



POSITIVE STUDENT BEHAVIOUR POLICY 2024



POLICY STATEMENT

Mount Lawley Senior High School is committed to building positive relationships across the school community. This policy aims to embed collaborative approaches directed toward creating safe, inclusive, supportive and culturally responsive environments that enable students to fulfil their learning potential. Taking a stand against anti-social behaviour is the shared responsibility of students, parents and carers, schools and local communities.

Positive student behaviour is essential to promote engagement in learning and to maximise the impact of classroom teaching.

PURPOSE

This policy is aligned with the DoE Student Behaviour in Public Schools Policy v3.0. Mount Lawley Senior High School's Positive Student Behaviour Policy aims to build a school community culture of positive behaviour and support students to make constructive choices. Students who engage in behaviour that is not consistent with the expectations, values and beliefs of the school will be exposed to consequences for their choices. This purpose solidifies Mount Lawley Senior High School's commitment to providing a safe and supportive learning environment for all enrolled students.

This policy applies to all students enrolled at Mount Lawley Senior High School and encompasses students who are representing Mount Lawley Senior High School at school events, school functions, carnivals, excursions, or who are commuting to and from school or school events whilst in or out of school uniform.

All behaviour that is against the law may be reported to the Western Australian Police Force.

Important note

Where this document refers to "the Principal will ...", this means it is the Principal's responsibility, as site manager, to manage the situation. It does not mean the Principal must personally undertake the duty. The Principal will formally nominate and advise staff of the nominated delegates who are able to act on his/her behalf in issues involving behaviour.

SECTION 1 – OUR APPROACH

VALUES AND BELIEFS

The foundation of creating positive relationships between staff and students is paramount in developing a sense of pride and belonging within our school community. It is expected that teachers will take an active responsibility for behaviour management, using preferred practices in both the classroom and their wider duty-of-care role.

The school values aim to create an environment in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour through:

- Maximising the Learning Opportunities
- Teaching and Learning Process
- Positive Behaviours Strategies

Our preferred practices seek to support behaviours that acknowledge and protect mutual rights of all staff and students. We connect our authentic learning experiences to life to develop higher-level thinking and motivate students to be responsible for their own learning and actions. We seek to develop in students an acceptance of responsibility for their behaviour and support an understanding of how their behaviour impacts on the rights of others.

Mount Lawley Senior High School is a learning community committed to providing an inclusive, culturally responsive, caring and supportive environment where excellence and academic achievement are valued. Students will be challenged to achieve their potential through rigorous programs focused on building the knowledge, skills and values for a productive life as a contributing member of society. Our school is committed to offering a variety of pathways to meet the learning needs of all students.

Students at Mount Lawley SHS are part of a diverse school community and are expected to be understanding and welcoming of difference. All students will be offered opportunities to learn about and engage effectively with different cultural groups. The school aims to ensure that students have an awareness of social justice principles and demonstrate respect for others. Through principles of positive behaviour intervention, students will learn relevant skills to be socially conscious and be provided with the opportunity to assist those less fortunate, whether at home or abroad.

GUIDING PRINCIPLES

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

Behaviour Expectations

RIGHTS AND RESPONSIBILITIES WITHIN OUR SCHOOL COMMUNITY

ALL MEMBERS OF THE COMMUNITY HAVE THE RIGHT TO...	ALL MEMBERS OF THE COMMUNITY HAVE THE RESPONSIBILITY TO...	EXAMPLES OF ACCEPTABLE BEHAVIOUR
<ul style="list-style-type: none"> • Be treated with respect and courtesy 	<ul style="list-style-type: none"> • Show respect and courtesy to others 	<ul style="list-style-type: none"> • Respect others, i.e. no teasing, harassment or name calling. • Be honest and courteous in all situations
<ul style="list-style-type: none"> • Work in and enjoy a safe, secure, and clean environment 	<ul style="list-style-type: none"> • Keep our environment safe, secure, and clean. • Respect the diversity of our community 	<ul style="list-style-type: none"> • Keep the school environment clean. • Respect other people's personal space • Interact with others in a safe and respectful way. • Be concerned for the welfare and safety of others
<ul style="list-style-type: none"> • Teach and learn without disruption 	<ul style="list-style-type: none"> • Ensure that there is no disruption to another person's teaching and learning environment 	<ul style="list-style-type: none"> • Arrive to class on time and ready to learn. • Follow classroom rules and directions from staff. • Socialise in a respectful manner
<ul style="list-style-type: none"> • Achieve their educational potential 	<ul style="list-style-type: none"> • Develop their potential and to assist others in doing the same 	<ul style="list-style-type: none"> • Respect the culture, diversity, and abilities of all members of the school community
<ul style="list-style-type: none"> • Have their property respected 	<ul style="list-style-type: none"> • Respect student, staff, and school property 	<ul style="list-style-type: none"> • Take care of all property, furniture, buildings, and grounds
<ul style="list-style-type: none"> • Be proud of their achievements 	<ul style="list-style-type: none"> • Acknowledge achievement in a positive manner 	<ul style="list-style-type: none"> • Develop a growth mindset approach to learning. • Support others to do their best. • Display appreciation and considerate behaviour when recognition is being given

SECTION TWO – FACILITATING POSITIVE BEHAVIOUR

OUR BEHAVIOUR APPROACH

Positive Behaviour

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

Restorative Practice

Mount Lawley Senior High School takes a proactive approach to repairing relationships by applying principles of restorative practice. Restorative practice is an approach to dealing with offending and negative behaviour that is focused on students taking responsibility for their behaviour and taking actions to repair the harm they have caused.

This strategy is used for maintaining healthy relationships and to repair relationships that have been damaged. It is applied at a whole school or classroom level and is utilised for responding to challenging behaviour or bullying.

Student Support

Pastoral care at Mount Lawley Senior High School is overseen by the Student Services team. The Student Services team consists of Assistant Associate Principals, Program Coordinator – Student Services, Year Coordinators and Community Leaders, Chaplain, School Psychologists, Community Health Nurse, First Aid Officer, Inclusive Education team, Healthy Active Coordinator, Student Support Officers and AIEO.

The Student Services team works closely with staff and students, developing preventative programs and plans with appropriate courses of action to support the needs of students. Student support is about working together in the best interests of all students. Students, teachers, and parents/caregivers can refer to the Student Services team for consultation on issues such as friendship, social skills, bullying, grief, adolescent behaviour, mental health issues, learning difficulties, family issues etc.

SECTION THREE - PROCEDURES

ATTENDANCE

Students are expected to attend all timetabled classes, in the classes they are timetabled to attend. Students whose attendance falls below 85% will be captured through the Students at Academic Risk platform of support. Parents/caregivers will be notified if attendance becomes of concern.

Students who repeatedly truant classes are at risk of losing their Good Standing and/or suspension.

Attendance will be monitored through the pastoral care support in form classes and through collaboration with Student Services staff.

BEHAVIOUR MANAGEMENT

Mount Lawley Senior High School has a behaviour policy which follows the guidelines and expectations of the Department of Education. The chart below provides a summary of this policy.

In all cases, engagement with students will be documented.

The Positive Classroom
<ul style="list-style-type: none">• Maximise structure in the classroom• Building a positive relationship with students through principles of mutual respect and cultural awareness• Regular communication with parents/caregivers• Teach, review, monitor and reinforce positively stated expectations• Actively engage students• Explicitly teach expected behaviours in relation to school values• Promote, reinforce, and reward positive student behaviour• Promote engagement and support achievement for all students• Establish a continuum of strategies to acknowledge appropriate behaviour• Establish a continuum of strategies to respond to inappropriate behaviour• Record on SEQTA and inform parents/caregivers with positive feedback.

Stage 1 – Minor Conflicts Managed by: Classroom Teacher
<ul style="list-style-type: none">• Low Key Response e.g., verbal warning, relocate student in room• Positively remind student about classroom expectations.• Explicitly re-direct the student from what they are doing to what they should be doing.• Informal chat• Learning Area/Community withdrawal• Restorative conversations• Warning of Loss of Good Standing• Parents/caregivers informed via phone or email• Record on SEQTA <p>If no resolution is reached, or behaviour continues, refer to Stage 2</p>

Stage 2 - FREQUENT OR ONGOING CONFLICTS

Escalated to: Program Coordinator/Teacher in Charge & Year Coordinator/Community Leader

- Seek advice and support from Program Coordinator
- Facilitate learning area/community withdrawal
- Contact parents/caregivers to arrange meeting if required
- Written agreements with student and parent involvement
- Loss of Good Standing
- Student Engagement Plans
- Referral to year coordinator/community leader
- Record on SEQTA

If no resolution is reached, or behaviour continues, refer to Stage 3

Stage 3 - MAJOR, UNRESOLVED and ONGOING CONFLICTS
Escalated to: Assistant Associate Principal/Student Services PC/Associate Principal

- Facilitate the withdrawal of the student to allow time for resolution to occur
- Facilitate restorative practices
- Coordinate meeting with student, parent/caregiver, and teacher
- Suspension
- Loss of Good standing
- Formal re-entry process back into class
- Referral to support staff and/or external agencies as required
- Record on SEQTA

Stage 4 – Regional Office Action or Exclusion
Escalated to: Principal and Associate Principals

- Referral to support staff and/or external agencies as required
- The principal may recommend to the Director General that a student be excluded from attending the school as a part of the school's behaviour support plan 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 school from re-establishing a safe, caring, and supportive environment for the student.
- Only the Director General may exclude a student.

Creating a Positive Learning Environment

Teachers at Mount Lawley Senior High School aim to build positive relationships with students in order to actively engage them in the learning process. This means they are responsible, firstly, for creating a positive environment that motivates each student, and then, for delivering a sound curriculum utilizing those pedagogies and instructional skills that make the learning process relevant and interesting for students.

The teacher is at the centre of an effective learning environment. Where there are on-going difficulties within a classroom environment, the teacher will review strategies being used. Effective management strategies will not work in isolation; they must be coupled with good methodology and a commitment to building positive relationships with students.

BULLYING

Mount Lawley Senior High School takes a no tolerance approach to bullying.

Bullying includes:

- Verbal insults which include but are not limited to; teasing, name-calling, harassing, nasty notes, transphobic and homophobic, racist, or sexist comments.
- Emotional bullying such as repeated stalking, threats to a person's safety or reputation
- Physical behaviours which include but are not limited to; hitting, kicking, pushing, intimidation.
- Cyber-bullying such as offensive SMS and emails, threatening or damaging behaviour on social media platforms or in chat rooms.
- Anti-social behaviour. For example, exclusion, gossip, spreading rumours or offensive gestures.

Students who engage in behaviour consistent with bullying may be suspended.

Cyber bullying resources can be accessed through the following link:

www.esafety.gov.au

DIGITAL BEHAVIOUR

Young People and Intimate Image Laws

It is against the law to take, keep, send or ask for a sexualised image of a young person who is under the age of 18 years old, even if they consent. If you are under the age of 18, it is also against the law to take, keep or send a sexualised image of yourself.

This can be treated as child pornography and may be accompanied by serious legal consequences in Western Australia.

Mount Lawley Senior High School will immediately report all disclosures, or reasonable suspicion related to Young People and Intimate Image Laws to the Western Australia Police Force.

Students who participate in illegal activity online will be suspended and lose their Good Standing.

ELECTRONIC DEVICES

Electronic Devices (EDs) include a range of devices such as tablets and laptops. The Department of Education supports the use of personal EDs at school. Mount Lawley Senior High School allows students to use EDs before and after school, at lunch breaks, or when staff allow and supervise during class time. They are at all times required to comply with the school's Code of Conduct when using EDs.

For online services provided by the Department of Education, consistent with the Students Online in Public Schools policy, a breach of an Acceptable Use Agreement or the Appropriate Use of Online Services agreement will be dealt with as a breach of school policy.

Laptops

- Laptops are to be used in an appropriate manner. Accessing any website or social networking sites for any non-curricular purpose is not permitted.
- Laptops are only to be used for activities directly related to the learning area curriculum and used only when directed by the classroom teacher.
- Laptops are not to be used to record, distribute, display or upload images or videos of staff,

students, or parents on school premises unless this is part of an activity supervised by a teacher or other staff member.

Any breach of this policy may result in suspension.

Mobile Phones

Mount Lawley Senior High School follows the Government directive of “off and away, all day”. “Off and away all day” includes before school and at break times.

For the purposes of this policy, ‘mobile phones’ includes smart watches, other electronic communication devices, and associated listening accessories, such as, but not limited to, headphones and air pods.

Where a student breaches any of the above conditions, the device;

- will be confiscated
- may be collected by the student at the end of the school day, except where the breach of rules has seriously affected another student or staff member.
- may be prohibited from being brought to school or parents may be required to collect it
- may result in a suspension or loss of Good Standing
- may need to be collected by a parent if confiscated by staff on more than one occasion.

Parents and students are reminded that no liability will be accepted by the school in the event of loss, theft or damage of any electronic device.

For further information, please refer to the Mobile Phone Policy.

Physical Conflict

Any student who initiates, incites, or engages in physical conflict with another student will be suspended.

Any student who chooses to participate as a bystander, record/capture images of, or distribute via any digital means footage or images of physical conflict will be suspended.

Students are bound by this policy while on school grounds, and while participating in the community in school uniform.

Prohibited Substances

Drug use is a complex issue. Drug use problems result from a combination of many contributing factors that affect the welfare and educational prospects of students. This policy aims to contribute to a positive, healthy and caring school environment in which students can achieve their full potential and develop interpersonal skills that will help them face challenges both in and out of school.

Mount Lawley Senior High School does not permit students, while on school premises, in school uniform or at a school function or event to:

- smoke and/or chew tobacco products,
- be in possession of, supply to other students, or use, any form of e-cigarette
- consume or supply to other students, alcoholic beverages,
- be in possession of, supply to other students or inhale solvents and/or volatile substances,
- possess, or supply to other students, drug-related equipment such as syringes, bongs, pipes, etc,
- possess, use or supply to other students, prohibited drugs in accordance with the Misuse of Drugs Act, 1981,
- be in the company of students who are doing the above.

It is acknowledged that 'while on school premises, in school uniform, or at a school function or event' includes a student travelling to and from school, a school camp, excursion, an organised function such as a social, concert, dinner, school ball, dance, at nearby facilities during the time when a student should be at school, etc.

Breach of the Policy

Our policy recognises that punishment alone is inadequate unless supported by relevant education and counselling.

Students involved in incidents of drug use or possession:

1. will have a parent/caregiver contacted.
2. will be subject to an appropriate administrative action – this may include suspension, withdrawal from classes, loss of recess or lunchtime, demotion from office, exclusion from school functions such as camps, excursions and social events.
3. will be counselled by a designated staff member/agency to determine what stage of change they are at i.e.. Do they acknowledge there is a problem?/do they feel they need to change?/are they ready to change?

Mount Lawley Senior High School will report all illegal activity to the Western Australian Police Force.

Suspension

Suspension is at the discretion of the Principal and can be for either the whole day or part of each day of the suspension period. In cases of serious incidents, the suspension will be implemented immediately.

Mount Lawley Senior High School reserves the right to suspend any student who breaches the school Code of Conduct, or Positive Student Behaviour Policy, or whom engages in behaviour that may bring the school into disrepute whilst representing the school in school uniform in the community.

Once a suspension has been imposed, the student and parent/caregiver will be provided a reasonable opportunity to appeal the suspension details and/or the length of the suspension. Appeals must be in writing, to the Program Coordinator – Student Services within three business days of email notification being sent.

Students whose suspension clashes with an assessment that cannot be rescheduled must seek permission in writing from the Associate Principal to make necessary arrangements to sit the assessment. These may include, but are not limited to, examinations, NAPLAN and OLNA.

Students who are suspended and live out of area will be given a behaviour contract upon their return to school in a return from suspension meeting. A parent/caregiver will be required to attend this meeting. The behaviour contract will clearly outline expectations for ongoing enrolment at Mount Lawley Senior High School.

Further suspensions or repeated breaches of the school's Code of Conduct may result in the need for a meeting to discuss possible enrolment at their local intake school to enable the student to make a fresh start.

The following behaviours are classed as severe and are liable to lead to suspension and possible legal consequences.

- Open defiance – repeated refusal to follow reasonable instructions
- Threats to or intimidation of staff or students
- Physical and verbal abuse of staff or students, including bullying
- Damage to property
- Criminal act or any illegal activity
- Discrimination or vilification of any form on the basis of:
 - Race

- Culture
- Gender Identity
- Sexual Orientation
- Breaches of the ICT agreement
- Taking images of staff without their permission or uploading images of staff to social media platforms
- Prohibited substance possession and/or use
- Pornography

VAPING

Vaping is covered under the Prohibited Substances sub section of the policy.

Students who are found to be vaping, are in the company of others who are vaping, or are in possession of a vape will be suspended.

Dangerous Instruments

Students are not permitted to be in possession of dangerous instruments on the school site or at any school activity. A student who is aware of dangerous instruments on the school site or at a school activity, must bring this information to the attention of school staff, immediately.

Vandalism

Vandalism is considered to be any action involving the deliberate destruction of or damage to public or private property or school resources. Students who actively participate in vandalism, or who are in the company of others who are participating in vandalism will be suspended and lose their Good Standing.

Students are subject to this policy at all times whilst on school grounds, at school events, or at times in the community when they are representing the school in school uniform.

NOTE	The Principal always has the authority to intervene in any aspect of this policy on a case by case situation
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