Positive Student Behaviour
Policy and Procedures

Policy Rationale

Members of our College community have the right to a safe, orderly, supportive and culturally responsive learning environment that maximises the impact of teaching and enables students to fulfil their learning potential.

The Ballajura Community College Positive Student Behaviour Policy:
➢ Articulates the expected code of conduct;
➢ Communicates the rights and responsibilities of all students, families and staff to engage in building positive behaviour;
➢ Identifies whole school positive behaviour supports that incorporates restorative principles, systems and practices;
➢ Details multi-tiered systems of support that are responsive to the needs of students with complex and diverse needs;
➢ Outlines procedures to address negative behaviour;
➢ Builds staff capability.

By working together as a College community, we aim to:
• Build positive relationships;
• Value individual strengths, abilities and diversity;
• Set high expectations and support students to achieve these;
• Assist students to develop social, behavioural and personal attributes required for success and positive well-being.

This will enable our vision – Create the future together – to be achieved.

The *Positive Student Behaviour Policy and Procedures* works in partnership with the *Instructional Pedagogy*, the *Student Health Policy and Procedures*, the *Attendance and Engagement Policy and Procedures* and the *Good Standing Policy and Procedures*.

Section 1: Positive Student Behaviour Supports

Whole School Behaviour Supports

These supports assist staff to apply a positive whole school approach to maintaining the good order of the College, achieve consistency in preventing and managing negative behaviours and maintain cohesion across contexts and teachers.

Code of Conduct

The behaviour expectations of the College are encompassed in the REACH values of Respect, Equity, Achievement, Care and Health. Under each of these headings is a list of positively stated behaviour expectations that students should demonstrate in the classroom, the College grounds and the wider community. These expectations are taught explicitly in curriculum lessons where the opportunity arises.
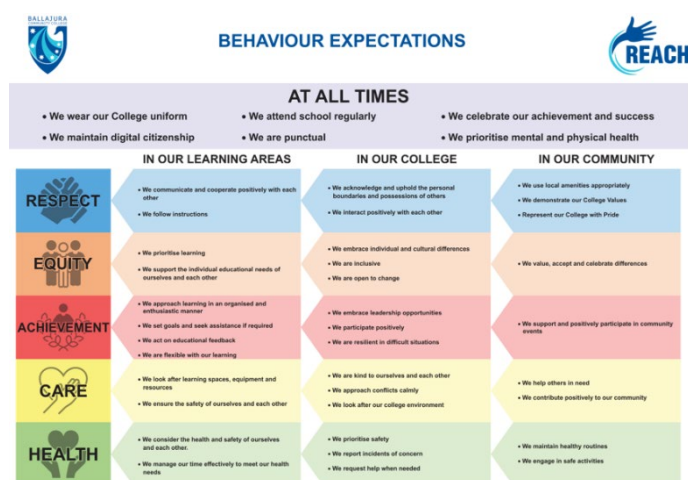
Roles and Responsibilities

Every member of the College community has a shared responsibility to promote positive behaviours and provide support for students to learn and demonstrate expected behaviours that align with the College's code of conduct.

Roles	Responsibilities
Students	- Attend school to satisfy course requirements - Be punctual to all classes - Demonstrate the College's code of conduct (REACH) - Meet classroom expectations - Actively participate in learning to their maximum capacity - Complete all set work in each subject/course of study - Complete all assessment items by the due date - Participate in all whole school or year group activities e.g. Athletics Carnivals - Attend behaviour education programs when required - Comply with the College's dress code
Parents/ Carers	- Demonstrate the College's code of conduct (REACH) - Encourage student(s) to comply with College code of conduct and classroom expectations in order to succeed at school - Respond appropriately and in a timely manner to all communication from the College - Attend meetings and case conferences, working collaboratively with College staff

Classroom teachers	- Build positive relationships with students and their families - Create a welcoming and inclusive classroom environment - Use the Pedagogical Framework and Teaching for Impact strategies to provide engaging lessons - Model and teach PBS behaviour strategies - Use CMS, ISE and Positive Behaviour Management Responses to maintain a positive learning environment - Reinforce Learning Area context specific behaviours that reflect the College's code of conduct (REACH). - Engage with the Positive Behaviour Action Plan - Keep parents/carers informed about behaviour commendations and concerns - Record recognitions and concerns in SEQTA - Liaise with Head of Department and Student Services regarding students' displaying negative behaviours
Support staff	- Build positive relationships with students and their families - Regularly communicate student behaviour and engagement expectations - Implement targeted strategies to support students - Liaise with teaching staff and Student Services to support positive student behaviour
Heads of Department	- Provide curriculum leadership to teachers - Support teachers with strategies to engage students, build positive relationships and resolve behaviour issues using low key responses - Support teachers to implement the Positive Student Behaviour Action Plan - Support teachers to utilise Informal Contracts where required - Support Learning Area withdrawal as required - Request support from Student Services as required
Year Coordinators	- Build positive relationships with students and their families - Monitor behaviour and attendance, and intervene as required to support students, families and staff - Communicate with families and staff regarding pastoral care for their students
Heads of Student Services	- Oversee implementation of the *Positive Student Behaviour Policy and Procedures* - Work with students and families to ensure an understanding of expectations related to behaviour and engagement - Liaise with the Year Coordinator regarding Good Standing - Provide information to parents/carers, Year Coordinator and Deputy Principal in regard to student behaviour and engagement - Coordinate the Students at Educational Risk list - Apply consequences to students whose behaviour is serious and breaches the College's code of conduct (REACH)
Principal/ Deputy Principals	- Lead community partnerships and build relationships with families - Lead positive messaging about the College's code of conduct (REACH) and zero tolerance for violence - Review student behaviour as part of the College's improvement planning - Review the *Positive Student Behaviour Policy and Procedures* in collaboration with staff, students, parents/carers, College Board and P&C - Manage the day-to-day operations of the College to ensure the best teaching and learning environment, and the good order of the College is promoted - Sustain a school-wide focus on improving outcomes for Aboriginal students - Support staff, students and parents/carers to resolve behaviour issues in an appropriate and timely manner and teaching and learning is optimised

Community partnerships

Our College is committed to providing quality education to all students in a safe, inclusive and caring learning environment with the right supports to progress and achieve. Students, teachers and staff members have a right to feel safe at school. We need to ensure our College is a safe learning environment - free from bullying, harassment, discrimination and violence.

We value working together with families as critical partners in achieving student outcomes. Trusting, transparent and respectful relationships between our College and families is key to preventing school violence. These strengthen student foundations – at home and at school – increasing overall wellbeing, resilience and positive behaviour.

College staff engage with families to understand the interests, personalities and needs of their children. At times when additional support is needed or issues arise our College will support students and their families to productively resolve these issues and we encourage parents/carers to raise concerns as early as possible.

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Connect and Respect

Every student, staff member, parent or carer has the right to feel safe and be safe in our schools.

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence.

What we can all expect:

| mutual respect | good behaviour | open communication | respect for each other's time |

We will not tolerate:

| offensive, insulting or aggressive language | malicious or judgemental gossip | using social media disrespectfully | any form of violence |

Communication strategies

Information regarding the College's code of conduct is regularly communicated to staff members, students and families through a variety of methods including:

- The Ballajura Community College website
- Policy documents
- Schoolzine newsletter
- Assemblies
- Facebook
- SEQTA notices
- Email and SMS

- Telephone conversations
- Pastoral Care Group (PCG) sessions
- Parent/carer, teacher and student meetings
- Reports
- Staff meetings
- College Board and P&C meetings
- Education Department website

In communicating with parents/carers, staff will take into consideration any language, cultural, medical or mental health factors and availability of the parents/carers and provide support as required.

Positive Behaviour Support (PBS) WA

Ballajura Community College is a PBSWA school. We implement explicit whole school practice that has a common and consistent approach to positive behaviour, social skills and expectations for achievement in a safe and supportive learning environment. The PBS Team has responsibility for planning, implementing and monitoring schoolwide systems, data analysis and practices to support the College values.

Welcoming and inclusive classroom environments

Staff create learning environments where students are actively engaged in the curriculum, feel safe, supported and included and develop a sense of belonging and pride in the College.

Staff will:

- ✓ Greet students warmly at the classroom door;
- ✓ Demonstrate personal interest to build relationships with students;
- ✓ Model positive behaviour and attitudes;
- ✓ Set and clearly communicate high expectations for achievement and behaviour;
- ✓ Provide instructional supports, accommodations and modifications, as needed, to set the student up for success and minimise frustration and negative behaviour choices;
- ✓ Promote the use of cooperative learning strategies;
- ✓ Respond to the efforts of the learner by providing praise and immediate and specific feedback;
- ✓ Consider a seating plan;
- ✓ Acknowledge positive behaviour, attitudes, communication, empathy, acceptance and social problem solving;
- ✓ Show awareness and respect for the cultural and linguistic diversity of Aboriginal students;
- ✓ Show awareness and respect for the cultural and linguistic diversity of students from the 50+ nationalities represented at the College;
- ✓ Demonstrate equity by showing acceptance of diversity;
- ✓ Use humour as a helpful tool in diverting problems.

Classroom Expectations

Students are expected to engage positively in learning opportunities to maximise achievement and optimise pathways to a successful future. The Classroom Expectations detail the behaviours required for students to be prepared for and actively engage in learning.

BEHAVIOUR EXPECTATIONS IN OUR LEARNING AREAS

REACH

AT ALL TIMES
- We wear our College uniform
- We maintain digital citizenship
- We attend school regularly
- We are punctual
- We celebrate our achievement and success
- We prioritise mental and physical health

RESPECT
- We communicate and cooperate positively with each other
- We follow instructions

EQUITY
- We prioritise learning
- We support the individual educational needs of ourselves and each other

ACHIEVEMENT
- We approach learning in an organised and enthusiastic manner
- We set goals and seek assistance if required
- We act on educational feedback
- We are flexible with our learning

CARE
- We look after learning spaces, equipment and resources
- We ensure the safety of ourselves and each other

HEALTH
- We consider the health and safety of ourselves and each other.
- We manage our time effectively to meet our health needs

Classroom Management Strategies (CMS)

Staff implement low-key management strategies to teach and encourage positive behaviours, intervene early in addressing negative behaviours and improve the engagement, learning and wellbeing of all students. Staff use Instructional Strategies for Engagement (ISE) to provide a positive and engaging learning environment that fosters students' active participation and effective communication leading to improved social, behaviour and academic outcomes for all students. These strategies provide a structured framework for delivering content in a way that caters for diverse learning styles and the varied needs of learners. Ballajura Community College prioritises staff having access to CMS Foundation Program and Instructional strategies for engagement professional learning opportunities.

Breaktime Supervision

Teachers are allocated breaktime supervision duties and will:
- be highly visible (wear vest provided);
- arrive on time and actively move around the allocated area;
- model positive communication and behaviour to build positive relationships with students;
- recognise and reinforce positive and pro-social breaktime behaviours and attitudes;
- use low-key strategies and relevant positive behaviour management responses to intervene early in addressing negative behaviours;
- communicate with the duty Teacher-In-Charge (TIC) for support as required;
- record positive and negative behaviours in SEQTA and share with parents/carers.

Positive Behaviour Management Responses

Staff implement positive behaviour management responses to manage negative behaviours that impact on the productive functioning of the classroom and disrupt teaching and learning. The "Theory of Bumps" model assists teachers to recognise the most appropriate responses to de-escalate a situation whilst keeping the locus of control in the classroom. The responses guide the student to develop self-regulation and responsibility for behaviour and get back on-task.

Positive Behaviour Action Plan

Staff implement processes for managing negative student behaviours and ensure effective communication with relevant stakeholders. This builds a shared responsibility for promoting positive behaviours and provides support for students to learn and demonstrate expected behaviours. Informal and Formal Contracts are used to support students to take responsibility for improving behaviour (Refer to Appendices 1-2).
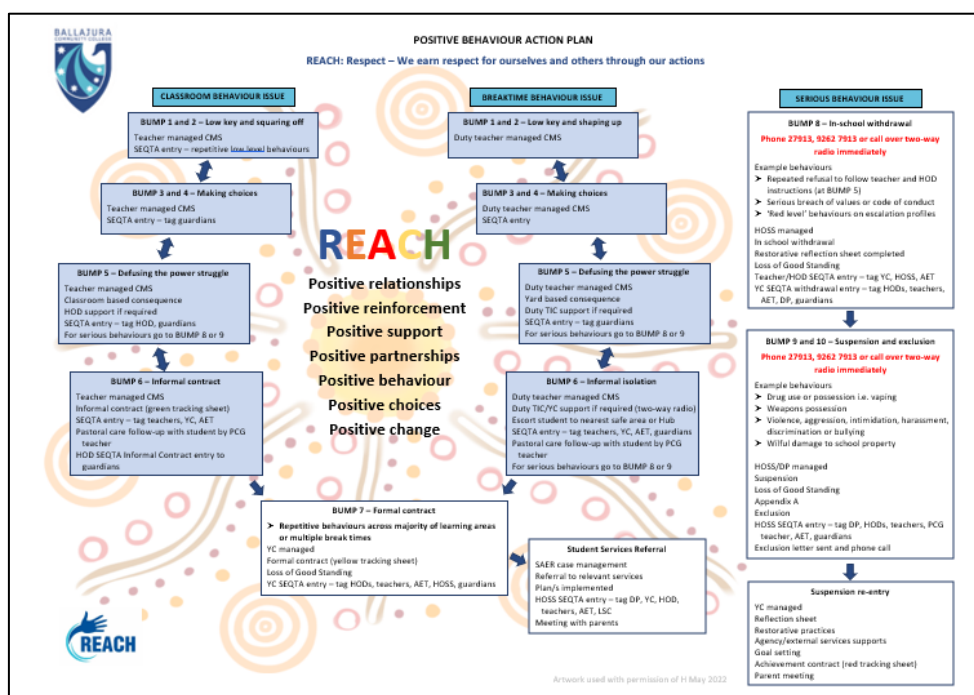
Guide to accessing student services for support with student behaviour

Staff use a consistent approach to working with the Student Services team to manage serious behaviours and breaches associated with the College's code of conduct. The Guide assists staff by detailing actions, communication to relevant staff and parents/carers and record keeping requirements. This ensures a safe and orderly environment is maintained and the College works in partnership with parents/carers to address behaviour concerns.

Guide to Accessing Student Services for Support with Student Behaviour

REACH: RESPECT – We earn respect for ourselves and from others through our actions

	Issue	Teacher actions	Sample SEQTA entry	Student Services support
Behaviour	Serious behaviour BUMP 8	➢ Keep students and staff safe ➢ Contact HOD or 2IC HOD for support or TIC if during break time ➢ HOD/2IC HOD/TIC to phone Student Services or call over two-way radio immediately ➢ Enter information into SEQTA – Notification of concern – Respect and tag parent/carer, YC, HOSS and tick follow-up	Notification of Concern – Respect Student was agitated, moving around the class and interfering with the learning of others. The student did not respond to multiple teacher requests to stop, attempts to divert or offer of time out. Student refused HOD instructions to exit classroom. HOD contacted Student Services for support.	Student Services staff will; • attend immediately; • investigate the incident; • implement in-school withdrawal; • contact parent/carer; • update SEQTA.
	Violence, aggression, intimidation, harassment, discrimination, bullying BUMP 9	➢ Keep students and staff safe ➢ Phone Student Services or call over two-way radio immediately ➢ Enter information into SEQTA – Notification of concern Respect and tick follow-up	Notification of Concern – Respect Student was off task and disrupting the class. I applied planned ignore, verbal/ physical cues and gave student many opportunities to choose positive actions and have time-out. When told I would contact parents the student moved into my personal space, swore threats at me then walked off. I called Student Services immediately.	Student Services staff will; • attend immediately; • investigate the incident; • apply relevant policies and procedures; • implement suspension as necessary; • contact parent/carer; • update SEQTA.
	Willful damage to school/ property BUMP 9	➢ Keep students and staff safe ➢ Phone Student Services or call over two-way radio as soon as possible ➢ Enter information into SEQTA – Notification of concern – Care and tick follow-up	Notification of Concern – Care Despite all students being reminded at start of lesson to treat school laptops with care, student removed key pads with a pen and scratched the screen. I informed the student this behaviour was not in line with the College Code of Conduct and that the incident would be followed up by Student Services.	Student Services staff will; • follow-up as soon as possible; • investigate the incident; • implement suspension as necessary; • contact parent/carer; • update SEQTA.
	Weapon possession BUMP 9	➢ Keep students and staff safe ➢ Phone Student Services or call over two-way radio immediately ➢ Enter information into SEQTA – Notification of concern – Respect and tick follow-up	Notification of Concern – Respect A student reported that they saw a student showing others a bladed weapon. I called Student Services over the two-way and kept watch of the student until Head of Student Services arrived.	Student Services staff will; • attend immediately; • initiate the Weapons Procedures • implement suspension as necessary; • contact parent/carer; • update SEQTA.
	Drug use or possession BUMP 9	➢ Keep students safe ➢ Phone Student Services or call over two-way radio immediately ➢ Enter information into SEQTA – Notification of concern – Respect and tick follow-up	Notification of Concern – Respect During session three, a student reported that student had showed them marijuana in the toilets at recess. I thanked the student for reporting this information and telephoned Student Services.	Student Services staff will; • follow-up immediately; • initiate the Alcohol and Other Drugs Procedures; • initiate suspension as necessary; • contact parent/carer; • update SEQTA.
Expectations	Dress Code breach	➢ Ask students to remove non-approved uniform if appropriate ➢ Send student to Student Services for uniform options ➢ Enter information in SEQTA – Uniform and tag parent/carer ➢ Follow Positive Behaviour Action Plan if student is non-compliant	Uniform – sub-category Student was wearing black jumper. Sent to Student Services for options.	Student Services staff will; • provide uniform options or issue a uniform pass; • issue a detention as necessary; • update SEQTA.
	Late arrival to school	➢ Accept student to class if they have a late pass ➢ Enter attendance in SEQTA ➢ Send student to Student Services if no late pass ➢ Follow Positive Behaviour Action Plan if student is non-compliant	NA	Student Services staff will; • issue a late pass; • issue detention as necessary; • update SEQTA.
	Use of electronic devices	➢ Confiscate electronic device ➢ Enter information in SEQTA – Electronic device and tag parent/carer ➢ Drop electronic device to Student Services at convenient time during the day ➢ Follow Positive Behaviour Action Plan if student is non-compliant	Electronic Device Student was wearing ear buds in class to listen to music. Student initially refused to hand them over but after a quiet personal reminder about the College Expectations they complied. Device delivered to Student Services at recess.	Student Services staff will; • initiate the Mobile Phone and Electronic Devices Policy and Procedures; • securely store the device; • update SEQTA.

Chill out rooms

Safe and comfortable spaces for students to calm, de-escalate, de-stress or 'chill out' are located in Student Services and the Wellness Centre. Students are able to access these spaces during break times, by teacher referral during class times or when requested to do so by Student Services staff as part of a response to managing a health or behaviour issue. Students are required to use the space responsibly for the purpose for which it is intended and return to class as soon as possible.

Alcohol and drug education

Staff, students or visitors to the College, whilst on College grounds, at any College related function or off-site activity are not permitted to:

- Possess and/or smoke tobacco products;
- Possess and/or inhale e-cigarettes (known as vapes);
- Possess and/or consume alcoholic beverages;
- Inhale solvents deliberately;
- Possess and/or use prohibited drugs;
- Possess drug related equipment such as syringes, bongs, pipes etc;
- Possess excessive amounts of legal drugs (medicines).

Student use of alcohol or drugs will be managed as a health issue and addressed under the *Student Health Policy and Procedures*. Possession, sale or supply of alcohol or drugs and breaches of the College's code of conduct by a student under the influence of alcohol or drugs will be addressed under the *Positive Student Behaviour Policy and Procedures*.

In addition to the Health and Physical Education curriculum, alcohol and drug education is delivered through evidenced based programs that build knowledge about alcohol and other drugs, develop personal and social skills to manage and navigate alcohol and other drugs related risky situations and increase understanding of workplace requirement, responsibilities and rights, including:

- Guest speakers;
- Online programs;
- Pastoral Care Group (PCG) activities;
- Year group assemblies;
- Vocational Education and Training (VET) programs;
- Suspension re-entry education programs;

Information and support for alcohol and drug related issues is also available through the Wellness Centre.

Staff professional learning

Teaching staff are provided with skills-based professional learning in managing student behaviour, centred around the College values and code of conduct, focusing on developing:

- increased competence and confidence to support, engage and manage students' social behaviour;
- common language to discuss negative student behaviour and behaviour management practices;
- shared set of beliefs about student behaviour ;
- a collegiate culture that fosters a sense of belonging and inclusion, supporting staff wellbeing.

College staff who have completed Conference Accreditation Training (CAT) provide ongoing CMS professional learning. Sessions incorporate hands-on activities, collaborative discussions, and real-world applications to keep participants actively involved and utilise multimedia, technology and diverse resources to enhance engagement. Personalised learning experiences are tailored to participants' needs and interests to promote a sense of relevance. Feedback mechanisms and reflection opportunities are integrated to facilitate continuous improvement.

Staff also have access to external professional learning opportunities to build capacity to effectively manage student behaviour and provide individualised support for students.

Communication and Record Keeping

Students are acknowledged for demonstrating behaviours that align with the College's code of conduct through specific and targeted feedback, REACH recognition SEQTA messages to students and parents/carers and the awarding of House points and REACH certificates of excellence. REACH awards are also presented at year group and whole school assemblies and Colours and Honours are awarded each semester to students for academic, sporting and cultural achievement, in line with the REACH values.

Staff use SEQTA to record positive and negative student behaviours and communicate to parents/carers about such matters. Staff are required to align behaviours to the REACH values and record factual details using the situation, action, outcome format. Templates have been developed to assist staff with the efficient recording of relevant information. The PBS Team analyse data in relation to SEQTA entries.

Teachers tag parents/carers into all commendations and awards for positive behaviour entered into SEQTA. Teachers also tag parents/carers into notifications of concern for behaviours at BUMP stages 3 to 7 entered into SEQTA.

Staff providing detailed information for Student Services follow up of serious behaviours at BUMP stage 8 and above will tag Heads of Department and relevant Student Services staff into SEQTA entries. Student Services staff are responsible for communication with parents/carers for serious breaches of the code of conduct at BUMP stage 8 and above. Telephone communication is the preferred method, however, other modes of communication (e.g. text) may be used as relevant or required.
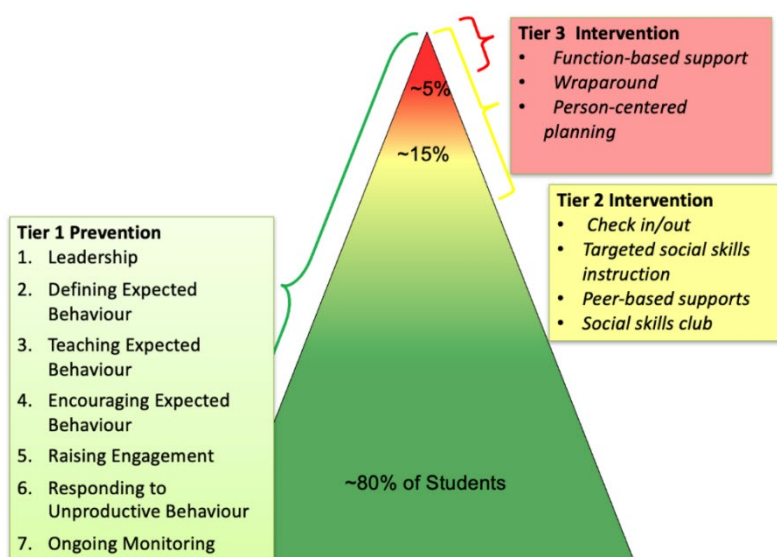
Individual Student Behaviour Support

Multi-tiered systems of support
The Three Tier Continuum of Support ensures that interventions are in place for all levels of student behaviour. Most students demonstrate positive behaviour, placing them in the Tier 1 category, and therefore, universal whole school supports are enough to ensure they maintain their behaviour to the expected standards. Tier 2 and tier 3 students struggle to meet expected behaviours more regularly and require further support or intervention tailored to meet the specific needs of the student and structured to improve outcomes for student success.
Supports for students at tiers 2 and 3 are:
- developed in collaboration with students and families and, where suitable, internal services, external agencies and other stakeholders;
- culturally responsive;
- tailored to student needs;
- built around the student's strengths.

Refer to the *Students At Educational Risk (SAER) Policy and Procedures* for more information.

Individual student support plans
A range of individual targeted and intensive strategies are implemented for students identified as needing additional behavioural support. For students requiring additional support:
- case conferences will be held to identify the individual needs of the student. These will involve the student, parents/carers and other relevant staff and stakeholders as required;
- meetings will be held with teachers to share strategies and approaches to meet the individual needs of students;
- relevant plans will be developed to ensure a consistent approach to supporting the student to learn and demonstrate expected behaviours. These may include Behaviour Contracts, Student Profiles, Escalation Profiles and Behaviour Improvement Plans (refer to Appendices 3-5). Documented plans will be monitored, outcomes evaluated and plans reviewed as per the *Students At Educational Risk (SAER) Policy and Procedures;*
- teachers work cooperatively with their Head of Department and Student Services to meet the individual needs of students ;
- consultation with regional and Statewide Services personnel will occur as required through the relevant referral processes.

Internal supports

Teachers can make a referral to the Student Services Team via the student's Year Coordinator where they have continued concerns about a student's behaviour after implementing Bump strategies 1-7. The Year Coordinator will provide or coordinate additional support to staff where relevant and/or consult with the Head of Student Services to arrange a referral to the College's SAER team where additional wrap-around support services can be accessed. Referral to internal supports such as School Psychologist, Community Health Nurse, Chaplain, Learning Support Coordinator, Aboriginal and Islander Education Officer, Youth Transitions Officer and Career Practitioner will be made by the SAER Team as relevant.

Coordinating with external agencies

There may be an identified need to refer students to specialist supports outside the College. Student Services liaise with various Education Department services and external agencies available to the College and in the local and broader community. Through consultation during SAER meetings behavioural data is evaluated, student needs are identified, relevant supports are determined and referrals made to external agencies with parent/carer consent. Referrals to external agencies are made by the Head of Student Services whilst referrals to Education Department services (such as SSEN) are made by the Deputy Principal. Mandated reporting is carried out as required and parent/carer consent is sought when required. Supports and programs, such as Triple P – Positive Parenting Program may also be made available to parents/carers.

Students with complex needs

Support for students with complex behavioural needs is coordinated by the Deputy Principal. Students with behaviours at the tier 3 level will typically demonstrate a high level of need in multiple areas and may be disengaged or at risk of disengaging from learning. These students will already be accessing support but may require further supports from services across education, health and community sectors to meet their individual needs.

Where multiple cycles of ongoing implementation and review of tier 3 supports have had limited success in achieving positive behavioural outcomes for the student:

- alternate learning settings may be considered to support the student to continue their learning whilst supporting positive behaviour change;
- a referral to SSEN: Behaviour and Engagement may be made to assist staff and students with further intervention planning and implementation;
- a Complex Needs referral may be made to access intensive, coordinated support from the Department of Education to achieve desired outcomes for the student.

Responses to behaviours of concern

Responses to behaviours of concern are implemented when classroom management strategies and positive behaviour management responses have not resulted in a change in student behaviour or the student has committed a serious breach of the College's code of conduct. At all times restorative practice is implemented with a focus on:
- positive interpersonal relationships to positively influence behaviours;
- a culture of care to support all individuals in the College community;
- cultural receptiveness and responsiveness to create learning communities of mutual respect and inclusion;
- restorative approaches to lead students to take responsibility for their behaviour.

Buddy Class
A student may be withdrawn to an alternative classroom (buddy class) to address repeated minor infractions and/or as a means of de-escalating a situation and allowing classroom instruction to continue. Should a student need to be withdrawn, the teacher will ensure they have first implemented low-key CMS strategies and then consulted with their Head of Department.

When a buddy class arrangement is implemented, the teacher or Head of Department will:
- communicate to the parents/carers either verbally or in writing, explaining the reasons for the buddy class arrangement;
- ensure that location and supervision arrangements account for duty of care at all times;
- ensure a restorative approach is implemented that focuses on student accountability for their actions and provides support for the student to reflect on expected behaviours associated with the code of conduct and classroom expectations prior to re-entering the classroom.

Detention
A teacher may impose a detention during break times or after school, for a time period approved by the Principal, in response to an ongoing or significant breach of the College's code of conduct. The detention, applied as close as possible to the day of the breach, allows the College to provide support to the student to assist them in achieving the expected behaviours and to assist them in catching up on any missed work as a result of the breach. After school detention will only be applied where there is minimal risk that the student will develop negative associations toward any College work or behaviour support provided during detention.

When a detention is imposed, the relevant staff member will:
- communicate with the parents/carers either verbally or in writing, explaining the reasons for the detention and ensure arrangements are in place for the student to safely leave the College in the case of after-school detention;
- ensure that location and supervision arrangements account for duty of care at all times;
- ensure a restorative approach is implemented that focuses on student accountability for the harm and impact of their actions on the College community and provides opportunity for the student to re-establish their good standing;
- enter the detention on SEQTA, showing the date, time, duration and reason for the detention, how the parents/carers were notified including arrangements for the student to safely leave the College, how the detention time was used and planned follow-up behaviour support.

Withdrawal from class, breaks or other College activities

A student may be withdrawn from their regular timetabled classes, breaktime or other College activities, such as excursions, for a specific period of time, where a serious breach of the College's code of conduct has occurred. Withdrawal provides an opportunity to:

- restore calm, in circumstances where the student has become unable to self-regulate;
- reflect on and learn from an incident, including engaging in restorative processes;
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.

Withdrawal of a student;

- is determined by the Principal, Deputy Principal or Head of Student Services in consultation with the Head of Department;
- will be proportionate to the breach of the *Positive Student Behaviour Policy and Procedures*;
- will take into consideration the student's academic progress, behaviour supports and needs such as hydration, nutrition and toileting;
- will be implemented in accordance with the *Withdrawal Procedures*.

Students will not be withdrawn for any longer than five consecutive College days. Any breach of withdrawal conditions may result in suspension.

Suspension of a student from attending school

Suspension of attendance is a severe sanction and is reserved for use in severe circumstances where there has been a breach of the College's code of conduct that has caused a significant disruption to students or staff. It provides the opportunity of time for the student, parents/carers and College staff to evaluate and reflect on the incident and work towards supporting the student to learn expected behaviours that reflect the code of conduct.

The decision to suspend a student is made by the Principal upon advice from the Head of Student Services. The Principal, if unavailable, may delegate this duty to a Deputy Principal.

Students who are suspended will automatically lose Good Standing. Students who attack another student, instigate a fight, film or share fight content or promote violence will have an automatic suspension and loss of good standing applied.

Where the breach of the code of conduct is considered to be a serious breach and a suspension is to be applied, the Head of Student Services will implement the *Suspension Procedures*.

For the purpose of calculating suspension periods, each day the College is open for business counts toward 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 Arrangements or placement in an off-site program.

The Principal will consider the possible impact of suspension for a student who is undertaking a Vocational Education and Training (VET) or workplace learning program external to the College. 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 mitigate any suspension preventing the student completing the requirement. This may include stipulating a suspension condition that permits the student to attend the required setting or program.

When considering appropriate measures for international students, the Principal will note that the decision to suspend may impact on the student's visa conditions. Where a suspension may impact on a student's visa conditions, the Principal may consider whether alternative measures are appropriate.

Categories of Suspension

Category 1:   **Physical aggression towards staff**
                Aggressive physical contact committed intentionally against staff.

Category 2:   **Abuse, threats, harassment or intimidation of staff**
                Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 3:   **Physical aggression towards students**
                Aggressive physical contact committed intentionally against another student.

Category 4:   **Abuse, threats, harassment or intimidation of students**
                Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 5:   **Damage to theft or property**
                Direct or indirect damage to, or theft of, property.

Category 6:   **Violation of College's Code of Conduct or classroom expectations**
                This covers student misconduct not addressed in any of the other categories that violates the College's code of conduct.

Category 7:   **Possession, use or supply of substances with restricted sale**
                This category covers 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.

Category 8:   **Possession, use or supply of illegal substance(s) or objects**
                The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.

Category 9:   **E-breaches**
                Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements.   Includes breaches of Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents/carers or staff with reasonable connection to the College.

Exclusions

An exclusion order is the most extreme sanction that can be applied to a student in a public school and is reserved for the most serious breaches of College's code of conduct. It is used when the breach causes extreme disruption to the good order and proper management of the College. Exclusions are determined by the Director General of the Department of Education and can be temporary or permanent.

Exclusion will be considered where it can be demonstrated to the Director General that:
- a student has committed a breach of the College's code of conduct in circumstances that;
  - have adversely affected or threaten the safety of any person who is on the College premises or participating in an educational program of the College; or
  - have caused or are likely to result in damage to property; or
- a student's behaviour has disrupted the educational instruction of other students.

Except in circumstances of intentionally aggressive physical contact causing injury or harm by a student against staff or a one-off serious incident, the Principal will only consider recommending exclusion when there has been a prior meeting with the student and parents/carers at which the possibility of exclusion has been raised (*Appendix A: Notification of Risk of Exclusion Recommendation*). A plan arising from this meeting that is designed to assist the student to achieve expected behaviour and thereby avert a recommendation for exclusion must have been given a reasonable opportunity to be successful.

A panel, appointed by the Director of Education will examine the case for exclusion, giving consideration to documents put before the panel and any verbal evidence provided by the College, parents/carers and/or student and prepare a report for the Director General which outlines whether the panel is satisfied that the procedure was compliant, the grounds for exclusion were established and the circumstances surrounding these grounds warrant exclusion. To reach a decision on the recommendation, the Director General will consider the panel report and other documentation and consider any additional information as required. The decision will then be communicated to the student and their parents/carers, the College and the Regional Office.

Physical restraint

Ballajura Community College strives to create a safe environment. Physical restraint of a student will only be used in circumstances where a student's emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property. Physical restraint strategies will cease as soon as staff determine the student no longer presents a risk to safety.

De-escalation strategies are always preferable to physical contact to maintain order.

Staff will be provided with opportunities to undertake Team Teach professional learning – tailored training involving risk and restrictive practice reduction, de-escalation and positive behaviour support.