



POSITIVE STUDENT BEHAVIOUR SUPPORT PLAN

**Policy and processes facilitating positive student behaviour
and managing inappropriate student behaviour**

Revised December 2022

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SECTION ONE: OUR APPROACH

MORAL PURPOSE

At Comet Bay College we strive for excellence by nurturing individual abilities, providing meaningful learning opportunities and fostering positive respectful communities.

POLICY RATIONALE

Comet Bay College is a co-educational and multicultural community. Our students, parents and staff come from diverse socio-economic and cultural backgrounds and hold a range of values and attitudes. Such diversity can stimulate a creative and enriching environment; it can also give rise to confusion and conflict. To enable our school community to work harmoniously together and to manage the complex issues arising from its diversity, we:

- Develop a learning environment that is safe, respectful, tolerant and inclusive, promoting intellectual rigour and is physically stimulating to support and encourage learning
- Build and maintain positive and respectful relationships between staff, students and parents
- Ensure every student experiences a sense of belonging to the school community, of being known and understood as an individual, with staff who care about each student's overall progress and wellbeing
- Promote a culture of high performance, within a culture of high care.

GUIDING PRINCIPLES

- Research based, best-practice behavioural interventions and support strategies implemented within a multi-tiered framework
- Expected behaviours are explicitly taught, modelled, monitored, and reinforced
- Environments arranged to encourage previously taught social skills and discourage anticipated behaviour errors
- Classroom strategies are merged with effective instructional design, curriculum, and delivery matched to student need and supporting data
- Considerate of individuals' learning history and experiences (e.g., family, community, peer group) to incorporate personalised adjustments based on student needs
- Promote restoring relationships when managing student behaviour, supporting the growth of self-regulation and peer-regulation and reducing the need for adult intervention
- Educators act professionally; that is, use planned and established school and classroom procedures when managing behaviour in manners that are calm, neutral, businesslike and contingent
- Respond to the assessment of college behaviour data
- Engage and support parents in active partnership and participation based on mutual respect and communication.

BEHAVIOUR EXPECTATIONS

College Staff

- Model the behaviour that is expected from students
- Prepare engaging lessons that are appropriate to the needs of their students
- Explain and enforce the College Code of Conduct/College Rules with their students to develop and maintain a positive working and learning environment
- Notify parents/guardians promptly of issues affecting their child
- Maintain full attendance records and submit variation sheets
- Follow all College policies and procedures
- Build a positive partnership with parents/caregivers based on mutual respect and feedback.

Parents

- Work in partnership with the college for the benefit of their child
- Actively encourage and support their child's education including maintaining attendance at 90% or greater
- Initiate contact with the college to discuss issues and concerns relating to their child
- Respond to contact from the college about their child
- Behave in a positive, respectful way when dealing with college staff.

Students

Attend all classes on time

- Aim to arrive at school slightly earlier (15 minutes) than the start of the school day
- Move promptly, directly and quietly to your next timetabled class as soon as the siren sounds
- Aim for 100% attendance rate
- Remain in your timetabled class unless directed by your teacher with a note.

Always be prepared to give your very best effort

- Put 100% of your effort into every class task
- Be aware of your teacher/class routines and expectations
- Bring required equipment to class e.g., pens, files, paper, textbooks, iPad, calculator and other items needed
- Use CONNECT to note homework, assignments and keep up to date in class
- Set a regular time and quiet place aside each night for homework/study
- Ask your teacher for help if you don't understand
- Allow and encourage others to work
- Use all class time available to work on set tasks.

Always follow staff instructions

- Follow the instructions of all adult staff members immediately and politely
- Follow the instructions of duty teachers in the yard at recess and lunch
- Stop all conversations and give your full attention to the teacher during instruction
- Follow staff instructions, even if you think they are unfair
- Speak to staff members at a later, more appropriate moment (after class) if you wish to discuss an instruction
- Switch off and put away mobile phones at all times on college grounds
- Use iPads for teacher-instructed activities only
- Go to a buddy class when instructed.

Choose actions that make others feel safe, supported and respected

- Choose polite, respectful language only
- Include/support others in activities
- Assist other students in getting support from teachers/staff when needed
- Follow safety guidelines for activities
- Maintain personal space between you and others
- Walk in quads/corridors
- Place all rubbish in bins
- Use school or others' property with both permission and care only
- Bringing appropriate and safe items to school only
- Report any conflict or safety concerns to the nearest teacher- this may involve making a report.

Take pride in representing the College and wearing the uniform

- Demonstrating care, respect and support for others at all times, not just during college hours
- Wearing the correct school shirt/dress and shorts/skirt/trousers as per college Uniform Policy
- Comet Bay College jackets and jumpers can be worn in cold weather
- Wearing appropriate enclosed footwear.

SECTION TWO: FACILITATING POSITIVE BEHAVIOUR

OUR BEHAVIOUR APPROACH

Positive Behaviour Framework

Positive Behaviour Support is an evidence-based framework for preventing and responding to student behaviour. The aim is to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes the analysis of data and the implementation of evidence-based practices for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

Restorative Practice

An approach to dealing with offending behaviour that is focused on offenders taking responsibility for their behaviour and taking actions to repair the harm they caused. This strategy is used for maintaining healthy relationships and to repair relationships that have been damaged. It is applied at a whole school or classroom level and in responding to challenging behaviour or bullying.

OUR INTERVENTION AND SUPPORT STRATEGIES

Student Support

The Student Support team consists of a Lower School and Senior School Dean, Year 7-12 Associate Deans, Psychologists, Chaplains, Health Nurse, Community Youth Officer and Attendance Officers with diverse and specialised backgrounds who work closely with staff and students, developing preventative programs and plans with appropriate courses of action to support the needs of students. Student Support is about working together in the best interests of all students. Students, teachers and parents can refer to the Student Support team for consultation on issues such as friendship, social skills, bullying, grief, adolescent behaviour, mental health issues, learning difficulties, family issues etc.

AEIOU Behaviour Matrix

The 'super vowels' are the college-wide Behaviour Matrix outlining the agreed rules and specific behavioural expectations of the college. To facilitate positive behaviour these expectations are communicated to all students. Communicating behavioural expectations is designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. These specific behavioural expectations are communicated via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons at assemblies and during active supervision by staff during classroom and non-classroom activities
- Published on the College website and CONNECT
- Signs displayed in all classrooms and around the grounds with our specific expectations.

House Points

House Points is an online reward system that aims to improve student engagement, motivation and behaviour. Teachers are encouraged to award students with electronic points called house points for meeting specific targets which are linked to the five school rules. House points are also awarded for attendance, uniform, community service activities and sporting events. Students can cash in their house points for rewards, which are provided at the College House Shop or through the on-line house shop. Parents can also track progress with a parent account so that they can see how house points are being earned and spent.

Building Staff Capacity

- Inductions in the college's Positive Behaviour Plan delivered to new staff and relief staff
- Key plans and processors regularly revisited with all staff
- Comet Bay College Professional Learning Communities (CBPLC) strategic and ongoing professional development for all members of the school community
- Providing opportunities for students, parents and staff to connect to the college (feedback mechanisms, Student Leadership, CONNECT, peer mentoring)
- Proactive classroom management strategies and training for all staff
- Delivering an engaging curriculum, effective teaching and promoting and encouraging high standards of behaviour.

Student Transition

- Year 5 orientation day
- Year 6 transition week
- Student Profiling
- Diagnostic testing/Class streaming
- School Tour new arrivals

Specialist and Extension Programs

- Gifted and Talented Program
- PEAC Program
- Enrichment, extension & aspirant classes
- Australian Football Specialist Program
- Extension programs in Art, Media, Dance, Drama, Music and Basketball
- Senior School vocational education

Social & Emotional Learning (SEL)

- Year 7-9 Resilience, Emotional Awareness Careers and Health (REACH) curriculum
- Small group targeted SEL programs e.g., RISK, WARRIOR, Girls Group, Boys Group

Extra-Curricular College Events

The College holds a number of extra-curricular events to reward/recognise students who continually meets the college behaviour expectations. If a student does not meet the requirements below, they will not be eligible to attend the events (e.g., Year 12 College Ball)

- Attendance above 90% (unless there are extenuating circumstances)
- No suspensions/In-school Withdrawals on record during the calendar year

SECTION THREE: RESPONDING TO INAPPROPRIATE BEHAVIOUR

Level 1 – The Positive Classroom

- Maximise structure in the classroom
- Post, teach, review, monitor and reinforce a small number of positively stated expectations
- Actively engage students
- Establish a continuum of strategies to acknowledge appropriate behaviour
- Establish a continuum of strategies to respond to inappropriate behaviour

Level 2- Classroom Teacher Intervention

- Low Key Response e.g., selective attending, proximity, pause in talk, the 'look'
- Positively remind student about classroom expectations. Explicitly re-direct the student from what they are doing to what they should be doing. Use the language of choice and consequence
- Isolate student and ask student to move to an alternative location e.g., within the classroom, outside the classroom/teaching space but still in the supervision of the teacher (up to 5 minutes)
- Informal chat
- Persistent behaviours - seek advice/support from DOLA and colleagues
- Buddy – if behaviour is infringing on teacher/students and the need for time to cool down and reflect
- Think Sheet - return to class last 5 minutes, and Restorative conversation
- Class contract - third buddy
- Yellow card if student refuses to leave or Red card if the physical safety of others is at risk
- Parents must be informed via phone or email
- Record on Compass

If the classroom contract is broken or no resolution is reached, then refer to Level 3

Level 3 – DOLA Intervention

- Facilitate the withdrawal of the student to allow time for resolution to occur
- Liaise with classroom teachers by:
 - providing support or advice focusing on appropriate consequences for choice
 - mediating a resolution to student-teacher conflict, Learning Area Contract
 - providing assistance in the monitoring of student behaviour
- Liaise with appropriate ADSS for issues affecting a student's behaviour
- Contact parents/parent meeting if required

If LA Contract is broken or no resolution is reached refer to SS with relevant documentation

Level 4 - Student Support Intervention

- Apply appropriate consequence
- Facilitate the withdrawal of the student to allow time for resolution to occur
- Coordinate Parent/Student/Teacher meeting
- Formal re-entry back into class – reflection sheet, Student Support Contract, monitoring strategy
- Referral to support staff and/or external agencies as required

LEVEL 1 – THE POSITIVE CLASSROOM (CLASSROOM TEACHER PREVENTION)

Pro-actively establishing a positive classroom environment through the implementation of preventative classroom management practices and support strategies, merged with effective instructional design, curriculum, and delivery by;

- Teacher models appropriate behaviour
- Developing positive relationships with students (building belonging-winning over strategies)
- Using questions to engage students in the lesson, provide for personal needs and cater for different learning styles
- Engaging students through a range of consistent learning and teaching strategies
- Refer to students' documented plans
- Teacher to use Connect as a communication tool
- College Behaviour Matrix displayed in the classroom
- 3-5 AEIOU classroom expectations selected (start of each term), define and explicitly taught and provide immediate and effective positive reinforcement of the behaviours
- Praise and acknowledge behaviour
- Consider the physical layout of the classroom
- Develop seating plan(s) (review as required)
- Classroom routines to be developed
- Responses to misbehaviour are appropriate and systematic
- Actively supervise the learning environment
- Frequently give reminders and opportunities to respond.

Classroom teacher records

- Regular self-reflection on proactive strategies
- Maintain records on positive student behaviour in Compass
- Regular use of house points linked to AEIOU expectations
- Regular parent communication – phone calls, emails (through Compass).

LEVEL 2- CLASSROOM TEACHER INTERVENTION

1. Low Key Responses

- Low Key Response e.g., selective attending, proximity, pause in talk, the ‘look’
- Positively remind student about classroom expectations. Explicitly re-direct the student from what they are doing to what they should be doing. Use the language of choice and consequence
- Isolate student and ask student to move to an alternative location e.g., within the classroom, outside the classroom/teaching space but still in the supervision of the teacher (up to 5 minutes)
- Informal chat
- Persistent behaviours - seek advice/support from DOLA and colleagues
- Buddy – if behaviour is infringing on teacher/students and the need for time to cool down and reflect
- Think Sheet - return to class last 5 minutes, and Restorative conversation
- Class contract - third buddy
- Yellow card if student refuses to leave or Red card if the physical safety of others is at risk
- Parents must be informed via phone or email
- Record on Compass.

If the classroom contract is broken or no resolution is reached, then refer to Level 3

2. Whole College Mandated Implied Choices

	Teacher Response	Choice
Lateness	“Hello Bob, when are you making up the time?”	Classroom teacher to facilitate student to make up the time recess/lunch.
Leaving Class	“If you leave class without permission, you will be required to make up the missed time at recess/lunch and I will be required to inform Student Support you have left.”	The number of minutes missed equals the number of minutes owed.
Mobile Phone Use	<p>“Choice made, please hand your phone to me.”</p> <p>If student refuses, “new choice hand it to me and collect as per normal from Student support or it will be followed up and a parent will have to collect it at the end of the day and go to buddy class.” (This now becomes refusal to follow instructions)</p>	<p>Classroom teacher hands phone to Student Support for student to collect at the end of the day.</p> <p>Classroom teacher informs DOLA of refusal. DOLA to follow up.</p> <p>Classroom teacher to send student to buddy classroom.</p>
Incorrect uniform	Teacher to meet students at the door at the start of every class to monitor uniform.	Any student incorrectly attired sent to Student Support to get changed.

3. Classroom Isolation (In class or outside classroom)

- Temporary removal from classroom when the above intervention strategies have failed
- All students not within the classroom e.g., put outside, are still required to be supervised by their classroom teacher as part of their Duty of Care
- This strategy is to be only used as a cooling off period for no more than five minutes.

4. Informal/Verbal Agreement

The informal agreement is a process that encourages the student to come to an understanding about specified behaviours and to participate in forming an agreement to help students monitor and change their behaviour.

5. Buddy Class

Buddy system provides the teacher with the opportunity to give the student cooling off time, or the opportunity to remove a student for a longer period of time, and thus the ability to establish an effective working environment. Sending students out of class is a serious consequence and should only be used;

- When all classroom strategies have been tried
- When contact with parent has been made
- When the safety of others is endangered
- When others end up missing instructional time.

Sending a buddy student

- Teachers must organise buddy options within their Learning Area
- Send student to buddy class with buddy slip, reflection sheet and class work
- RMP students will need constant supervision and will need to be escorted as informed by Student Support
- Students to return to class with signed buddy slip and completed work 2 minutes before the end of the lesson
- Teachers are required to follow up with students who don't return to apply further consequences
- **Meet with student next break and follow a restorative conversation using the 'reflection sheet' to guide your conversation**
- Fresh start following completion of designated buddy classes and explanation of expected behaviours
- Students cannot be sent to buddy for more than one lesson for the original behaviour unless negotiated with DOLA (this is a Learning Area withdrawal)
- Record behaviour on Compass and contact parent
- **On the third occasion a student is sent to buddy a Classroom Contract must be written**

Receiving a buddy student

- Teacher to direct student to sit quietly and complete their reflection sheet and other work sent by class teacher
- Check work during lesson

- Make any notes on buddy form and return to referring teacher
- Send student back to class 2 minutes before end of lesson

Requesting Support

In situations where the student refuses to leave the class or further support is required the card system should be used.

Yellow Card

To be used when behaviour DOES NOT affect the safety of others

- Yellow card to be sent LA Office requesting the support of any teaching colleague to collect
- Student escorted to Buddy/Withdrawal for the remainder of the period
- All events of this nature must be recorded on Compass and DOLA informed.

Red Card/ Priority One

To be used only in extreme circumstances when the behaviour threatens the physical safety of others in the vicinity. In all cases;

- Student to be sent with a red card to nearest office
- Staff member uses the priority phone list to call for support
- A report will need to be completed immediately on Compass & DOLA informed
- DOLA discusses with appropriate ADSS to discuss consequences and follow up.

6. Restorative Conversations

Restorative conversations build a sense of belonging, safety and social responsibility within the College environment by:

- Developing positive relationships
- Having an opportunity to be heard
- Recognising their role in maintaining a positive learning environment
- Understanding the greater impact of their actions
- Learning to take responsibility
- Restoring and repairing their relationships that have been damaged.

7. Classroom Contract

A Classroom Contract is positive reinforcement intervention used to improve behaviour;

- Contracts consist of two-three agreed upon goals and are supported by incentives and consequences that are tailored to the individual student
- Contracts provide the student with more 1:1 help and support.

LEVEL 3 - DOLA INTERVENTION

The DOLA will provide support to teachers within the classroom by ensuring there are appropriate:

- Instructional skills
- Curriculum adjustments
- Behaviour management strategies.

8. Learning Area Withdrawal

Learning Area withdrawal is when a student is withdrawn from a particular subject for more than one period. A student may be placed on a Learning Area withdrawal by the DOLA. This may be implemented by the DOLAs for repeated instructional non-compliance, broken classroom contracts, repeatedly leaving class without permission. Students on Learning Area withdrawal are expected to:

- Report to the LA office at the commencement of each lesson
- Follow instructions of allocated class teacher
- Work to capacity and complete set tasks.

When a student is withdrawn the DOLA and classroom teacher will:

- Enter in Compass and provide verbal advice to the parent(s) that day or as soon as possible
- ensure that location and supervision arrangements account for Duty of Care at all times
- Ensure that the student is provided the opportunity to complete assignments or assessments to fulfill course requirements.

9. Learning Area Contract

DOLA will meet with teacher to review what has been put in place so far and to develop achievable targets to be discussed at meeting;

- DOLA will coordinate a meeting with the student, teacher and parent (where possible) to develop a LA contract.
- The Learning Area Contract is positive reinforcement intervention used to improve behaviour.
- Contracts consist of two or three agreed upon goals and are supported by incentives and consequences that are tailored to the individual students.
- Contracts provide the student with more help and support
- The LA contract is signed by all parties and copies provided to parent and Student Support
- The DOLA will provide assistance to monitor student behaviour
- If Learning Area agreement is broken or if no resolution is reached forward to Student Support with all relevant documentation.

LEVEL 4 - ASSOCIATE DEAN OF STUDENT SUPPORT INTERVENTION

The role of the Associate Dean of Student Support is to:

- Provide advice to teachers and DOLAs on matters related to students within their year group that may affect their educational outcomes
- Facilitate the withdrawal of the student (after discussion with the DOLA, may include in-school withdrawal) to allow time for resolution to be reached
- Liaise with classroom teachers regarding SAER referrals
- Liaise with staff and parents regarding the progress of the students
- Restorative task, resolution as determined by restorative task with student, teacher, parent & ADSS
- Case Management and development of IBMP (including observations)
- Coordinate internal/external support for identified students.

10. In School Withdrawal

The In-School Withdrawal system is centrally administered through Student Support. In consultation with Student Support staff a Dean of Learning Area may elect to place students on a Learning Area In-School Withdrawal in response to an incident within their Learning Area that both requires a significant consequence but does not warrant out-of-school suspension. Such behaviours may include but are not limited to repeated instructional non-compliance, inappropriate (audible) comments and broken Learning Area Contracts.

The DOLA liaises with the relevant ADSS (or DSS if unavailable) to discuss the student's history and circumstances in deciding whether In-School Withdrawal is an appropriate consequence. After a consensus is reached, the ADSS will facilitate a suitable timetable for the period of withdrawal in Learning Area withdrawal rooms or classes. If the student is non-compliant with expectations within the scheduled time period of In-School Withdrawal, then they will be required to repeat the full period of time again. If a student is repeatedly non-compliant with expectations within the scheduled time period of In-School Withdrawal, they will receive an out-of-school suspension.

Record Keeping/Notifications

- DOLA /classroom teacher record in Compass
- ADSS record attendance in Compass
- DOLA/CT coordinates re-entry of the student to class and resolution/restoration.

11. Suspension

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

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

The decision to suspend

The principal has the authority in the college to make a decision to suspend a student. The temporary transfer of power is given to Associate Principal in circumstances where the principal is unable to exercise the suspension.

Suspension Category	Definition
Physical aggression toward staff	Aggressive physical contact committed intentionally against staff.
Abuse, threats, harassment or intimidation of staff	Verbal or non-verbal actions that is abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Physical aggression toward students	Aggressive physical contact committed intentionally against another student.
Abuse, threats, harassment or intimidation of students	Verbal or non-verbal actions that is abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.
Damage to or theft of property	Direct or indirect damage to, or theft of, property.
Violation of Code of Conduct or school/classroom rules	Student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.
Possession, use or supply of substances with restricted sale	Use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.
Possession, use or supply of illegal substance(s) or objects	Substances that is illegal under the Criminal Code. This includes weapons and illegal drugs.
E-breaches, Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements	Breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

Intent to suspend

The College will provide the student and parent with a reasonable opportunity to give reasons against the decision to suspend and/or the length of the suspension.

- For breaches of school discipline, this will occur in writing prior to the principal's suspension decision.
- The principal will make a record of any reasons given against the decision to suspend or length of suspension and in conveying his or her final decision will explain how any relevant reasons were taken into consideration.

A suspended student is not allowed to leave the school grounds before an agreement has been reached with the student's parent for how the student will get home. This must occur on every occasion, as it involves a transfer of Duty of Care from the school to the parent. Where it has not been possible to reach such an agreement, and the student is continuing to pose a risk to staff, students or property, the College will consider calling the police to request that the student be removed.

Where a parent is not able to pick the student up and asks that the student be allowed to walk home, the principal will not allow the student into the community if the student is in an escalated state such that risk of harm to the student, community members or property is reasonably foreseeable. The college will take reasonable measures to calm the student before the student leaves the school grounds without a parent.

Recording the decision

- Classroom teacher to enter the incident in Compass as soon as practicably possible
- ADSS to enter the suspension into SIS following the decision to suspend
- Enter a report into the Online Incident Notification System (OINS) for any incident deemed by the principal to have involved a serious breach of school discipline or a notifiable incident, as defined in the Emergency and Critical Incident Management policy

Other suspension requirements that need to be considered

- Take reasonable measures to minimise the number of days any one student is suspended during the course of a school year. Where repeated suspension is not proving effective as a strategy to reduce the severity or frequency of breaches of school discipline by a student, the principal will consider other strategies that may be more successful
- Not consider the reaching of a specified number of days of suspension to be an automatic trigger for exclusion
- For the purpose of calculating suspension periods, consider each day the school is open for business as counting for a whole day within the student's suspension period. This requirement applies irrespective of the student's normal level of attendance on that day, including where the student would normally be absent from school that day due to a Notice of Arrangement or placement in an off-site program; or the suspension applied is for only part of the school day
- Consider multiple breaches in the course of an incident or connected series of incidents to be taken as one overall breach for the purposes of considering the case for and duration of a suspension.

- Not apply suspension for reasons associated with attendance, an incident occurring outside of school, except where the principal can establish a reasonable nexus between the incident and the school, or dress code
- Not apply a suspension period that exceeds the number of days remaining in the school term. For purposes of accurately reflecting the severity of the student's breach of school discipline,
- Not extend suspension periods into the following school term
- In circumstances where the time left in the school term is insufficient reasonably to investigate an incident and reach a decision on a suspension, the principal may make the decision at the beginning of the next school term.
- Consider the possible impact of suspension for a student who is undertaking VET in Schools or Workplace Learning external to the school. Where there is a stipulated requirement for a number of hours to be completed in a course or workplace learning environment, the principal will take measures to prevent any suspension from preventing the student from completing the requirement. This may include stipulating a suspension condition that permits the student to attend the required setting or program.

Responsibilities during and immediately following the suspension period

The ADSS will conduct any required meetings in preparation for re-entry. When a student comes onto school grounds without permission during a period of suspension, the ADSS will:

- Ascertain the reason for the attendance and offer the student assistance when the reason for attendance is genuine
- Where the student does not supply a genuine reason, discuss calmly and supportively with the student the need for the student to honour the suspension decision and leave the school grounds
- Make reasonable attempts to notify a parent to collect the student in circumstances where the student refuses to leave school grounds.
- Notify the police if the student is acting in a way that poses a threat to staff, students or property.

For a student who commits a breach of school discipline while on suspension, the principal may apply an extension to the suspension period subject to:

- Where the maximum period of suspension is already in place, the principal will consider alternative disciplinary sanctions for that breach, to be served after the student's return to school provided that this sanction does not further limit the student's attendance. This does not apply in the event of a recommendation for exclusion.
- A suspension under Regulation 43(1)(a) may not be extended to a suspension under Regulation 43(1)(b), except where the breach committed during the suspension period can reasonably be considered by the principal to be a serious breach.

If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the principal will inform the Regional Executive Director and Principal, School of Special Educational Needs: Behaviour and Engagement as part of a case management approach; and work with Regional Education Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.

12. Case Conference

A case conference is a collaborative meeting and may include the principal or nominee (Associate Principal), Dean and Associate Dean of Student Support, Staff Representative(s) who will usually be the teacher(s) involved with the student, Student Support Team members as appropriate, the student and parents; and other agencies. Parents and students will be informed of their right to have support from a community representative who is mutually acceptable to the college. In some instances, the college may seek to involve a community representative to assist. A case conference may be called for the purpose of:

- Tier 1 interventions have been unsuccessful
- There are repeated suspensions

Interventions and support strategies

- Modify procedures/ increase supervision in non-classroom settings
- Increase class management support
- Check in- check out
- Target Instruction in social skills and replacement behaviours
- Behaviour Support Plan
- Behaviour Monitoring Card
- Functional Behaviour Assessment/Escalation Profiles
- Behaviour Intervention Plan
- Increased academic support
- School-based mentors
- External Agency referrals
- Formal Contract

13. Exclusion

Exclusion orders for students can take the following forms:

- Exclusion from normal attendance at the college but with a requirement to attend the college for specific purposes or programs
- Complete exclusion from attending the college
- Direction to attend a specified college or educational program
- Direction regarding the form of education instruction that is to be provided
- A combination of two or more of the above conditions.

The principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches college discipline in the following ways:

- Has threatened the safety of any person on the college premises or participating in an educational program of the college
- Is likely to cause or result in damage to college or personal property
- Has significantly disrupted the educational instruction of other students

SECTION FIVE: ALCOHOL AND OTHER DRUGS

Banned Substances

A legal drug is one which is sanctioned by law and may be readily available (e.g., caffeine), may be restricted by age (e.g., tobacco, alcohol) or provided by prescription (e.g., dexamphetamine). An illicit drug is one which it is prohibited to produce, sell, possess or use (e.g., cannabis, amphetamines).

School staffs are well placed to identify concerns around drug use and to intervene before drug using behaviour escalates. Good practice requires all staff to;

- Identify students who may be at risk because of their drug use or who show that they may be at risk more broadly by disengaging and disconnecting from their schooling
- Respond appropriately to and support students who raise health related issues with them
- Monitor and support students returning from suspension or other intervention measures arising from drug-related issues.

Comet Bay College does not permit students on school premises or at any school event to:

- Smoke and/or possess tobacco products
- Consume, possess or be affected by alcohol
- Possess and/or use pharmaceutical drugs for non-medicinal purpose
- Possess/and/or use volatile substances
- Possess/or use illicit drugs
- Possess and /or use drug-related equipment

Incident Management and Intervention Support

When student drug use, either legal or illicit, occurs or is suspected to have occurred at school, the college will implement Incident Management and Intervention Support. Effective Incident Management means that potential harm to students can be minimised by consistent and responsible management of drug-related incidents. Working with appropriate procedures for drug-related incidents may increase the likelihood of students involved remaining connected to school through application of a balance of disciplinary and educative consequences. "The consequence of being caught with drugs at school should not cause more harm than the drug itself."

Effective Intervention Support may be preventive of later harmful drug use and of escalation of current drug use. To intervene early and effectively may allow an opportunity to identify and work to resolve the possible causes of drug use and to address the consequences. This allows staff and students a chance to work together to promote physical, emotional and social health and well-being.

First Response

- In circumstances where school staff has reasonable grounds for belief that a student is intoxicated, the immediate priority will be the health and welfare of the student.
- Advise the parents/carers of the situation, request they collect the student and encourage them to seek medical assistance;
- Arrange for care of the student on the school site until such time that a parent or person authorised by the parent can collect the student; and
- Where a parent/caregiver is unwilling or unable to collect the student, the Dean will consult with the Associate Principal and decide whether it is necessary to contact emergency services.
- Where possession or use of illegal drugs (including any items used for the purpose of taking or using any illegal drug) is suspected or where selling and/or supply of drugs is suspected the police will be informed. Where possible, parents will be contacted to be present during questioning and searching of students
- Students on prescribed medication are encouraged to, where possible to take their medication at home. At school, students are only to carry enough medication for one day's use and should be clearly labelled with name, date, dosage and frequency.

Consequences

- Implement discipline strategies appropriate to the circumstances e.g., loss of privileges, detention, withdrawal, suspension, random bag searches
- A parent or case meeting for appropriate referrals within the school for continuing support.
- Participate in a targeted student welfare intervention program
- Liaise with police where police action has been involved
- Refer to external agencies.

SECTION SIX: MANAGEMENT OF AGGRESSION

AGGRESSIVE BEHAVIOUR

For the purpose of this policy, aggression is defined as any incident where a person is abused, threatened or assaulted on college grounds. The key issue is that aggression creates a risk to health and safety, as well as impacting on the College's climate. All students have the right to learn in a calm environment, and all staff members have a right to work without fear of violence or abuse. Examples of aggression include, but are not limited to;

- Verbal or physical abuse or threats
- Scratching, biting or spitting
- Use of a weapon or throwing objects; and
- Sexual harassment or any form of indecent physical contact.

In many instances, a severe consequence will be sanctioned in response to a student's aggressive behaviour. This includes the use of suspension as deemed appropriate by the principal. Please refer to the suspension guidelines as documented in Section 3 for further information. When dealing with aggressive behaviour on college site, the following principles underpin our management of incidents:

- The priority is the safety of all members of the college community
- We seek to prevent aggressive incidents at the college at all times
- We facilitate fair and just intervention, including restorative conversations where possible
- We seek to support students, parents and college staff following an incident
- Police will be contacted where there are safety concerns that are beyond staff capacity to manage.

Student Expectations

We expect all students to behave responsibly and seek assistance from a staff member during an incident. We expect all students to support other students who have been targeted by showing empathy and compassion.

Staff Expectations

Staff are expected to behave professionally, disperse bystanders, defuse the situation where possible, and seek the involvement of Student Support or Executive staff. In all circumstances, staff are required to seek assistance from Student Support or Executive staff by phoning directly using the 'priority one' phone list or sending a runner to Student Support.

PRESENCE OF WEAPONS

A weapon is an item that is designed to inflict bodily harm or for self-defence, as well as replica items. Students are not to be in the possession of weapons on college site or at any college activity. A student who is aware of another student being in possession of a weapon is obliged to communicate this information to college staff immediately.

Staff members are not responsible for confiscating weapons from students. Where there is reasonable suspicion, a weapon is in the possession of a student, staff will assess level of risk, seek assistance from Student Support staff by phoning directly or sending a 'red card' to Student Support with a runner. In some circumstances, a staff member may deem it safe to remove and store a weapon (for example, if the weapon has been left unattended). In these situations, the weapon must be taken to Student Support where it will be securely stored. Student Support staff will inform the principal of the following: the date, time and location of seizure, name of student, the college staff involved and any other individual involved in the incident.

In the event of a weapon being on college site or during college activities the principal will:

- Contact the Police if a weapon is deemed to be prohibited or controlled
- Offer support and counselling for a more appropriate way to deal with the perceived threat when a student is found to be carrying a weapon for self-defence
- Make a report via the Online Notification System
- Inform parents, students and the community that weapons are banned from all school sites and activities.

Where there is reasonable suspicion, a weapon is in the possession of a student, the Principal will;

- Assess the level of risk
- Ask the student with a witness present, to surrender the weapon

If the student declines to hand over the item, the Principal will;

- Inform the student's parents/guardian
- Give the parent/guardian an opportunity to speak with the student on the telephone or to attend the college to speak with the student
- Ensure the student is supervised with a witness.

If the student continues to decline to hand over the item, the Principal will;

- Inform the Police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon
- Request a bag search for the weapon from parent/guardian/student

If the student and the parent/guardian refuse to give consent, then the Principal has the right to;

- Seize the weapon/property if deemed safe to do so
- Label and securely store the items in the presence of a witness
- Contact the Police immediately if there is significant risk.

Incidents involving weapons is a serious breach of school discipline and students will be suspended immediately. Following an incident, a case meeting will be held to implement strategies to support the student to participate in restorative processes, review any existing behaviour support plans, meet with any internal or external stakeholders and put in place any adjustments to plans or resources that may be required (for example, random bag searches).

PHYSICAL RESTRAINT OF A STUDENT

Staffs are expected to use protective behaviours to minimise the likelihood of physical contact with students. These behaviours include;

- If, during an interaction with a student, you sense an escalation of aggression, frustration or you feel intimidated, unsafe, or excessively angry, detach from the interaction and seek support from colleagues immediately (whilst maintaining duty of care for any other students you may have)
- Avoid blocking an escalated student's exit from a class or situation (e.g., standing between them and the doorway)
- When confiscating an item from a student, instruct them to hand the item to you or place on a desk, surface etc. Don't attempt to seize the item from their hands or person. If they refuse to comply, follow the policy for non-compliance within this policy document
- Avoid further actions that may be likely to escalate a student's response to the situation such as raising voices, invading personal space, using aggressive body language, or overt/notable photography of a student for identification
- Basic defusing strategies to avoid escalating behaviour

The principal will ensure that physical restraint of a student is only used;

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The principal will keep a record for each instance of physical restraint, which includes:

- date, time, location and duration of the physical restraint
- name of student and name(s) of staff member(s) involved
- reason for the physical restraint
- alternative strategies attempted prior to application of physical restraint
- brief detail of the follow-up support provided
- detail of contact with the parent
- a statement by the staff member/s involved
- Whenever possible, a statement by the student involved.

A report will be lodged via the Online Incident Notification System as soon as practicable after the incident. The principal will monitor the effectiveness of physical restraint as part of the behaviour support strategy.

SECTION SEVEN: CHILD PROTECTION

The Department is committed to being a child safe organisation through the prevention, identification and reporting of child abuse and neglect. This includes supporting children or young people who make a disclosure of abuse.

Children and young people are most likely to disclose abuse to adults they trust. All staff have a responsibility to listen supportively, believe and support the child or young person. Teachers must;

- Complete the online Child Protection and Abuse Prevention professional learning program within six months of enrolment in the online course
- Repeat the online Child Protection and Abuse Prevention program every three years from the date of completion
- Implement protective behaviours education that aligns with the Western Australian Curriculum across all phases of schooling.

Child abuse occurs when a child has been subjected to physical, sexual or emotional abuse and/or neglect which has resulted in, or is likely to result in, harm to the child's wellbeing. Child abuse may involve ongoing, repeated or persistent abuse, or arise from a single incident. Types of child abuse include:

- physical abuse
- emotional abuse (including psychological abuse and being exposed to an act of family and domestic violence)
- sexual abuse
- neglect

Mandatory Reporting

Belief of Child Sexual Abuse Formed

If a belief is formed on reasonable grounds, as a teacher, that child sex abuse has occurred or is occurring, and where the principal is not the alleged perpetrator, teachers must choose one of the following reporting processes:

1. make an online mandatory report at Mandatory Reporting Service (MRS)
2. make a verbal report to the MRS followed up with an online or written mandatory report
3. write a report and provide it to the principal for lodgment with MRS

- inform the principal that a mandatory report has been lodged and provide the principal with the receipt number of the mandatory report
- follow procedures in 3.3.2 if a belief is formed that a child was sexually abused before 1 January 2009 and the abuse is not ongoing
- if a decision to make a mandatory report has not been made, document all observations and consultations and follow procedures 3.3.2
- inform the principal of the advice contained in the feedback letter received from MRS following the mandatory report
- Provide a copy of their mandatory report to the principal for storage or store their own copy of the report in Department of Education file.

Teachers are legally required to report a belief formed on reasonable grounds of child sexual abuse that occurred after 1 January 2009 to MRS using one of the mandatory reporting processes below:

Referral of Physical or Emotional Abuse, Family and Domestic Violence or Neglect

Document and refer all child protection concerns relating to physical abuse, emotional abuse, family and domestic violence or neglect to the principal; and inform the Regional Executive Director or SID if the Principal is the alleged perpetrator or may be biased towards the alleged perpetrator.

Teachers must not inform parents that a referral has been made, interview the child or children involved, investigate the concern; or collect photographic evidence.

Non-teaching Referral of Abuse

- Document observations, information and disclosures
- Inform the line manager or principal
- Report to the Regional Executive Director if the Principal is the alleged perpetrator or may be biased towards the alleged perpetrator.

Responding to Students in Possession of Child Exploitation Material

When sexually explicit material has been located on a student's mobile phone or other electronic device, or if sexually explicit material has been distributed to others, teachers must secure the electronic device (if circumstances permit) and report to Student Support. A teacher is not to;

- Search through a student's portable electronic device for evidence
- Download, transmit or distribute the images or text
- Delete images or text; or
- Inform the alleged offender that an allegation has been made.

When a student under the age of consent discloses a sexual relationship

When a disclosure has been made by the student themselves teachers must inform the principal.

The principal will determine if parents are to be informed about a child under the age of consent being in a sexual relationship unless:

- It is not in the best interests of the child; or
- A mandatory report or referral of child sexual abuse is made; or
- Where a child protection referral has been made.

Documented education planning for children in care

- Develop a Documented Education Plan (DEP)
- Provide a copy of the completed DEP to the CPFS child protection worker and carer; and
- Review the DEP at least twice per year.

SECTION NINE: GOOD STANDING

Rationale:

To gain the most from their studies, students need to attend school regularly, participate fully in all programs of study, and submit all assessments. The Good Standing Policy is a pro-active measure designed to assist students in achieving their full potential. Maintaining Good Standing allows students to access a reward system that recognises the effort they have displayed in following each of the five school rules: **A for attendance, E for Effort, I for Instruction, O for Others, and U for Uniform Pride.**

Policy Application:

The Good Standing Policy applies to all students enrolled at Comet Bay College. All students commence each school year with Good Standing.

Guidelines:

Students maintain their Good Standing by consistently demonstrating the College's expected behaviours. Activities that are additional to course curriculum and assessment requirements are considered a privilege and are only available to students with Good Standing.

These activities include, but are not limited to:

- excursions
- camps
- carnivals
- expos
- intrastate, interstate and international tours
- representing the school in an external activity
- leavers activities and Year 12 Awards Ceremony/Graduation
- attending the school ball
- school leadership roles
- ability to receive house points or access house rewards

Students who attain Advanced Standing are eligible for rewards specific to that category.

Notifications of Good Standing:

Each year group can find a list of students with Advanced or Good Standing on their year group noticeboard. This is updated every 5 weeks by Student Support. The list will be emailed to all staff.

Appealing a loss of Good Standing:

An appeal to the loss of Good Standing can be made in writing to the relevant Associate Dean in Student Support. Appeals will be considered by the Associate Dean, Dean of Student Support and Associate Principal. Where a decision is made in favour of the student, they will appear on the updated list and their access to house points and other rewards will be reinstated.

Note: Extenuating circumstances such as recorded sickness, a loss in the family, and Principal approved absences will always be given consideration before a loss of Good Standing occurs.

Year 12 Ball:

Parents/Guardians must sign an **acknowledgement** at the time of purchase of ball tickets that if a student loses their Good Standing and it is not reinstated before the ball, they may not attend and there will be no refund of tickets.

Students who are suspended within the calendar year of the ball are excluded from attending. The suspension process allows for challenges at the time if the suspension is perceived as unfair, **and extenuating circumstances will be made at the discretion of the Principal.**

Year 12 students who lose their Good Standing for any reason other than suspension will be required to successfully complete a behaviour card for two weeks to have their Good Standing reinstated.

Students that have lost their Good Standing cannot purchase ball tickets for themselves or a partner until such time as Good Standing is reinstated. Students without Good Standing from other year groups may not attend as a guest.

Other Non-Curriculum Activities:

Where a student may be invited to participate in any other non-curriculum related activity, they must have Good or Advanced Standing.

Students who do not have Good Standing will be required to have parents/guardians complete a **supplementary form** with their permission slip to acknowledge that targets must be met to have Good Standing reinstated before their participation in an event is confirmed. All conditions of the supplementary form must be met for students to be included in the activity within the designated time frame.

Students will present their completed supplementary form to the Associate Dean of their year group who will notify parents/guardians and supervising teacher of a student's Good Standing status and ability to participate in the activity.

Participation in Student Leadership or other school development programs:

Students must retain their Good Standing to participate in school-based programs. Students may be temporarily suspended from programs until such time as they have successfully regained Good Standing as per individual programs **Code of Conduct Agreement.**