

SWANSEA HIGH SCHOOL



SCHOOL BEHAVIOUR SUPPORT MANAGEMENT PLAN 2023

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SCHOOL BEHAVIOUR SUPPORT MANAGEMENT PLAN	
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Statement of Purpose

Our vision is to care for, know and foster innovative young people who realise their potential through our culture of high expectations and strong partnerships.

Swansea High School aims to build upon expectations, connections and achievement of all students and staff. We have an expectation that every student and every teacher will strive for improvement and excellence every year.

The students, parents and staff at Swansea High School are committed to providing a safe, respectful and supportive learning environment for students and staff. Our staff apply evidence-based practice strategies to help students develop the skills necessary to have strong relationships, make positive decisions, and exhibit behaviours that promote the safety and learning of others and their own.

General Principles

The *Swansea High School Behaviour Support Management Plan* is based upon the following principles:

1. All students and staff have the responsibility to ensure that others can work and learn in an environment free from disruption, intimidation, and harassment.
2. All members of the school community have the right to be treated fairly and with dignity and respect.
3. Parents have a right to be informed of student breaches of discipline; the responsibility to work with the school to resolve student disciplinary issues and to inform the school of any welfare issues that may impact the students' involvement in their education.

When parents enrol their children at Swansea High School, they enter a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to achieve their best; take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parents is an important feature of Swansea High School.

The aim of the partnership between school community members and Swansea High School is to develop socially responsible young people who can make informed decisions. This is achieved through an effective social, cultural and academic curriculum, which caters for the individual needs of students.

In implementing the *Swansea High School Behaviour Support Management Plan*, no student is to be discriminated against on any grounds, and any disability considered when considering any issues arising.

These Procedures are to be implemented consistent with Workplace Health and Safety Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at Swansea High School.

The *Swansea High School Behaviour Support Management Plan* may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

Roles and Responsibilities

All staff will work collaboratively with students, parents and carers, service providers and the community to promote and manage positive, inclusive and safe student behaviour.

Role of the Principal

The Principal is:

- Accountable for ensuring a safe, secure and harmonious work environment for students and staff.
- Responsible for the development, implementation and monitoring of the school's welfare and discipline policy.
- Responsible for ensuring that the school's procedure is evaluated and reviewed by the school community, at least every three years.
- Ensuring that students, staff and parent(s) carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- Providing a copy of the *Swansea High School Behaviour Support Management Plan* to the school education director when the policy is developed or whenever it is reviewed.
- Providing parents and students with a copy of the *Swansea High School Behaviour Support Management Plan* when the policy is developed or reviewed.
- Promoting positive discipline through the implementation of the *Swansea High School Behaviour Support Management Plan*

Role of the Deputy Principal

The Deputy Principals:

- Provide leadership, positive support and actively reinforce school procedures.
- Work collaboratively with Head Teachers, Year Advisors and the Learning Support Team to support students.
- Provide support to staff with management of students.
- Liaise with parents.
- Monitor behaviour issues across faculties with support from Head Teachers and Year Advisors.
- Monitor and manage student behaviour including, Learning Support Meetings with parents and carers, DP Check in Check Out Monitoring Program, and Senior Class Placement.
- Make Referrals to the Learning Support Team, School Counsellor, Chaplain and Youth Worker.
- Refer serious issues of continued disobedience, persistent disobedience or serious misconduct to the Principal for further interventions.

Role of the Head Teacher Wellbeing and the Learning Support Team

The Swansea High School Learning Support Team (LST) is led by the Head Teacher Wellbeing. The LST includes the Deputy Principals, Head Teacher Learning Support, Year Advisers, School Counsellors, Student Support Officer, and Aboriginal Education Officers. The role of the LST is to:

- support principals and school staff to develop, implement, monitor and review the School Behaviour Support and Management Plan
- provide support for all students requiring additional and targeted learning, wellbeing and behavioural supports across the Care Continuum, considering any specific needs of individual students
- develop, implement, monitor and review individual student support planning
- evaluate, analyse and monitor student learning, wellbeing and behavioural data, and communicate relevant student information to teachers for better classroom support
- organise and provide professional learning on behaviour support and management.

Role of the Year Advisor

Year Advisors:

- Participate in the Learning Support Team to develop and implement proactive welfare programs.
- Support students in welfare issues and if required, monitor using the Check and Connect monitoring program.
- Liaise with parents.
- Refer students to school support staff when required.
- Monitor weekly PBL data extracts and provide welfare support for identified students in their respective year group.
- Assist students to resolve conflicts peacefully.
- Provide information to staff about students that may assist in providing a supportive environment.

Role of the Faculty Head Teacher

Head Teachers:

- Provide leadership, positive support and actively reinforce school procedures.
- Encourage the use of commendation awards for all students Years 7-12.
- Develop faculty student management practices in support of “Wellbeing and Positive Behaviour Procedures”.
- Provide guidance to staff through professional development on behaviour management.
- Provide support to staff with behaviour management.
- Refer students who continually breach our School-wide Expectations to the Deputy or Principal.
- Interview students referred by teachers, sign referral and develop a plan for improvement.
- Refer students to the Deputy Principal who do not successfully complete the plan for improvement.

Role of the Teacher

Teachers and school staff:

- support the school in implementing the Behaviour Support Management Plan.
- will be supported to implement this policy.
- model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students, and promotes a positive school climate.
- will participate in professional learning to enhance skill development, knowledge and confidence and provide purposeful and personalised responses to behaviours of concern.
- will ensure that they comply with their obligations under the Work Health and Safety (WHS) Policy.
- use effective practices and evidence-informed strategies consistent with the School Behaviour Support and Management Plan to:
 - explicitly teach all students about inclusive, respectful and safe behaviours in line with developmentally appropriate curriculum, and the core values of the school setting
 - provide early, visible, consistent, and planned responses to behaviours of concern to foster trust and confidence between the school, student and parent or carer and ensure continuity of teaching and learning
 - support the participation and inclusion of all students, and be responsive to individual students' needs
 - make reasonable adjustments to support the inclusion of all students

Role of the Student

- Maintain acceptable standards of behaviour in the classroom, playground and while travelling to and from school.
- Act safely in and around the school and at all school activities.
- Maintain acceptable standards of behaviour while on excursions and participating in or attending sporting or other activities.
- Comply with requests from staff and others in positions of authority.
- Adhere to the School-Wide Positive Behaviour for Learning Expectations
- Adhere to the standards of dress determined by the school community.
- Avoid illegal drugs, alcohol, tobacco, vapes and weapons.
- Show respect for teachers, fellow students, other staff, and school visitors and are not to engage in any form of harassment or intimidation. Ask for assistance to resolve conflict peacefully.
- Complete all work to the best of their ability.

Role of the Parent

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour. Parents are essential partners in supporting the Swansea High School rules and the successful education of their children.

Parents are asked to:

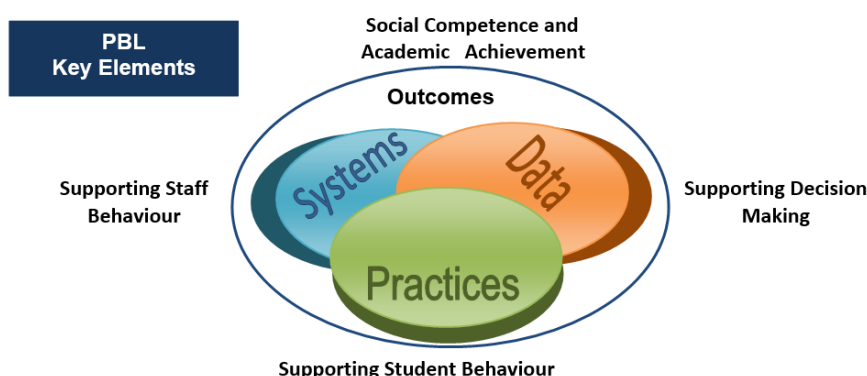
- Support the school in the implementation of the School Behaviour Support and Management Plan
- Provide input into policy development through involvement the school P&C.
- Communicate with the school when issues arise that may cause concern.

School-Wide Expectations

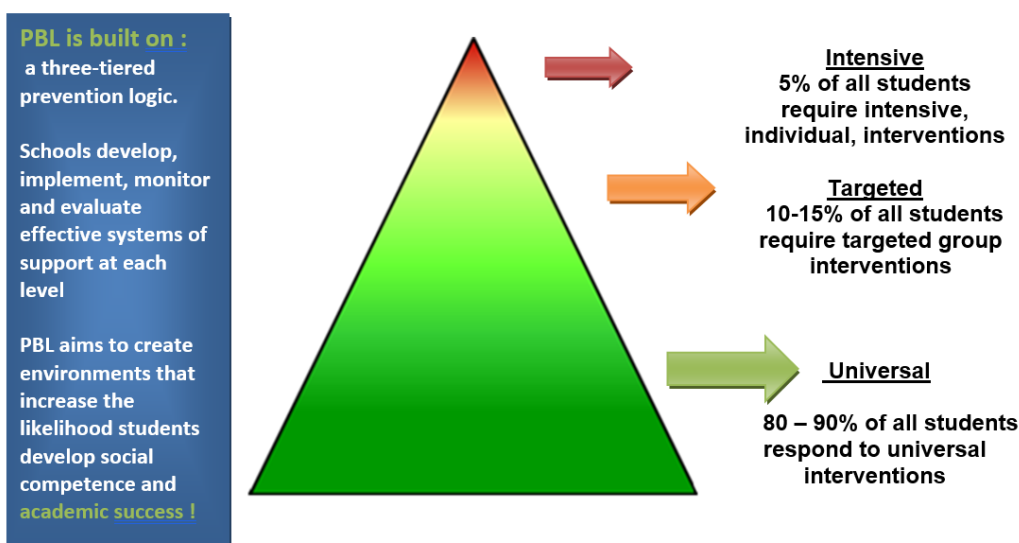
Students at Swansea High School are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. At Swansea High School we promote the highest standards of behaviour and learning.

At Swansea High School we use Positive Behaviour for Learning (PBL) as a behaviour, wellbeing and problem-solving framework that addresses social, behavioural and academic outcomes. It is a consistent and user-friendly school-wide system of support that helps define, teach and support appropriate student behaviours, creating a positive school environment.

All of our PBL framework has been developed in consultation with our staff and students. It is our aim to create an open and transparent system that is inclusive of all.



- PBL is designed to be responsive to individual school's current social and educational challenges and encourages schools to reflect on their systems and practices to determine if they are having a positive impact on student learning
- PBL creates effective teaching/learning environments where students make the positive behaviour choices that support academic success
- PBL focuses on prevention of problem behaviours and instruction in appropriate behaviours



PBL EXPECTATIONS SWANSEA HIGH SCHOOL

	Be Responsible	Be Respectful	Be a Learner
Common Areas	I wear school uniform. I walk at school. I keep my hands and feet to myself. I report any problems. I stay where I am supposed to be - in class during lessons or in bounds during lunch.	I say no to bullying. I follow teachers' instructions. I speak politely and use appropriate language. I put my rubbish in the bin. I leave banned items at home. I keep the school vandalism and graffiti free.	I actively participate in class. I do my best to learn and achieve. I attend class and school every day.
Class	I ask permission to leave my seat/class. I sit on my seat properly. I sit at my desk properly. I follow the safety procedures of the class.	I listen to the person who is speaking to the class. I put my hand up and wait to speak. I take my hat off when in the room. I am accepting of the opinions and contributions of others.	I do my class work to the best of my ability. I bring the equipment needed for each lesson.
Playground	I stay in bounds. I act and play safely. I report and dangerous or damaged equipment. I report strangers to a teacher.	I wait my turn at the canteen. I start walking to class when the bell goes. I put my rubbish in the bins.	I use the toilets during breaks rather than during class. I use lunchtime effectively by having something to eat, socialising, playing, visiting the library or seeing a teacher.
Hallways	I stay to the left when walking. I line up as directed by teacher. I use the banisters for my hands. I carry my bag safely so it won't hit into others.	I walk quietly so others can continue learning. I stand and wait until instructed to enter the room. I move without pushing others.	I move to class quickly. I encourage other students to get to class. I have a permission note if I am out of class.
Toilets	I wash my hands after using the toilets I keep the toilet facilities clean.	I use the toilets correctly. I save water by turning off the tap.	I use the toilets during break times. I have a permission note if I go to the toilets during class time.
Bus Bay/Bus	I wait patiently for the bus. I get on and off the bus without pushing. I keep myself and my belongings inside the bus.	I line up when I see my bus approaching. I speak politely to the bus driver and other passengers.	I model the right behaviour on the bus. I have my Opal Card ready.
Formal Exams	I sit properly on my chair. I sit properly at my table. I walk carefully to my table.	I am silent. I put my hand up and wait silently to ask a question. I face the front. I listen to instructions. I sit where I am asked. I leave banned items at home.	I do my best and attempt every question. I bring the necessary equipment. I keep my eyes on my own work. I allow others to concentrate.
Assemblies	I enter and exit in an organised manner. I sit appropriately.	I am quiet throughout the assembly. I listen to all announcements. I act as a mature audience member. I congratulate the achievements of others appropriately.	I think about what is presented at the assembly.

The following PBL documents are available as appendices:

- PBL Intervention Action Plan - Appendix # 3
- PBL in The Classroom - Appendix # 4
- PBL Classroom Consistency Flowchart - Appendix # 5
- PBL Consistency Guide - Appendix # 6
- PBL Teaching Expectations Matrix # 7
- PBL Laptop Expectations - Appendix - Appendix # 8

Strategies & Practices to Promote Positive Behaviours

Teachers and parents of Swansea High School are aware the school community works hard to continuously address and help ensure that positive student behaviour is fostered.

Students are much more likely to willingly behave in an appropriate manner when they feel that school is a place where they are respected, are given opportunities to develop responsibility and are provided with skills to be ready to learn.

Students who do not feel respected, have and accept responsibilities or are equipped to learn effectively often feel alienated and are more likely to:

- disengage from learning, be absent from school or drop out
- seek any attention even if it is negative
- hurt others and look for acceptance in negative groups
- challenge staff and exert power over students

The school has a range of programs to develop respectful relationships, a sense of personal and public responsibility and the skills required to be ready to learn. The school often involves parents to assist in the promotion of positive student behaviour.

Strategies used by Swansea High School to foster positive behaviour are:

- Positive and engaging teaching and learning programs and practices.
- The provision of opportunities for student leadership, learning support and enrichment.
- Individual and targeted programs aimed at specific individual and group needs.
- Positive Behaviour for Learning Program.

These strategies are constantly changing to ensure their relevance, and that they reflect improvements in school programs and practices.

Behaviour Code for Students

At Swansea High School:

Respect is developed through:

- Fostering a strong sense of community and a welcoming culture.
- Including the consideration of perspectives of gender, class, ability, language and cultural background in all aspects of school, from signs and celebrations to the content of lessons and teaching materials.
- Active co-operation of students, staff and parents in joint activities that are valued, such as sports, school performances, grounds improvement, parent/teacher interviews, curriculum evenings, etc.
- Speaking in a friendly tone, smiling, making eye contact.
- Taking care to know student's names and pronounce them correctly.
- Showing appropriate personal interest in students.
- Providing support and sensitivity when students are hurt or upset.
- Providing individual attention or extra help when needed.
- Avoiding ridiculing or teasing other students.
- Not accepting hurtful behaviour towards students

Responsibility is developed through:

- Encouraging students to make appropriate choices about what they learn, how they learn, with whom they learn and how they are assessed.
- Offering leadership roles in the classroom and/or school.
- Providing opportunities to participate in forums such as classroom discussions, SRC and school committees.
- Student feedback and suggestions on significant issues are sought and responded to.
- Students being held accountable for behaviour and required to make explicit choices about future behaviour when they misbehave.
- Providing regular feedback to students regarding behaviour and performance in positive language
- Rewarding responsible behavior.

Readiness to Learn promotes student **Success** by:

- Setting high and achievable expectations.
- Developing competency in the basic skills of literacy, numeracy and technology.
- Ensuring Intellectual Quality, Significance and a Quality Learning Environments are incorporated into teaching programs.
- Teachers demonstrating a love for their subject, that they clearly enjoy teaching and continually communicating confidence in their students' ability to learn.
- Teachers differentiating the curriculum to suit students' varying abilities and needs.
- Implementing assessment that is frequent, informative and provides constructive feedback.
- Providing a wide range of extra-curricular programs in which all students can achieve.
- Providing planned support for students experiencing difficulty in learning and/or behaviour.
- Encouraging students to take risks in their learning. It is reinforced that mistakes are an important part of the learning process.
- Expecting students to bring all required equipment to undertake their learning.



Care Continuum

Meeting the diverse wellbeing and behaviour support needs of students can be a complex and challenging task. As part of the Department of Education's *Student Behaviour Policy and Procedures*, schools are required to establish and explicitly teach behavioural expectations and use the *Care Continuum* of strategies to respond to student behaviour. Schools need to implement whole-school practices and programs to support the long-term learning, wellbeing and safety of all students. School-based preventative, early intervention and individual student interventions are effective in improving a range of behaviour outcomes for students. Swansea High School uses the *Care Continuum* as a starting premise to consistently adopt a prevention-focused approach and address the full range of individual student needs.

What is the Care Continuum?

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. The *Care Continuum* is a whole-school system that can assist schools to adopt a prevention focused approach and helps to address the full spectrum of student needs including:

- **Universal Prevention:** Swansea High School aims to establish and maintain safe, respectful learning environments through implementing preventive, whole-school practices, programs and strategies for promoting positive behaviours for all students.
- **Early Intervention:** We have developed a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern.
- **Targeted Intervention:** Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours.
- **Intensive and Individual Intervention:** A small number of students with complex and challenging needs may require comprehensive systems of support.



Swansea High School provides care for students through the delivery of programs, practices and services (interventions) delivered by, depending on the level of intervention, all teachers, Learning Support Team and/or specialist staff.

There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum. The *Care Continuum* is designed to be used in both directions where it is relevant to the needs of the individual student, small group of students, or the whole Year Cohort. Some strategies may span across the continuum where relevant.

The Swansea High School Care Continuum can be viewed as Appendix # 1

Commendation Scheme

Students are recognised for their efforts and achievements in a variety of ways. Within our Positive Behaviour for Learning model, we try to achieve balancing at least four positive comments to each negative or correctional comment. As well as verbal praise and classroom recognition, the following table provides a summary of the whole school strategies used to provide encouragement and recognition.

Commendation	Description	Process / Examples
Rewards	Students who are recognised for a good effort	Bluey's – Students are presented / given 'Bluey's for demonstrating the schools PBL values of - Respect Responsibility Ready to learn Bluey's can be collected and redeemed for prizes.
Accumulative Awards	For Students who are consistently showing high levels of - Respect Responsibility Ready to learn	White commendations also contribute to the Bronze, Silver, Gold and Platinum structure. Student who receive 3 x white commendations are eligible for bronze award. Each three awards progressive to the next level. The highest award a student can achieve in one year is Platinum. - Students that receive 2 x Platinum awards in any 2yrs are eligible for a Diamond award - Student that receive 3 x Platinum awards in any 3yrs are eligible for a Black Opal award - Student that receive 4 x Platinum awards in any 4yrs are eligible for a Swansea High School Medal
Achievement Assemblies	Academic and Effort awards presented in Terms 2,3 & 4.	Teachers award 2 students per class for academic performance and effort.
Annual Presentation	Academic and Effort Awards Special Awards	As well as class academic and effort awards. Special awards in academic, effort, citizenship and sport are presented. Top 10 academic performers PLUS Dux awarded for each year. Top 5 Growth Mindset Awards (for the best Improvers for the year).
Principal Commendations	For students that show consistently high levels of performance.	Students who receive 3 awards for achievement or effort in a term receive a Principal's Award at the assembly. Students who receive Principals Awards in each of the term awards receive a Principal's Commendation at the annual presentation.
Sports Awards	For outstanding performance in sport	Age Champions in swimming, athletics & cross country; zone, regional and state representation, School Blues. Sportsperson of the year are presented.
Other Recognition	Students are recognised through processes within the school	Teacher interview, congratulatory letters, positive postcards, weekly assembly recognition, school notice board, newsletter, parent teacher interview, local media.

Students requiring Individualised Behaviour Support

Some students may require targeted or intensive support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. The Learning Support Team will facilitate positive behavioural supports to support effective teaching and learning practices. Strategies for these students will often require individual assessment, implementation, monitoring and review.

Functional Behaviour Assessments (FBA)

Understanding the purpose of a behaviour is critical for providing an effective and appropriate response. Student behaviour can serve a variety of functions. Understanding student need and the function of the behaviour is important to address the behaviour and re-engage the student in learning.

Behaviour serves a function and more often than not, the purpose of a student's behaviour is to either obtain something such as attention from peers or teacher, sensory stimulation, or a tangible item, or avoid something such as classwork or specific tasks, certain situations such as sporting activities, interactions with peers, or sensory discomfort such as noise or confined spaces.

Students requiring targeted or intensive support to assist in the management of their behaviour will likely have a FBA conducted by a trained member of the school's Learning Support Team. The relevant information and findings from the FBA will be shared with parents to inform them of the next steps in the support for their child. This information is valuable in moving forward with appropriate strategies that can be included in the student's support plans.

Individual Behaviour Support Plans (IBSP)

For students requiring individualised behaviour support, there is a process involved in ensuring we are taking into consideration all factors associated with the student's behaviour, social development, learning, diagnosed disorders or disability.

Swansea High School has developed an Individualised Behaviour Support Plan that specifically addresses the following:

- Behaviour Scaffold
- Behaviour Management Strategies
- Curriculum and Learning Adjustments
- Behaviour Response Plan Continuum
- De-escalation Strategies
- Target Behaviour Goals
- Medical history including any diagnosis
- Attendance
- Behaviour Contract

This plan is designed to meet the specific individual needs of every student and is completed in consultation with the student, parents, members of the Learning Support Team such as Year Adviser or Counsellor as well as any external services such as private psychologists, Out of Home Care providers, speech or behaviour therapists.

The Swansea High School Individual Behaviour Support Plan can be viewed as Appendix # 2

Strategies & Practices to Manage Inappropriate Behaviours

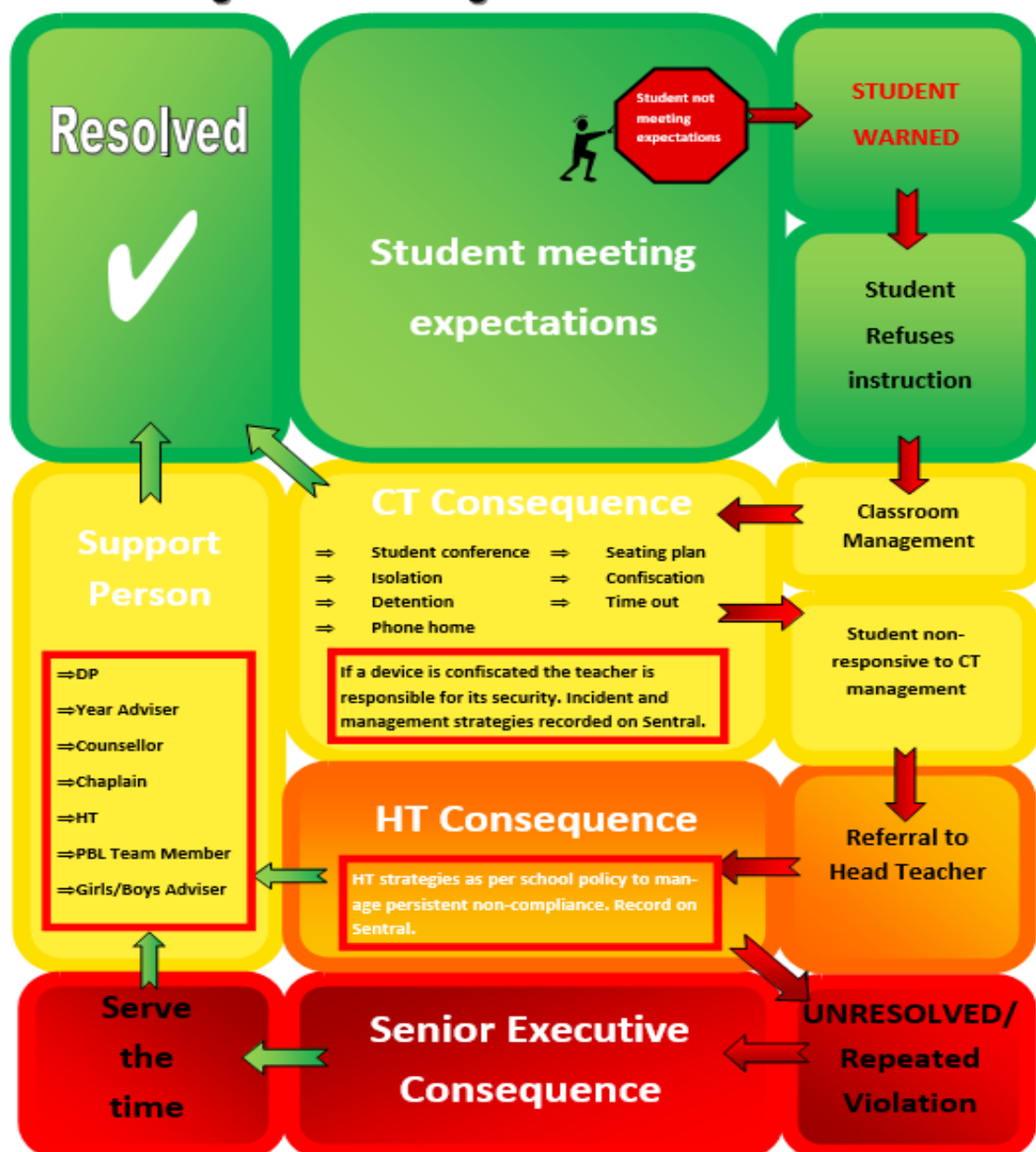
Children grow into responsible adults when they have clear boundaries and consistent expectations. Swansea High School has a consistent and fair discipline system that has been developed in consultation with our school community. Young people make mistakes and students learn best from their mistakes when teachers, parents, and the student work together to solve the problem. Teachers and parents play a vital role in supporting individual students to make appropriate changes to overcome behaviour difficulties.

Classroom Consistency Flowchart



CLASSROOM CONSISTENCY FLOW CHART

Everyone. Every class. All the time.



Specific Behaviour Management Strategies

Inappropriate behaviour at school, whether it be in the classroom, corridors, playground, on the way to or from school, or on an excursion may result in:

Detentions

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable, and proportionate action such as detention.

Students may be given lunchtime or recess detentions as a consequence for unacceptable behaviour.

The purpose of the detention is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time.

All teachers at the school have the authority to place a student on detention.

The length of time of the detention will be determined by the teacher and will be dependent on the behaviour of the student. In all circumstances, students will be provided with enough time to have food, drink and toilet use between the end of the detention and their next class.

The recording of all detentions will be placed on Sentral by the end of the school day.

Parent Contact

In the event of a behavioral incident or continual disobedience in a particular class or a number of different classes, parents may be informed through a letter or phone call. This will give details of the incident and the consequence the student received. This letter should be signed and returned to the teacher who issued the letter. The parent may also receive a telephone call from the teacher to discuss the incident. Please be aware that this happens to ensure that parents are kept informed of their child's progress and any inappropriate behaviour.

Senior Class Placement

All teachers have a responsibility to establish and maintain a good learning environment through strong, fair discipline. Where a student disrupts their own learning, or the learning others, or fails to comply with school expectations across a number of their classes, the student may be placed on a senior class for a specified number of days. In this instance, the student will receive work from the their class teacher and they will be expected to complete all of this work.

Conferencing/Mediation

Many issues students identify can be resolved by having all parties participate in a structured conference where everyone has the right and the responsibility to give their perspective of the issue, how it affects them and others and how the issue can be addressed. This approach supports the development of lifelong conflict resolution skills, allows students to see that every action has an effect on others and that everyone has a different perspective on issues.

Loss of Privileges

Loss of privileges include not being able to participate in:

- Non-compulsory excursions
- Sporting events
- Any non-compulsory performances or school activities

Students will lose privileges for a Term if they accumulate 7 negative referrals. This will be for a maximum period of 10 weeks. These loss of privileges will be reduced by 1 week for every week that the student receives zero negative incidents. These referrals will include behavior referrals as well as a referral for the following:

- Students who are **chronically late** (more than 3 times without justifiable excuse) throughout the term who have had:
 - A Head Teacher attendance interview.
 - A Parent interview where a negotiated plan is established and has failed to comply with the negotiated plan without parental explanation.
- Students who are consistently out of uniform and have had:
 - An interview to discuss the situation with the Deputy Principal.
 - A Parent interview or communication where support is gained and possible options to resolve the situation developed.
 - Failed to comply with the support offered.

Behaviour Monitoring Program

Students who have been referred to the Deputy Principal or who have committed a serious breach of the school rules or who are consistently disobedient, may be placed onto a program of improvement. This involves being placed on a Deputy Principal's Check-in Check-out Monitoring Card and reporting to the Deputy Principal each morning to Check In. Once there is a consistent change in behavior then they will Check Out and discontinue the card. Students who show positive change during the day will be rewarded via the school's positive reward system.

Students on the Behaviour Monitoring Program must comply with the following Check-in Check-out Monitoring Card procedures:

- The Check-in Check-out Monitoring Card must be given to the teacher at the beginning of every lesson. Teachers will sign the card and indicate the student's behaviour as good, satisfactory, or unsatisfactory.
- The Check-in Check-out Monitoring Card should be signed by a parent/guardian at the end of each day.
- To successfully complete the Check-in Check-out Monitoring Card the student must demonstrate an improvement in behaviour and attitude and a positive engagement with learning. Failure to meet these expectations may result in an extension of the card, withdrawal of playground privileges, after school detention or suspension. Parents may be contacted in cases of unsatisfactory progress.
- Students are monitored for one week or until their behavior has improved.
- Students who have been placed on a Check-in Check-out Monitoring Card may be considered for loss of privileges for example attendance at excursions.

Student Support Services – Team Around a School

The Department of Education has a team of school support contacts that are in place to assist schools deal with behaviour, wellbeing and learning support. The Team Around a School provides advice and support with:

- Professional Learning
- Individual Student Plans
- Understanding Disability
- Complex Student Need and Case Support
- Suspension and behaviour
- Learning and Support Team Development
- Policy
- Linking to External Agencies

The Team Around a School Poster with all School Support Contacts can be viewed as Appendix # 9

PBL Interventions

Students supported by sustainable interventions through the Positive Behaviour for Learning Program by the Learning Support Team as follows:

Peer Interventions

Students who violate School-wide PBL expectations on two separate occasions are identified in weekly data extracts and will be required to attend a brief meeting with Student Representative Council and PBL Working Team members who will ask the student to identify their violation and set in place a plan for improvement

Year Advisor Interventions

Students who violate School-wide PBL expectations another time after undertaking the Peer Intervention or those who fail to show for the Peer Intervention are referred to the Year Advisor to be placed on to a Check and Connect Year Advisor monitoring card for between 5-10 days. Students will be required to check in daily with their Year Advisor with their card signed from each period.

The Year Advisor may call home when a student has three negative referrals from teachers. If the student's behavior does not improve and they reach five referrals, parents may be notified that the student is "nearing exclusion".

A Peer Intervention may be organised with students who have four negative referrals. Senior Students from the school leadership team meet with the student and discuss issues they may have and suggest strategies for improvement at school.

Head Teacher Intervention may be organised within individual faculties when a student reaches six referrals.

Deputy Principal Intervention occurs if a student has seven referrals. An exclusion letter may be generated which indicates that students are no longer able to participate in school representative duties or from leaving the school premises for non-curriculum excursions and other activities for a period of 10 weeks. The exclusion period will be reduced by one week for each week that a student receives zero referrals.

Formal Caution to Suspend

Students will receive a formal caution to suspend for a particular behaviour of concern before proceeding with a suspension. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.

The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour/s of concern and engage them with positive behaviour supports. It is critical that this time is used to implement any further supports or reasonable adjustments needed by the student. This may involve seeking assistance from external specialists or Delivery Support to provide further adjustments and tailor positive behaviour supports to engage the student with their learning.

Students issued with a formal caution to suspend may proceed to suspension if the behaviour of concern continues. Discretion will be used when deciding the appropriate next steps on a case-by-case assessment, including whether it remains appropriate to proceed to a suspension. The school will consider the whole context of the student and the behaviour identified in the formal caution when determining next steps.

Suspension

The purpose of the suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risks to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. In some situations, after considering the relevant factors, the principal may decide that a suspension is the most appropriate response.

Suspension is not intended as a punishment. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school.

The school may use suspension as a behaviour management response after considering whether possible and appropriate alternative behaviour support measures have been implemented or attempted. A suspension will be issued when a student's behaviour/s of concern:

- causes **actual harm** to any person; or
- poses an **unacceptable risk to health and safety, learning, and/or the wellbeing** of any person, including where such a risk is posed by:
 - a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted
 - a student's behaviour that causes damage to or the destruction of property.

Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting behaviour/s of concern such as physical violence, verbal abuse or psychological abuse. Other examples may include:

- bullying (see Bullying of Students - Prevention and Response Policy as well as the school's Anti-Bullying Plan 2022 on the school website) and cyber-bullying (see Cyber-bullying of staff).

- drugs in schools (see Drugs in Schools Policy).
- weapons and knives in schools (see Knives in schools Legal Bulletin). assault (see Assault harassment, stalking and intimidation of students and staff at school).
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity (see Anti-Racism Policy).
- misuse of technology (see Technology misuse in schools).

Maximum Number of Days for a Suspension

Suspensions are no longer categorised as short or long suspensions. The maximum number of days for any suspension is 10 school days, however the school will determine the appropriate number of school days for a suspension and will give the shortest number of days needed to implement supports for the student. If the maximum number of consecutive school days are insufficient to implement appropriate supports for the student or to put in appropriate safety measures, the principal may extend the suspension for a maximum of five additional school days, following consultation with the Director, Educational Leadership.

During a Suspension

Suspension should not prevent a student from continuing their learning. The school will check in with the student and parent during the suspension period to ensure continuity of learning and wellbeing. The school will ensure that continuity of learning provisions and learning support appropriate for the individual needs of the student have been established and the student's wellbeing has been considered

Returning to school after a Suspension

A Return to School Planning Meeting (RSPM) must occur before the student's return to school. The purpose of this meeting is to plan the student's re-engagement with learning at school. This meeting should be held face-to-face, however can be online or over the phone.

The meeting may include the following attendees – Principal, Deputy Principal or delegate, student, parent/carer or other support person nominated by the student (for example, a local or regional AECG support person), other support person for the parent/carer, school counsellor or psychologist, learning and support staff, and any other relevant persons involved in the student's wellbeing and support.

At the RSPM, the school will consider supports to address the underlying function of the student's behaviour. This may include an Individual Behaviour Support Plan (see information relating to IBSPs on Page 13)

Expulsion

Expulsion is when the Principal and Director Educational Leadership inform a student that they are no longer able to attend Swansea High School. This is an extremely serious matter, and all attempts will be made by the school to support a student before the decision to expel is made.

A student may be expelled for two reasons:

- Students who demonstrate serious behaviours of concerns and all management strategies and plans have been considered.
- Students who are over 17 years old and have not participated in all learning requirements and their behaviours are affecting the learning of other students.

Responding to Specific Behaviours

Truancy

One of the agreed responsibilities of all students at Swansea High School is to attend all lessons punctually. Truancy is any unauthorised absence from classes or activities, or persistently arriving to school late without parental permission.

Fractional truancy (missing one or more lessons throughout a day) may result in lunchtime detentions supervised by the teacher or Head Teacher of that subject. It is the student's responsibility to catch up on work missed. Students who truant a specific subject may be placed on attendance monitoring within that subject.

Students who truant may be placed on whole school attendance monitoring.

Parents will be notified via an automated text message via Sentral. A phone call or letter may be sent home for students who truant. Persistent truancy may result in the student being placed on an attendance monitoring card or a Deputy Principal's monitoring card.

Repeated truancy may result in a Formal Caution to Suspend for continued disobedience. A referral may be also made to the Department of Education and Training's Home School Liaison Officer.

Vaping and Smoking

Swansea High School is committed to being smoke and vape free. The school provides health lessons on the harmful effects of smoking cigarettes and vaping. Smoking or vaping in school or within school hours near the school, may result in Formal Caution to Suspend or a Suspension depending on the circumstances.

Unfortunately, some students buy and sell vapes to students at the school as a means of making money. In circumstances where students are found to be selling vapes to other students, they will be suspended from the school.

Banned Items

Due to safety and security reasons, the following items are not allowed at school. If they are brought to school, they may be confiscated and result in disciplinary action. In the case of illegal drugs and weapons, police will be notified, and a suspension will be a likely outcome.

- aerosol cans and propellants
- cigarettes
- vapes
- alcohol
- illegal drugs
- fireworks or 'throw downs'
- knives or weapons
- replica pistols or knives
- new items may be added as need arises

Illicit Drugs

The school provides health lessons on the harmful effects of all illicit drugs. In instances where students are found to be under the influence of drugs, police will be notified, and a suspension will be a likely outcome.

Uniform

The Swansea High School community supports the enforcing of the school's uniform policy. There are many benefits for the student, the school, and the community for implementing an active school uniform policy. If a student is unable to wear the school uniform, they are requested to have a note from their parents. This note allows them to collect a uniform pass from their Roll Call teacher or Deputy Principal. If a student breaches the school uniform policy and does not bring a note, their name is recorded, and a follow-up conversation is had with the Deputy Principal.

Repeated refusal to comply with the school uniform code without parental explanation may result in other consequences including loss of privileges. Parents may be contacted if students are in inappropriate uniform. Where students are wearing inappropriate uniform (thongs, hoodie jumpers), the school will arrange for appropriate uniform from the Uniform Shop or have parents deliver the appropriate uniform.

The school operates a uniform shop (see website for opening times). Please contact the school for opening times. The school regularly assists families having difficulties in supplying the correct uniform through Financial Assistance.

Mobile Phones

At Swansea High School phones may be used as an educational aid at the discretion of the teacher, and students should follow all instructions provided. Personal use of a phone, recording device or camera in class is prohibited. All mobile technology devices are to be turned off or on silent at school unless otherwise directed.

Swansea High School has a strict 'Bag or Box' Policy in regard to phones. Students are required to have their phone either in their bag for the entirety of the lesson or in the box located on the teacher's desk in every classroom.


Teachers have the right to confiscate any equipment that is used in an inappropriate manner. Inappropriate use of a phone includes any use that:

- disrupts or is likely to disrupt the learning environment
- is in breach of the law or Telecommunication Act. This includes
 - videoing or recording people without their consent.
 - threatening or is likely to be threatening the safety or wellbeing of any person
 - having sexual or inappropriate images on their phones

Inappropriate use of a mobile phone or other technology as listed above also includes:

- using it in a way that disrupts the learning environment
- bullying, intimidating or harassing others through social media, SMS or text messaging or through photographic, video, or other data transfer system
- recording of conversations, including lessons, without the knowledge and permission of the teacher or those involved in the conversation
- downloading or accessing inappropriate material on the internet such as acts of violence, child abuse, pornographic or other offensive material
- filming of fights or other criminal behaviour involving students that occur at school, during school activities or while on the way to or from school.
- using it in a way that threatens or is likely to threaten the safety or wellbeing of any person

APPENDIX

SHS Care Continuum												
		TARGET YEAR GROUP	Inclusive, proactive, prevention-focused approach	A continuum of care	Explicit teaching of behaviour skills	Managing challenging behaviour	Supports and resources: capacity building	A specialist workforce	Shared parent and community responsibility and action	Quality implementation of effective, evidence-based interventions	Development of evidence and data	Collaborative partnerships
Proactive strategies												
Whole School												
	Achievement assembly	ALL										
	Appropriate implementation of behaviour management strategies	ALL										
	Bag or Box school policy	ALL										
	Beginning teacher mentoring program	ALL										
	Bluey's reward system and White Commendations	ALL										
	Brainstorm Productions	ALL										
	Breakfast club	ALL										
	Bullying- No Way	ALL										
	Communication with parents around school expectations	ALL										
	Community Legal Education (Law education)	ALL										
	Consistent teacher expectations, routines, modelling and responses to behaviour (LI and SC, Formative assess, T&L programs, processes and polcies)	ALL										
	Contact home (positive and negative)	7-10										
	Establish and Maintain High Expectations	ALL										
	Explicit teaching and modelling of specific skills	ALL										
	Friday morning cook-up	ALL										
	High quality differentiated teaching	ALL										
	Koori Room	ALL										
	LGBTQIA+	ALL										
	Life Ready	ALL										
	Lifechanger	7-11										
	Love Bites	10										
	Lunch facilities	ALL										
	PBL language and expectations	ALL										
	Peer Support	Yr7										
	Personalised Learning Plans (PLP)	ALL										
	Playground supervision	ALL										
	Professional Development	ALL										
	Provide effective student feedback	ALL										
	Providing opportunities for choice	ALL										
	Rapport and positive relationships	ALL										
	Reinforce PBL expectations	ALL										
	Merit System (Bronze, Silver, Gold, Platinum)	ALL										
	RUOK? Day	ALL										
	Senior stress - Headspace talk	11/12										
	SMASHED	8										
	Strengths based approach to celebrate achievement, engagement, attendance and behaviour	ALL										
	Strong teacher/student relationships	ALL										
Student learning data	ALL											
STYMIE	ALL											
Uniform expectations	ALL											
Year 6-7 transition program - Hello High School, Data Collect	Yr7											
Early interventions												
Class teacher, Head Teacher, Wellbeing Staff												
Class Teacher Head Teacher	Adjustments/PLSP	ALL										
	Behaviour management strategies	ALL										
	Contact home - Class teacher (positive and negative)	ALL										
	Contact home - Head teacher (positive and negative)	ALL										
	Faculty monitoring card	ALL										
	Head Teacher lesson observation	ALL										
	Reflection Class teacher - issue specific	ALL										
	Reflection Head Teacher - issue specific	ALL										
	Seating plans	ALL										
Staff mentor/Staff support person	ALL											

[illegible]

[illegible]

		Behaviour Support Plan		Student:		Student Photo
Date of Enrolment:		Date:	Year:	Class:	DOB:	
Prepared by: Consultation with:			Behaviour Management Strategies			
SCHOOL HISTORY:	<div></div>		ENVIRONMENTAL <div></div>			
ATTENDANCE/ SCHOOL ISSUES:	<div></div>		ORGANISATIONAL <div></div>			
MEDICAL/ FAMILY HISTORY:	<div></div>		PERSONAL MANAGEMENT STRATEGIES <div></div>			
PREVIOUS INTERVENTIONS:	<div></div>		CURRICULUM ADJUSTMENTS <div></div>			
TARGET BEHAVIOURS:	<div></div>		SUCCESSFUL BEHAVIOUR MANAGEMENT STRATEGIES <div></div>			

Behaviour Response Continuum

Baseline	Agitated	Escalation	Acting Out	Tension Reduction
<u>Behaviour/Trigger</u> <ul style="list-style-type: none"> • • • 	<u>Behaviour/Triggers</u> <ul style="list-style-type: none"> • • • 	<u>Behaviour/Triggers</u> <ul style="list-style-type: none"> • • 	<u>Behaviour/Triggers</u> <ul style="list-style-type: none"> • • • 	<u>Behaviour/Triggers</u> <ul style="list-style-type: none"> • • •
<u>Strategies</u> <ul style="list-style-type: none"> • Student- • Teacher- • 	<u>Strategies- supportive</u> <ul style="list-style-type: none"> • Student- • Teacher- • • 	<u>Strategies- Directive</u> <ul style="list-style-type: none"> • Student- • Teacher- • HT- 	<u>Strategies</u> <ul style="list-style-type: none"> • Student- • Teacher/HT- • DP- 	<u>Strategies</u> <ul style="list-style-type: none"> • Student- • DP-
EXIT PLAN:	<ul style="list-style-type: none"> • 			

Individual Behaviour Contract

This behaviour contract will help _____ to use a range of strategies to stay engaged in learning and following the PBL values of the school.

Behaviour Goals:

-
-
-

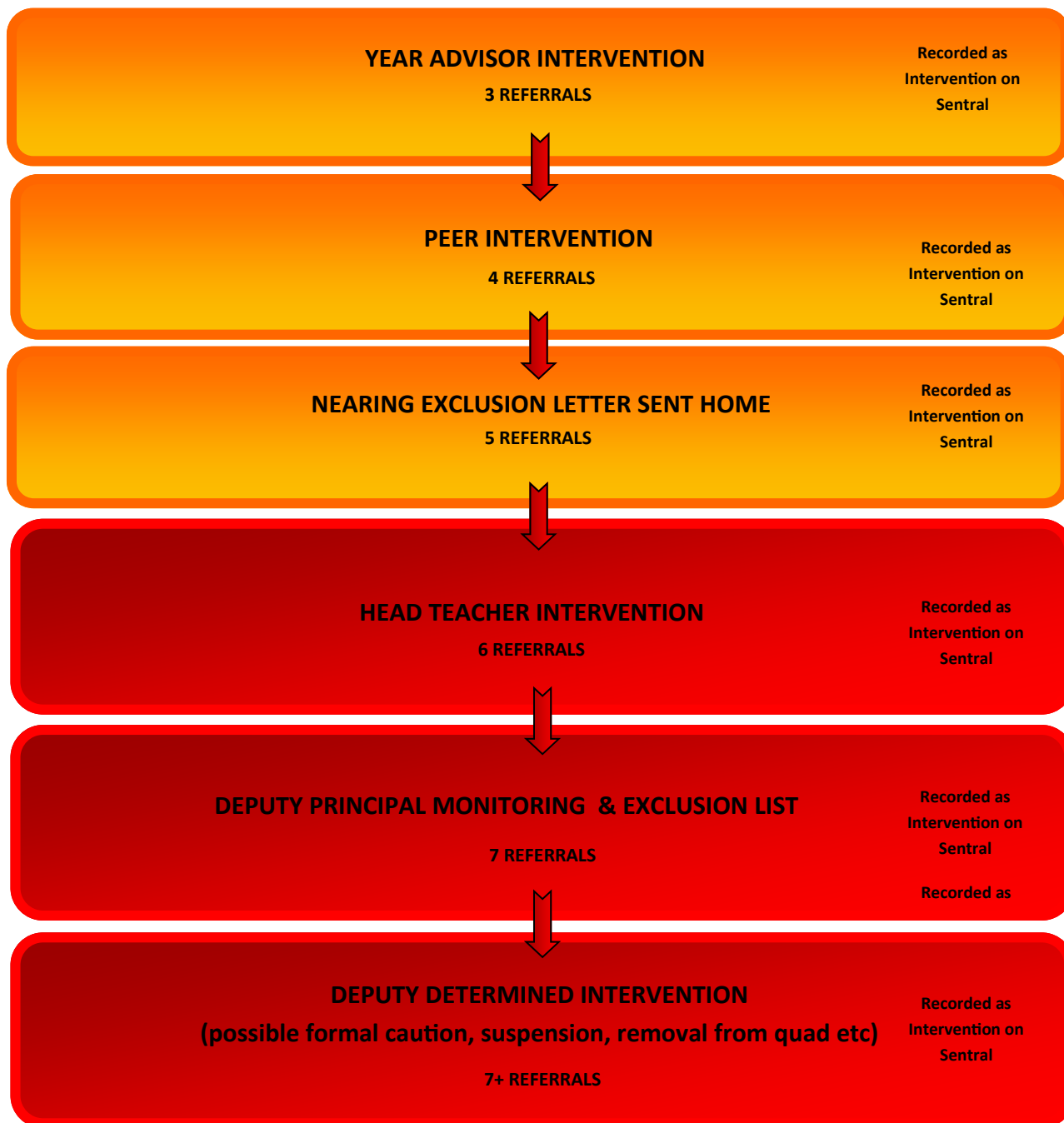
Conditions of Contract:

-
-
-

Student Signature: _____ Parent Signature: _____ Deputy Principal Signature: _____



INTERVENTION ACTION PLAN



RESPECT

RESPONSIBILITY

READY TO LEARN





IN THIS LEARNING SPACE WE:

RESPECT

- ✓ Be considerate of self, others, teachers & property
- ✓ Use positive language
- ✓ Value the learning space and resources
- ✓ Respectfully contribute or seek assistance

RESPONSIBILITY

- ✓ Be accountable for your own learning, behaviour and actions
- ✓ Have a growth mindset
- ✓ Strive for personal best
- ✓ Arrive on time, work to the bell

READY TO LEARN

- ✓ Be prepared for learning
- ✓ Ask questions when unsure
- ✓ Participate, cooperate, collaborate
- ✓ BO, BO



IN ALL SETTINGS WE:

- ✓ Use manners
- ✓ Follow instructions
- ✓ Care for property and others

RESPECT

- ✓ Wear your uniform
- ✓ Right place, right time
- ✓ Accept consequences
- ✓ Report problems

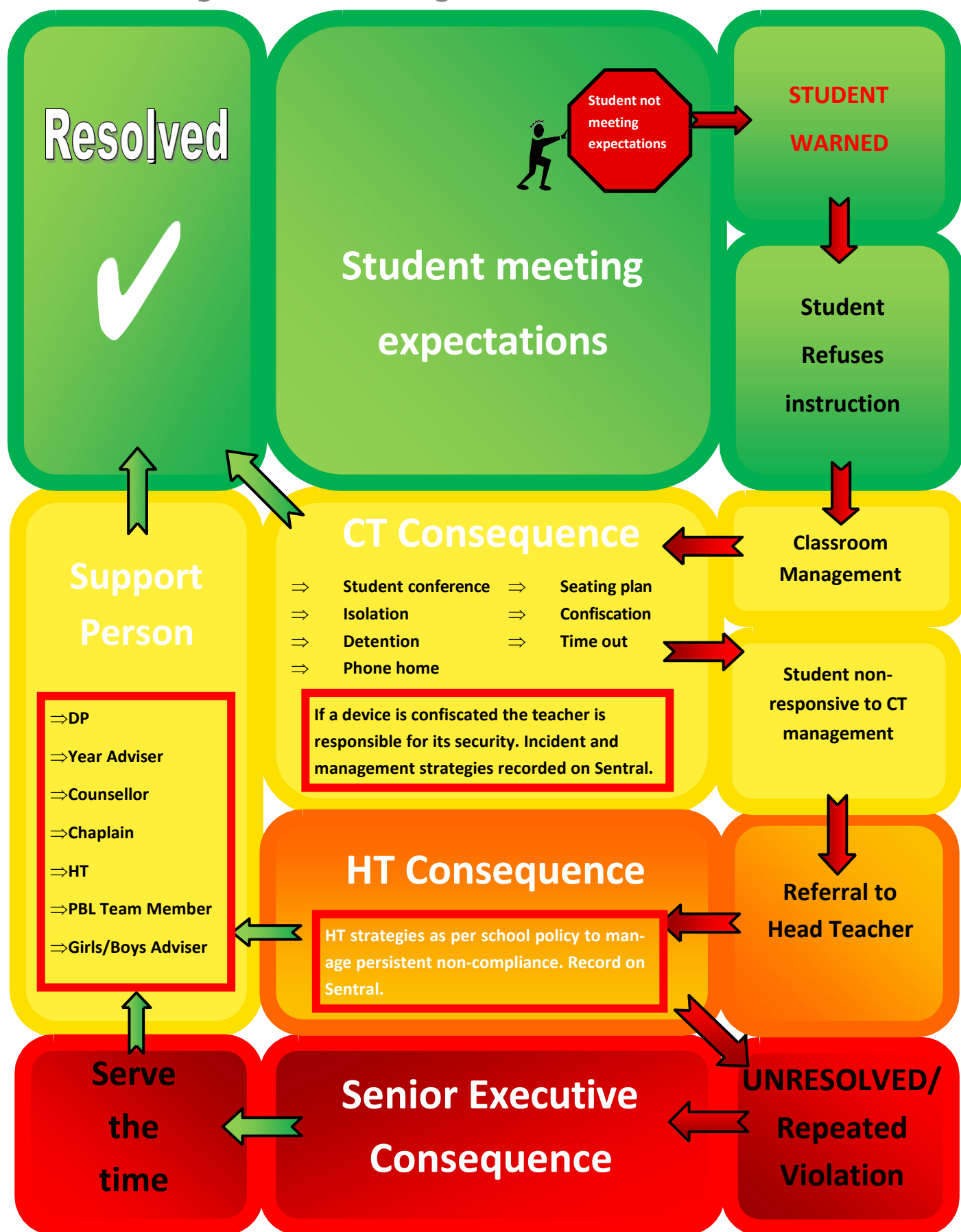
RESPONSIBILITY

- ✓ Right place, right time
- ✓ Participate

READY TO LEARN



Everyone. Every class. All the time.





PBL Behaviour Consistency Guide

<u>Physical Violence</u> Pushing/shoving Grabbing at body/clothing Some intention to connect/provoke a response Striking Pursuing to strike	<u>Arguing / Defiance</u> Indistinct mutterings Low level negative comment Lack of respect in tone, manner and body language but comply Challenging manner / compliant Verbally aggressive	<u>Harassment - Bullying</u> Isolated put down Repeated put-down Sustained put-down Sustained aggressive talk Threatening harm
<u>Failing to follow instructions</u> Slow to comply Intentional distraction from request Half completion of task/request Removal of self without compliance – walking away *(Do not pursue student, refer incident at a later time) Refusing completion of request	<u>Damage of Property/ Vandalism</u> Accidental breakage via careless use Accidental breakage through misuse Intentional damage	<u>Swearing/Inappropriate language</u> Swearing as an exclamation Swearing amongst peers Swearing aggressively at peers Abusive swearing at adult
<u>Aggressive Play / Hands Off</u> Pushing/shoving in allowed game Careless contact in allowed game Tackling/striking in allowed game Playing a banned game	<u>Out of Bounds</u> Careless wandering or sitting in O.O.B area Repeated presence in O.O.B area No desire to comply/move Intentionally not in the right place, right time all the time	<u>Possession of Banned Item</u> Banned items in sight The use of a banned item in a potentially damaging way Use of item in a damaging way on purpose
Key: Green = teacher correction procedure Orange = teacher's discretion requiring referral Red = direct escalation and referral		



“Swansea High is a safe, friendly, healthy and energetic learning environment. There are strong partnerships between staff, students and the community who all strive to achieve their personal best. To ensure all have an equal opportunity to succeed, we are respectful, responsible and ready to learn.”

Swansea High School PBL Teaching Matrix

What do our school-wide expectations look like in all settings?

What do our school-wide expectations look like in all settings?									
All Settings	Corridors	Bus Lines	Toilets	Playground	Oval & Basketball Courts (Active Play ONLY)	Canteen (Purchasers ONLY)	Assembly	Entry & Exit (all spaces)	Mobiles & Electronic Devices
<div>✓ Use manners</div> <div>✓ Follow instructions</div> <div>✓ Care for property and others</div>	<div>✓ Give way to others</div> <div>✓ Walk quietly</div> <div>✓ Care for property</div>	<div>✓ Allow others a place to sit</div> <div>✓ Wait patiently</div> <div>✓ Use manners</div>	<div>✓ Keep it clean</div> <div>✓ Give privacy to all</div> <div>✓ Care for the toilet</div>	<div>✓ Keep it clean</div> <div>✓ Play fairly</div> <div>✓ Use positive language</div> <div>✓ Follow instructions</div>	<div>✓ Play fairly</div> <div>✓ This area is a privilege</div>	<div>✓ Use manners</div> <div>✓ Wait your turn</div> <div>✓ Follow instructions</div>	<div>✓ Hats and electrical devices off, manners on</div> <div>✓ Celebrate achievements appropriately</div> <div>✓ Sit quietly</div> <div>✓ Follow instructions</div>	<div>✓ Keep the doorway clear</div> <div>✓ Wait for instruction to enter or exit</div> <div>✓ Enter & exit quietly and calmly</div> <div>✓ Be mindful of others</div>	<div>✓ Bag OR Box</div> <div>✓ Educational tool, not toy</div> <div>✓ Others' right to learn</div>
<div>✓ Wear your uniform</div> <div>✓ Right place, right time</div> <div>✓ Accept consequences</div> <div>✓ Report problems</div>	<div>✓ Keep left</div> <div>✓ Line up against classroom wall</div> <div>✓ Walk safely</div> <div>✓ Right spot, right time</div>	<div>✓ Follow instructions</div> <div>✓ Board, travel and exit bus safely</div> <div>✓ Have bus pass or money ready</div>	<div>✓ Report problems</div> <div>✓ Be hygienic</div> <div>✓ Be water wise</div>	<div>✓ Play allowed games safely</div> <div>✓ Take care of your area and others</div> <div>✓ Report problems</div> <div>✓ Stay in bounds</div>	<div>✓ Play safely</div> <div>✓ Feed your brain before you enter</div> <div>✓ Be sun smart</div>	<div>✓ Buy only for yourself</div> <div>✓ Move safely and calmly</div> <div>✓ Use canteen during operating times</div>	<div>✓ Sit in allocated spot</div> <div>✓ Report problems</div>	<div>✓ Enter & exit responsibly</div> <div>✓ Line up outside: 2 lines, against the wall</div> <div>✓ Let the teacher know of any change in your routine</div> <div>✓ Seek permission to leave and return</div> <div>✓ Seek permission to leave and return promptly</div>	<div>✓ Secure it, assure i</div> <div>✓ Use responsibly</div> <div>✓ Time and place</div>
<div>✓ Right place right time,</div> <div>✓ Participate</div>	<div>✓ Be aware of your surroundings</div> <div>✓ Move directly and promptly to class</div>	<div>✓ Right place, right time</div> <div>✓ Be road wise</div>	<div>✓ Use the toilets during breaks</div> <div>✓ Permission note in class time</div>	<div>✓ Leave for class when bell rings</div> <div>✓ Feed your brain</div> <div>✓ Use breaks to see staff/office</div>	<div>✓ Be ready for class when the bell rings</div> <div>✓ Deodorise outside</div>	<div>✓ Feed your brain</div> <div>✓ Pre-Order your lunch when possible</div> <div>✓ Know your costs, and have your own money ready</div>	<div>✓ Participate positively</div> <div>✓ Enter and exit assemblies in an orderly manner</div>	<div>✓ Arrive on time</div> <div>✓ Sit and unpack quickly and quietly</div> <div>✓ Work until the bell</div>	<div>✓ Out of sight, out of mind</div> <div>✓ Connect to learning</div> <div>✓ Keep it silent</div>



Laptop Expectations

Respect

- 👍 The laptops & laptop trolleys (once broken, they're gone)
- 👍 The laptop student monitors
- 👍 Food + Drinks don't mix with technology

- 👍 Laptop issued by monitors only
- 👍 Report all problems
- 👍 Shut down and check all laptops before returning

Responsibility

Ready to Learn

- 👍 Know your logon details
- 👍 Check your laptop for any damage
- 👍 Right use, right time

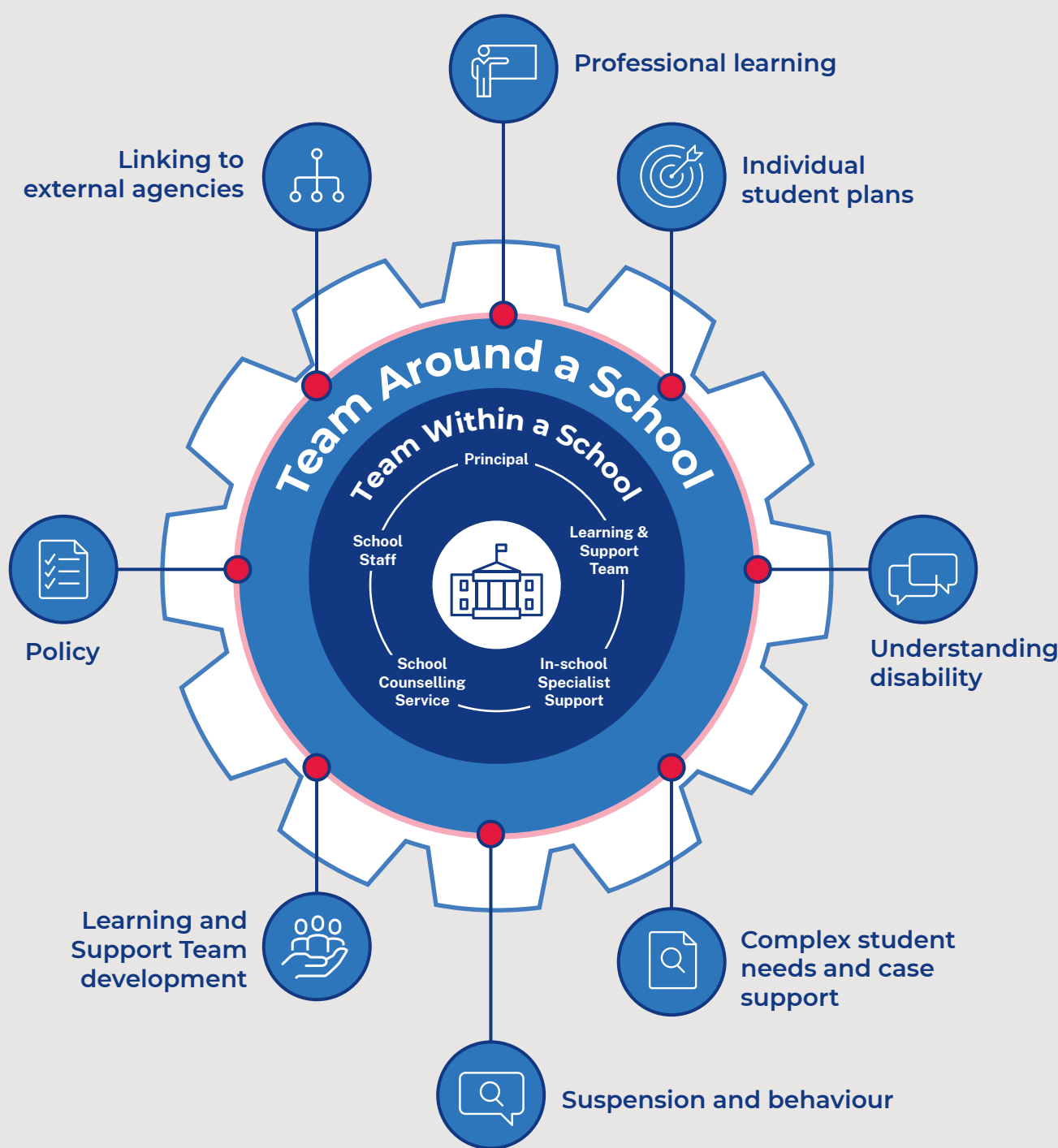


Team Around a School

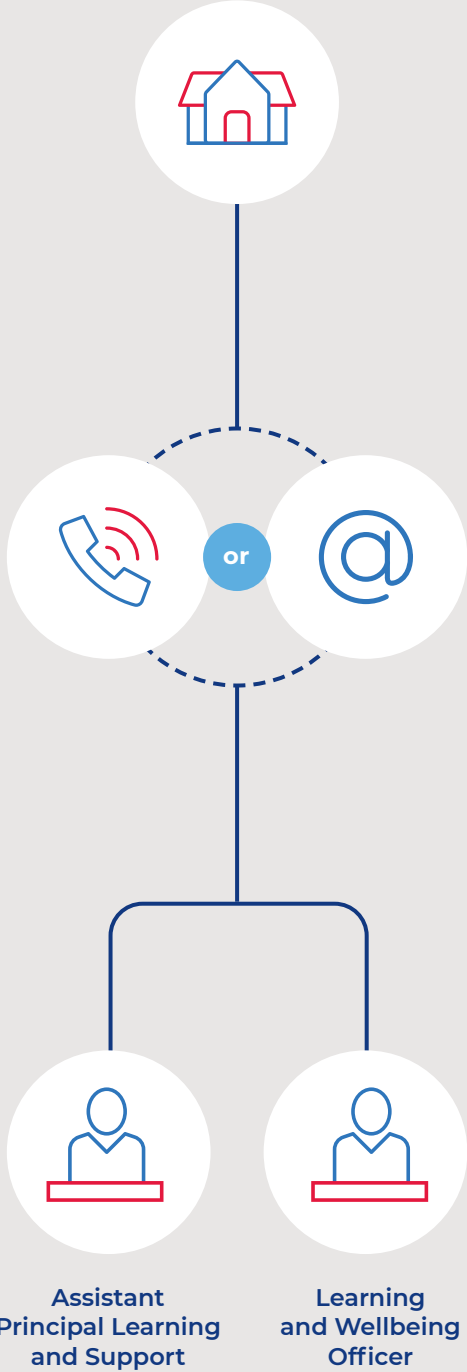


Supporting the work of the Team Within a School

The Team Around a School provides advice and support with:



Contact us



If you know the support you need, please go directly using the School Support Contacts or scan the QR code.

Where you are unsure and wish to discuss support options available, please contact your Learning and Wellbeing Officer or Assistant Principal Learning and Support.

