Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.

WHOLE SCHOOL APPROACH

A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these.

15 Positive Behaviour Slip

The positive Behaviour Slip is used to promote our whole school values and catch our students doing it right. Vouchers a drawn at assemblies and events during the school week with prizes recognising positive student behaviour.



Exmouth District High School (Appendix C)

PBS

Student Reflection

Name:_____ Date: _____

Please circle the expectation/s to help resolve this situation

Respectful	Responsible	Aim High

What happened?

When did it happen? _____

_____

Who was involved?

_____

_____

Where did it happen?

_____

_____

What happened?

_____

_____

_____

_____

_____

What can I do to remedy/make amends?

_____

_____

_____

What can I do to prevent this happening again?

_____

_____

_____

(Appendix D)

Exmouth DISTRICT HIGH SCHOOL

CRISIS MANAGEMENT PLAN

This generic plan is put into place when behaviour peaks, as indicated by:

- Verbal abuse / threats towards staff or students.
- Physical Assault of staff or student.
- High Risk unsafe behaviour towards staff, students & visitors

Contact Administration Reception & Support for assistance (99478888) (78800)

↓

Reception contact available Executive Team.
(ELT Members to carry a mobile at all times)

↓

Executive staff member assumes management of the situation and:

- Requests Administration to contact 2 other Executive / SST Staff
- Attend scene

↓

At Scene:

- Assess level of severity
- Delegate roles to support Executive:
    1. Moving other staff/ students away from scene and into a safe environment.
    2. Contacting parent/guardian to assist calming student down and to remove the student from school site.
    3. Contact Police as necessary – only to be done by Deputy Or Principal
- Engage with or monitor student to calm them down and move him to safer environment (Admin or Off Site)

RELATIONSHIP FOCUSED STUDENT SUPPORT (Appendix E)

PARENTS/CARERS can:

- Check in – RUOK? Listen and identify if and how they can help
- Try strategies with child/young person
- If problem persists, ask for help from teacher (school-based issue) and/or contact external agency (home-based issue)
- Ask for help from Deputy Principal (DP) if issue is

FRIENDS can:

- Check in – RUOK?
- Listen and identify if and how they can help
- Talk through options of where to get help
- Speak to an adult (parent and/or teacher) if they are concerned about their friend

TEACHERS can:

- Identify learning, behaviour, psychosocial and/or attendance concern.
- Collaborate with student and parent to obtain information.
- Develop strategies to support parent/student.
- Review strategies and, if problem persists, request support from Deputy Principal (DP).
- If safety is an issue notify DP and Principal immediately.

STUDENT (K to 12)

Identifies problem and tries strategies to solve issue (Build resilience, develop problem solving skills)

1. Existing and ongoing relationships

2. No pre-existing or limited relationship

TEACHERS can:

- Review school-based strategies with DP.
- Continue adapting and trying strategies with student and parent.
- Advise DP if problem persists despite efforts.
- Work with DP to provide pre-referral information for triage to Student Support Team (SST)

EXTERNAL AGENCY may:

- Provide online, telephone or face to face support for students/parents
- Provide assessment, counselling or medical treatment.
- Liaise with school (if school-based issue) to provide specialist information to teacher/s, Case Manager, Student Support Team.
- Attend meetings as part

STUDENT SUPPORT TEAM can:

- Problem solve with the student to work out who can best help
- Work with parent, teacher and/or friends to help the student
- Suggest support agencies
- Provide a safe place for the student to reset at school
- Provide solution-focused counselling and practical support.
- Organise and attend case conference

TEACHERS can:

- Attend case conferences with parents, student, EA, DP (case manager), SST and external agency personnel.

CASE MANAGEMENT involves:

C – Concerns being identified.

A – Assessment of student needs and current actions.

R – Response to student needs. Plans are developed with student /parent, Student Support Team and other specialists. Plans are implemented.

E- Evaluation of plans and frequent review of outcomes.

(Appendix F)

Negotiated Student Agreement

Student Name: _____ **Date:**_____

Teacher Name: _____ **Subject**_____

I understand that my behaviour does not meet the expectations of EDHS. I am required to complete this Agreement for the following reasons:

_____

_____

_____

What has my teacher already done to help me change these behaviours?

☐ Detention ☐ Moved seats ☐ Discussed the problem ☐ Called home ☐ Informal Verbal Agreement

☐ Withdrawal Other: _____

I agree to: (Please include dates or durations for actions)

☐ Complete Detention / withdrawals (Dates): _____

☐ Take the following actions:

_____

_____

_____

_____

Staff actions to support student in keeping agreement:

_____

_____

_____

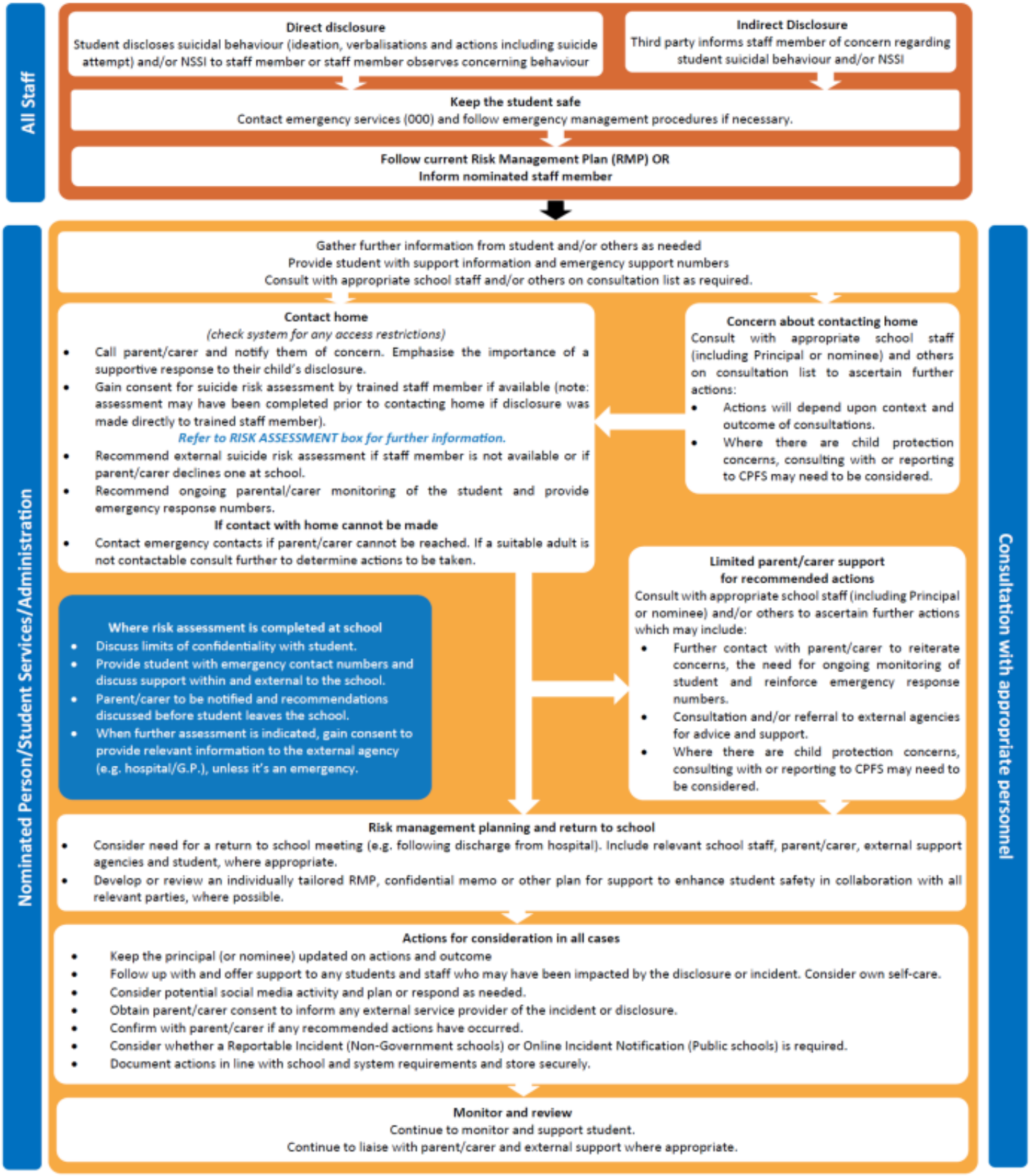
Student's Signature: _____

Teacher's Signature: _____

Parent/Guardian Signature: _____

Appendix G

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



(Appendix H)

A guide to the Buddy Class System

A buddy class is a prearranged, safe place for a student to go when they persist in negative minor behaviours.

At EDHS, a positive classroom environment is developed by greeting students, communicating clear expectations, using seating plans and effective classroom management strategies to address behaviour. Students are provided choice to make positive changes to their behaviour before applying the use of a temporary alternate classroom.

01 STUDENT MISBEHAVES. TEACHER USES LOW KEY SKILLS (CLASSROOM MANAGEMENT STRATEGIES) TO DEFUSE THE SITUATION. STUDENT REMAINS IN CLASS.

02 IF BEHAVIOUR CONTINUES, STUDENT IS SENT TO THE TIMETABLED BUDDY CLASS. THEY TAKE APPROPRIATE WORK AND BUDDY CLASS REFLECTION SLIP.

03 STUDENT ATTENDS BUDDY CLASS WHERE THEY COMPLETE REFLECTION SLIP & WORK. TEACHER SENDS STUDENT BACK 5 MINUTES BEFORE THE END OF SESSION.

04 STUDENT ARRIVES BACK TO ORIGINAL CLASS 5 MINUTES BEFORE THE BELL. TEACHER TO HAVE "COME ON BACK" CONVERSATION WITH STUDENT AS SOON AS POSSIBLE.

05 TEACHER TO PHONE FAMILY BY THE END OF THE DAY. IF NO RESPONSE, SEND AN EMAIL. LOG INCIDENT ON COMPASS.

If a student chooses not to move to a temporary alternate classroom, notify the office and a member of the leadership team will come to escort them.

Buddy Classroom Slip

Name of student _____

Time sent _____ Time arrived _____ Teacher _____

To meet expected behaviours at Exmouth District High School, what 3 things do I need to do differently in class?

1. _____
2. _____
3. _____

Buddy class teacher signed: Classroom teacher signed:

Exmouth
DISTRICT HIGH SCHOOL
A beacon of learning, an ocean of opportunities

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