



Baldivis
Secondary College

POSITIVE BEHAVIOUR PROCEDURES 2025

RESPECT KNOWLEDGE INTEGRITY EXCELLENCE UNITY

Positive Behaviour Support Procedures

Contents

Part 1: The Baldivis Way	2
1.1 Purpose	2
1.2 Learning and Behaviour	2
1.3 Rationale	2
1.4 Rights and Responsibilities of the College Community	2
1.5 Whole-school Approach to Positive Behaviour	3
1.6 Support for College Staff	5
1.6.1 School of Special Educational Needs: Behaviour and Engagement (SSEN:BE)	5
1.6.2 Classroom Management Strategies (CMS)	5
1.6.3 Effective teaching practice	5
1.6.4 Engagement	6
1.6.5 Common language and understanding	6
1.6.6 Curriculum Services Manager	7
1.6.7 Ongoing professional learning	7
Part 2: Positive Behaviour Support Framework	8
2.1 Principles of our Positive Behaviour Support Procedures	8
2.2 Processes for facilitating standards of positive behaviour	8
2.2.1 Universal behaviour support	8
2.2.2 Reinforcing expected school behaviour.	9
2.3 Processes for responding to unacceptable behaviour	9
2.3.1 Re-directing low-level and infrequent problem behaviour.	9
2.3.2 Target Behaviour Support	10
2.3.3 Intensive Behaviour Support	11
Part 3: Management of Misdemeanours and Breaches of Discipline	12
3.1 Procedures	12
3.1.1 Categories of Misdemeanours	12
3.2 Restorative Practices	13
3.3 Suspension	13
3.4 Overview	14
3.5 Management of Misdemeanours and Breaches of Discipline	15
Part 4: Supporting Documents	29
4.1 PBS Matrix	29
4.2 Vaping and Smoking	30
4.3 Preventing and reducing behaviour escalation.	31
4.4 Responding to escalating behaviour and potential crisis	33
4.5 Maintaining personal safety and wellbeing.	34
4.6 CMS Common Language	35

Positive Behaviour Support Procedures

Part 1: The Baldivis Way

1.1 Purpose

Baldivis Secondary College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

1.2 Learning and Behaviour

We regard all areas of our college as learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

The Positive Behaviour Support Procedures outlines our College-wide system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Through our Positive Behaviour Support (PBS) Implementation Plan shared expectations for student behaviour are plain to everyone, assisting us to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

1.3 Rationale

To ensure the development of a safe, caring, and productive learning environment, the establishment of positive relationships between all members of the college community is of the highest importance.

Baldivis Secondary College's Positive Behaviour Support Procedures is grounded on the belief that all students have both the right and responsibility to learn and aims to develop a culture that promotes our college pillars of Respect, Knowledge, Excellence, Integrity, and Unity.

1.4 Rights and Responsibilities of the College Community

Every student has the right to:	Every student has the responsibility to:
Learn without disruption.	Allow others to learn.
Be treated with courtesy and respect.	Treat others with courtesy and respect and follow teachers' instructions.
Work in a clean environment and have their property respected.	Maintain a clean environment and respect student, staff, and college property.
Learn in a safe environment.	Behave in a manner that ensures the safety of everyone, including self.

Reach their potential.	Participate fully in the learning and make allowances for other students' capabilities.
------------------------	---

Every staff member has the right to:	Every staff member has the responsibility to:
Work without disruption.	Provide and support relevant and challenging educational programs and make allowances for students' capabilities.
Be treated with courtesy and respect.	Treat others with courtesy and respect.
Work in a clean environment and have their property respected.	Maintain a clean environment and respect student, staff, and college property.
Work in a safe environment.	Behave in a manner that ensures the safety of everyone, including self.
Have support of the whole college community.	Support the college's ethos, policies, and procedures.

Every parent has the right to:	Every parent has the responsibility to:
Be treated with courtesy and respect.	Treat others with courtesy and respect.
Be kept informed about their child's progress.	Monitor their child's progress.
Expect their child to participate fully in their educational program.	Ensure that their children attend school, provide materials, and support the college's policies and procedures.

1.5 Whole-school Approach to Positive Behaviour

Tier 1:



Create a safe and orderly learning environment where students are well-known.

Teacher with support and guidance from others

- Create the orderly environment for learning by:
 - Engaging students through a range of highly effective evidence-based teaching and learning strategies.
 - Establishing classroom routines and expectations with students.
- Building relational capacity within class group
- Model, teach and encourage expected behaviour.
- Use low key skills to manage classroom conduct.
- Establish a set of expectations which reinforce the college pillars of Respect, Knowledge, Excellence, Integrity, and Unity.
- Build positive relationships with all students and create a cohesive classroom group.
- Provide students with regular feedback.
- Communicate regularly with students and families.
- Support and guidance provided by colleagues, team leaders, Year Coordinators, but **actions and follow through rests with class teacher.**

Tier 2:



Manage minor disruptions to the learning environment and good order of the school.

**Teacher
Curriculum Team Leader and/or
Student Services Manager**

- Model, teach and reinforce positive behaviour skills.
- Implement a range of strategies to support students to integrate and engage in learning.
- Develop a continuum of appropriate responses to misbehaviour.
- Use restorative practice to repair relationships and engage students in their learning.
- Communicate and collaborate with families to maintain student engagement.
- Communicate and collaborate with Year Coordinator.
- Initiate Informal Contracts and move to [staged Engagement Plans](#) as necessary.
- Refer ongoing concerns to Curriculum Team Leader and/or relevant Student Services Manager.
- Curriculum Team Leader or Student Services Manager **take action in partnership** with the teacher – this may include the issuing of sanctions; 'At Risk of Suspension' letter being issued.

Tier 3:



Manage ongoing disruptions to the learning environment

**Curriculum Team Leader and/or
Student Services Manager**

- Refer ongoing concerns to Curriculum Team Leader and/or relevant Student Services Manager.
- Curriculum Team Leader and/or relevant Student Services Manager take a **more prominent role in addressing unproductive behaviour** – keeping class teacher/s informed and engaged where possible.
- Curriculum Team Leader and/or relevant Student Services Manager arrange a meeting with the student, family member to develop an appropriate documented plan with a date set for review.
- Curriculum Team Leader engage a variety of supports from the Student Services Team as required to support students.
- Loss of good standing
- Ongoing disruptions to the learning environment may lead to a suspension.

Tier 3+:



Manage serious incidents

**Student Services Deputy Principal
Year Deputy Principal and/or
Student Services Manager**

- Serious breaches of the Code of Conduct may result in immediate withdrawal from class or suspension from school.
- Scheduled re-entry interview prior to returning to school.
- Triggers Major Behaviour Concerns process
- **Formal behaviour planning** implemented.
- May result in Appendix A or Recommendation for Exclusion

1.6 Support for College Staff

1.6.1 School of Special Educational Needs: Behaviour and Engagement (SSEN:BE)

The School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) provides educational support and services for students with extreme, complex, and challenging behaviours. Support is available across the public school system.

1.6.2 Classroom Management Strategies (CMS)

Classroom Management Strategies (CMS) aims to grow professional teaching practice in ways that improve the engagement, learning and wellbeing of all students. Delivery focuses on using evidence-based interactive instructional strategies that increase students' active participation and classroom engagement, leading to improved social behaviour and outcomes for students and schools.

Core professional learning currently offered includes:

- Foundation Program - 'Confidence in the Classroom'
- Instructional Strategies Extension Program - 'Engaging Students in Learning'
- Conferencing Accreditation Training - 'Better Support for Schools'
- Education Assistant Professional Learning – 'Working Together'
- Professional Learning Teams - 'Self-reflection'

The CMS mission is to improve student outcomes and staff well-being by providing quality professional learning to enhance effective practice in classroom management, instructional strategies, and skills.

There are **four core belief statements** that drive the CMS agenda:

1. Unless educational change results in altered teacher practice in the classroom its impact on student achievement will not be great.
2. Most educational change that is directed towards classroom practice fails not because the original ideas are without worth, but because the change is implemented so poorly.
3. It is sometimes easier to behave your way into a new way of thinking than it is to think your way into a new way of behaving.
4. There is no one right way to teach, but some are better than others.

The complexity of teaching is framed by four interrelated elements with the **classroom teacher** at the centre of the model as the **decision maker**:

- Outcomes/Content
- Instructional Strategies
- Instructional Skills
- Classroom Management

1.6.3 Effective teaching practice

Effective teaching practice is characterised by four principles:

	Ineffective Practice	Effective Practice
1. Discipline Techniques	Visible	Invisible

2. Beliefs	All students should behave all of the time	All students will misbehave at some time
3. Thinking	Reactive	Proactive
4. Physical Effect	Respond from the gut, with emotion – more stress	Respond from the head, with emotion – less stress

‘Evidence based practices’ are one of the three spheres of the PBS model. The CMS program fits within the PBS model as it contains a range of research-based strategies and practices that increase the likelihood that students will behave appropriately. The CMS program also links directly to the PBS Instructional Response Model – prompt, re-direct, re-teach, provide choice and student conference.

At BSC all academic staff members are given an opportunity to engage in the CMS Foundation Program. It is our plan to extend this opportunity to include the ISE program over the coming years. All education assistants and non-teaching staff are given the opportunity to engage in the four modules previously discussed.

1.6.4 Engagement

If students are engaged in their learning, they are less likely to misbehave. If teachers skilfully manage the behaviour of their class, then their students are more likely to engage in the learning. Student engagement refers to sustained behavioural involvement in learning activities accompanied by a positive emotional tone that shows a commitment to learn. There are three levels of engagement:

- **Emotional Engagement** - The level of social connection and belonging that students have in relation to school. Students need to feel safe and to belong before they want to actively participate.
- **Behavioural Engagement** - The level of observable participation. The higher the level of active participation the more likely that cognitive engagement will occur.
- **Cognitive Engagement** - The level of higher order thinking and deep, self-regulated learning. The higher the cognitive engagement the deeper and stronger the learning.

At BSC we understand that behaviour is functional and that if the universal needs of a student are not met (Competence, belonging, Independence and connectedness) then appropriate behaviour and engagement may be compromised. The ‘Baldivis Way’ provides teachers with a vehicle to help meet the needs of their students.

1.6.5 Common language and understanding

Relational capacity is the degree of trust and level of safety between members of a group. In an educational context, this specifically refers to the established level of trust and safety between teachers and students, as well as directly between students. Classes that are high in relational capacity are characterised by energy and comfort, where students feel mutual ownership in the expectations and learning within the classroom.

Establishing a safe and accountable classroom culture is an important part of any teacher’s arsenal of activities to make students feel connected and engaged.

At Baldivis Secondary College, we believe that creating a positive classroom culture which is conducive to learning is not something that happens by chance but is achieved through deliberate and explicit processes and actions.

Teachers are encouraged to reflect on their relationships with students and their classroom environment and incorporate a range of strategies which build relational capacity with and among students. Resources for personal reflection and staff development are provided to aid educators in building an environment that creates a safe learning community for all students.

By closely aligning our approaches to CMS, PBS, and Education for Sustainability under the AVID umbrella we are able to communicate a college-wide understanding about the culture of the learning environment we aspire to have in our college. Our common language and understanding of how we operate is known as the Baldivis Way.

1.6.6 Curriculum Services Manager

Curriculum Services Manager leads the promotion a shared understanding of classroom management strategies through supporting academic staff. Our vision is for staff at BSC to use best practice classroom management strategies to maximise student learning. As a team we engage more of our teachers, in using more CMS strategies, more of the time.

One initiative of the Curriculum Services Manager is the implementations of a **college-wide Conferencing Program**. Teaching staff are given the opportunity to be conferenced once a semester by a qualified Conferencing Accredited Trainer. Teachers can choose to be conferenced on any of the following areas:

1. Low Key Skills
2. Active Participation
3. Informal Contract
4. Active Participation and Marzano's First and Second Questions
5. Johnson's Five Elements
6. Combination Engagement

In addition to this, staff can select the type of conference they participate in:

1. **Type A Conference** – Just information relating to the observations of the CAT that link to the purpose of the conference.
2. **Type B Conference** – As with Conference A however an opportunity is presented at the end of the conference for the teacher to identify a goal to guide future practice.
3. **Type C Conference** – When a teacher highlights an area that they would like feedback on. These conferences are only carried out by Curriculum Team Leaders that have a CAT qualification.

1.6.7 Ongoing professional learning

In addition to the workshops mentioned above, there are other opportunities presented to staff to revise and enhance their CMS skills. Every week in the Lowdown there is a dedicated CMS section which highlights a skill in focus. Curriculum Teams also have access to an onsite CMS Consultant that can conduct refresher workshops, role plays and other related CMS activities to meet the specific needs of each team at the college.

Part 2: Positive Behaviour Support Framework

2.1 Principles of our Positive Behaviour Support Procedures

Baldivis Secondary College is a positive behaviour school. Positive Behaviour Support (PBS) is a whole-school framework that focusses on teaching students how to behave appropriately and rewarding them when they do so.

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

- Clearly defined and taught behaviour expectations (through the college pillars).
- Consistent and frequent acknowledgement of appropriate behaviour.
- Constructively and specifically addressing problem behaviour.
- Effective use of behaviour data to assess and inform decision making.

The college rewards student's positive behaviour through a wide variety of strategies.

At Baldivis Secondary College our Positive Behaviour Support Procedures is underpinned by the college pillars of Respect, Knowledge, Excellence, Integrity, and Unity.

The focus of our Positive Behaviour Support Procedures is to:

- promote engagement in learning.
- maximise the impact of classroom teaching.
- create a safe, orderly, supportive, and culturally responsive environment that enables students to fulfil their learning potential.

It aims to guide Baldivis Secondary College staff and students to maintain a safe, positive learning environment where students are well known, engaged and successful. It strives to create a culture in which every student experiences a sense of belonging to the school community; of being known and understood as an individual; and engages all members of the school community in building a culture of positive behaviour that values individual strengths, abilities, and diversity.

The BSC Positive Behaviour Support Procedures supports the implementation of the [WA Education Department School Behaviour Policy](#), the [WA Education Department Requirements related to the Student Behaviour in Public Schools policy](#), as well as the [Strategic Directions for public schools 2020-2024](#) "Every student, every classroom, every day."

2.2 Processes for facilitating standards of positive behaviour

2.2.1 Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Baldivis Secondary College we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all students** which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The **College-wide Expectations Teaching Matrix (Appendix A)** outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers.



- Reinforcement of learning from behaviour lessons at Student Briefings and Assemblies and during active supervision by staff during classroom and non-classroom activities.

We implement the following proactive and preventative processes and strategies to support student behaviour:

- PBS Site Team members regularly provide information to staff and support to others in sharing successful practices.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

2.2.2 Reinforcing expected school behaviour.

The communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

All staff members are trained to give consistent and appropriate acknowledgement and rewards through the following mechanisms;

- Commendation Letters
- Deputy Principal Letter of Commendation
- Rising Star Weekly Awards
- Superstar of the Term
- Positive Academy entries
- Critter Points

2.3 Processes for responding to unacceptable behaviour

2.3.1 Re-directing low-level and infrequent problem behaviour.

The theory of bumps underpins the way that teachers prevent and respond to unproductive student behaviour in the classroom at BSC. A bump occurs when a single event or escalation in student behaviour is perceived by the teacher as a move towards increased defiance or as disruptive to the learning environment. How the teacher interprets and decides to respond to this perception is critical as to whether the situation continues to escalate or is effectively managed.

A bump **can** trigger an emotional response that leads to an ineffective teacher response. The more acute the **perception** of the teacher, the more accurate their **evaluation** and the more appropriate their subsequent **response** – in short, the more effective the intervention.

Variables that may influence the evaluation of the teacher include but are not limited to:

- Past behaviour of the student
- Severity of the behaviour
- Frequency of the misbehaviour
- Time between misbehaviour
- Importance of the lesson
- Reaction of allies
- Student's life at home
- Student's respect for the teacher
- BSC Positive Behaviour Support Procedures
- Danger

The bump sequence is as follows:

Bump 1 – Low Key Skills

- The things that teachers say and/or do to prevent or respond to unproductive behaviour when it first occurs. Used to quickly and efficiently control or diffuse a problem with a minimum of fuss and without interrupting the flow of the lesson.

Bump 2 – Squaring Off

- Skills a teacher uses to respond to students who continue to behave in an unproductive way when the use of low-key skills has not stopped this behaviour.
- To signal to the student that the teacher has interpreted a higher level of disruption by indicating that they will stop teaching to deal with the matter. This forces the student to take some responsibility for their behaviour by making a choice to stop.

Bump 3 – Choice

- A skill the teacher uses to present options or to allow students to generate their own options in order to prevent escalation. By offering the opportunity to make a choice, the teacher is requiring the student to be more responsible for the consequences of their actions.

Bump 4 – Implied Choice

- When the student opts for the consequence then the teacher follows through to make it happen. If the teacher does not follow through with the consequence, then this may be perceived as inconsistent or weak and invite escalation.

Bump 5 – Diffuse the Power

- The skills a teacher uses to recognise student invitations to power and to respond without escalating. By shifting the locus of control onto the student without engaging with the student emotionally, the teacher prevents escalation while maintaining positive cohesion with the rest of the class.

In addition to these strategies, teachers can use an informal contract to respond effectively to students demonstrating persistent attention seeking behaviour. An informal contract is an act of cooperation between teacher and student that outlines what will occur when the student misbehaves and how they can work together to solve the problem in a positive way. It is generally not effective with power students but will do no harm if a teacher attempts it and it does not work out. A teacher will know this by the way the student attempts to manipulate the agreement.

Our **BSC CMS Common Language (Appendix 2)** clearly articulates the various strategies and steps that teachers can use to manage unproductive behaviour in their class.

2.3.2 Target Behaviour Support

Year Coordinators case manage all students within their year group and each year a small number of students are identified as needing some extra care in the way of targeted behavioural support.

This can be identified via several different avenues;

- Data
- Academy
- Information via Primary School or previous school
- School Psychologist
- Curriculum Team Leader

In most cases the behaviour may not be considered severe, however the frequency suggests that the students learning, and social success may be at risk if the behaviour is not corrected through early intervention. To support the strategies that classroom teachers and Curriculum Team

Leaders have implemented, the Year Coordinator (in consultation with the Student Services Manager, Deputy Principal, and other support staff in Student Services) will determine the need for any additional intervention strategies. When possible, parents are informed and included in the development of the students plan for the targeted behaviour support.

Possible interventions at this stage may include but not limited to;

- Daily Behaviour Sheet
- Timetable adjustment
- Regular mentoring by the Year Coordinator or another appropriate person
- Participation in My Potential Program or another appropriate program
- Documented Plan I.e., Individual Education plan (as developed by the classroom teachers), Individual Behaviour Plan

2.3.3 Intensive Behaviour Support

At Baldivis Secondary College we are committed to educating all students, including those with severe behavioural support needs. We recognise that a small number of students with highly complex behaviours need a comprehensive support system and plan to manage their behaviours. Students who require *intensive behaviour support* are referred to the Student at Educational Risk (SAER) Team.

The members of the SAER Team are:

- Deputy Principal (DP)
- Student Services Managers (SSM's)
- Year Coordinator (Yr. Co)
- School Psychologist
- School Nurse
- VET Coordinator (Yr. 11/12 only)
- Attendance Officer.

Students are referred to the SAER Team by the Curriculum Team Leader (CTL) completing an online referral form and emailing it to the Student Services Manager. The SSM will table all referrals at the next SAER Meeting. If the referral is not deemed suitable it will be referred back to the CTL, classroom teacher and/or Yr. Co for further follow up. The Deputy Principal, Student Services Manager, Senior School Manager and Year Coordinator can also make direct referrals to the SAER Team.

Following a referral being accepted, the SAER Team initiates assessment of the students' needs and a plan is developed to begin providing *intensive behavioural support*. In many cases the SAER Team will include individuals from external agencies already involved with the student and their family or complete a referral to an agency.

Possible interventions at this stage may include but not limited to;

- Documented Plan i.e., Escalation Plan, Transitional Plan, Attendance Plan
- External Agency or Multi Agency referral i.e., CAMHS, MST
- Regional Support via SSEN Behaviour or Medical and Mental Health

Using data to monitor the effectiveness of supports in place and adjust plan/s accordingly.

Part 3: Management of Misdemeanours and Breaches of Discipline

3.1 Procedures

Our College Positive Behaviour Support Procedures:

- identifies and communicates the rights and responsibilities of all students and staff to engage in building positive behaviour.
- incorporates restorative principles, systems and practices that are culturally responsive.
- provides multi-tiered systems of support that are responsive to student needs.
- builds staff capability through training and support to understand and enact their responsibility in building positive behaviour.
- ensures intensive behaviour support is provided for students with complex and diverse needs.

3.1.1 Categories of Misdemeanours

Our BSC Positive Behaviour Support Procedures responds to non-compliance with our PBS Matrix (Code of Conduct) on three levels or tiers:

Tier 1 Behaviour support/correction

- Minor behaviours breaches are managed by the staff member at the time it happens.
- Minor breaches include incidents where our PBS Matrix (Code of Conduct) and values are not upheld.
- Staff work with students to model and teach positive behaviour skills; reinforce positive behaviours appropriate to the learning environment and engage in restorative practices.
- Support and guidance are provided by colleagues, team leaders, Year Coordinators, but ultimately any actions and follow through rests with class teacher.
- Contact parent/s.
- Initiate Informal contract or Stage 1 Engagement Plan.

Tier 2 Minor Behaviour Breaches

- Minor breaches include incidents where our PBS Matrix (Code of Conduct) and values are not upheld.
- Staff continue to work with students to model and teach positive behaviour skills; reinforce positive behaviours appropriate to the learning environment and engage in restorative practices.
- Minor behaviours breaches are referred to Curriculum Team Leader.
- Ongoing breaches may lead to a suspension.

Tier 3 Major Behaviour Breaches

- Major breaches include ongoing, persistent failure to comply with PBS Behaviours Matrix or more serious misdemeanour/s such as the violation of school/classroom rules, possession and/or use of substances with restricted sale etc.
- Teacher refers to their Curriculum Team Leader or relevant Student Services Manager.
- Curriculum Team Leader or Student Services Manager take some form of action in partnership with the teacher – this may include the issuing of sanctions; serious breach letter being issued.
- Feedback provided to teacher re actions taken.

Tier 3+ Serious Behaviour Breaches

- Serious Behaviour Breaches include physical aggression towards staff or students, intimidation, recording, abusive, or threatening behaviour, sexual harassment, theft, or possession of illegal substances etc.
- Serious Behaviour Breaches referred to Student Services Manager/Deputy Principal.
- A serious breach will lead to a suspension. We aim to avoid suspension where possible by using restorative practices.
- In some instances, a serious breach of the PBS Matrix (Code of Conduct) may activate an immediate suspension.

These responses align to the Education Minister's Statement on School Violence, [Let's take a Stand Together](#) document which outlines a response to violent behaviour in schools. The 10-point plan was developed to support school staff, so they are clear about what is expected, and confident in their actions to maintain an orderly learning environment and safe space for learning.

Note: * Students who move beyond Tier 3 are classified as Tier 3+ and case managed.

3.2 Restorative Practices

To support the building and maintaining of strong relationships across the college community, restorative approaches are encouraged. Restorative practice is a positive approach that works with students, rather than doing things to them or for them.

A restorative approach focuses on building, maintaining, and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. This approach aims to support our students ongoing focus in displaying the college values of resilience, aspiration, resilience, and respect.

Examples of restorative questions to resolve conflict:

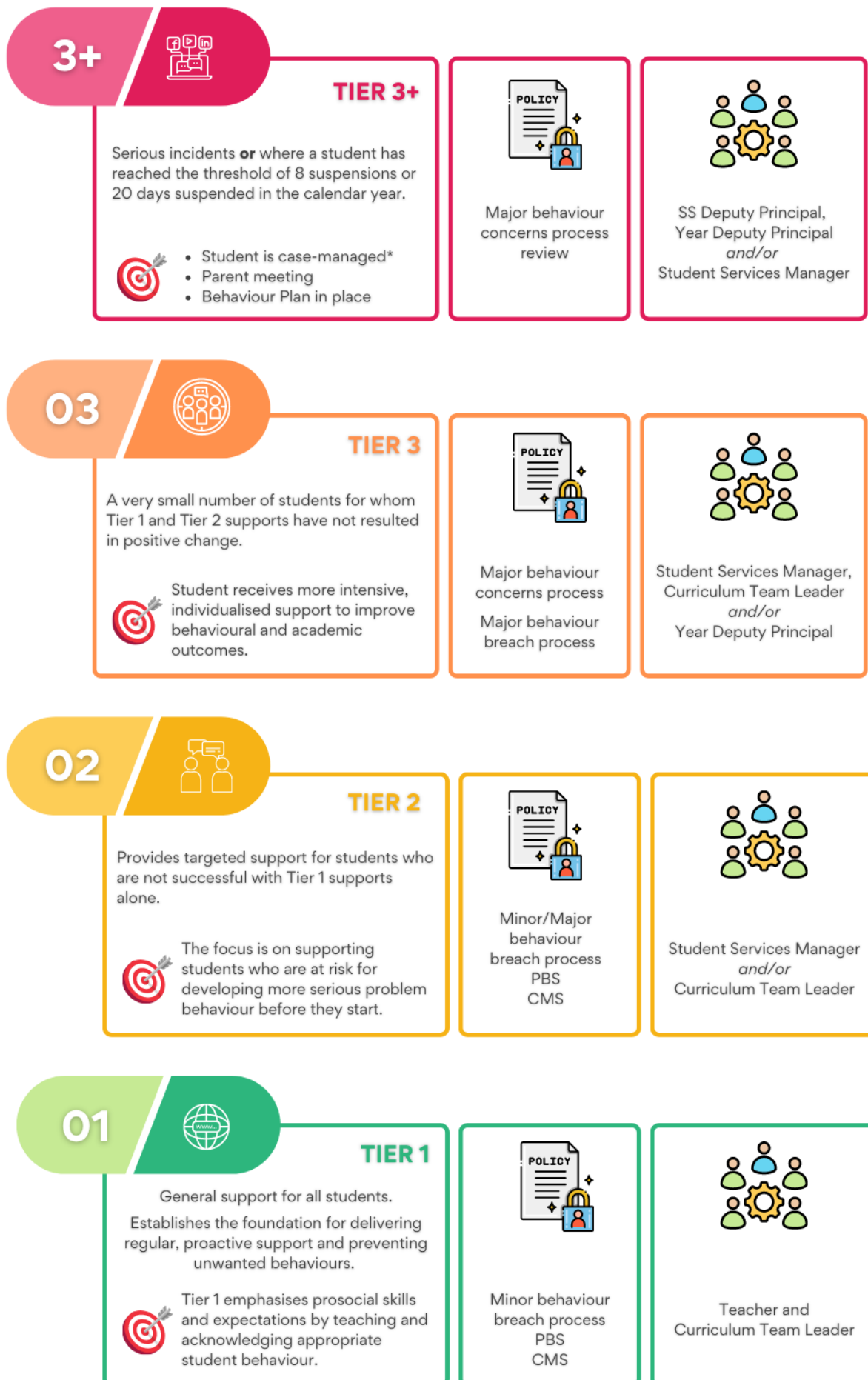
1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what happened?
5. In what way have they/you been affected?
6. What do you think needs to happen to make things right? If the same thing happened again, what would you do differently?

Restorative practice is more than a series of questions. It is a non-punitive approach which accepts that we all make mistakes and have the ability to 'fix' the problem together and learn from our experiences.

3.3 Suspension

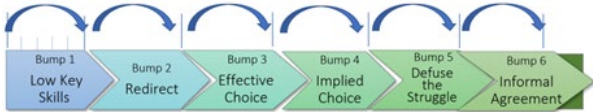
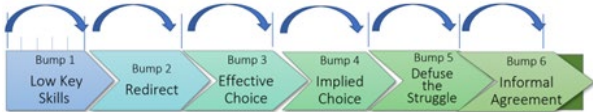
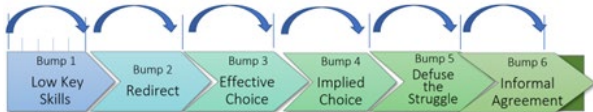
Refer to Suspension Process document.

3.4 Overview

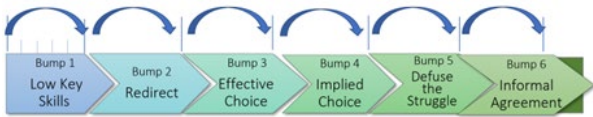


3.5 Management of Misdemeanours and Breaches of Discipline

Tier 1: Behaviour breaches which are managed by the staff member at the time it happens, with support from Team Leader if required.

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
Arrive on time to class	1.1 Not being punctual	- Welcome into class. - Private dialogue	Student makes up time in 'own time.'	- Attendance Procedures - PBS Matrix
- Participate positively in activities. - Be prepared for the lesson. - Meet deadlines.	1.2 Refusing to work	- Discuss reasons for not working with student. - Staff member and student problem-solving with student. - Discuss the impact of not working with student. - Encouragement and modified expectations - Use Bumps: 	- Informal contract - Parent contact/welfare event Staged Engagement Plan developed	Assessment Procedures
Use appropriate language and behaviour	1.3 Inappropriate language (Low level e.g., under breath, walking away)	- Refer to PBS Matrix - Refer class social contract. - Private dialogue - Use Bumps: 	- Verbal warning - Parent contact completed by staff member confirmed and recorded. Staged Engagement Plan developed. - Community Service	PBS Matrix
Use technology and resources appropriately	1.4 Mobile phone/earbuds visible	Use Bumps: 	Refer to Mobile Phone Procedures	- PBS Matrix - Mobile Phone Procedures

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
Follow the directions of college staff	1.5 Defiance	Use bumps 	- Parent contact completed by staff member confirmed and recorded. Staged Engagement Plan	
- Be where we are expected to be. - Attend all classes	1.6 Students are not where they are expected to be during class time.	- Ask student why they are out of class. - Provide student with a choice to be escorted to class or to Student Services.	- Class – Classroom Teacher follows Attendance Procedures – Dealing with lateness. - Student Services – Managed by Student Services - If student is non-compliant and name not known > take note of time and location and email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - If student is non-compliant and name known > email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - Student Services Manager/s to follow up	- PBS Matrix - Attendance Procedures
Be where we are expected to be	1.7 Students are not where they are expected to be during break time	- Ask student why they are out of bounds. - Direct student to correct area	- If student is non-compliant and name not known > take note of time and location and email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - If student is non-compliant and name known > email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - Student Services Manager/s to follow up	- PBS Matrix - Attendance Procedures

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
Be environmentally responsible	1.8 Littering	- Private dialogue. - Request student picks up rubbish.	- Clean the area. - If student is non-compliant and name not known > take note of time and location and email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - If student is non-compliant and name known > email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - Student Services Manage/s to follow up	PBS Matrix
- Be where we are expected to be. - Engage in safe and positive social behaviour	1.9 Riding bike, scooter, e-scooter in school grounds and car parks.	- Ask student to dismount. - Remind student of safety expectations	- If student is non-compliant and name not known > take note of time and location and email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - If student is non-compliant and name known > email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - Student Services Manage/s to follow up	PBS Matrix
- Be environmentally responsible. - Engage in safe and positive social behaviour	1.10 Accidental or reckless property damage	- Ensure safety and check for injuries. - Reinforce respectful and responsible behaviour. - Alert Curriculum Team Leader and the Facilities Coordinator/Network Support Officer if appropriate	- Parent contact completed by staff member confirmed and recorded. - Welfare event for all students involved completed by staff member. Staged Engagement Plan - Community Service managed by staff member	PBS Matrix

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
Wear our uniform with pride	1.11 Incorrect School Uniform	- Ask student why they are out of school uniform. - Ask student to remove the non-uniform item (if possible) - Students may be sent to Student Services to borrow a uniform item if required. - Mark uniform check on roll Note: Student completely out of uniform > send to Front Office- email relevant school officer and Deputy Principal once student is sent.	- If student is non-compliant and name not known > take note of time and location and email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - If student is non-compliant and name known > email Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - Student Services Manager/s to follow up. - If a student receives more than two uniform breaches the Year Coordinator will convene a meeting between themselves and the student to inform them of conditional good standing status. - Year Coordinator will contact parent to establish a suitable plan to ensure that the student is in correct uniform.	- PBS Matrix - Uniform Procedures

Baldivis Secondary College

Tier 2: Behaviour breaches which are referred to Curriculum Team Leader and/or Student Services Manager

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
- Be where we are expected to be. - Attend all classes	2.1 Repeated leaving class without permission	- Alert Curriculum Team Leader - Refer to Attendance Procedures	- Parent contact completed by staff member confirmed and recorded. - Discussion with staff member, why did they leave? - Catch up on work. - Detention	- PBS Matrix - Attendance Procedures
Use appropriate language and behaviour	2.2 Swearing or Racist slurs	- Refer PBS Matrix - Private dialogue - Implement class social contract. - Remove from situation. - If continues, ongoing or repeated refer to Curriculum Team Leader	- Verbal warning - Parent contact completed by staff member confirmed and recorded. - Community Service - Teacher and Curriculum Team Leader meet with student and Staged Engagement Plan developed before student returns to class.	PBS Matrix
Follow the directions of college staff	2.3 Refusal to go to Buddy Class	- Alert Curriculum Team Leader or designated contact person - If Curriculum Team Leader or other curriculum area staff are unavailable contact Student Services Ext. 33670 - Support person deployed. - Support person removes student/s from situation.	- Curriculum Team Leader meets with student - discussion about the behaviour that led to Buddy Class, the purpose of the Buddy Class. - Welfare event entered. - Parent contact completed by teacher confirmed and recorded. - Teacher and Curriculum Team Leader meet with student and Staged Engagement Plan developed before student returns to class.	PBS Matrix

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
Follow the directions of college staff	2.4 Not following directions of College Staff	<u>Classroom</u> - Refer to Curriculum Team Leader - Complete Academy entry	- Parent contact completed by staff member confirmed and recorded. - If referring to DP, Curriculum Team Leader completes <i>Incident Notification Proforma</i>. - Teacher and Curriculum Team Leader meet with student and Staged Engagement Plan developed before student returns to class. - Based on DP reply to incident notification: - Community service - managed by Curriculum Team Leader. <i>At Risk of Suspension</i> letter issued by Student Services Manager - Suspension process- completed by Year group DP.	PBS Matrix
		<u>Yard</u> - Refer to Student Services Manager - Baldivis.SC.StudentServicesAdmin@education.wa.edu.au - If student name not known > take note of time and location and include in email	- Student Services Manager requests CCTV to identify student. - Student Services Manager follows up with student – takes a statement. - Welfare event completed by Student Services Manager. - If referring to DP, Curriculum Team Leader completes <i>Incident Notification Proforma</i>. - Based on DP reply to incident notification: - Community service - managed by Curriculum Team Leader. <i>At Risk of Suspension</i> letter issued by Student Services Manager - Suspension process- completed by Year group DP.	PBS Matrix

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
Be caring and thoughtful to others	2.5 Name calling, teasing, putting someone down, spreading rumours, playing nasty jokes, leaving someone out on purpose, racist slurs.	- Ask perpetrator to stop immediately. - Reiterate expectations regarding treating others with respect and kindness. - Separate students - Alert Year Co-ordinator via email and cc: Curriculum Team Leader/Student Services Manager - Welfare event completed by staff member	- Parent contact completed by staff member confirmed and recorded. - Welfare event for all students involved completed by staff member. - Mediation managed by Year Co-ordinator if required. - Community Service/removal from yard at break times - Teacher and Curriculum Team Leader meet with student and Staged Engagement Plan developed before student returns to class.	PBS Matrix
- Be where we are expected to be. - Attend all classes	2.6 Leaving school without permission	- Inform Attendance Officers ASAP. - Attendance Officers to phone call home ASAP, text if no response - Attendance Officer advises relevant Year Coordinator/ Student Services Manager	- Parent contact completed by Year Co/Student Services Manager confirmed and recorded. - Sanctions may include: - Community service- managed by Student Services Manager. - At Risk of Suspension letter - completed by Student Services Manager. - After-school detention - Attendance Check Sheet	- PBS Matrix - Attendance Procedures

Baldivis Secondary College

Tier 3: Behaviour breaches which are referred to Curriculum Team Leader or Student Services Manager

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
Follow the directions of college staff	3.1 Not following directions of College Staff so as to pose a danger to the health, safety, and wellbeing of any person	- Alert Curriculum Team Leader (if in classroom) or Student Services Manager (if in yard) - Complete Academy entry - Curriculum Team Leader /Student Services Manager to refer to DP using <i>Incident Notification Proforma</i>.	- Parent contact completed by staff member confirmed and recorded. - Welfare event for all students involved completed by staff member. - Based on DP reply to incident notification: - Community service- managed by Curriculum Team Leader. - Serious breach process- completed by Student Services Manager. - Suspension process- completed by Year group DP.	- PBS Matrix - DoE Student Behaviour Policy and Procedures
Engage in safe and positive social behaviour	3.2 Vaping/Smoking	- Classroom - Curriculum Team Leader to be informed immediately. - Yard –Student Services Manager to be informed immediately. - Student Services Manager/Curriculum Team Leader to collect student(s) <i>Incident Notification Proforma</i> completed by Curriculum Team Leader (Classroom) /Student Services Manager (Yard)	- Parents contacted by DP and student to go home ASAP. - Suspension process- completed by Year group DP.	Checklist 10: Student is suspected of being in possession of a banned or illegal item and/or substance.
- Be caring and thoughtful to others. - Use appropriate language and behaviour. - Engage in safe and positive social behaviour	3.3 Verbal abuse ** between students, including swearing or racist slurs.	- Separate students. - Alert Curriculum Team Leader or designated contact person - Call the College Emergency Contact Number (if during school hours) – 9523 3614 to seek assistance. - Support person deployed. - Support person removes student/s from situation. - Apply first aid and assess the damage.	- The principal of the school is to determine if the incident is a breach of school discipline (maximum five-day suspension period) or a serious breach of school discipline (maximum 10-day suspension period). - Students loses good standing and will not be permitted to participate in school non curricula activities.	- Violence Between Students Checklist. - Bullying Procedures

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
		- Take the victim from site of the assault to a safe area if necessary. - Ensure all students involved (victim and aggressor) are safe and supported. - Curriculum Team Leader/ Curriculum Area contact person supports staff member to ensure classroom returns to an orderly learning environment. - Student Services Manager coordinates the collection of statements from students involved, staff, witnesses etc. - Staff member provides a statement describing the details of the incident including preceding events and impact on self. - Student Services Manager liaises with Deputy Principal regarding follow-up. - Student Services Manager/DP Inform staff of measures put in place. - Restorative meeting conducted before student returns to class	A student's good standing can be re-instated after such a period decided by the principal and should be outlined in the student re-entry plan or student behaviour plan.	
- Be caring and thoughtful to others. - Engage in safe and positive social behaviour	3.4 Vandalism	- Classroom - Curriculum Team Leader to be informed immediately. - Yard –Student Services Manager to be informed immediately. - Student to be brought to SS/Admin <i>Incident Notification Proforma</i> completed by Curriculum Team Leader/Student Services Manager	- Parent contact completed by Curriculum Team Leader/Student Services Manager confirmed and recorded. - Based on DP reply to incident notification: - Community service- managed by Curriculum Team Leader. <i>At Risk of Suspension</i> letter issued by Student Services Manager - Suspension process- completed by Year group DP. - Police contacted as required per instructions from Principal or delegate	DoE Student Behaviour Policy and Procedures

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
Engage in safe and positive social behaviour	3.5 Suspected substance misuse or possession	- Alert Curriculum Team Leader/Student Services Manager immediately - Student Services Manager and DP to collect student and triage. <i>Incident Notification Proforma</i> completed by Curriculum Team Leader (Classroom) /Student Services Manager (Yard)	- Based on DP reply to incident notification: <i>At Risk of Suspension</i> letter issued by Student Services Manager - Suspension process- completed by Year group DP. - Police contacted as required per instructions from Principal or delegate	Checklist 10: Student is suspected of being in possession of a banned or illegal item and/or substance.
- Be caring and thoughtful to others. - Engage in safe and positive social behaviour	3.6 Theft	- Classroom - Curriculum Team Leader to be informed immediately. - Yard –Student Services Manager to be informed immediately. - Student to be brought to SS/Admin <i>Incident Notification Proforma</i> completed by Curriculum Team Leader/Student Services Manager	- Parent contact completed by Curriculum Team Leader/Student Services Manager confirmed and recorded. - Based on reply to incident notification: - Community service- managed by Curriculum Team Leader. <i>At Risk of Suspension</i> letter issued by Student Services Manager - Suspension process- completed by Year group DP. - Police contacted as required per instructions from Principal or delegate	
Follow the directions of college staff	3.7 Not following directions of College Staff so as to pose a danger to the health, safety, and wellbeing of any person	<u>Classroom</u> - Curriculum Team Leader to be informed immediately. <u>Yard</u> –Student Services Manager to be informed immediately. - Student to be brought to SS/Admin <i>Incident Notification Proforma</i> completed by Curriculum Team Leader/Student Services Manager	- Based on DP reply to incident notification: - Community service- managed by Curriculum Team Leader. <i>At Risk of Suspension</i> letter issued by Student Services Manager - Suspension process- completed by Year group DP.	Follow the directions of college staff

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
- Be caring and thoughtful to others. - Use appropriate language and behaviour. - Engage in safe and positive social behaviour	3.8 Verbal Abuse of a staff member (including swearing at a staff member)	<u>Classroom</u> - Curriculum Team Leader to be informed immediately. <u>Yard</u> –Student Services Manager to be informed immediately. - Student to be brought to SS/Admin <i>Incident Notification Proforma</i> completed by Curriculum Team Leader/Student Services Manager	- Based on DP reply to incident notification: - Community service- managed by Curriculum Team Leader. <i>At Risk of Suspension</i> letter issued by Student Services Manager - Suspension process- completed by Year group DP.	Follow the directions of college staff

Baldivis Secondary College

Tier 3+: Behaviour breaches which are referred to Curriculum Team Leader or Student Services Manager

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
- Be caring and thoughtful to others. - Use appropriate language and behaviour. - Engage in safe and positive social behaviour	4.1 Intimidation* of a staff member	- Call for help/support from predetermined staff. - Call the College Emergency Contact Number (if during school hours) – 9523 3614 to seek assistance. - Support person deployed. - Support person removes student/s from situation. - Curriculum Team Leader/ Curriculum Area contact person supports staff member. - Student Services Manager coordinates the collection of statements from students involved, staff, witnesses etc. - Class staff member provides a statement describing the details of the incident including preceding events and impact on self. - Student Services Manager liaises with Deputy Principal regarding follow-up. - Accident incident investigation report form - Staff have the opportunity to discuss the incident with an administration staff, mentor, care person, doctor or psychologist following a serious incident and provided with support. - Supervisor/manager who is notified of an incident is to ensure causes of the incident are investigated and action to prevent recurrence is taken promptly. - Causes and actions are recorded on the AIIR form.	- As per Directive from the Director General to Principals of all schools issued under section 232 of the School Education Act 1999 on 4 February 2019. - When it has been established through an investigation into the incident that a student started a fight, made physical contact with the intention to harm another student or videoed a fight in the grounds of the school or off-site where there is a reasonable nexus between the incident and the school. The student identified is to be suspended for a period of time consistent with Regulation 43 of the School Education Regulations 2000. - Students loses good standing and will not be permitted to participate in school non curricula activities. - A student's good standing can be re-instated after such a period decided by the principal and should be outlined in the student re-entry plan or student behaviour plan.	Checklist - Violence from a student toward a staff member
Be caring and thoughtful to others.	4.2 Violence toward a staff member 4.3 Making inflammatory	- Call for help/support from predetermined staff. - Call the College Emergency Contact Number (if during school hours) – 9523 3614 to seek assistance. - Support person deployed.	As per Directive from the Director General to Principals of all schools issued under section 232 of the School Education Act 1999 on 4 February 2019.	Checklist - Violence from a student

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
- Use appropriate language and behaviour. - Engage in safe and positive social behaviour	comments, including racist slurs.	- Support person removes student/s from situation. - Curriculum Team Leader/ Curriculum Area contact person supports staff member. - Student Services Manager coordinates the collection of statements from students involved, staff, witnesses etc. - Class staff member provides a statement describing the details of the incident including preceding events and impact on self. - Student Services Manager liaises with Deputy Principal regarding follow-up. - Accident incident investigation report form - Staff have the opportunity to discuss the incident with an administration staff, mentor, care person, doctor or psychologist following a serious incident and provided with support. - Supervisor/manager who is notified of an incident is to ensure causes of the incident are investigated and action to prevent recurrence is taken promptly, Causes and actions are recorded on the AIIR form.	- When it has been established through an investigation into the incident that a student started a fight, made physical contact with the intention to harm another student or videoed a fight in the grounds of the school or off-site where there is a reasonable nexus between the incident and the school. The student identified is to be suspended for a period of time consistent with Regulation 43 of the School Education Regulations 2000. - Students loses good standing and will not be permitted to participate in school non curricula activities. - A student's good standing can be re-instated after such a period decided by the principal and should be outlined in the student re-entry plan or student behaviour plan.	toward a staff member
- Be caring and thoughtful to others. - Use appropriate language and behaviour. - Engage in safe and positive social behaviour	4.4 Violence between students including minor physical contact, fighting, or throwing objects with intent to or causing harm	- Separate students. - Call for help/support from predetermined staff. - Call the College Emergency Contact Number (if during school hours) – 9523 3614 to seek assistance. - Support person deployed. - Support person removes student/s from situation. - Apply first aid and assess the damage. - Take the victim from site of the assault to a safe area if necessary. - Ensure all students involved (victim and aggressor) are safe and supported.	- As per Directive from the Director General to Principals of all schools issued under section 232 of the School Education Act 1999 on 4 February 2019. - When it has been established through an investigation into the incident that a student started a fight, made physical contact with the intention to harm another student or videoed a fight in the grounds of the school or off-site where there is a reasonable nexus between the incident and the school. The student identified is to be suspended for a period of time consistent with	Refer to Violence Between Students Checklist.

Baldivis Secondary College

PBS Target Behaviour	Behaviour	Immediate Response	Follow-up – Logical Consequence	Reference
		- Curriculum Team Leader/ Curriculum Area contact person supports staff member to ensure classroom returns to an orderly learning environment. - Student Services Manager coordinates the collection of statements from students involved, staff, witnesses etc. - Staff member provides a statement describing the details of the incident including preceding events and impact on self. - Student Services Manager liaises with Deputy Principal regarding follow-up. - Student Services Manager/DP Inform staff of measures put in place. - Restorative meeting conducted before student returns to class	Regulation 43 of the School Education Regulations 2000. - Students loses good standing and will not be permitted to participate in school non curricula activities. - A student's good standing can be re-instated after such a period decided by the principal and should be outlined in the student re-entry plan or student behaviour plan.	

Notes

- Where requested, the *Incident Notification Proforma* must be completed before consultation with Deputy Principal. Deputy Principal will notify CTL/SSM of consequences and required follow up.
- If CTL or curriculum area delegate are unable to respond to incident or complete Incident Notification, SSM will assist.
- Community service** may comprise of, cleaning classrooms, cleaning learning areas, rubbish duty and assisting cleaners after school (if assisting cleaners this must go through CTL's or DP's)

* Intimidation in this context refers to the following types of behaviour:

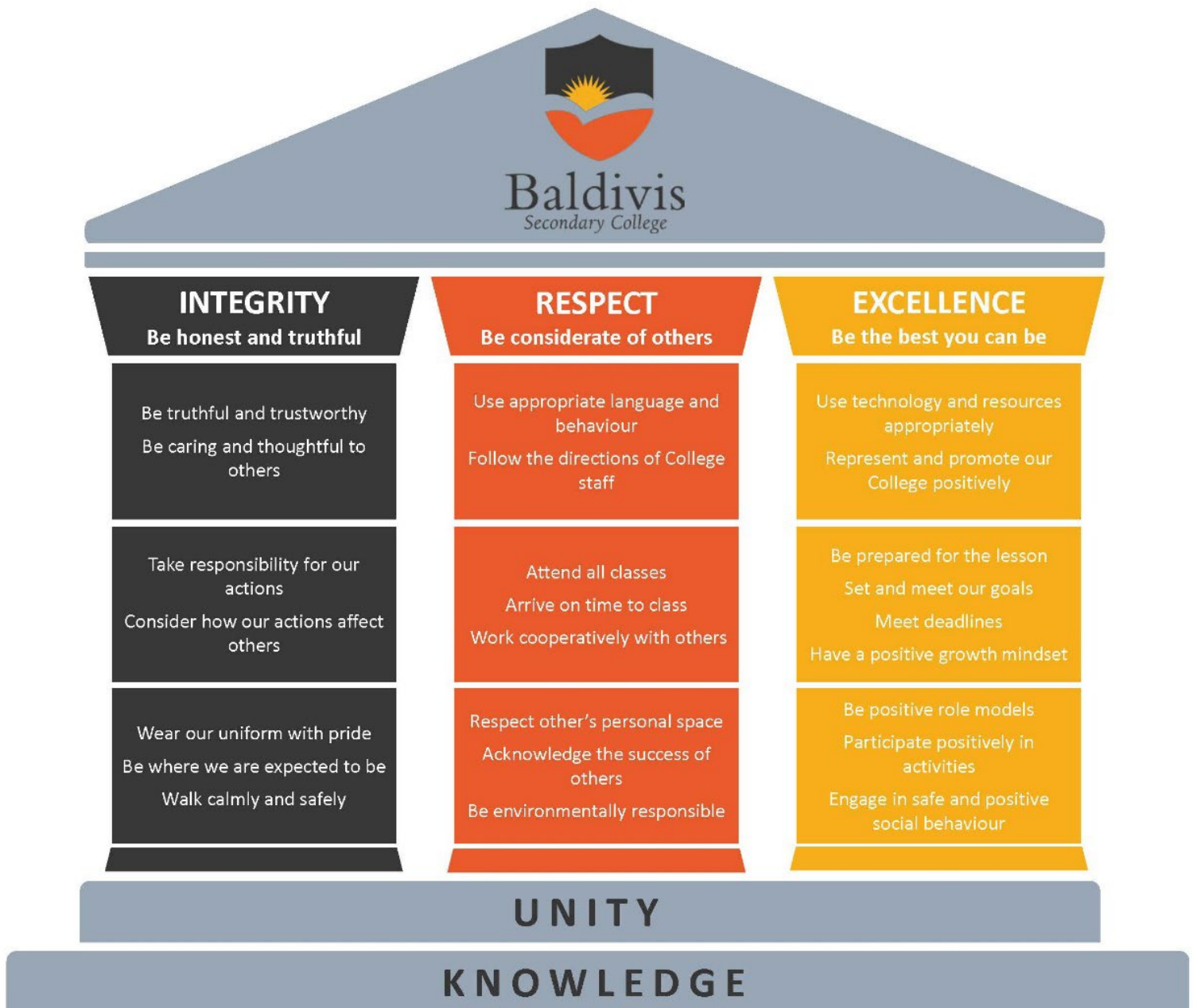
- threatening body language, verbal assault, belittling and humiliation, unwanted physical contact, manipulation, sexual harassment, and physical violence.
- threatening body language - hostile physical posturing – invading physical space
- personal attacks, threats, or profanity with intentional threats of physical harm

** Includes name calling, verbal threats, victimisation, racial vilification, harassment – face to face and virtual

*** Search protocols

Part 4: Supporting Documents

4.1 PBS Matrix



4.2 Vaping and Smoking

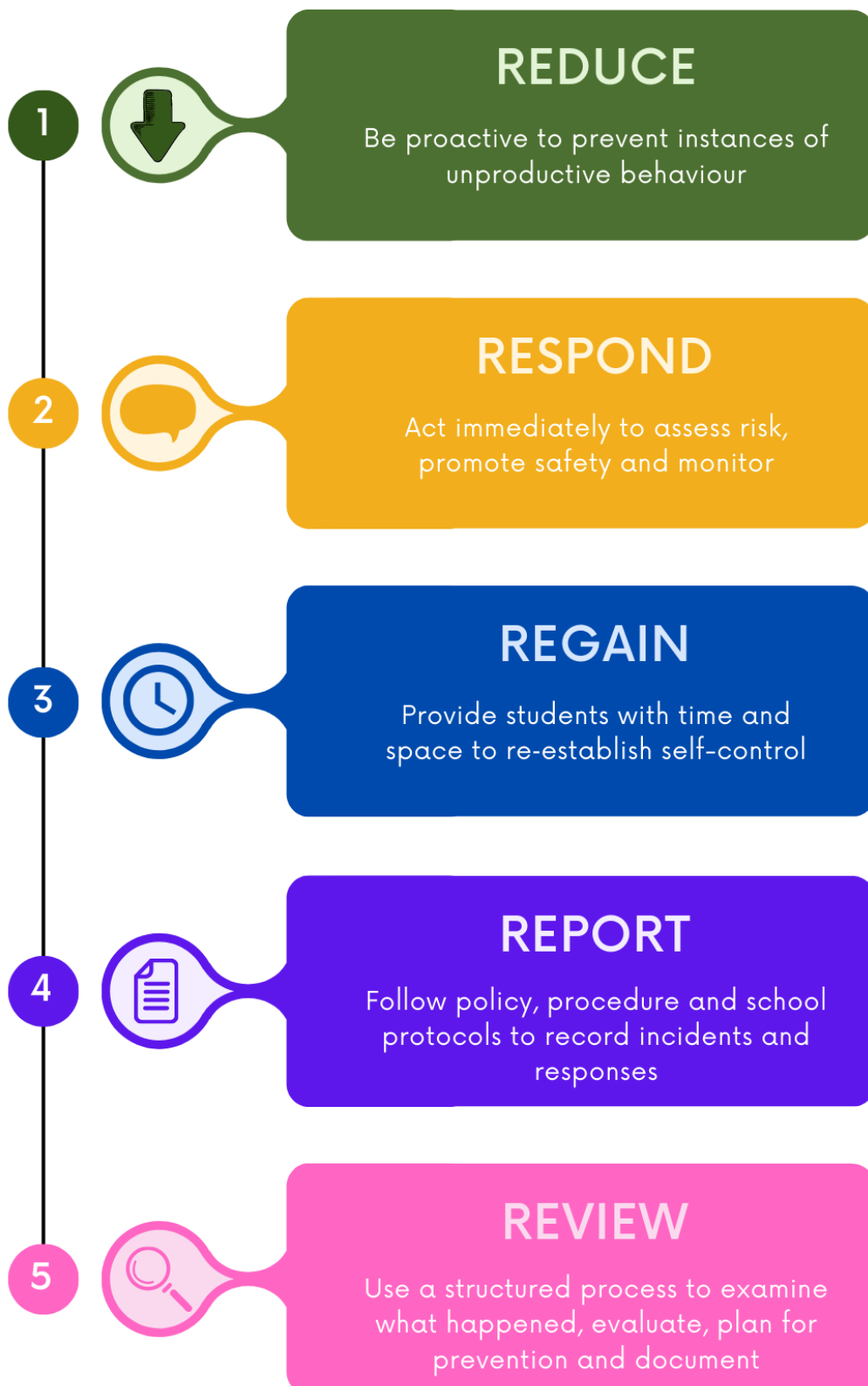
If a student is caught vaping or smoking on school property, the consequences will be immediate and as below:

- Students will be required to meet the relevant Deputy Principal who will immediately contact their parents to inform them of your behaviour.
- Vapes and vaping substances will be confiscated.
- Parents will be asked to come to the College and meet with the Deputy Principal and take the student home for the remainder of the day.
- A suspension for up to 3 days will be imposed.
- As with any incident contravening the school code of conduct, the opportunity to participate in extracurricular activities or attend field trips or excursions may be restricted.
- Bystanders may also be subject to discipline.

4.3 Preventing and reducing behaviour escalation.

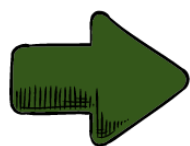
THINK SAFE - ACT SAFE

Follow the five 'Rs' to prevent and manage escalating behaviours



THINK SAFE - ACT SAFE

Preventing and reducing behaviour escalation



REDUCE

Be proactive to prevent instances of unproductive behaviour

- Set clear expectations
- Explicitly teach behaviours
- Use visual cues
- Practise behaviours
- Establish routines
- Reinforce
- Build rapport
- Engage students positively
- Use pre-corrections
- Use narratives and anecdotes to model and teach
- Maintain active supervision



RESPOND

Act immediately to assess risk, promote safety and monitor

- Observe
- Assess risk
- Act promptly
- Use proximity
- **Maintain safe physical distance**
- Use student names, redirect
- Use a calm, measured voice
- Give short clear directions
- Use diversion or distraction to refocus



REGAIN

Provide students with time and space to re-establish self-control

- Provide space, remove audience, use few words, reassure
- Maintain safe physical distance
- Do not discuss consequences at this point
- Promptly re-engage
- When appropriate, briefly reflect
- Allow student to express feelings and emotions
- Some students may want to withdraw, hide or sleep — manage appropriately
- Reinforce students' productive behaviours



REPORT

Follow policy, procedure and school protocols to record incidents and responses

- Report the incident
- Record incident in Academy
- Inform parents
- Follow up child protection processes
- Refer as appropriate
- Monitor



REVIEW

Use a structured process to examine what happened, evaluate, plan for prevention and document

- Review process to understand what, why, how to prevent and plan
- Follow up as appropriate students and staff
- Re-teach expectations and behaviours
- Use reinforcement strategically

4.4 Responding to escalating behaviour and potential crisis.

THINK SAFE - ACT SAFE

Responding to escalating behaviour or potential crisis

Do's

- ✓ Observe and assess risk
- ✓ Request assistance
- ✓ Maintain a professional demeanour, remain calm
- ✓ Take action to facilitate safety
- ✓ Use a measured tone of voice
- ✓ Use few words e.g. Say "Stop!" Direct students to safety e.g. "Move away."
- ✓ Maintain safe physical distance for physical safety
- ✓ Monitor the situation
- ✓ Continue to act to promote safety
- ✓ Provide first aid or seek other medical support as required
- ✓ Record what happened

Dont's

- ✗ Ignore
- ✗ Panic
- ✗ Position yourself too closely to other persons e.g. within their physical reach
- ✗ Make threats or false promises
- ✗ Leave the situation without appropriate supervision
- ✗ Use an inappropriate tone of voice e.g. angry, sarcastic

EMERGENCY CONTACT NUMBERS



If you require **urgent assistance** please use the following numbers:

Internal **Number to call:** **Ext. 33614**

External **Number to call:** **9523 3614**

These numbers are attended between 8:15am and 3:45pm daily.

! Use of physical restraint

Generally, restrictive practices such as physical restraint must only be used where:

- the restrictive practice is reasonable in all the circumstances, and
- there is no less restrictive measure available to respond to the behaviour in the circumstances.

For the use of physical restraint to be "reasonable", the restraint must be:

- proportionate to the risk of harm
- discontinued once the risk of harm has dissipated, and
- respect the student's dignity.

4.5 Maintaining personal safety and wellbeing.

BEHAVIOUR DE-ESCALATION

Tips to maintain safety and wellbeing

1



Stay Calm

- ✓ Regulate your own emotions
- ✓ Use a calm, controlled voice
- ✓ Keep your arms and hands open
- ✓ Maintain a natural facial expression
- ✗ Don't panic or yell
- ✗ Don't cross your arms or clench your fists
- ✗ Don't show an angry or annoyed facial expression

2



Be Safe

- ✓ Maintain your physical safety
- ✓ Respect the student's personal space
- ✓ Move others away
- ✓ Give short clear directions
- ✓ Ask for help
- ✗ Don't stand within physical reach
- ✗ Don't block the student's escape route
- ✗ Don't leave the scene unsupervised

3



Offer Support

- ✓ Ask open-ended questions, e.g. "I can see that you look angry. What is annoying you?"
- ✓ Allow time for the student to think and respond
- ✓ Clarify meaning
- ✓ Acknowledge the student's feelings
- ✓ Offer choices and explain the possible consequences
- ✗ Don't reprimand the student
- ✗ Don't make threats or false promises
- ✗ Don't use sarcasm

4



De-brief and Postvention

- ✓ Recognise the potential impact of critical incidents
- ✓ Write down everything you remember including the impact
- ✓ Discuss concerns with your team leader or trusted colleague
- ✓ Complete an Accident incident investigation report (AIIR) form if injured
- ✓ Access Employee Assistance Program
- ✓ Consult occupational safety and health representative.
- ✗ Don't worry if you feel angry, upset or anxious
- ✗ Don't ignore negative thoughts or feelings
- ✗ Don't share your thoughts, feelings or expectations with students

4.6 CMS Common Language

Classroom Management Skills

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Belonging	The extent to which students feel that they are accepted and connected to others in the learning environment.	When students feel that they belong they are more likely to engage in the learning.	- Emotional or social engagement - Inclusiveness - Safe classroom - Winning over - Positive cohesive bonding	Belonging has been seen as a universal need since 1948. Research into brain function suggests that a sense of belonging is critical in optimum conditions for individuals learning.	Adler, Glasser, Dreikurs, Brendtro, Stanley
Bump	A teacher's perception of a student's behaviour at a specific level that requires a response.	Using the language of bumps enables teachers to map the escalation of an interaction with a student in terms of their perception, evaluation, and response to the student behaviour in order to prevent or manage escalation.	The teacher tries to interpret the degree of bump and match it with the appropriate response. - Low Key Skills - Squaring off - Choices - De-escalating power struggles	- If the interpretation is incorrect, the response may escalate the behaviour. - The perception of the "bump" is different for individual teachers. - Based on the belief that behaviour is predictable and can be planned for.	Smilanich & Bennett
Enthusiasm	Having or showing great excitement and interest	Students are more likely to be motivated to show interest in a topic for learning if the teacher models a high level of interest themselves.	- Smiling - Engaging presentation - Variations in pitch and tone of voice - Hand gestures	Needs to be as authentic as possible to be successful.	

Skills Associated with Bumps

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Low Key Skills	The things that teachers say and/or do to prevent or respond to unproductive behaviour when it first occurs.	Used to quickly and efficiently control or diffuse a problem with a minimum of fuss and without interrupting the flow of the lesson.	They can be preventative or a response to unproductive behaviour. • They generally involve non or minimal verbal responses. • They do not stop the flow of the lesson – quick/quiet. • They do not invite escalation – they have low emotional content.	• In conferencing we divide the skill into winning over, preventing, and responding for the purpose of analysis. • If used when the behaviour escalates, the teacher may be seen as ineffective. • Many can be clustered together to increase the intensity of the response e.g., pause, look, gesture	Kounin

Low Key Skills

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Winning over	The skills employed to encourage students to bond positively with the teacher.	The more the student perceives that a teacher cares about them and their learning tasks the less likely that they will misbehave.	• Politeness • Meet students at the door. • Demonstrate personal interest. • Use of names • Humour • Enthusiasm • Smile	• There are three types of winning over: Academic, Social, Personal • Individual students have different levels and types of needs. • Be sincere	Dreikurs Kounin

Skills associated with 'Winning Over'.

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Academic winning over	The skills a teacher uses to demonstrate to students that they care about the academic work of the individual.	The more the student perceives that a teacher cares about their learning the less likely that they will misbehave.	- Marking work in a timely way - Explicitly noting student academic progress - Providing specific feedback	More academically able students regard this behaviour as demonstrating that a teacher cares about them.	
Social winning over	The skills a teacher uses to strengthen the social connections in the class	The more the student perceives that a teacher cares about their successful functioning of the class the less likely that they will misbehave.	- Modelling social expectations - Initiating, maintaining, and enhancing positive cohesion	Connects to belonging and safe classroom.	
Personal winning over	The skills a teacher uses to demonstrate that they like a student and care about them as an individual.	The more the student perceives that a teacher cares about them as a person the less likely that they will misbehave.	- Notices when they are away. - Remembering specific information about them. - Advocating for them in times of conflict - Providing praise and encouragement	Teachers have a special role – they can be friendly with students, but they are not their friends. Be aware of the difference.	
Politeness	A courteous manner that respects accepted social usage The act of showing regard for others	To model expected behaviour <u>Note:</u> It is harder for a student to go to power with a person who is being polite.	- Please - Thank you. - Sorry, that was my mistake	Politeness is culturally based so sensitivity to different cultural norms may be required	
Meet the students at the door	When a teacher demonstrates that they are ready for the students by meeting them at the door when they arrive at class.	If a teacher is unprepared, it signals that the students are not a high priority and they respond accordingly.	- Physically standing at the door to welcome students as they enter. - Private dialogue - Winning over - Proximity - Smiling	It allows forced proximity which helps settle the students.	

Baldivis Secondary College

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Demonstrating personal interest	When a teacher lets a student know that they have an interest in them as an individual	The more individual connections the teacher has with a student, the harder it is for them to escalate to power with the teacher	Remembering personal details e.g., favourite football team, noticing and acknowledging absences	- Maintain professional relationship at all times. - The skill is about being friendly but not becoming friends with the student.	
Use of names	Using a student's name	Using a student's name accords them with the respect of a distinct individual in the group.	- Intonation - Accuracy – remembering their preferred name	Can also be used as a minimal verbal.	
Humour	The quality of being funny	By displaying a good sense of humour, we make learning more enjoyable.		- Self- depreciation humour is the safest. - Avoid crossing the line from wit to sarcasm. - Can be used to de-escalate power.	

Skills associated with Preventing Unproductive Behaviour

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Preventing Unproductive Behaviour	Skills a teacher uses to be proactive and plan for unproductive behaviours.	The more proactive the teacher the less opportunity for the students to display unproductive behaviours.	- Signal to begin. - Transition - Proximity - Private Dialogue - Active scan	The teacher needs to demonstrate 'withitness' for these strategies to work.	
Signal to Begin	A routine sequence of teacher behaviours that result in the whole class focused and listening to the teacher.	By using a procedure to efficiently bring a class to quiet the teacher is increasing the opportunity for academic engagement and reducing the opportunity for unproductive student behaviour.	- For Example: - The Cue - Active pause - Scan	- The signal to begin is also the beginning of a transition. - The length of time, number and type of LKS used depends on the context.	Smilanich

Baldivis Secondary College

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
			• Low key skills if necessary • Scan • Finish with “thank you”. • • 100% attention is needed for the lesson to begin or progress	• The teacher sets the expectation and trains the students to respond to the signal over time. • Also called a Cue to Start	
Transition	A sequence of teacher instructions that create orderly movement of students (and/or equipment.)	To increase the chance that student movement is orderly and efficient.	• Signal to Begin • A statement when the students will move. • A statement of what actions are expected of them. • A statement of who will move. • Check for understanding. • A statement to move. • Monitoring and using proximity • Provide specific and positive feedback	• A complex transition may be broken down into a series of small transitions. • Poorly planned transitions provide opportunities for inappropriate behaviour. • Transitions also apply to change of educational activity as well as movement.	Kounin
Proximity	Preventative proximity is general movement around the classroom or to specific area where unproductive behaviour is likely to occur.	Moving near students increases the chances that they will participate.	• Moving around the room to allow you to see the level of participation. • Calm and neutral body language.	• It is often combined with scanning and private dialogue. • Be aware of personal space. • May also be used to respond to unproductive behaviour	Kounin
Private Dialogue (preventative)	A conversation between a teacher and a particular student that is conducted so that the audience is reduced to a minimal level.	Enables the teacher to discuss issues with a student while minimising the engagement with allies. The more private the dialogue the lower the risk of public failure and indicates that teacher is concerned to keep the student safe.	• Teacher positions themselves to be physically close to the students and drops voice to an intimate level. • • The conversation should be at a lower level than general	• Student will model their voice after the teacher’s voice. • Can also be used for a range of reasons including winning over and responding to unproductive behaviour.	Kounin

Baldivis Secondary College

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
			classroom noise and at the level of the student. e.g., crouch		
Active Scan	When a teacher overtly monitors student behaviour.	Active scanning increases the chances that students will participate and provides opportunity to intervene if they are not.	Positioning to achieve maximum visual overview of the students.	- Is often combined with proximity and private dialogue. - Also associated with 'withitness'	Kounin
Type of Response	To explicitly indicate	Increases accountability and helps to prevent uncontrolled interactions. The teacher can opportunity for unproductive student behaviour.	- Hands up - No hands, I'll choose. - Call out. - Scan - Finish with "thank you". 100% attention is needed for the lesson to begin or progress	- You do not have to signal the type of response for each question, signal for a series of questions. - The teacher sets the expectation and trains the students to respond to the signal over time. - Also called a Cue to Start	Kounin

Skills associated with Responding to Unproductive Behaviour

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Responding to Unproductive Behaviour	Skills a teacher uses to respond to unproductive behaviour when it first begins.	The earlier a teacher observes a specific behaviour and responds the less disruption to the learning.	- Planned Ignore - Private Dialogue - The Pause - The Look - Minimal Verbal - Gesture - Deal with the Problem - Modelling Appropriate Behaviour - Responding to Appropriate Behaviour - Come on Back. - Deal with the Allies First - Square Off - Choice - Implied Choice - Defusing Power	When misbehaviour does occur, the teacher's response should be of the same or shorter duration than the disruption, and after the intervention the classroom atmosphere remains positive or neutral.	
Planned Ignore	The intentional ignoring of a low-level unproductive behaviour.	Used to <u>not attend</u> to a behaviour for which a student is seeking attention to discourage the student from continuing.	Withholding visual and verbal cues of attention towards the student's behaviour.	- Only useful for low level behaviours or if the behaviour is not interfering with the learning of others. - If student has an ally you are obligated to act. - Should not be used frequently.	
Deal with the Problem not the student	Where the teacher focuses on the student behaviour rather than on student intentions or student personality traits	By dealing with what the student is doing and nothing else, we are not being judgmental and are not inviting a power struggle.	Usually, an action or minimal verbal request responding to a physical behaviour, <i>e.g.</i>, "Phone Please".	- Voice tone needs to be monitored. - Remain calm and neutral and follow with a "thank you"	Kounin

Baldivis Secondary College

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
			Clearly indicates that it is the behaviour not the student that is unacceptable.		
Private Dialogue (responding)	A conversation between a teacher and a particular student that is conducted so that the audience is reduced to a minimal level.	Enables the teacher to discuss issues with a student while minimising the engagement with allies. The more private the dialogue the lower the risk of public failure and indicates that teacher is concerned to keep the student safe.	- Teacher positions themselves to be physically close to the students and drops voice to an intimate level. - The conversation should be at a lower level than general classroom noise and at the level of the student. - e.g., crouch down.	- Student will model their voice after the teacher's voice. - Can also be used for a range of reasons including winning over and preventing unproductive behaviour.	Kounin
Proximity	Responding Proximity is movement in response to a specific behaviour.	Moving near students increases the chances that they will participate.	Moving towards a student in response to a behaviour.	- Calm and neutral body language. - It is often combined with scanning and private dialogue. - Be aware of personal space. - May also be used to respond to unproductive behaviour	Kounin
The Pause	To deliberately stop speaking to communicate that a specific behaviour is inappropriate.	This signals to a student or students that the teacher is aware of the unproductive behaviour, and it is cue for them to cease with minimum disruption to the flow of the lesson.	Stop speaking for a brief period often mid-delivery.	Generally, no longer than 3-5 seconds as longer may provide opportunities for allies to join in.	Kounin
The Look	The deliberate use of extended eye contact towards a specific student	To communicate to a student or group of students that you are aware of their behaviour without stopping the flow of the lesson.	Often combined with a pause.	- Can be used discreetly. - Can be used with a smile.	Kounin

Baldivis Secondary College

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
				Be aware of the length of the look as it can be an invitation to power.	
Minimal Verbal	The skill of using as few words as possible to communicate that a behaviour is inappropriate.	To communicate to a student that the behaviour is inappropriate in a way that causes minimal disruption to the lesson, does not engage the student to verbally respond and avoids confrontation.	Keep statements as short as possible – two to three words.	- Be aware of the power of intonation, syllable emphasis and inflection. - Be aware of body language.	Kounin
Non-verbal	The skill of use body language to communicate that a behaviour is inappropriate.	To communicate to a student that the behaviour is inappropriate in a way that causes minimal disruption to the lesson, does not engage the student to verbally respond and avoids confrontation.			
Gesture	Visual and physical movement or motion that communicates that a specific behaviour is unacceptable.	To signal to the student that the behaviour is inappropriate while causing the least disruption to the flow of the lesson.	- Finger to lips - Hand as stop signal. - Wag finger	- Student needs to see gesture. - Be aware of facial expression.	Kounin
Modelling Appropriate Behaviour	The public praising of a specific appropriate behaviour of a student to influence the behaviours of others.	To encourage the student/students close by to follow the same behaviour. Relies on the “ripple effect:”	- Friendly and encouraging tone. - Overt use of voice so that other students hear it.	- Overuse can reduce the effectiveness of this skill. - Increases positive cohesion in a classroom. - MABs in clusters can be culturally more appropriate. - Differs from a RAB because of the teacher rationale.	Dreikurs, Albert, Curwin and Mendler

Baldivis Secondary College

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Come on Back	What the teacher says or does to bring the student back into the lesson in a positive way, as soon as possible after an intervention due to their unproductive behaviour.	To restore positive cohesion between the student and the teacher. Encourages student to reengage with the learning.	- Catching the student acting appropriately (RAB) - May involve the teacher asking a low-level question of a student (that they know they will be able to answer) in order to draw them back into the learning again	If asking a question, ensure that it is at a level that guarantees success for the student.	Dreikurs, Albert, Curwin and Mendler
Deal with the Allies First	During an intervention with a student, to first neutralise the involvement of other students who seek to prolong or escalate the initial disruption.	By dealing with the allies first, it reduces the chance that the situation will escalate and helps maintain positive cohesion.	- Use a low-key skill e.g., proximity to break eye contact between students. - Deal with the ally first using MV and/or NV. - Say with "thank you". - Once you stop the ally, return to the first student.	- The students may be friends, but more often are not. - Do not get involved in sorting out guilt or innocence.	Kounin

Square Off

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Square Off	Skills a teacher uses to respond to students who continue to behave in an unproductive way when the use of low-key skills has not stopped this behaviour.	To signal to the student that the teacher has interpreted a higher level of disruption by indicating that they will stop teaching to deal with the matter. This forces the student to take some responsibility for their behaviour by making a choice to stop.	- Pause and stop talking. - Turn toward your body so that you are squared with the student. - Give a minimal verbal or non-verbal request to stop. - Finish with "Thank you".	When misbehaviour does occur, the teacher's response should be of the same or shorter duration than the disruption, and after the intervention the classroom atmosphere remains positive or neutral.	

Choice

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Choice	A skill the teacher uses to present options or to allow students to generate their own options in order to prevent escalation.	By offering the opportunity to make a choice, the teacher is requiring the student to be more responsible for the consequences of their actions.	1. Stop teaching. 2. Square off. 3. Give an effective choice. 4. Pause for a response. 5. Finish with "Thankyou".	• How the choice is delivered is important to the success.	Dreikurs, Glasser
Effective Choice	A choice stops the unproductive behaviour and allows teaching and learning to continue.	The more effective the choice offered the more likely that positive cohesion will be maintained, and the students will perceive the teacher as fair and consistent.	•	• Use the principles of logical and natural consequences	Dreikurs, Glasser

Implied Choice

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Implied choice	When the student opts for the consequence then the teacher follows through to make it happen.	If the teacher does not follow through with the consequence, then this may be perceived as inconsistent or weak and invite escalation.	• "You have made the choice to..." If the student asks for another chance: • "Next time you will make a better choice. This time you will need to..."	Implied choice has two dimensions: • following through on the consequence for the student • the implication that a choice given to one student for a specific behaviour applies to all students	Dreikurs

Defusing Power

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Defusing power	The skills a teacher uses to recognise student invitations to power and to respond without escalating.	By shifting the locus of control onto the student without engaging with the student emotionally, the teacher prevents escalation while maintaining positive cohesion with the rest of the class.	1. Pause or stop. 2. Square Off 3. Take 2-3 deep breaths. 4. Deal with Allies First (if applicable) 5. Shift responsibility 6. Pause 7. Allow the student to save face. 8. Complete the interaction with a "thank you"	• Teacher has to 'cooperate' with the student for a power struggle to continue. • The student's aim is to push the teacher to the point of demanding obedience. • The move to power is about defiance and opposition. • In a power struggle the score is based on the degree of anger that can be generated • Beware the paradox of negative reward – if a student wants to be ejected from class and you reward them with what they want, they will repeat the behaviour on other occasions. •	Dreikurs Glasser Albert Curwin and Mendler

Instructional Skills

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Student Engagement	Sustained behavioural involvement in learning activities accompanied by a positive emotional tone that shows a commitment to learn.	Student engagement is a prerequisite for learning	- Emotional - Behavioural - Cognitive	- The three elements interact in a constant dynamic. - Students need to feel safe in order to want to participate so that learning can then occur. - This process is influenced by any changes to student self-concept, teacher skill and the difficulty and importance of the task.	Skinner and Belmont (1993), Fredrickson et.al
Emotional Engagement	The level of social connection and belonging that students have in relation to school.	Students need to feel safe and to belong before they want to actively participate.	- Connectedness - Positive Cohesiveness - Belonging	Emotional engagement is concerned with feelings – whether they like school, respect their teachers, perceive that they are accepted by the group.	Epstein & McPartland, 1976; Yamamoto, Thomas, & Karns, 1969)
Behavioural Engagement	The level of observable participation.	The higher the level of active participation the more likely that cognitive engagement will occur.	- Attendance - Level of on-task activity.	Behavioural engagement is concerned with doing –it includes a range of behaviours from actual physical attendance through to the level of on-task behaviour in class activities.	Karweit, 1989; Peterson, Swing, Stark, & Wass, 1984).
Cognitive Engagement	The level of higher order thinking and deep, self- regulated learning.	The higher the cognitive engagement the deeper and stronger the learning.	- Level of in-task activity - Flow - Higher order thinking	Cognitive engagement is concerned with thinking – the internal process of motivation, higher order thinking that leads to long term learning.	Boekarts, Pintrich, & Zeidner, 2000;

Concepts that Influence Student Engagement

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Active Participation	The level of student engagement in educational tasks.	Encouraging active participation increases the chances that more of the students will be involved in more of the learning more of the time.	- Accountability - Safe Classroom	Active participation involves the manipulation of complex and contrary concepts, the level of which varies significantly with changes to context.	Kounin
Accountability	Requiring students to publicly demonstrate specific responses.	Increasing accountability helps overcome avoidance by increasing the level of concern of public failure.	- Type of response - Active scanning - Proximity - Whole class - Overt - Feedback - Distribution of responses	- Manipulates the fear of public failure to overcome avoidance so needs to be used in conjunction with safe classroom through responding to the efforts of the learner. - The more specific and strict the criteria of success the higher the risk for the student	Doyle
Safe Classroom	The extent to which students will risk public failure.	When students feel accepted and cared for, they are more likely to attempt public learning and hence achieve public success.	- Winning over - Wait time. - Opportunity to rehearse. - Covert - Encouragement - Responding to the efforts of the learner - Private dialogue	If there is no balance with individual accountability students can move into dependency or they disengage from the task.	Adler Dreikurs Glasser Kounin

Skills Connected with Accountability

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Type of Response	The instruction from the teacher that informs the students of the way they are required to answer a question.	The type of response signals to the student the level of accountability.	• Share with partner. • Write • Hands up • Think to yourself. • Choral • I'll choose. • Gesture • Show me (act it out) • Call out	• If the teacher doesn't specify the type of response, then the default is calling out. This can interfere with active participation and contribute to percolation.	Kounin
Active Scanning	When a teacher overtly monitors student behaviour.	Active scanning increases the chances that students will participate and provides opportunity to intervene if they are not.	• Positioning to achieve maximum visual overview of the students.	• It is often combined with proximity and private dialogue.	
Proximity	When a teacher moves around the room during a task.	Moving near students increases the chances that they will participate.	• Moving around the room to allows you to see the level of participation.	• It is often combined with scanning and private dialogue.	
Whole class	When a teacher gives an instruction that requires every student to prepare an answer or participate in a task.	Whole class instructions encourage active participation when a student cannot predict if they will be required to respond publicly.	• "Everyone, write down the definition for nouns that we learnt in yesterday's lesson..." • "I want the whole class to stand up and move to the corner that they think shows the correct answer..." • "Thumbs up, thumbs down, I want to see everyone with their thumbs up..."	• This is often used as part of a sequence that begins with covert, think to yourself, or share with partner and ends with teacher selecting a student to respond.	

Baldivis Secondary College

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Overt	A student response that is observable by others.	A teacher requires overt responses in order to make the student accountable.	• Discuss with your partner. • Thumbs up if you agree. • Write your answer. • Share your answer. • Act it out	• The larger the audience, the higher the level of concern for students.	
Feedback	Critical assessment on information produced.	Knowledge of results increases accountability and can motivate students to continue on a task.	• Correct • Incorrect • Partially correct	• Feedback should be as immediate, specific, and encouraging as possible.	
Distribution of Responses	How the teacher determines who will respond to a question.	The more equitable and unpredictable the distribution the higher the accountability.	• Random selection • Volunteer • Teacher choice	• The choice of method depends on the learning needs of the moment and can be used to manipulate the relative levels of safe classroom and accountability.	

Skills Connected to Safe Classroom

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
Winning over	The skills employed to encourage students to bond positively with the teacher.	The more the student perceives that a teacher cares about their learning the less likely that they will misbehave.	• Politeness • Meet students at the door. • Demonstrate personal interest. • Use of names • Smile • Humour • Enthusiasm	• There are three types of winning over: • Academic, Social, Personal • Individual students have different levels and types of needs	
Wait time	The time between when a question is asked, and an answer is required by the teacher.	Providing wait time allows students to prepare a response.	• Whole class wait time. • Individual wait time	• Generally, the more wait time the better quality the response. The amount needed varies with the difficulty of the question, and the processing needs of individual students.	
Opportunity to rehearse	Practicing and perfecting a response internally or with a small group before attempting a response for a more public audience.	This increases the confidence of students to risk failure in a public setting.	• Think to yourself... • Share your thinking with your partner...	• The more difficult the question the more useful this is as a tactic. Allows for peer teaching.	
Covert	A student response that is not observable to others.	This provides opportunity to fail without risk of rejection by others.	• Think to yourself... • Imagine... • On your own...	• Covert usually comes as a preparation for an overt response.	
Encouragement	The expression of approval and support.	Encouragement supports confidence and provides hope for students.	• Nearly there... • I can see how hard you are trying... • I love the way you keep persisting...	• Praise effort rather than for simply acknowledging correct responses as this supports motivation.	

Baldivis Secondary College

Label	Definition	Rationale	Elements/skills	Caution/nuance	Theory
			Well done!		
Responding to the efforts of the learner	How a teacher responds to a student response.	How a teacher responds when a student risks a public answer helps determine the likelihood that the student will take a risk at a later time.	- Correct - Partially Correct - Incorrect - Silly - Guess - No response	Each response needs to address the underlying reasons for the initial student response and move the student closer to learning. This may involve asking supplementary questions, scaffolding the question, providing more opportunity for rehearsal, or seeking support from peers.	
Private dialogue	A conversation between a teacher and a particular student that is conducted so that the audience is reduced to a minimal level.	The more private the dialogue the lower the risk of public failure and indicates that teacher is concerned to keep the student safe.	Teacher positions themselves to be physically close to the students and drops voice to intimate level.	Can be used for a range of reasons including winning over, preventing or responding to behaviour.	

4.7 Checklists for managing violence and critical incidents.

Checklist 1: Psychological and emotional harassment of Staff

Stalking, continuous emails, inappropriate social media posts, phone calls, verbal bullying by an adult **about a staff member**.

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY	WITHIN 24 HOURS
☐ Implement BSC emergency and critical incident management plan. ☐ Deal with the incident, listen to the complaint and neutral. ☐ Arrange relief to allow aggrieved staff member recovery time and to document all incidents pertaining to the case. ☐ Do not delete emails, telephone lists and received calls. ☐ Consult the College psychologist/chaplain to provide support if necessary.	☐ Lodge an Online Incident Notification. ☐ Contact coordinator of regional operations of incident. ☐ Ensure staff member is supported (e.g., provide psychological first aid). ☐ Inform staff to not respond and to refer further contact/issues to principal. ☐ If another staff member is the offender, contact the coordinator regional operations for advice on procedures. ☐ Consult occupational safety and health representative.	☐ Refer to DoE Workplace Bullying Policy and Guidelines for the use of social media. ☐ Inform staff of measures put in place. ☐ Inform Police if necessary. ☐ Access information from coordinator regional operations about legal advice and action(s) to be taken to address the behaviour (see Visitors and Intruders on School Premises policy). These may include: • Prohibition Orders • Charges of assault • Restraining Orders. ☐ Principal to send letter to the perpetrator outlining the issue and requesting cessation of behaviour (seek advice from coordinator regional operations for support with wording). ☐ Meet with those involved and arrange for mediation if this is appropriate. ☐ Inform perpetrator of the process. ☐ Refer to information on social media.

Suggested follow-up and recovery:

- ☐ Inform staff of relevant counselling support (Employee Assistance Program).
- ☐ If a staff member is suffering an adverse reaction, advise them to see their doctor, OSH representative and of their rights to workers' compensation.
- ☐ If appropriate, inform staff of their right to report the matter to Police.
- ☐ Access Manager Assistance program for advice on dealing with difficult or complex issues (e.g., conflicts between staff).

Checklist 2: Threatening behaviour and/or verbal abuse toward staff from adult

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY	WITHIN 24 HOURS
☐ Remain calm and assess the seriousness of the threat. ☐ Implement the BSC emergency and critical incident management plan. ☐ Call the College Emergency Contact Number (if during school hours) – 9523 3614. ☐ Minimise risk to others by securing the area. ☐ Separate victim and perpetrator (if practicable and safe). ☐ Move the victim to a safe place and protect in place. ☐ Issue a directive to the offender to leave the College premises (if the offender is not a staff member). ☐ Inform the offender of the course of action to be taken, including Police involvement if not cooperative. ☐ Contact Police on 13 14 44 if the offender refuses to comply. ☐ Organise to protect in place (lockdown) if appropriate. ☐ Communicate with all relevant staff. ☐ Support the victim/s (i.e., arrange for them to be taken home – refer to staff emergency contact list) and organise teacher relief for the class. ☐ Closely monitor the offender until Police arrive.	☐ Provide support for affected staff (assessment of ability to fulfil duties) and provide teacher relief if necessary. ☐ Lodge an Online Incident Notification. ☐ Contact coordinator of regional operations to request further assistance if required, including a security officer. ☐ Provide psychological first aid. ☐ Document any threats in as much detail as possible including statements from witnesses. ☐ Consult occupational safety and health representative.	☐ Maintain ongoing support for affected staff. ☐ Link with relevant support (e.g., counselling services, Employee Assistance Program for staff and/or College psychologist for students). ☐ Brief appropriate staff. ☐ Reconsider College site security. ☐ Review emergency and critical incident management plan. ☐ Access information from coordinator of regional operations about legal advice and action(s) to be taken to address the behaviour. These may include: • Prohibition Orders • charges of assault • restraining orders. ☐ Have an emergency and critical incident management plan that considers specific measures for staff involved. ☐ Send letter to the parents/caregivers of students.
Suggested follow-up and recovery: ☐ Express appreciation to staff. Write notes/letters of thanks to those who assisted, and any agency staff involved. ☐ Provide professional learning for relevant staff, including front office staff. ☐ Review Visitors and Intruders on School Premises policy.		

Checklist 3: Violence from a student toward staff

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY	WITHIN 24 HOURS
☐ Implement the BSC emergency and critical incident management plan. ☐ Call for help/support from predetermined staff. ☐ Call the College Emergency Contact Number (if during school hours) – 9523 3614. ☐ Assess the situation/evacuate area, implement lockdown if necessary. ☐ Apply first aid and assess the damage. ☐ Remove/isolate students if possible or monitor their whereabouts (use appropriate restraint techniques under Department policy if necessary). ☐ Allow time for the student to cool down in an area with supervision. This is not the time to discuss the incident. ☐ Take the victim from the site of the assault to a safe area, if necessary. ☐ Contact the parent/caregiver of the alleged offender. ☐ Arrange teacher relief and determine arrangements for students (where appropriate). ☐ Contact the victim's immediate family/close friend and arrange for them to be taken home (do not assume the victim will be fit to drive) – refer to staff emergency contact list. ☐ Support the victim to visit a medical practitioner and other support agencies if appropriate. ☐ Call Police on 13 14 44 or local Police station OIC if necessary. ☐ Do not disturb site and/or other evidence until cleared by Police.	☐ Lodge an Online Incident Notification. ☐ Organise support person for the victim(s). ☐ Provide support for staff who witnessed the incident. ☐ Provide support for students who witnessed the incident. ☐ Contact CRO to request further assistance including a security officer if required. ☐ Complete an Accident and Incident Investigation Report (AIIR form). ☐ Brief staff with clear communication about actions taken. ☐ Do not allow witnesses to discuss the incident. ☐ Organise photographs, witness statements if Police have not attended. ☐ Consider a recommendation for exclusion as per CEO Instruction 1/2018. ☐ Implement appropriate disciplinary measures for/with the student. ☐ Contact community stakeholders, parents/carers and refer to Department of Communities: Child Protection and Family Support and other agencies as appropriate. ☐ Telephone parents/caregivers of students who witnessed the incident if appropriate. ☐ Seek advice from the Department's media unit on 9264 5821 (24 hours) before responding to any media contact. ☐ Send letter to BSC parents/caregivers about the incident. ☐ Arrange recovery time for staff if necessary. ☐ Consult occupational safety and health representative.	☐ Inform the victim of their right to report the assault to Police. ☐ Link with relevant support (e.g., counselling services, Employee Assistance Program for staff and/or College psychologist for students). ☐ Debrief appropriate staff. ☐ Complete all documentation including review of relevant plans and commence appropriate support and disciplinary processes for the student. ☐ Ensure timelines are met if exclusion process is to be implemented. ☐ Assess College site security. If there is ongoing risk, contact School Security on 9264 4632 to request their presence as required. Suggested follow-up and recovery: ☐ Develop a return-to-work plan to support the victim. Consult the Employee Support Bureau for advice. ☐ Develop re-entry procedures for the student/offender. ☐ Check the wellbeing of those affected. ☐ Review College operations regarding behaviour management. ☐ Email the occupational safety and health unit at the Employee Support Bureau if a staff member is absent from work for more than three consecutive days following an incident/injury. The bureau will inform Worksafe of notifiable injuries under the legislation email.

Checklist 4: Violence between students

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY	WITHIN 24 HOURS
☐ Implement the BSC emergency and critical incident management plan. ☐ Call for help/support from predetermined staff. ☐ Call the College Emergency Contact Number (if during school hours) – 9523 3614. ☐ Call Police on 131 444 or local Police team. ☐ Apply first aid and assess the damage. ☐ Take the victim from site of the assault to a safe area if necessary. ☐ Ensure all students involved (victim and aggressor) are safe and supported. ☐ Organise lockdown if appropriate. ☐ Do not disturb site and/or other evidence until cleared by Police. ☐ Contact the victim's immediate family and arrange for them to be taken home or to visit a medical practitioner and other support agencies if appropriate. ☐ Seek advice from the Department's media unit on 9264 5821 (24 hours) before responding to media contact.	☐ Lodge an Online Incident Notification. ☐ Organise support person for the victim(s). ☐ Provide support for staff and students who witnessed the incident. ☐ Collect written statements from both students and any other witnesses. ☐ Contact Coordinator of Regional Operations to request further assistance including a security officer if required. ☐ Telephone parents/caregivers of students who witnessed the incident. ☐ Send a letter to the parents of the class detailing the incident and reassuring action. ☐ Arrange recovery time for staff if necessary. ☐ Suspend the student who instigated the violence as per the Director General Directive. ☐ Consult occupational safety and health representative.	☐ Inform the victim's parents of their right to report the assault to Police. ☐ Link with relevant support (e.g., counselling services, Employee Assistance Program for staff and/or school psychologist for students – victim and aggressor). ☐ Brief appropriate staff. ☐ If the incident was classroom-based, Deputy Principal and/or Principal visit classroom to de-brief students and teacher. ☐ If the incident was yard-based, student briefings held if deemed appropriate.

Suggested follow-up and recovery:

- ☐ Express appreciation to staff. Write notes/letters of thanks to those who assisted, and any agency staff involved.
- ☐ Advise staff of relevant counselling support (Employee Assistance Program).
- ☐ Develop a return to school plan with a focus on strategies to support victim(s).
- ☐ Follow-up strategies for staff and students who may have also been affected.
- ☐ Provide professional learning for staff on preventing and defusing aggressive situations.
- ☐ Encourage regular discussion to allow staff to deal with their feelings about the incident.
- ☐ Investigate the incident and review safety management to reduce risk in the future.

Checklist 5: Violence from an adult toward staff

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY	WITHIN 24 HOURS
☐ Implement the BSC emergency and critical incident management plan. ☐ Call for help/support from predetermined staff. ☐ Call the College Emergency Contact Number (if during school hours) – 9523 3614. ☐ Call Police on 13 14 44 or local Police station OIC and direct offenders off the premises as per Visitors and Intruders on School Premises policy. Ensure offenders have left and/or the site is secure. ☐ Apply first aid and assess the damage. ☐ Take the victim from site of the assault to a safe area if necessary. ☐ Organise lockdown if appropriate. ☐ Arrange teacher relief and determine arrangements for students (where appropriate). ☐ Make a note of the offender's characteristics such as height, weight, hair colour, direction of their departure, vehicle registration. ☐ Do not disturb site and/or other evidence until cleared by Police. ☐ Contact the victim's immediate family/close friend and arrange for them to be taken home (do not assume the victim will be fit to drive) – refer to staff emergency contact list. ☐ Encourage the victim to visit a medical practitioner and other support agencies if appropriate. ☐ Seek advice from the Department's media unit on 9264 5821 (24 hours) before responding to any media contact.	☐ Lodge an Online Incident Notification. ☐ Organise support person for the victim(s). ☐ Provide support for staff who witnessed the incident (refer to staff emergency contact list for support person). ☐ Provide support for students who witnessed the incident. ☐ Contact coordinator of regional operations to request further assistance including a security officer if required. ☐ Complete an accident report form and provide information for workers' compensation. ☐ Telephone parents/caregivers of students who witnessed the incident. ☐ Send a letter to the college community detailing the incident. ☐ Arrange recovery time for staff if necessary. ☐ Consult occupational safety and health representative.	☐ Inform the victim of their right to report the assault to Police. ☐ Link with relevant support (e.g., counselling services, Employee Assistance Program for staff and/or College psychologist for students). ☐ Brief appropriate staff. ☐ Send a letter to the offender to formalise directives (e.g., Prohibition Order). ☐ Notify the offender of the conditions for further communication with the College. ☐ Assess College site security. If there is ongoing risk, contact School Security on 9264 4632 to request their presence as required.

Suggested follow-up and recovery:

- ☐ Express appreciation to staff. Write notes/letters of thanks to those who assisted, and any agency staff involved.
- ☐ Advise staff of relevant counselling support (e.g., Employee Assistance Program).
- ☐ If the staff member is suffering an adverse reaction, advise them to see their doctor, OSH representative and of their rights to workers' compensation.
- ☐ Develop a return-to-work plan with a focus on strategies to support victim(s).
- ☐ Follow-up strategies for staff and students who may have also been affected.
- ☐ Review the emergency and critical incident management plan lockdown protocols and visitor management procedures.
- ☐ Provide professional learning for staff on preventing and defusing aggressive situations.
- ☐ Encourage regular discussion to allow staff to deal with their feelings about the incident.
- ☐ Investigate the incident and review safety management to reduce risk in the future.

Checklist 6: Intruders on College premises

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY	WITHIN 24 HOURS
☐ Implement the BSC emergency and critical incident management plan. ☐ Call the College Emergency Contact Number (if during school hours) – 9523 3614. ☐ Principal to ask intruder's name and business at college. ☐ Direct to front office if legitimately on site to follow sign-in protocols (as per Visitors and Intruders on School Premises policy). ☐ Direct intruder to leave the premises as they are trespassing. ☐ If an intruder refuses, advise you will call the Police. ☐ If an intruder refuses to comply with your request, contact the Police on 13 14 44 or local Police station OIC. ☐ Contact School Security 9264 4632 to access a security officer and other support. ☐ Contact coordinator of regional operations and request further assistance if required. ☐ Organise lockdown if appropriate. ☐ Monitor intruder from a safe distance where possible and without escalating the situation. ☐ Note description of intruder, vehicle registration. ☐ Seek advice from the Department's media unit on 9264 5821 (24 hours) before responding to any media contact.	☐ Lodge an Online Incident Notification. ☐ If a repeat offender, seek advice from coordinator of regional operations about issuing a Prohibition Order. ☐ Document any threats in as much detail as possible. ☐ Arrange recovery time for anyone who needs it. ☐ Inform neighbouring schools if appropriate. ☐ Consult occupational safety and health representative.	☐ Brief appropriate staff. ☐ Formalise directions in writing such as a Prohibition Order. ☐ Contact the other school or contact parents/caregivers directly if other students are entering the site without permission. ☐ Email other schools in the area. ☐ Reconsider College site security. If there is an ongoing risk, contact School Security on 9264 4632 to request their presence as required. ☐ Prepare information for college newsletter, website, social media site.

Suggested follow-up and recovery:

- ☐ Review the emergency and critical incident management plan and visitor management procedures.
- ☐ Provide professional learning for all staff on the visitor management procedures.
- ☐ Meet with out of hours staff (cleaners, gardeners, College psychologist) to inform them of how to report intruders on site.
- ☐ Review Visitors and Intruders on School Premises policy.

Checklist 7: Property violation

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY	WITHIN 24 HOURS
☐ Implement the BSC emergency and critical incident management plan. ☐ Call the College Emergency Contact Number (if during school hours) – 9523 3614. ☐ Call Police on 13 14 44 or local Police station OIC. ☐ Reconsider College site security. If there is an ongoing risk, contact School Security on 9264 4632 to request their presence as required. ☐ Assess the impact on college such as graffiti/vandalism if targeted against staff. ☐ Photograph incidents of property violation. ☐ Arrange for prompt removal of graffiti. ☐ Organise clean-up teams. ☐ If damage took place in a classroom, consider relocating students.	☐ Lodge an Online Incident Notification. ☐ If property violation was targeted at staff, organise a support person for them (refer to staff emergency contact list). ☐ List of missing/damaged equipment. ☐ Send a letter to BSC community detailing incident if significant, otherwise prepare information for college newsletter, website, or social media site (see sample). ☐ Contact the coordinator of regional operations to inform and request further assistance as required. ☐ Review College security. ☐ Assess personal impact and access relevant support (e.g., counselling service, Employee Assistance Program for staff or College psychologist for students). ☐ Consult occupational safety and health representative.	☐ Review emergency and critical incident management plan and visitor management procedures. ☐ Follow-up with a telephone call of support to staff if property violation was targeted at staff. ☐ Complete insurance claim. ☐ Brief appropriate staff.
Suggested follow-up and recovery: ☐ Provide professional learning for all staff on Visitors and Intruders on School Premises policy. ☐ Implement restorative justice practice processes if applicable. ☐ Express appreciation to staff. Write notes/letters of thanks to those who assisted, and any agency staff involved.		

Checklist 8: Students in possession of sexually explicit or child exploitation material

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY	WITHIN 24 HOURS
☐ Secure the electronic device (if circumstances permit). ☐ Once the device is secured, it is recommended that it is switched to flight mode (where possible). ☐ If known, document the distributor and recipient/s of the images. ☐ Report all concerns about issues involving sexually explicit or child exploitation material allegations to WA Police. ☐ Store devices securely until WA Police advise of the course of action. ☐ Request confirmation that the report has been received through the provision of a WA Police Incident Report number. ☐ Seek advice from the WA Police prior to informing parents/caregivers. ☐ Support students affected by abuse, including students who are alleged to have committed the abuse. ☐ In cases where the parties remain on school grounds, where practicable, remove the alleged offender/s from contact with the alleged victim.	☐ If a belief is formed on reasonable grounds that a child is or has been the subject of sexual abuse, make a mandatory report. ☐ When a mandatory report or child abuse report has been made inform parents of a mandatory report or child abuse report: • when permission has been given by the Department of Communities, Child Protection and Family Support (CPFS) or WA Police; and • when it is considered to be in the best interests of the child and consultation has been conducted with appropriate staff and this is documented. ☐ When informing the parents, • conduct the meeting in private and document the discussion. • Tell the parents why the meeting is taking place. • Inform parents that the meeting is confidential. • Advise of reports that have been made to other agencies and explain the action to be taken by the Department if an allegation has been made against a staff member; and • inform the parents of the support available to them and their child. ☐ Make an Online Incident Notification and quote the Incident Report number provided by WA Police, as well as the mandatory report receipt number if a mandatory report has been made.	☐ Follow-up with support to staff. ☐ Brief appropriate staff.

Suggested follow-up and recovery:

- ☐ Provide professional learning for all staff on Child Protection in Department of Education Sites Procedures.
- ☐ Express appreciation to staff. Write notes/letters of thanks to those who assisted, and any agency staff involved.

Checklist 9: Student suspected of being in possession of a weapon at school or during school activities.

Principals have a legal obligation to ensure school premises remain safe and secure for students, staff, and other visitors. This duty arises from both the common law duty of care and from the Work Health and Safety Act.

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY	WITHIN 24 HOURS
☐ If you suspect or know that a student has a weapon: - do not search the student. - assess the risk to the student and others. - tell your principal or their nominee immediately. - arrange for the student to go with a staff member to meet with the principal or their nominee. ☐ Principals, in the presence of a witness, request the student: - hand over the weapon - cooperates in a search for their possessions. ☐ If the student does not hand over a weapon or give permission for a search: - Inform the student's parents. - Ask the parents for permission to search the student's possessions. - Give the parents an opportunity to speak with the student. - Arrange for a member of school staff and the principal's witness to supervise the student. ☐ If the student's parents do not give permission to search the student's possessions: - seize the student's possessions if it is safe to do so. - label and securely store the possessions in the presence of a witness. ☐ If you find or are given a weapon, give your principal the weapon and the: - date, time, and location where the weapon was found or handed in. - names of any school staff and students who have	☐ Identify why the student has a weapon. It could be: - for self-protection or self-defense - to injure someone, or cause someone to fear that they will be injured or harmed. - another reason, such as non-suicidal self-injury (NSSI) or by accident. ☐ Suspend the student who was in possession of the weapon as per the Director General Directive. ☐ Lodge an Online Incident Notification. ☐ Report any firearms, controlled and prohibited weapons to WA Police Force on 131 444. Refer to the Weapon Regulations 1999 to see if the weapon is a controlled or prohibited weapon. ☐ Organise support person for the victim(s). ☐ Provide support for staff and students who witnessed the incident. ☐ Collect written statements from both students and any other witnesses. ☐ Contact coordinator of regional operations to request further assistance including a security officer if required. ☐ Telephone parents/caregivers of students who witnessed the incident. ☐ Send a letter to the school community detailing the incident. ☐ Arrange recovery time for staff if necessary. ☐ Consult occupational safety and health representative.	☐ Follow-up with support to staff. ☐ Brief appropriate staff.

had contact with the weapon.		
☐ Principals should: • label and store the weapon securely. • accept responsibility for its security until giving it to WA Police Force or the student’s parents. • record the names of anyone involved in the incident, including students, staff, parents, and police officers.		

Suggested follow-up and recovery:

☐ Express appreciation to staff. Write notes/letters of thanks to those who assisted, and any agency staff involved.

☐ Conduct review of processes

Checklist 10: Student is suspected of being in possession of a banned or illegal item and/or substance.

Principals have a legal obligation to ensure school premises remain safe for students, staff, and other visitors. This duty arises from the common law duty of care.

Students' bags and possessions can be searched if staff have reasonable grounds to believe the student is in possession of:

- illegal drugs or banned items (e.g., vapes).
- knives, prohibited, offensive weapons or dangerous weapons.
- stolen property.
- illegal material such as pornographic magazines or other publications.
- mobile phones, iPads, laptop computers or other technological devices which may contain material or images which are illegal, offensive, or otherwise inappropriate or which evidence illegal, offensive, or otherwise inappropriate conduct, for example a film of students fighting.

IMMEDIATE RESPONSES	ACTIONS BEFORE THE END OF THE SCHOOL DAY
☐ Advise principal or delegate that you believe a student may be in possession of • illegal drugs or banned items (e.g., vapes). • knives, prohibited, offensive weapons or dangerous weapons. • stolen property. • illegal material such as pornographic magazines or other publications. • mobile phones, iPads, laptop computers or other technological devices which may contain material or images which are illegal, offensive, or otherwise inappropriate or which evidence illegal, offensive, or otherwise inappropriate conduct, for example a film of students fighting. ☐ Seek permission from the principal or their delegate to search a students' bags and/or possessions. ☐ Any search of a student's bag or possessions should be undertaken in a private setting away from other students and be dealt with in a sensitive manner. ☐ At all times staff need to be mindful of any items that may be in a bag or on the student that may be of a personal or sensitive nature. ☐ The student must be present. ☐ An independent observer such as another member of staff must be present. ☐ Ask the student to empty the contents of their bag; or to hold the bag open and move the contents around so they can be more easily viewed by the staff member conducting the search.	☐ Lodge an Online Incident Notification. ☐ Advise principal of outcome of search.

Baldivis Secondary College

- ☐ The student may also be asked to empty their pockets.
- ☐ Staff members should never touch or handle any of the items until they are taken out of the bag by the student.
- ☐ Principals may contact parents if deemed appropriate.
- ☐ If any dangerous or otherwise prohibited weapon is found by staff during a search, it should be confiscated, and police contacted to attend the school to take custody of the article.
- ☐ While the principal or delegate can ask a student to empty his or her pockets any physical search of a student suspected of possessing material or items giving rise for the need to search should be carried out by police.
- ☐ If police are requested to attend a school to conduct a search of a student or a student's bag or possessions an attempt should be made to contact the student's parents prior to any search being conducted.
- ☐ If parents cannot be contacted prior to the search being undertaken, principals should contact them after the search has been completed to inform them of the search and any subsequent action taken.

Suggested follow-up and recovery:

- ☐ Express appreciation to staff. Write notes/letters of thanks to those who assisted, and any agency staff involved.
- ☐ Conduct review of processes