

Whole School Positive Behaviour Support Plan



Table of Contents

Overview	2
Student Code of Conduct	3
Roles and Responsibilities of Staff in Creating a Positive and Supportive Environment	4
Eliciting Positive Student Behaviour	5
Responding to Inappropriate Behaviour.....	6
Guidelines for the Implementation of School Based Sanctions.....	8
Supporting Policy References and Information	9
Appendix A Behaviour Intervention and Reporting.....	10
Appendix B CMS Responses to Inappropriate Behaviour	11
Appendix C Responses to Bullying Behaviour, Positive Peer Relationships	12
Appendix D Response to Illicit Substances at School	13
Appendix E Response to Student Suicidal Behaviour and Non-Suicidal Self Injury.....	14
Appendix F Response to Weapons at School	15
Appendix G Response to Mobile Electronic Devices	16
Appendix H Code of Conduct	17

Overview

Canning Vale College operates on the belief that all students have the right to learn to their full potential in a safe positive and inclusive environment. Canning Vale College will endeavour to provide every student with the educational support the student needs to learn and maintain positive behaviour. This plan is based on the principles of the Department of Education Student Behaviour policy and procedures.

Aims of plan to:-

- Develop a safe, caring, positive and inclusive environment where every student experiences a sense of belonging
- Create a strong school culture through teaching and modelling of pro social skills and developing high quality positive relationships.
- Make students accountable for their own behaviour by implementing fair and effective consequence for inappropriate behaviour
- Provide a support service infrastructure to assist students who are experiencing social, emotional, academic or behavioural issues.

Behaviour management at Canning Vale College is based around the following guidelines

- Canning Vale College staff seek opportunities to build positive student staff **relationships** and elicits positive student behaviour
- Canning Vale College staff understand that a high level of communication with parents and the wider community is paramount to student achievement. (ie a culture of **no surprises**)
- Canning Vale College staff utilise a range of strategies and responses when dealing with inappropriate issues, ensuring they are **consultative, restorative, educational** and **reflective** in practice and application.

Student Code of Conduct

All members of Canning Vale College are expected to conduct themselves in a manner that adheres to the 3 core values of the college

1. Respect for self
2. Respect for others
3. Respect for the environment

The student code of conduct defines the college's expectation of the student behaviour, conduct and responsibilities.

- Follow all rules and policies at the college
- Respect the cultural diversity of all individuals
- Model appropriate behaviour in all areas of the college
- Respect and value the college environment
- Respect the rights of others
- Actively listen to and follow direction from the staff
- Attend school, be punctual and prepared for class
- Wear the prescribed school uniform appropriately at all times
- Model appropriate behaviour when in college uniform at all times.
- Consider the safety of others in and out of the classroom
- Strive to achieve the study requirements and the assessment guidelines for each subject, to the best of their ability.
- Support the college community by participating in assemblies and attending cultural and sporting events as required
- Seek support and advice if experiencing difficulties in any aspect of college life

Roles and Responsibilities of Staff in Creating a Positive and Supportive Environment

Whole school

All staff will implement a diverse range of individual, group, and whole school targeted interventions to elicit positive student participation in the school community through engagement in the learning and social contexts of the school.

All staff will

- Build positive relationships with students
- Seek opportunities to **Win Over** student, parents and the wider community. **Winning Over** refers to specific teacher behaviours that increases the chance students respect and like you as a teacher and as a caring, thoughtful human being.
- Celebrate student success and develop a positive school environment through weekly year group assemblies
- Create and support clear whole school processes for acknowledging and rewarding positive behaviour.
- Build staff capacity and resource programs that aid the explicit teaching of positive behaviour
- Ensure intervention is targeted on a needs basis, involving all relevant stakeholders inclusive of external agencies to ensure engagement in school teaching and learning processes
- Build staff capacity and knowledge through the sharing of valid student information to ensure the support of students is maximised
- Support staff to create rich, relevant learning experiences designed to maximise student learning.
- Provide a positive safe and caring supportive environment that creates a strong sense of belonging in the classroom, yard and wider community
- Respect the culture and diversity of all individuals within the school
- Have the belief that all students have the ability and right to learn to their full potential in a climate that is positive, supportive and productive

Classroom Teacher

The most effective, powerful agent for change of a student's behaviour and relationships in a school is the classroom teacher

- Every opportunity will be taken to build effective positive working relationships in the classroom
- Create a positive classroom environment where appropriate behaviours are reinforced by encouragement, rewards and praise.
- Include student acknowledgements and rewards into our classroom planning to reinforce positive student behaviour
- Explicitly teach and model positive social skills
- Be conversant with and implement classroom management strategies that are consistent with best practice (CMS) and common school practices including "Classroom fundamentals, common practices for year 7 & 8" and "Effective Teaching strategies and Explicit Instruction"
- Utilise effective differentiated, instructional skills and strategies to create and maintain a positive learning environment.
- Give every student the opportunity to learn by using inclusive instructional strategies, this includes implementation of documented plans

- Maintain responsibility for student behaviour seeking support from colleagues and administration to resolve issues as required.
- Student behaviour is best managed in ways that promote restorative practices that are educative in nature.
- Ensure student tasks are fair, inclusive and equitable for all students.
- Attending to how students learn, building cooperative tasks, enforcing no put downs rule, promoting inclusion and participation.

Eliciting Positive Student Behaviour

Classroom Strategies

Building relationships is key to creating a positive learning environment. Some effective methods are listed below and are well established at Canning Vale College

- POLITENESS- “please and thank you” softens teacher requests and makes it difficult for behaviour to escalate
- MEET STUDENTS AT THE DOOR- opportunities are created to greet students as well as pick up on any students who are demonstrating signs of unrest or mood.
- DEMONSTRATE AN INTEREST- this allows an excellent chance of building a positive relationships outside of the classroom
- USE STUDENTS NAMES – creates a sense of belonging and value for the student
- BE AN EFFECTIVE COMMUNICATOR- allowing the student to speak shows them that you value what they have to say
- SMILE HUMOUR AND ENTHUSIASM- this can help build positive student relationships and can help students respond appropriately to instruction
- CLASSROOM RULES – establish your expectations collaboratively as this can give students a sense of ownership
- KNOW YOUR STUDENTS- being prepared by knowing your students limitations, capabilities, family backgrounds and interests will ensure you are best prepared to influence their behaviour.
- PRAISE AND ENCOURAGEMENT- this can be for work and behaviour and can be done publically, privately informally or formally resulting in the student feeling valued and appreciated

Positive Incentives

Canning Vale College encourages students towards a positive, rich and rewarding school life that results in an excellent education that focus on the whole child. At Canning Vale College positive incentives are used to reward students for participation, progress and achievement. These include-

- Star of the week recognition voucher
- Student of the month
- Positive phone calls home
- Positive emails homes
- Certificates for academic excellence/behavioural improvements/attendance
- Letters of commendation
- Rewards activities at the end of every semester for students with good attendance and behaviour
- Honours club
- Recognition of pro social and emotional skill at assemblies, extracurricular activities.
- 90+ and Honours Club.

Responding to Inappropriate Behaviour

Whole School Management of Student Behaviour

At Canning Vale College we respond to inappropriate student behaviour by giving the student opportunities to reflect and learn from their behavioural choices rather than relying on punishment alone. Punishment alone is the weakest form of behaviour management and support.

Staff will

- Ensure student well-being and the prevention of inappropriate behaviour will be enhanced through a focus of early intervention and prevention
- Responses to inappropriate behaviour using relevant immediate and fair consequences that are designed to provide an explicit learning opportunity to illicit a change in the student actions
- Emphasis on self-discipline with students, making students accountable
- Model appropriate social and emotional behaviour when dealing with inappropriate student behaviour
- Maintain a calm approach towards students demonstrating challenging behaviour
- Build staff capacity to apply their knowledge of current research to the management of student behaviour
- Engage parents in the behaviour development and support process and access external agencies for support for students/families
- Use restorative processes/informal contracts to support teachers with ongoing low level inappropriate behaviour
- Use logical consequences – usually applied by using language of the “choice”

Classroom Management of Student Behaviour

Effective behaviour management is reliant upon teachers developing their own professional judgements based around their professional knowledge and current best practice.

Classroom teachers will

- Ensure responsibility is taken for their classroom and what happens in them
- Maintain responsibility for student behaviour, seeking support when required following HOLA/ SS processes (see appendix A)
- Use knowledge that student behaviour is learned, situation specific and serves a purpose when choosing responses to inappropriate behaviour
- Establish clear classroom processes so that consequences are not a surprise
- Consistently respond to low level student behaviour using well selected CMS strategies
- Record student behaviour, action taken and parent contact using SEQTA/ SIS where appropriate
- Major offences that threaten the orderly function of the school may require communication with and/or support from Student Services team and Associate Principal

Effective strategies to use when managing inappropriate low level behaviour

Canning Vale College is committed to implementing effective classroom management strategies, supporting staff by delivering professional learning around common practices, classroom fundamentals and effective teaching strategies. Canning Vale College staff use a range of strategies including

Classroom management Strategies – see Appendix B for further detail

- Low key responses
- Squaring off
- Choices
- Implied choice
- Defuse move to power
- Informal contract
- Support from HOLA/ SS – See CVC Behaviour Intervention and Reporting Flowchart Appendix A

Relevant, and Fair Consequences.

When issuing consequences make them relevant to the behaviour as well as ensuring the consequence is allows an opportunity for the student to reflect on their behaviour as well as allow them to restore the harm done. See appendix for suggested consequences

For serious breaches of student behaviour follow the Behaviour Intervention and Reporting Flow Chart (Appendix A) utilising HOLA/ STUDENT SERVICES as required. These include

- Physical assault or intimation of student/staff
- Verbal assault of student/staff
- Illegal substance misuse
- Wilful offence against property
- Serious breach of the Mobile Electronic Devices policy (ie Taking of or distribution of inappropriate images)

Guidelines for the Implementation of School Based Sanctions

Suspension

Students who commit a serious breach of behaviour may incur a suspension from school. The principal may authorise or delegate his authority to appropriate staff to suspend a student for a serious breach of behaviour ensuring each suspension adheres to the mandated requirements outlined in DoE policy. Suspension provides an opportunity for the students, staff and parents to reflect on the incident enabling a considered and positive outcome. If a student is suspended for more than 3 days or has accumulated 5 days suspension the school will ensure relevant school work will be sent home. All appropriate details of the suspension will be recorded through SIS/OINS. When a student is returning from school relevant staff will oversee a re- admission process focusing on a resolution.

Detention

The use of detention should be carefully measured to ensure they remain effective and should minimise the risk of students becoming further disengaged from school. The purpose of a detention should focus on being consultative, restorative, educational and reflective in practice and application. Students must be allowed time to access a drink/toilet during a lunch/recess detention. When administering an after school detention teachers must give Parents/ Care-givers 24 hour's notice and ensure a record is kept for each detained student. Points must include:-

- The teacher imposing the detention
- Reason for the detention
- Date, time and duration
- Details of parent contact; including arrangement for student to get home
- Brief details of how detention is used and brief details of follow up behaviour support

Withdrawal of students from classes; breaks or other school activities

The purpose of withdrawal should focus on being consultative, restorative, educational and reflective in practice and application. Withdrawal must not affect the student's attendance and should have minimal possible impact on a student's academic progress; for example completion of WACE coursework.

All withdrawal need to be recorded detailing:-

- The reason for withdrawal
- Date; time and duration
- Notification to parent

Supporting Policy References and Information

Bullying and Harassment

Bullying is when an individual or group misuses power within a group to target another individual or group, repeatedly and with an intention to cause harm. This behaviour is not a one off incident, conflict or fighting. Canning Vale College approach is to enhance social skills and encourage positive interactions to reduce/ prevent bullying behaviour. All students have a right to learn, feel safe and respected at school. For school approach to incidents of bullying behaviour- see Appendix C

Drug, Alcohol and other illicit substance misuse

Canning Vale College provides students with drug and other illicit substance education through the Health curriculum taught to year 7 – 10. This program is developed along the guidelines of SEDRA with activities focusing on developing skills that young people need to be able to make healthy and safe decisions associated with alcohol and other drugs. In the event that a student presents under the influence, school actions are outlined in illicit substance/ alcohol misuse – see Appendix D

Suicidal behaviour and /or non- suicidal self-injury

Canning Vale College is committed to maximising the mental health and wellbeing among our student population. Through prevention and early intervention we aim to foster positive social and emotional outcomes for students. Many students will progress through school with minimal concerns, however some students will experience emotional and/or psychological distress while at school. School staff can play an important role in identifying as well as supporting individual students who are distressed and may be at risk of suicidal behaviour and/or NSSI.-see Appendix E

Mobile Electronic Devices

Canning Vale College acknowledges the increased role that technology plays in the interactions of young people and accepts that schools are able to have a significant impact on the way that these devices are used. Canning Vale College staff will work with its students to ensure that they understand how to use technology appropriately. For details. - see Appendix G

Case Management of Students

Canning Vale College has a high level of pastoral care and focus on child mental health and well-being. Staff are committed to a supportive approach of case management ensuring the student is placed at the centre of a network of support from staff, family and relevant inter- agency. Case management focuses on meeting the individual needs of the students ensuring that through the development of action and strategies the best possible student outcomes are maximised.

Communicating to Parents

Communicating to parents is an important part of managing, supporting and developing student behaviour. At Canning Vale College staff will take every opportunity to communicate with parents through emails and phone calls to ensure parents are aware of student behaviour (both positive and inappropriate) whilst seeking assistance to respond to these behaviours. Staff are sensitive to any factors that may create difficulties with communication (for example cultural difference, EALD or disability). Communication is focused on maintaining a 'Culture of No Surprises'

Record Keeping and Data

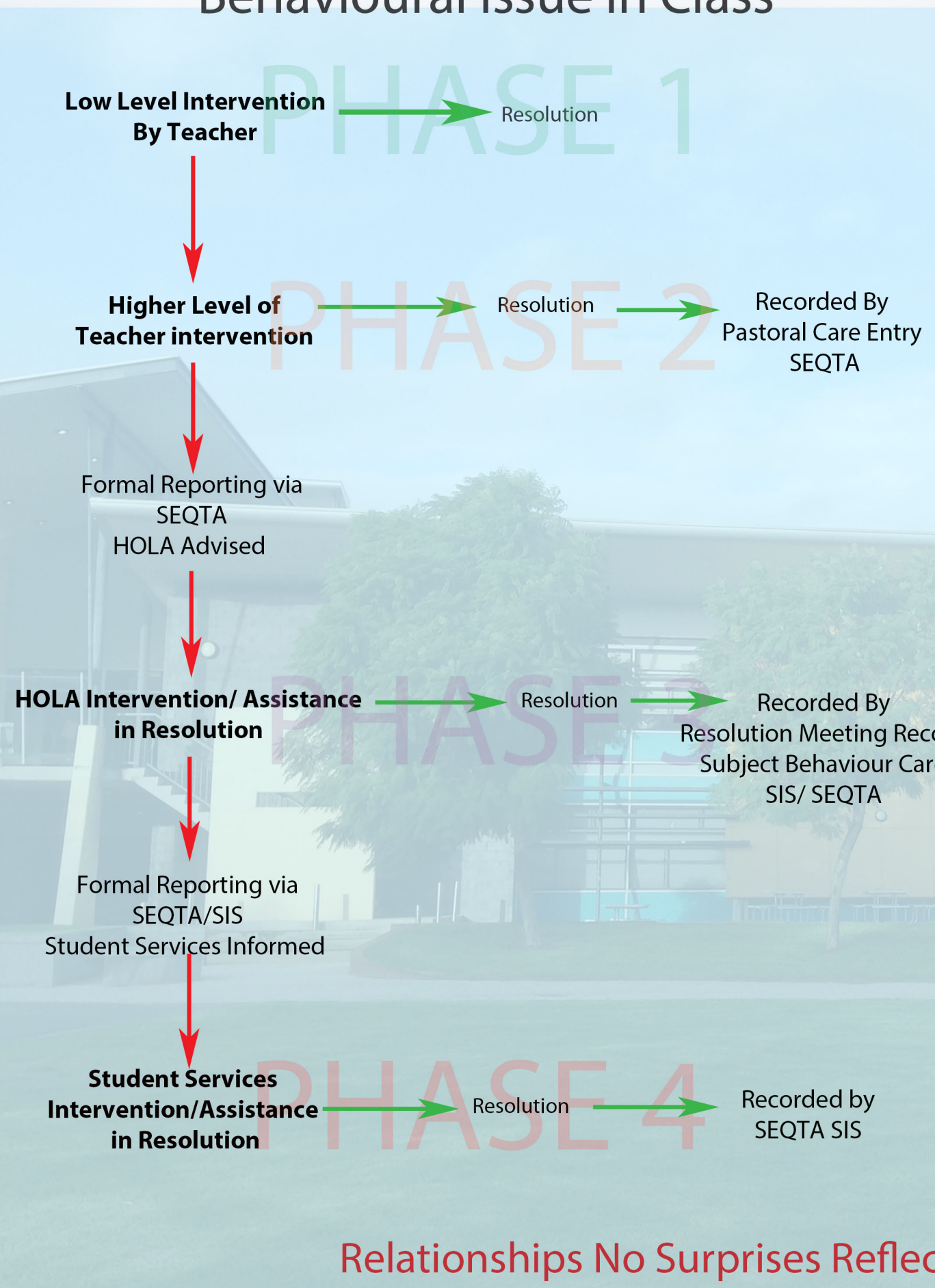
Documentation is vital to the behaviour support processes and staff are required to document incidents as soon as possible. Staff should record these behavioural incidents on SEQTA with only suspensions being recorded on SIS. Staff will adhere to Department of education guidelines around the recording and reporting of both positive and inappropriate behaviour.

Student services staff and administration will use data to assess the effectiveness of the whole school behaviour support plan and review / make adjustments accordingly

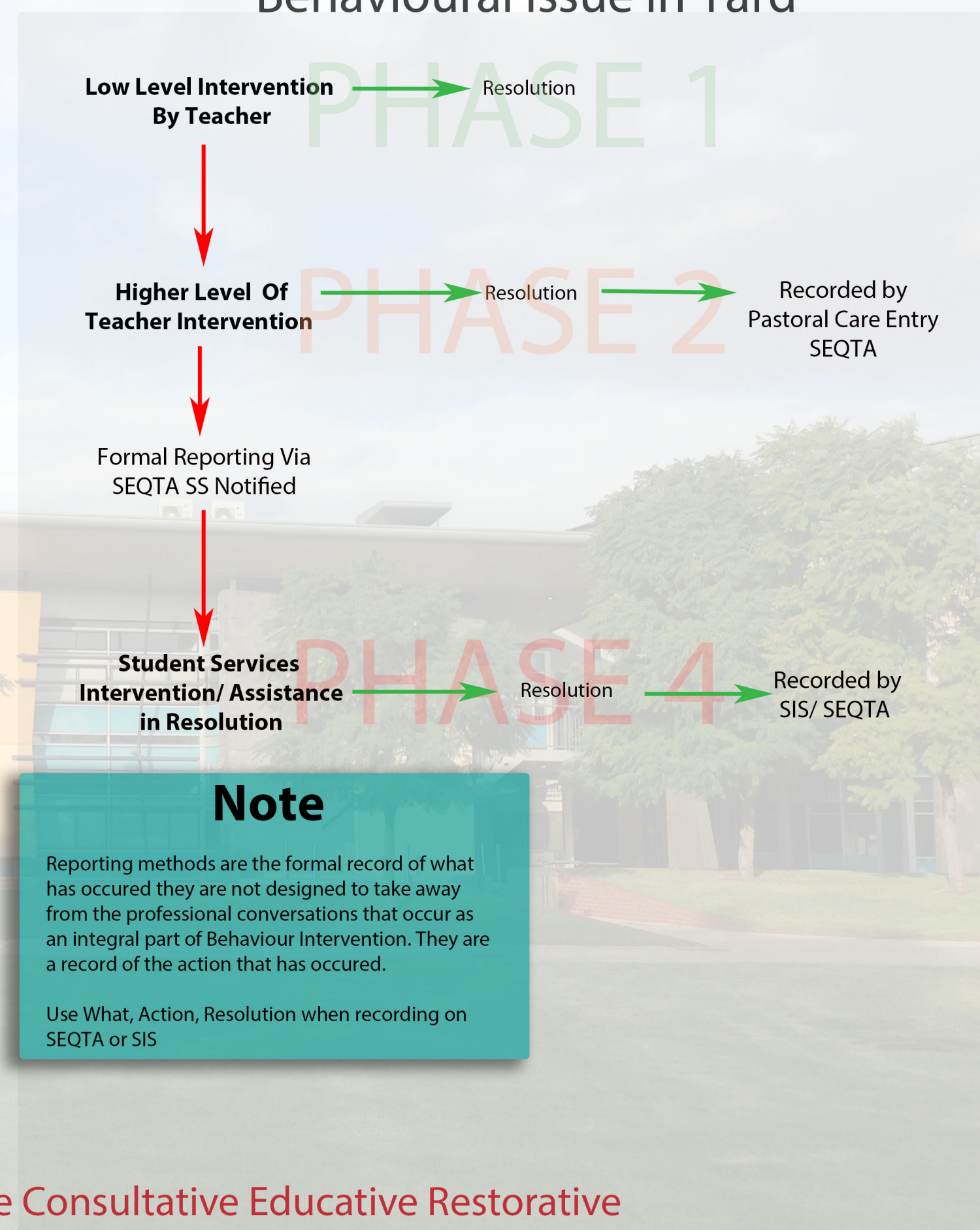
Relationships – No Surprises – Reflective – Consultative – Educative – Restorative

Behaviour Intervention and Reporting

Behavioural Issue in Class



Behavioural Issue in Yard



Note

Reporting methods are the formal record of what has occurred they are not designed to take away from the professional conversations that occur as an integral part of Behaviour Intervention. They are a record of the action that has occurred.

Use What, Action, Resolution when recording on SEQTA or SIS

Relationships No Surprises Reflective Consultative Educative Restorative

CMS Responses to Inappropriate Behaviour

Bump 1—In Class CMS Low Key Responses

Students who breach the classroom rules should be dealt with by the classroom teacher, using CMS strategies – Bumps technique.

- ♦ Win the students over
- ♦ Use a signal to get attention/begin
- ♦ Proximity
- ♦ Deal with the problem not the student
- ♦ Be polite
- ♦ Deal with the supporting cast
- ♦ Use minimal or non-verbal signals

Bump 2—Squaring Off

If student behaviour continues to be unacceptable a strengthening of body language is implemented without being threatening.

- ♦ Pause or stop
- ♦ Turn the body (square off)
- ♦ Intensify the eye contact
- ♦ Use minimal verbal response
- ♦ Complete the interaction with a “thank you”

Bump 3—Either/ or Choices

If the student's behaviour continues issue students with a logical choice. It should not be issued as a threat but rather “putting them in control” eg either they can work quietly where they are or move to desk by themselves. They should tell you which choice they are taking. The teacher should be more or less dispassionate as either result is ok by you the bottom line is they will not disrupt the class and get away without a consequence in this case isolation.

- ♦ Stop and Square off
- ♦ Intensify eye contact
- ♦ Give an either or statement
- ♦ Use firm, calm voice
- ♦ Restore social order
- ♦ Give choice related to the misbehaviour
- ♦ Be as immediate as possible and ask for a response
- ♦ Listen for the response – give them the choice they made
- ♦ End with a “thank you”

Bump 4 Implied Choice

If the student through their action or inaction now has not followed through on their choice eg to work quietly at their current seat they automatically have chosen the alternative, less desirable choice, the teacher needs to follow through and make that choice a reality Never give in to pleas or nagging. This consequence should be logical and immediate and may require formal recording on SEQTA.

Bump 5— Defuse Move to Power

At this level the aim of the student is either to get the teacher to lose control by either “demanding” that the student obey them or to back down and let the student do what they want. The student needs something to oppose so they can continue the move for power through defiance or actually get power over the teacher. The teacher should not allow the student to “push” them into either of these extreme positions. A more productive response is to shift the locus of responsibility to the student thereby preventing or stopping a power play from continuing.

Examples of responses to power situations:

- ♦ Ignoring it – but only if it does not stop you from teaching.
- ♦ Short circuit it through humour or by changing the subject.
- ♦ Describe the situation and inform the student that you're not interested in playing that game.
- ♦ Throw the ball into their court – eg. “What do you think should happen when you refuse to do what I ask?” or “Where do we go to from here?”
- ♦ Provide a choice – .
- ♦ Send for assistance to have the student leave the class because of the severity of the disruption or behaviour.

Any situation requiring removal of a student or results in the teacher being unable to defuse the escalation must be entered into SEQTA Pastoral Care

Bump 6 — Informal Contract

If needed an informal contract (agreement) may need to be put into place to minimise the time spent dealing with misbehaviour during instructional time. It involves meeting with the student when both parties are calm, defining and agreeing on the problem, generate solutions, prioritise and agree on solutions, check for understanding of the solution(s). Prior to the meeting clearly identify the specific misbehaviours that represent the problem and possible logical consequences.

- ♦ Set the atmosphere
- ♦ Define the problem
- ♦ Generate alternatives
- ♦ Agree on alternatives to try
- ♦ Review what has been agreed
- ♦ End meeting positively
- ♦ This step can be done with the support of your Line Manager (Bump 7) if needed.

Bump 7— Seek advice/support from Level 3 Staff (HOLA/ Student Services)

A teacher will seek advice enabling:

- ♦ Advice and support
- ♦ Mediate a resolution
- ♦ Help in establishing and monitoring the informal contract

Examples of Inappropriate Behaviour	Possible strategies / Sanctions
Graffiti on desk	1 minute desk cleaning at lunch
Ongoing low level behaviour	Negotiate informal contract with student during D.O.T.T.
Refusal to follow instruction continually/ inappropriate communication	Parent contact with possible future negotiated consequences
Incompletion student work / time wasting	Lunch detention with teacher, completion of reflection sheet
Low level distractions	In class isolation
Persistent inappropriate and persistent non compliance	Use of buddy class
Late to class	Lunch detention and record in SEQTA
Leaving class without permission (LWOP)	Detention with class teacher Parent contact Record in SEQTA

Response to Bullying Behaviour, Positive Peer Relationships

Canning Vale College is committed to fostering positive relationships among students. We aim to have a school approach that enhances students' social skills and encourages positive interactions designed to reduce or prevent bullying behaviour. All students have the right to learn, feel safe and respected while attending school

Bullying behaviour identified (observed or reported) – Bullying is when an individual or group misuses power within a group to target another individual or group, repeatedly and with an intention to cause harm (refer to PPR guidelines). Bullying is not a one off incident, conflict or fighting. Bullying can be physical, verbal, written and/or psychological behaviours. *Cyberbullying* is repeated and deliberate bullying behaviour through information and communication technologies

Respond and Assess

- ♦ **When necessary, investigate** (how long, what, who, when, previous reports, actions taken, follow up with others)
- ♦ **Assess Risk** (Frequency, intensity, type, duration)
- ♦ **Triage Incident, Determine response** -Classroom teacher feels confident to manage the situation or refers to student services

Classroom or Break Times

Staff member feels confident to manage situation

Student Services

Year Coordinator/ Student Support Coordinator feels confident to manage situation or refers to SS manager and/or Associate Principal

Respond & Support

- ♦ Support persons involved
- ♦ Determine best restorative approach/es
- ♦ Implement approach with persons involved

Report & Record

- ♦ Record details on SEQTA
- ♦ Report outcome to Student Services Year Co's, Managers and/or A/Principal.
- ♦ Assess whether parent/guardians need to be informed

Further actions

- ♦ Monitor (Check in)
- ♦ Continue to promote positive relationships within the classroom (students skills, knowledge and attitude) and ensure students are aware what is expected of them
- ♦ Develop classroom based support and wellbeing plan or strategies
- ♦ Implement plan or strategies

Ongoing concerns or behaviour resurfaces refer to Student Services (SAER referral process)

Assess

- ♦ Listen and collect information

Respond & Support

- ♦ Determine best restorative approach/es
- ♦ (CoLATE, Shared Concern, Motivational interviewing)
- ♦ Implements approach with persons involved

Report & Record

- ♦ Assess whether parent/guardians or other staff need to be informed
- ♦ Ongoing recording (each case stored) including outcome on SEQTA.
- ♦ SAER referral to SS Manager

Further actions

- ♦ Case conference with parent/guardians
- ♦ Provide further information to parents including referral of Cyber bullying to ACORN or e-safety
- ♦ Apply consequences for breaking school rules according to the severity of the situation.
- ♦ Develop support and wellbeing plan for persons involved with relevant staff
- ♦ Implement plans
- Information provided back to classroom teachers
- ♦ Access School supports available or make appropriate referrals to external agencies
- ♦ Monitor (Check in) and review/update plans as required
- Ongoing concerns or behaviour resurfaces consider alternative approach/es**

Response to Illicit Substances at School

Student is suspected to be in possession of an illicit substance at school

Student is suspected to be under the influence of an illicit substance at school

Ensure Safety of all Students

Ensure Safety of all Students

Contact SS Manager, Associate Principal, Administration

Contact SS Manager, Associate Principal, Administration

- ♦ Student removed from classroom or common area
- ♦ Student taken to Students Services/ Business Centre
- ♦ Student is requested to hand over the Substance (SSM/AP/P and Witness)
- ♦ Students property (eg bag) to be searched with either the students or parents permission
- ♦ Parents contacted

- ♦ Remain Calm
- ♦ Express Concerns for wellbeing
- ♦ Use non-confrontational management techniques
- ♦ Contact Parent
- ♦ Monitor students location
- ♦ Work to retain student on school site
- ♦ If student leaves notify parent
- ♦ Student to be collected by parent

- ♦ Record information on SEQTA, SIS
- ♦ Issue appropriate sanction may include suspension, police contact
- ♦ Organize relevant educational opportunities through internal and external support services
- ♦ Notify child protection concerns to CPFS where appropriate to do so
- ♦ Reporting of incident as per departmental procedures where appropriate

- ♦ Re-entry interview with student, parent, Student Services Manager and/or Associate Principal required,
- ♦ Behaviour Management Plan or Risk Management Plan to be implemented if required

Response to Student Suicidal Behaviour and Non-Suicidal Self Injury

Canning Vale College is committed to maximising the mental health and wellbeing among our student population. Through prevention and early intervention we aim to foster positive social and emotional outcomes for students. Many students will progress through school with minimal concerns, however some students will experience emotional and/or psychological distress while at school. School staff can play an important role in identifying as well as supporting individual students who are distressed and may be at risk of suicidal behaviour and/or NSSI.

Direct disclosure

Student discloses suicidal behaviour and/or NSSI to staff member. Staff are to remain calm, and be caring and non-judgmental. Use protective interrupting if needed. Inform student that information cannot remain confidential and school support will be initiated.

Indirect disclosure

Third party informs a staff member of concern regarding student suicidal behaviour and/or NSSI

Ensure student safety

If disclosure indicates **imminent** risk inform principal (or nominee) immediately. Ensure student is supervised
Principal (or nominee) to contact parent/guardian and if necessary contact emergency services (000) and follow emergency management procedures.

Where there is an existing Risk Management Plan (RMP) in place follow actions as outlined **OR**
Verbally inform SS Manager or A/Principal ASAP and complete NSSI/SI disclosure form (**same day as disclosure where possible**).

Student Services/Associate Principal/ Principal

- Continue to ensure student safety
- Gathers further information from student and/or others as necessary; contact is discreet and confidential
- Consult with Principal or Delegate. **Consult** with SS Staff, School Psychologist or Lead School Psychologist and/or Suicide Prevention Officer regarding further ac-

Contact Home (check system for any contact restrictions)

- Call parent/guardian and notify of concern. Emphasise to parent/guardian the importance of a supportive response to their child's disclosure.
- If available, offer risk assessment by staff member trained in suicide risk assessment (if not already completed).
- Should a trained staff member not be available and the concern, following consultation, is deemed to require additional intervention it is recommend that student is taken for externally assessment (e.g. Acute Response Team (ART), Hospital Emergency Department, Doctor or other mental health service).
- Recommend ongoing monitoring of the student and provide emergency response numbers to parent.
- Should parent/guardian not be contactable attempt to contact other emergency contacts available on school system.
- **Consult** with Principal or Delegate. Consult with SS Staff, School Psychologist or Lead School Psychologist and/or Suicide Prevention Officer regarding further action.

Concern about Contacting Home

Consult with Principal (or delegate) to determine actions which may include.

- Consultation and/or referral to the Department for Child Protection and Family Support if there is reason to believe that notifying the parent/guardian would put the student at risk
- **Consultation** with School Psychologist, Lead School Psychologist, Suicide prevention Officer and/or DoE Child protection support team (9264 8944) for advice and to determine actions to be taken
- Actions based on advice received through consultation.

Where Risk Assessment Completed at School

- Discuss limits of confidentiality with student.
- Provide student with emergency contact numbers and support within and external to school.
- Parent/guardian to be notified following assessment and recommendations discussed which may include:
 - ongoing monitoring of student
 - send external support services document
 - linking student with appropriate services (through referral)
 - consultation with the ART and/or
 - recommending student be taken to local hospital for further assessment.
- When student is taken for further assessment, that agency should be contacted and provided with relevant information. Where possible, this information should be documented and provided in writing. Where possible, obtain a **Release of Information**
- **Consult** with Principal or Delegate. Consult SS Staff with School Psychologist or Lead School Psychologist and/or Suicide Prevention Officer regarding further action.

If parent/guardian dismisses concerns and indicates they will not follow-up on recommendations

- Reiterate concerns and need for ongoing monitoring of student.
- Send external support services document.
- Consult with Principal (or delegate). Actions may include:
 - Principal (or delegate) contacting parent/guardian directly to reiterate school's concerns and recommendations for follow-up
 - As before, **consult** with School Psychologist, Lead School Psychologist, Suicide prevention Officer and/or DoE Child protection support team
 - **If Parent continues to dismiss concerns** - send a formal letter to parent/guardian, documenting concerns and recommendations for follow up; including information on support services and emergency response numbers. depending on **nature of case** informing parent/guardian that CPFS will be advised.

Risk Management Planning and Return to School

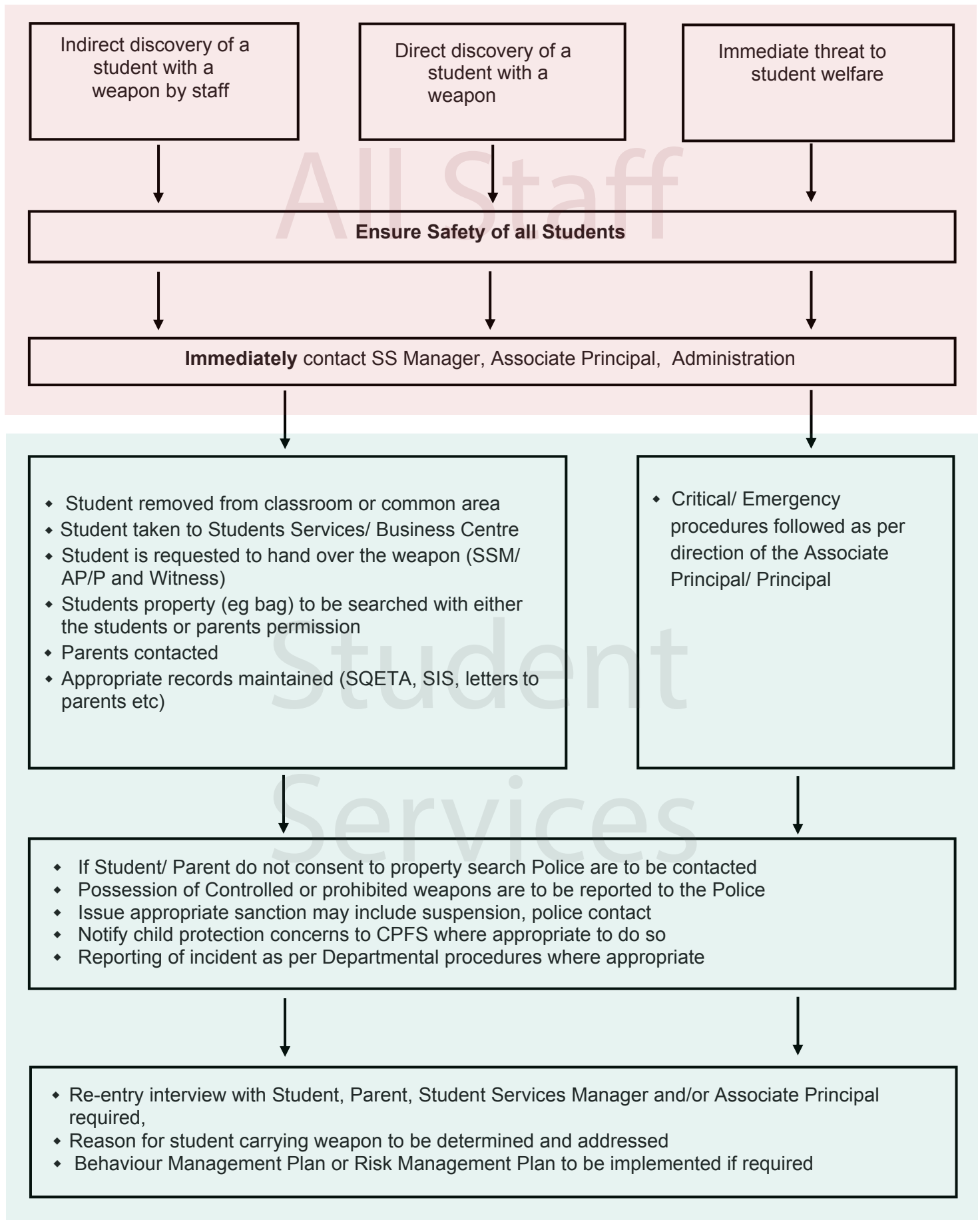
- Consult with Student Services Manager and/or A/Principal.
- School to consider the need for a return to school meeting (e.g. following release from hospital). The meeting should include relevant school staff, parent/guardian, external support agencies and student (as appropriate).
- Relevant staff (school staff, parent/guardian, other agencies, student) to develop a risk management plan (RMP) or review existing RMP.
- Inform or update teachers so they manage the safety of the student when they return to class.

In All Cases

- Update Principal of actions taken and outcome as required.
- Follow up with, and offer support to, any students and staff that may have been impacted by disclosure/incident.
- School to be aware of potential impact of social media use and monitor this where possible.
- Where student is already a client of an external service provider, inform the provider of the disclosure/incident. Obtain consent from parent/guardian if this is not already in place.
- Check the school's documentation processes are followed and consider whether an Online Incident Notification needs to be lodged.
- Consider self-care and determine whether an opportunity to debrief with a colleague or accessing professional support is needed.
- **Monitor and Review**

Response to Weapons at School

- ♦ A weapon is defined as 'anything serving as an instrument for making or repelling an attack'
- ♦ Incidents involving weapons should be dealt with as a serious breach of discipline and students suspended immediately as per the School Education Regulations 2000 43(1(b)).



Response to Mobile Electronic Devices

Canning Vale College acknowledges the increased role that technology plays in the interactions of young people and accepts that schools are able to have a significant impact on the way that these devices are used. Canning Vale College staff will work with its students to ensure that they understand how to use technology appropriately.

Responsible Use of Mobile Electronic Devices

Mobile Electronic Devices are to be used responsibly on school grounds at all times,

- Students are responsible for the security of these devices at school
- Devices are turned off or on silent in classes unless directed by the teacher
- Devices are used in classrooms only at the direction of the teacher for legitimate educational reasons
- Prior permission must be gained before taking images or video of others at school
- The privacy and safety of others must be considered when using devices
- Mobile Electronic Devices are not to be used in change rooms or toilets at school
- Face to face interaction with others who are present in class plays an essential role in education
- Electronic devices are not to be visible or used during assessments unless explicitly stated by the teacher (This contravenes the school's Assessment Policy and may compromise the validity of the assessment)



Inappropriate use of Mobile Electronic Devices

Inappropriate use of Mobile Electronic Devices in classes cause disruption to learning and will be managed by the classroom teacher as they would any other disruption in class. A logical consequence (CMS) of short term confiscation may be used and managed by the teacher after other interventions have been unsuccessful (if they feel it is necessary to help the student use the device responsibly).



Inappropriate Material/ Distribution

Taking of and/or distribution of inappropriate material at school is in contravention of the school's code of conduct and behaviour management policy and may result in suspension police contact where necessary e.g. recording of conflict, distribution of inappropriate photos etc.

Note on Child Protection

The principal/ all staff will follow the procedures detailed in the Child Protection policy when concerns about the welfare of students arise in the context of dealing with use of Mobile Electronic Devices, or where the principal/ all staff are made aware that a recording that contains sexually explicit material involving minors



Code of Conduct

Core Values

All members of Canning Vale College are expected to conduct themselves in a manner that adheres to the 3 core values of the college

Respect for self

Respect for others

Respect for the environment

Student Code

The student code of conduct defines the college's expectation of the student behaviour, conduct and responsibilities.

- Follow all rules and policies at the college
- Respect the cultural diversity of all individuals
- Model appropriate behaviour in all areas of the college
- Respect and value the college environment
- Respect the rights of others
- Actively listen to and follow direction from the staff
- Attend school, be punctual and prepared for class
- Wear the prescribed college uniform appropriately at all times
- Model appropriate behaviour when in school uniform at all times
- Consider the safety of others in and out of the classroom
- Strive to achieve the study requirements and the assessment guidelines for each subject, to the best of their ability.
- Support the school community by participating in assemblies and attending cultural and sporting events as required
- Seek support and advice if experiencing difficulties in any aspect of college life

Student Agreement

As a student at Canning Vale College I am choosing to accept and abide by College Policies and the Code of Conduct

Student Name _____

Date _____

Student Signature _____