

Whole School Behaviour Policy

Updated 29 October 2024



LEEMING SHS

HARMONY ~ EXCELLENCE



Contents

WHOLE SCHOOL POSITIVE BEHAVIOUR PLAN.....2

TIERS OF INTERVENTION.....4

 TIER 1 – UNIVERSAL INTERVENTIONS.....5

 TIER 2 – TARGETED INTERVENTIONS.....7

 TIER 3 – INTENSIVE INTERVENTIONS.....10

RESPONDING TO STUDENT BEHAVIOUR.....12

SUPPORTING STUDENTS WITH DISABILITIES.....14

APPENDIX.....14



WHOLE SCHOOL POSITIVE STUDENT BEHAVIOUR SUPPORT PLAN

Overview

Leeming Senior High School strives to create a safe, inclusive, orderly, supportive, and culturally responsive environment that enables students to fulfil their learning potential. Positive student behaviour is essential to promote student engagement and maximising the impact of classroom teaching and learning practices.

Leeming Senior High School provides an inclusive and safe educational environment that accommodates and appreciates the diversity arising from culture, disability, gender identity or expression, mental health, race, religion, or sexual orientation.

Positive behaviours

LSHS recognises that a significant proportion of their students consistently exhibit positive behaviours.

LSHS shows recognition and appreciation to students who display behaviours that promote our values of Harmony and Excellence by:

- Issuing house points
- Positive communication with parents/caregivers
- Letters of Commendation
- Invitations to Reward events
- Eligibility to apply for school leadership positions

Leeming Senior High School is working towards the development of an Advanced Good Standing policy which will acknowledge those students with exemplary behaviours, work ethic and engagement at school.

At Leeming Senior High School our Student Behaviour policy focuses on three fundamentals which help foster a school community of positive behaviour:

We:

Engage – with the whole school community to develop relationships that foster *Harmony and Excellence*.

Lead – The development, implementation and monitoring of a whole school approach to student behaviour support.

Educate – Build staff capacity through training and support to teach and sustain positive behaviours and support with students with complex needs.



Rights of the School Community

Everyone at Leeming Senior High School has the right to:

- Learn and work in a friendly, safe, secure, and clean environment.
- Be treated with courtesy and respect.
- Have their property respected.
- Achieve their goals and potential.
- Be proud of their achievements.
- Feel connected.
- Feel safe.
- Expect Harmony and Excellence

To achieve this, all members of the school community have responsibilities to:

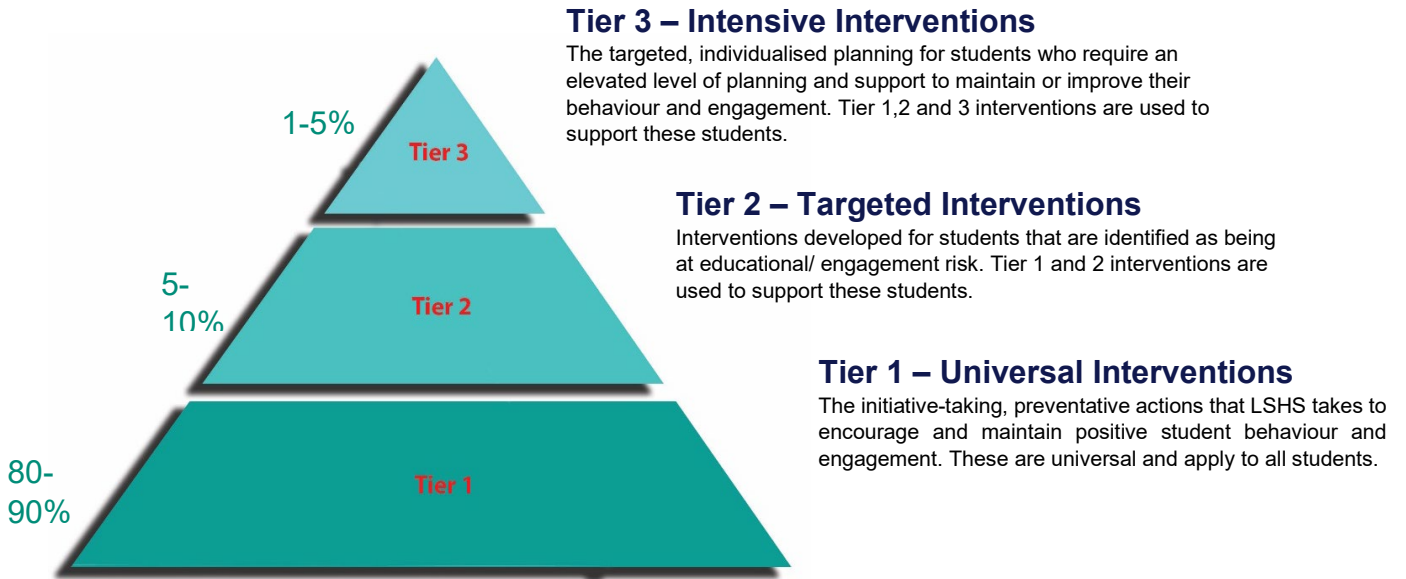
- Ensure the teaching and learning environment is safe and supportive.
- Show respect and courtesy to everyone.
- Respect student, staff, and school property
- Develop their potential and allow others to achieve theirs
- Care for their own wellbeing and safety, and that of others
- Allow others to feel connected and included.
- Create a safe space.
- Make choices that reflect the school values of Harmony and Excellence.

The Whole School Behaviour Policy is to be read in conjunction with:

- Good Standing Policy
- Student Mobile Phone Policy.

TIERS OF INTERVENTION:

At Leeming Senior High School, we implement a tiered model of intervention that focuses on a preventive and initiative-taking approach to engaging our students. These tiers of intervention are based on the understanding that the most powerful agent for change is the classroom teacher.



At Leeming Senior High School, all staff implement a range of universal, targeted, and intensive interventions to elicit positive student participation in learning, the social environment, and the wider school community. Staff respond to a range of student behaviour using Classroom Management Strategies. Behaviours ranging from low level to more challenging are responded to in a consistent and appropriate manner across the school. This approach allows the student to reflect and learn from their experiences and make the appropriate behavioural adjustments.



Tier 1: UNIVERSAL INTERVENTIONS

This tier includes the initiative-taking, preventative actions that Leeming Senior High School takes to encourage and maintain engagement. These are whole school strategies that are for the benefit of all students. The positive behavioural planning for students in Tier 1 is driven by all staff through the implementation of whole school planning and classroom structures and expectations.

Classroom teachers have been identified as the most powerful agent for eliciting positive behavioural engagement. Therefore, the primary responsibility of planning for the behaviour support of Tier 1 students is with the teacher.

Preventative Interventions and Actions

All staff have the responsibility to:

Engage in:

- Culturally sensitive interactions with people who come from a different cultural background to our own.
- Providing a positive, safe, supportive, and caring environment that fosters a strong sense of belonging in the classroom, yard, and wider community.
- Respecting the culture and diversity of all individuals within the school.
- Promoting the belief that all students have the right and ability to learn to their full potential in an environment that is positive, supportive, productive and engaging.
- Fostering opportunities for extra-curricular activities for students to participate in during breaktimes that capture student interest, build social connections, and strengthen sense of belonging.
- Developing mutual respect with students through a consistent application of these strategies
- that **Win Over** student, parents, and the wider community. **Winning Over** refers to specific teacher actions that are aimed at building trust and rapport with students and their families to increase students' intrinsic motivation to make positive behaviour choices at school.
- Building respectful and effective staff-student relationships through:
 - Personal interest and greetings
 - Consistency
 - Care and support
 - Boundaries and accountability
 - Functional roles with a clear purpose
 - Restorative approach to conflict resolution
- Recognising and appreciating students who display behaviours that promote our values of Harmony and Excellence via school commendation options.



Lead by:

- Building staff knowledge and capacity to support students through the sharing of reliable student information amongst stakeholders.
- Understanding and implementing best-practice classroom management strategies (CMS) to instil a common language and delivery of behavioural strategies.
- Accessing professional learning to update and improve knowledge and skills in the areas of behaviour management and student engagement.
- Collaborating to understand classroom dynamics and plan student timetables for the best chance of success for students and staff.

Educate through:

- Knowing the students and how they learn
- Explicitly teach how to meet positive behaviour expectations.
- Create rich, relevant, differentiated learning experiences designed to maximise student engagement and learning.
- Ensuring whole school and classroom expectations are clearly communicated.
- Explicitly teach and model positive social skills.
- Create a positive classroom environment where appropriate behaviours are reinforced by encouragement, rewards, and/or praise.
- Provide every student the opportunity to maximise their learning potential.

Responsive Interventions and Actions

At Tier 1, there is a short intervention and response timeline whereby relationships are restored quickly through a restorative approach. At Tier 1, relationships are built and repaired by the classroom teacher or the staff member present in the yard.

Examples:

- CMS Strategies:
 - Winning over
 - Low Key Responses,
 - Squaring Off/Warning,
 - Choice.
 - Outside of class for a brief period of time then return to class with a welcome back.
 - After class chat.
 - Moving a student within class.
 - Informal teacher-directed detention.
 - Buddy class – single or rare occurrence.
 - Communication with parent/caregiver



Tier 2: TARGETED INTERVENTIONS

At Tier 2, interventions are developed for targeted students that are identified as at educational/engagement risk. The behavioural planning for students in Tier 2 is driven by all staff through the implementation of identified adjustments to whole school structures and expectations.

Preventative Interventions and Actions

All staff have the responsibility to:

Engage in:

- Culturally sensitive interactions with people who come from a different cultural background to our own.
- Actively building functional and accountable relationships with students that exhibit higher frequency challenging behaviours in classes and the yard.
- Facilitating conflict resolution between affected individuals for class-based issues (i.e., issues between staff and student/s or student/s and student/s).

Lead by:

- Obtaining further knowledge about students' individualised learning needs through review of students' information in the school records system, documented plans, and reports.
- Planning and implementing targeted interventions in consultation with other teachers, HOLA's, Student Support staff, other specialist staff, and/or external agencies.
- Inform and consult parents/families through organised meetings or phone communication.
- Consult with line managers and senior staff to clarify understanding of students' needs and appropriate interventions.
- Create and appropriately store records to support collaborative management and support.
- Identify students who are at educational/engagement risk and refer for case management review with Student Support where appropriate.

Educate through:

- Modify classroom learning and behaviour management practices for groups or individual's needs.
- Implement strategies from documented plans and other information available for individuals or groups of students.
- Plan and implement targeted incentives that are negotiated with students to capture their interests and meet their needs and your expectations.
- Identify and communicate individualised goals, expectations, and strategies for students identified as requiring a differentiated approach.



Classroom teachers may require support or additional information to maintain or return a student to the desired level of engagement.

HOLA's and Student Services Support staff have the responsibility to:

Engage in:

- Supporting classroom teachers to restore relationships with students after an incident.
- Arranging opportunities for resolution when there is ongoing conflict or relationship breakdown between students and staff and between students.
- Connecting students to adult supports external to the classroom.

Lead by:

- Monitoring school data to identify individuals who are at educational risk.
- Providing staff with appropriate information to assist them to know and support students.
- Communicating with all stakeholders about management of identified issues.
- Maintaining ongoing contact with identified families and students.
- Refer to and consult with external agencies and internal supports involved with identified students.

Educate through:

- Building students' understanding of self-regulation and management strategies, where appropriate.
- Informing students and families of available supports at school and in the community.
- Collaborating with parents, students and staff to improve understanding of the whole-school and adjusted behaviour expectations.



Responsive Interventions and Actions

At Tier 2, an increased amount of time is required to repair relationships, and this is often completed after, rather than during, an event. This process may also involve other staff or stakeholders to support the process.

Examples:

- CMS strategies as per Tier 1- Universal Interventions

In addition:

- Implied Choice
- Defusing the Power Struggle
- Informal Agreement
- Buddy class – Planned return and resolution

Planning and documentation:

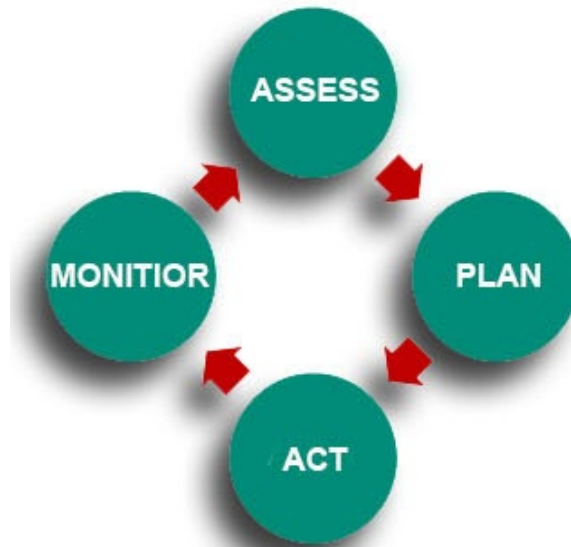
Additional plans and documentation maybe required to support students who currently require Tier 2- Targeted interventions:

Examples:

- Targeted Plans- such as: Attendance, Behaviour, Risk
- Tracking sheets- period by period feedback
- Wellbeing cards
- Mentoring
- Group support programs
- Internal supports (SPS, Chaplains, nurse,)
- External supports

TIER 3: INTENSIVE INTERVENTIONS

At Tier 3, intensive, individualised planning and supports are implemented to meet the student's identified areas of need to maintain or improve their engagement. The behavioural planning for students in Tier 3 involves all staff. All students identified as requiring Tier 3 intervention, will have an intensive cycle of:



Preventative Interventions and Actions

All staff have the responsibility to:

Engage in:

- Culturally sensitive interactions with people who come from a different cultural background to our own.
- Differentiating communication with the student, particularly when in a dysregulated state.
- Utilising knowledge from evidence-based professional learning to respond to students' behaviour in supportive ways.

Lead by:

- Engaging in collaborative case management with clearly defined roles and communication between:
 - Student,
 - Family,
 - Staff,
 - External stakeholders,
 - Internal and External supports.



Educate through:

- Focusing on identifying and setting reasonable levels of expectations that meet the individual student's needs in the context of a school setting.
- Providing co-regulation support or assist and guide self-regulation, where appropriate.
- Identifying support services within or external to the school to assist the student and/or their family.

Student Services have the responsibility for individualised student planning and collaborate with other staff and stakeholders, including the student. Classroom teachers are supported with implementation of planning.

Student Services staff have the responsibility to:

Engage in:

- Debriefing and review planning after an incident.
- Identifying and planning prevention and management strategies for areas of risk.
- Facilitating restorative processes between affected parties.

Lead by:

- Maintaining lines of communication with the student, staff, families, and relevant stakeholders.
- Working with the student and support staff to identify and implement strategies for support.
- Referring to and consulting with internal and external supports.

Educate through:

- Working with the student to build their capacity to self-regulate.
- Informing students and families of available supports at school and in the community.
- Supporting students to engage with external and internal supports to build their self-regulation and social skills to improve their ability to participate positively at school.
- Data informed strategies and initiatives

Responsive Interventions and Actions

At Tier 3, an increased amount of time is required to repair relationships, and this usually occurs after, rather than during, an event.

Examples:

- Follow the student's individualised plan (IEP).
- Follow Emergency Management and OSH processes, where required.
- Seek support through SSM and HOLA.



RESPONDING TO STUDENT BEHAVIOUR

Leeming Senior High School acknowledges and understands that time is often needed after a breach of school discipline occurs to ensure that the school is safe and supportive for all.

Time is needed for:

- the student, other students, and staff to calm recover and reflect
- continue a learning activity in a less stimulating environment,
- everyone to reflect on, and learn from, the incident, including participating in restorative processes,
- the parent to meet with school staff to discuss how to improve support for the student.

This provides staff the opportunity to:

- re-establish the good order of the school,
- evaluate the effectiveness of the student's existing behaviour support plan,
- meet with any internal or external stakeholders who can support the student,
- seek advice on how better to support the student,
- identify and plan supports and adjustments that may be required.

The following structures are used to provide varying lengths of time to action one or all of the above:

- Working outside of a class
- Buddy Class
- Removal from breaktime (Detention)
- Withdrawal
- Suspension

Strategy	Description	Tier	Recording of Progress
Buddy Class	The student is placed in another teacher's class for a portion of a single session. Resolution should occur prior to the student returning to that class. This is the responsibility of classroom teachers.	1/2	Removal from a class is a change of routine and must be recorded on Compass. A Notification of the Behaviour Observation should be considered.
Removal from breaktime (Detention)	Student is supervised during breaktime by staff.	1/2	Depending on the reason for the detention, parent to be notified and recorded on Compass.
Subject Withdrawal	Student is withdrawn for a planned number of sessions, and: <ul style="list-style-type: none"> • This can only occur for a maximum of five consecutive sessions and requires prior parent contact. • During this time, a plan is put in place to restore relationships and return the student to class. Level 3 Program Coordinators/HOLAs must be consulted prior to a planned withdrawal of a student.	2	The family must be informed as this is a change in routine. This requires notification of Withdrawal to be sent to the parent or a direct phone conversation with the parent that is recorded. This will be recorded on Compass
Suspension	See LSHS Suspension Process	2/3	Written communication to the family is required.

NOTE: After School Detention is not used at Leeming Senior High School

Student Behaviour in Public schools Requirements:

<https://ikon.education.wa.edu.au/-/withdraw-a-student>

<https://ikon.education.wa.edu.au/-/suspend-a-student>



SUPPORTING STUDENTS WITH DISABILITIES

Leeming Senior High School staff have a focus on:

- Knowing their students (this includes diagnosed and imputed disabilities),
- Making reasonable accommodations and adjustments to how these students are supported to engage and participate at school.

Staff obligations include:

- providing reasonable teaching and learning adjustments to support students to participate and learn on the same basis as students without disability,
- preventing harassment and victimisation,
- consulting regularly with students with disability and their parents regarding adjustments,
- addressing concerns as they arise.

When responding to a student's behaviour, Leeming Senior High School staff will consider:

- Information provided about the student in the IEP.
- The Disability Discrimination Act,
- Whether the behaviour is a symptom or manifestation of the person's disability,
- The extent to which a student has control of their behaviour and whether their behaviour is intentional.

Further information is provided in the Student Behaviour in Public Schools Requirements

<https://ikon.education.wa.edu.au/-/understand-behaviour-and-students-with-disability>



APPENDIX:

[Behaviour Cards Daily Tracking 2024](#)

[Good Standing Policy 2024](#)

[Individual Support Plan](#)

[My Side Of The Story](#)

[Pre Mediation Form and Mediation Agreement](#)

[Restorative Practice Approach](#)

[Students Progress Report](#)

[Suspension & RFS Check List](#)

[Work Reflection Package](#)

[Positive Behaviour Process](#)

[Formal Classroom Agreement with HOLA](#)

[Informal Contract Script](#)

[Suspension Process Report](#)