



IT STARTS WITH US

Guidelines for Supporting Positive
Behaviour at Coodanup College

Explore. Dream. Discover.



Behaviour Management Policy

Policy Implementation Date:

April 2017

Review Date and Frequency:

April 2020 - Three Years

Responsible for Review:

Executive Team and Student Services Manager

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EXPLORE
DREAM
DISCOVER

*Explore.
Dream.
Discover.*



1. Rationale

This policy is intended to provide an overview of the College's position on positive behaviour support, as well as fostering a positive school climate.

The majority of students at Coodanup College behave well. They understand the schools behaviour expectations and act sensibly. There are, however, a minority of students who are unable to consistently meet the behaviour expectations of the College. Coodanup College is committed to providing practical support to these individuals, whilst maintaining a positive school environment where all students can achieve.

2. Our Belief

Coodanup College takes a proactive approach to teaching and celebrating positive student behaviour. Our College views student behaviour in educational terms, and have clear strategies to manage this. We recognise that school behaviour issues are often a symptom of a broader problem and regularly enlist support from Student Services, external agencies and families. We recognise all students have strengths and offer an array of award-winning programs and access to services to unlock their potential.

Our belief is that ongoing suspensions lead to both alienation and disengagement from the school system. Coodanup College is firm in our response to serious behaviour issues, and looks for alternative strategies to educate the individual, repair relationships and restore the school environment.

Coodanup College uses a 'Pyramid of Intervention' which is a process that uses both prevention and intervention strategies to assist students in the school setting. This process addresses academic and behavioural concerns for all students and serves as the foundation of our positive school culture. There are three tiers to the pyramid of intervention which includes; our whole school approach, our targeted approach and intensive support. This is outlined in more detail throughout this document and below.

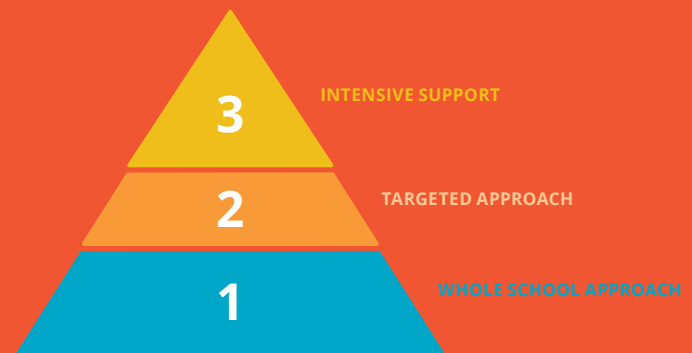


Diagram 1: Pyramid of Intervention

3. Tier 1: Whole School Approach

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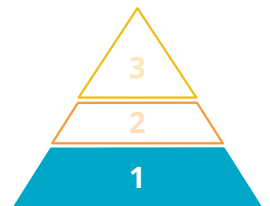
Tier 1: A Whole School Approach

i. Driving a Culture of Consistency with High Expectations

Our mission is to provide an environment where staff are consistent in their approach to behaviour, and where all students understand what is expected of them.

Coodanup College have introduced a behaviour management system where high standards are expected, and where there is consistency across the school community. A framework for College values and behaviour expectations was developed by staff, students and community members and is summarised in the Positive Behaviour Support Matrix (page 13). The College community set high expectations and share accountability

for the implementation of this matrix. This matrix forms the College Code of Conduct. Every student is explicitly taught the school wide behaviour expectations and given opportunities to practice the skills. We believe early education prepares students to succeed at the College. Our expectation is that all students are familiar with and follow the behaviour expectations outlined in the PBS Matrix and staff model these behaviours.



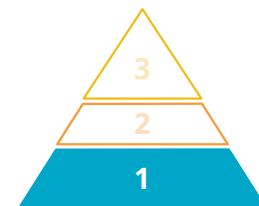




POSITIVE BEHAVIOUR SUPPORT

	WE WILL LEARN	WE WILL BE SAFE	WE WILL BE FAIR	WE WILL BE PROUD
ALWAYS	<ul style="list-style-type: none"> Follow fair and reasonable instructions Manage conflict responsibly Use appropriate language and behaviour Be kind, considerate and appreciative of others Use technology and resources appropriately 			
LEARNING TIME	<ul style="list-style-type: none"> Bring all necessary equipment Be on time Fully participate in the learning experience 	<ul style="list-style-type: none"> Stay in class Use equipment safely Move around considerately 	<ul style="list-style-type: none"> Put our hand up to speak Ask to borrow from others Actively listen to others Let others learn 	<ul style="list-style-type: none"> Wear our uniform Leave our classroom tidy Keep our work neat and tidy Acknowledge your success and that of others
BREAKTIME	<ul style="list-style-type: none"> Encourage positive activities Use your manners Report bullying Participate in positive activities 	<ul style="list-style-type: none"> Stay within college boundaries Play safely 	<ul style="list-style-type: none"> Wait patiently in queues Take turns with recreational equipment Include others 	<ul style="list-style-type: none"> Maintain all equipment and resources Put litter in the bins Take care of the college environment
OFF SITE SCHOOL ACTIVITIES	<ul style="list-style-type: none"> Return permission slips completed and on time Actively listen Actively participate 	<ul style="list-style-type: none"> Work co operatively Stay together Adhere to time schedules Wait for instructions 	<ul style="list-style-type: none"> Follow the site rules Be courteous to members of the public and facilitators Let others do their jobs 	<ul style="list-style-type: none"> Leave a good impression Represent our college confidently
BEFORE & AFTER SCHOOL	<ul style="list-style-type: none"> Eat a healthy diet Come to college on time Study and complete set tasks Read for learning 	<ul style="list-style-type: none"> Leave bikes/scooters in assigned areas Follow road rules Wait calmly for the bus Make responsible choices 	<ul style="list-style-type: none"> Be kind on social media Use manners on the bus Use manners at the shops 	<ul style="list-style-type: none"> Be law abiding citizens Promote our college positively

TABLE 1: PBS Matrix



Tier 1: A Whole School Approach

i. Driving a Culture of Consistency with High Expectations

Our Expectations of Staff

The role of the teacher is to build positive relationships with students, to facilitate high quality lessons and maintain consistent behaviour expectations. Our teachers are expected to explicitly teach the College behaviour expectations, to use specialist skills learnt from Classroom Management Strategies (CMS) to respond to students who are unable to meet our behaviour expectations, and to seek support from a Year Coordinator or Leadership Team member if issues are ongoing.



The role of a Leadership Team member is to support teachers to establish high classroom expectations, to use evidence based strategies and to build positive relationships with students.

For a detailed summary of Classroom Management Strategies with staff roles, please see Appendix A.

Tier 1: A Whole School Approach

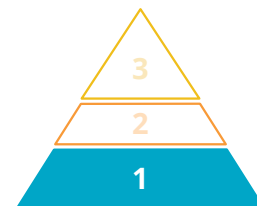
ii. Positive Behaviour is Celebrated and Rewarded

Our aim is that positive behaviour is acknowledged and publicly celebrated to build a high performance culture.

Coodanup College has a school wide encouragement system with a focus on student centred incentives and consistency. The College is passionate about information technology and selected Vivo Miles, an award winning online tool, for student rewards. Students can interact with their Vivo account, and can access their account online. The Vivo shop is shaped by student requests for rewards. Students who demonstrate behaviours outlined in the PBS Matrix will earn points to purchase an array of rewards. There is a clear focus for rewarding students, with a fortnightly 'PBS focus' for extra points. Our staff promote the system with enthusiasm and regularly look for opportunities to reward positive behaviour.

In addition to our rewards system, we systematically award students who demonstrate positive behaviour and achievement in assemblies and ceremonies. Students can achieve a subject award, pastoral care award or Principal's award. There is a strong emphasis on students celebrating each other's successes and we actively teach students how to acknowledge the success of their peers. We believe this develops a high performance culture and positive school climate.

Ultimately, our goal is to motivate students to identify and exhibit the behaviours demonstrated by high performing students.





Tier 1: A Whole School Approach

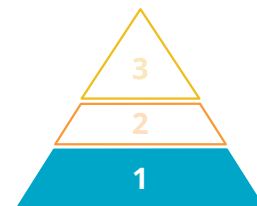
iii. Creating Safe and Orderly Classrooms Where Learning Takes Place

Our aim is for all College environments to be conducive to learning, and for all students to remain in class.

We understand that at any given time, there will be students who are facing extreme stressors and these pressures can manifest into disruptions in the classroom. Coodanup College provides specialist training to our staff on how to prevent and respond to issues in the class. Our teachers regularly refer to the PBS Matrix, and employ strategies from CMS to support students to achieve desirable behaviour. Despite these efforts, there are times where a student may not be able to achieve what is desired.

In these circumstances, a teacher may elect to remove a student from the lesson by referring to the 'On-Call Student Removal System'. This process is whereby a Leadership Team member removes a student from class,

and escorts the student to an appropriate alternative area. In many situations, a student who is withdrawn from their class is moved to another appropriate classroom for the remainder of the lesson. This information is recorded on the Student Information System (SIS) and a weekly report of student removals is distributed to Year Coordinators and the Leadership Team member. Our College believes in a 'fresh start' for all students, and therefore, after the lesson has ended it is likely the student will re-enter their timetable. Students who demonstrate ongoing difficulties (evidenced by repeat removals from class) or who refuse to attend detention will be managed through the College's detention process.



Tier 1: A Whole School Approach

iv. Communication Between Home and the College is Vital

Parent Partnerships

Coodanup College believes strong partnerships with parents and the community leads to better outcomes for students. Research has found that 'effective schools have high levels of parental and community involvement' and more engaged students. Furthermore, frequent and high-quality interactions between staff and parents are strongly correlated with an improvement in learning, attendance and behaviour. Therefore, regular contact between teachers and the home is vital to our student's success. Our teachers regularly engage with parents through conferences, classroom visits, phone conversations, emails and text messages. Our expectation is parents actively engage with the school community, communicate respectfully with staff and support the educational activities of their child. For more information, please refer to the Communicating with Parents Policy on the school website.

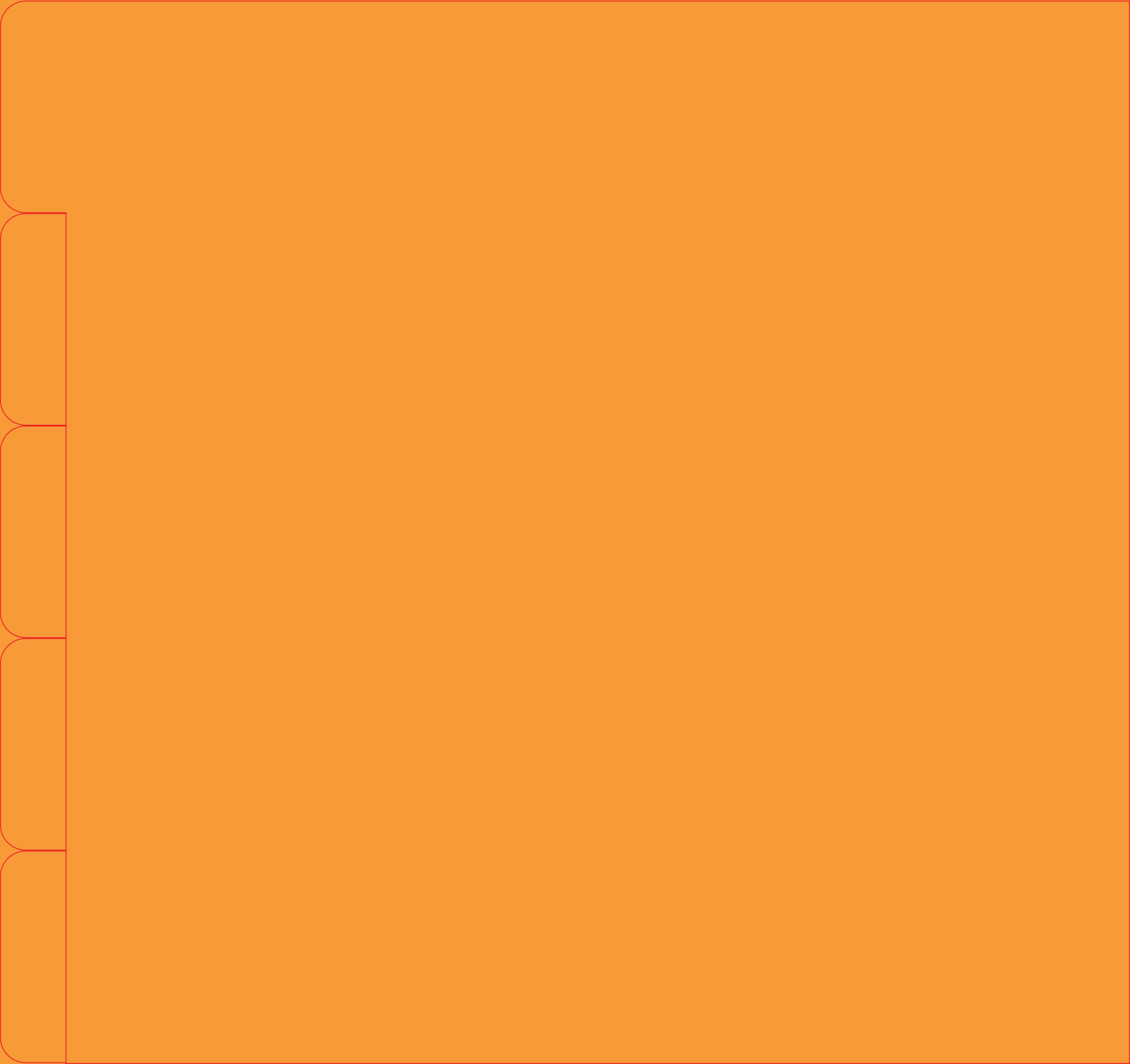
Agency Partnerships

As part of our commitment to providing the best student support, we regularly enlist external agencies to contribute to planning, implementation and review of students at-educational risk. We partner with agencies including, but not limited to, the Child and Adolescent Mental Health Service (CAMHS), Multi-Systemic Therapy (MST), Autism Association of Western Australia, Rocky Bay Disability Services, GP Down South and Young Carers WA. Our belief is that focused and open dialogue with key stakeholders leads to the best outcomes for students at the College. For more information, please contact our Student Services Manager at the College.

4. Tier 2: A Targeted Approach

- i. Award Winning Programs: Subject Centred Learning page 23
- ii. Year Coordinators: Early Intervention page 24
- iii. Student Services Programs: Addressing a Critical Need page 25





Tier 2: A Targeted Approach

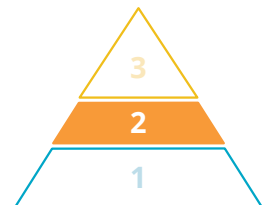
i. Award Winning Programs: Student Centered Learning

Our purpose is for all students to be inspired and take healthy risks with their education.

Our motivation is that too many young people are not fully engaged in their education. Our award-winning programs target young people who are at-risk of disengagement from the school system. These young people may be at risk academically, emotionally or behaviourally. There is a broad spectrum for at-risk youth spanning from the gifted and talented (GAT) to students with learning difficulties. We believe engagement occurs when students have positive relationships with staff, when they see the relevance of their learning, can access the information taught, and when they are passionate about the content. Therefore,

in all programs, we have an assigned staff member with advanced skills in building relationships, implementing individualised strategies and monitoring student outcomes. This model for student centred learning has led to ongoing success for the program, and has been recognised both internally within the Education Department of Western Australia and externally by not-for-profit organisations in the community.

For more information about our specialist programs, please see the 'Specialist Programs' link on the college website.



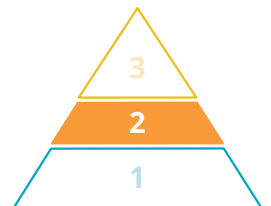


Tier 2: A Targeted Approach

ii. Year Coordinators: Early Intervention

We have a strong focus on pastoral care at the College, and have clearly defined systems for positive student behaviour support.

Our Year Coordinators are responsible for pastoral care, and are a first point of contact for students. Our Year Coordinators liaise with staff, students and families and implement a range of strategies to support young people to demonstrate positive behaviour at the College. Such strategies include, but are not limited to; goal cards with rewards, monitoring cards, mediation services, parent contact/conferencing, referrals to student services and allocating detentions.



Tier 2: A Targeted Approach

iii. Student Services Programs: Addressing a Critical Need

Prevention and early intervention are paramount in supporting our at-risk youth.

Our Team identifies early identification of at-risk youth, and offer programs targeted to address a critical need. Programs are held on a termly basis and referrals are accepted from all members of the college community. The Student Services team collate referrals, use data to inform decision making and develop a program/enlist an external agency to address an identified issue. Key

issues include, but are not limited to; study skills, stress management, low self-esteem, concentration difficulties, disengagement, alienation from peers, social skills, anger management, sexualised behaviour and cyber safety. An evaluation process occurs at the end of each program to determine its effectiveness.

5. Tier 3: Intensive Support

- i. Student Services: Concentrated Case Management page 29
- ii. Documented Planning: Getting the Best Support page 30
- iii. Students with Disabilities: Matching Support to Need page 31

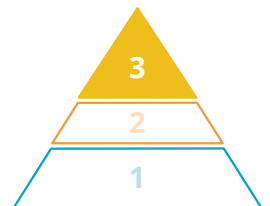
Tier 3: Intensive Support

i. Student Services: Concentrated Case Management

In some circumstances, an individual student may exhibit severe and frequent difficulties despite early intervention and access to services.

In these instances, a student may be referred to our Student Services Team for individual case management. Our Student Services Team takes a holistic approach to student case management and draws upon the skills and expertise of our multi-disciplinary team in all phases of assessment, planning, intervention and review. Our belief is the best care comes from a well-coordinated approach, and a student is assigned a Case Manager to enlist the support of external agencies and families to assist decision-making at

a school level. We research and implement evidence-based strategies to deliver the best outcomes for students. The team accepts referrals for school-based concerns including behaviour, attendance, learning and social/emotional difficulties. Staff can refer a student to the Student Services Team by completing a student at educational risk (SAER) referral. Please see Appendix B for the SAER referral process.



Tier 3: Intensive Support

ii. Documented Planning: Getting the Best Support

A documented plan is a support document for staff as they plan, implement strategies, monitor and evaluate programs that are personalised for a student or group of students.

Data drives our decision making and our documented plans are based on relevant, accurate and focused information. This includes current participation and achievement levels, performance in social activities, behaviour records, reports from clinicians, and reports from the individual and families. In most circumstances, a collaborative meeting called a case conference, is used to finalise the development of a plan and to obtain agreement for its implementation. Wherever possible, a documented plan is signed by a college staff member, a Principal, a parent/caregiver, and if appropriate, the student.

Coodanup College currently use a range of planning documents that describe differentiated and personalised educational planning. Such documents include:

- Individual or Group Education Plan (IEP or GEP)
- Individual or Group Behaviour Plan (IBMP or GBMP)

- Individual Transition Plan (ITP)
- Individual or Group Attendance Plan (IAP or GAP)
- Risk Management Plan (RMP)
- Social Competency Plan (SCP)

A copy of the plan is stored in the individual student file, and distributed to the parent/caregiver and relevant college staff. Plans are managed as a confidential document. All documented plans will accompany the student's school file in the event that a student transfers to another public school.

Tier 3: Intensive Support

iii. Students with Disabilities: Matching Support to Need

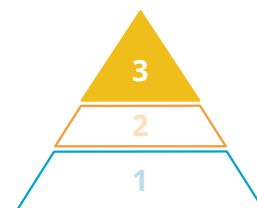
Coodanup College is an inclusive school and provides intensive support for individuals who require extra help as a result of a disability.

Such disabilities may include conditions such as Autism Spectrum Disorder, Intellectual Disability or diagnosed Mental Health Disorder. Additional transition is provided to these individuals, and documented planning occurs prior to the individual commencing school. Our Learning Support Coordinator is often the Case Manager for students with disabilities, and is the first point of contact for staff, students and families.

In some cases, an allocation may be provided from the Department of Education WA for students with disabilities. This assists the College to address the learning and behavioural needs for students with diagnosed disabilities. These supports may occur as a whole school group or individual level.

We maintain high expectations of positive student behaviour, and this includes our students with disabilities. Where there are behaviour concerns, it is common for the School Psychologist, Lead School Psychologist and/or the relevant School of Special Educational Needs member to assist the college in making educational adjustments and support plans. This is often facilitated within a case conference with all key stakeholders including the family and external agencies.

For more information regarding students with disabilities at Coodanup College, please contact the Learning Support Coordinator at the College.



6. Personal Use of Technology



6. Personal use of Technology

Mobile Electronic Devices (MEDs) include a range of devices including, but not limited to smartphones (mobile phones), tablets and laptops. Coodanup College is a 21st Century learning school and acknowledges the role that MEDs can play in student learning. The Department of Education WA also supports the responsible use of MEDs in schools.

The College permits student use of MEDs on school grounds, but under the following conditions:

- Unless directed by a teacher for educational purposes, MEDs must not be used during lessons. All devices must be “Off and Away”
- MEDs may be used during break times, except when a Teacher has deemed this inappropriate. In such circumstances, the student must follow Teacher instructions to turn off the device
- Mobile phones are not to be used to record, distribute, display or upload images or videos of students, staff or parents on college premises
- The College takes no responsibility for lost, damaged or stolen property.

If a student fails to meet these requirements, the following process will occur:

- Teacher will give clear instructions of “Off and Away”
- If instructions are not adhered to, the Teacher may collect the device or refer to the On-Call System
- The On-Call staff member will collect the device and store in the Administration building

- Depending on the seriousness of the breach, the On-Call Team Member will determine whether the device can be collected at the next break or at the end of the school day.

In the event of repeat offences:

- A meeting with the parent/caregiver may occur
- A ‘Responsible Use of Technology’ (acceptable use agreement) plan will be implemented. In most circumstances, the student will be required to leave their device with Administration at the beginning of the day and collect once the school day has ceased
- A review meeting will occur to determine if the students behaviour has improved, and whether the student can regain MEDs privileges.



6. Personal use of Technology

Students must never access or distribute inappropriate material on MEDs at the College. This includes material that is violent, pornographic, racist, sexist, inflammatory, threatening, hateful, obscene or abusive in nature, or which promotes or encourages illegal activities.

In such circumstances, the Principal or Deputy Principal will promptly address the online publication or access of inappropriate material by:

- Reporting it to the relevant webmaster or authorities and caregiver
- Treating the distribution or uploading as a serious breach of school discipline by the student
- If it involves another school, reporting it to the Principal of that school
- Hiding/removing/deleting it whenever possible
- Communicating with, and offering support to, school staff, students and others as required
- Reporting any illegal activity to the Police
- Documenting the incident and storing in a confidential area.

The Principal will follow the procedures detailed in the Child Protection Policy when concerns about the welfare of a student arise in the context of dealing with personal use of MEDs, or where the Principal is made aware of a recording that contains sexually explicit material involving minors.

In the event of social media issues that arise in the community, the College seeks to support and educate students to make better choices and show care for their peers.



7. Our Stance on Substance Use or Misuse

7. Our Stance on Substance Use or Misuse

Our mission is to prevent and reduce all harms of substance use, and to promote sovereignty of individuals over their minds and bodies.

Coodanup College is a 'drug-free' environment and prohibits the use of alcohol, illicit substances or misuse of prescription substances. This is supported by education and health experts who agree the use of substances such as marijuana has harmful health and psychological effects among adolescents and young adults. The College takes a coordinated approach to drug education, prevention and intervention with our youth to deter substance use and support individuals at-risk. Staff who suspect a young person is under the influence are to refer to the On-Call Referral System for support.

Education promotes better decision making

All students receive education on drug and alcohol use through the Health Education Program, and an annual 'Healthy Choices' forum with expert presenters. Our college wide expectations explicitly state students are to 'lead a healthy lifestyle' and teachers actively teach this expectation in their lessons. This gives our students opportunities to understand the expectations of the College, the risks with substance use and how to look for alternatives.

Our response to misuse of legal substances

The misuse of legal substances is against the College rules. We acknowledge the misuse of legal substances can be a result of a mental health issue or external stressor. Therefore, the priority is to ensure the wellbeing of the student. Students identified as misusing substances (e.g. excessive use of prescription medication) will be referred to the Principal or Deputy Principal. In all circumstances, the legal guardian will be contacted and required to take the student to the appropriate medical care. Additional outcomes from an incident may include an in-school sanction (such as detention) and referral to student services/ external agencies for further support. Repeat offences may result in a more severe consequence (such as suspension).

7. Our Stance on Substance Use or Misuse

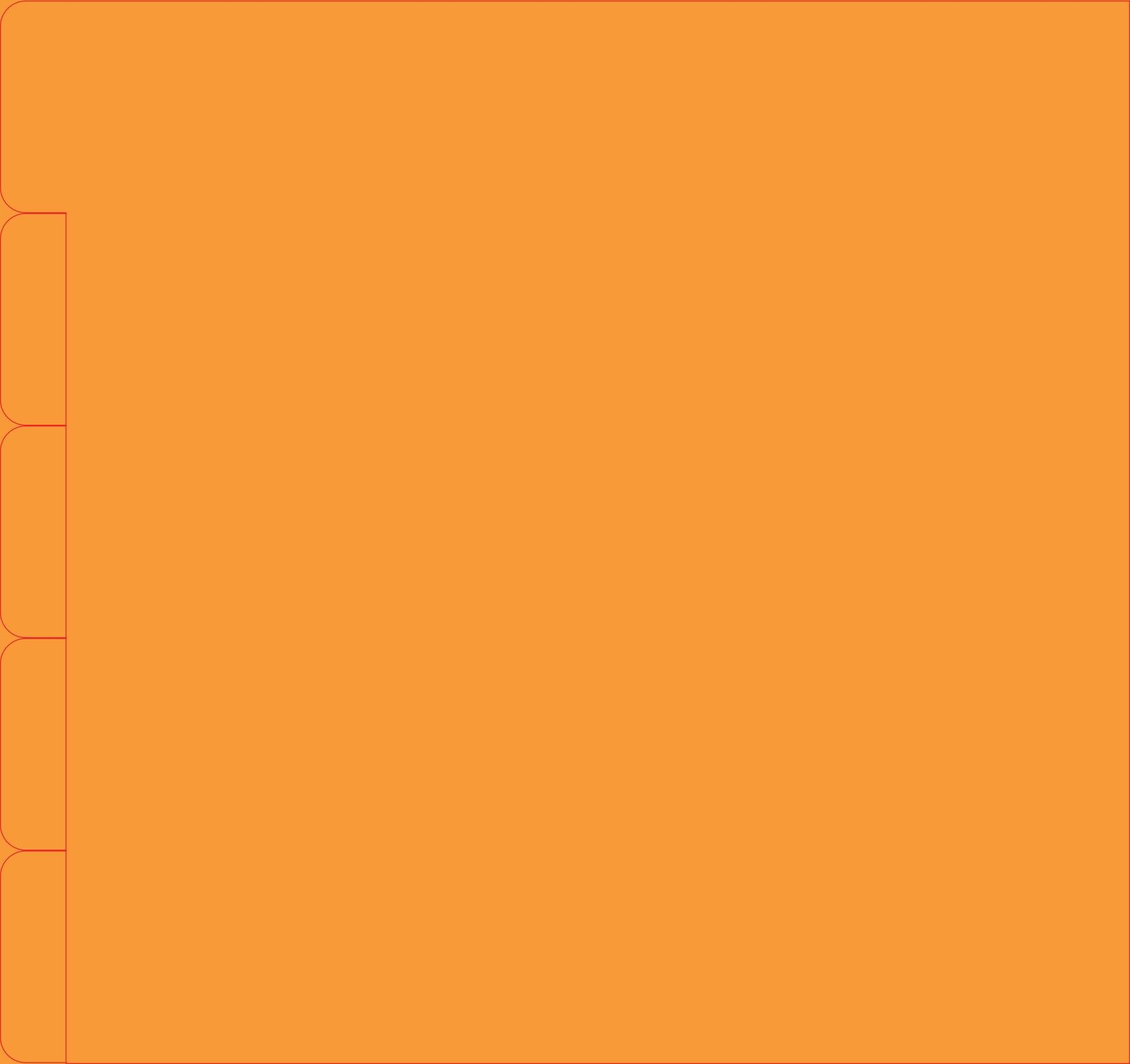
Our response to possession and/or use of illegal substances.

The possession and use of illegal substances is against the College rules, and is a serious breach of the College Code of Conduct. Students identified as under the influence and/or in possession of illegal substances (e.g. marijuana) will be referred to the Principal or Deputy Principal. In all circumstances, the priority is to ensure the wellbeing of the student and will be reported to the legal guardian and the Police. Additional outcomes include a suspension, and referral to external agencies for individual and family support.

Support for those in need

Students can self-refer to Student Services by making an appointment with our Chaplain directly, or through Administration. Staff who are concerned about an individual are required to complete a SAER referral form for specialist intervention in Tier 2 and 3 services. Students who are identified as at-risk are supported through our SAER programs and given access to health professionals such as the College Nurse, College Psychologist and external agencies.

8. Management of Aggression



8. Management of Aggression

Coodanup College does not permit the use of aggressive behaviour under any circumstances.

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 the 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
- 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 use of suspension. Please refer to the suspension guidelines within this document 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 justice strategies
- We seek to support students, parents and college personnel following an incident
- Police will be contacted when there are safety concerns that are beyond staff capacity to manage.



8. Management of Aggression

Student Expectations

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

Staff Expectations

Staff are expected to behave professionally, remove bystanders, defuse the situation where possible, and seek the involvement of the Leadership Team. In all circumstances, staff are required to seek assistance from the Leadership Team by phoning directly, or sending a runner to the Administration building.



9. Weapons

9. Weapons

College safety and security is increased by limiting the availability of weapons and potential weapons on College grounds.

A weapon is an item which is designed to inflict bodily harm or for self-defense, as well as, replica items. Students must not be in the possession of weapons on college site or at any school activity. A student who is aware of another student in possession of a weapon is required to report this to a staff member immediately.

Staff members are not responsible for confiscating weapons from students. If a staff member suspects a student is in possession of a weapon, they must seek assistance from Administration by phoning directly, or sending a runner to the Administration building. In some circumstances, a staff member may deem it safe to remove and store a weapon (for example, if the weapon is left unattended). In these situations, the weapon must be securely stored and the Principal is provided with the following information; the date, time and location of seizure, name of the 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 a 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 defense
- Make a report via the Online Notification System
- Inform parents, students and the community that weapons are banned from all school sites and activities.



9. Weapons

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 comply with this request, the Principal, after assessing the risk to others, will;

- Inform parent/guardian
- Give the parent/guardian an opportunity to speak with the student either by phone, or attend the college in person
- Ensure the student is supervised with a witness

If the student continues to be non-compliant with the request, the Principal will;

- Inform the Police that the College suspects 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

Following an incident, a case meeting will be held to implement the following strategies: support the student to participate in restorative processes, to review 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.

10. Our Position on Bullying

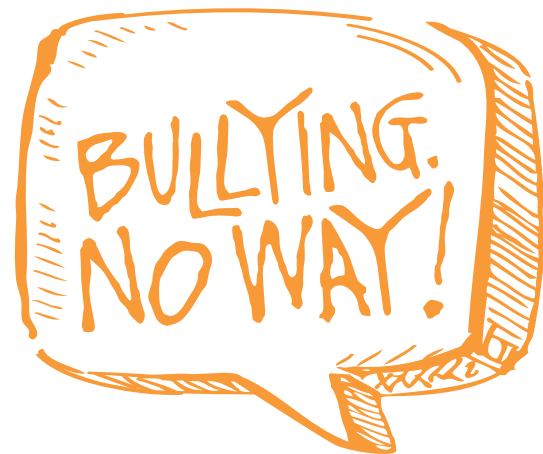
10. Our Position on Bullying

Coodanup College has a responsibility to provide a learning environment that promotes dignity and safety of students, as well as, reduce all forms of bullying, harassment and aggression. Bullying is against the mission and purpose of the College, staff, students and families at Coodanup College have a responsibility to help prevent these behaviours from occurring.

Please see the Anti-Bullying Policy on the College's website for more information.



**TAKE A STAND
TOGETHER**





11. College Sanctions

- i. Suspension of a student from attending Coodanup College page 55
- ii. Exclusion of a student from attending Coodanup College page 59

11. College Sanctions

i. Suspension of a student from attending Coodanup College

Coodanup College maintains high standards of student behaviour, uses an array of positive behaviour support strategies to improve student outcomes.

A suspension is mandatory leave assigned to a student that can last anywhere from one day to 10 days, and only a Principal can sanction the use of a suspension. In determining whether a student's misbehaviour is serious enough to warrant a suspension, the Principal will consider the safety, care and welfare of the student and wider college community. The duration of a suspension is determined by the seriousness of the misbehaviour, the impact of the misbehaviour on others and the level of planning required prior to the student returning to the College.

In some circumstances, the following actions may be taken prior to a suspension:

- Appropriate personalised learning and support strategies and discipline options applied
- A formal conversation with a Year Coordinator outlining behaviour concerns

- Referral to the Student Services Team for support
- Discussion with the student and parent regarding a specific behaviour which the College deems unacceptable which may lead to suspension
- A formal written warning detailing the inappropriate behaviours, as well as, clear expectations of behaviour requirements

In some instances, the Principal may determine that a student should be suspended immediately. This is often due, but not limited to, reasons such as the safety of other students or staff.

11. College Sanctions

i. Suspension of a student from attending Coodanup College

Categories of Suspension

This section provides an overview of the types of behaviours that may result in a suspension. This is a guide, and the individual facts of each case will determine whether use of suspension is an appropriate response to a student's misconduct. The categories are listed below:

1. Physical aggression toward staff
2. Abuse, threats, harassment or intimidation of staff
3. Physical aggression toward students
4. Abuse, threats, harassment or intimidation of students
5. Damage to/or theft of property

6. Violation of Code of Conduct or college/classroom rules
7. Possession, use or supply of substances with restricted sale
8. Possession, use or supply of illegal substance(s) or objects
9. Mobile Electronic Device breaches

Ultimately, the professional judgement of a Principal will determine whether a suspension is a suitable strategy.

11. College Sanctions

i. Suspension of a student from attending Coodanup College

The Rationale for Use of Suspensions

Suspension is used when a breach of college Code of Conduct causes significant disruption to the student, other student's or staff, and is for the purpose of providing an opportunity:

- For the student, other students and staff to calm and recover
- For all to reflect on and learn from the incident, including where appropriate, participating in restorative processes
- For the college to 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 any adjustments to plans, resources, staff or strategies that may be required
- For the parent or guardian to meet with the college to discuss how to improve coordination between college and home to help the student behave appropriately at college.

In many cases, a case conference will be held between key stakeholders such as the Principal, Student Services Team member, Teacher, Year Coordinator, Parent/Guardian, and if appropriate, and Aboriginal Islander Education Officer (AIEO) and/or external agency member. In all circumstances, we exercise procedural fairness with all students and families given the right to be heard.

We believe that collaboration, setting clear expectations and involving the student in the re-entry process leads to a successful reintegration. Therefore, it is of the upmost importance that the suspended student (along with an appropriate caregiver) meets with a Principal or senior staff member prior to returning to the College.

Repeated suspensions (with limited improvement) may lead to the student being transferred to an alternative program, and in some circumstances, may lead to the Principal pursuing an exclusion process. In these circumstances, the Principal will meet with the family to inform the student is at-risk of a 'recommendation for exclusion' and provide documentation.



11. College Sanctions

ii. Exclusion of a student from attending Coodanup College

Exclusion from school is a very serious matter

Exclusion is a response to a student's severe misbehaviour and is defined as a set period of time where the student cannot attend the college. Exclusion will be considered where it can be demonstrated to the Director General that:

- Other forms of behaviour response have been exhausted; or
- The student has committed an act so extreme that its impact prevents the college from re-establishing a safe, caring and supportive environment for the student.

Exclusion is used when the breach of college discipline causes extreme disruption to the good order and proper management of the college, in the context where:

- Ongoing breaches have occurred; and
- Intensive support has been provided by the college to the student, including:

- Multiple cycles of planning, implementing and evaluating behaviour support in an attempt to help the student successfully meet behaviour requirements; and
- Effective case coordination by the college, including taking advice from Regional and Statewide Services Behaviour and Engagement Support Staff, as well as any appropriate external agencies;
- The existing college environment is clearly contributing to the student's difficulties in achieving desired behaviour, and the Principal has taken all reasonable measures to change this environment; and
- In the context of all of the above, the Principal, having taken advice and considered all options, considers that it is in the best interests of the student to move to an identified educational program or setting; but the parent/guardian and student are not willing to undertake this move.

11. College Sanctions

ii. Exclusion of a student from attending Coodanup College

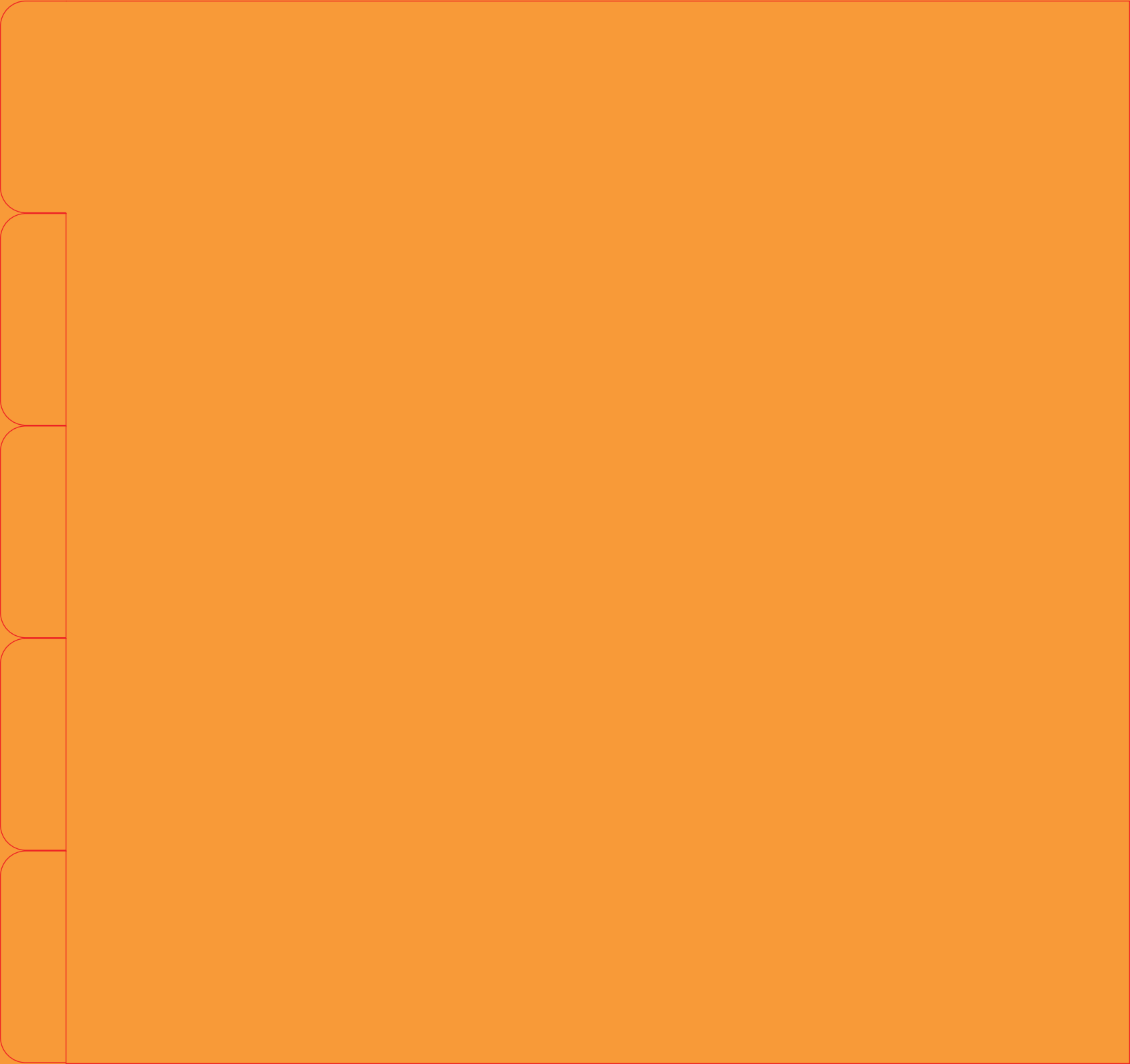
The Principal may recommend to the Director General that a student be excluded from attending the college as part of a college's behaviour support plan. Only the Director General may exclude a student. Exclusion may be temporary or permanent.

An exclusion order is the most extreme sanction that can be applied to a student in a public school and as such should be reserved for the most serious breaches

of school discipline. The Department continues to have responsibility for providing an education for any student who is excluded.

For more information regarding the exclusion process, please contact the Principal at Coodanup College.

Appendix A



Appendix A

Classroom Behaviour Management Summary

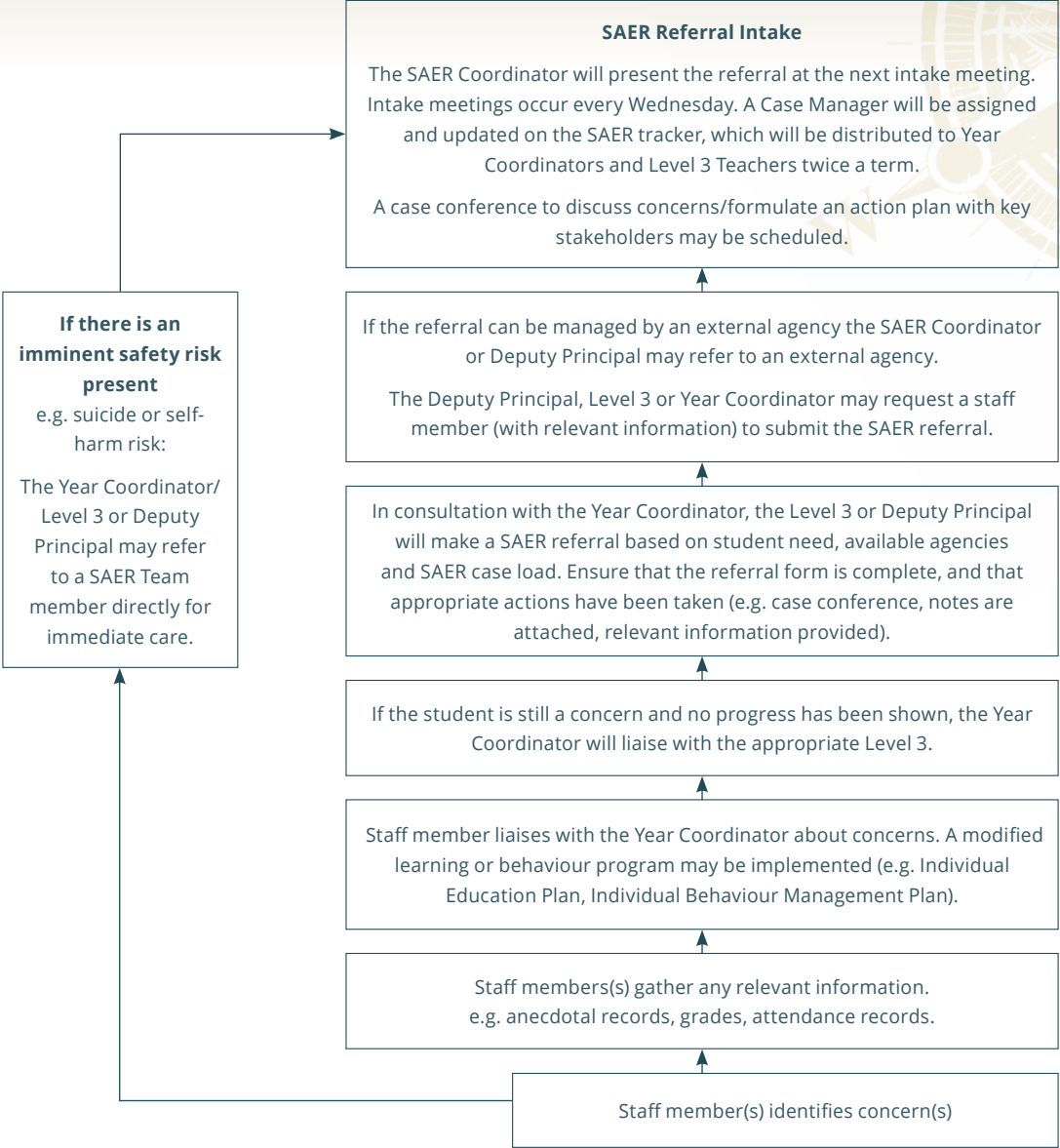
Stage 1: Positive Classroom Management and Consistent Practices		
Suggested Strategies		Suggested Support Map
•	Classroom and curriculum preparation	• EAD of Learning Area • Teachers
	- arrive on time to classes	• Teachers
	- well planned and engaging lessons with differentiation strategies	• Teachers
	- classroom seating plan if appropriate	• Teachers
•	Developing a positive relationship with students	• All Staff
•	Positive responses and rewards, including use of praise, Vivo reward points and parent contact	• All Staff
•	Appropriate classroom expectations established using the PBS Matrix, and understood by students	• Teachers
•	Modelling appropriate behaviour and responses, including behaviours from the PBS Matrix	• Teachers
•	Consistency with the enforcement of classroom expectations including use of student removal system (On-Call)	• Teachers
If inappropriate behaviour continues		
Stage 2: Minor Conflicts - Between Teacher/Student		
Suggested Strategies		Suggested Support Map
•	The use of low key responses	• Teachers • Education Assistants
	- planned ignore	• Teachers • Education Assistants
	- nonverbal intervention, such as 'the look' and proximity	• Teachers • Education Assistants
	- actively acknowledge, praise and reward desired behaviour	• Teachers • Education Assistants
	- informal conversation or detention with the student	• Teachers
•	Use of higher level strategies	• Year Coordinators
	- quiet private dialogue with a warning issued	• Year Coordinators
	- choices given	• Year Coordinators
	- formal detention	• Year Coordinators
•	Fair consequences understood by students	• Teachers • Education Assistants • Learning Support Coordinator (if involved)
•	Seating plan for student	• Teachers
•	Parent contacted by teacher via phone or letter of concern	• Teachers • Year Coordinator or Learning Support Coordinator (if involved)
•	Documentation – report on SIS, email relevant parties	• Teachers • Year Coordinators

If inappropriate behaviour continues		
Stage 3: Frequent or Unresolved Conflicts		
Suggested Strategies		Suggested Support Map
•	All relevant paperwork and referral to the Students at Educational Risk (SAER) Team	• Level 3 in consultation with Year Coordinator
•	Appropriate action implemented	• Deputy Principal • SAER Team
	- suspension - withdrawal	• Deputy Principal
	- individual Behaviour Management Plan (IBMP) - detention	• Deputy Principal • SAER Team
•	Parent contact/case conference	• Deputy Principal • SAER Team
•	Formal contract negotiated between student and Students at Educational Risk (SAER) Team	• Deputy Principal • SAER Team
•	Regional Office Support	• School Psychologist
•	Individual Education Plans	• SAER Team
If inappropriate behaviour continues		
Stage 4: Unresolved or Major Conflicts		
Suggested Strategies		Suggested Support Map
•	All relevant paperwork to Deputy Principal/Program Coordinator	• SAER Team • Year Coordinator • Teachers
•	Appropriate action implemented	• Deputy Principal • Student Services Manager
	- suspension	• Principal • Deputy Principal • Student Services Manager
	- IBMP	• Deputy Principal • Student Services Manager
•	Parent contact/case conference	• Deputy Principal • Student Services Manager
•	Formal contract negotiated between student and Student Services	• Deputy Principal • SAER Team • Year Coordinator
•	Regional Office support	• School Psychologist
•	Individual Education Plans	• SAER Team
If inappropriate behaviour continues		
Stage 5: Exclusion - Principal		
Suggested Strategies		Suggested Support Map
•	Regional Office	• Principal
•	Student Services	• Principal

Appendix B

Appendix B

The SAER Team supports students in achieving academic success, health care, behavioural support and mental, social and emotional well-being.





"Twenty years from now you will be more disappointed
by the things that you didn't do than by the ones
you did do. So throw off the bowlines.
Sail away from the safe harbour.
Catch the trade winds in your sails.
Explore. Dream. Discover."

Mark Twain

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