

# **Southern Cross District High School Behaviour Management Policy**

**Revised: February 2020**



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## 1. RATIONALE

The establishment of genuine and professional relationships between staff and students is of paramount importance in creating and maintaining a positive learning environment. Relationships based on mutual respect, being responsible and tolerant, with a demonstrated caring approach by school staff; does make a real difference to the attitudes and behaviours of our students.

Southern Cross DHS is a Positive Behaviour Support (PBS) school. PBS is a framework for enhancing, adopting and implementing a continuum of evidence based interventions to achieve academically and behaviourally important outcomes for all students.

The school is committed to creating an atmosphere where students are actively engaged in the curriculum, feel valued and have a sense of belonging. A further aim is for students to enjoy social interactions without disruption or fear of harm as well as being encouraged to take responsibility for their actions. The Behaviour Management Policy represents a whole school approach and is built on the school's five STARS behavioural expectations. These are:

- Safety
- Take Responsibility
- Achieve
- Respect
- Support

All types of student behaviour provide a teaching and learning opportunity. Successful behaviour management at Southern Cross DHS is focused on the promotion of positive behaviour. Southern Cross DHS has embraced a reward system to encourage and reinforce desirable behaviours.

The school has developed a school-wide *Behaviour Expectations Matrix* for teachers to use with their classes. This matrix explicitly identifies desirable behaviours in a range of contexts. It is to be reviewed each term in every class so that students are reminded of the agreed school-wide expectations.

The effective management of student behaviour is essential in maintaining order within the school and for the achievement of improved student outcomes. This is managed with respect, dignity, procedural fairness and consistency to enhance student's understanding of responsible social behaviour.

## 2. PRINCIPLES

**The following principles are used to guide decisions and actions when implementing PBS:**

- establish school-wide positive behaviour as an instrument for academic and behavioural success
- consider and implement school-wide practices and systems for all students, all staff, in all settings
- emphasise prevention
- emphasise an instructional approach to behaviour management, including restorative practices
- develop appropriate curriculum and learning strategies to encourage engagement by students
- utilise research-validated practices, interventions, and strategies
- integrate initiatives, programs, and interventions that have common outcomes
- build and sustain a continuum of behaviour support
- use data to guide decision making
- make decisions that are linked to important and measurable outcomes
- ensure management of student behaviour accords with the principles of procedural fairness

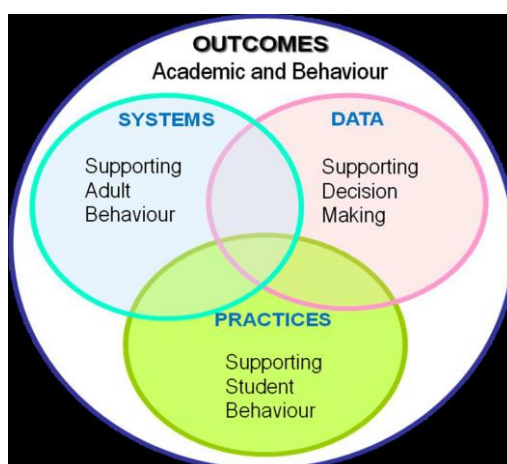
- ensure reasonable care for the safety of staff and students is considered in their behaviour management processes

### 3. POSITIVE BEHAVIOUR SUPPORT

PBS applies evidence-based approaches, practices and strategies for all students to increase academic performance, improve safety, decrease problem behaviour, and establish a positive school culture. Schools implementing PBS build on existing strengths, complementing and organising current programmes and strategies.

PBS provides an organisational approach or framework for:

- improving the social behavioural climate of schools
- supporting or enhancing the impact of academic instruction on achievement
- increasing proactive/positive/preventive behavioural management while decreasing reactive management
- integrating academic and behaviour initiatives
- improving support for all students, including students at risk and students with emotional behavioural disabilities (EBD).



PBS places a major focus on prevention. The following key elements help to create a safe, positive and productive learning environment:

- clearly defined and taught behavioural expectations
- consistent and frequent acknowledgment of appropriate behaviour
- constructively and specifically addressing problem behaviour
- effective use of behaviour data to assess and inform decision making.

Recent research (Pipeline Report ECE & DoE 2009) in Western Australia has highlighted the link between student behaviour and academic achievement. Findings from this research have shown that, as a general rule, students who behaved unproductively were more likely to perform poorly in reading and numeracy, failing to meet proficiency standards. On average, they performed, in reading and numeracy, at a standard between one and two year levels below their counterparts, who behaved productively.

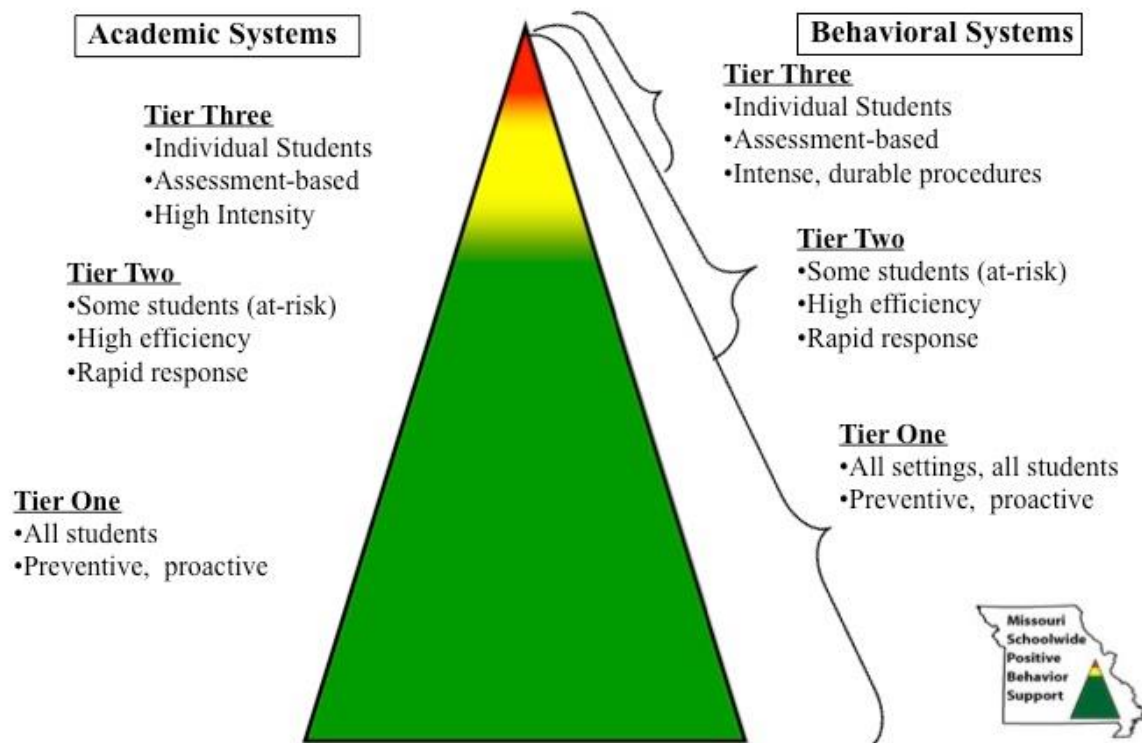
The Pipeline Research showed that students who consistently behave in a productive manner performed on average at a significantly higher level in reading and numeracy. The students in the unproductive behaviour group usually did not catch up.

PBS is an evidence, research-based approach which has resulted in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours.

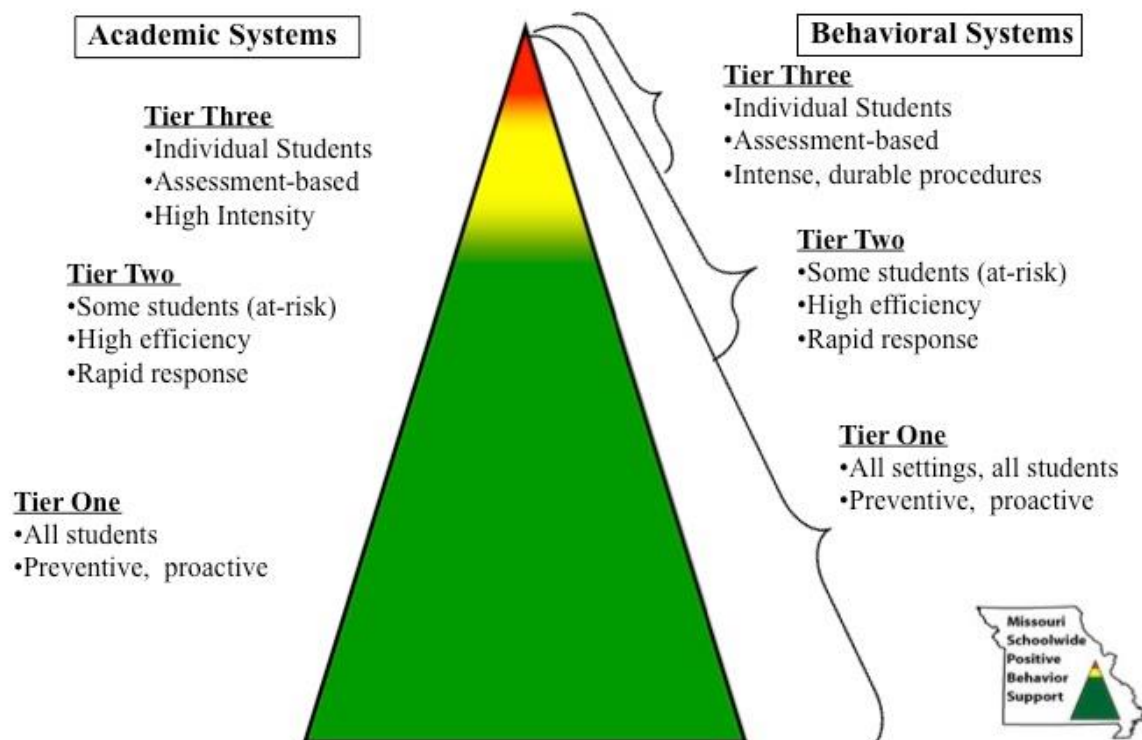
## PBS SUPPORT FOR STUDENTS

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours. A continuum of positive behaviour support for all students is implemented across the school. Systems of support are implemented by making problem behaviour less effective, efficient, and relevant, and making desired behaviour more functional.

### Designing a School Wide System for Student Success



### Continuum of Support for All



Tier 3:	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student
Tier 2:	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1:	Practices and systems for all students and staff implemented across the school






## 4 THE BEHAVIOUR MATRIX

The role of the Behaviour Matrix is to transform school-wide expectations into specific, observable behaviours. It is a foundation document for the PBS approach at SCDHS and was developed collaboratively with staff and students. The Matrix:

- defines behavioural expectations, forms the basis for SCDHS's behaviour curriculum and guides the teaching of expected behaviour
- enhances communication and creates a common language among staff and between students and staff
- guides students to monitor their own behaviour
- reminds and motivates students to meet SCDHS Behavioural Expectations
- enables staff to consistently reward behaviour that reflects SCDHS Behavioural Expectations
- is prominently displayed in all settings.



## 5. WHOLE SCHOOL EXPECTATIONS (Code of Conduct)

SOUTHERN CROSS DISTRICT HIGH SCHOOL CODE OF CONDUCT, BEHAVIOUR AGREEMENTS AND EXPECTATIONS						
BEHAVIOUR AGREEMENTS	BEHAVIOUR EXPECTATIONS					
		SAFETY	TAKE RESPONSIBILITY	ACHIEVE	RESPECT	SUPPORT
	WHOLE SCHOOL	<b>Keep</b> hands, feet and objects to yourself <b>Follow</b> teachers' instructions promptly Use equipment appropriately	Be organised Be honest Use your initiative to behave appropriately	<b>Attempt</b> all tasks to the best of your ability Aim high	Show care and concern for self and others Show respect for property and school environment Treat others as you would like to be treated Allow others to learn and strive	Seek help when needed Be positive and encouraging of all people in their efforts
	CLASSROOM	<b>Keep</b> hands, feet and objects to yourself	<b>Complete</b> all tasks (including homework) within the expected timeframe Be prepared (with appropriate equipment) for all lessons Stay focused on set tasks	Celebrate success and review challenges Be the best you can be Stretch your thinking – be a problem solver	Show care and concern for others when speaking/listening Use appropriate language within the context, including manners and etiquette Respect for all	<b>Include</b> , involve and respond positively to others Look for opportunities to assist others
	CYBER	Access school-approved content only <b>Keep</b> login details private Be aware of the risks of social media during school time	Tell a teacher of inappropriate use Take care of your device <b>Follow</b> 4-step process if cyber-bullied	Utilise technology to enhance your performance Take positive risks, be creative Use technologies to acquire knowledge	Respond respectfully in online interactions Be aware of the effect of the internet	Share your discoveries or technical skills and knowledge Be approachable as a student or a teacher Be aware of how to access support in case of emergency or need
	PLAYGROUND	Use all equipment responsibly Listen to instructions from duty teacher Consider the impact of your game (and actions) upon others	<b>Remind</b> others of safety and playground protocols Peer mediate <b>Inform</b> an adult when inappropriate behaviours are being demonstrated Collect lunchbox/items	Challenge yourself within safe boundaries Practice and persist with new skills/learning Have a try at new activities	Respect our school and all equipment Be considerate of self and others Accept differences in everyone	Share equipment, Explain rules and demonstrate skills to others Be friendly and welcoming to newcomers and visitors Stand up for others so all feel safe and happy at school
	UNDERCOVER AREA	Play and use equipment safely Agree to game rules before starting 	Tell duty teacher if there are any major concerns Listen and follow teachers' instructions 	Practice and persist with positive behaviour Get along with each other 	Put your hand up and use manners to ask to leave after eating Show care and concern for belongings 	Be approachable as a student and a teacher Look out for each other Work as a team Be inclusive 

## 6 POSITIVE ENVIRONMENT

Southern Cross DHS uses a wide range of strategies to develop a positive school environment. At SCDHS, we:

### **Foster Respectful Relationships**

At our School, staff develop students' potential, acknowledge that students will make mistakes and are compassionate, respectful and understanding of students' individual circumstances.

### **Engage in Restorative Practice**

When dealing with students in our care, staff adopt a restorative justice approach. This builds the capacity of our students to form quality social relationships. It fosters good decision-making and a greater sense of belonging to our School community.

### **Teach Behavioural Expectations**

Staff regularly reinforce the school's three key behavioural expectations through learning opportunities and whole school acknowledgement of responsibility, respect and tolerance.

### **Promote Expected Behaviour**

To learn, we all require regular and frequent feedback on our actions. We gain feedback from others, ourselves and our environment. Feedback may be: planned or unplanned; desirable or undesirable. Without formal feedback to encourage desired behaviour, other forms of feedback shape our behaviour.

Staff at SCDHS, promote expected behaviour through reinforcement, positive feedback, encouragement and acknowledgement. Feedback motivates students to continue to behave appropriately or to change their behaviour, and assists them and others to develop a sense of individual efficacy.

### **To promote expected behaviour, SCDHS implements the following procedures:**

- **PBS STAR cards** - staff reward students who exhibit behaviour that reflects the school's behavioural expectations, both inside and outside the classroom, with blue cards which go in a draw each assembly. Two secondary students and two primary students are drawn out and win a \$25 or \$20 voucher of their choice from iTunes, book club, Coles/Myer or Big W. (SEE APPENDIX 2)
- **Awards** - Merit and Attendance Certificates are distributed at assemblies and recorded as a positive behaviour on Integr8
- **Letters of Commendation** - are sent home to notify parents of high academic and behaviour standards achieved by students
- **Reward Activities** - Admin team may organise extra-curricular rewards and excursions
- **Student Achievements** - achievements are highlighted in the School Newsletter, Crosswords and school website.



### **Develop Emotional Competence**

SCDHS provides curricular and extracurricular activities in a wide range of contexts. Our goal is to develop students who display a high level of emotional competence.

You Can Do It is the selected program used at SCDHS, with a focus on the key skills of Persistence, Organisation, Confidence, Getting Along and Resilience. The whole school takes part in the program on a Tuesday afternoon.

*You Are The Key To  
Your Success  
"YOU CAN DO IT!"*



## 7 ROLES AND RESPONSIBILITIES

To maximise the effectiveness of SCDHS's approach to managing student behaviour, the following roles and responsibilities are accepted by staff.

### All Staff

- set an example by modelling the STARS Behavioural Expectations; Safety, Responsibility, Achieve, Respect and Support
- support and promote the principles of SCDHS's Positive Behaviour Plan
- use the school rewards for students demonstrating expected behaviour
- promote a positive environment within the school and support the PBS approach to behaviour management
- use restorative justice practices to resolve conflict
- communicate with parents/guardians

### Classroom Teachers

- create a positive classroom environment
- develop a learning environment that is interesting, inclusive and relevant
- explicitly teach expected behaviour as indicated in the matrix
- consistently approach and follow procedural fairness and classroom management strategies
- implement a wide range of CMS strategies to manage student behaviour
- focus on student's behaviour rather than the student
- allow students the opportunity to participate in the formation of expected classroom behaviour
- use restorative justice practices to resolve conflict
- document behaviour, both positive and negative on Integrus (aim for 3 positives to each negative)
- inform parents/caregivers of student behaviour
- work with admin and external staff to develop BMPs for students who display persistent problem behaviours
  - seek support from the admin team if students do not respond to behaviour modification strategies

### Deputy Principals

- counsel and initiate strategies to support student's academic and emotional development
- provide information about SAER to classroom teachers
- monitor student attendance patterns and identify SAER
- counsel and work with students whose attendance rate places them at risk of not achieving learning outcomes.
- maintain case records of SAER
- work collaboratively with staff and parents on issues such as attendance, pastoral care and persistent minor or major behaviour referrals
  - support staff in developing and implementing IEPs, IBMPs, De-escalation Profiles and RMPs
- be available for parent interviews and/or case conferences
- support students by mediating and resolving peer issues such as bullying
- support staff to use restorative justice practices to resolve conflict
- develop, maintain and implement SCDHS SAER Plan

**Principal**

- actively support SCDHS's implementation of PBS
- support Deputy Principal, teachers and staff with the management of major behavioural referrals
- communicate with parents/guardians, staff and students
- be available for parent interviews and/or case conferences
- actively support and facilitate professional development of staff
- develop, maintain and implement SCDHS Behaviour Management Plan
- consult with student, parents and relevant staff if a suspension is warranted
- make application for exclusion of a student from the school

## 8 BULLYING PREVENTION

Bullying is the wilful and conscious desire to hurt, embarrass, threaten or frighten, usually by a more powerful individual or group against a less powerful individual or group. Bullying is generally a repeated pattern of behaviour. It can be physical, verbal, relational and psychological in nature and can include racial and religious comments, sexual harassment, rude gestures, intimidation and extortion. Increasingly bullying is done online, especially through social media sites like Snapchat.

Southern Cross DHS, whilst recognising that bullying will always be an issue in schools, affirms in the strongest terms that it is unacceptable behaviour. This includes the actions of both bullies and bystanders. It is the responsibility of all members of the school community to prevent bullying from occurring. We will always endeavour to deal with bullying at the level at which it has occurred.

### **Staff**

Teachers prevent and respond to bullying through the following:

- Model appropriate behaviours at all times.
- Establish positive relationships with all staff and students. Treat students and peers with respect.
- Deal with all reported and observed incidences of bullying using a no blame approach or restorative conversation.
- Implement strategies that build resilience, foster positive relationships and minimise bullying in the classroom as required.
- Undertake assigned yard duties and supervision arrangements as required.
- Report incidents of bullying as required.
- Provide relevant support to victims of bullying as required.

### **Students**

Students are encouraged to prevent and respond to bullying through the following:

- Treat fellow students and staff with respect.
- Do not bully other students.
- Be assertive and speak firmly.
- Try to show that you are not upset or frightened.
- Ignore the bully.
- Stay in safe places within the school.
- Tell a responsible adult (teacher, parent, support staff) and/or make a written report if they are bullied or they see another student being bullied.
- Avoid supporting a bully by standing and watching. Act as a responsible bystander.
- Support a fellow student who is being bullied.

### **Parents**

Parents are informed how to prevent and respond to bullying through the following:

- Reinforce the safe school message at home.
- Watch for the signs that their child is being bullied.
- Speak to a staff member if they suspect or know their child is being bullied.
- Reinforce to their child to tell a responsible adult if they are being bullied.
- Reinforce the message that watching bullying is not okay.
- Model and reinforce 'non-bullying' behaviour.

## 9 ELECTRONIC DEVICES

All students need to fill in electronic use agreements which are organised by the front office staff as part of the commencement of the school year parent pack. (SEE APPENDIX 9)

### **Inappropriate Conduct**

It is a criminal offence to use an Electronic Device to menace, harass or offend another person. Students who use Electronic Devices to engage in personal attacks, harass another person, or post private information about another person using text messages or social networks, or who take/send private photos or objectionable material may find the matter referred to the Police.

## 10 SERIOUS BREACHES OF DISCIPLINE- refer to office

**Physical assault or intimidation of students** - this is the use of the body to threaten a student and make them fearful for their safety.

**Verbal and cyber abuse or harassment of students** - verbal and cyber abuse or harassment of students, including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

**Physical assault or intimidation of staff** - this is the use of the body to threaten a staff member and make them fearful for their safety

**Verbal or cyber abuse or harassment of staff** - Verbal or cyber abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

**Wilful offence against property**- A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.

**Violation of school Code of Conduct, behaviour management plan, classroom or school rules.**

**Substance misuse** - incidents involving substances that are not illegal, but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.

**Illegal substance offences** - the substances referred to in this category are those deemed illegal under the Criminal Code.

**Other** - this category is retained for other serious incidents that are not encompassed by those above, for example, possession of an item that may be used as a weapon.

## 11 CONFLICT RESOLUTION AND SANCTIONS

Conflict and tension between staff and students and amongst students is a feature of all schools. When dealing with serious breaches of discipline, staff always attempt to de-escalate and diffuse situations. Tensions that arise between teachers and

students because of the inappropriate behaviour are managed initially through low key responses.

Two complementary approaches are used to respond to the behaviour of students from the mildly disruptive through to that which is extremely challenging. These are Classroom Management Strategies (CMS) and Restorative Practice, both of which can be used inside and outside the classroom.

Classroom Management Strategies include:

- Low key responses (for example: the look, proximity and hand gesture)
- Verbal warning
- Squaring off
- Informal contract
- Formal contract.

Restorative Practice involves managing a conflict by focussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student and restore relationships harmed by their behaviour. Restorative conversations can be anything from 30 seconds between a teacher and student to a two hour conference with three or four students, their parents, teachers, administrative staff and an independent facilitator.

Staff will use the following general format in a restorative conversation to ask students:

1. What happened?
2. What were they thinking at the time?
3. What do they think on reflection?
4. What harm has been done and who is affected?
5. What needs to happen to make things right?

The benefit of a restorative approach is that students gain a better understanding of the impact that their actions have had on others. It is a fairer process, although more confronting, as students are led through the questioning sequence to take responsibility for what they have done. Students are also likely to be more cooperative as they are included in deciding how to repair the harm.

Classroom Management Strategies and Restorative Practice do not preclude the use of sanctions. These are necessary and proper and will be imposed as required and sometimes will be used in conjunction with a restorative conversation.

The following sanctions can include:

- in-class isolation/ desk allocation
- buddy class referral (SEE APPENDIX 5)
- phone call/ letter of concern to parent
- detention (recess, lunch or after school)
- withdrawal to a buddy class
- suspension

Documented plans, Individual Behaviour Management Plans, De-escalation Plans will be developed when a student's behaviour is such that the school's current management strategies are ineffective.

These plans must:

- be negotiated between school staff, the students and parents if possible
- describe the desired behaviours of the student
- outline positive and negative consequences required to shape the desired behaviour
- outline changes required to the learning environment (for example, Individual Education Plans) to support the student to modify their behaviour
- outline other support to the student
- contain a review date and process to assess and modify the plan as necessary.

Documented plans should be developed with classroom teachers. However, in some instances where a student's behaviour is challenging in most or all Learning areas, then a whole school Individual Behaviour Management Plan would be written by the deputy principal in collaboration with classroom teachers.

The school encourages an ethos where physical restraint or contact with students is unnecessary. Staff will only consider the physical restraint of students when other less intrusive alternatives have failed or are deemed inappropriate. Physical restraint will only be used if a student is acting in a manner that places at risk the safety of any person or there is a risk of damage to property.

When restraint is used:

- it can only be used to prevent the student injuring themselves, others or damaging school property
- staff members will maintain communication with the student to de-escalate the situation
- it will stop as soon as staff determine that the student no longer presents a risk to safety
- the Principal will provide appropriate support to staff, students and parents as required.
- It will be documented on Integris and Online Incident Notification if needed

Staff may use physical contact to care for a student or to manage their behaviour. Contact may be used to prompt, give reassurance or offer support in a variety of situations. However, staff need to be aware that some students find the use of physical contact unwelcome or inappropriate.

Before any form of physical contact is used staff should consider the:

- age of the student
- situation in which contact is being used
- purpose of the physical contact
- likely response of the student.



## **14 SUSPENSION**

A student can be suspended from school when the principal considers he or she has committed a serious breach of school discipline. The maximum period of suspension is five days for a breach of school discipline.

Suspension must take into account the following:

- consultation with the student and parents is essential when a student is suspended
- periods of suspension cannot be imposed consecutively
- the suspension must terminate at the end of the school term in which it was imposed
- conditions cannot be placed upon a student's return to school
- a student suspended prior to the end of the school day cannot be allowed to leave the school grounds without an arrangement with the parents to get the student home
- staff will provide educational materials to any student suspended
- information regarding suspensions will be entered into the School Information System (SIS)

## **15 EXCLUSION**

The Principal can recommend that an exclusion order be made as a consequence of behaviour that breaches school discipline when the student's behaviour:

- has threatened the safety of any person on school premises
- is likely to cause or result in damage to school or personal property
- has significantly disrupted the education instruction of other students.

Behaviour that leads to a recommendation for exclusion can be either a serious isolated incident or a persistent pattern of behaviour.

## **16 COMMUNICATION**

All members of the school community will be made aware of the Southern Cross DHS Behaviour Management Plan.

Staff will be informed of the plan and processes on school development days and/or at staff meetings. The plan will be stored electronically on the school's network with its location and path printed on the document.

Parents will be informed of the plan through their representation on School Board. Information about the plan will also be disseminated via the school newsletter, website, in school publications and at other forums.

Students will be made aware of the plan through the school newsletter, form classes, assemblies and by teaching staff, as required.

## 17 MONITORING AND REVIEW

The school's Behaviour Management Plan will be monitored by the admin team. It is to be reviewed in Term 4 every year and edited as necessary.

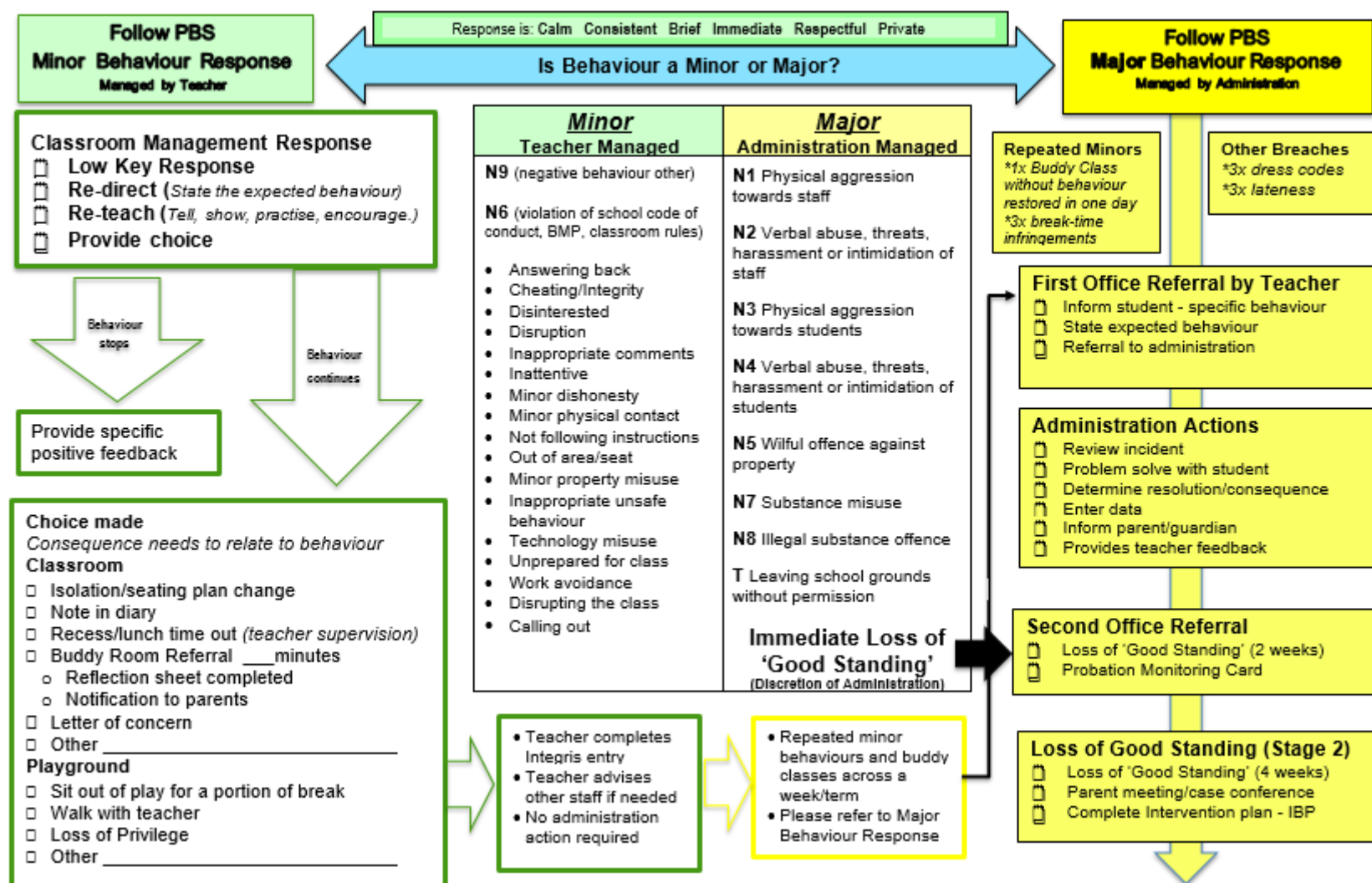
Related documents:

Department of Education **Student Behaviour Policy and Procedures** *October 2016*  
<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/policies/student-behaviour-policy-and-procedures.en?cat-id=3457115>

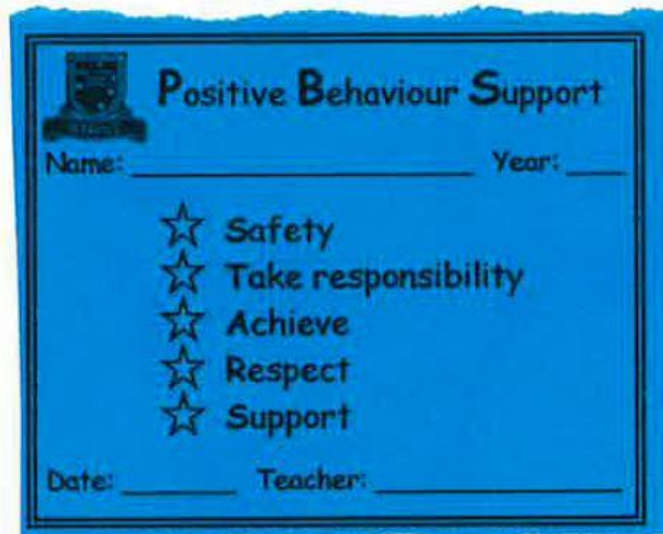
Department of Education **Physical contact with Students** *January 2017*  
<http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/physical-contact-with-students.en?cat-id=3457115>

## APPENDIX 1: Student Behaviour Referral Process

### Student Behaviour Referral Process and Good Standing



## APPENDIX 2: PBS Star Card



A blue rectangular card with a black border and a torn-edge effect. In the top left corner is a small crest logo. To its right, the title "Positive Behaviour Support" is written in a large, bold, black font. Below the title, there are two lines for text: "Name: \_\_\_\_\_" and "Year: \_\_\_\_\_". In the center of the card, there is a vertical list of five items, each preceded by a black star icon. The items are: "Safety", "Take responsibility", "Achieve", "Respect", and "Support". At the bottom of the card, there are two more lines for text: "Date: \_\_\_\_\_" and "Teacher: \_\_\_\_\_".

**Positive Behaviour Support**

Name: \_\_\_\_\_ Year: \_\_\_\_\_

- ☆ Safety
- ☆ Take responsibility
- ☆ Achieve
- ☆ Respect
- ☆ Support

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

## APPENDIX 3: PBS Buddy Form



### SOUTHERN CROSS DISTRICT HIGH SCHOOL

ANTARES STREET  
SOUTHERN CROSS WA 6428  
PHONE: 08 9049 1067  
FAX: 08 9049 1532

### PBS BUDDY CLASS FORM

Student Name \_\_\_\_\_ Class \_\_\_\_\_

Referring Teacher \_\_\_\_\_ Date \_\_\_\_\_

Please supervise the student for a period of 15 minutes.  
At the end of this time, please direct the student back to the classroom.

#### STUDENT INSTRUCTIONS

Report to \_\_\_\_\_ in room \_\_\_\_\_ to reflect on:

SAFETY TAKE RESPONSIBILITY ACHIEVE RESPECT SUPPORT

#### RESTORATIVE REFLECTION

a) What happened?

\_\_\_\_\_

b) What expectation from our behaviour matrix do I need to remember?

\_\_\_\_\_

c) What harm has been done and who is affected?

\_\_\_\_\_

d) What needs to happen to make things right?

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 'BUDDY CLASS' TEACHER

	Yes	No
Did the student arrive promptly after the initial phone call?		
Did the student follow instructions when they arrived?		
Did the student work quietly without disruptions?		
Has the student completed their form to a satisfactory standard?		

Any other notes:

Teacher Signature:

Thank you for your assistance in helping us allow time for this student to reflect on their behaviour in your class and return to class in a positive and constructive manner.

## APPENDIX 4: Communication note for Office Referrals

### COMMUNICATION NOTE (Blue Note)



To ☐ Principal ☐ Deputy ☐ Office Date \_\_\_\_\_

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

☐ Safety ☐ Take Responsibility ☐ Achieve

☐ Respect ☐ Support ☐ Medical

☐ Pastoral Care ☐ Phone Parent ☐ Other

Details:

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## APPENDIX 5: Individual Behaviour Plan Master 2018



### INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN 2018

Student:

Year:

Commencement Date:

Review Date:

<p><b>Positive Reinforcement Plan:</b></p> <p><u>Target Behaviour</u></p> <p>❖ &gt;</p> <p>❖ &gt;</p> <p><u>Acknowledgements</u></p> <p>&gt;</p> <p>&gt;</p> <p>&gt;</p>	<p>YES</p>	<p>Appropriate Behaviour? Safe and Manageable?</p>	<p>NO</p>
	<p><b>Correction Plan:</b></p> <p><b>Stage One (not on task, not following instructions)</b></p> <ul style="list-style-type: none"> <li>&gt; Nonverbal cues to restart work, begin following instructions</li> <li>&gt; Verbal reminders and redirection (allow thinking and take up time)</li> <li>&gt; Formal verbal warning "That's a 1"</li> </ul> <p><b>Stage Two (disruptive behaviours, speaking rudely to staff/students)</b></p> <ul style="list-style-type: none"> <li>&gt; Verbal reminder/redirection with "That's a 2"</li> <li>&gt; Verbal reminder/direction with "That's a 3" - contact admin</li> <li>&gt; Serious behaviour/incident – direct Admin involvement</li> </ul>		
	<p>YES</p>	<p>Co-operative?</p>	<p>NO</p>
	<p><b>Serious Incident/3 warnings received in a lesson:</b></p> <ul style="list-style-type: none"> <li>&gt; Time out in office</li> <li>&gt; Phone call home</li> <li>&gt; Loss of weekly reward</li> </ul>		
	<p><b>Restitution Plan:</b></p> <ul style="list-style-type: none"> <li>&gt; Restorative Justice process</li> <li>&gt; Recovery Worksheet (verbal)</li> </ul>		



<b>Positive Reinforcement Plan</b>		<b>Student:</b>		
<b>Teachers:</b>	<b>Date:</b>		<b>Review Date:</b>	
<b>WHY:</b> <b>WHAT:</b> <b>WHEN:</b> <b>FREQUENCY:</b>				
<p>This is a living document and will need to be altered based on successes, altering what no longer responds to as well as this changing 'currency' of reinforcers. The following strategies align and include the School's Behaviour Management Policy. They are directly in response to what has been identified as highly motivational for and the reward may be substituted with current interests.</p>				
<b>Names and Signatures:</b>				
_____	_____	_____	_____	_____
<i>Teacher</i>	<i>Parent</i>	<i>Student</i>	<i>Principal</i>	<i>Date</i>

## ACTIONS

<u>WHAT</u>	<u>REWARD / CONSEQUENCE</u>	<u>By Whom</u>
<b>Verbal / Non – verbal Praise</b>	<ul style="list-style-type: none"> <li>➤ Consistent acknowledgement of positive behaviours – whole class / individual students / for display desired behaviours. This will reinforce the desired behaviours to all.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher</li> </ul>
<b>Positive Stamps in Diary</b>	<ul style="list-style-type: none"> <li>➤ Collection of positive stamps is the initial target.</li> <li>➤ Blue STAR card awards to be maintained.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher</li> </ul>
<b>Recovery Worksheet</b>	<ul style="list-style-type: none"> <li>➤ completes work sheet when calm and settled, as part of the recovery process.</li> <li>➤ This may be completed in either the classroom or the front office, verbally or in writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student</li> </ul>
<b>Home School Communication</b>	<ul style="list-style-type: none"> <li>➤ Informal daily communication with parents through the school diary/email.</li> <li>➤ Focus to be on positive stamps and good choices.</li> <li>➤ In the event of serious or ongoing troublesome behaviours a meeting will be organised between student, parent, teacher and principal.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher</li> <li>➤ Parent</li> </ul>



SOUTHERN CROSS DISTRICT HIGH SCHOOL

ANTARES STREET  
SOUTHERN CROSS WA 6426

### RECOVERY FORM

Student Name \_\_\_\_\_ Class \_\_\_\_\_

Referring Teacher \_\_\_\_\_ Date \_\_\_\_\_

#### STUDENT INSTRUCTIONS

The aim of the following recovery form is to look at what happened / caused the incident that occurred, identify your own behaviours in regards to the incident and reflect on how you could behave differently next time.

#### WORKING IT OUT

a) What happened?

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---

b) What expectations from our behaviour matrix do I need to follow?

---

---

c) What harm has been done and who is affected?

---

---

d) What needs to happen to make things right?

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 6: Sample Escalation Profile

### Escalation Profile

Adapted from the work of Colvin & Sugai (1998)  
by Stuart McKenzie and Almaine Seale (2004)



Student Name: XXXXXXXX	Date X/X/XX	School: Southern Cross DHS
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#### Relevant background info:

##### Calm:

Cooperative.  
Follows instructions. Makes eye contact when spoken to.  
Sits at his/her desk.  
Accepting of assistance.  
Gets along with other kids,.  
Involves him/herself in most activities.  
He/She engages with his/her work.  
Uses manners.  
Relaxed appearance.

##### Triggers:

When given a consequence and he/she does not perceive it as fair  
Negative events in the playground  
Change in routine( relief teacher).  
High sugar foods.

##### Agitation:

Will not maintain eye contact.  
Looks down.  
.Leg starts tapping  
.

##### Acceleration:

Will not follow instructions  
Won't commence task  
Negative verbalising (swearing in conversation).  
Becomes agitated.  
Less likely to sit at his desk

##### Peak:

Swear at individuals.  
Punch wall  
Throw objects  
Smash objects.  
Punch individuals

##### De-escalation:

Paces  
Can not sit still  
Does not like being confined  
Shows some remorse

##### Recovery:

Wants to be left alone.  
Does not want to discuss incident  
Will eventually sit down

# Escalation Procedures

Adapted from the work of Colvin & Sugai (1998)  
by Stuart McKenzie and Alamaïne Seale (2004)



Student Name: XXXXXXXXX

School: Southern Cross DHS

Indicators	Strategies & Interventions
<b>CALM</b> <i>Overall the student is cooperative</i>	<ul style="list-style-type: none"> <li>Speak toXXXX in a calm voice.</li> <li>Give clear instructions.</li> <li>Acknowledge XXXXX's positive behaviour (non public manner) with frequent specific verbal praise</li> <li>Repeat instructions one on one to XXXXX if he/she does not follow class instructions.</li> <li>Use non verbal reminders when possible.</li> <li>If teacher is unsure of XXXX's mood ask XXXX to show you a traffic light card. Green means calm.</li> </ul>
<b>TRIGGER</b> <i>Overall the student experiences a series of unresolved conflict</i>	<ul style="list-style-type: none"> <li>Recognise the signs when XXXX is upset.</li> <li>Speak to XXXX in a calm voice. Reassure XXXX that you are aware of the triggers.</li> <li>Use the appropriate range of CMS strategies to prevent behaviour escalation</li> <li>When possible reduces XXXX's exposure to triggers.</li> <li>Encourage proximity to positive role models and imitation of peer's positive behaviour</li> <li>Provide calming and differentiated activities</li> </ul>
<b>AGITATION</b> <i>Overall the student exhibits an increase in behaviour that is unfocussed.</i>	<ul style="list-style-type: none"> <li>If XXXX feels agitated she/he will place an orange card on the desk.</li> <li>XXXXX will remain seated, sit quietly and draw until she/he is calm.</li> <li>When calm XXXXX will join in class activities.</li> <li>If XXXX is not disturbing the class she/he will remain in the room until she/he is able to actively engage in lesson</li> </ul>

<p style="text-align: center;"><b>ACCELERATION</b></p> <p style="text-align: center;"><i>Overall the student exhibits engagement behaviours</i></p>	<ul style="list-style-type: none"> <li>• Use minimum verbal contact with XXXX. Try not to engage in prolonged conversations. Use body language/signals if possible.</li> <li>• XXXX will show a red card. If XXXX forgets, remind XXXXX that he/she has a Traffic Light cards and to use the red one if he feels it necessary</li> <li>• Allow XXXX to leave the class for a 'cool down' period- send him/her to an area just outside the room where she/he can walk. XXXXX is to remain in the area and not disrupt others.</li> </ul>
<p style="text-align: center;"><b>PEAK</b></p> <p style="text-align: center;"><i>Overall the student is out of control</i></p>	<ul style="list-style-type: none"> <li>• XXXX is to use his/her red card.</li> <li>• XXXXX is to go to office or nominated safe spot.</li> </ul>
<p style="text-align: center;"><b>DE-ESCALATION</b></p> <p style="text-align: center;"><i>Overall student displays confusion</i></p>	<ul style="list-style-type: none"> <li>• XXXX is to remain at office or safe spot until she/he is authorised to go back to class. If necessary, XXXX sits quietly, calms down or walks around a designated outdoor area</li> <li>• XXXXX may not want to discuss what has happened at this point, so do not push the issue.</li> </ul>
<p style="text-align: center;"><b>RECOVERY</b></p> <p style="text-align: center;"><i>Overall the student displays an willingness to become engaged in non-interactive activities and a reluctance to address the peak behaviour</i></p>	<ul style="list-style-type: none"> <li>• XXXX will probably want to be left alone, and still not want to discuss the issue.</li> <li>• XXXXX's parent, needs to be contacted and made aware of what has happened.</li> <li>• If XXXX is able to return to class, he is able to do so, depending on the severity of the peak.</li> </ul>

## APPENDIX 7: Computer user account and electronic device agreements



### SOUTHERN CROSS DISTRICT HIGH SCHOOL

### PRIMARY STUDENTS YEARS K-2 ONLINE RULES

I agree to follow the online rules set out below when I use the Department provided online services:

- I will ask the teacher first before using the school computer or tablet.
- I will not give my password out to others.
- I will not let other people logon and/or use my account without checking with the teacher first.
- I will tell the teacher if I think someone is using my online account.
- I will tell the teacher if I see anything that makes me feel uncomfortable or that I know I should not access or view at school.
- I will only use material from the Internet if I have asked the teacher.
- If I download material or pictures from the Internet I will say where it comes from.
- I will not give out my name, phone number, address, name of the school, photographs or other details about myself or others when online without checking with the teacher first.
- I will take care when using the computer equipment and will not change the computer settings.
- I will not use the school computers to be mean, rude or unkind about other people.

I understand that:

- If I use the Internet or my online account in a way that I should not, then I may not be able to use these in the future.
- I may be liable for misuse of the computer and the police may be contacted.

I agree to abide by the *Acceptable Usage Agreement* for school students.

I understand that if I am given an online services account and break any of the rules in the agreement that the principal may take disciplinary action in accordance with the Department's *Behaviour Management in Schools* policy.

**Name of student:** \_\_\_\_\_

**Signature of student:** \_\_\_\_\_

**Date** \_\_\_\_\_

(and/or parent / responsible person)

Office use only: Date processed:      /      /

Processed by (initials):





## SOUTHERN CROSS DISTRICT HIGH SCHOOL

### PRIMARY STUDENTS YEARS 3-6

If you use the online services of the Department of Education you must agree to the following rules:

- I will use the school computer only with the permission of a teacher.
- I will follow all instructions from teachers when using school computers.
- I will not let anybody else know my password.
- I will not let others logon and/ or use my online services account unless it is with the teacher's permission.
- I will not access other people's online services accounts.
- I know that I am responsible for anything that happens when my online services account is used.
- I will tell my teacher if I think someone is using my online services account.
- I know that the school and the Department of Education may see anything I send or receive using email or online file storage services.
- I will make sure that any email that I send or any work that I wish to have published is polite, carefully written, well presented and is not harmful to other students (i.e. it does not contain material that is pornographic, racist, sexist, inflammatory, hateful, obscene or abusive nature or which promotes illegal activities or violence).
- If I use other people's work (including items taken from the Internet) as part of my own research and study I will always acknowledge them.
- I will obtain permission from the copyright owner for the use of their works if I included them as part of a portfolio for employment, entry for a competition or any other uses other than for private research and study.
- If I find any information that is inappropriate or makes me feel uncomfortable I will tell a teacher about it. Examples of inappropriate content include violent, racist, sexist, or pornographic materials, or content that is offensive, disturbing or intimidating or that encourages dangerous or illegal activity.
- I will not reveal personal information, including names, addresses, photographs, credit card details and telephone numbers of myself or others.
- I will not damage or disable the computers, computer systems or computer networks of the school, the Department of Education or any other organisation.
- I will be mindful of the possible problems caused by sharing or transmitting large files online, and for sharing other people's copyright online e.g. music and video files.

I understand that

- I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online services account;
- the misuse of online services may result in the withdrawal of access to services and other consequences outlined in the School's policy; and
- I may be held liable for offences committed using online services.
- 

I agree to abide by the Acceptable Usage Agreement for school students.

I understand that if I am given an online services account and break any of the rules in the agreement, it may result in disciplinary action, determined by the principal in accordance with the Department's *Behaviour Management in Schools* policy.

Name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_



## SOUTHERN CROSS DISTRICT HIGH SCHOOL

### ACCEPTABLE USAGE AGREEMENT SECONDARY STUDENTS

If you use the online services of the Department of Education you must agree to the following rules:

- I will not reveal personal information, including names, addresses, photographs, credit card details and telephone numbers of myself or others when online.
- I will not give anyone my logon password.
- I will not let others logon and / or use my online services account unless it is with the teacher's permission.
- I will not access other people's online services accounts without permission from the teacher.
- I understand that I am responsible for all activity in my online services account.
- I will tell my teacher if I think someone has interfered with or is using my online services account without permission.
- I understand that the school and the Department of Education may monitor any information sent or received and can trace activity to the online services accounts of specific users.
- If I find any information that is inappropriate or makes me feel uncomfortable I will tell a teacher about it. Examples of inappropriate content include violent, racist, sexist, or pornographic materials, or content that is offensive, disturbing or intimidating or that encourages dangerous or illegal activity.
- I will not attempt to access inappropriate material online or try to access Internet sites that have been blocked by the school or the Department of Education.
- I will acknowledge the creator or author of any material used in my research for school work by using appropriate referencing.
- I will obtain permission from the copyright owner of any materials inserted into my school work before I subsequently reuse it as a portfolio for employment, in a competition or any other uses other than for my private research and study.
- I will make sure that any email that I send or any work that I wish to have published is polite, carefully written and well presented.
- I will follow the instructions of teachers and only use online services for purposes which support my learning and educational research.
- I will be courteous and use appropriate language in all Internet communications.
- I will not use the Department's online services for personal gain or illegal activity (e.g. music file sharing), to bully, offend or intimidate others or send inappropriate materials including software that may damage computers, data or networks.
- I will not damage or disable the computers, computer systems or computer networks of the school, the Department of Education or any other organisation.
- I will be mindful of the possible problems caused by sharing or transmitting large files online.

I understand that:

- I will be held responsible for my actions while using online services and for any breaches caused by allowing any other person to use my online services account;
- the misuse of online services may result in the withdrawal of access to services and other consequences dictated in the School's policy; and
- I may be held liable for offences committed using online services.

I agree to abide by the Acceptable Usage Agreement for school students.

I understand that if I am given an online services account and break any of the rules in the agreement, it may result in disciplinary action, determined by the principal in accordance with the Department's *Behaviour Management in Schools* policy.

Name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_ Date \_\_\_\_\_