

# SWANSEA HIGH SCHOOL



## SCHOOL BEHAVIOUR SUPPORT MANAGEMENT PLAN 2024

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<b>SCHOOL BEHAVIOUR SUPPORT MANAGEMENT PLAN</b>		
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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:

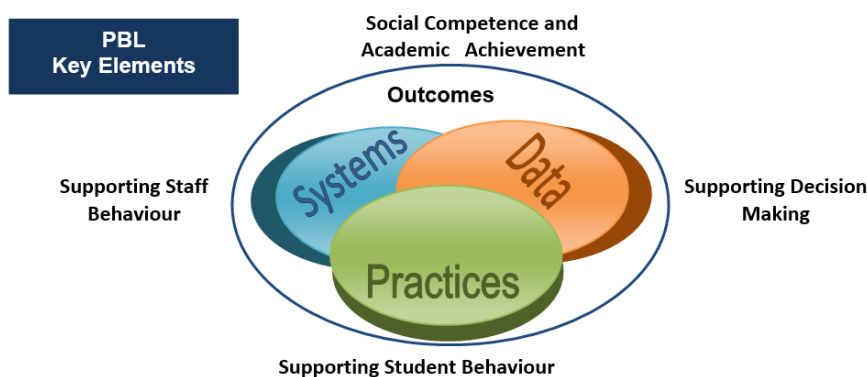
- Support the school in the implementation of the School Behaviour Support and Management Plan
- Provide input into policy development through involvement the school P&C.
- Communicate with the school when issues arise that may cause concern.

## School-Wide Expectations

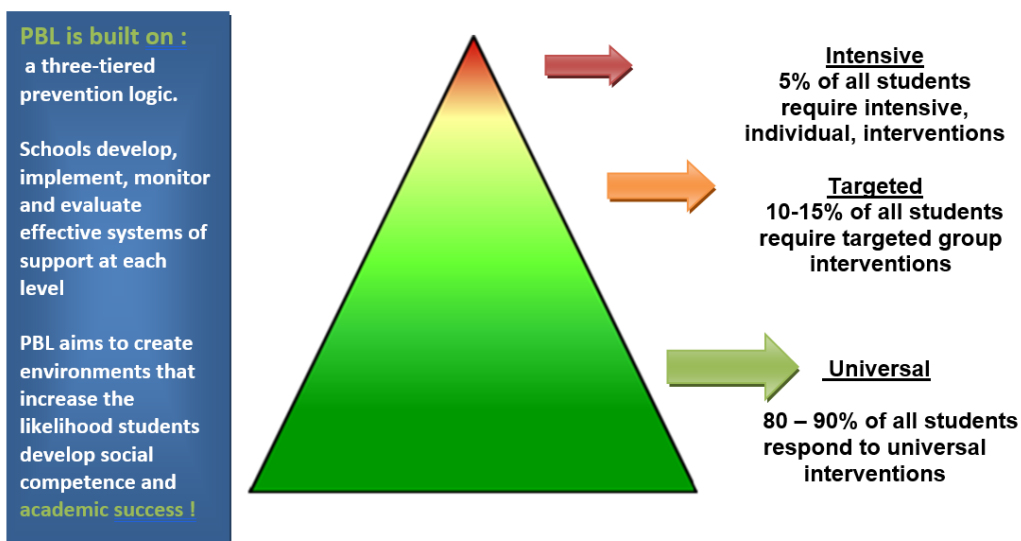
Students at Swansea High School are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. At Swansea High School we promote the highest standards of behaviour 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
<b>Common Areas</b>	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.
<b>Class</b>	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.
<b>Playground</b>	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.
<b>Hallways</b>	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.
<b>Toilets</b>	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.
<b>Bus Bay/Bus</b>	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.
<b>Formal Exams</b>	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.
<b>Assemblies</b>	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: Respect, Responsibility, Ready to Learn.

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 school's PBL values Bluey's can be collected and redeemed for prizes. 50 Blueys = \$10 Canteen Voucher 75 Blueys = \$30 Gift Card When submitting 75 Blueys you also receive a White Commendation.
Accumulative Awards	For Students who are consistently showing high levels of -  Respect Responsibility Ready to learn	White commendations contribute to achieving the Bronze, Silver, Gold and Platinum PBL Levels. Students who receive – 3 x White Commendations = Bronze Award 6 x White Commendations = Silver Award 9 x White Commendations = Gold Award 12 x White Commendations = Platinum Award The highest award a student can achieve in one year is Platinum which is presented at the Annual Presentation.
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

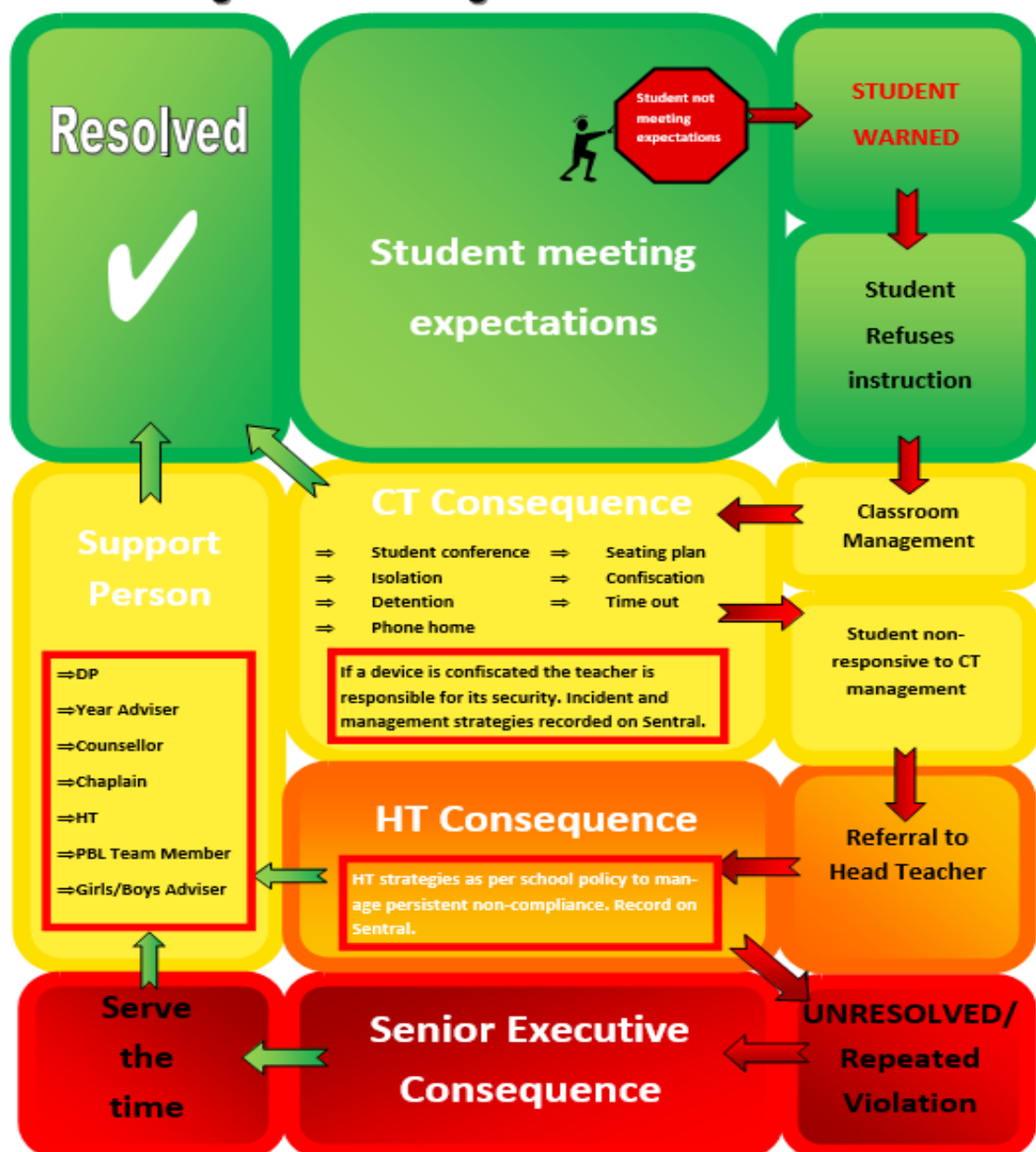
Children grow into responsible adults when they have clear boundaries and consistent expectations. Swansea High School has a consistent and fair discipline system that has been developed in consultation with our school community. Young people make mistakes and students learn best from their mistakes 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 or 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:

### 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 will have further consequences in place.

### 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

**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. A student may be required to complete a reflection-based activity based on the behaviours they are demonstrating in class. 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. There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.

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 will involve the student completing a reflection booklet as well as a package of work related to the behaviour that resulted in the Formal Caution. For example, if a student is caught vaping at school, they will be required to complete a Vape Education Resource Package. Assistance may be sought 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 during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

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.

- Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:
  - continued/persistent disobedience and/or disruptive behaviour
  - malicious damage to or theft of property
  - verbal abuse
  - bullying and cyberbullying
  - misuse of technology
  - discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.
- Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in [Legal Issues Bulletin 22 – Knives in schools](#)) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

### **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 or to put in appropriate safety measures, the Principal may extend the suspension for up to an additional five 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 of truancy 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, will result in Suspension. If students are in possession of vapes, they will be suspended.

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. If a student is in possession of a vape, 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. If a student is in possession of a illicit substance/s (this includes a vape), they will be suspended from the school.

### 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 required 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.

### Mobile Phones

The Swansea High School Mobile Phone Policy (see website) is designed to adhere to the NSW Department of Education's ban on mobile phones in schools. The aim of this document is to ensure a clear understanding of the roles and responsibilities of students, staff and parents, in relation to the use of mobile phones at school.

### Swansea High School Approach

Swansea High School are using the '**Off and Away**' strategy in order to manage the use of mobile phones and their associated accessories on school grounds and during any school related activities.

### Prohibited Items

Mobile phones and wireless headphones are considered prohibited items and should not be used by a student while on school grounds at any time unless a formal exemption has been provided. Students must switch their smart watch to 'aeroplane mode' for the duration of the school day. 'School grounds' extends to school excursions, sports carnivals, and other events at the school or off site where an approved school activity takes place, unless otherwise advised.





## Swansea High School 'Off and Away Mobile Phone Strategy'

Failure to adhere to the 'Off and Away Strategy' will result in confiscation of phone or accessory. Confiscation will occur if students are using their phone or accessory (including air pods/smart watch in class or in the playground without permission).

### 1st Offence

- If breach occurs, student will be sent immediately to DP
- Phone will be confiscated and locked away for the rest of the school day
- Student will return to the class or playground with a note indicating that their phone has been confiscated
- 'Phone Breach' on Sentral and parents/carers notified via email

### 2nd Offence

- Student to go immediately to DP and phone will be locked up
- The DP will discuss strategies useful in ensuring that there are no further breaches
- Student issued with 2nd 'Phone Breach' on Sentral and parent/carer asked to pick up phone
- Student mobile phone contract drawn up and signed by the student and parent/carer

### 3rd Offence

- Student issued with a **formal caution**
- Parent/carer to come to school to pick up phone
- Student mobile phone contract reviewed, and a reflection package will be completed by the student
- Student not permitted to have phone in their bag during the school day

### 4th Offence

- Same process will be followed, resulting in a **suspension**
- A review of student 'Mobile Phone Contract' will be completed



# APPENDIX

[illegible]

[illegible]

[illegible]

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

Behaviour Response Continuum				
Baseline	Agitated	Escalation	Acting Out	Tension Reduction
<u>Behaviour/Trigger</u> • • •	<u>Behaviour/Triggers</u> • • •	<u>Behaviour/Triggers</u> • •	<u>Behaviour/Triggers</u> • • •	<u>Behaviour/Triggers</u> • • •
<u>Strategies</u> • Student- • Teacher- •	<u>Strategies- supportive</u> • Student- • Teacher- • •	<u>Strategies- Directive</u> • Student- • Teacher- • HT- •	<u>Strategies</u> • Student- • Teacher/HT- • DP- •	<u>Strategies</u> • Student- • DP- •
EXIT PLAN:				•

**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: \_\_\_\_\_

### Behaviour Goals:

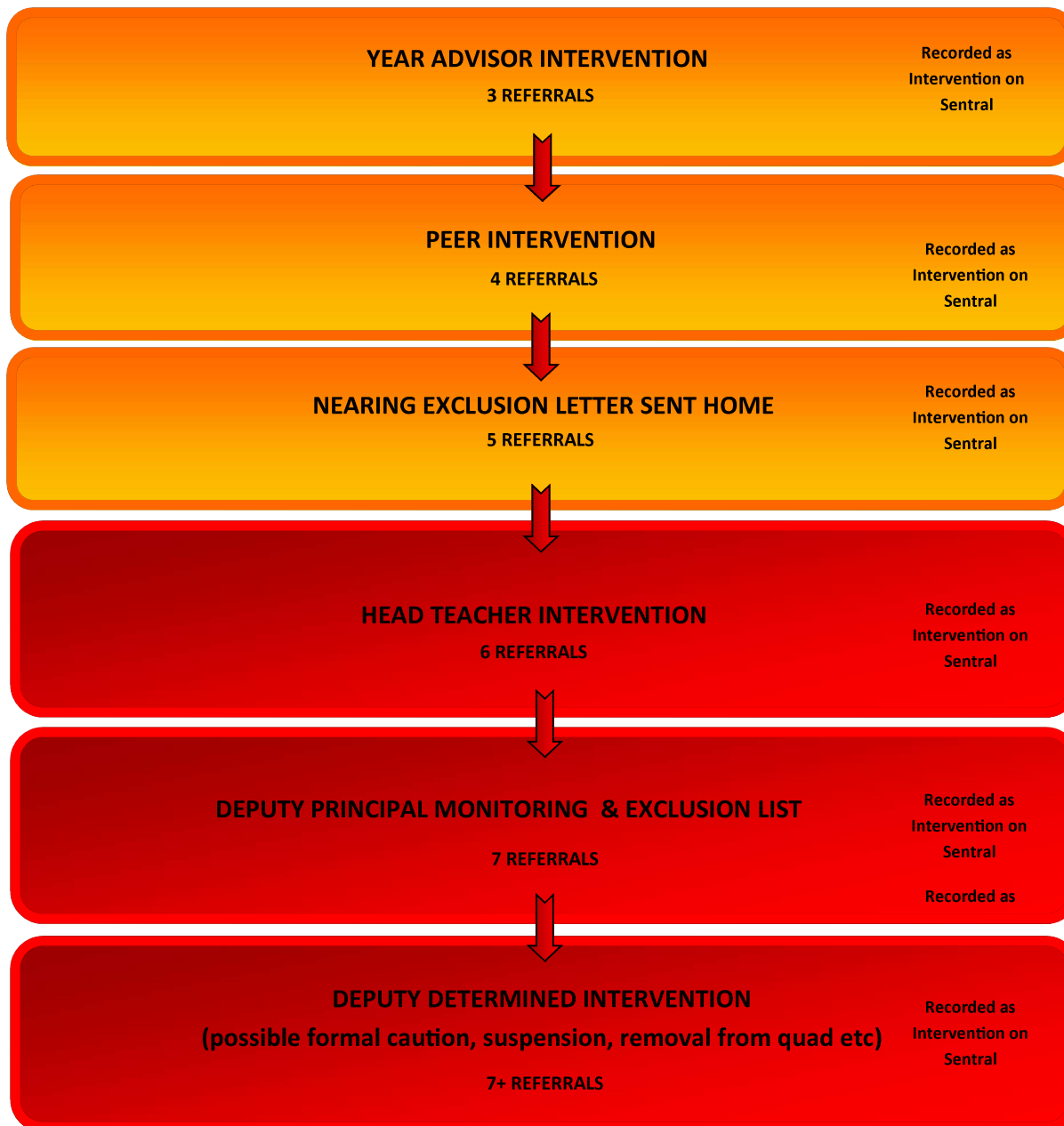
- Conditions of Contract:

- Student Signature: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_



# INTERVENTION ACTION PLAN

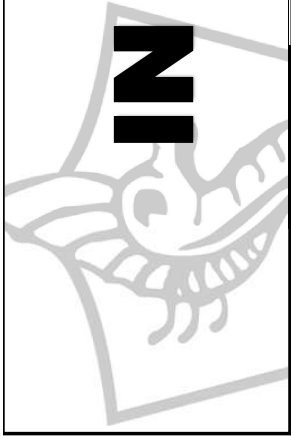


**RESPECT**

**RESPONSIBILITY**

**READY TO LEARN**





# **IN THIS LEARNING SPACE WE:**

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

## **RESPECT**

## **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**

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

## **READY TO LEARN**



# 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

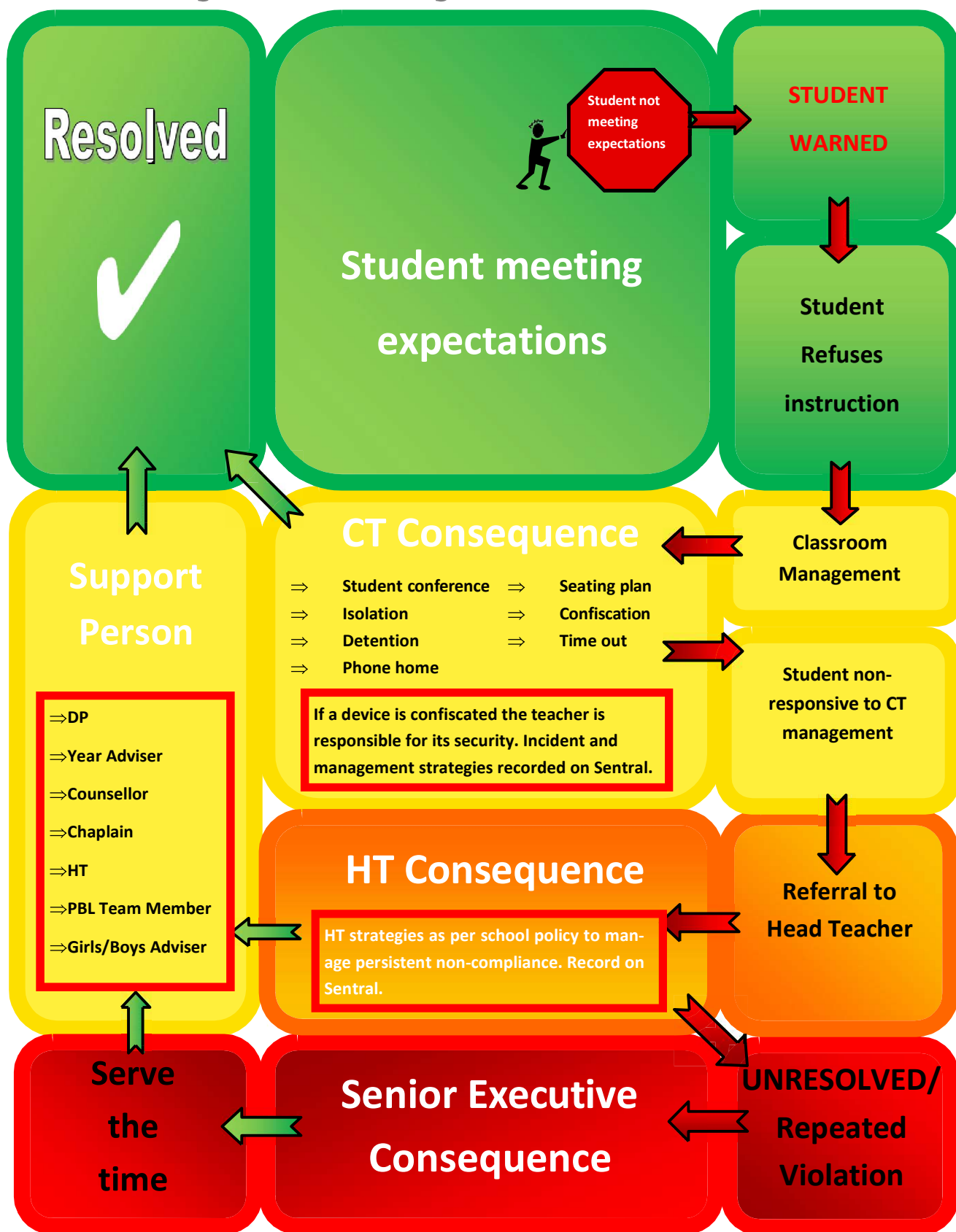
✓ Participate

## READY TO LEARN



# CLASSROOM CONSISTENCY FLOW CHART

**Everyone. Every class. All the time.**





## PBL Behaviour Consistency Guide

<b><u>Physical Violence</u></b> Pushing/shoving Grabbing at body/clothing Some intention to connect/provoke a response Striking Pursuing to strike	<b><u>Arguing / Defiance</u></b> Indistinct mutterings Low level negative comment Lack of respect in tone, manner and body language but comply Challenging manner / compliant Verbally aggressive	<b><u>Harassment - Bullying</u></b> Isolated put down Repeated put-down Sustained put-down Sustained aggressive talk Threatening harm
<b><u>Failing to follow instructions</u></b> 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	<b><u>Damage of Property/ Vandalism</u></b> Accidental breakage via careless use Accidental breakage through misuse Intentional damage	<b><u>Swearing/Inappropriate language</u></b> Swearing as an exclamation Swearing amongst peers Swearing aggressively at peers Abusive swearing at adult
<b><u>Aggressive Play / Hands Off</u></b> Pushing/shoving in allowed game Careless contact in allowed game Tackling/striking in allowed game Playing a banned game	<b><u>Out of Bounds</u></b> 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	<b><u>Possession of Banned Item</u></b> Banned items in sight The use of a banned item in a potentially damaging way Use of item in a damaging way on purpose
<b>Key:</b> 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?

Teaching Matrix		Expectations																		
		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>Respect</div>	✓	Use manners	✓	Give way to others	✓	Allow others a place to sit	✓	Keep it clean	✓	Keep it clean	✓	Play fairly	✓	Use manners	✓	Hats and electrical devices off, manners on	✓	Keep the doorway clear	✓	Bag OR Box
	✓	Follow instructions	✓	Walk quietly	✓	Wait patiently	✓	Give privacy to all	✓	Play fairly	✓	This area is a privilege	✓	Wait your turn	✓	Celebrate achievements appropriately	✓	Wait for instruction to enter or exit	✓	Educational tool, not toy
	✓	Care for property and others	✓	Care for property	✓	Use manners	✓	Care for the toilet	✓	Follow instructions	✓	Follow instructions	✓	Follow instructions	✓	Sit quietly	✓	Be mindful of others	✓	Others' right to learn
<div>Responsibility</div>	✓	Wear your uniform	✓	Keep left against wall	✓	Follow instructions	✓	Report problems	✓	Play allowed games safely	✓	Play safely	✓	Buy only for yourself	✓	Sit in allocated spot	✓	Enter & exit responsibly	✓	Secure it, assure it
	✓	Right place, right time	✓	Line up against classroom wall	✓	Board, travel and exit bus safely	✓	Be hygienic	✓	Feed your brain before you enter	✓	Feed your brain	✓	Move safely and calmly during operating times	✓	Report problems	✓	Line up outside: 2 lines, against the wall	✓	Use responsibly
	✓	Accept consequences	✓	Walk safely	✓	Have bus pass or money ready	✓	Be water wise	✓	Take care of your area and others	✓	Be sun smart	✓	Use canteen during operating times	✓	Seek permission to leave and return promptly	✓	Let the teacher know of any change in your routine	✓	Time and place
<div>Ready to Learn</div>	✓	Right place, right time, Participate	✓	Be aware of your surroundings	✓	Right place, right time	✓	Use the toilets during breaks	✓	Leave for class when bell rings	✓	Be ready for class when the bell rings	✓	Feed your brain	✓	Participate positively	✓	Arrive on time	✓	Out of sight, out of mind
	✓		✓	Move directly and promptly to class	✓	Be road wise	✓	Permission note in class time	✓	Feed your brain	✓	Deodorise outside	✓	Pre-Order your lunch when possible	✓	Enter and exit assemblies in an orderly manner	✓	Sit and unpack quickly and quietly	✓	Connect to learning
										✓	Use breaks to see staff/office							Work until the bell	✓	Keep it silent

Expectations



# 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

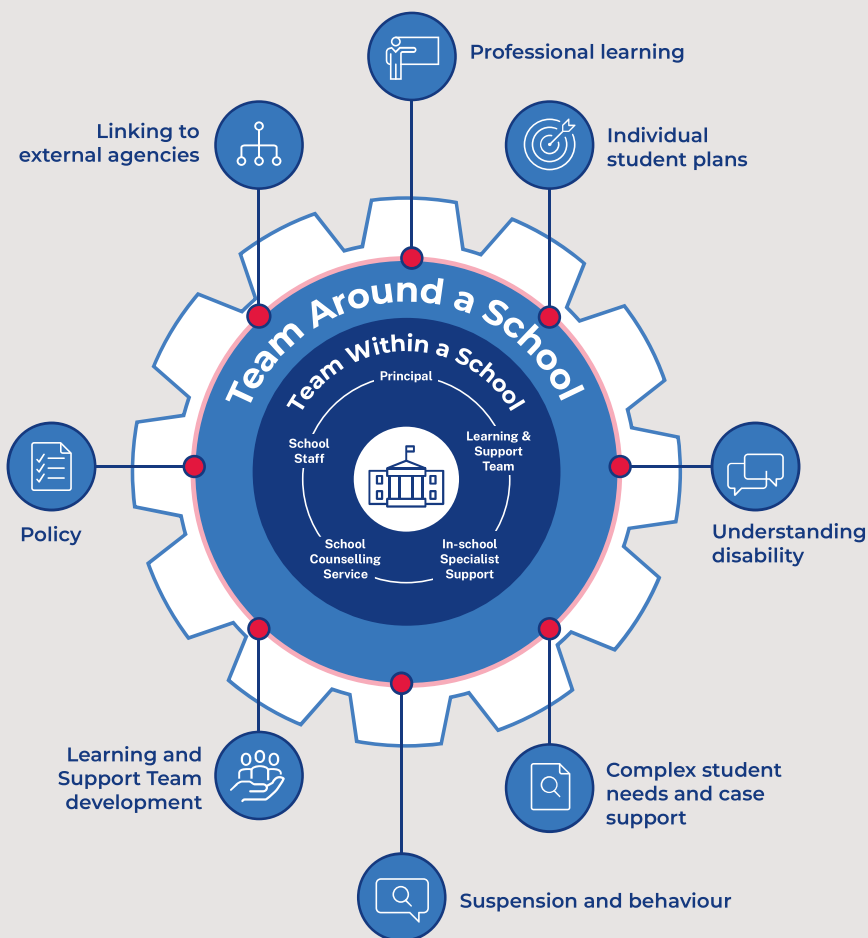


# Team Around a School

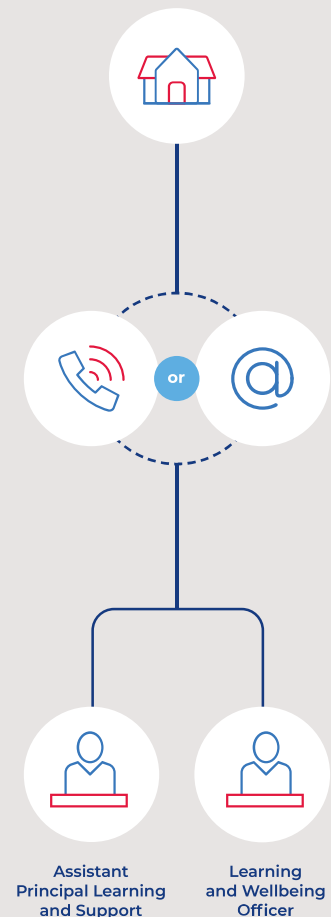


## Supporting the work of the Team Within a School

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.

