



NARROGIN SENIOR HIGH SCHOOL

WHOLE SCHOOL POSITIVE BEHAVIOUR PLAN

Updated Oct 2023 – working document

RATIONALE

The Principal is responsible for the creation and maintenance of a **safe and positive learning environment** along with the development of processes for the effective planning for positive student behaviour. Department of Education – WA Student Behaviour in Public Schools Policy (2023) has outlined requirements of what is to be included in this plan.

The **establishment of genuine and professional relationships** between staff and students is of paramount importance in creating and maintaining a **positive learning environment**. Relationships based on mutual respect, being responsible and inclusive, with a demonstrated caring approach by school staff, makes a real difference to the attitudes and behaviours of our students.

The school is committed to creating an atmosphere where **students are actively engaged in the curriculum, feel valued and have a sense of belonging**. A further aim is for students to enjoy social interactions without disruption or fear of harm, as well as being encouraged to be responsible for their actions.

The Whole School Positive Behaviour Support Plan **is the responsibility of all staff at the school with parents/care givers supporting the plan**.

The Whole School Positive Behaviour Plan is built on the school's **three core values**. These are:

- **Respect**
- **Responsibility**
- **Tolerance**

The **effective management of student behaviour** is essential in maintaining order within the school and for the achievement of improved student outcomes. This is **managed with respect, dignity, consistency and procedural fairness** to enhance student's understanding of responsible social behaviour. Approaches may alter depending on *names, numbers and needs of the students*.

All types of behaviour provide a teaching and learning opportunity. *Successful behaviour management is focused on the promotion of positive behaviour*. We have embraced the Compass reward system to encourage and reinforce appropriate respectful behaviours.

POSITIVE BEHAVIOUR STRATEGIES (PBS)

Narrogin Senior High School is a Positive Behaviour Strategies (PBS) school. PBS is a framework for enhancing, adopting and implementing a continuum of evidence based interventions to achieve academically, emotionally and socially important outcomes for all students.

BEHAVIOUR EXPECTATIONS MATRIX

The school has developed a Behaviour Expectations Matrix for teachers to use with their classes. This matrix explicitly identifies desirable behaviours and agreed school wide expectations in a range of contexts.

BEHAVIOUR PATHWAYS

Narrogin Senior High School Behaviour Pathways outlines responsibilities, phases of behaviour and consequences for the positive, effective and consistent management of behaviour.

GOOD STANDING

Students who are suspended will lose Good Standing and have privileges removed – such as being banned from school social activities, non curriculum activities / excursions / camps. Students can earn back 'good standing' by making amends and restoring

relationships disrespected in the event that led to the loss of Good Standing.

PRINCIPLES OF POSITIVE BEHAVIOUR STRATEGIES (PBS)

Principles

The following principles are used to guide decisions and actions when implementing PBS:

- **establish school-wide positive behaviour** as an instrument for academic, emotional and behavioural success
- consider and **implement school-wide practices** and systems for all students, all staff, in all settings ensuring approach is appropriate and respectful
- emphasise an **instructional approach** to behaviour management, including restorative practices
- develop **appropriate curriculum and learning strategies** to encourage engagement by students
- utilise **research-validated practices**, interventions, and strategies
- **integrate initiatives**, programs, and interventions that have common outcomes
- **build and sustain** a continuum of behaviour support
- **use data** to guide decision making
- **make decisions that are linked to important and measurable outcomes**
- **ensure management of student behaviour accords with the principles of procedural fairness**
- **ensure reasonable care for the safety of staff and students** is considered in their behaviour management processes
- **improves support for all students**, including students at risk and students with emotional behavioural disabilities
- **emphasise prevention**

PBS places a major focus on prevention. The following key elements help to create a safe, positive and productive learning environment:

- clearly defined and taught behavioural expectations
- consistent and frequent acknowledgment of appropriate behaviour
- constructively and specifically addressing problem behaviour
- effective use of behaviour data to assess and inform decision making.

POSITIVE ENVIRONMENT

Narrogin Senior High School uses a wide range of strategies to develop a positive school environment. As a whole school, we have implemented the Advocacy program to enhance the belief that *every student is known well by at least one adult*

Foster Respectful Relationships

Staff develop students' potential, acknowledge that students will make mistakes, and are compassionate, respectful and understanding of students' individual circumstances.

Engage in Restorative Practice

When dealing with students in our care, staff adopt a restorative justice approach. This builds the capacity of our students to form quality social relationships. It fosters good decision making and a greater sense of belonging to our School community.

Teach Behavioural Expectations

Staff regularly reinforce behaviour expectations through learning opportunities and whole school acknowledgement of responsibility, respect and tolerance. This is done through assemblies, advocacy, classroom lessons, year meetings etc.

Promote Expected Behaviour

To learn, we all require regular and frequent feedback on our actions. We gain feedback from others, ourselves and our environment. Feedback may be: planned or unplanned; desirable or undesirable. Without formal feedback to encourage desired behaviour, other forms of feedback shape our behaviour. Staff at NSHS promote expected behaviour through reinforcement, positive feedback, encouragement and acknowledgement. Feedback motivates students to continue to behave appropriately or to change their behaviour, and assists them and others to develop a sense of individual efficacy.

To **promote expected behaviour**, NSHS implements the following procedures:

- **Compass** - staff reward students who exhibit behaviour that reflects the school's expectations, both inside and outside the classroom with Compass rewards, a web-based reward system proven to improve engagement and achieve school values
- **Positive Chronicle entry** from staff are passed onto parents through SMS alert which is automatically activated.
- **Awards** - Top Student, Merit and Attendance Certificates are distributed at assemblies and year meetings
- **Letters of Commendation** - are sent home to notify parents of high academic and behaviour standards achieved by students

- **Reward Activities** – Year Coordinators organise extra-curricular rewards and excursions
- **Student Achievements** - are highlighted in the Narrogin Observer, School Newsletter, Outlook (School Magazine) and Daily Notices.
- **PBS lessons** – explicit teaching of expected behaviours, conflict resolution, antibullying strategies
- **Good Standing** – students who lose good standing for being suspended will lose privileges; students may retrieve good standing by restorative practice and behaving respectfully according to the Behaviour Matrix

Develop Emotional Competence

NSHS provides curricular and extracurricular activities in a wide range of contexts. Our goal is to develop students who display a high level of emotional competence. We teach our students to relate their peers, control their emotional response and seek help, when required.

Activities include, but are not limited to: RUOK Days, Sports Carnivals, Interstate and International Tours, Breakfast Club, excursions, NAIDOC opportunities, Socials, School Ball, Camps, Country Week and Reward Days.

THE BEHAVIOUR MATRIX

The role of the Behaviour Matrix (next page) is to transform school-wide expectations into specific, observable behaviours. It is a foundation document for the PBS approach and was developed collaboratively with staff and students.

The Narrogin Senior High School Behaviour Matrix

- defines behavioural expectations, forms the basis for behaviour curriculum and guides the teaching of expected behaviour
- enhances communication and creates a common language among and between students and staff
- guides students to monitor their own behaviour
- reminds and motivates students to meet behavioural expectations
- enables staff to consistently reward behaviour that reflects behavioural expectations
- is prominently displayed in all settings

ROLES AND RESPONSIBILITIES

All Staff

- set an example by **modelling values of respect, responsibility and tolerance and behavioural expectations**
- **support and promote** the principles of The Whole School Positive Behaviour Plan
- **promote a positive environment** within the school and support the PBS approach to behaviour management
- **use restorative justice** practices to resolve conflict
- **communicate** with parents/guardians.
- Use Compass to reward students demonstrating expected behaviour

Classroom Teachers

- create a **positive classroom environment**
- **develop a learning environment that is interesting, inclusive and relevant**
- **explicitly teach expected behaviour** as indicated in the matrix
- **deliver PBS lessons and opportunities**
- **consistently approach** and follow procedural fairness and classroom management strategies
- **implement a wide range of CMS** and instructional strategies to manage student behaviour
- **involve parents** in the learning triangle
- **focus on student's behaviour** rather than the student
- **allow students the opportunity to participate in the formation of expected classroom behaviour**
- **document and maintain accurate records using Compass Chronicle**
- **inform parents/caregivers** of student behaviour
- With the support of Year Coordinators, HOLAs and AP, **develop BMPs for students who display persistent problem behaviours**
- **manage Phase 2 behaviour incidents**
- **seek support from the relevant HoLA** if students do not respond to behaviour modification strategies

Head of Learning Area

- **support staff** management of student behaviour
- **emphasise** the importance of a positive classroom environment
- remind staff to **use restorative justice** practices to resolve conflict

- **be conversant** with NSHS's Behaviour Matrix and Pathways
- **ensure staff are familiar** with NSHS's Behaviour Management Plans, matrix and pathways.
- **refer students** for higher levels of support
- **support staff** to manage Phase 3 behaviour referrals
- **implement consequences** for behaviour incidents
- **assist staff to generate BMPs** for students who display persistent problem behaviours
- **model and support staff** in the use of restorative justice practices

Year Coordinators

- counsel and initiate strategies to **support student's academic and emotional development**
- **provide information** about SAER to classroom teachers
- **monitor student attendance patterns** and identify SAER
- **counsel and work with students** whose attendance rate places them at risk of not achieving learning outcomes
- **maintain case records** of SAER
- **work collaboratively** with staff and parents on issues such as attendance, pastoral care and persistent Phase 2 and Phase 3 behaviour referrals
- **support staff in developing and implementing Positive Student Behaviour Plan** PSBs, De-escalation Profiles and RMPs
- **initiate Progress Reports** as required and be available for parent interviews and/or case conferences
- **administer and monitor daily** reports for students
- **support students** by mediating and resolving peer issues such as bullying
- **organise and facilitate activities** to support PBS and promote a positive school environment
- **support staff** to use restorative justice practices to resolve conflict
- **seek support from the Student Services Manager** if SAER are unresponsive
- **be an active Student Services Team member**

Student Services Program Coordinator

- **support staff** with the management of Phase 3 behaviour referrals
- **co-ordinate SAER case conference meetings** with appropriate Student Service Team members
- **actively support and facilitate professional development** of staff
- **manage SAER referrals and allocate case managers**
- **develop, maintain and implement NSHS Positive Student Behaviour Plan**
- **organise whole school buddy class roster**
- **devise and implement strategies** for individual students who do not respond to Phase 2 and 3 interventions
- **coordinate and implement programs to explicitly teach expected behaviours** to small groups of students who do not respond to Phase 2-3 interventions (Peer Skills, Rock and Water, Drumbeat)
- **model and support staff in the use of restorative justice practices**

Associate Principals

- **manage and actively support** the implementation of PBS
- **support** Program Coordinator Student Services , Year Coordinators and staff to manage Phase 4 behaviour referrals
- **identify SAER students and assist in their case management**
- **model and support staff in the use of restorative justice practices**

Principal

- **actively support** NSHS's implementation of PBS
- **support and/or assist Associate Principal and Program Coordinator Student Services** with the management of Phase 5 behaviour referrals
- **communicate** with parents/guardians, staff and students
- **update plans, guidelines** ensuring alignment of DOE policies
- **make application for exclusion** of a student from the school.

NARROGIN SENIOR HIGH SCHOOL

POSITIVE BEHAVIOUR MATRIX



ALWAYS

LEARNING TIME

BREAK TIME

MOVEMENT TIME

RESPECT



- Ensure physical contact is appropriate and wanted
- Use polite language
- Follow staff instructions
- Personal devices off and away all day
- Think before you speak and act

- Remain quiet and actively listen
- Let others learn
- Accept the consequences of your actions

- Use your manners
- Speak in a friendly manner
- Care for the school and your belongings

- Use an inside voice in corridors
- Keep to the left
- Allow space in front and behind when queuing

RESPONSIBILITY



- Be an upstander
- Wear school uniform
- Be resilient and ask for help when needed
- Keep areas tidy
- Attend school regularly
- Be prepared and on time

- Set goals for learning
- Strive for excellence
- Focus on learning and put distractions aside
- Work as a team and be accountable

- Be safe at school
- Refuel and hydrate for learning
- Take toilet breaks now
- Stay within school boundaries
- Use sport equipment in the correct location

- Walk quietly
- Keep moving together
- Take the shortest route to class

TOLERANCE



- Be kind and patient
- Look out for each other
- Accept everyone's differences

- Re-establish working relationships after conflict
- Encourage others
- Be understanding of others' ideas

- Make others feel welcome
- Treat others in a polite and positive way

- Acknowledge and connect with others
- Be aware of others' needs
- Be patient when walking behind others

BEHAVIOUR PATHWAYS

STUDENTS' RESPONSIBILITIES:

1. Follow all staff instructions
2. Treat all according to our core expectations
3. Focus on yourself
4. Be proud of your achievements

PHASE 1 TEACHER RESPONSIBILITIES:

- Know students and build positive relationships
- Use Low Key Responses
- Reward achievements using Compass Awards
- Communicate achievement to parents
- Deliver relevant and engaging curriculum
- Encourage students through positive reinforcement

PHASE 2 BEHAVIOUR EXAMPLES:

- Minor incidents
- Lateness
- Refusal to follow instructions
- Inappropriate use of ICT
- Disrespectful
- Poor work ethic/attitude
- Mistreatment of school/others' property

PHASE 3 BEHAVIOUR EXAMPLES:

- Defiance of teacher
- Bullying
- Inappropriate use of language
- Truancy/Unexplained absence
- Inappropriate behavior

PHASE 4 BEHAVIOUR EXAMPLES:

- Physical violence
- Intimidation of staff (verbal or otherwise)
- Vandalism
- Sexual harassment or misconduct
- Repetitive bullying

PHASE 5 BEHAVIOUR EXAMPLES:

- Noncompliance with Associate Principal



CONSEQUENCES:

- Verbal negotiation
- Detention
- In class isolation
- Parent contact
- Learning Area withdrawal
- Yard Duty
- Informal contract

CONSEQUENCES:

- Daily monitoring card
- Detention
- Parent contact
- Referral to AP/SSPC
- Restorative meeting
- Formal contract

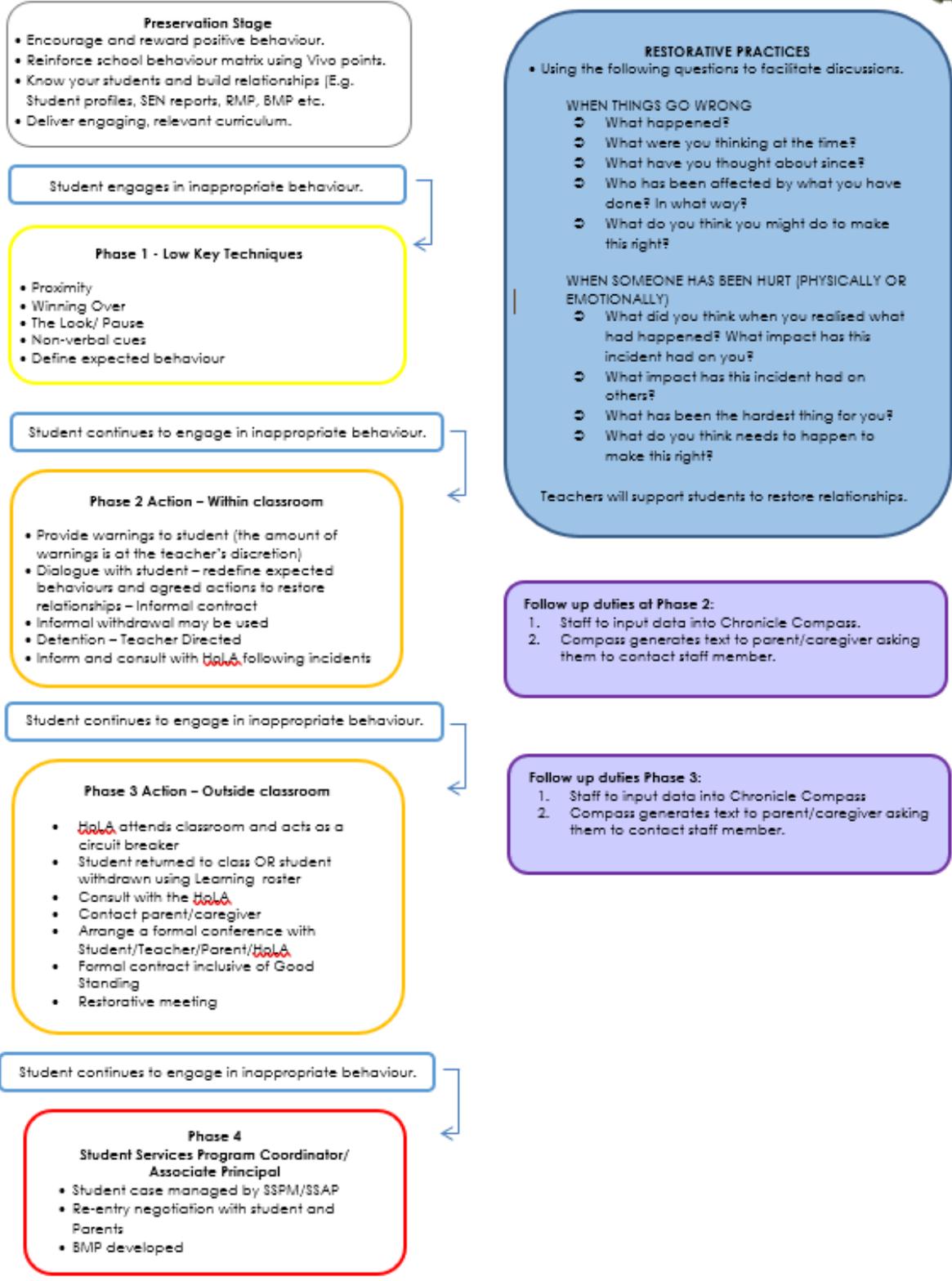
CONSEQUENCES:

- Case management
- Re-entry negotiation
- Referral to Principal
- Resolution Meeting
- Detention
- Parent contact

CONSEQUENCES:

- Alternative educational options

Behaviour Support – Flowchart



BULLYING PREVENTION AND GUIDELINES

Bullying is the willful and conscious desire to hurt, embarrass, threaten or frighten, usually by a more powerful individual or group against a less powerful individual or group. Bullying is generally a repeated pattern of behaviour. It can be physical, verbal, relational and psychological in nature and can include racial and religious comments, sexual harassment, rude gestures, intimidation and extortion. Increasingly bullying is done online, especially through social media sites like Facebook, Snapchat and the like.

Narrogin Senior High School, whilst recognising that bullying will always be an issue in schools, affirms in the strongest terms that it is unacceptable behaviour. **This includes the actions of both bullies and bystanders.** It is the **responsibility of all members** of the school community to prevent bullying from occurring. We will always endeavour to deal with bullying at the level at which it has occurred.

Whole-school practices include:

- **promoting a whole-school student support approach** with shared leadership
- **promoting collaborative relationships** between the school, parents and the wider community on developing and implementing school-based strategies and programs with students
- **developing a positive whole-school plan** based on the teaching and recognition of respectful and pro-social behaviour;
- **developing active, trusting relationships** within the whole school community
- **establishing a skilled Student Services team**
- **providing professional learning** for staff and parents in identifying, preventing and addressing bullying (i.e. through *Be You* professional learning modules, the *Office of the eSafety Commissioner*)
- **using resources** such as - *Be You, Friendly Schools Plus* and *Bullying. No Way!* to guide the school's planning;
- implementing developmental, evidence-based social emotional learning programs such as *Friendly Schools Plus, Promoting Alternative Thinking Strategies (PATHS™)*, and *Aussie Optimism* to develop shared understanding of
- **examining behaviours that constitute bullying**; the impact of bullying; safe and supportive bystander responses; positive social problem-solving skills
- **promote a school culture that seeks to be proactive and restore relationships** affected by persistent or unresolved conflict;
- **promote positive staff role modelling**
- ensure the plans or policies are monitored, reviewed and refined regularly and collaboratively

Preventative classroom strategies:

- developing **supportive and inclusive** classroom environments
- **implementing teaching and classroom management strategies** that teach and encourage positive behaviours, and address negative behaviours effectively
- **implementing teaching and learning programs** to develop positive communication, empathy, tolerance, assertiveness, social and coping skills
- **promoting the use of cooperative learning strategies**
- **encouraging and support help-seeking and positive bystander behaviour**
- **using social problem-solving approaches** to resolve peer-based conflicts
- **implementing strategies from resources** such as the *Office of the eSafety Commissioner* to promote cyber safety and positive digital citizenship

Yard duty supervision strategies include:

- coordinating a **highly visible and active approach** to supervision before school, during breaks and after school
- implementing **identification of and supervision adjustments to high-risk situations** and settings
- **offering a range of organised activities** during break times that encourage positive peer relations and networks
- **recognising and reinforcing positive and pro-social behaviour**
- **developing and communicating whole-school processes** for responding to issues

Cyber Bullying

Cyber bullying involves the use of information and communication technologies such as e-mail, mobile phone, instant messaging, social media and defamatory personal web-sites, to **support the repeated, harmful and negative behaviour by an individual or group towards another individual or group.**

Cyber bullying can include:

- sending defamatory, threatening or harassing messages, phone calls, offensive photographs or sounds
- the purposeful spreading of inaccurate information, such as making-up and passing on rumours
- distributing someone else's personal information, such as passing on someone's phone numbers, web-addresses; and personal details without their permission

- sending spam, viruses or offensive web-links; and the posting of information, or photos or images without the permission of the subject of the information, photo or image

Bullying Prevention

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents/carers, wider school community	<ul style="list-style-type: none"> • are safe and supported in the school environment • are included • are treated with respect 	<ul style="list-style-type: none"> • positive role modelling and demonstrate respect for all people • participate and contribute to school positive behaviour programs • build positive relationships • demonstrate respect and tolerance towards others
School leadership	<ul style="list-style-type: none"> • is supported by the school community in developing the school's plan to prevent and effectively manage bullying • is supported by the school community in implementing the strategies and programs under the school's plan 	<ul style="list-style-type: none"> • fosters a safe and supportive climate across the school • provides leadership in resourcing the school's plan • ensures plans are clear and publicly available to the school community • ensures the school community is informed of the plan • implements the plan • supports staff to implement the strategies and programs under the plan
Staff	<ul style="list-style-type: none"> • feel safe and supported in the workplace • are informed by school leadership of the school's plan on bullying • have access to professional learning in preventing and effectively managing bullying • have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social/ emotional learning) 	<ul style="list-style-type: none"> • promote and model positive relationships • participate in developing the school plan • identify and respond to bullying incidents • deliver the strategies and programs to students in responding to bullying effectively • promote effective bystander behaviour • promote social problem-solving • use appropriate terminology when referring to bullying and the students involved
Students	<ul style="list-style-type: none"> • have access to curriculum that supports the building of resiliency and social skills • are informed by staff of the school's plan on bullying • are provided with supports by staff to stop bullying 	<ul style="list-style-type: none"> • understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
Parents	<ul style="list-style-type: none"> • are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying by the principal • are informed by the principal of the school's plan and opportunities to participate 	<ul style="list-style-type: none"> • support and encourage children to treat others with respect and tolerance • model appropriate behaviours and teach children appropriate social skills including conflict resolution • act in accordance with the school plan if they observe/ know about bullying • encourage children to report bullying incidents • work effectively with the school in responding to bullying
Wider community: including other professionals	<ul style="list-style-type: none"> • are strategically included in bullying prevention and management 	<ul style="list-style-type: none"> • provide support and input into the school's approach to preventing and managing bullying • strengthen the school's anti-bullying messages

ELECTRONIC DEVICES

Mobile phones are banned for all students from the time they arrive to the conclusion of the school day (“**off and away all day**”) unless the student has been granted an exemption for the following uses of mobile phones:

- to monitor a health condition as part of a school approved documented health care plan
- for use on excursions or off site activities with an educational purpose under the direct instruction of a teacher

Students from Year 7 to 12 are permitted to be in possession of their mobile phone during the school day, however, mobile phones must be turned off and neither seen nor heard; smart watches must be in ‘aeroplane mode’ so phone calls and messages cannot be sent or received during the school day;

Consequences

Non observance may result in the electronic device being confiscated (staff are to request students voluntarily submit their phones) and whilst every care is taken, the school takes no responsibility for the loss, theft or damage of any confiscated electronic device.

First Offence

The teacher requests the device from the student and places it in an ICT Device Envelope at Student Services. The breach is recorded as a Chronicle Entry on Compass and a message is sent home informing parents/carers. The student collects the device at the end of the school day.

Second Offence

The teacher requests the device from the student and places it at Student Services. The breach is recorded as a Chronicle Entry on Compass and a message is sent home informing parents/carers. The student’s parent/carer must collect the device from the Administration Office.

Third Offence

The teacher requests the device from the student and places it at Student Services. The breach is recorded as a Chronicle entry on Compass and a letter is sent home informing parents/carers. The Program Coordinator Student Services will send a Notice of Intention to Suspend. The parent/carer must collect the device from the Administration Office. This will result in the removal of the privilege to bring the electronic device onto school grounds.

Refusal To Hand A Device To A Teacher

If at any time the student refuses to hand over the device, the student’s name is recorded as a Chronicle Entry on Compass. The Program Coordinator Student Services will send a Notice of Intention to Suspend. This will result in the removal of the privilege to bring the electronic device onto school grounds

Inappropriate Conduct

It is a criminal offence to use an Electronic Device to menace, harass or offend another person. Students who use Electronic Devices to engage in personal attacks, harass another person, or post private information about another person using text messages or social networks, or who take/send private photos or objectionable material may find the matter referred to the Police.

VAPING, SMOKING AND IN POSSESSION OF ILLEGAL SUBSTANCES

Schools are smoke free environments for staff, students and visitors.

Schools play an important role to help prevent students from engaging in unhealthy choices (vaping and smoking etc) by making sure they know the facts about making healthy decisions for themselves and others. The Years 7 – 10 Health Programs addresses the effects of unhealthy lifestyle choices. Should a student choose to engage in vaping or smoking at school consequences will be put into place whereby they will be removed from break times to engage in appropriate research of side effects of unhealthy lifestyle choices. Engaging in such behaviours in student toilets will have other relevant consequences as this is deemed inappropriate. In WA it is illegal to smoke in enclosed public places including school buildings.

Should students be in possession of these items – they will be confiscated and destroyed. Record of incidences of vaping are to be recorded on School Information System as a notification.

Fact sheets on vaping have been attached to this document in the Supporting Content section.

Supporting Content

[Student Behaviour in Public Schools Policy - Policies - Department of Education](#)

[Student Behaviour in Public Schools Procedures - Policies - Department of Education](#)

[CEO Directive: Required action to be taken with students fighting or publishing videos of fighting - Policies - Department of Education](#)

[Asset Publisher - Policies \(education.wa.edu.au\)](#) Mobile Phone in Public Schools Policy

[Vaping | Education Resources](#)

[Laws on smoking \(health.wa.gov.au\)](#)