



## Exmouth DHS Behaviour Management Stages

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### IMMEDIATE TRIAGE

For physical assault between students or direct verbal abuse towards a staff member:

Send a runner to the front office with the **RED** immediate triage card.

- ➔ Executive Leadership Team assumes responsibility immediately

### ■ IMMEDIATE TRIAGE – LATE DISCLOSURE

Where a **physical incident** (e.g. hitting, punching, kicking) occurs at recess or lunch and is **reported later to the classroom teacher**:

**Teacher will:**

- Send the student **directly to Student Support**

**Student Support will:**

- Collect the incident report
- Determine consequences
- Contact parents/carers as required

⚠ Delaying action (e.g. waiting until end of day to submit a referral) may result in the incident not being reviewed until the following day and can delay family communication.

- ➔ Sending the student to Student Support immediately ensures a timely, consistent response.



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### CLASSROOM-MANAGED STEPS (Teacher Responsibility)

#### STEP 1 – FIRST VERBAL WARNING

**Teacher will:**

- Provide a clear, calm reminder of the code of conduct
- Use consistent language:  
*“At Exmouth DHS, we [reference the code of conduct].”*

#### STEP 2 – SECOND VERBAL WARNING + VISUAL CUE

**Teacher will:**

- Re-state the code of conduct using the same language
- Apply a visual cue [name on board / peg chart / class system]

#### STEP 3 – IN-CLASS REDIRECTION

**Teacher will:**

- Move student to an isolation/alternative desk within the classroom and state the duration (at teachers' discretion)
- Record a negative behaviour in Compass before the end of the day (this will automatically apply -1 point in compass).

⚠ This step confirms classroom strategies have been exhausted.



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### STEP 4 – BUDDY CLASS + LUNCH DETENTION

#### Teacher will:

- Call **78808** (or send student runner to Student Support with the yellow buddy card) and state:  
*“I need student [name] buddied.”*
  - Provide work for completion in buddy class
  - Record incident in Compass using the Buddy Notification template within 24 hours (NB/ this will generate an automatic email to the parents -refer appendix A for sample letter)
  - If a student refuses to attend the buddy class, this will be escalated immediately to relevant DP.
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#### LEADERSHIP-SUPPORTED RESPONSE (Automatic)

##### Triage Officer will:

- Record incident in Compass using Parachute Template
- Generate detention list from buddy template in Compass for detention supervisor (Tuesdays & Thursdays)
- Create detention slips and distribute to form groups on Tuesday and Thursday mornings

##### Parachute Person will:

- Collect student and work
- Escort to buddy class
- For Primary students: Return the student to their class 10 minutes before the end of the lesson
- For Secondary students: Students will not be returned to class but will be released from the buddy class at the end of the period

##### Student will:

- Serve second-half lunch detention (once buddy template entry is completed by classroom teacher) where they will complete a reflection sheet.

##### Detention Supervisor (member of ELT) will:

- Collect Compass generated list from SS
- Supervise student(s) in detention room (room 35)
- Record students who have not attended for follow up by the SS team
- Review reflection sheet, and if not completed adequately will automatically be escalated.



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### **AUTOMATIC STUDENT SUPPORT & LEADERSHIP TRIGGERS**

(Negative Behaviour points are accrued as follows: Negative behaviour recorded = -1-point, Buddy template completed = -2 points. Negative behaviour points reset each term)

#### **🔔 6 Negative Behaviours Points in a Term**

##### **Student Support Team will:**

- Meet with student
- Contact parents to alert them
- Support completion of Ready to Learn Plan
- Upload Ready to Learn Plan onto Compass
- Communicate with teacher(s) that a ready to learn plan has been completed and pinned to profile

#### **🔔 12 Negative Behaviours Points in a Term**

##### **Student Support team member will:**

- Meet with student and parent(s)
- Issue after-school detention
- Remove students good standing for two weeks. Good standing may be reinstated after the two-week period if no further behaviour triggers occur. If further breaches occur, the start date resets.
- Pin loss of good standing to student's profile.
- Place student on Behaviour Monitoring Contract (2 weeks)
  - ➔ 2 or more NM in a day = escalation to DP

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### **DEPUTY PRINCIPAL INTERVENTION**

*(Triggered by SST or Immediate Triage)*

#### **DP will:**

- Meet with student and parent(s)
- Apply consequence (after-school detention, withdrawal, or suspension)
- Conduct restorative conversation prior to classroom re-entry
- Place student on Behaviour Monitoring Contract with daily check-ins

NM (Not Met) refers to Behaviour Monitoring Contract period feedback.

- 1 NM = withdrawal
- More than 1 NM in a day = suspension

### **PRINCIPAL INTERVENTION**

*(Triggered by DP)*

#### **Principal will:**

- Speak with student immediately
- Contact parents for meeting
- Develop Student Engagement Agreement with SS PC.
  - breach of SEA = suspension



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### **DUTY – RECESS AND LUNCH**

#### **DUTY TEACHER -MANAGED STEPS (Duty Staff Responsibility)**

##### **STEP 1 – FIRST VERBAL WARNING**

Duty staff will:

- Provide a clear, calm reminder of the expected behaviour.
- Use consistent language: “At Exmouth DHS, we [reference the Code of Conduct].”

##### **STEP 2 – SECOND VERBAL WARNING**

Duty staff will:

- Re-state the expected behaviour using the same language.
- Ensure the student understands this is a second warning.

##### **STEP 3 – MOVE AWAY FROM AREA**

Duty staff will:

- Ask the student to move away from the area where the behaviour is occurring.
- Provide a brief explanation of why this step is necessary.
- Record a negative behaviour in Compass before the end of the day (this will automatically apply -1 point in compass).

##### **STEP 4 – NO BUDDY / IMMEDIATE DETENTION**

If a student refuses to move away from the area, this will move to a detention.

Duty staff will:

- Record incident in Compass using the Detention Template -Duty within 24 hours (NB/ this will generate an automatic email to the parents -refer appendix B for sample letter)

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### Appendix A – Glossary of Terms

**Behaviour Monitoring Contract (BMC)** – A formal two-week agreement between the student and a member of the student support team or Deputy Principal. Each day is broken into five periods and focuses on one Code of Conduct. Feedback is recorded each period as **M (Met)** or **NM (Not Met)**.

**Buddy Card (Yellow)** – A physical card used by teachers to request buddying when they do not have access to a phone to contact triage.

**Buddy Class** – A pre-arranged classroom where a student is temporarily placed to continue learning when behaviour prevents them from remaining in their regular class.

**Buddy Template (Compass)** – A Compass incident template used to record a buddy class placement by the teacher. Completion automatically notifies parents via email and results in -2 negative behaviour points.

**Code of Conduct** – The school-wide expectations for behaviour that all students are required to follow at Exmouth DHS.

**Compass** – The school's online student management system used to record behaviour incidents, monitor behaviour points, communicate with families, and trigger automatic responses.

**Detention Supervisor** – A member of the Executive Leadership Team responsible for supervising lunch and after-school detentions, reviewing reflection sheets, and escalating concerns to Student Support or an appropriate member of the ELT where required.

**Executive Leadership Team (ELT)** – The Principal, Deputy Principals, and Program Coordinator Student Support who assume responsibility for serious behaviour incidents and high-level interventions.

**Good Standing** – A student status indicating eligibility for school activities and privileges. This may be removed as a consequence for repeated behaviour concerns.

**Immediate Triage** – A leadership-led response triggered by physical assault, verbal abuse. Classroom-managed steps are bypassed, and Executive Leadership assumes responsibility immediately.

**Immediate Triage Card (Red Card)** – An urgent response required for physical assault or verbal abuse. Classroom steps are bypassed, and leadership assumes responsibility immediately. A runner must be sent to the front office with card.

**Isolation / Alternative Desk** – A designated workspace within the classroom used to reduce distraction and support behavioural reset while maintaining learning access.

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**Negative Behaviour (Compass Entry)** – A recorded behaviour incident worth **-1 point** that contributes to automatic student support and leadership triggers. Entries outline breached areas of the Code of Conduct.

**Negative Behaviour Points System** – A Compass-driven system where behaviour entries contribute to automatic student support and leadership responses. A Negative Behaviour entry is worth -1 point, and a Buddy placement is worth -2 points.

**NM (Not Met)** – A Behaviour Monitoring Contract outcome recorded when a student does not meet an agreed Code of Conduct expectation during a monitored period.

**Parachute Person** – The staff member responding to a buddy card or triage call who collects the student and manages transition and return to class.

**Parachute Template (Compass)** – A Compass incident template used by the Triage Officer to record when the Parachute Person attends a class for buddying.

**Pinned to Profile (Compass)** – A document or note attached to a student's Compass profile that remains visible to staff for reference and consistency of support.

**Ready to Learn Plan (RTLTP)** – a structured and compassionate plan for times when a student is feeling dysregulated or escalated. Ready to Learn Plans are created by students with SS team support and guidance.

**Reflection Sheet** – A structured form completed by the student to reflect on behaviour linked to the Code of Conduct and plan for successful classroom re-entry.

**Student Engagement Agreement (SEA)** – A formal agreement developed and signed by the Principal, student, and parent/carer outlining expectations, supports, and consequences. Breach results in suspension.

**Triage Officer** – A member of the Student Support team responsible for logging leadership-supported incidents and coordinating immediate responses.

**Withdrawal** – An in-school suspension where the student is removed from their regular class for the day and follows alternative recess and lunch arrangements.

# Exmouth DHS Behaviour Management Stages



## APPENDIX A: Sample Letter Parents receive when a student is buddied



### Behaviour Support Update

Dear {parentName},

I am writing to inform you of a behaviour incident involving {studentPreferredName} on {originalEntryOccurrenceDate} at {originalEntryOccurrenceTime}.

During class time, your child did not meet the school's Code of Conduct by:  
{Overview}

As outlined in the school's Behaviour Management Stages, a number of strategies were implemented to support your child in making positive choices. These included:

- An in-class warning
- A second verbal warning accompanied by a visual cue
- In-class redirection

As the behaviour continued, your child progressed to **Stage Four** of the Behaviour Management process. As a result, they were buddied into another classroom for a period of time to allow learning to continue in a calm and supportive environment.

In line with this stage, your child will also complete a **half lunch detention**.

Our aim is always to support students to regulate their behaviour and re-engage positively with their learning. We appreciate your partnership in reinforcing our shared expectations and supporting your child to make positive choices at school.

If you have any questions or would like to discuss this further, please feel free to contact the school.

Yours sincerely,  
{staffName}  
{staffEmail}



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### APPENDIX B: Sample Letter Parents receive when a student is given a Lunch detention due to a breach of the code of conduct at recess or lunch.



#### Recess/Lunch Behaviour Support Update

Dear {parentName},

I am writing to inform you of a behaviour incident involving {studentPreferredName} on {originalEntryOccurrenceDate} at {originalEntryOccurrenceTime}.

During breaktime, your child did not meet the school's Code of Conduct by:  
{Overview}

As outlined in the school's Behaviour Management Stages (Duty - Recess & Lunch), a number of strategies were implemented to support your child in making positive choices. These included:

- A warning
- A second verbal warning
- redirection away from the area where the behaviour was occurring

As your child did not follow the instruction to leave the area, they progressed to **Stage Four** of the Behaviour Management process. In line with this stage, {studentPreferredName} will also complete a **half-lunch detention**.

Our aim is always to support students to regulate their behaviour and re-engage positively with staff and peers. We appreciate your partnership in reinforcing our shared expectations and supporting your child to make positive choices at school.

If you have any questions or would like to discuss this further, please feel free to contact the school.

Yours sincerely,  
{staffName}  
{staffEmail}