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POLICY

Positive Behaviour Plan

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1 RATIONALE

We aim to provide a positive learning environment where students are curious and their right to learn is encouraged and protected. The discipline procedure provides consistent, logical, clear rules and consequences, made familiar to all involved. The support of parents, teachers and students is needed to ensure the development of self-disciplined students. We aim to ensure that students and staff develop and maintain authentic relationships, as students are more likely to behave well if they are in an environment where they feel respected and capable. Successful behaviour management is acting to meet students' needs rather than simply react when students' misbehave.

Staff will support students who misbehave to:

- Learn more productive and responsible behaviour
- Reflect on their behaviours and consequences and assist in the development of changing the behaviour through setting and reviewing of targets
- Analyse the situation in which behaviours occur and adjust the classroom environment
- Experience success in their learning programs at their level of development.

2 COLLEGE OVERVIEW

Joseph Banks Secondary College is founded on four pillars:

- Opportunity
- Innovation
- Success
- Excellence

As a collection of Professional Learning Communities, we value:

- Inquiry
- Respect
- Aspiration
- Resilience

Through four theories of action, teachers will:

- Prioritise high expectations and authentic relationships
- Adopt consistent learning protocols
- Adopt consistent teaching protocols (see Business Plan for more information)
- Emphasize Inquiry Focused Teaching

Teaching staff believe:

- The learning environment should cater for all student needs
- Students will be challenged through a problem solving and inquiry approach to learning

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- Collaboration will be at the cornerstone of our teaching
- Learning opportunities will be planned with purpose, use evidence and contribute to improved outcomes for all students.
- Students should be offered timely and specific feedback
- Communication with students, parents, staff and the community builds positive relationships.

3 POLICY

Joseph Banks Secondary College operates on the belief that the whole college community has the right to work in a safe, caring and productive learning environment. Students, teaching staff, support staff, administrators and visiting members of the community have the right to feel safe at all times. All members of our community **have responsibility to collaboratively support a positive learning environment.**

The policy acknowledges individual differences amongst students and provides for a **flexible process** for teachers and administrators responding to behaviour issues, ranging from everyday classroom misdemeanours to serious breaches of the college code. It favours a **non-punitive restorative approach** to behaviour issues and encourages interventions that are directed towards helping students to learn appropriate classroom and playground behaviour.

We acknowledge that all parties, including teaching staff, executive and leadership, along with parents need to share responsibility for **teaching children appropriate behaviour.** Teachers will have students with challenging behaviours in their classes. The Positive Behaviour Plan seeks to facilitate clear understandings about processes and structures related to classroom management and to outline the support that teachers can expect from the rest of the college community in the behaviour management process.

4 PLAN

Our plan for whole college positive student behaviour includes the following:

- A visible college code of conduct stating the behaviours that students are required to demonstrate and maintain at the college;
- the roles and responsibilities of staff in implementing whole college behaviour support;
- classroom management strategies that support positive student behaviour including;
 - The management of the college environment to promote positive student behaviour;
 - the college's strategy for communicating to parents on students' behaviour
 - the college's strategy for deciding on the application of disciplinary measures;
 - the college's approach to coordinating with external agencies where required;
 - measures to address:
 - All forms of bullying (see Respectful Relationships Policy and Pastoral Care and Wellbeing Plan);
 - aggression;

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- drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education;
- risks of suicidal behaviour and/or non-suicidal self-injury (also see Respectful Relationships Plan)

5 IMPLEMENTATION

The whole college plan will be implemented to support positive student behaviour in ways that:

- Make the best interests of the child a primary consideration;
- Consider the safety and wellbeing of all college staff and all other members of the college community;
- Maintain a positive college approach and the good order of the college;
- Incorporate personalised adjustments based on student need;
- Maintain cohesion of behaviour support for students across contexts and teachers;
- Build consistency in behaviour support in and out of the college, through liaison with parent(s) and community;
- Are culturally, developmentally and psychologically appropriate;
- Support the growth of self-regulation and peer-regulation to reduce the need for adult intervention;
- Use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others;
- Takes into account the agreed behaviour interventions or therapies provided by external practitioners or agencies;
- Student behaviour will not be viewed in isolation, but as part of an interaction between students, staff and the school community
- Comply with the requirements detailed in the Department's Positive Behaviour website.

6 IDENTIFYING STUDENTS WHO NEED SUPPORT

Students requiring support for improving engagement in learning or positive behaviour can be identified through:

- A focus on early intervention and prevention, through the use of school wide data.
- Ongoing monitoring of students whose behaviour needs are not adequately met by the whole college support plan;
- Advice received from regional and State-wide Services staff, as required;
- Liaising with external agencies or experts, as required;
- Information received from the student and/or their parent(s) to inform the personalised behaviour support plan; and

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- Reviewing data that records successful behaviour support and their outcomes.
- Ongoing collaboration from staff, school wide through Professional Learning Community structures.

7 RIGHTS AND RESPONSIBILITIES OF THE COLLEGE COMMUNITY

Every Student has the right to:	Every Student has the responsibility to:
Learn without disruption	Allow others to learn
Be treated courteously and respectfully	Treat others courteously and respectfully and follow teachers' instructions
Work in a clean environment and have their property respected	Maintain a clean environment and respect student, staff and school property
Learn in a safe environment	Behave in a manner that ensures the safety of everyone, including self
Reach their potential	Participate fully in their educational program and make allowances for other students' capabilities

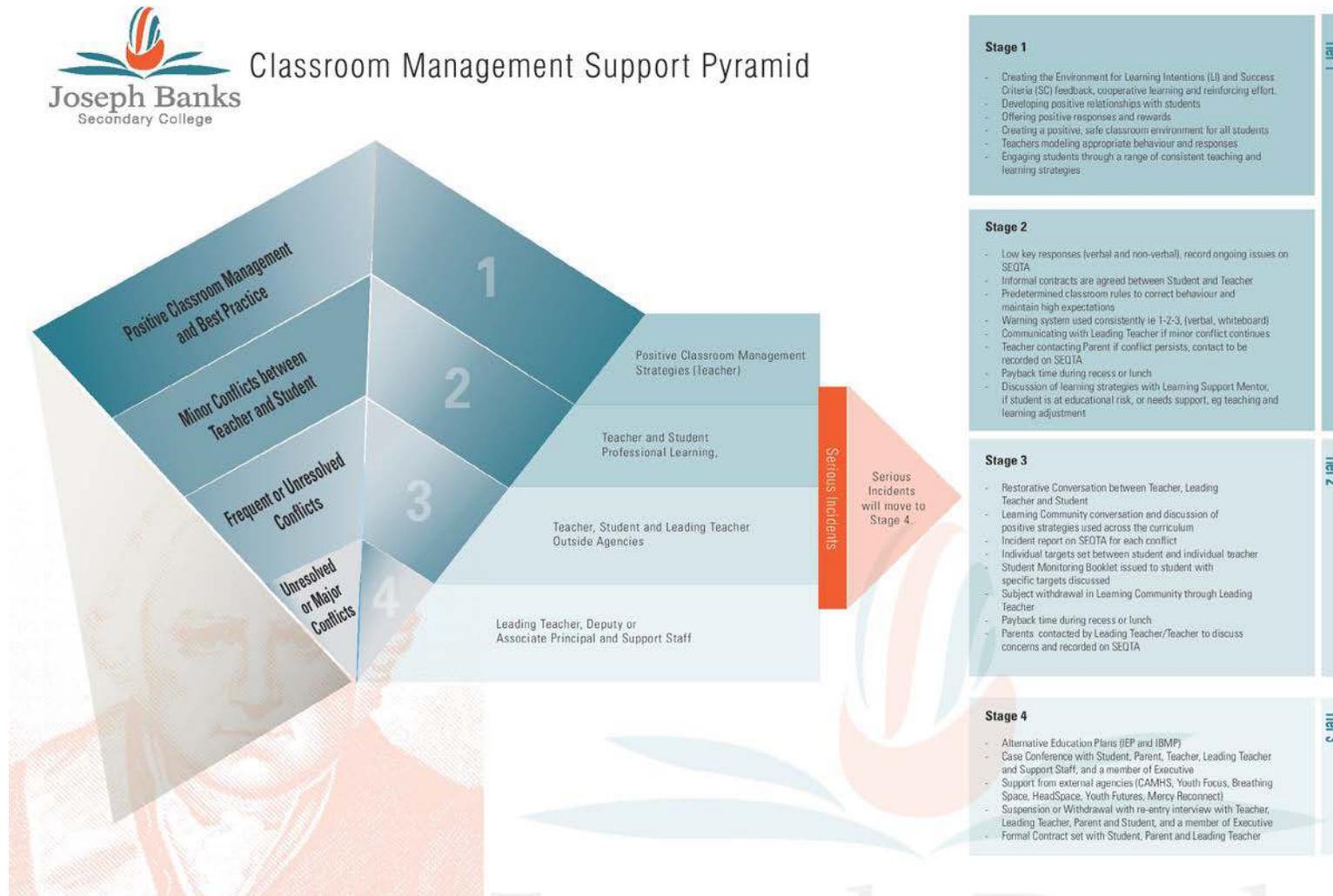
Every Staff Member has the right to:	Every Staff Member has the responsibility to:
Work without disruption	Provide and/or support relevant and challenging educational programs and make allowances for students' capabilities
Be treated courteously and respectfully	Treat others courteously and respectfully
Work in a clean environment and have their property respected	Maintain a clean environment and respect student, staff and school property
Work in a safe environment	Behave in a manner that ensures the safety of everyone, including self
Have support of the whole school community	Support school's ethos, policies and procedures

Every Parent has the right to:	Every Parent has the responsibility to:
Be treated courteously and respectfully	Treat others courtesy and respectfully
Be informed about their child's progress	Monitor their child's progress
Expect their child to participate fully in their educational program	Ensure that their children attend school, provide materials and support the school's policies and procedures.

8 STUDENT CODE OF CONDUCT

Area/Setting/Values	Inquire	Respect	Aspire	Resilience
Classrooms	<ul style="list-style-type: none"> Seek ways to improve personally and academically Ask relevant questions to ensure understanding Be responsible for your learning Make the most of all opportunities 	<ul style="list-style-type: none"> Show respect to others: staff and students Address and listen to everyone in a courteous manner Keep classroom and resources tidy Use iPads appropriately and under direction of teacher Arrive to all classes on time 	<ul style="list-style-type: none"> Engage in all learning activities (individual, group and class) Maintain high levels of effort to gain the best possible grades, across the curriculum. 	<ul style="list-style-type: none"> Persevere when things get difficult Work through problems with each other See mistakes as an opportunity to learn and improve Work together with your teachers and peers Report concerns to your Teacher/Leading Teacher, rather than retaliating or getting others involved.
School Grounds	<ul style="list-style-type: none"> Be responsible for your behaviour Make positive choices 	<ul style="list-style-type: none"> Show pride and display responsibility in your school, community and environment 	<ul style="list-style-type: none"> Display good sportsmanship Share equipment and take turns Follow the rules of games 	<ul style="list-style-type: none"> Accept responsibility for your actions Ignore, walk away and ask for support from duty teachers/teacher/YSW/LSM/LLT.
Transitions	<ul style="list-style-type: none"> Make positive choices 	<ul style="list-style-type: none"> Be respectful of others as you move between classes Be prepared for the next class (drink and toilet) Move as quickly as possible between classes 	<ul style="list-style-type: none"> Ensure you are well organised Be prepared for the next class (materials and homework) 	<ul style="list-style-type: none"> Ignore annoying behaviours Display self-control Report and concerns to your Teacher/Leading Teacher, rather than retaliating or getting others involved.
All Settings (assemblies, admin area, excursions, school carnivals)	<ul style="list-style-type: none"> Be a role model at all times 	<ul style="list-style-type: none"> Wear the approved school uniform (including sport and specialty areas) Use appropriate language, manners, tone and body language Be accepting of difference amongst others 	<ul style="list-style-type: none"> Strive to be the best you can be Value learning Display good sportsmanship Represent the community in a positive manner. 	<ul style="list-style-type: none"> Take responsibility for your actions including attendance, uniform and behaviour

9 CLASSROOM MANAGEMENT SUPPORT PYRAMID

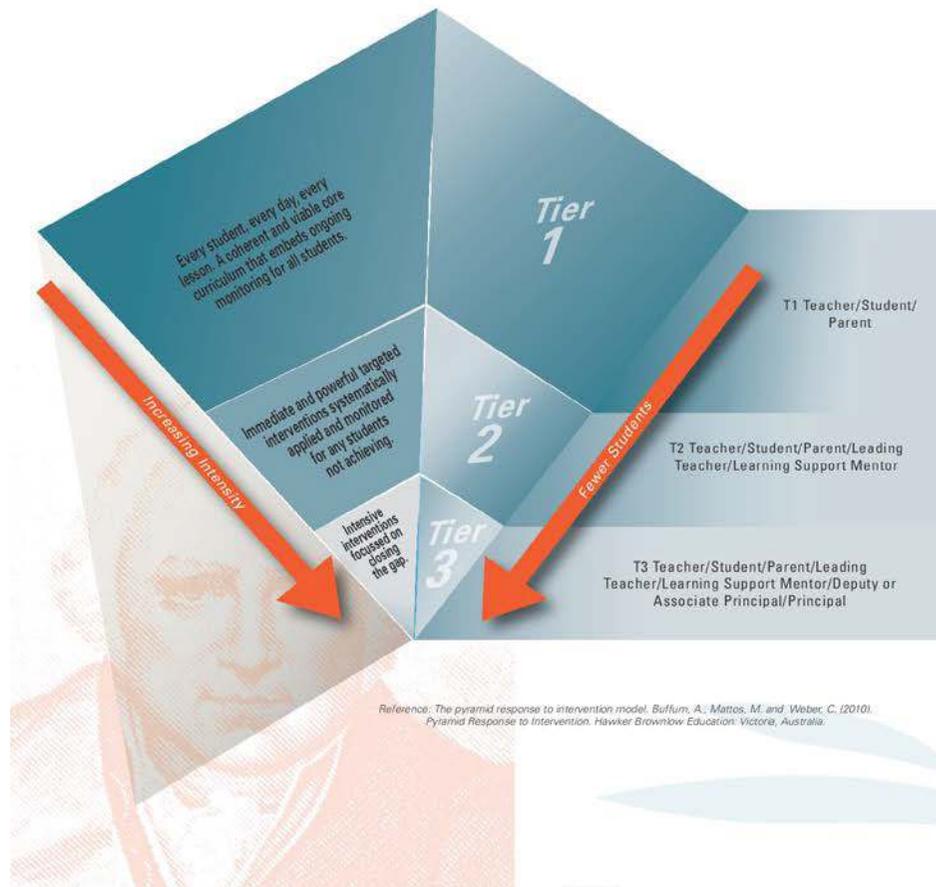


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10 STUDENT ENGAGEMENT SUPPORT PYRAMID



Student Engagement Support Pyramid



Tier 1

The core program accounts for 75%+ of student learning at Joseph Banks Secondary College. We do this by:

- Focus on Creating the Environment for Learning, utilising Learning Intentions (LI), Success Criteria (SC), feedback, recognition and reinforcement of effort and cooperative learning.
- Differentiating instruction and learning for students eg. engaging lessons.
- Determining a guaranteed and viable curriculum through the development of essential learnings eg. curriculum based on SCSA requirements.
- Analysing and using assessment data to inform the learning program eg. formative and summative assessments, NAPLAN, teacher judgement.
- Teachers modelling appropriate behaviours and responses
- Maximising instructional time eg. effective use of technology, reducing variability
- Using a research and evidence base for improving instruction and committing to any programs with fidelity eg. Classroom Instruction that Works, School wide support programs (Maths tutoring)
- Setting high expectations eg. established classroom management plans and procedures, Code of Conduct, Attendance processes, engaging and challenging lessons, school wide recognition programs, open communication
- Focusing on instructional priorities eg. Creating the environment for learning, CMS, IS

Ongoing Concern for Student Learning

Teacher Actions:

- Review Assessment Data
- SEQTA
- Make Parent Contact
- Share at Community Meeting
- Utilise Observation
- Discuss with Leading Teacher

Tier 2

Tier 2 supports are considered supplemental to the core program and meets the needs of approximately 15% of the student population. We do this by:

- Supporting students to re-engage with their learning eg. Parent involvement, interventions during class or other school time, recognition of effort, mentoring, Learning Support Mentor (small group work or 1-1)
- Identifying students through effective use of data eg. ongoing review of student progress, use of observational checklists.
- Developing targeted interventions eg. IEPs, GEPs, Documented Plans, Extension

Teacher Actions

- Referral to Leading Teacher for additional support
- Case Conference

Tier 3

Tier 3 supports are intensive and are for those students who have received Tier 1 core instruction and Tier 2 supplemental intervention but have an identified gap in knowledge or skill acquisition. We do this by:

- Using the right intensive intervention at the right time eg. Case Conferences and case management, detailed documented plans, 1-1 intensive support, ongoing monitoring of data, ongoing communication with all stakeholders including external agencies.

11 A SAFE AND POSITIVE CLASSROOM ENVIRONMENT

The most important and effective classroom management strategy is the conscious and proactive building of a safe and positive classroom environment. Most students will be more likely to behave and feel empowered when:

- They feel that the teacher has made an effort to get to know them as individuals by building a rapport with them (winning over and developing mutual respect)
- They find course content interesting and engaging
- Positive behaviour is regularly given recognition. This should be through verbal feedback as well as through teacher led strategies, such as:
 - Teacher Awards cards
 - Letters of Commendation
 - Positive phone call to parent
 - Certificates at Community Assemblies
 - Invitation to reward excursions
 - Issuing of reward points

Students need to have a clear understanding of the expectations teachers have of them and how this should guide their behaviour. All teachers are required to help students reach this understanding and to remember that some students will take longer than others to learn and accept their responsibilities with respect to their behaviour.

As members of the Joseph Banks Secondary community we agree that:

- All students are important members of the school community
- All students are capable of learning and achieving challenging goals that they set for themselves
- All decisions are based on honest, consistent and considered communication between students, parents, teachers and the wider school community.
- All members of the school community play an essential part in modelling and enacting positive relationships.
- All behaviour management processes should involve actions, alongside restorative justice strategies to ensure positive and actual change.

12 PROCESSES AND PROCEDURES

The focus is on the consolidation, repairing and rebuilding of authentic relationships between staff and students. Staff can gain assistance at any stage of the support pyramid.

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12.1 STAGE 1 – POSITIVE CLASSROOM MANAGEMENT AND BEST PRACTICE

12.1.1 Strategies to Encourage Positive Behaviour

Teachers can increase positive behaviour and *Create the Environment for Learning* through:

- Providing lessons which are relevant, interesting and well prepared
- Making the learning explicit through Learning Intentions and Success Criteria that are referenced throughout the lesson and reviewed at the end of the lesson.
- Setting and maintaining high expectations for students.
- Creating a seating plan for learning and not to suit friendships.
- Using cooperative strategies, to allow students to share ideas and provide time to discuss their learning and check for understanding.
- Selecting teaching methods which are appropriate for the students
- Creating a cohesive classroom group, through the continued development of relationships
- Displaying norms in the classroom and routinely bringing them to the attention of students.
- Establishing positive relationships and creating a positive classroom atmosphere.
- Regularly encouraging and rewarding students who are working well.
- Providing constructive/positive feedback on work completed as part of the learning cycle.
- Being a good role model.
- Treating students in a fair and consistent manner and with respect.
- Giving clear and timely instructions to both classroom management and the lesson.
- Using consequences which are appropriate to the behaviour, situation and student which do not exacerbate the conflict.
- Emailing, or telephoning parents with positive or negative concerns.
- Reflecting on teacher practice and reactions to student behaviours.
- Issuing certificates for hard work during community assemblies.
- Issuing certificates through Contact.

12.1.2 Positive Student/Staff Interactions

Two significant strategies of preventing conflict are to create a positive learning environment and build and maintain authentic relationships with students. A positive and respectful atmosphere should exist both in the classroom and around the college.

The following is a guide to assist teachers with the effective implementation of this fundamental student engagement strategy. The presumption of all staff should be that all students are or can be responsible, respectful and accountable members of the school

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community. Strategies that can create and maintain authentic relationships are categorized below:

12.1.3 The Code of Conduct

- Familiarise students with the rights and responsibilities of staff and students at JBSC.
- Establish processes and procedures with students that support the rights and responsibilities of staff and students at school.
- Review and explicitly reinforce the processes and procedures with the students and staff collaborative groups through the Professional Learning Communities.
- Make sure to separate the behaviour from the student.
- Ensure that negative student choices are followed up on; otherwise the teacher is choosing to accept the student's inappropriate choices.

12.1.4 Communication and Effective Listening

- Share a little of yourself and your experience where appropriate.
- Show interest in what students have to say.
- Give students individual attention when possible.
- Be friendly and consistent.
- Be a good listener; don't do all the talking.
- Build in times for self/peer reflections.
- Give students choices and guide them towards positive choices.

12.1.5 Know Your Students and Build Positive Relationships

- Know the names of every student in your class, as a minimum.
- Develop rapport outside the classroom. For example, attend school socials, interact with students whilst on yard duty, or at the athletics carnival, to name a few.
- Be aware of student's capabilities and limitations. For example, be sensitive to students reading orally to class, or of warning to student in front of the class.
- Be aware of the content in green dot/purple dot and heart symbol located next to a student on SEQTA and implement appropriate adjustments.
- Use the data provided during PLC meetings to speak with students about their progress and achievement goal. That is, NAPLAN, OLNA, attendance, BMIS reports, previous academic results.
- Get to know about a student's family background, interests and so on.
- Give students the time of day. Smile and say, "Hello".
- Reinforce positive/acceptable behaviour, regularly in the classroom.
- Presume responsibility and good intentions for all students.

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12.1.6 Be and Effective Teacher

- Be prepared. Make a prompt start to lessons with an effective mental set.
- Make sure the curriculum is relevant and engaging.
- Consider variety, safety, novelty, interest and motivation.
- Provide lessons suited to students' needs and abilities.
- Undertake and embed relevant professional development.
- Sit students in pre-determined groups (learning needs, not friendships) and encourage them to support each other in their learning.
- Involve students in decisions regarding their learning activities/styles and environment.
- Ask for support/advice/feedback/coaching from a variety of staff during initial concerns for student behaviour (triads, LT, 2IC, other teachers).
- Establish processes that ensure the students have input into their working spaces and routines
- Actively supervise in the classroom through frequent moving, scanning, interacting and using appropriate techniques for classroom transitions.

12.1.7 Praise and Encouragement

- Treat students with respect and expect respect in return.
- Make a deliberate practice of encouraging students and praising work and behaviour, both as individuals and as a group.
- Display student work and set up your rooms attractively and functionally comfortable to create an environment that helps students feel positive towards their learning.
- Identify mistakes non-critically.
- Avoid embarrassing the student. Do not use sarcasm.
- Encourage students to learn from their errors and praise students' efforts in and out of the classroom.
- Try to make the first contact with your class a positive one for each lesson.

12.2 STAGE 2 – MINOR CONFLICTS

Each teacher will implement the agreed procedures for preventing and responding to misbehaviour (See Appendix A - Overview of Classroom Teacher Bumps).

The behaviour plan is a declaration that the staff **will respond** as well as **how they will respond** to student misbehaviour.

12.2.1 Low Key Teacher Responses

Most misbehaviour can be addressed by low-key responses from teachers, as they present and respond to misbehaviour through low-key responses.

- The response is short/shorter than the interruption and will maintain a positive or neutral atmosphere, by being non-assertive and inviting the student to behave.

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- These responses are non-assertive and invite the student to behave and can include: proximity, gesture, using student's name, the look, a pause, planned ignore, a signal to begin/for attention, and dealing with the problem and not the student. For example:
 - Discussion of the issue with student(s) after class or on DOTT (Duty other Than Teaching time)
 - Shifting seats or isolating the student in class
- The focus of low key responses is on the teacher demonstrating the expected behaviours through modelling, practice and feedback.

At this stage of the process, teachers make informed decisions about how they can best address the behaviour without allowing it to become a major distraction in class. Examples of minor misbehaviours are where students are beginning to disrupt the learning of other students by: Not working to the best of their ability, raising their voice in the classroom, talking over the teacher, not being prepared for class and following simple instructions from teachers.

12.2.2 The Warning System

There are times in every classroom where children disrupt others learning, through a range of low level behaviours. The student will be **given the choice to correct their behaviour**. **Using a warning system allows students to make choices. For example,**

Warning 1 - As soon as the student stops the teacher from teaching and therefore prevents other students from learning they are given a warning or reminder to correct their behaviour. The teacher will use a range of low key responses such as hand gesture, proximity or use of student name.

Warning 2 – If the student makes the choice to continue with the misbehaviour then the Teacher will square off and stop or pause teaching and use a minimal verbal response with student name, followed by “thank you”.

Warning 3 - The student is informed “this behaviour is not acceptable in this classroom” and will be offered a choice. This is dependent on the behaviour and choices include: place item in bag, payback, community service, phone call home, movement of seat.

Any further concerns may result in the student being asked to stand outside for a short period of time (2 minutes' maximum). This allows the Teacher to discuss the behaviour and set targets with the student, so that they can return to the learning environment.

If the negative behaviour continues and other students' learning is being disrupted, the Teacher will ask for support from Leading Teacher or 2IC. They will discreetly ask another student to ask for support, to ensure that the teaching and learning continues in the classroom. **When the Leading Teacher/2IC arrives, they will speak to the student in a quiet location and decide whether or not the student will return to the classroom environment. Depending on the nature of the behaviour, the student may be asked from the Leading Teacher to go into another classroom or make their way to the Community Office.**

If removed the student will complete a reflection sheet and the behaviour will be followed with an action from the classroom teacher.

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The incident must be placed on SEQTA with a clear action. Parents must be contacted via telephone from the Classroom Teacher. Prior to the student returning to class, the teacher must meet with the student to discuss the incident and discuss the reflection sheet.

12.2.3 Give Choices

If a student continues to display inappropriate behaviour despite the above, the teacher employs a process that begins to give responsibility for making appropriate decisions back to the student.

One of the most effective techniques for helping students to accept responsibility for their behaviour is by the use of choices. If done effectively it forces the student to be involved in making a decision about their behaviour. This clarifies the communication between teacher and student and makes it harder for the student to blame the teacher for the problem.

Effective choices:

- Have logical or natural consequences, that is, the consequence is related to the behaviour.
- Are not to be seen as punishment and are not given as an ultimatum.
- Can be given as immediately as possible.
- Can be delivered in a positive or neutral tone.
- Are able to be followed through from the classroom teacher.
- Do not back students into a corner and allow them to save face.

It can be difficult to come up with effective choices in the heat of a conflict. Teachers should prepare for these situations by having consequences already planned. This minimises the chances that a conflict will become heated and punitive with resulting damage to the relationship between teacher and student.

Some examples of a choice:

- ‘The classroom rule is no mobile phones. It is either in your bag or on my desk for the rest of the lesson. Please make a choice.’
- ‘You can choose to do your work quietly where you are or at this desk over here. Please make a decision.’
- ‘You can choose to work quietly now or complete the work at lunchtime. What is your preference?’

12.2.4 Payback

Where students have disrupted the learning environment, the teacher may decide that Payback is a suitable action, so that students can payback the time that they have lost in their own learning. This is where the student will be kept back into recess or lunch, so that the teacher can have a 1:1 discussion with the student in regards to their behaviour. This time can be used by providing the student with the learning which was not completed in class or at home. Payback will be followed up with parent contact and the behaviour will be placed on SEQTA with payback listed as the action. This should only be a short term strategy, continuously issuing payback to the same student, is not an effective strategy.

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Payback Protocols:

- Payback must take place in a classroom, rather than the Community Office.
- Teacher to outline behaviour on SEQTA and record 'payback' and parent contact as the action.
- Teacher to make contact with parents to outline the behaviour and action taken.
- Students to complete work conduct community service and participate in a restorative conversation with the teacher.
- Students will not use electronic devices, unless it is related to their learning that was not completed in class.

12.2.5 Informal Agreement

When a student has not responded to other interventions, it is beneficial to set up an 'informal agreement' to support the student in displaying appropriate behaviour (See Appendix B - Informal Agreement Procedure). The informal agreement is a process that encourages the student to come to an understanding about specified behaviour(s) and to participate in forming an agreement to help monitor and change their behaviour. There is a structure to setting up the agreements that needs to be followed. It is a systematic approach that requires some skill to administer.

Members of the Leadership Team can provide support to facilitate meetings to form the agreement, between Teacher and Student.

Record on SEQTA, with brief overview of conversation with an overview of the agreements reached. Staff are to liaise with their Leading Teacher throughout this process. Parent contact must be made to inform them of the progress that the student has made in regards to the Informal Agreement.

12.3 STAGE 3 – FREQUENT OR UNRESOLVED CONFLICTS

For students whose unacceptable behaviour is repetitive, a behaviour agreement, student monitoring sheet and/or Individual Behaviour Management Plan may be the next step.

12.3.1 Seek Leading Teacher/2IC/Teacher/Support Staff Support

If behaviours are occurring frequently, then the Teacher will initially seek support from other classroom teachers, or the Leading Teacher, in the Professional Learning Community. Teachers can observe other teachers who teach the same student, to gain an in-depth understanding of the strategies that they use to engage students. Leading Teachers or Teachers can observe the lesson to offer feedback and support at point of need/at the end of the lesson.

Teachers can discuss student learning concerns at Professional Learning Community meetings, where the whole teaching team will collaborate to ensure that consistent approaches are being used across the curriculum to support student learning and in turn address misbehaviour. Student behaviour should not be the focus of all meetings, rather, meetings should be the place to provide evidence and share strategies to improve student behaviour as part of the focus on learning.

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12.3.2 Student Behaviour Agreement

Where students are regularly demonstrating repetitive behaviours in a particular classroom, the Teacher will engage in a conversation with the student outside of the learning environment. This will be in a time where the Teacher has a DOTT (duty other than teaching), so that a conversation can take place without other distractions. The Leading Teacher will be involved in the discussion as it is a Stage 3 Intervention. The Teacher will keep the Leading Teacher and 2IC up to date with the success of the targets set. If the agreement is not successful, other supports will be put in place. The Leading Teacher, in consultation with the teacher, may decide that a case meeting and/or conference is warranted to support the student in making better choices about their behaviour.

12.3.3 Student Monitoring Booklet

Where Leading Teacher/2IC's identify regular behaviour concerns across a range of classes a Student Monitoring Booklet will be put in place. Identification can occur through regular monitoring of data on SEQTA and/or the regular communication which occurs with teachers in the Professional Learning Communities. A Student Monitoring Booklet will be put in place for a period of one week; the Leading Teacher or 2IC will discuss the concerns that have been reported via SEQTA with the student and their parent. Each teacher will be informed of the student's targets; however, it is the students responsibility to ask each teacher to sign the Monitoring Booklet and to insert a comment for each lesson. There is an example of the Monitoring Booklet in Appendix E.

Parents MUST be contacted by the Leading Teacher or 2IC to inform them that their child has been placed on a Monitoring Booklet and explained the reasons why it has been put in place. This can be conducted at a return from suspension meeting, case meeting or via a phone call, depending on the frequency of the student's behaviour. At the end of the five-day period, the Leading Teacher or 2IC will write a comment and will ask the student to ask their parent to sign the sheet. Depending on the behaviour, the booklet will be removed, extended or a case meeting will be called with parents. The completed booklet will be kept on file on the student's file.

12.3.4 Subject Withdrawal

Depending on the severity and frequency of the behaviour, the Leading Teacher/2IC/Associate Principal may decide to withdraw the student from the learning environment. The student will be asked to report to a location away from the classroom in advance of the lesson starting. This action is put in place, once the teacher has exhausted a range of tiered strategies in both Stage 1 and 2. **A student can only be withdrawn for a maximum of 4 periods.**

In advance of the withdrawal, learning resources will be collected from the classroom teacher. The student will work away from the classroom setting to allow other students to learn and the teacher to teach. Parents will be notified of this decision via phone call by the Leading Teacher or 2IC. Prior to the student returning to the learning environment, the Leading Teacher will lead a conversation with the teacher and student where a Student Behaviour Agreement will be created. If the behaviours are appearing school wide, then a Student Monitoring Sheet will be put in place, with parent contact made. A note will be placed on SEQTA in regards to the subject withdrawal and the targets which have been set for the students return.

Subject withdrawal is used for the purpose of providing an opportunity for the student to:

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- become calm in circumstances where the student has become unable to self-regulate; and/or
- reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.

12.3.5 Procedures for Staff on Reporting Behaviours on SEQTA

When responding to negative student behaviours, **Teachers will:**

- Outline the **student behaviours** and the **outcome**
- Ensure the entry made in SEQTA is non-judgmental and factual
- List the **Action** that the Teacher have taken (see stage 2/3 strategies - Payback, conversation, parent contact, brief removal from class, movement of seat, brief removal from class, conversation with LT/2IC, removal from LT/2IC)
- **Not list action as “refer to Leading Teacher”**. If the behaviour is serious, then the behaviour must be placed on SEQTA and the staff member must speak to the LT/AP as soon as possible.
- Communicate with parents via a phone call and communicate with Leading Teacher if the behaviour of the student is ongoing.

The Leadership Team will:

- Regularly review SEQTA reports and discuss strategies and ongoing case management during Community, Middle/Senior School and Leadership Meetings, to ensure that behaviours have been followed up consistently school wide.
- Support Classroom Teachers and Students both in and out of the classroom.
- Feedback actions that have been taken back to the Classroom Teacher.

12.4 STAGE 4 – UNRESOLVED OR MAJOR CONFLICTS

When a student commits a major breach of the College Code a formal process or contract may be implemented immediately. This may be at the discretion of the Leading Teacher and Associate Principal. The Principal must be informed of any serious or major breaches as per Department of Education policy.

The behaviour categories listed below are not tolerated and are **non-negotiable** and are major breaches of the College Code of Conduct. They will lead to a **thorough investigation from the classroom teacher or staff member and a Leading Teacher and/or member of the executive team (Associate Principal, Deputy Principal or Principal)**.

The **classroom teacher** will ensure that they **follow up** and describe the situation, action and outcome on SEQTA **and** follow up with a member of the Leadership Team to follow up on the behaviour that they have reported/witnessed before the end of the school day and ensure that suitable time to conduct an investigation and make parent contact.

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12.4.1 Suspension

Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for students to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

Suspension is a severe sanction. On return to the college, students and parents are requested to attend a return from suspension meeting. The Leading Teacher and/or the Associate Principal will conduct the meeting and a Youth Support Worker may be asked to attend. The return from suspension reflection plan will be used as part of the re-entry back into school (See Appendix H). A suitable meeting time may be negotiated if parents cannot attend before they return to school.

12.4.1.1 Categories of Suspension (See Appendix G for more detailed explanations)

- physical aggression towards staff or students
- abuse/threats/harassment/intimidation of staff or students
- damage or theft to property
- possession and/or use or supply of substances with restricted sale
- possession, use or supply of illegal substance(s) or objects.

13 STUDENTS AT EDUCATIONAL RISK

As a Department of Education school we need to provide every student with the educational support the student needs to learn and maintain positive behaviour. A consistent approach to plans, including Individual Educational Plans, Individual Behaviour Management Plans, Risk Management Plans and Safety Plans is required to ensure that all concerns are addressed efficiently and effectively. This fits with our college vision that our Professional Learning Communities will foster a nurturing and supportive environment for all students and will reduce variability across communities.

These plans:

- make the best interests of the child a primary consideration
- consider the safety and wellbeing of all students
- maintain a positive school approach and the good order of the school
- build consistency in behaviour support in and out of school, through liaison with students, teachers and parents.

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13.1 INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN (IBMP) OR INDIVIDUAL EDUCATION PLAN (IEP)

At Joseph Banks Secondary College, we employ a whole school approach to documented plans where a student is at risk of not learning as a result of identified concerns around the student's behaviours and/or learning. One of the strategies to assist students towards a smooth re-entry into the classroom after a major breach of the college code may be the introduction of an individual behaviour management plan (IBMP).

An individual behaviour management plan is designed generally for students at the extreme end of the behaviour continuum. The plan is developed by the student's Leading Teacher in collaboration with the teachers, parent and the student. Where student learning is identified as the main barrier of learning, then an individual education plan (IEP) will be created through consultation with teachers, parents, Leading Teacher Learning Support, and the School Psychologist as required. Both processes require a case meeting and may require a case conference to ensure that all participants know the expectations placed on them to achieve the outcomes included in the plans.

A successful plan improves the behaviour and the student's educational outcomes, has a positive effect on other students and is manageable for the teacher. Individual behaviour management plans are designed so that teachers use them as part of their normal teaching practice. They include learning adjustments, goal setting, managing the change of negative behaviours and encourage positive rewards. The understanding that the student may regress is recognised and considered in planning. The plan will also include a review date, where a case meeting will be scheduled to discuss the progress and review of the plan.

13.1.1 Creating an IBMP – Undertaken by Leading Teacher or 2IC

13.1.1.1 Prior to meeting with Parent/Guardian:

- Know all relevant learning and social needs as identified in the college?
- Identify and collate needs and concerns to table at meeting with parents.
- Liaise with staff re concerns and possible strategies.
- Monitor data located on SEQTA.
- Liaise with Leading Teacher Learning Support/School Psychologist in the development of both IEPs and IMBPs.
- Prepare plans and take into consideration all questions that parents will ask and outcomes they will expect.
- Outline positives – what's working.
- Outline situation (risk) in detail; considering all options – what's not working.
- Outline actions taken, including who is responsible for the actions; consider nominated staff and/or students that students can report to and seek support from.
- Outline outcomes; consider support required in the classroom that will best support the individual student/s and maintain positive behaviour.
- Book case conference meeting.

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13.1.1.2 Meet with Parent/Guardian in Case Meeting/Conference:

- Collate positives and concerns to present plans to the parents for input.
- Assess whether or not there is a need for referrals for further diagnosis and/or external agencies.
- Identify regular check-in with agreed staff member.
- Review IEP/IBMP and make adjustments as deemed suitable.
- Get agreement from parents where the document is signed and dated.
- Review meeting date to be set.

13.1.1.3 After case meeting/conference:

- Regularly review data located on SEQTA.
- Liaise with Leading Teacher Learning Support re developing teacher awareness and understanding of strategies for implementation in the classroom.
- Add documented plans to SEQTA.
- Inform relevant staff of updated plans, including contact teacher (pastoral care role).
- Arrange for regular check in with student with agreed staff member.
- Review of IEP/IBMP with staff in PLC meetings at agreed upon review date.
- Revised plan to be communicated to parents.
- If there are still concerns, then a referral may be made to State-wide Services or the School Engagement Team to offer additional supports.

13.1.2 Risk Management Plan or Safety Plan (RMP)

Where students are a risk to themselves or other members of the school community, a RMP will be created. This will outline the risks and will describe the actions to be taken in detail. The plan will be created with input from all members of the school community. Parents and students are central to the creation of such as plan. Staff will attend a case meeting, so that they are aware of the risks and the actions that they have to take to protect the student and other members of the school community.

13.1.2.1 Prior to meeting with Parent/Guardian:

- Know all relevant learning and social needs of the students as identified in the college.
- Prepare plans and take into consideration all questions that parents will ask and outcomes that they will expect.
- Liaise with staff in regards to concerns and strategies that have limited the risk so far.
- Outline of each situation in detail; consider all options.
- Outline actions taken, including who is responsible for the actions; consider safe areas and nominated staff/and or students that students can report to and see support.
- Outline outcomes that will best support the student and maintain positive behaviour.

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13.1.2.2 Meet with parent/guardian in case meeting/conference:

- Plan is presented to student and parents for input and appropriate adjustments are made.
- Agreement from parents and students and documented is signed and dated.
- Review meeting date is set to review the risk, actions and outcome of the plan.
- Identify regular check-in with agreed staff member.

13.1.2.3 Following case meeting/conference:

- Documented plan is uploaded to SEQTA and shared with all relevant staff.
- Purple Dot is created for student who are self-harming.
- Meeting date is set to review the progress of the plan.
- Inform relevant staff of plans, including Contact Teacher.
- If there are still concerns, then a referral may be made to State-wide Services or the School Engagement Team to offer additional supports. Referral is made via the Psychologist.

13.1.3 Formal Contract

When a student has not responded to the interventions outlined up to this point or is persistently defiant, it may be necessary to set up a formal contract (See Appendix F). This is reserved for **serious and persistent** breaches of behaviour codes. Unlike an informal agreement, a formal contract is not negotiated with the student. The student is made aware that he/she will be subject to the conditions and consequences of the contract regardless of their opinion of it. It lasts as long as the inappropriate behaviour persists. The School Psychologist is automatically involved in this step, if they have not been involved before this step.

It is most important during this phase that all parties maintain a positive approach and continue to support the student in their learning of appropriate behaviour. The teacher should continue to try and win the student over at the same time as implementing the terms of the contract. It is not intended to be punitive. If used in this way, it will not be effective. The aim is to place responsibility for behaviour where it belongs – with the student. It is important to remember that the action should be appropriate to the student and student's action.

14 ROLES AND RESPONSIBILITIES

14.1 LEVELS OF SUPPORT

14.1.1 Teachers

- Communicate concerns either verbally, or in writing through SEQTA, and ensure that this is done in a timely manner so that issues can be dealt with as conditions allow
- Continue to implement low level CMS strategies, where appropriate.
- Contact parents via phone call and record key actions through SEQTA using the Communication category and then select the sub category, phone call to parents.

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- Access further support from other community members, during Professional Learning Community meetings.
- Support other teachers where appropriate, by observing others and offering feedback and strategies.

Teachers and other students are not expected to tolerate ongoing disruption, defiance, refusal or inappropriate behaviours

14.1.2 Leading Teachers and 2IC

- Assists with making parent contact, either by phone or email.
- Discusses the problem with the student 1:1 (e.g. behaviour in context – safety needs in a D&T workshop).
- Issues Monitoring Booklet to set targets and closely track the student’s attitude to learning in each class across the curriculum. This will be a period of one week, where students are asked to ‘check-in’ at each recess or lunch with a Community Office member. Parent contact made at this point from Leading Teacher or 2IC.
- Arranges temporary withdrawal of students for unacceptable behaviour (maximum of 4 periods). Works with Teacher and student to create an informal agreement which is negotiated with the teacher and student. This allows the student to return to the classroom.
- Regularly reviews SEQTA data, to identify if there are issues with student learning and behaviour, and puts interventions in place.
- Arranges case meeting with parent and arranges feedback from teaching staff in advance.
- Discusses student behaviour at Professional Learning Community meeting and identifies a range of concerns to implement strategies that support the student on getting back on track.
- If behaviour is ‘ongoing’, the Leading Teacher will collaborate with staff, parents and the student to create an individual behaviour management plan. This will support the student in making positive choices in the College. As part of this process, a mentor will be assigned to support the student.
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- If behaviour is ‘ongoing’, the Leading Teacher will collaborate with staff, parents and the student to create an individual behaviour management plan. This will support the student in making positive choices in the College. As part of this process, a mentor will be assigned to support the student.
- Engages with agencies to support the student or family (For example, CAMHS, CPFS, Youth Focus, Headspace, Paediatrician/GP, External Psychologist/Speech Pathologist, Autism Association, Mercycare Reconnect, Centre or State-wide Services or the School Engagement Team).
- Provides advice to teachers on informal or formal agreements or other strategies.

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- Helps to coordinate a 'Shared Concern' or 'Restorative Practice', or other form of mediation between the classroom teacher and the student.
- Provides advice or support on teaching on the subject as it relates to the student.
- Provides advice, support and feedback on effective instructional strategies.
- Communicates expectations to students via Community Assemblies.
- Coordinates and develops formal contracts.
- May suspend students for serious breaches of behaviour, unresolved or major conflicts, in consultation with the principal, and as a delegate of the principal.
- Conducts re-entry meetings and coordinate case conferences when necessary.
- Feeds back actions and outcomes in consultation with referring staff member.

14.1.3 Associate Principal

- Conducts re-entry meetings and coordinate case conferences for Tier Four behaviours (see Classroom Management Pyramid).
- Liaises with parents.
- Provides advice on informal or formal agreements or other strategies.
- Coordinates and develops formal contracts.
- Helps to coordinate a 'Shared Concern' or 'Restorative Practice', or other form of mediation between the classroom teacher and the student.
- Communicates expectations to students and the broader community.
- Feeds back actions and outcomes in consultation with referring staff member.
- May suspend students for serious breaches of behaviour, unresolved or major conflicts (See Appendix G), in consultation with the principal and as a delegate of the principal.

14.1.4 Student Support Team

(Learning Support Mentors, Learning Support Leading Teacher, Youth Support Workers, School Psychologist)

- Assist in the development of Individual Behaviour Management Plans or Risk Management Plans and Individual Education Plan where appropriate.
- Advise staff and students in relation to monitoring and responding to escalating behaviours.
- Provide in-class support in relation to teaching programs that may have a health and well-being focus. For example, bullying.
- Observe the student in a range of educational settings and feedback on concerns and strategies to Leading Teachers and Associate Principals.
- Assist with case management and case conferencing of students.
- Refer and liaise with external agencies (see PCWB Plan).

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- Provide social skills and/or impulse control training programs such as zones of regulation.
- Counsel or mentor individual students where appropriate (see PCWB Plan).
- Provide professional development for staff where appropriate.
- Feedback actions and outcomes to staff members with concern.
- Apply for and contribute to the checklist for School Disability Funding to facilitate support.

14.1.5 Parents

- Parents should be contacted as early as possible and informed if teachers have concerns about their child's behaviour.
- Parents share relevant background information to the school during the enrolment process or via Leading Teacher to ensure that relevant supports are put in place.
- Parents attend case meetings, case conferences and return from suspension meetings where appropriate.

14.2 STUDENT LATENESS

All students are required to attend every class, every day, on time. Where students leave a class late or are participating in activities in school, they will be provided with a note from the teacher. Where students are late without a suitable reason, the following process is used:

Teacher response:

- If students are late, teachers will welcome students to the class, and speak to the student about their lateness at a suitable break in their learning to find the reason why the student is late.
- If the student does not have a valid reason for being late, the student will be marked late on SEQTA and will be issued a payback to catch up on their learning time missed. If the student is frequently late to the same class, then the teacher will make contact with parents.
- Students will not be advised to stay outside the classroom.

Leading Teacher response:

- The Learning Mentor in each community will track attendance and lateness each day.
- Where students are late across a range of classes, the Leading Teacher will be notified. The student will have a private conversation with the Leading Teacher or 2IC in regards to the impact that lateness is having on their learning and possible reasons for lateness will be investigated. Leading Teacher will have a follow-up conversation with the parent, so that they are aware.
- If students continue to be late to multiple classes, contact will be made with parents from the Leading Teacher, requesting that the student attends payback after school. This time will be set and will allow the student to catch up on the work missed in class. If students truant class, they will also be required to attend a period 6.

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- Regular lateness will also be actioned through a monitoring sheet, where targets will be set in regards to attending class regularly and on time (see Appendix E).

14.3 UNIFORM

After consultation with students, parents and staff, our school uniform was endorsed by the School Board. It has been found that wearing a school uniform brings many benefits such as the promotion of the school's public image; an enhanced school spirit; a reduction in rivalry between students; an increase in convenience and cost-saving for parents; and preparation for work environments which have dress and safety codes.

14.3.1 Out of Uniform Process

Students unable to meet the school's dress code on a given day are required to report to their Learning Community Office when they arrive at school. The Learning Mentor will attempt to contact home to investigate why the student does not have appropriate uniform. Where a suitable reason has been provided this will be uploaded onto SEQTA immediately under uniform.

Students who attend classes out of uniform will be asked to make their way to the Community Office during period 1. The Leading Teacher or 2IC will work with the Learning Mentor to ensure that students out of uniform are followed up and an action put in place. Teachers should check on SEQTA throughout the day, to ensure that there is a note on SEQTA for students who have breached uniform policy. Students wearing inappropriate shorts, tracksuit bottoms or footwear without a valid reason from home will be issued with lunchtime payback from a Leading Teacher or 2IC. Dress code infringements will be recorded, continually monitored and may be taken into account for qualification to attend various social and sporting events.

We will take into account factors where suitable footwear cannot be worn, however students must wear footwear which are mainly black. Parents can contact the main reception to ask about possible payment plans for school uniform.

For further information, see the Uniform Code which is available on the College website.

14.4 USE OF ELECTRONIC DEVICES

Mobile phones are often seen as a 'must have' item by teenagers. Though they are highly prized and facilitate communication between family and friends, they also create significant issues in schools. These range from bullying, organising unacceptable activities and infringing on the rights of others by filming without permission. Photographs and videos of a bullying or embarrassing nature can be filmed via the device and uploaded to social networking sites. For more information in regards to electronic device use, our **ICT acceptable use agreement** is located on the school website.

Mobile phones must not be seen or heard in the classroom environment. We allow students to use mobile phones in an appropriate manner before school and during recess and lunch, though this is under review in 2018. Students should display courtesy, consideration and respect for the rights of others whenever they are using a mobile phone, iPad or other electronic device.

Students using mobile electronic devices agree:

- They are responsible enough to access relevant sites, information and graphics, suitable for students at the college.

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- They are mature and trustworthy enough to not behave online in a way that brings the college into disrepute and not post inappropriate, offensive, threatening material or messages.
- That they can be trusted to not use ICT devices for personal or private activity without permission from a staff member in the classroom.
- Answer, text, or have their phone visible in the classroom, unless specifically directed from a teacher to use the device for learning.
- For more information, see the ICT acceptable use agreement.

14.4.1 Inappropriate use of Mobile Phones

14.4.1.1 1st student choice

If a mobile phone is visible in class, without teacher permission, then the student will be asked to place their phone in their bag, **ensuring that it is not seen or heard for the rest of the lesson**. The classroom teacher will inform the student that they need to make a choice, 'place the mobile phone in your bag or hand it to the classroom teacher for safe keeping'. The teacher will engage in a conversation with the student, in regards to their mobile phone and explain how it is impacting their learning. This will occur either during a break in learning in the classroom or at the end of the lesson.

14.4.1.2 2nd student choice (increase in severity)

If the **mobile phone continues to be seen or heard**, then the device may be confiscated from the classroom teacher and handed back at the end of the lesson. This will be followed up with a conversation about appropriate phone use in class to investigate why the student continues choose to use their mobile phone in class. **Parents will be contacted at this stage and the behaviour will be recorded on SEQTA.**

14.4.1.3 Ongoing concerns with mobile phone use may result in the following actions:

- Further reports of inappropriate mobile phone use may involve the Leading Teacher confiscating the mobile phone, where it may not be returned until the end of the school day. Parent contact is made and parents are notified that a continuation may result in them having to pick the device up from the front office.
- Continued phone misuse, particularly in an inappropriate manner, may result in an agreement where the mobile phone is not brought into the college for an agreed period of time.

Electronic devices are not to be used to record, distribute, display or upload images or videos of students, staff or a member of the community on school premises. Any breach of this rule may result in suspension.

Electronic devices are not to be used to record, distribute, display or upload inappropriate images or videos of students or staff at any time. Any breach of this rule may result in a suspension.

Students are aware that they may use the College phone in the event parents are needed to be contacted. They must go to the Community Office once the period has finished. Parents can call the College so that any urgent messages can be passed to their child.

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14.4.2 Inappropriate use of iPads

iPads are integral to student learning at Joseph Banks Secondary College. They should only be used for learning under the directions of the classroom teacher. To access the school network, students and parents read and sign the **ICT acceptable use agreement**, where students agree to use their device under teacher direction. Student network use is tracked through the Technical Support Officer, if students are regularly using too much data through the watching of videos and playing games then their account may be blocked. The account will be re-activated through a conversation with the student's Leading Teacher.

The classroom teacher will regularly scan the classroom, ensuring that students are using their iPad in an appropriate manner. The classroom teacher will inform the student that they need to make a choice, to either use their iPad appropriately or the device may be confiscated for the rest of the lesson, where parents would be contacted. Teachers will speak to students to share concerns over iPad use, to ensure that student and teacher can discuss the learning environment non-negotiables.

14.4.2.1 Ongoing concerns with iPad use may result in the following actions:

- Classroom Teacher providing paper based resources for a short period of time.
- Depending on the frequency, the device may be returned to the student at the end of the school day and will be stored in the Community Office.
- Regular iPad misuse may result in an agreement where the iPad is not brought into school grounds for an agreed period of time, where the Teacher will make adjustments when providing learning resources.
- Parent contact will be made from the Classroom Teacher to inform of inappropriate iPad use and the actions that have been put in place.

14.5 RECESS AND LUNCH

Mixing with students in the yard is an opportunity to continue winning them over without having the normal restrictions that apply in a classroom. Where students are observed not adhering to the College Code of Conduct in the yard, the following guidelines apply:

- Use normal low key responses such as being highly visible, proximity and winning over strategies. Usually a student will acknowledge that loud swearing or dropping litter is unreasonable if it put to them in a firm but friendly manner.
- Private dialogue can be very important in avoiding a public conflict with a student in the yard. Using a harsh tone unnecessarily can also escalate an otherwise manageable situation.

If students are not responding to requests in the yard, then the Teacher must follow through with the student on a 1:1 basis after recess or lunch. Leading Teacher support may be required in following up with the student.

Where a major breach of the College Code is observed (e.g. fighting, vandalism, bullying) the Associate Principal and/or Leading Teacher should be contacted immediately. If the matter is urgent then the student should be sent to the Senior/Middle School/Front Office or the Community Office to get assistance.

Additional rules that should be enforced in the yard include:

- Behaving in a way that shows respect – e.g. no wetting other students in any way

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- Keeping away from “out-of-bounds” areas including upstairs and the Endeavour Theatre
- Behaving in a way that is safe for all – e.g. no running through crowded areas
- Behaving in a way that shows concern for school property – e.g. not kicking footballs near windows

14.5.1 Minor Misbehaviour

General inappropriate behaviour such as littering, being rude, teasing, being excessively loud, jumping the queue at the canteen or any other behaviour deemed inappropriate by a staff member.

Action

The teacher on duty who has seen the behaviour, must follow through on an action. This can be at recess/lunch or on their next DOTT. The behaviour must be logged in SEQTA, using an OUT CLASS sub-category and it must have a clear action. Consequences could be any of the following: Yard duty, payback, discussion or reprimand and/or parental and/or Leading Teacher/2IC discussion.

14.5.2 Serious Misbehaviour

Fighting, vandalism, graffiti, swearing at or in response to a teacher, smoking tobacco or consuming any other prohibited drug including alcohol, leaving school grounds or any other behaviour deemed serious by a staff member.

Action

The teacher must report to a Leading Teacher and Associate Principal immediately. The Teacher must ensure that they enter a report on SEQTA (Situation, Action, Outcome) and locate a Leading Teacher or Associate Principal before the next period, so that a thorough investigation can take place in consultation with the Teacher.

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15 RELATED DOCUMENTS

Category	Document title
Related Department Policies	<ul style="list-style-type: none"> • Student Behaviour Policy
Joseph Banks Secondary College Policies	<ul style="list-style-type: none"> • Code of Conduct • Respectful Relationships Policy

16 CONTACT INFORMATION

Title	Contact
Policy Owner	Paul Muir Deputy Principal 9303 7400

17 HISTORY OF CHANGES

Effective date	Last updated	Policy Version	Notes
1/02/2018	1/02/2018	1	First Version
27/02/2019	27/02/2019	2	Second Version

Appendices

Appendix A Overview of Classroom Teacher Bumps

Variable which affect the Teacher's decision to Respond	Bump 1	Bump 2	Bump 3	Bump 4	Bump 5
	Low Key Responses	Squaring Off	Either / Or Choices	Implied Choice	Power
1. Past behaviour of the student 2. Severity of the misbehaviour 3. Frequency of the misbehaviour 4. Time between misbehaviours 5. Importance of the lesson 6. Student's life at home 7. Student's respect for the teacher 8. Reaction by allies	1. Win student's over: - meet them at the door, ^{SEP} show interest 2. Use a signal to begin/get attention 3. Proximity 4. Deal with the problem not the student 5. Be polite 6. Deal with the supporting cast first 7. Use minimal or non-verbal signals: - <i>student's name</i> - <i>gesture</i> - <i>the "Look"</i> - <i>pause</i> 8. Be on the alert/scan classroom 9. Transitions: - who does what by when 10. Planned Ignore of low level behaviours	1. Pause or stop 2. Turn body (square off) 3. Intensify eye contact 4. Use a minimal verbal response 5. Complete interaction with a "Thank you"	1. Stop 2. Square off 3. Intensify eye contact 4. Give an either or/or statement: - use firm, neutral, calm voice - restore social order - give choice which student sees as related to the misbehaviour - as immediate as possible-keep statement free of moral judgement - deal with only the present 5. Ask for a student response 6. Listen for student's answer 7. Complete interaction with a "Thank you"	1. Follow through on Bump 3 "You've made your choice. Please _____" "Thank you"	1. Recognise the move to power 2. Respond by: - ignoring it - short circuit it - describe the situation - language of attribution - provide a choice - asking for support from LT/2IC/AP/DP (due to severity)

Appendix B Informal Agreement Procedure

1. Greet the student and set atmosphere
 - Establish a “positive feeling” tone
 - Indicate a need for the student’s cooperation in resolving a problem
2. Define the problem
 - Ask the student to outline what the problem might be
 - Confirm or outline the problem from the teacher’s perspective
3. Generate alternatives
 - Ask the student to generate alternatives to deal with the problem positively when it occurs
 - Confirm some of the workable solutions that the student generated and generate some additional ones
 - Identify two targets for the student to work towards, when they return to the classroom environment.

Note: Avoid student responses, “I’ll stop” or “You can punish me.” Insist on specifics, “What is it that you and I can do together to solve the problem?”

4. Agree on consequences/rewards
 - Agree on a way to positively deal with the problem through the use of logical consequences
 - Check with the student to ensure he/she sees the consequences as being fair
 - Agree on a positive reward for meeting the agreement
 - Set time to begin and end the agreement
5. Enact closure
 - Ask the student to summarise what was agreed upon
 - What the teacher and student each do when the problem occurs
 - What the consequence is
 - What are the targets that the student is working towards?
 - When the agreement begins and ends
6. End conference
 - Thank the student for his/her cooperation
 - Discuss unrelated matters so conference ends so positive note
7. Action
 - Record informal targets on SEQTA. Parent contact must be made by the classroom teacher before/during or after the informal agreement.

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Appendix C Student Behaviour Agreement

STUDENT BEHAVIOUR AGREEMENT

This is an agreement between Teacher and Student.

It is to be completed by the Classroom Teacher in consultation with the Student and Leading Teacher/2IC.
This is a Stage 3 level response which is used after a range of interventions have been implemented, including an informal contract.

Student Full Name	Date	Teacher

As a community, together we value **Respect, Resilience, Aspiration and Inquiry**

My Target Behaviours will reflect the **Student Norms** on the following page

Target Behaviour 1: I will _____

Target Score: /20

Lesson 1 -	Lesson 2 -	Lesson 3 -	Lesson 4 -	Total
/5	/5	/5	/5	/20

Target Behaviour 2: I will _____

Target Score: /20

Lesson 1 -	Lesson 2 -	Lesson 3 -	Lesson 4 -	Total
/5	/5	/5	/5	/20

Outcomes of agreement fulfillment:

Target Reached (Meeting Student norms)

- 5 minutes free time
- Rewards at home (in partnership with parents)
- Positive parent contact
- Can regularly attend recess/lunch
- Improved Grade
- Other (give details) _____

Target Not Reached

- Payback/Community Service
- Leading Teacher Involvement
- Subject Withdrawal
- Parent Contact – phone call
- Parent Meeting
- Other (give details) _____

I agree to the targets set above so that I may return to class.

Parent Contact Date: _____

On completion of this Student Behaviour Agreement, the parent/guardian is required to view and sign the completed agreement.

Parent Signature: _____ Date: _____

Student to return the completed agreement to the classroom teacher after the parent has viewed and signed the document.

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Appendix D Student Reflection Sheet

STUDENT REFLECTION SHEET

The purpose of this sheet is to give you an opportunity to **STOP, THINK** and **WORK THINGS OUT**. It also allows you to consider other behaviours that may lead to better choices in the future.

Student Full Name	Teacher	Period	Room

Student Actions: (Teacher to tick)

Values:	Respect	Resilience	Inquiry	Aspiration
1. Impacting own learning	Not following teacher instructions Speaking to staff/ students in a disrespectful manner	Not willing to accept feedback/redirections to learning Inappropriate use of ICT	Not willing to reattempt work after teacher feedback Not willing to ask for support in learning	Entering/leaving the classroom without permission Not completing work to the best of their ability
2. Impacting other students learning	Inappropriate comments to students in the classroom	Distracting other students learning, i.e. shouting across the room Not willing to sit in the seat allocated from the teacher	Not willing to reattempt work after teacher feedback and distracting other students	Arguing with other students and staff.
3. Impacting learning of the whole class	Refusing to leave the classroom	Continued shouting out during teacher instruction	Not willing to reattempt work after further feedback and arguing with the teacher	Frequently entering/leaving the classroom without permission

Other:

I would like to see the student with their "Student Reflection Sheet" to discuss their behaviour at:
End of this period Start of recess Start of lunch 8.40 next school day Other _____

I chose to display negative behaviour:

To get the teacher's attention To get other students' attention Because I was bored
To show I was angry To 'stir' others Other/more details (Write below)

Why did I receive this reflection sheet?	How will I change my behaviour to return to class?

Circle at least one right and one responsibility that you have breached in the table below for both staff and students.

Every Student has the right to:	Every Student has the responsibility to:
Learn without disruption	Allow others to learn
Be treated courteously and respectfully	Treat others courteously and respectfully and follow teachers' instructions
Work in a clean environment and have their property respected	Contribute to a clean environment and respect student, staff and school property
Learn in a safe environment	Behave in a manner that ensures the safety of everyone, including self
Reach their potential	Participate fully in their educational program and make allowances for other students' capabilities

Every Staff Member has the right to:	Every Staff Member has the responsibility to:
Work without disruption	Provide and/or support relevant and challenging educational programs and make allowances for students' capabilities
Be treated courteously and respectfully	Treat others courteously and respectfully
Work in a clean environment and have their property respected	Contribute to a clean environment and respect student, staff and school property
Work in a safe environment	Behave in a manner that ensures the safety of everyone, including self
Have support of the whole school community	Support school's ethos, policies and procedures

Student Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

Parent Contact **Date:** _____ (on SEQTA)

This completed sheet must be completed and handed to your classroom teacher

Teacher Actions (Teacher to complete with Leading Teacher at the earliest opportunity)

Relevant adjustments in teaching and learning	Student offered support to re-engage with learning	
Students issued clear and timely instructions	Student moved seat in the classroom	
Low Level Responses – i.e. proximity, student name, pause teaching, eye contact.	Student briefly removal from class and set targets for return.	
Student offered choice	Other:	
Warning system used		

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Appendix E Student Monitoring Booklet



40 Joseph Banks Boulevard, Banksia Grove
Perth Western Australia 6031
Telephone: +61 8 9303 7400
Email: josephbanks.sc@education.wa.edu.au
www.jbsc.wa.edu.au

STUDENT MONITORING BOOKLET

The purpose of this sheet is to give you an opportunity to **STOP, THINK and WORK THINGS OUT**. It also allows you to consider other behaviours that may lead to better choices in the future.

Student Full Name		Year	
Leading Teacher		Community	
Report To			
Start Date		End Date	

Individual Student Targets

1	
2	
3	

This student has been placed on a monitoring card at the request of (tick):

<input type="checkbox"/> Leading Teacher/2IC	<input type="checkbox"/> Learning Mentor
<input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Associate Principal

This student has been placed on a monitoring card as a result of (tick):

<input type="checkbox"/> Breach of Student Norms	<input type="checkbox"/> Breach of Code of Conduct
<input type="checkbox"/> Attitude	<input type="checkbox"/> Truancy Classes
<input type="checkbox"/> Cooperation	<input type="checkbox"/> Work output (effort)

Check-in	Monday	Tuesday	Wednesday	Thursday	Friday
Recess					
Lunch					

Parent contact to inform of monitoring sheet?	Yes	No
All Teachers contacted to inform of monitoring sheet?	Yes	No

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Student Instruction

- This booklet is to be handed in to the identified teachers at the start of each lesson and collected at the end.
- As well as meeting their targets, students will also continue to comply with the student norms and the code of conduct, which are visible in every classroom.
- It is the responsibility of the student to ensure that this occurs.
- The Leading Teacher and Student will negotiate times to check in at the Community Office
- You must show this to your parent each night and ensure that it is signed.
- **Teacher will score: 5 = Outstanding 1 = Unsatisfactory**

Day 1					
Period	Teacher	Comment	T1	T2	T3
1					
2					
3					
4					
5					

Leading Teacher Signature _____ Parent Signature _____

Day 2					
Period	Teacher	Comment	T1	T2	T3
1					
2					
3					
4					
5					

Leading Teacher Signature _____ Parent Signature _____

Day 3					
Period	Teacher	Comment	T1	T2	T3
1					
2					
3					
4					
5					

Leading Teacher Signature _____ Parent Signature _____

Day 4					
Period	Teacher	Comment	T1	T2	T3
1					
2					
3					
4					
5					

Leading Teacher Signature _____ Parent Signature _____

Day 5					
Period	Teacher	Comment	T1	T2	T3
1					
2					
3					
4					
5					

Leading Teacher Signature _____ Parent Signature _____

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Student Reflection:

Leading Teacher/2IC Comment:

Student monitoring will/will not continue (delete as appropriate)

Parent Comment:

Completed monitoring booklet placed in student file

Appendix F Formal Contract



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STUDENT FORMAL CONTRACT

Formal Contract: Student Community Class

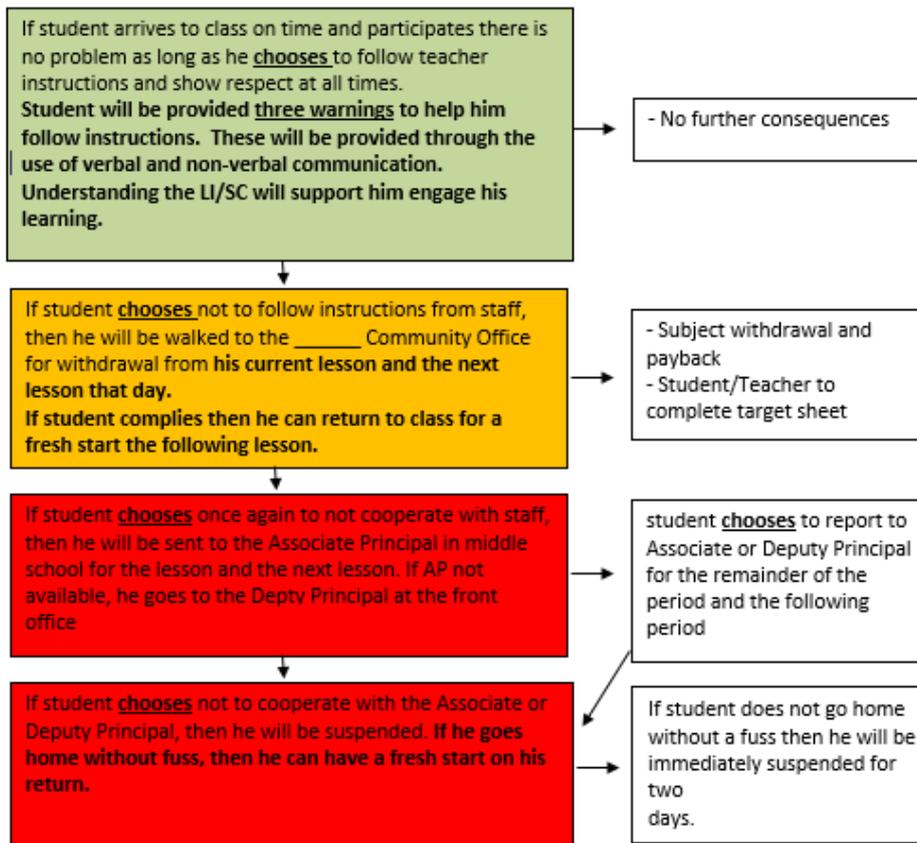
All other normal school rules continue to apply. This contract is designed to encourage the below student to make good choices and to prevent escalation, reducing the impact on her learning and learning of others.

This contract will allow the teacher to teach and the students to learn without disruption.

Student Full Name	Date	Leading Teacher

Student's Targets
1.
2.

Action/Choice



Signed Leading Teacher _____ Associate Principal _____ Parent/Student _____

Appendix G Suspension of a Student from Attending School

At Joseph Banks Secondary College, the following roles have delegated authority to suspend a student from school: Leading Teachers, Deputy Principals, Associate Principals and Principal. Suspension of attendance may be for the whole or part of each day during the suspension period.

Suspension is used when student behaviour causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how to better support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student display positive behaviour at school.

When a student commits a serious breach of the Positive Behaviour Plan, a formal process will be implemented immediately. Serious breaches will be referred to the relevant Leading Teacher and Associate Principal. In the event of a serious breach, the Associate Principal/Leading Teacher will conduct an in-depth investigation into the matter with the classroom teacher and determine the most appropriate course of action.

The following categories are serious breaches of the Positive Behaviour Plan that will not be tolerated and will result in suspension.

G.1 Categories of Suspension

Category 1: Physical aggression towards staff

Aggressive physical contact committed intentionally against staff.

Category 2: Abuse, threats, harassment or intimidation of staff

Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 3: Physical aggression towards students

Aggressive physical contact committed intentionally against another student.

Category 4: Abuse, threats, harassment or intimidation of students

Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 5: Damage to theft or property

Direct or indirect damage to, or theft of, property.

Category 6: Violation of Code of Conduct or college/classroom rules

This covers student misconduct not addressed in any of the other categories that violates the college's Code of Conduct

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Category 7: Possession, use or supply of substances with restricted sale

This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.

Category 8: Possession, use or supply of illegal substance(s) or objects

The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.

Category 9: E-breaches

Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements. Includes breaches of Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable connection to the school.

G.2 Physical aggression between students

In the event of a fight the following process is to be followed:

- A call is made to the parent/guardian to let them know that their child has been in a fight. This must be done for all students involved. In this call to parents/guardians the following or similar statements should be made
 - If the child has been injured “Your child has been injured in a fight and needs to be collected. We will investigate and get back to you.”
 - If the child has not been hurt “Your child has been in a fight, we will investigate...”
- The matter is investigated and someone will be in contact with the parent/guardians of children involved to let them know the outcome once the investigation is completed.
- If there is an injury concern, or safety concern, the parent should be asked to attend the college immediately to collect their child.
- If the fight occurs in period 5, or after school, the parent should be asked to collect the child from school. The child should not be sent home by themselves, unless the parent/guardian cannot be contacted.

The investigation can only start once the parent/guardian has been informed of the fight.

Appendix H Re-entry from Suspension Plan

RE-ENTRY FROM SUSPENSION FORM

DATE:

STUDENT NAME:

CONTACT CLASS:

LEADING TEACHER:

Present at re-entry meeting:	
<input type="checkbox"/>	Parent/Guardian
<input type="checkbox"/>	Student
<input type="checkbox"/>	Leading Teacher
<input type="checkbox"/>	Associate Principal
<input type="checkbox"/>	Teacher
<input type="checkbox"/>	Youth Support Worker
<input type="checkbox"/>	Psychologist
<input type="checkbox"/>	Other

Student Background	
Number of referrals:	Number of days of suspension:
Reason for suspension:	
Days absent in current term:	Late to lessons in current term:

Previous attempts to improve behaviour	
Parent meetings held:	
Documented Plans:	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes:	<input type="checkbox"/> Behaviour Contact <input type="checkbox"/> IBMP
	<input type="checkbox"/> RMP <input type="checkbox"/> SP
	<input type="checkbox"/> Formal Contract <input type="checkbox"/> Attendance Plan
	<input type="checkbox"/> IEP <input type="checkbox"/> Escalation Profile
Date of Plan:	
Student referred:	<input type="checkbox"/> Teacher Mentoring <input type="checkbox"/> School Psychologist
	<input type="checkbox"/> Youth Support Worker <input type="checkbox"/> Leading Teacher Learning Support
	<input type="checkbox"/> Learning Support Mentor <input type="checkbox"/> Other
Student referred other:	
External agencies involved:	
Referral to SSEN-BE/SET:	

On return to Joseph Banks Secondary College, the following behaviours must be followed:	
<input type="checkbox"/>	Speak to staff in a respectful manner
<input type="checkbox"/>	Speak to students in an respectful manner
<input type="checkbox"/>	Follow instructions from staff
<input type="checkbox"/>	Wear appropriate school uniform
<input type="checkbox"/>	Use electronic devices appropriately
<input type="checkbox"/>	Attend all classes
<input type="checkbox"/>	Speak courteously with others
<input type="checkbox"/>	Express feelings and anger in an appropriate manner
<input type="checkbox"/>	Ask for staff support to support with peer conflict at point of need
<input type="checkbox"/>	Remain in class unless given permission to leave
<input type="checkbox"/>	Other:
<input type="checkbox"/>	

The college will:	
<input type="checkbox"/>	Teach and model appropriate social skills
<input type="checkbox"/>	Model ways to deal with conflict
<input type="checkbox"/>	Make adjustments in the students learning environment
<input type="checkbox"/>	Correct the student discreetly and in close proximity
<input type="checkbox"/>	Maintain regular communication with parents
<input type="checkbox"/>	Lead a restorative conversation with others to resolve the issue
<input type="checkbox"/>	Inform all staff of the strategies to be used
<input type="checkbox"/>	Use a monitoring sheet to track student targets
<input type="checkbox"/>	Other:
<input type="checkbox"/>	

The student will:	
<input type="checkbox"/>	Agree to negotiated steps listed in the plan
<input type="checkbox"/>	Set achievable targets for their return
<input type="checkbox"/>	Take a monitoring sheet to each class to track the agreed targets
<input type="checkbox"/>	Put 100% effort into the learning
<input type="checkbox"/>	Identify a suitable support person
<input type="checkbox"/>	Other:
<input type="checkbox"/>	

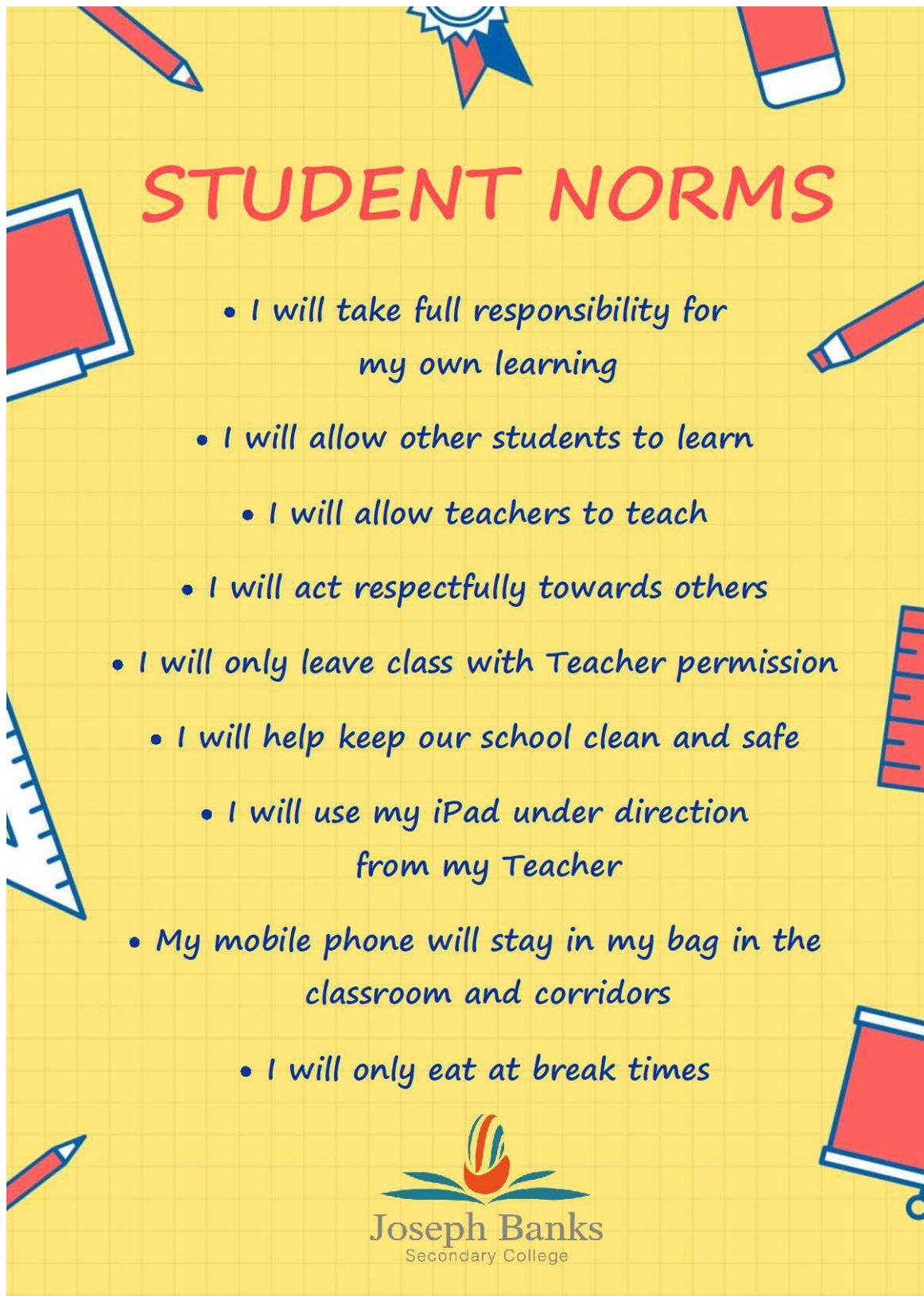
Parents will:	
<input type="checkbox"/>	Practice social skills at home with the student
<input type="checkbox"/>	Sign the monitoring sheet and review the students targets
<input type="checkbox"/>	Ensure that the student returns the signed monitoring sheet to their Leading Teacher
<input type="checkbox"/>	Maintain communication with the Teacher/Leading Teacher/Associate Principal
<input type="checkbox"/>	Rewards at home, based on the feedback from staff
<input type="checkbox"/>	Other
<input type="checkbox"/>	

Students Targets
On my return to school, I agree to follow the school norms and code of conduct and have set myself the following targets:

Signatures:			
Parent		Student	
Associate Principal		Teacher	
Leading Teacher		Youth Support Worker	
Psychologist		Other	
This plan will be reviewed on:			

Additional Notes
On my return to school, I agree to follow the school norms and code of conduct and have set myself the following targets:

Appendix I Student Norms Poster



Appendix J Code of Conduct Poster



Inquiry

Continually **seek** ways to improve with regard to personal and academic goals.

Ask relevant questions to ensure you understand what is expected.

Be responsible for your own learning and behaviour.

Respect

Be respectful to others: staff and students. Address everyone in a courteous manner and listen when spoken to and when instructions are given.

Use appropriate manners, tone and body language. Use appropriate language.

Be accepting of difference and treat others as you would like to be treated.

Be proud of your school and community and ensure that you take responsibility for your school environment. Keep your school free of litter and graffiti.

Respect the property of the school and your peers. Use equipment appropriately.

Respect the school rules with regard to appropriate use of water bottle and safe play on the sports field.

Aspiration

Strive to do your best. Participate fully.

Take advantage of every opportunity that is available to you.

Work hard and stay focused.

Be a good **role model** for your peers.

Be **supportive** of each other.

Be **organised**: Come to class prepared and on time.

Submit work, including assessments and homework **on time**.

Resilience

See mistakes as an **opportunity** to learn and improve.

Work together with your teachers and peers.

Take **responsibility** for your actions including attendance, uniform and behaviour.

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Appendix K RACI Matrix

Step	Behaviour Management Response Plan	Principal	Associate Principal	Leading Teacher	Teacher	School Psychologist
1	Behavioural incident reported via SEQTA, in a timely manner (e.g. Associate Principal, Leading Teacher, School Psychologist)		I	A C	R	I
2	Teacher to contact parents regarding classroom behaviour feedback		C	A	R	
3	Implementation of low level CMS strategies to support the student			A C	R	I
4	If needed, Teacher to access further support (Other Teacher, Leading Teacher, 2IC, School Psychologist)			A	R	C
5	Leading Teacher to provide advice to Teachers on informal/formal contracts, other BMS strategies and learning support strategies for the student		A	R	I	C
6	Problem behaviour discussed with the student (e.g. behaviour in context – safety needs in D & T classroom)	I	A	R	I	C
7	Liaise with parents, phone calls, case meetings, email correspondence. For every negative call, we encourage staff to make 3 positive calls.	R	R	R	R	
8	Development of Individual Education, Individual Behaviour Management, Risk Management and Safety Plans	I	A C	R	R	R
9	Leading Teacher or School Psychologist to coordinate 'Shared Concern' or 'Restorative Practice', or other form of mediation between the classroom teacher and student		A	R	I	R
10	Feedback actions and outcomes in consultation with referring staff member		A	R	C	I
11	Arrange temporary withdrawal of students for unacceptable behaviour	I	A	R	I	I

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12	Suspension of student for serious breaches of behaviour, unresolved or major conflicts	I	R	A	I	C
13	Re-entry meeting and coordinate case conferences to support the student back to school			A		R
14	Communicate expectations to students and the broader community			A		R
15	Coordinate and develop formal contracts			A		R
16	Coordinate with SET, State-wide services and external agencies	I		A		R

Responsible	Has ownership of the task
Accountable	Whom "R" is accountable to. May need to sign off on work or actions.
Consulted	Has information of capability necessary to complete the work
Informed	Must be notified of results but need not be consulted