

KELMSCOTT SHS POSITIVE BEHAVIOUR SUPPORT POLICY AND PROCEDURE

OVERVIEW

At Kelmscott Senior High School, we are committed to creating a safe, orderly, inclusive, supportive, and culturally responsive environment where all students can thrive. Positive student behaviour is essential for engagement in learning and maximising the impact of quality teaching.

This policy aligns with the Department of Education's Student Behaviour in Public Schools Policy and supports a whole-school approach to behaviour, wellbeing, and restorative practices.

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

Our approach is grounded in:

- Growth Mindset principles
- Restorative Practices to repair harm and rebuild relationships
- Classroom Management: A Thinking and Caring Approach by Smilanich and Bennett

Restorative Practices at Kelmscott SHS

Restorative practices are embedded throughout our behaviour support processes. These practices aim to:

- Repair harm caused by behaviour
- Restore relationships between students, staff, and peers
- Promote accountability and empathy
- Reinforce a sense of belonging and community

Staff are encouraged to use restorative conversations, circles, and conferences as part of their classroom and behaviour management strategies.

BEHAVIOUR MANAGEMENT LEVELS

Promoting Positive Behaviour and Wellbeing

A positive classroom environment is the foundation of a cooperative and caring school culture. Teachers are encouraged to:

- Set clear classroom expectations
- Be punctual and well-prepared
- Create engaging and inclusive lessons
- Build strong, respectful relationships
- Know their students and how they learn
- Communicate effectively with students and parents

Behaviour Level 1 – Teacher Managed

Teacher actions at Level 1:

- Use low-level behaviour strategies

- Record PMCs and low-level disruptions in Compass
- Contact parents via email, phone, or Compass
- Apply restorative conversations where appropriate

Behaviour Level 2 – HOLA Support

At this level, the HOLA supports the teacher in managing ongoing or escalating behaviour concerns. The HOLA may:

- Observe the student in class
- Meet with the student and teacher
- Action intervention strategies and restorative practices
- Refer to Student Services if necessary

Behaviour Level 3 – Student Services and Deputy Principal

For serious or persistent behaviour issues, Student Services and the Deputy Principal become involved. Their role includes:

- Facilitating interventions such as withdrawal or suspension
- Supporting staff and parents with advice and strategies
- Mediating student-teacher conflicts using restorative practices
- Monitoring student behaviour and developing formal agreements
- Addressing incidents involving physical violence

BEHAVIOUR LEVEL 1 – Personal Management Challenges and Minor Unproductive Behaviour

At Kelmscott SHS, students are expected to:

- Be in class on time
- Be prepared for learning
- Wear the correct uniform
- Remain in class unless given permission to leave

When students do not meet these expectations, staff record a **Personal Management Challenge (PMC)** using a **Roll Tag** or **PMC Chronicle Entry** in Compass. Each PMC deducts one point from the student's behaviour score. As points accumulate, automated alerts notify Student Services to initiate appropriate interventions.

PMC CONSEQUENCE TABLE

PMC Points	Consequence
-1 to -4	Monitoring and early intervention
-5	Reflection Room Referral (alert sent to SSO)
-10	After-school Reflection Room Referral
-15	1-Day Withdrawal + Loss of Good Standing
-20	2-Day Suspension or equivalent + Loss of Good Standing
-25	3-Day Suspension or equivalent + Loss of Good Standing

MINOR UNPRODUCTIVE BEHAVIOURS – TEACHER MANAGED

Teachers play a critical role in managing low-level behaviours and maintaining a positive classroom environment. The following strategies are based on Classroom Management: A Thinking and Caring Approach and are supported by Restorative Practices to maintain relationships and promote accountability.

TIERED BEHAVIOUR MANAGEMENT STRATEGIES

Tier	Strategy		Compass Entry
1	Low-Key Responses	Use subtle, non-verbal cues to redirect behaviour (e.g., proximity, eye contact, gestures, planned ignore).	Not required
2	Squaring Off	Use body language and minimal verbal cues to signal seriousness (e.g., pause, eye contact, calm tone).	Not required
3	Either/Or Choices	Provide clear behavioural choices and consequences in a calm, neutral tone. Follow up with a restorative conversation if needed.	Optional: Wellbeing Care Note or parent contact
4	Consequence	Follow through with logical consequences (e.g., seat change, class isolation, teacher-led lunch reflection, Class Expectation Contract). Include a restorative discussion post-incident.	Minor Unproductive Behaviour entry + parent contact

If behaviour persists despite these strategies, escalate to **Behaviour Level 2**.

BEHAVIOUR LEVEL 2 – HOLA Support

Major Unproductive Behaviours Include:

- E-Breaches
- Physical aggression (towards staff or students)
- Abuse, threats, or harassment
- Property damage or theft
- Possession of restricted or illegal substances/objects
- Significant breaches of the Code of Conduct

Referral Process:

1. Record the incident in Compass as:
Behaviour Level 2: Major Unproductive Behaviour – HOLA/SSO Referral
2. HOLA reviews the referral and consults with the teacher and student.
3. Depending on the situation, the HOLA may:
 - Assign a Buddy Class (Withdrawal)
 - Implement a Department Behaviour Contract
 - Contact parents
 - Refer to the Reflection Room
 - Refer to an After School Reflection
 - Engage Student Services
 - All actions are recorded in the original Compass entry.

Urgent Behaviour Level 2 Incidents

If the behaviour poses a risk of harm:

- Immediately send for Student Services.

If the HOLA is unavailable:

- Seek support from another staff member in the department.
- If no one is available, contact Student Services and inform them the HOLA is teaching.

HOLA Follow-Up (Next Available DOTT):

1. Receive handover from department staff or Student Services staff that dealt with the situation initially.
2. Contact the parent/guardian to explain the incident and consequences.
3. Visit the student in class to discuss the incident and inform them of the outcome.
4. Apply appropriate consequences and document actions in Compass.

BEHAVIOUR LEVEL 3 – SSM and Deputy Principal

Role of the Student Services Manager in the Positive Behaviour Support Process

Behaviour Intervention and Case Management

The Student Services Manager becomes actively involved when behaviour concerns escalate beyond classroom-level, and interventions. Their responsibilities include:

- Facilitating formal interventions such as student withdrawal (in accordance with Regulation 41) or suspension (under Regulation 43) for breaches of School Expectations, ensuring these are proportionate, documented, and legally compliant.
- Assigning and overseeing Student Services Case Managers for students involved in repeated serious misconduct.
- Leading case meetings to develop and review Support Plans that include behavioural goals, restorative strategies, and monitoring responsibilities.
- Monitoring student behaviour through data collection (e.g., Compass entries) and ensuring consistent follow-up.

Re-entry and Ongoing Support

Following a suspension or withdrawal:

- The Student Services Manager coordinates re-entry meetings with students and families.
- Behaviour Support Plans are reviewed or developed to prevent recurrence and support positive change.
- The student's reintegration is monitored, and adjustments are made as needed to ensure success.

Role of the Deputy Principal in the Positive Behaviour Support Process - Supporting Staff and Parents

The Deputy Principal provides expert guidance and support to staff and families by:

- Advising on behaviour management strategies tailored to individual student needs, including those with disabilities or complex backgrounds.
- Facilitating restorative conversations and mediating conflicts between students and staff.
- Ensuring staff wellbeing through debriefing opportunities and access to support services such as PeopleSense.

Managing Critical and Major Incidents

In the event of critical incidents, the Deputy Principal:

- Responds promptly to support staff and ensure student safety.
- Oversees the use of reasonable force only when necessary and ensures all incidents are documented factually and without bias.
- Reviews and follows up on all Major Unproductive Behaviour reports, ensuring appropriate consequences and restorative actions are taken.

Withdrawal and Suspension Procedures

The Deputy Principal ensures that withdrawal and suspension are used appropriately and constructively:

- Withdrawal is used to allow students to calm, reflect, and re-engage in learning in a less stimulating environment. It must be supervised, documented, and communicated to parents.
- Suspension is applied for serious breaches of discipline, such as violence or threats, and must be accompanied by a re-entry plan and educational support.
- In both cases, the Deputy Principal ensures that the student's rights, learning continuity, and wellbeing are prioritised. All actions are recorded in the original Compass entry.

CASE MANAGEMENT PROCESS – Repeated Serious Misconduct

When a student engages in ongoing serious misconduct, the following structured process is followed:

Pre – Allocation to Case Manager

Initial Teacher Intervention

The teacher addresses the issue directly with the student, using restorative conversations where appropriate.

Parental Contact and Staff Support

If unresolved, the teacher contacts the parent and may seek support from colleagues.

Escalation to HOLA

The HOLA supports the teacher in resolving the issue. If no resolution is reached or agreements are broken, the matter is referred to the Deputy Principal.

Referral and Allocation to Case Manager

A Case Manager is assigned. Data is collected in Compass to determine the scope of the concern.

Case Meeting and Support Plan

If concerns are widespread, a case meeting is held with Student Services Staff and the Deputy Principal. A Support Plan is developed with the student, parents, and staff. This plan includes:

- Behavioural goals
- Restorative strategies
- Monitoring responsibilities

An alternative program may be considered if needed.

MANAGING CRITICAL INCIDENTS – In Class

When managing potential or actual critical incidents in the classroom, staff are expected to act promptly, calmly, and with student and staff safety as the highest priority.

1. Early Intervention

At the first sign of a potential critical incident, immediately send for support. Do not wait for the situation to escalate.

2. De-escalation Strategies

- If it is safe to do so, attempt to defuse the situation:
- Calmly make your presence known to the students involved.
- Direct other students to move away and discourage bystanders from escalating the situation.
- If the situation involves a single student and cannot be safely managed, remove yourself and the rest of the class from the room.

Restorative Tip: After the incident, consider using a restorative conversation to help the student reflect on their behaviour and its impact on others.

3. Use of Reasonable Forces

- Staff have the right to use reasonable force to protect themselves and others.
- However, it can be difficult to assess what is “reasonable” in the moment. Staff are encouraged to mentally prepare for a range of scenarios and consider how they would respond.

4. If a Critical or Violent Incident Occurs

- Do not put yourself at risk. Your duty of care is met if you:
- Have sent for help (if no one is available, remain with the students as a witness).
- Have clearly instructed the student(s) to stop the behaviour.
- Submit a Major Unproductive Behaviour Compass entry to the Deputy Principal as soon as possible.

Reports must be factual, free of emotive language or personal judgments, and include the names of any witnesses. These records may be used in legal proceedings, so accuracy is essential.

Managing Incidents – Out of Class

All staff are expected to uphold the school’s Code of Conduct and respond to incidents that occur outside the classroom.

1. Visibility and Follow-Up

- Students must see that staff follow up on inappropriate behaviour in the yard or other non-classroom areas.
- Use Compass photos to identify unknown students.

2. On-the-Spot Resolution

- Most minor incidents can be resolved immediately through calm, respectful engagement.
- For more serious matters, refer to the Rover or Deputy Principal.
- Major incidents must be recorded in Compass as Major Unproductive Behaviour.

3. Incidents Requiring Referral

- Fighting
- Continued or severe harassment
- Wilful disobedience
- Dangerous behaviour

Restorative Tip: Where appropriate, restorative conversations or conferences can be used to address harm, rebuild relationships, and prevent recurrence.

4. Feedback

- Feedback will be provided to the referring staff member and the student involved, where appropriate.

Post-Incident Review and Staff Wellbeing

Major incidents can be emotionally taxing and may involve a perceived power struggle. It is important to take time to reflect and debrief.

Reflection Options

- Quiet personal reflection
- Discussion with a trusted colleague, HoLA, or Deputy Principal

Restorative Tip: Reflecting on the emotional impact of incidents can help staff maintain empathy and resilience in future interactions.

Accessing Support

If you feel ongoing support or counselling is needed, speak with your HoLA or access the staff support service: **PeopleSense** – (08) 9388 9000 - Referral of Student Welfare Concerns