



# **DARLING RANGE**

— **SPORTS COLLEGE** —

## Positive Student Behaviour Policy

**Completed January 2021**

**Endorsed by College Board March 2021**

**Review 2022**

## 1. Introduction

The Darling Range Sports College (DRSC) positive student behaviour approach is based on the premise that every student has the right to a safe and engaging school environment that is conducive to good learning and fosters a sense of belonging within the school community.

The aim of the DRSC whole school positive behaviour support plan is to provide every student with the educational support required to learn and maintain positive behaviour. Our aim is to provide a whole school approach which is consistent and fair for students and staff. Our approach will be evident in the classroom and throughout the school. The whole school approach promotes the development of positive relationships between all members of the school community (staff, students, and parents).

*This DRSC Policy and Procedures must be implemented in ways that:*

- Make the best interests of the child the primary consideration.
- Incorporate personalised adjustments based on student need.
- Maintain cohesion of behaviour support for students across contexts and teachers.
- Are culturally, developmentally and psychologically appropriate.
- Support the growth of self-regulation and peer-regulation and reduce the need for adult intervention.
- Use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others.
- Complement the behaviour interventions or therapies provided by external practitioners or agencies.
- Respond to the assessment of school behaviour data.
- Teach students the skills to be safe, trustworthy, achieving, successful, respectful, and resilient in the classrooms, schoolyard, community, and cyber world.

## 2. Rationale

The academic and positive behaviour outcomes of our school are influenced by an inclusive framework that recognizes the diversity of our population, and seeks to challenge and empower students to reach their potential.

DRSC takes an organised approach to achieve expected behaviours with an emphasis on teaching and modeling the essential social and emotional skills and reinforcing these desired behaviours' rather than punishing students who experience challenges with achieving their positive behaviour goals.

## 3. Related Policies

3.1 The DRSC Policy and Practices should work in conjunction with the following Department of Education policies:

- Student Behaviour Policy
- Child Protection Policy
- Dress Requirements for Students Policy

- Duty of Care for Students Policy
- Emergency and Critical Incident Management Policy
- Equal Opportunity, Discrimination and Harassment Policy
- Family Court Orders in Schools Policy
- Guidelines for Implementing Documented Plans in Public Schools
- Inclusive Education
- Student Attendance Policy and Procedures
- Students at Educational Risk Policy and Procedures
- Students Online Policy
- Visitors and Intruders on School Premises Policy

### 3.2 Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act Compilation Act 1913
- Disability Discrimination Act 1992
- Disability Services Act 1993
- Disability Standards for Education 2005
- Education Act, 1999
- Equal Opportunity Act 1984
- Freedom of Information Act 1992
- Occupational Safety and Health Act 1984

## 4. College Code of Conduct

At Darling Range Sports College all students are expected to follow the 5P's, which are our accepted Standards.

### Be **P**roud

- Wearing correct uniform.
- Showing respect for ourselves, students, staff and community members.
- Leaving all areas clean and tidy.
- Caring for your BYOD and school IT equipment.
- Congratulating others when they do well.

### Be **P**unctual

- Arrive at school on time
- Attend class on time

### Be **P**repared

- Wear the correct uniform
- Bring the required equipment

### Be **P**roductive

- Complete all work in class to the best of their ability
- Complete all set task at home
- Contribute positively to the learning environment
- Ensure behavior does not distract others

## Be Polite

- Show respect for staff
- Show respect to other students
- Show respect for property
- Follow all staff instructions
- Use acceptable language
- Behave in a manner that upholds the standards expected of the College

## 5. Roles and Responsibilities of School Staff Promoting Positive Behaviours

Every staff member plays a valuable role in providing support for student behaviour.

### Principal

The Principal has the responsibility to:

- Implement whole-school approaches to ensure all members of the school community promote positive behaviours.
- Ensure relevant staff are adequately trained in evidence based positive behaviour strategies, restorative practices, protective behaviours, and trauma-informed practices.
- Ensure that all staff implement the least restrictive approach in response to student misbehaviour, which is equitable and encourages student sense of belonging, attendance and engagement.
- Support Associate Principals, Student Services Managers, Heads of Learning Areas (HOLA), Student Coordinators and staff with positive approaches to behaviour support, and proactive planning for students at risk.
- Regularly review behaviour management processes and procedures.
- Manage critical incidents, and ensure procedures are reviewed.

### Associate Principal

The Associate Principal creates an atmosphere within the school where students are actively engaged in curriculum and provided with interesting ways to learn.

Responsibilities of the Associate Principal:

- Work with HoLA's to ensure teaching staff in all Learning Areas are meeting the educational needs of each individual student.
- Support students and teachers following high risk behaviours/major incidents
- Manage serious and critical incidents.
- Support proactive case management of selected students
- Support case conferences, restorative meetings, and interagency meetings for most at-risk students
- Support school staff in management of student behaviour

## Student Services Manager

The Student Services Managers, manage and respond to student behaviour which maximises the school's focus on student learning.

### Responsibilities of the Student Services Manager:

- Leading and role modelling positive behaviour strategies across the school.
- Work directly with students, parents, school staff and outside agencies to provide positive interventions that support change for a student's behaviour.
- Manage Student Services support staff to provide whole school and individual student strategies that address the needs of all students (including health and wellbeing support).
- Liaise with Student Services members and outside agencies to support the management of Students at Educational Risk (SAER).
- Coordinate the management of SAER within the Student Services Team, through the intake and dissemination of SAER referrals.
- Conduct and or support restorative meetings with students and teacher and students to students.
- Ensure the effective case management of students at educational risk.
- Conduct case conferences with student, parent/carer, and/or interagency support when relevant.
- Support all staff with behaviour management issues when required.
- Manage serious and critical incidents.
- Continually monitor and utilise data gathered to inform whole school approach to positive behaviour with regular feedback to school leadership group.
- Assist and conduct Restorative Practice

## Head of Learning Area

The Head of Learning Area (HoLA) supports teachers by professionally developing their classroom practice in the areas of an engaging curriculum and classroom behaviour management.

### Responsibilities of the HoLA:

- Work directly with students, parents and teaching staff to provide positive interventions that increase the students' capacity to learn.
- Manage teaching staff within the respective Learning Area and ensure classroom teaching practice reflects the schools vision for Positive Student Behaviour Support.
- Liaise directly with Student Services staff to respond to students at educational risk
- Assist staff to comply with procedures and processes (i.e., parental contact and plans), where required.
- Support appropriate learning and behaviour based SAER referrals.

- Work with teachers to assist them to develop positive behaviour supports with their students.
- Undertake restorative meetings/approaches to assist with intervention of students who are experiencing challenges in achieving their positive behaviour goals.

#### Student Coordinators, Aboriginal and Islander Education Officers, Student Support Workers & Education Assistants

Student Coordinators, Aboriginal and Islander Education Officers (AIEO), Student Support Workers and Education Assistants (EA) are responsible for the pastoral care of their cohort and their social and emotional wellbeing. Student coordinators, the AIEO and Support workers form a vital link for students in supporting their welfare. They are an integral part of the Student Services team.

They are concerned with the welfare of students in relation to bullying, home events, attendance, mental health concerns or any other incidents that may affect the wellbeing of their students.

They are also responsible for organising activities on a rewards basis, motivating students to achieve their best, and assisting students to adhere to the school-wide expectations.

#### Responsibilities of Student Coordinators, AIEO, Student Support Workers and EA's:

- Be available to support students in their relevant cohort.
- Follow up absences of SAER students and assist with proactive strategies and/or interventions.
- Conduct restorative meetings between students, and between teachers and students when requested.
- Monitor Good Standing where necessary.
- Monitor and assist the Student Services Manager when student behaviour becomes a cause for concern (i.e. managing students, following up student lateness, support behaviour management issues, attend case conferences, monitor attendance, low level classroom support, case management).
- Maintain effective communication with students, parents and teachers in relation to student's they have involvement with.
- Liaise with teachers to provide work packages for students (sickness, suspension, holiday, etc.).
- Provide assistance with pathway plans and career aspirations
- Organise cohort group rewards and excursions.

#### Classroom Teacher

The classroom teacher will provide students with an engaging curriculum within a safe and orderly classroom learning environment.

#### Responsibilities of the classroom teacher:

- Teach, model and reinforce expected student behaviours.
- Implement a range of Classroom Management Strategies for all students.
- Implement IEP's and BMP's in consultation with HOLA, Student Services Manager and Associate Principal.
- Utilize a variety of culturally, developmentally and psychologically appropriate strategies to support students in achieving their positive behaviour goals.
- Promote resilience and help to buffer students against the adverse effects of stressful situations or risk factors.
- Incorporate social and emotional learning within their classroom practice.
- Support students to build successful relationships with their peers and teachers.
- Work collaboratively to develop individual learning plans e.g. IEPs, when required.
- Consultation with HOLA or specialist staff as necessary in managing SAER.
- Communicate student progress to appropriate parties.
- Assist with attendance (form teachers in particular. Refer to form teacher roles and responsibilities).

## School Psychologist

The School Psychologist is able to:

- Provide specialist support services in the areas of student behaviour, learning, mental health and wellbeing, and critical incident response management.
- Assist with triaging new SAER referrals.
- Support teaching staff with the development of Individualized Positive Behaviour Support Plans.
- Provide staff professional development when necessary.
- Provide psychological assessments and psychotherapeutic interventions (i.e. counselling) for students.
- Consult with staff in developing student documented plans.
- Assist the Student Services Manager in collecting data to inform proactive educational approaches to areas of need.
- Assist the Student Services Manager to identify and implement positive, proactive programs around social and emotional learning.
- Support parents and families of students experiencing challenges with behaviour, learning, mental health and wellbeing.
- Refer students and/or families to external agencies for support, when appropriate.
- Conduct suicide risk assessments and, support staff to develop risk management plans.
- Providing support in critical incidents.

## Chaplain

The Chaplain is able to:

- Provide pastoral care support to all students.
- Liaise with families and community groups.
- Provide information to teachers and the Student Services Team, where required.
- Run positive, proactive programs to boost social/emotional learning of identified students at risk.
- Assume the role of Case Manager for identified SAER students.
- Support reward based initiatives for student's that are conducted by the Student Services team.
- Conduct suicide risk assessments and, support staff to develop risk management plans.

### 6. Teaching and Classroom Management Strategies that support positive student behaviour

Staff at DRSC engage in Classroom Management Strategies and use low key responses to prevent and respond to student behaviour where possible. These responses include proximity, gesture, using student's name, the look, a pause, ignoring the behaviour, a signal to begin/for attention, and always dealing with the problem not the student.

Staff will also use restorative practice in dealing with student behaviour.

It is important to note that positive teaching and learning environments and rapport between students and teachers is often best created when the teacher promotes and teaches positive behaviour in the classroom. By allowing other parties (i.e. HOLAs, Student Service Managers) to intervene at the classroom level often disempowers the teacher and makes it difficult to resolve future issues/conflicts.

Positive initiatives will be used where appropriate. These include:

- Vouchers
- Dare to Dream Awards
- Honour Awards
- Letters of Commendation
- Excursions

When deciding on the disciplinary measures to be taken when the student breaches the College Code of Conduct it is important that every circumstance is addressed on an individual basis taking into consideration the frequency and complexity of the breach of the College Code of Conduct.

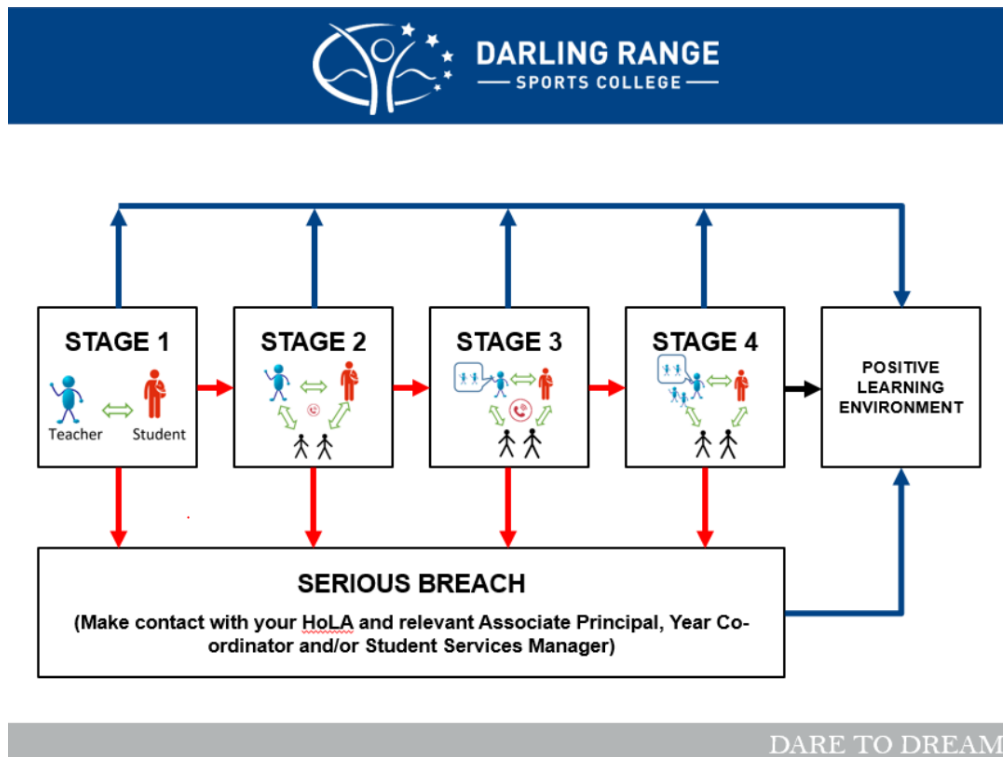


## 6.1 Flow chart of levels of classroom management

The following flow chart of behaviours and possible actions and strategies should be referred to when managing student behaviour in classes. Teachers have a responsibility to create a safe and supportive learning environment and to manage the classroom behaviours of students.

Students will be supported by the teachers' use of effective classroom management strategies to reduce the incidences of unproductive behaviours.

For students who display unproductive behaviours our aim is to support them through a process which effectively re-engages them back into positive behaviours.



<b>STAGE 1 Behaviour</b> “Between the teacher and the student”	
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Behaviour that disrupts the learning program of staff and students and staff feel it should be recorded.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Low-level CMS strategies.</li> <li>• No home contact required.</li> <li>• Restoratives conversation</li> </ul>
<b>Resolution</b>	<ul style="list-style-type: none"> <li>• Up to 2 weeks positive change.</li> <li>• Record on Chronicle.</li> </ul>

<b>STAGE 2 Behaviour</b> “Inviting support from a parent/guardian”	
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Behaviour that <b>continues to</b> disrupt the learning program of staff and students.</li> <li>• The student has had reasonable opportunities to make positive choices.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Consequences enforced by classroom teacher.</li> <li>• Home contacted.</li> <li>• Restorative conversation</li> <li>• HoLA and Year Co-ordinator may be informed.</li> </ul>
<b>Resolution</b>	<ul style="list-style-type: none"> <li>• Up to 2 weeks positive change.</li> <li>• Record on Chronicle.</li> </ul>

<b>STAGE 3 Behaviour</b> “Inviting HOLA support”	
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Behaviour that <b>continues to</b> disrupt the learning program of staff and students.</li> <li>• The student has had multiple, reasonable opportunities to make positive choices.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• HoLA involved in resolution.</li> <li>• Home contacted.</li> <li>• Year Co-ordinator and Student Services Manager informed.</li> </ul>
<b>Resolution</b>	<ul style="list-style-type: none"> <li>• Up to 2 weeks positive change.</li> <li>• Record on Chronicle.</li> </ul>

<b>STAGE 4 Behaviour</b> “HOLA Action support”	
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Behaviour that <b>continues to</b> disrupt the learning program of staff and students.</li> <li>• The student has had multiple, reasonable opportunities to make positive choices.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• HoLA involved in resolution.</li> <li>• Home contacted.</li> <li>• Work with Year Co-ordinator Student Services Manager</li> </ul>
<b>Resolution</b>	<ul style="list-style-type: none"> <li>• Up to 2 weeks positive change.</li> <li>• Record on Chronicle.</li> </ul>

The following has been adapted from the staff at DRSC following consultation with DRSC staff and the PBS team. It is essential that classrooms are safe and inclusive and that positive relationships are developed between students and students and students and staff.

### **The 5 P's for staff – DRSC Standards**

#### **Be Proud**

- Showing respect for ourselves, students, other staff and community members.
- Leaving all areas clean and tidy

#### **Be Punctual**

- Arrive to class on time

#### **Be Polite**

- Meet and greet students
- Build rapport
- Get to know students

#### **Be Prepared**

- Know students and how they learn
- Prepare engaging lessons that cater for all needs
- Promote safe and accountable learning environments

#### **Be Productive**

- Create an environment that encourages students to learn
- Set achievable and challenging tasks
- Provide feedback to students
- Provide feedback to parents

### **6.3 Stage 1**

At Stage 1 - Teachers in the classroom will work with students to address behaviours and encourage compliance. This includes dealing with the behaviour using low key responses, contacting home and following up with the student to discuss what they need to do to modify their behaviour.

### **6.4 Stage 2**

At Stage 2 - If a student's inappropriate behaviour continues then the student should be referred to the HOLA where the HOLA will offer support. The HOLA may use a range of strategies to encourage the positive behaviour of students.

### **6.5 Stage 3**

At Stage 3 - If the student continues to behave inappropriately despite HOLA intervention or if a serious breach of the Code of Conduct occurs then the student should be referred to the appropriate Student Service Manager. The Student Service Manager will decide, on an individual basis the most appropriate course of action.

## 6.6 Stage 4

At Stage 4 the student requires case management and intervention by the Associate Principal/Student Services Manager. At this level, the student is deemed at serious risk and requires high end case management.

### 7. Record keeping

It is a requirement that all staff keep accurate records of student behaviour. All student behaviour should be put on the Behaviour Module of SIS and action taken recorded. It is recommended that anecdotal records are kept and/or a behaviour log of identified students.

### 8. Communicating to parents

At every Stage of the flow chart contact with parents is essential. Parents are key stakeholders their child's education. Parents engagement with the school, through effective communication ensure that they are partners in the educative process. Teachers are responsible for contacting parents that may be by connect, compass, phone, email, letter of concern or face to face. Case conferences form an important element of managing student behaviour at the higher levels.

In addition, contacting parents to praise students for behaving within the College Code of Conduct at all times is an essential element of encouraging positive behaviours in our students.

### 9. Withdrawal (Buddy Class)

A 'withdrawal' roster has been developed to enable teachers to place students in subject withdrawal for a limited time. It is seen as an opportunity to ensure students learn to follow classroom expectations in future.

Withdrawal should only be used when all other CMS strategies have been exhausted. Teachers must fill in the appropriate paperwork and give the student work to be completed. Teachers are responsible for following up students they send to withdrawal to ensure appropriate re-entry. Teachers are also responsible for ensuring contact with parents is made. Withdrawal processes must be followed. If a student does not comply they will move to Stage 2 in the flow chart. For the DRSC Withdrawal Policy see Appendix C.

### 10. Suspension

Suspension is a severe sanction. Only the Principal has the authority to suspend a student. In the Principal's absence this authority is delegated to the Associate Principal. Suspension of attendance may be for the whole or part of each day during the suspension period.

Suspension may only be used when the breach of school discipline causes significant disruption to the student, other students or staff, AND is for the purpose of providing as opportunity:

- For the student, other students and staff to calm and recover.
- For all to reflect on learning form the incident, including where appropriate participating in restorative processes.
- For the school to evaluate existing behaviour support plans, meet with an internal or external stakeholders, seek advice on how to better support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required

- For the parent (or person responsible for child's welfare) to meet with the school to discuss how to improve coordination between school and home to help the student learn to behave appropriately at school.

## **The decision to suspend**

All absences from school reduce the students' capacity to maximise opportunities for learning and their sense of belonging within the school. Suspension from school can have a particularly negative impact on the lives of students and their families. Therefore, due care must be exercised when imposing any period of suspension, while special consideration must be given to the school's contribution to the cumulative educational disadvantage risked by multiple absences.

The Regional Executive Director must be notified if a student accumulates eight suspensions or 20 days of suspension in a calendar year.

Alternative strategies to suspension must be considered where:

- The student may be exposed to serious safety risk (e.g., abuse, crime, violence, drugs, homelessness) outside of the school and reasonable measure to mitigate these risks to the student cannot be arranged.
- The student is considered to be at risk of harm to self-harm (including NSSI and suicide) and sufficient supervisor/care for the student outside the school cannot be arranged.
- The student's subsequent attendance rate or forced absence from school will prevent them from completing their VET in Schools or Workplace Learning external to the school, or meeting their visa enrolment requirements.
- In such circumstances, the record should state the seriousness of the breach and that the alternative strategy was used due to exceptional circumstances.

Suspensions will not be applied for reasons related to:

- Attendance (including truanting)
- Dress code (uniform)
- Incidents that occurred outside of school (except where the Principal is confident that a reasonable connection between the incident and the school).
- Behaviours consistent with their disability (including physical or mental health diagnosis).

Procedure for Suspension:

- For serious breaches of school discipline, the Principal may assign a provisional suspension period, and shorten or lengthen this period upon the completion of an investigation into the incident.
- The student and parent(s) will be provided with 'reasonable opportunity' (either orally and/or in writing depending on the seriousness of the breach) to give reasons against the decision to suspend and/or length of suspension. These reasons will be recorded and referred to when the final decision to suspend is conveyed to parents. A 'reasonable opportunity' to respond must take into account any language, cultural, medical or mental health factors and availability of the parent, such as due to work commitments.
- A suspended student must not be allowed to leave school grounds before an agreement has been reached with the student's parent for how the student will get home. This must occur on every occasion, and it involves a transfer of duty of care from the school to the

parent. If a parent is unable to be contacted – and if the student is continuing to pose a threat to staff, students, or property – the principal may call the police to request the student be removed.

- Complete suspension details on SIS and keep a record on file.
- Provide parent with written notification of the suspension from school, length and reasons, and parameters of the suspension (**Note:** *suspension may be for the whole or part of each day during the suspension period*).

#### During the Suspension:

- Contact is to be made with the parent/guardian RE the suspension. The parent will have the right to ask questions or seek clarity.
- Teachers will provide learning activity for the student to complete during the period of suspension, which enables the student to keep up with the class during the enforced absence. Details of learning activity and educational instruction provided to the student shall be recorded.
- Teachers may be required to maintain reasonable phone or digital media contact with the student or the parent(s) to discuss the student's progress on learning activity.
- The suspended student may not come onto school grounds without prior permission or genuine need (to be granted and/determined by the principal). If the student does not provide a genuine reason: reasonable attempts shall be made to notify parents to collect students where students refuse to leave school grounds; in circumstances where the student is refusing to leave and is acting in a way that poses a risk to staff, students or property, then Police may be notified that a student is trespassing.

#### In preparation for student's return from suspension (RFS):

- Documented plans and teacher progress reports will be reviewed.
- The student and parent(s) will be invited to participate in a re-entry meeting with the Student Services Manager/Associate Principal, and other relevant parties (teachers, youth worker, school psychologist).
- The goal of this meeting is to develop a plan to support the student to meet their positive behaviour goals and restore relationships between staff, students and parents.
- Student progress toward meeting their positive behaviour goals and the challenges teachers have experienced in doing so, will be monitored with a Daily Behaviour Card if necessary and/or monthly teacher progress reports will be made available to the Student Services Manager/Associate Principal.
- Support will be offered to the student to help them to behave appropriately at school.
- Remedial support will be provided upon return to school should the student have difficulty with completing scheduled learning activities.
- A record of this meeting (including discussions and action plan) must be kept on file.

- A school administrator must attend the re-entry meeting if the student has already received three or more suspensions in a given term.
- Where the reason for suspension involved an incident between a staff member and a student, a restorative meeting should be offered to staff and student.

## 11. Aggression

Students who engage in aggressive behaviour will be managed through the Behaviour Management process. In considering the nature of the aggressive behaviour, the safety and well-being of students and staff will be the primary guiding factor in determining initial actions to be taken.

- The severity of the incident, will determine the level at which a student enters the Behaviour Management process.
- The student will be referred to SAER for case management and be provided with support through Parent/carers will be engaged during the process.
- The student will be case managed and monitored during the intervention by a student services team member.

### Emergency or Critical Incident

- It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severely problematic behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.
- An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate intervention.
- Severe problematic behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is compromised.

### Basic defusing strategies

- **Avoid escalating the problematic behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problematic behaviour then remind them of the expected college behaviour and identify consequences of continued unacceptable behaviour.



- **Debrief:** Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

### **Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member; or
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Darling Range Sports College's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

### **Physical intervention is not to be used as a response to:**

- Property destruction;
- College disruption;
- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the college, unless student safety is clearly threatened.

### **Any physical intervention made must:**

- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to achieve the desired result; and
- Take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented.

## 12. Drug and alcohol misuse

Where a suspicion arises as to potential use of drugs and/or alcohol, the student will be assessed by the Student Service Manager in conjunction with other student services personnel who have the expertise to support.

The student's health and well-being at the initial point of contact will be the guiding factor. Parents/carers will be contacted.

If deemed necessary:

- An assessment of the physical condition of the student to ascertain what drugs/alcohol have been consumed.
- The psychologist may be asked to assess the student's mental status.
- The Student Services Manager may request that the student's bag be searched (parents to be informed).

Following the assessment and parent contact, a student will enter the Behaviour Management process, when deemed healthy to do so.

- The severity of the incident, will determine the level at which a student enters the Behaviour Management process. Police involvement may be necessary.
- The student will be referred to SAER for case management and be provided with support, if deemed necessary. Parent/carers will be engaged during the process.
- The student will be case managed and monitored during the intervention by a student services team member.

### 13. The presence of weapons on school site

Where a suspicion arises as to the presence of a student in possession of a weapon, the incident will be reported to a member of the school executive team and/or the Student Services team.

The safety and well-being of students and staff will be the primary guiding factor in determining actions to be taken.

- Low key responses with the student are to be employed in determining the presence of a weapon.
- The Student Services Manager and/or member of the school executive, may request that the student's bag be searched. Parents/carers will be contacted.
- The severity of the incident, will determine the level at which a student enters the Behaviour Management process. Police involvement may be necessary.
- The student will be referred to SAER for case conferencing and be provided with support, if deemed necessary, through one of the interagency programs.<sup>1</sup> Parent/carers will be engaged during the process.
- The student will be case managed and monitored during the intervention by a student services team member.

### 14. Support plans

Support Plans are created for identified students in need by the Student Service Team.

Student Services staff will undertake planning where a student's behaviour is considered to present a physical or psychological risk to the safety of staff or students.

This will be documented and be included in the student's documented plan addressing behaviour. This management plan includes:

- A summary of the student's behaviour and the risk it presents
- The known triggers to the behaviour and strategies which de-escalate this behaviour
- Strategies which are in place to support staff to manage the risk and advice as to how staff should access this support
- An outline of the other resources required to manage the student's behaviour
- an outline of the method of communicating this plan to the general staff

#### 15. Assessment of whole school behaviour support

Darling Range Sports College will use a range data to determine effectiveness of behaviour support. This will include:

- Evidence based research survey which assesses parents, students and staff perspectives.  
of the learning environment.
- Monitoring of student number and type of suspensions.
- Monitoring the number of student referral to SAER.
- Monitoring the behaviour log on Compass.