

Kojonup District High School

Behaviour and Wellbeing Plan



RATIONALE

Kojonup District High School (KDHS) is committed to providing a supportive, consistent and positive school environment using the following principles to manage all student behaviour.

- Student wellbeing and the prevention of inappropriate behaviour is enhanced through a focus on building positive relationships, early intervention and targeted strategies and programs (Classroom Management Strategies, Good Standing Policy and Positive Behaviour in Schools).
- The use of high quality, interesting curriculum and learning programs encourages the engagement of students.
- Teachers' behaviour management processes will acknowledge the duty to take reasonable care of the safety of staff and students.
- School staff provide the explicit teaching of acceptable behaviour (PBS Matrix)

The Behaviour Management Policy is a way of ensuring that this supportive, consistent and positive school environment is established and maintained.

WHOLE SCHOOL EXPECTATIONS

With the school vision 'Growth Through Learning', students achieve high standards of academic and social achievement through participation and engagement in the school's inclusive, safe and stimulating learning environments. Our school vision encompasses all of this with the following focus:

- Student Growth
- Engaged Educators
- Culture and Care

KDHS works to maintain a learning environment that is safe, respectful, and tolerant and aims to build resilience in all students. At the heart of our whole school approach to behaviour management are our core expectations and values:

- We show Respect
- We are Resilience
- We show Pride
- We are Safe

At KDHS, we embrace the use of the Zones of Regulation to assist students to monitor their feelings, emotions and self-regulation. Zones of Regulation assist students to recognise and communicate how they are feeling in a safe, non-judgemental way. It also allows students to tap into strategies or tools to help them move between zones. These zones are clearly displayed in classrooms and utilised on a daily basis by doing such things as 'check ins'.

In 2025, KDHS introduced Open Parachute, a web based mental health program designed to teach our students about different aspects of their social and emotional wellbeing through students directed videos. Lessons are designed to be short and to the point. They are then revisited throughout the week to ensure students are progressing in the ability to cope with everyday situations that test their resilience. Open Parachute provides preventive mental health support to students using authentic peer voices. It has pre-prepared online lessons featuring age-appropriate documentary videos created by Clinical Psychologists and Educators.



RIGHTS AND RESPONSIBILITIES

Students have the right to	Students have the responsibility to
<ul style="list-style-type: none"> learn in a purposeful and supportive environment work and play in a safe, secure, friendly and clean environment be treated with respect, courtesy and honesty demonstrate and promote pride in their school be proud of their achievements and progression 	<ul style="list-style-type: none"> display respectful, courteous and honest behaviour to peers, staff and whole school community ensure their behaviour is not disruptive to the learning of others ensure that the school environment is kept neat, tidy and secure move around the school corridors in an appropriate manner, adhering to the school expectation of no running attend school and be punctual, polite, prepared and display a positive manner respect themselves and wear the school uniform correctly behave in a way that protects the safety and well-being of others take responsibility for their own behaviour
Staff have the right to	Staff have the responsibility to
<ul style="list-style-type: none"> work in a safe, secure and clean environment work in a purposeful and supportive environment co-operation and support from the school community in assisting to provide an appropriate education for all students be treated with respect, courtesy and honesty have both their personal and school property respected 	<ul style="list-style-type: none"> model respectful, courteous and honest behaviour be a positive role model ensure that the school environment is kept neat, tidy and secure establish positive relationships with students and the school community have clear and effective organisation, planning and reporting of student progress to parents demonstrate the school behaviour expectations of respect, resilience, showing pride and being safe. implement a consistent behaviour management approach within the classroom which adheres to the KDHS Behaviour Management Policy
Parents have the right to	Parents have the responsibility to
<ul style="list-style-type: none"> access a meaningful and appropriate education for their child be heard in an appropriate forum on matters related to their rights of their child and their education be informed of behaviour management policy and procedures and decisions affecting their child's health and welfare be informed of their child's education and progress (academically, behaviourally, and socially) be treated with respect, courtesy and honesty 	<ul style="list-style-type: none"> ensure their child attends school regularly, is punctual and prepared to engage in the learning process, including wearing correct school uniform support the school in providing a meaningful and adequate education for their child be interested in and supportive of their child's schooling communicate with the school and classroom teacher regarding any concerns about their child use the appropriate forum to discuss issues related to their child's learning be aware and supportive of the school Behaviour Management Policy

KDHS has a responsibility to	<ul style="list-style-type: none"> provide a supportive environment for staff, students, parents and the school community develop and implement a Behaviour Management Policy and review the policy regularly promote the school behaviour expectations of respect, resilient, show pride and be safe. have a safe environment where all students, parents, staff, and school community feel as though they belong
Administration has a responsibility to	<ul style="list-style-type: none"> provide support to all students and staff members ensure the schools Behaviour Management Policy is being implemented and reviewed regularly demonstrate the school behaviour expectations of respect, resilience, showing pride and being safe. ensure that the Behaviour Management Policy is being distributed to students, parents and the school community at the beginning of the school year

ROLES AND RESPONSIBILITIES OF STAFF

All Staff

- Have clear statements and/or visual representations of whole school and classroom code of conduct and the positive and negative consequences employed by the school.
- Set consistent and achievable standards.
- Promote a positive working environment. Consider student seating and classroom arrangements.
- Prepare each learning session thoroughly.

Administration

- Provide a link between parents and staff.
- Support teacher with behaviour development and management
- Ensure consistency in the implementation and maintenance of behaviour management procedures throughout the school.
- Assist with programs for individual children who require support.
- Ensure a review process is established to monitor the school behaviour management plans.

Teaching Staff

- Teachers must
 - Know what they wish to achieve – purpose of lesson and assessment format.
 - Know their content.
 - Have prepared the necessary resources.
 - Be punctual.
 - Give clear instructions using the school's Teaching and Learning Framework
 - Differentiate for all students' levels of need.
 - Use motivational techniques.
 - Cater for a variety of interests.
 - Be flexible and adaptable.
- Develop and maintain a positive classroom environment.
- Explicitly teach:
 - School values and expectations
 - School code of behaviour
 - Playground expectations
- Document student behaviour and consequences using Compass and buddy class reflection sheet (primary – see appendix 2).
- Include administration staff where appropriate in discussions with parents regarding student behaviour.
- Ensure student individual behaviour plans are completed at point of need and a copy of the plan is passed to relief teacher and admin.
- Consistently apply the school's Behaviour and Wellbeing Plan
- Contribute to a review of the school Behaviour Management Plan
- Use positive reinforcement for appropriate behaviour. Please note:
 - A variety of positive incentives should be used.
 - Desired behaviour should be rewarded.
 - Every child should be given the opportunity to receive acknowledgement.
- Be punctual to duty, as per the duty roster, and be alert to potential situations.
- Establish a classroom code of conduct / behaviour expectations with their class.
- Use the KDHS positive behaviour matrix to reinforce the school's expectations.
- Ensure that the classroom code of conduct is visible to parents and is shared with parents.
- Support the students' understanding and use of the Zones of Regulation
- Plan to resolve and reset inappropriate behaviour.

TIERS OF SUPPORT

KDHS utilises a Multi-Tiered System of Support (MTSS) framework to provide different levels of support to students based on their individual needs, aiming to maximise student achievement by addressing academic, behavioural, and social-emotional needs. This is through a proactive and data-driven approach, with interventions delivered at various tiers depending on the level of support required; essentially, it means providing the right support to the right students and the right time. This framework recognises three tiers Universal support, targeted support and intensive support.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support, then more attention has to be paid to Tier 1.

Tier 1 'universal' supports

At KDHS, we pride ourselves in creating and maintaining a supportive and inclusive environment, where all young adults have the right to feel safe, be respected and can learn in every class. We have high expectations of our students and reward positive behaviour with Class Dojo's that students can use at the PBS Shop twice a term. Reward activities for those with good standing are also organised towards the end of each term.

Interventions are at the whole-school level and are provided to all students across academic, emotional and behavioural dimensions of learning. The focus of Tier 1 intervention is on all students and staff across all settings: whole-school, classroom and non-classroom settings. KDHS takes a Holistic approach to educating students, we focus on the whole person. Research shows that students learn best when their needs are met and when they're engaged in meaningful experiences.

Some examples of Tier 1 Supports include:

- All staff at KDHS follow a common lesson structure, as part of the schools Teaching and Learning framework, to maintain consistency across the different subjects and classes.
- Data from PAT testing, Dibels, NAPLAN is utilised by staff to ensure students are receiving learning at their point of need and making progress academically.
- The Positive Behaviour Support model is utilised to engage students in learning about behaviour and how to act in a given situation.
- The PBS matrix, listing the behaviour expectations, is displayed in all classroom's
- Students receive fortnightly PBS lessons focusing on one area and expectation per fortnight.
- Classroom teachers provide behaviour intervention in the form of Classroom management strategies, private dialogue, role modelling, or Learning opportunities (where students have a small, designated amount of time during their lunch break to reflect on the unproductive behaviour they had engaged in prior).
- Staff may engage in Parent/Carer conversations/meetings and students may engage in restorative conversations.
- Data is collected from the Wheatbelt Social and Emotional Wellbeing Survey, from quizzes complete as part of the 'Open Parachute' program and teacher observations in the classroom and playground. This data is then used to provide a better picture of what students need support with and informs the plan teach and assess cycle.
- Support staff are available for students to speak with if needed: Student Support Officer, AIEO, Chaplain, School Psychologist, School Nurse.
- Zones of regulation explicitly taught to all student to ensure consistency and a common language relating to emotions. across the school.
- Non-verbal cues such as a nod, thumbs up, high-five, etc.
- Grounding exercises, including box breathing, mindfulness, guided imagery, and so on
- Taking a short break away from an activity that is producing frustration or boredom
- Movement, particularly to shake off fidgety behaviour
- Classroom jobs, such as line leader, collecting papers, errands to the office, etc.
- Positive communication with home, such as a note or phone call to a parent or guardian

Tier 2 'targeted' interventions

Tier 2, or 'targeted' interventions, support approximately 15% of students who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or 'targeted' level interventions. The focus of Tier 2 is to reduce the number of existing students requiring additional support.

Some examples of Tier 2 Supports include:

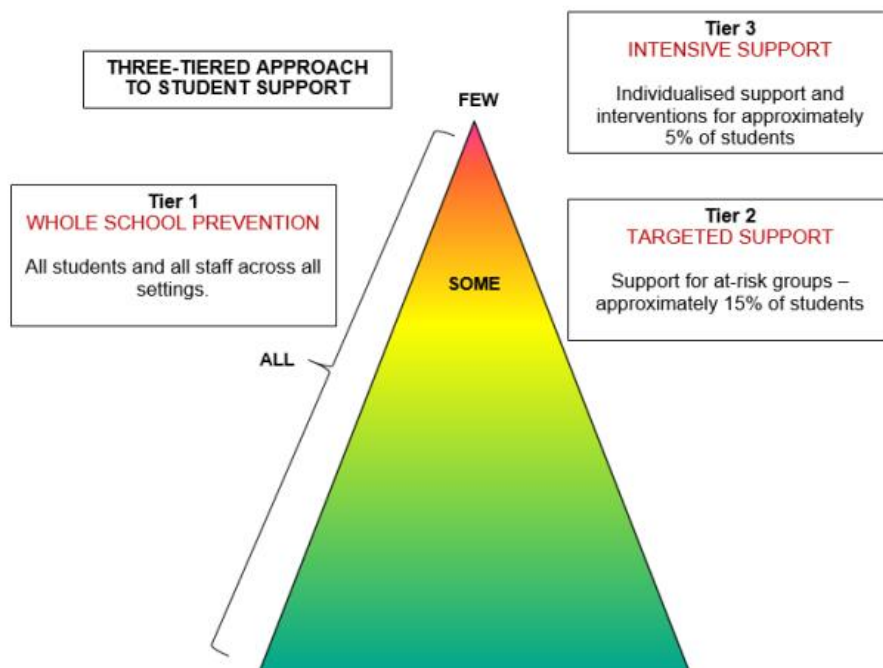
- Intervention programs that include, ASDAN, Macqlit and Minilit.
- Students who require more individualised support are supported through Individual Education Plans designed by classroom teachers.
- Learner Profiles (secondary) that are co-created with the student and their Parent/Carer, listing suggested strategies teachers can use to further support the academic needs of individual students.
- Other documented plans are available such as Individual Behaviour Support Plans, Daily Progress Cards, Escalations Profiles and numerous assessment tools used to further investigate the need the student is trying to have met with their unproductive behaviour.
- Well-being Profiles can be created to provide information for teachers to further support the social-emotional needs of individual students
- Risk Management Plans that are individually tailored to suit students.

Tier 3 'intensive' interventions

Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports, involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

Some examples of Tier 3 Supports include:

- 1-1 mentoring with support staff
- Social skills development through individualised programs and sessions.
- Collaboration with student's physician, therapist, or mental health provider
- Individual, visual schedule accessible to student in class
- Structured breaks
- Behaviour meetings with parents/guardians
- School counselling
- Behaviour reflection



POSITIVE BEHAVIOUR SUPPORT

Positive Behaviour Support (PBS) expectations heavily underpin the school's behaviour management approach and are explicitly taught and celebrated within KDHS.

The Positive Behaviour Support (PBS) framework supports schools to improve social, emotional, behavioural and academic outcomes for students. Schools can use it to:

- Analyse and improve behaviour and learning outcomes
- Select evidence-based practices for student support and intervention
- Provide support to staff members in maintaining consistent and proactive school-wide and
- Classroom systems and practices.
- PBS provides a model of support for all students, consisting of three tiers of intervention. The
- Tiers represent levels of intervention. They do not represent students and that language should
- Never be used to describe a student, e.g. 'a red zone student'.

Whole School Strategies

At KDHS, we promote positive behaviour through the:

- Development of positive staff/student relationships
- Promotion of whole school expectations
- Good Standing and associated rewards and activities
- Participation in special programs or events and/or extra-curricular activities
- Zones of Regulation to assist students to regulate their emotions.
- Specialist curriculum programmes designed to engage students and encourage positive behaviour, including Smiling Minds
- Use of Class Dojo to reward students for positive behaviour and meeting school expectations
- Recognition of students in public forums
- Transition and Orientation Programs
- Incursions and excursions
- Encouragement of parent/community engagement with the school
- PBS Behaviour matrix clearly displayed in all classes
- Weekly teaching of specific strategies following Whole School Teaching Schedule
- Behaviour Management Flow Chart clearly displayed and followed in all classes
- Implementation of current best practice such as the "Classroom Management Strategies" program.

Classroom Strategies

In knowing your students and how they learn, classroom teaching should involve:

- Defining clear learning intentions and success criteria in ways that all students understand
- Interesting and stimulating lessons
- Establishing positive relationships with students
- Clearly delineated positive classroom expectations which are displayed and reinforced regularly
- Focused organisation and planning
- Effective relationships with individual students includes:
 - Showing an interest in the student wherever there is opportunity
 - Positive and meaningful feedback, encouragement and praise
 - Letting students know clear and explicit expectations of them
 - Taking time to listen to the students
 - Modelling respect and courtesy in all communications with the students
 - Talking openly and positively to students when addressing confrontational incidents
- Practising effective classroom management strategies
- Communicating and discussing expectations with the class
- Consistency in enforcing and reinforcing the classroom expectations
- Establishing and practising specific routines
- Modelling punctuality

PBS AT KOJONUP DHS

The PBS vision statement is The PBS committee strives to promote positive behaviour, wellbeing and growth in staff and students. We value input from staff and utilise best practice research.
We will endeavour to support staff by providing explicit teaching strategies that facilitate optimal student engagement

Classroom Expectations

KDHS Reward System

1. When students at KDHS display one of our four behaviour expectations they earn themselves dojos. Students can earn dojos from any member of staff and in any class throughout the school. Students can then spend their dojo point at our school shop twice a term. Dojos continue for the year and are not reset at the end of each term.
2. We will use positive language to redirect negative behaviour. If a negative behaviour is noticed, teachers will refer to the area of the matrix that it does not match and ask the student how they can change this behaviour. Examples of this can be found below.
3. Avoid using phrases containing 'don't'
4. Minor non-behaviours can be recorded in classroom dojo, to provide school-wide behaviour data to the PBS team and classroom teacher

Example scripts of redirecting non-behaviours

Early childhood	Primary	Secondary
Throwing objects/sand	Excluding a child in ball games	Keeping hands to themselves
Script: Throwing sand is not safe and does not show respect. You have the choice to play safely or watch your friends from the veranda.	Script: We respect and include everyone.	Script: Hands to yourself thanks. It's a good way show respect to your peers.
Escalation- You are not showing respect or being safe. You can watch your friends continue playing for 5 minutes on the veranda.	Escalation: Your behaviour is ongoing and hasn't changed. As a result, you or your group are banned from ____ for a ____ amount of time.	Escalation: You have continued to not show respect. You will be going to ____'s classroom for 10 mins and reflect on your behaviour.



Kojonup District High School

Positive Behaviour Matrix

	Always	Classroom	Self
We Show <u>Respect</u>	Use good manners Show consideration and care Use appropriate language Set a good example for other students	Listen attentively Share equipment and space Return equipment on time and in good condition. Use all online platforms in a positive manner Line up quietly after the bell	Treat ourselves and others with kindness Build positive relationships Accept and support diversity Honour all cultural connections Set boundaries with friends and relationships
We are <u>Resilient</u>	Show perseverance Participate in all learning activities Be solutions focused Show flexibility Seek feedback and act upon it	A 'not yet' attitude Use a Growth Mindset Seek alternative solutions Keep trying Ask for and apply feedback	Self-regulation Identify emotions- How am I feeling What are my options? Use my toolbox
We Show <u>Pride</u>	Always have a go Wear uniform neatly Look after all aspects of your school Be on time Respond promptly to bells, whistles and sirens Put rubbish in the correct bin	Accept certificates graciously Applaud others success Leave your area neat and clean Appreciate and leave wall displays	Set goals and work toward them Do your best Maintain hygiene Develop healthy habits
We are <u>Safe</u>	Use equipment appropriately Keep hands to yourself Be sun smart Wear appropriate footwear Use toilets for purpose only	Be cyber safe Clean up after yourself Carry chairs in front Sit on chairs appropriately Drink sensibly from the fountain Play in allocated areas	Let teachers know where you are Eat your own food Wash your hands before eating Seek help when needed



WHOLE SCHOOL BEHAVIOUR MANAGEMENT PLAN

KDHS PBS Expectation Rewards

When students at KDHS display one of our four behaviour expectations they earn themselves dojos. Students can earn dojos from any member of staff and in any class throughout the school. Students may then spend their dojo points at our PBS Shop twice a term. Dojos continue for the year and are not reset at the end of each term.

Merit Certificates

Merit certificates are presented at Friday assemblies by classroom teachers. Merit certificates are aligned to our core behaviour expectations of Resilience, Respect, Safety and Pride. Parents are informed prior to an assembly if their child is receiving a merit certificate via our school messaging system.

BEHAVIOUR MANAGEMENT PROCESS

Minor – Primary

Classroom

All classroom teachers and support staff apply the following procedures in the classroom.

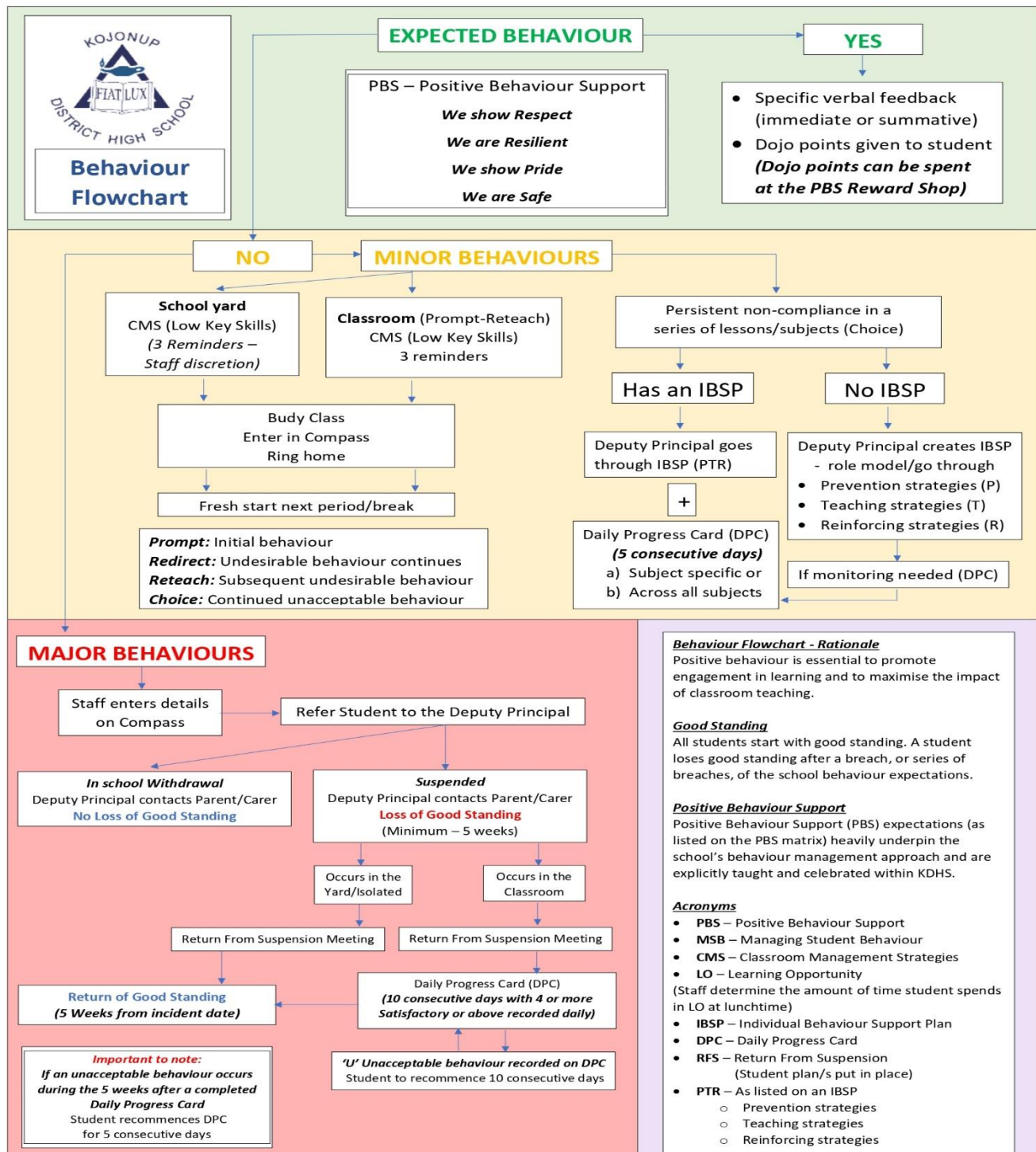
Prompt Initial Behaviour	<ul style="list-style-type: none">• CMS Low Key Response (Appendix 1) used to gain students attention and/or engagement and cease negative behaviour.• A verbal reminder is given
Redirect Undesirable Behaviour Continues	<ul style="list-style-type: none">• Second verbal reminder given• Cool down time offered to student to reset and reengage with learning.• Teacher conversation regarding expectations not being met.
Reteach Subsequent Undesirable Behaviour	<ul style="list-style-type: none">• Third verbal reminder given• Student is sent to a buddy class• Parent is contacted
Choice Continued Unacceptable behaviour	<ul style="list-style-type: none">• If behaviour continues on return to class after buddy class; admin referral occurs.• Admin will decide on a consequence appropriate to the student.

Playground

Duty teacher are responsible for behaviour in the playground. If students have received a bump during recess or lunch it is the duty teacher's responsibility to inform the classroom teacher.

Prompt Initial Behaviour	<ul style="list-style-type: none">• CMS Low Key Response used to gain students attention and/or engagement and cease negative behaviour.• A verbal reminder is given
Redirect Undesirable Behaviour Continues	<ul style="list-style-type: none">• Second verbal reminder given• Teacher walk and talk
Reteach Subsequent Undesirable Behaviour	<ul style="list-style-type: none">• Third verbal reminder given• Student sits out of play• Parent is contacted
Choice Continued Unacceptable behaviour	<ul style="list-style-type: none">• If behaviour continues; admin referral occurs.• Admin will decide on a consequence appropriate to the student.

Behaviour Flow Chart – Primary



Minor – Secondary students
Classroom

All classroom teachers and support staff apply the following procedures in the classroom.

Prompt Initial Behaviour	<ul style="list-style-type: none">• CMS Low Key Response (Appendix 1) used to gain students attention and/or engagement and cease negative behaviour.• A verbal reminder is given
Redirect Undesirable Behaviour Continues	<ul style="list-style-type: none">• Second verbal reminder given• Teacher tells the student that they need to self-regulate or they may end up with a Learning Opportunity.
Reteach Subsequent Undesirable Behaviour	<ul style="list-style-type: none">• Third verbal reminder given• Teacher has private chat outside the classroom or sends student to buddy class if available and /or• Teacher may give a Learning Opportunity which is to be completed during the next available lunchtime.• Teacher writes in compass and may contact home.
Choice Continued Unacceptable behaviour	<ul style="list-style-type: none">• If behaviour continues; admin referral occurs where student may have a period withdrawal, teacher to speak with student at next available opportunity.• And /or Admin will decide on a consequence appropriate to the student.• Teacher to write in compass and contact home.

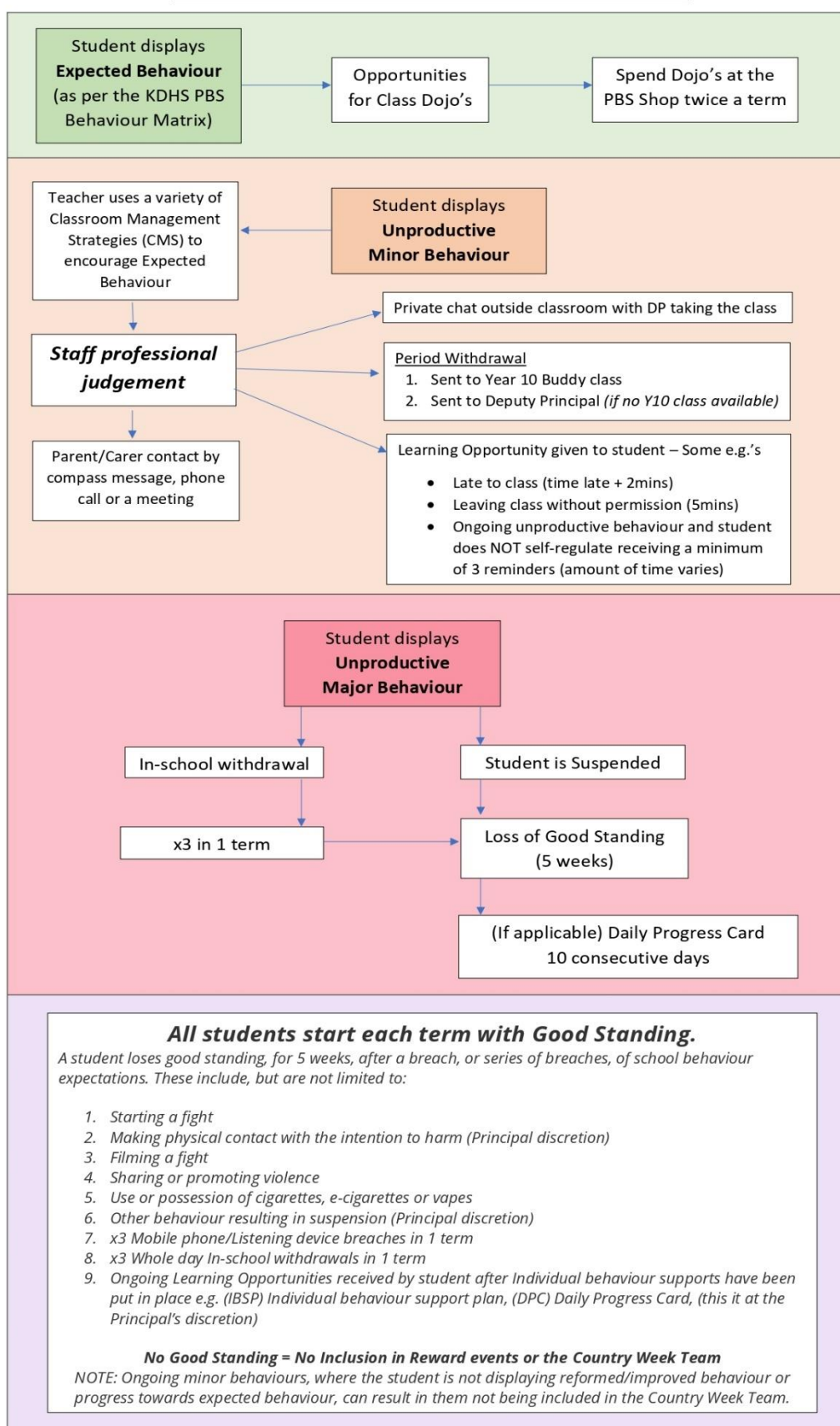
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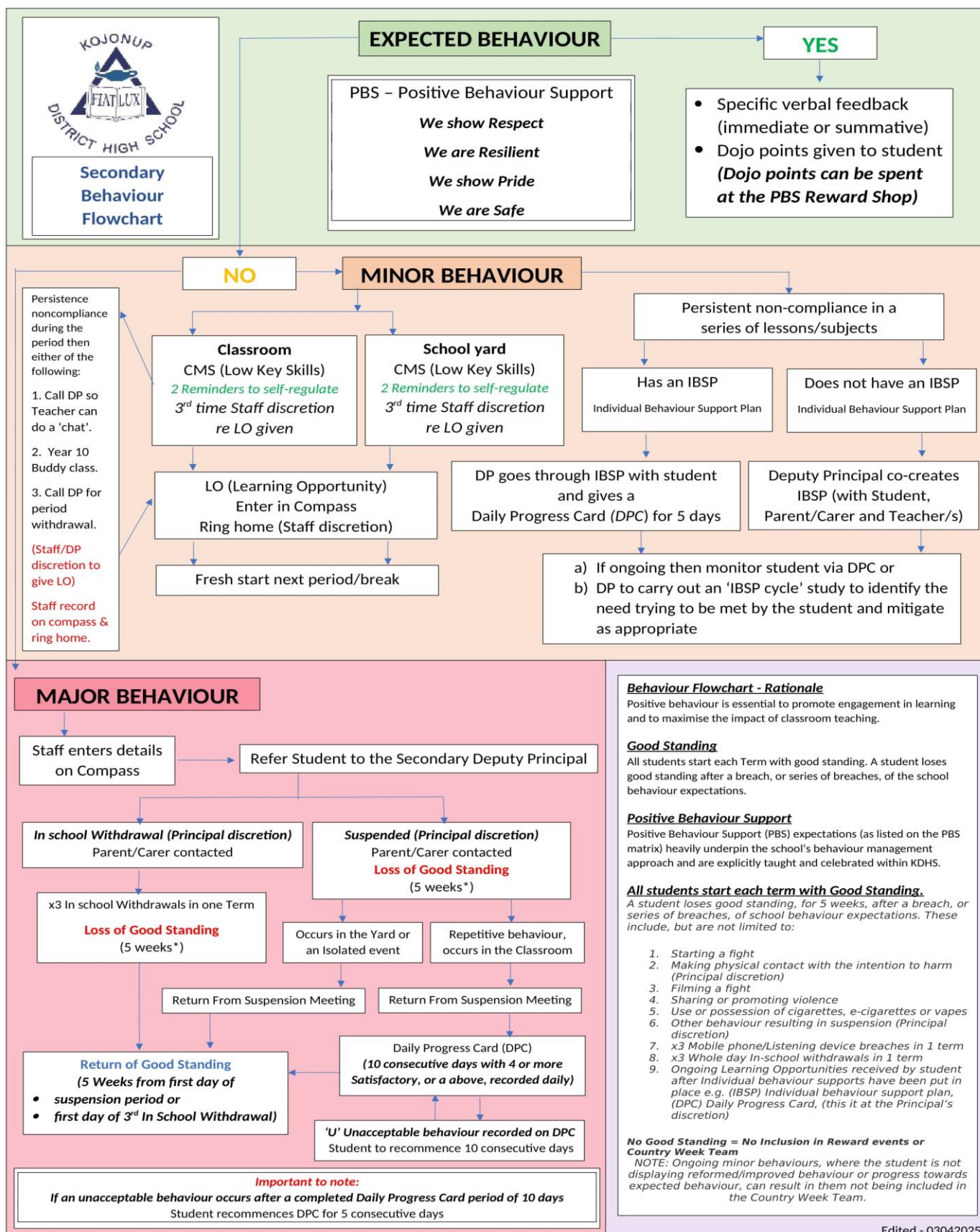
Prompt Initial Behaviour	<ul style="list-style-type: none">• CMS Low Key Response used to gain students attention and/or engagement and cease negative behaviour.• A verbal reminder is given
Redirect Undesirable Behaviour Continues	<ul style="list-style-type: none">• Second verbal reminder given• Teacher walk and talk
Reteach Subsequent Undesirable Behaviour	<ul style="list-style-type: none">• Third verbal reminder given• Student sits out of play
Choice Continued Unacceptable behaviour	<ul style="list-style-type: none">• If behaviour continues; admin referral occurs.• Admin will decide on a consequence appropriate to the student.

Refer to Behaviour Flowchart on the following two pages (student and staff version)

Student Expected Behaviour - Flowchart



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Edited - 03042025

Major - Secondary

Period withdrawal

To reduce the impact of unproductive behaviour on the learning of their peers, teachers may need to send a student to a buddy class or to the Deputy Principal's office for a period withdrawal. The teacher will speak with the student and their Parent/Carer to assist the student to display expected behaviours. Three period withdrawals or buddy classes (by the same teacher in secondary in 1 term) will result in the student losing their good standing.

In-School withdrawal

Due to the nature of unproductive behaviour, the principal and/or Deputy Principal may require a student to be withdrawn from their normal classes and complete classwork isolated from their peers. Three 'in-school withdrawals' in one term will result in the student losing their good standing.

Suspension

The principal and/or Deputy Principal may authorise the suspension of students in cases of either repeated unproductive minor behaviour, or a major behaviour, as listed in the KDHS's Good Standing policy. Suspension will occur under the guidelines of the policy developed for Behaviour Management in Schools. Suspension results in the student losing their good standing.



Kojonup District High School DAILY PROGRESS CARD

It is the student's responsibility to see the Deputy Principal to **collect** and **return** the Daily Progress Card.

The student has been placed on a Daily Progress Card as a result of: _____

This student has agreed to focus on the following target behaviour(s): _____

Student's Name: _____ Year: _____ Day: _____ Date: _____

Period	Subject	Student Rating	Teacher Rating	Comments	Teacher's Signature
1					
2					
3					
4					
5					
6					

RATING

G = Good

S = Satisfactory

L = Limited

U = Unacceptable

To regain their Good Standing, the student must achieve: **4 periods** or more as an 'S' or above each day, over 10 consecutive days

A 'U' will result in the student having to start the DPC process again.

If the student's behaviour is unacceptable (**U**), the Teacher and the Deputy Principal and / or Principal will speak with the student.

KDHS PBS Expectations

- We show Respect
- We are Resilient
- We show Pride
- We are Safe

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GOOD STANDING POLICY

At KDHS, the Good Standing Policy supports our expectations of: Respect, Resilience, Pride and Safe. We believe that learning is enhanced in a welcoming, inclusive, collaborative, and caring environment, free from disruption and any form of violence.

The Good Standing Policy emphasises the importance of students taking responsibility for the choices that they make, which impacts academically and socially on themselves and others. It aims to provide regular acknowledgment/ recognition for most students who consistently behave and act according to KDHS's behaviour expectations.

All students start each term with good standing.

To maintain 'Good Standing' a student must:

- Display Behaviour Expectations that align with KDHS's Positive Behaviour Support Behaviour Expectations Matrix, School values, expectations and policies

If students maintain 'Good Standing' what does this mean?

- They will be invited to attend 'extracurricular' activities/event such as school excursions, incursions, social events, interschool carnivals and reward days.

If a student loses good standing, the Principal/Deputy Principal will communicate to the student and their parent/carer: the reason for the loss of good standing and what withdrawal means for the student along with a plan to improve the student's behaviour (if required).

Approaches/processes will be implemented to support the student that focus on:

- rebuilding and repairing the relationships
- supporting the student to reflect on their actions and to consider perspectives of others
- identifying any unmet needs and providing behaviour support to reduce a recurrence of the behaviours of concern

Loss of Good Standing will result in exclusion from the following activities until good standing is reinstated:

- Any activity where a student represents the school e.g. Interschool carnivals, speech and drama festival, GRIP leadership, winter carnivals etc.
- End of term staff vs student events
- End of term Good Standing reward activities
- Other activities that may arise throughout the term.

Consistent inappropriate behaviour during Farm lessons will be considered a breach of OSH regulations and will result in exclusion from these sessions for a period of time, as determined by the Farm teacher, in consultation with the Principal.

How long does a student lose their Good Standing for?

Up to 5 consecutive weeks (Note: Good standing will reset at the beginning of the following term)

How do you get your Good Standing back?

Students who lose their Good Standing will be provided with a clear and achievable pathway for them to regain their good standing. Please be aware that further offences, that may occur during the 5 weeks, will result in the requirements starting over.

- Complete 5 consecutive weeks with no major incident/s
- Complete a daily progress card (10 consecutive days) – where applicable

Student Good Standing – Primary

How does a Primary student lose Good Standing?

A student loses good standing, for up to 5 weeks, after a breach, or series of breaches, of school behaviour expectations. These include, but are not limited to:

- A period of suspension from school
- Three minor behaviour referrals in a two-week period
- Referral to admin for major behaviour (refer to the Primary and Secondary flow charts on the previous pages)
- Breach of the Mobile Phone Policy

Student Good Standing – Secondary

How does a Secondary student lose Good Standing?

A student loses good standing, for up to 5 weeks, after a breach, or series of breaches, of school behaviour expectations. These include, but are not limited to:

- Starting a fight
- Making physical contact with the intention to harm (Principal discretion)
- Filming a fight
- Sharing or promoting violence
- Use or possession of cigarettes, e-cigarettes or vapes
- Other behaviour resulting in suspension (Principal discretion)
- x3 Mobile phone/Listening device breaches in 1 term
- x3 Period withdrawals, by the same teacher, in 1 term
- x3 In-school withdrawals in 1 term
- Ongoing Learning Opportunities received by student after Individual behaviour supports have been put in place e.g. (IBSP) Individual behaviour support plan, Daily Progress Card, (Principal discretion)

No Good standing = No Inclusion in non-curricular school activities, Reward events or the Country Week Team

NOTE: Ongoing minor behaviours, where the student is not displaying reformed/improved behaviour or progress towards expected behaviour, can result in them not being included in the Country Week Team.

GUIDELINES FOR WITHDRAWAL

Student withdrawal – refers to a planned strategy and is distinct from short term relocation such as moving a student into the hallway, isolation space or to buddy class, which may form part of a teacher's classroom management strategy.

The placement of student will be authorised by the administration team in consultation with the classroom teacher as one of a number of counselling and behaviour management measures in dealing with student's inappropriate behaviour.

An initial assessment will be made to ascertain an appropriate course of action. The staff member present when the incident occurred must provide documentation of the incident to administration as soon as possible.

Students will be returned to class when:

- The student has worked through the issue with the adult
- Administration consider the student calm and ready

The supervising Admin member will notify the parent/carer of the detention and may request a meeting to discuss the ongoing management of the student.

Staff involved in the initial incident resulting in the students detention need to actively participate in a restorative conversation with the student as soon as practical.

GUIDELINES FOR SUSPENSION

The Principal will conduct a thorough investigation to establish the nature of the incident, the student who committed the behaviour, the context in which it was committed and any other relevant circumstances in relation to the incident or behaviour.

When determining whether to suspend a student with a disability, the Principal must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this a manifestation of disability.

If the behaviour of a student meets the grounds for suspension and the Principal decides to suspend, he or she must determine:

- whether the suspension will be undertaken in school or out of school
- the day on which the suspension will commence (including whether it will be an immediate suspension)
- the period of suspension.

Any records/notes of a suspension need to illustrate that the process has been transparent, capable of review and defensible:

- Decision – determine if suspension is the appropriate action
- Communication – the types of notification, actions and family engagement
- Planning
- Re-entry, follow up and support

The aim of the return from suspension meeting is to consider the action undertaken by the student that led to the suspension and how these can be avoided in future situations. The intention of such a process is to set the conditions on their return where the student will not be suspended again, particularly for a similar incident.

Re-entry Plan

Develop a re-entry plan to:

- Focus on finding a positive solution for everyone
- Stop the behaviour happening again
- Restore relationships between the students involved
- Set conditions for return to school

GUIDELINES FOR EXCLUSION

For the purposes of this Division a student may be excluded from attendance at a government school if —

- a) he or she has committed a breach of school discipline in circumstances that —
 - i. have adversely affected or threaten the safety of any person who is on the school premises or participating in an educational programme of the school; or
 - ii. have caused or are likely to result in damage to property; or
- b) His or her behaviour has disrupted the educational instruction of other students.

From the start of Term 1 2019, principals are instructed to automatically move to exclude any student who physically attacks school staff. (CEO Instruction 1/2018)

This instruction ensures that in circumstances where school staff are subject to an intentional physical attack from a student, the student will be recommended for exclusion.

The Instruction from the Director General contains five principal considerations the principal must take into account when forming an opinion on whether or not to recommend exclusion.

1. Extent of the injury, including psychological, to the staff member
2. Intent of the student and the circumstances leading to the physical contact
3. State of mind or developmental capacity of the student to appreciate their actions
4. Opinion of the school staff member who was subject to the physical contact
5. Other relevant issues relating to the incident and physical contact

Students with disability

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. Principals will take care when considering their response to a breach of school discipline when the apparent breach was committed by a student with disability.

In determining whether a student's actions are a symptom or manifestation of a disability, the principal will seek advice from suitably qualified persons. This may include the School Psychologist, Lead School Psychologist and/or the relevant SSEN.

HARASSMENT AND BULLYING

All school community members have the right to feel safe, in an environment which is free of bullying and harassment, when on school grounds and the responsibility to ensure they are treating others with respect to maintain a bullying and harassment free environment.

Harassment

Harassment includes any behaviour that is unwanted and unwarranted. This behaviour may cause a person to feel uncomfortable or unsafe.

Examples of harassment are:

- Name calling
- Damaging others property
- Spreading rumours
- Physical violence
- Humiliating behaviour
- Put downs
- Aggressive behaviour
- Treating others unfairly
- Sexual harassment
- Unwanted touching

Bullying

Bullying is a pattern of repeated behaviour by one person towards another, which is designed to hurt, injure, embarrass, upset or cause discomfort.

There are three main types of bullying, including physical, verbal and psychological. Cyber-bullying is the use of mobile phones and social networking sites for the purpose of bullying.

KDHS has a no tolerance approach to bullying. This includes the actions of both bullies and bystanders. All students have the right to a safe and supportive learning environment.

	Direct	Indirect
Physical	Touching inappropriately Hitting, slapping or punching Kicking, pushing Spitting or biting Throwing things	Asking another person to directly harm someone
Verbal	Saying mean or hurtful things Teasing Making threats	Spreading rumours Writing nasty notes
Psychological	Obscene gestures Forcing others to break rule Excluding others	Hiding or damaging other possessions Encouraging others to become involved
Cyber	Sending nasty or abusive text messages or emails Making silent or abusive phone calls Stalking using an online platform	Posting insulting or nasty messages on social media Excluding others online Accessing others computer accounts without permission

RESPONSIBILITIES IN MANAGING BULLYING

Students

- Treat fellow students and staff with respect
- Avoid engaging in bullying directed at other students or staff
- Inform a responsible adult if you are bullied or see another student
- Support a fellow student who is being bullied

Staff

- Always model appropriate behaviours
- Establish positive relationships with staff and students
- Treat student and peers with respect
- Raise student awareness of what constitutes bullying and the impact of bystander behaviour
- Maintain vigilance in the classroom and yard so that bullying behaviour is detected
- Deal with all reported and observed incidences of low-level bullying
- Report incidents of unresolved bullying to the relevant Deputy Principal
- Implement programs (i.e. Friendly Schools) that build resilience, foster positive relationships and minimize bullying in the classroom as required

Parents

- Raise the awareness of their children regarding what constitutes bullying and the impact of bystander behaviour
- Reinforce the message that it is unacceptable to bully other students
- Stress that it is not acceptable to be a bystander. Watching bullying without informing an adult is not okay.
- Model appropriate behaviour and reinforce the schools 'no tolerance' approach to bullying
- Take seriously any allegations of bullying involving their own child as either perpetrator or victim
- Support the school in its work to act on reported bullying
- Watch for signs that their child is being bullied
- Inform a staff member if they suspect or know their child is being bullied

STEPS IN DEALING WITH A BULLYING SITUATION

When a student is bullied the situation should be managed using the following steps:

Teacher

1. Record Bullying
 - a. If the bullying is reported by a student or observed by a staff member, details of the bullying incident should be recorded with classroom teacher or form teacher.
 - b. If the bullying is reported by a parent/carer, the incident should be recorded on an interview sheet and passed to the relevant Deputy.
2. Respond to the Bullying (Staff must deal with bullying as a matter of high priority)
 - a. On the first occasion of an accusation, meet individually with the accused student(s)
 - b. Define what bullying and bystander behaviour is and describe its impact on others
 - c. Outline the schools 'no tolerance' approach to bullying
 - d. Outline the allegations of bullying and ask the student to respond
 - e. Use the 'no blame' approach to establish feelings of empathy for the victims situation
 - f. Organise to meet with the accused student in one week to find out how things are going
 - g. Telephone the parent/carer of the accused student and outline the accusation and your actions
 - h. Record on Integris
3. Meet with the student who is being bullied and outline your actions.
 - a. Ask the student to report further instances of bullying should they occur
 - b. Offer support for the student from either the Chaplain or School Psychologist
 - c. Telephone the parent/carer of the bullied student to keep them fully informed of the schools actions
 - d. Arrange to meet with the student at a time convenient to both parties to ascertain how things are going
4. Inform relevant staff and request vigilance.

Appendix 1
Whole School Low key responses

SCAN What: Surveying the room to see who is with you and who is against you Why: Alerts you to potential problems that may arise, allows you to give positive feedback and lets students know that you are on the ball, you are able to spot what's going on in the room.	WINNING OVER What: Teacher behaviours that increase the chances that students respect and like you as a teacher and as a caring and thoughtful person Why: Students are more likely to be with you than against you. Preventative technique.	PLANNED IGNORE What: To communicate to the student that his/her Behaviour will not have the desired effect of attracting teacher attention. Why: to not attend to the Behaviour which the student is seeking attention with
THE LOOK What: A look that communicates quickly that behaviour is inappropriate Why: Communicates that you are with it and able to stop things before they go too far, maintain safety and allow learning to continue	NON-VERBAL What: usually a hand or facial gesture that communicates the expected behaviour Why: "I know that you know I know what you are up to"	PROXIMITY What: The teacher's ability to move towards a misbehaving/potentially misbehaving student/s Why: moving towards the potential problem lets them know they need to stop
THE PAUSE What: The silence teachers intentionally use when they notice a student's misbehavior Why: Gives students the message to stop misbehaving and also give time to think before responding	DEALING WITH ALLIES What: Preventative technique to stop two or more students from helping each other to misbehave Why: Take out the ally and the main offender loses his audience and partner in crime	PROBLEM not the STUDENT What: Communicates to the student that he/she is accepted in the room but their behaviour is not Why: It deals with what the student is doing and nothing else. Does not invite a power struggle
COME ON BACK What: Following a response to misbehavior the teacher takes an opportunity to include the student as soon as possible in the classroom community Why: To support the student and bring them back into the classroom community, promoting positive cohesiveness and self-esteem. It focuses on the behaviour and not the student, signals to the students it's over, move on.	RESPONDING TO APPROPRIATE BEHAVIOUR What: A direct response to an individual or group to let them know that they have done the right thing Why: Rewards the students who behave appropriately with your attention. Gives the message that you recognise their efforts	MINIMAL VERBAL What: Communicates to students that they are not anonymous, eg. Name. Causes minimal disruption to lesson. Why: Used to stop inappropriate behaviour, also to let students know that you know them – winning over – and that they belong
SIGNAL TO BEGIN What: A sequence of behaviours that results in a whole class becoming quiet Why: To focus and/or refocus the group 100% compliance. Increased opportunity for academic engagement and reduced opportunity for unproductive behaviour	TRANSITION What: A sequence of orderly instructions that create orderly movement of students and/or equipment Why: To increase the chance that student movement is orderly and efficient	PRIVATE DIALOGUE What: A private conversation with a student to let them know that you know what they are up to Why: Use with students that you feel may escalate if another technique is used. Minimizes the engagement with allies.

Appendix 2

THE ZONES OF REGULATION

The Zones of Regulation is a program that is implemented from Kindergarten to Year 6 at KDHS. It supports the children in learning to self-regulate their emotions and understand their behaviours. The lessons and learning activities are designed to help the students recognise when they are in the different zones as well as learn how to strategies to change zones or stay in the green zone.

The Zones:

The Blue Zone is used to describe when our bodies are running low, such as when our bodies and/or brain are moving slowly or sluggish. These emotions may include sad, tired, sick, hurt, shy, bored, etc.



The Green Zone is used to describe a when our bodies are regulated. A person may be described as calm, happy, focused or content when in the green zone. This is our optimal learning zone, as being in the green zone shows we are in control of our emotions.

The Yellow Zone is used to describe when our bodies are running at a heightened state of alertness. A person has some control when in the yellow zone. They may feel stressed, frustration, anxiety, excitement, silliness, nervousness, confusion and many more slightly elevated emotions.

The Red Zone is used to describe when our bodies are running at a heightened state of alertness or have very intense feelings. A person may experience anger, rage, explosive behaviour, panic, terror or elation in the red zone. Being in the red zone can be best explained as not being in control of one's body or emotions.

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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Appendix 3 RETURN FROM SUSPENSION

A copy needs to go on Compass and the Student File

Return from Suspension STUDENT RE-ENTRY PLAN



- It is important that students and parent/carers understand that suspension is only used in exceptional circumstances when student behaviour is deemed to be a **serious breach of school expectations**.
- Following the suspension period, a meeting is to be held between the student, parent/carer and Deputy Principal **before the student returns to school**.
- The purpose of meeting is to ensure the student's return to school is positive by resolving any outstanding issues or concerns prior to their re-entry to classes. Also, to discuss any plans that may need to be put in place.
- Where applicable a **restorative meeting** will be held, allowing the opportunity to restore relationships, and to discuss what actions may need to occur to put things right moving forward.

STUDENT DETAILS:

Student Name:

Year:

Date:

PRESENT AT MEETING:

APOLOGIES:

DETAILS OF SUSPENSION:

_____ was suspended from school as a result of a breach of the Kojonup DHS behaviour expectations (details below):

Period of Suspension: _____ to _____ Days _____ Total days for this year _____

DISCUSSION / NOTES:

Student Perspective:

1. explore the student's point of view – summarise.
2. connect the feelings and behaviours "so when you're feeling (_____) you (do)."
3. discuss alternative behaviours.
4. plan/practice new behaviours

Parent/Carer Perspective:

School Perspective:

Is there any other information which may be compounding the situation/creating barriers to success at school?

ACTIONS:

	Details
<input type="checkbox"/> Negotiate Classroom Agreement with Class Teacher	Teacher name:
<input type="checkbox"/> Complete Daily Progress Card	Number of days:
<input type="checkbox"/> Participate in a Restorative meeting	With:
<input type="checkbox"/> Participate in another program	
<input type="checkbox"/> Keeping student safe plan	
<input type="checkbox"/> Individual Behaviour Support Plan (IBSP)	
<input type="checkbox"/> Referral to agency/ external support	Agency:
<input type="checkbox"/> Other (Specify e.g., Risk Management Plan, Personal Safety Plan, Lunch/Recess Withdrawal, Peer interaction agreement, Escalation Profile)	

AGREED UNDERSTANDINGS:

Unacceptable behaviour such as that demonstrated, will not be accepted at Kojonup District High School. The student will endeavour to adopt the following positive behaviours from now on:

STATEMENT OF INTENT:

- ☐ I _____ agree to comply with the Kojonup District High School behaviour expectations.
- ☐ I understand that following this agreement is designed to help me to achieve positive outcomes, and to return to Good Standing Status. (up to 5 weeks from the first day of suspension)

SIGNATURES:

	Name	Signature
Student		
Parent/Carer		
Deputy Principal or Principal		
Student Support Officer (if applicable)		
AIEO (if applicable)		
DATE:		

PARENT NAME
ADDRESS

RETURN TO SCHOOL AGREEMENT

Dear NAME

Welcome back to school.

We hope that your return will be successful and there will be no repetition of the behaviours that led to your suspension. We wish to take this opportunity to remind you of the expectations of the school's behaviour program:

- Show Respect
- Have Pride
- Be Safe
- Show Resilience

When interacting with other students and with staff it is always important to maintain respect and be safe in your actions. In class, your focus must be on your achievement and developing the skills and knowledge that will help you make the transition from school into employment.

Our goal is to provide you with academic, sporting, and social opportunities to further your education and development at Kojonup DHS. You can help us by supporting and actioning our four positive behaviour expectations.

Should your inappropriate behaviour continue, and you show disrespect towards staff and/or students, and/or engage in unsafe behaviour, your consequences may include the following:

- Withdrawal from class for an extended period, and/or
- Cancellation of your participation in the Work Experience program, and/or
- Suspension from school

This letter serves as the Return to School Agreement once signatures have been applied below.

Yours sincerely,

NAME
Principal

"I have read the Return to School Agreement and agree to abide by it's guidelines and expectations".

Signed – full name and signature (Student)

Date

"I have read the Return to School Agreement and understand the consequences for repeated behaviour".

Signed – full name and signature (Parent/Caregiver)

Date

Signed before:

Signed – full name and signature (School Representative)

Date