



# **Positive Behaviour Support (P.B.S) Plan**

Review Date December 2017

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## **Positive Behaviour Support and Byford Secondary College**

Byford Secondary College's Positive Behaviour Support (PBS) plan supports the College's purpose and represents a whole school approach toward the achievement of a safe and supportive school. The aim of this document is to provide a clear and transparent plan for the Byford SC community that details how we are developing and sustaining a culture of high performance and high care, where students are able to learn and are encouraged to take responsibility for their own behaviour.

At Byford SC a culture of high expectations exists and our students are encouraged to "Aspire to Excellence". Byford SC is a learning community founded on traditional values of care, concern, honesty and respect. Each interaction in our community will be carried out with the expectation that these values underpin the dialogue and actions of every individual.

College staff strive to develop positive and genuine working relationships with students and will actively promote positive behaviours. All members of our College community share the responsibility for the maintenance of good order and personal safety within our College. Our students will demonstrate an understanding that everyone has the right to feel valued, safe and to learn.

As a College community, we adhere to the principles of natural and restorative justice. We will follow procedural fairness; that is, all parties will have an opportunity to be heard. We will act fairly and independently and give reasons for our decisions. Students are counselled with respect and dignity, and in a way which promotes learning.

### **Positive Behaviour Support Policy Review Procedures**

- 1 The College's PBS policy will be reviewed on an annual basis. The review will involve staff, students and parents via the School Board.
- 2 Time will be allocated for the professional development of staff.
- 3 As part of the induction process new staff will engage in professional learning of the College's positive behaviour management policy.
- 4 Regular behaviour management discussions will occur at all school levels.
- 5 Students and parents will have easy access to appropriate information on our PBS policy through our College website.

### **Values**

A number of values and beliefs are core to every day school life at Byford SC. The values of *care, concern, honesty and respect* form the basis of our College community and are represented in all our communications, policies, teaching and learning programs. Aspiring to excellence in our learning, teaching, pastoral care and support and in our learning environment by all our College community members guides our College direction.

## **Byford Secondary College's Purpose**

To create a vibrant and dynamic secondary school in the heart of Byford which provides for the needs and aspirations of all students within our community. To provide our students with high quality learning programs, where high achievement is fostered through quality teaching, academic rigour and opportunity. We value a safe and supportive College, where students support one another and demonstrate mutual respect and care for others.

## **Positive Behaviour Rewards**

### **Positive Behaviour**

The Byford Secondary College House and Reward system allows students to earn individual points that lead to personal rewards; with all points also leading to House tallies. Points can be awarded for positive behaviour demonstrated in a variety of ways. For example: representing the school in carnivals/competitions, excellent school attendance, wearing College uniform with pride, positive in class behaviour, participation in extracurricular activities and academic excellence.

### **Positive engagement**

- Relevant 'education to work' programs which meet the needs and interests of students
- House Points Program linked to rewards and Good Standing.
- In class rewards through Vivo points
- Homework and support classes
- Students Services Support (Chaplain, Psychologist)
- Workplace Learning Program
- Individual and student needs approach to student support
- Australian Indigenous Mentoring Experience (AIME)
- Chess and Anime clubs
- Lightning Carnivals and interschool sport
- Media Club
- Dance extension troupe

## **Key Principles & College Code of Conduct**

### **Key Principles:**

- A whole school approach to behaviour management
- All members of the school community have the right to feel safe at school and while participating in school activities
- Diversity and cultural differences will be acknowledged and considered when responding to student behaviour
- Management of student behaviour will be underpinned by prevention and early intervention strategies
- The Education Departments values of Learning, Equity, Excellence and Care will inform behaviour management practices
- Staff have professional learning opportunities to examine and consider evidence based strategies for managing student behaviour. Resiliency and well-being of staff and students will be promoted
- Relationships within the school community will be built on a basis of respect and responsibility
- Bullying in any form will not be tolerated
- Restorative practices will be used as the vehicle in discharging this policy

### **Code of conduct**

#### **Students will**

- follow all instructions given by any staff member at all times.
- treat others with courtesy and respect and will be accepting of individual difference.
- respect the College environment both in and out of the classroom.
- use and treat all equipment respectfully and appropriately.
- aim to reach their potential and respect the rights of others to learn without disruption.
- be prepared for learning and commit to participating in lessons and completing work.
- attend all classes on time and only leave class with teacher permission.
- use technology safely and turn off and put away any mobile electronic devices while in class.
- wear the Byford SC uniform with pride at all times.
- remain on College grounds.
- uphold the value and ethos of the Byford Secondary College at all times.

## Rights and Responsibilities

Byford Secondary College will be an outstanding secondary educational facility delivering excellence to all students through the acknowledgement of the responsibilities and rights of our students, parents, carers and staff.

EVERY STUDENT HAS THE RESPONSIBILITY TO:	EVERY STUDENT HAS THE RIGHT TO:
<ul style="list-style-type: none"> <li>• Allow others to learn</li> <li>• Treat others courteously and respectfully</li> <li>• Follow teachers' instructions</li> <li>• Contribute to a clean and sustainable environment</li> <li>• Respect student, staff and school property</li> <li>• Behave in a manner that ensures the safety of everyone, including themselves</li> <li>• Participate fully in their educational program and come to classes with all required equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Learn without disruption</li> <li>• Be treated courteously and respectfully</li> <li>• Work in a clean environment</li> <li>• Have their property respected</li> <li>• Work in a safe environment</li> <li>• Achieve excellence</li> </ul>
EVERY STAFF MEMBER HAS THE RESPONSIBILITY TO:	EVERY STAFF MEMBER HAS THE RIGHT TO:
<ul style="list-style-type: none"> <li>• Provide and/or support relevant and challenging educational programs</li> <li>• Treat others courteously and respectfully</li> <li>• Contribute to a clean and sustainable environment</li> <li>• Respect student, staff and school property</li> <li>• Ensure the safety of everyone, including themselves</li> <li>• Support College's values, policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Work without disruption</li> <li>• Be treated courteously and respectfully</li> <li>• Work in a clean environment</li> <li>• Have their property respected</li> <li>• Work in a safe environment</li> <li>• Have the support of whole school community</li> </ul>
EVERY PARENT /CARER HAS THE RESPONSIBILITY TO:	EVERY PARENT OR CARER HAS THE RIGHT TO:
<ul style="list-style-type: none"> <li>• Treat others courteously and respectfully</li> <li>• Monitor their child's progress</li> <li>• Ensure that their children attend the College, provide materials</li> <li>• Support the College's values, policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Be treated courteously and respectfully</li> <li>• Be regularly informed of their child's progress</li> <li>• Expect their child to participate fully in their educational program</li> </ul>

## College Assessment and Reporting

Teaching staff at Byford Secondary College collect a range of information on students to make accurate and reliable judgements about their skills and understandings; these may include formal tests, assignments, practical work or anecdotal information. All assessments are carried out under specified conditions that are substantially the same for all students, ensuring the authentication of student work. Students with special needs are catered for in appropriate ways and in accordance with School Curriculum and Standards Authority guidelines. It is an expectation that the school, students and parents understand their responsibilities in regards to assessment and ensure they follow the protocols outlined below.

Assessment assists teachers and schools in:

- monitoring the progress of students, as a way of motivating them through measurement, achievement, improvement and feedback;
- identifying areas of strength and diagnosing learning difficulties;
- providing individual feedback to students on their performance;
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes;
- developing subsequent learning programs;
- making judgments of student achievement in relation to expected standards;
- reporting and communicating student achievement to parents; and
- meeting whole-school, Department of Education and the School Curriculum and Standards Authority planning, reporting and accountability procedures.

### College / Learning Area Responsibilities

- Develop and implement a College Assessment Plan.
- Develop fair and equitable assessment procedures and processes
- Implement processes to ensure grade distributions are appropriate to the College context and, in lower school, using NAPLAN distributions as a point of reference.
- Ensure course outlines, assessment outlines and tasks are produced and appropriate to student ability and are available to students and parents through Connect.
- Review teaching and learning programs using student and teacher feedback and student assessment data to maximise opportunities for student learning.
- Develop common assessment tasks to assist in moderation and comparison (guide grade distribution).
- Implement school reporting timelines and processes.

### **Teacher responsibilities**

- develop a teaching and learning program that appropriately delivers the current SCSA syllabus or subject curriculum
- provide students with access to a curriculum or course outline and an assessment outline at the commencement of the year, semester or term as appropriate
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement in Reporting to Parents
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate, including electronic Letters of Concern and Commendation.

### **Student Responsibilities**

- attend each class prepared to learn and with the required equipment including a charged iPad
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain a folio or an assessment file for each pair of units of completed work for each subject studied which contains all completed written assessment tasks and to make this file available whenever required by the College
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

### **Parent/Carer Responsibilities**

- encourage your child to attend each class prepared to learn and with the required equipment
- monitor your child's progress through Connect and make contact with subject-specific teachers or Student Services as required
- monitor assessment deadlines and homework tasks through Connect, including on-going revision
- attend parent information and report evenings
- initiate contact with subject-specific teachers and Student Services concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to student attendance and assessment.

## Assessing student achievement

At Byford Secondary College all senior school students are enrolled in a pair of units and lower school students in a range of subjects across the seven Learning Areas of Mathematics, Science, English, Humanities and Social Science, Health and Physical Education, Technology and Enterprise and the Arts. In Senior School each pair of units, a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task (EST) for Year 12 General and Foundation courses. For Lower School students, a number and variety of assessment tasks occur during the semester or year in each subject. Each assessment task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant Manager of Learning Area / Teacher-in-Charge responsible for the course.

## School Examinations

School examinations are included in the assessment outline for the pair of units. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

In Year 11 written examinations are typically 2 or 2.5 hours in duration.

In Year 12 all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students three weeks before the start of the exam period.

If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the College will:

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the College will determine whether the reason is acceptable and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the College an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.

### **Externally Set Tasks (EST)**

All students enrolled in a Year 12 General course are required to complete an externally set task (EST) for that course. The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units. The EST is a 50 minute written assessment task developed by SCSA based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that SCSA requires the College to submit the EST marks then the College will determine if the reason for non-completion is acceptable (see Section 13) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the College the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential),  
**or**
- not require the task to be completed and re-weight the student's marks for other tasks.

### **Absence from class and missed work**

#### **General**

If a student is absent from class, his/her ability to achieve their potential is diminished. Extended periods of absence usually result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject and thus fail to achieve a satisfactory grade. This in turn may lead to limiting course selection and pathway options in Senior School.

Where a student is unable to attend school for a lengthy period due to illness or injury as supported by a medical certificate, the College will endeavour to provide support to the student's learning program. It is the responsibility of the student and parent/guardian to maintain regular contact with the College throughout the absence to enable this to occur. This communication with individual teachers and access to teaching programs can be maintained through Connect.

### **Acceptable reasons for non-completion or non-submission**

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the College. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the College before 9.00 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**

- provide either a medical certificate or a letter of explanation immediately upon the student's return to school.

Where the student provides a reason which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally within two days of the student's return), **or**
- decide on an alternate assessment task (if in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks (if in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet SCSA requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, attending a non-urgent appointment, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the relevant Student Services Manager the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

## **State and National Assessments**

### **National Assessment Program – Literacy and Numeracy (NAPLAN)**

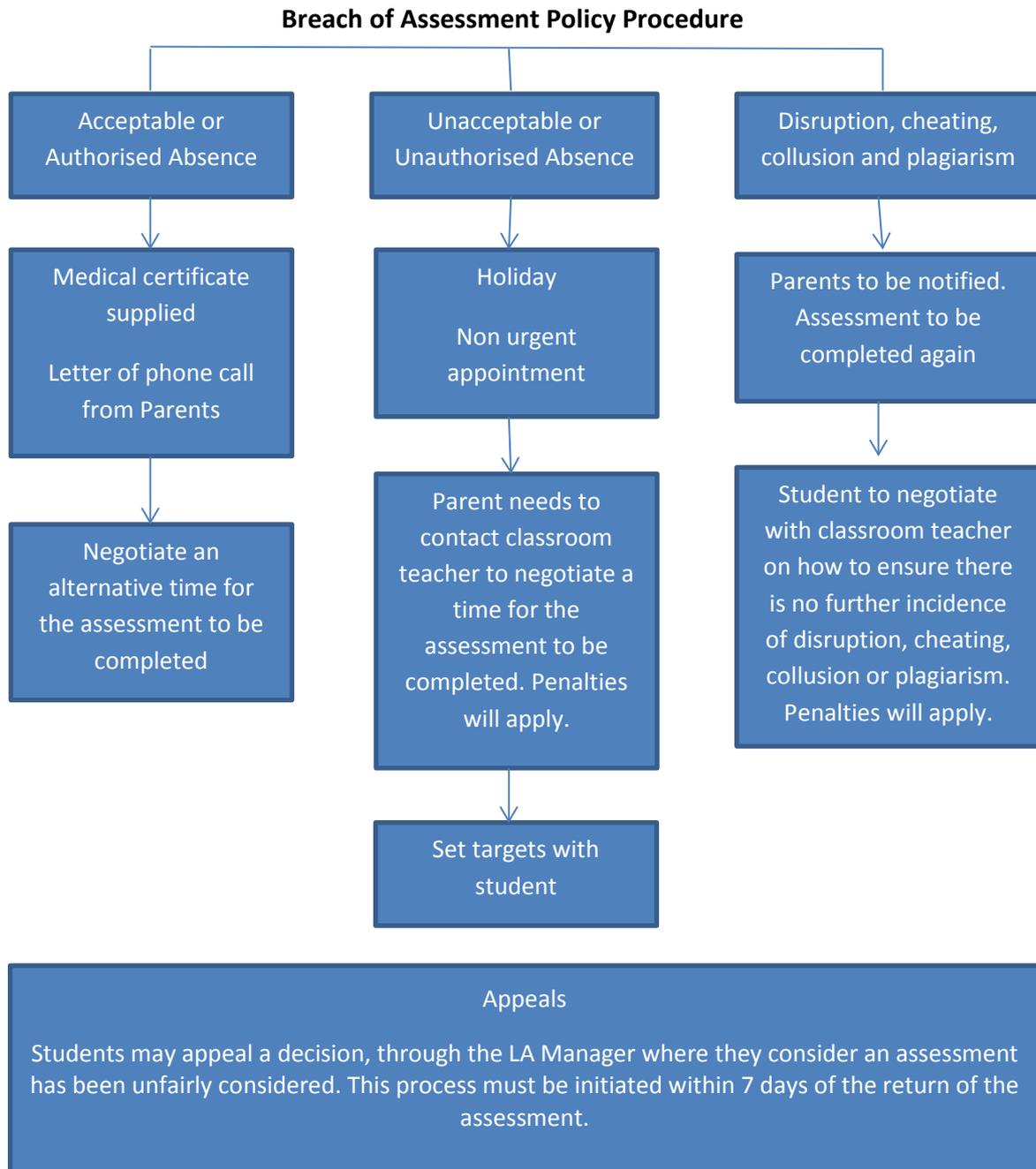
Students in Year 7 and 9 are required to sit NAPLAN tests in Reading, Writing, Numeracy and Language Conventions (spelling, grammar and punctuation.) These assessments are held nationwide and take place in the second full week in May every year. All students who participate in the NAPLAN tests will receive an individual report of their results.

### **Online Literacy and Numeracy Assessments (OLNA)**

As an essential requirement of Western Australian Certificate of Education (WACE) achievement, all students are required to achieve a minimum standard of literacy and numeracy. This standard can be met by achieving Band 8 or above in NAPLAN Reading, Writing and Numeracy tests in Year 9, or through successful completion of the Online Literacy and Numeracy Assessments (OLNA). Students have the opportunity to participate in these tests in March and September each year through years 10, 11 and 12 until they are successful in all three assessments. Parents will be informed of their child's progress in the OLNA through formal reports.

*Note:* Students who have not achieved the literacy and/or numeracy standard through NAPLAN performance, and did not sit each OLNA test in Year 10, are not eligible to study corresponding Foundation Courses in Year 11.

The diagram below illustrates the breach of assessment policy procedure



## **Reporting**

### **Formal Reports**

Byford Secondary College provides parents with two formal reports: at the end of Semester One and Two via email. The report gives an indication of the students' progress and where they can make improvement along with an indication of the work ethic, self-management and social habits of the student. Teachers make judgments about students' achievement using a variety of assessment tools for instance; marks from tests, assignments, investigations, observations, work contained in students' folders and portfolios, digital recordings and working in groups, using national or state standards.

### **Academic Achievement**

Academic achievement is reported in grades from A-E where;

A = Excellent achievement

B = High achievement

C = Satisfactory achievement

D = Limited achievement

E = Very low achievement.

### **Attributes**

In each subject, teachers provide a measure against the five attributes:

Participates fully;

Behaves appropriately;

Is well organised;

Meets deadlines;

and Works autonomously.

These are reported as: Consistently, Often, Sometimes or Seldom

### **Special Education Needs Report (SEN) / Individual Education Plans (IEP)**

Students that have education plans in place, who are not yet completing the West Australian curriculum at their current year level, are reported on through the SEN Reporting Structure. These students' reports are tailored to address the detailed learning goals of the student. Student achievement is described as; emerging (E), developing (D), consolidating (C) or not assessed (NA).

### **Report Comment**

In each subject, teachers prepare a comment that provides areas of strengths, and identifiable areas for potential improvement.

### **Interim and Progress Reports**

Interim and Progress Reports are provided during Term 1 to all students in Yr. 7, 10 and 11, and to students enrolled in the Aspire Program in Yr. 8 and 9 . These reports are an indication of academic progress, work ethic and attitude.

### **Examinations Scheduling Examinations**

As per the requirements of Courses in Year 11 and 12 that contribute towards an Australian Tertiary Admissions Rank (ATAR), and in preparation for an ATAR course in Year 10, students will be required to sit a written examination at Lakeland Senior High School in both semesters. Year 10 examinations typically occur within a week of the school timetable and Year 11 and 12 examinations typically occur off the timetable and over a week:

- Year 12 - week 6 or 7 Term Two and the second week of the October school holidays
- Year 11 - week 6 or 7 Term Two and week 5 or 6 Term Four
- Year 10 - week 8 Term Two and Term Four within the scheduled timetable over four days
- Year 9 – week 10 Term Three

### **Examination Protocols and Regulations**

- Attendance - Students must attend scheduled examinations. In exceptional circumstances, special alternative arrangements may be made through the Deputy Principal and Head of Learning Area.  
**Participating in family holidays will not be accepted as an exceptional circumstance.**
- Regulations -When attending examinations, students must adhere to the rules that pertain to that examination. Regulations will be established with the examination timetable and disseminated to students. Infringement will result in an appropriate penalty which could include a score of “0” being awarded for that examination.
- Breach of Examination Regulations
  - Collusion between candidates: Cancellation of that subject paper of each person involved, together with an inspection of prior papers in any common examination for evidence of collusion.
  - Possession of unauthorised materials in the examination room: Cancellation of all or part of a candidate’s paper where unauthorised materials are relevant to the subject being examined

## **Subject and Course Changes**

### **Years 7 8, 9 and 10 Subject Changes**

- All subject changes depend upon the ability of the school to provide for the change. Subject changes must be organised through the relevant Associate Principal using the correct documentation signed by a parent/carer.
- Semester One subject changes should be completed by: Week 3, Term One for all Year 7-10 students.
- Semester Two subject changes should be completed by the end of Week Two, Term Three for all Year 7-10 students.

### **Years 11 and 12 Course Changes**

- Generally, students cannot be given credit for work not completed in the new Course. However, where possible students will be given the opportunity to complete assessments missed or recognition of comparable achievement will be given.
- All subject changes depend upon the ability of the school to provide for the change, and must have parental support. Course changes must be organised through the appropriate Associate Principal or a member of the school administration nominated by the Principal.
- Senior School Course changes should be completed by the end of Week Three, Term One.
- Where a student enrolls during the school year, credit for the completion of work in the same Course will be given upon the student and/or previous school supplying appropriate evidence.

## **Byford Secondary College approach to Behaviour Management**

### **Students:**

Students aim to reach their potential as learners. They commit to participating in lessons and completing assigned work. All students respect the rights of other learners and teachers to work without disruption. Students treat all others with courtesy and respect and are accepting of individual difference. Students show respect to their environment and the possessions of others. Instructions given by any staff member are followed at all times. The wearing of school uniform in its entirety is compulsory. Students are expected to maintain a 90% attendance rate.

### **Parents:**

Parents are the key to their children's educational achievement. They take an active interest in their children's school activities and are encouraged to work in partnership with the school staff. Regular communication with staff is important to student success. The school values courtesy and respect for all, encompassing the entire school community and parents. Appointments need to be made in order to see staff. Technologies including Connect, Academy and email are utilized to enhance parent partnership and communication. All visitors must go through reception when wishing to contact staff or students. For security and safety reasons all visitors must have a Visitors Pass in order to enter other areas of the school. It is important that parents inform the school when their child is absent and support the school in achieving 90% attendance rates for students.

### **Teachers:**

The Department of Education has a Code of Conduct for all staff. The actions of staff are guided by the Department's values that reflect social responsibilities owed to students, parents, care-givers and other community members. These values are:

- Learning – where a positive approach to learning is taken for ourselves and others.
- Excellence- reflecting high expectations for students and ourselves
- Equity- where the different circumstances and needs of others are recognised.
- Care- fostering a relationship based on trust, mutual respect and acceptance of responsibility.

## **Steps in the Behaviour Management Process**

**Note: While these are clear steps in the process the intention is to prevent misbehaviour. The maintenance of a calm, friendly and safe school is paramount. Student incentives and reward systems support this intent.**

### **Step 1**

Teachers use low-key techniques and "winning over" strategies to establish a safe, cohesive classroom. The teacher works directly with the student to build positive relationships and to promote a good working environment. Class and student rewards are also used to promote positive behaviours.

### **Step 2**

The teacher continues to apply low-key techniques and may remove the student from class for short periods. Informal contracts may be developed between the teacher and student, and behaviour expectations discussed one-to one.

### **Step 3**

Where behaviour concerns continue, a student may be removed to temporary class for a lesson. This allows both the student and teacher to reflect on and learn from the incident and where appropriate engage in restorative processes. Formal and informal student contracts may be developed between teacher and student. Parent-teacher partnerships are sought in order to promote learning and develop strategies to encourage appropriate behaviour.

### **Step 4**

If a situation is unable to be resolved or behaviour concerns are ongoing/ persistent, the student may be referred to the Manager of the Learning Area or Teacher in Charge (TIC). The Manager/TIC assists to address behaviour concerns and plan effective strategies where the desired outcome is a good learning environment for all. Assistance may be sought from the Student Services Support Team and Year Managers for advice or background information.

Temporary withdrawal may be necessary. The aim is to achieve a resolution and return the student to class promptly. Parents will be informed at this stage and partnerships maintained. Formal contracts and Individual Behaviours Plans are appropriate.

### **Step 5**

Student is referred to the Student Services Manager of the relevant year group. Managers/ TICs will generally make the referral unless the behaviour incident is serious or occurred out of class time. Students may be temporarily withdrawn from classes or the Principal may authorise a suspension. In the absence of the Principal an Associate Principal has delegated authority to suspend the student. Suspended students lose their Good Standing for a period specified for their individual plan. While on loss of Good Standing they are ineligible for any extra-curricular events.

### **Step 6**

After a suspension, students, parents and teachers are involved in the resolution process with the Students Manager who will support and develop Individual Education Plan (IEP) and /or Behaviour Management Plan (BMP) and /or Risk Management Plan (RMP) where necessary. The Student Services Support Team may be engaged in the process to provide additional support to the student. The aim is to establish partnership agreements that will prevent further suspensions which are the likely consequence for further offences.

### **Step 7**

Where ongoing suspensions are continuing and intervention strategies are not supporting the student to engage in learning, a case conference convened by the Student Services Manager/Associate Principal of Student Services will take place. A case conference includes parents, the students, teachers, Student Services Support members and sometimes outside agencies. IEP/BMPS and or RMPs are modified appropriately.

### **Step 8**

Exclusion procedures commence where serious misbehaviour and suspensions continue or where there is an extremely serious incident (a ten day suspension will precede).

**Violence, aggression, antisocial behaviour, unsafe behaviour or illegal activities breach our school Code of Conduct. These behaviours may be referred directly to the relevant Student Services Manager as deemed appropriate.**

**Restorative Practice:**

In the restorative approach, students are responsible for repairing harm caused by misbehaviour and conflicts. Restorative Justice is a basic philosophy of providing an opportunity to repair harm where a conflict has occurred. It helps students to understand the impact of their actions to recognise personal responsibility and accountability. It involves the reconciliation of damaged relationships.

## INFORMATION & COMMUNICATION TECHNOLOGY POLICY

### RATIONALE

Byford Secondary College aims to be an institution that successfully integrates information and communication technology (ICT) to achieve high levels of 21<sup>st</sup> century learning. The *Melbourne Declaration on Educational Goals for Young Australians* identifies the important role ICT plays in supporting students to become successful learners through their growth as creative and productive users of digital technology. The College believes that in order to provide for successful students, we need to ensure they are future-ready and technologically competent. The College uses ICT as a tool for learning across the curriculum, which enables students to become effective users of technology and develop their knowledge, skills and capacity. This further enhances students' abilities to inquire, develop new understandings, create and communicate with others in order to participate effectively in society and prepare them for their lives beyond school.

### DEFINITIONS

Information and Communication Technology (ICT) means all computer hardware, software, systems and technology (including the internet and email) and telecommunications devices in facilities that may be used or accessed from a school campus or connected to a school's communication network. This includes all parent-funded and personal devices whilst in use on the College campus.

### RESPONSIBILITIES

It is the responsibility of College staff to:

- Incorporate ICT meaningfully into curriculum programming, assessment tasks and learning experiences.
- Regularly use Connect for all classes, ensuring notices and content for classwork, homework and assessments are provided for students and parents.
- Engage with relevant Professional Learning to develop ICT skills and knowledge.
- Encourage students to employ appropriate practices to promote cyber safety.
- Support students in adhering to the ICT Acceptable Usage Agreement.
- Provide staff to deliver ICT support for student use of the College network and devices.

It is the responsibility of students to:

- Bring a charged iPad to school every day, with sufficient space available for saving work.
- Only remove their iPad from school bags for use in class upon the direction of the teacher.
- Ensure their iPad is safely stored in their school bag when moving about the College.
- Login to Connect regularly to check their student email account and class notices.
- Seek ICT support from staff before school or during lunch breaks if there are issues accessing the network.
- Keep login, passwords, personal information and data confidential.
- Employ appropriate practices to promote cyber safety.
- Adhere to the ICT Acceptable Usage Agreement.

It is the responsibility of parents to:

- Provide an iPad that meets the minimum specifications for the College network.
- Ensure appropriate personal insurance coverage for loss or damage of iPads.
- Support and encourage students to bring their charged iPad to school every day.
- Monitor the content and space on their student's iPads.
- Collect their student's iPad from Administration if confiscated multiple times for misuse.
- Login to Connect regularly to check class notices and student progress.
- Encourage students to employ appropriate practices to promote cyber safety.

- Sign and support the ICT Acceptable Usage Agreement.

## **IPAD SPECIFICATIONS**

Byford Secondary College's ICT infrastructure is centred on the Apple platform and the College requests that each family support the provision of one-to-one devices by acquiring an Apple iPad for their child. The minimum specifications for student devices are:

- iPad 2 or newer model (must have airdrop capability)
- 32 gigabyte or more of memory
- Wi-Fi-enabled
- Apps as specified in the Personal Items List
- Personal insurance coverage for loss or damage

## **DEPARTMENT OF EDUCATION ONLINE SERVICES**

Byford Secondary College provides access to online services provided by the Department of Education. These increase the range of teaching tools available to staff and enhance the learning opportunities available to students.

The Department's online services currently provide:

- Individual email accounts for all students and staff
- Access to the internet, with all reasonable care taken by schools to monitor and control students' access to web sites while at school
- Access to the online teaching and learning services such as Portal and Connect
- Access to online file storage and sharing services

Please note that while every reasonable effort is made by schools and the Department to prevent student exposure to inappropriate online content when using the Department's online services, it is not possible to completely eliminate the risk of such exposure.

The Department has the right to review, audit, intercept, access and disclose messages created, received or sent over Department online services. Logs of email transactions and Internet access data are kept for administrative, legal and security purposes and may be monitored. Similar to other corporate records, emails and Internet access records are discoverable in the event of legal action and are subject to provisions of the *Freedom of Information Act 1992*.

General Internet browsing not conducted via the Department's network is not monitored or filtered by the Department. The Department encourages close family supervision of all Internet use by children in locations other than school, and strongly recommends the use of appropriate Internet filtering software.

## **ICT ACCEPTABLE USAGE AGREEMENT**

Byford Secondary College is committed to ensuring all students are aware of standards for the use of ICT within the school environment. Consequently, unacceptable use will not be tolerated under any circumstances and disciplinary action will be taken against any student who breaches this agreement.

**Acceptable use** includes:

- Taking notes in class
- Researching information relating to assignments\*
- Gathering specific information about subjects/topics\*
- Emailing a teacher or friend for assistance with school related work

- Other teacher directed activities.

*\*Students shall exercise caution as to the quality and accuracy of the information they are accessing or transmitting.*

**Unacceptable use** includes but is not limited to:

- Accessing networks without school authorisation such as VPNs and hot-spotting from mobile phones
- Transmitting or deliberately accessing and/or receiving material that may be considered inappropriate, which includes threatening, sexually explicit, or harassing materials, offensive or discriminatory materials, or material that may be harmful which includes bullying or harassment of fellow students or others outside the school
- Communicating information concerning any password, identifying code or other confidential information or violating the security of the system in any way
- Interfering with or disrupting network users, services or equipment. Disruptions include but are not limited to distribution of unsolicited advertising, propagation of viruses, in any form, "Jail Breaking" mobile devices and using the network to make unauthorised entry to any other machine accessible via your network
- Plagiarising and/or breaching copyright laws, including software copyright and re-engineering of software
- Conducting private business matters or using the system for any personal gain
- Inviting or accepting a College staff member to be a "friend" on social networking sites or other learning management systems not managed by the College.

It is unlawful to send electronic messages such as emails which:

- Defame someone or an organisation
- Infringe copyright laws i.e. reproduce or adapt copyrighted material by downloading and further disseminating the material
- Contain statements which could constitute sexual discrimination or sexual harassment
- Display sexually offensive or explicit material
- Contain offensive or insulting statements based on the race, colour or nationality of a person
- Undertake activities that breach State and Federal laws

## **SOCIAL MEDIA**

Social Media, including Connect, can be an effective educative and social tool used by Byford Secondary College and in the wider community to express views, comments and ideas as well as disseminate information.

Students at Byford Secondary College enjoy the opportunities and reward that being a member of the College brings. It is subsequently expected that students will uphold the values of the College and that students use Social Media in a respectful and responsible manner. Students will not act in such a manner that the image of the College is brought into disrepute, nor in any way that harms members of the College community. Inappropriate use of Social Media on the College network will not be tolerated under any circumstances and disciplinary action will be taken against any student who breaches this code of conduct via the Department's online services. The College also encourages parents and caregivers to notify Student Services if inappropriate use of Social Media is taking place outside of the College network or school hours, as this often impacts negatively on student learning and behaviour.

When using social media, students are expected to ensure that:

- their online behaviour demonstrates respect towards themselves and others
- they respect the rights and confidentiality of others
- they do not impersonate or falsely represent another person
- they do not bully, intimidate, abuse, harass or threaten others

- they do not make defamatory comments
- they do not use offensive or threatening language or resort to personal abuse towards each other or members of the Byford Secondary College community
- they do not post content that is hateful, threatening, pornographic or incites violence against others
- they do not harm the reputation and good standing of Byford Secondary College or those within its community
- they do not film, photograph or record members of the College community without express permission of the College

## MOBILE PHONES

While it is understandable that some parents provide mobile phones to their children for safety and other reasons, we must protect the safety of all students in our care and the maintenance of good order in our College. Not only is mobile phone use disruptive, using mobile cameras (still and video) to film people and their activities without their knowledge and/or permission is an invasion of privacy and will not be allowed. The multi-function capacity of these communication devices also compromises the ability of the College to control internet access and the application of aspects of the College's anti bullying and harassment policy.

Students are encouraged **not** to bring mobile phones and other similar portable devices to College. The College takes no responsibility for loss or theft of these items. If these items are brought to the College, they are not to be seen or heard on College property during class times. No calls or text messages are to be made or taken during class time. Emergency calls by parents are to be directed to Student Services.

If a teacher observes a student using a mobile phone or other similar device, the following procedures are to be followed:

- The device is to be confiscated.
- The confiscated device is to be clearly labelled and lodged with Administration in the appropriate secure location.
- The mobile phone or similar portable device can be collected from the Administration office by the student in the first instance at the completion of the College day. Further breaches that result in confiscation of the item will require collection from the Administration office by a parent/carer.

The use of iPads and their embedded camera for both still and video photography can occur only with the express permission of the classroom teacher for curriculum purposes. Any student found not to be following the College's policy will have the above sanctions applied. In addition the following needs to be understood:

- Any students found to be involved in recording, distributing or uploading inappropriate images or videos of students, parents, community members or staff on College premises will be suspended immediately. The period of this suspension will be at the discretion of the Principal. If videoing of fights occurs and that video is then uploaded on social media, students will be suspended for ten (10) days.
- The imposition of this suspension will also include a ten (10) College week prohibition on that student having a portable electronic device, other than their iPad, at Byford Secondary College.
- Should the student be found to be in possession of a portable electronic device during this prohibition period, a further suspension period will be applied.

## **Risk of suicidal behaviour/non suicidal self-injury**

Engaging, safe and supportive learning environments are a priority for all school staff. Staff are mindful that some students will experience emotional and /or psychological distress during their school years. Byford Secondary College has a whole-school approach to mental health and wellbeing and implements the Mind Matters framework in the Health and Physical Education Program. This framework raises awareness, promotes positive relationships, develops helpful coping strategies and instills values such as care for self and others.

School staff may observe behaviours or sudden changes in students that may indicate they are stressed or distressed. If staff have concerns regarding a student it is important to consult with the appropriate school staff to ascertain if further actions need to be taken to support the individual.

Suicidal behaviour includes suicidal ideation, suicide attempts and suicide.

Non suicidal self-injury (NSSI) is considered to be a deliberate act to harm oneself without the intent to die and is aiming at reducing uncomfortable or distressing emotions. The behaviour is often repetitive in nature.

Any evidence of suicidal behaviour or NSSI should be taken seriously and followed up appropriately. At no time can staff maintain absolute confidentiality with a student who has disclosed suicidal behaviour or NSSI.

### **Direct Disclose**

Is when a student informs a school staff member of any feelings thoughts or actions associated with suicidal behaviour or NSSI.

- The staff member listens and responds to the student
- If the student discloses during lesson, the teacher will protectively interrupt and follow up with the student individually.

If the disclosure indicates the student is at imminent risk

- Keep the student safe and inform Principal/ Student Services Manager immediately.
- Do not leave the student unsupervised

In all other cases:

- Take the student to receive first aid if injured
- Link student to the appropriate Student Services Manager or Associate Principal

***Where there is an existing Risk Management Plan (RMP) in place this is to be followed.***

## Indirect Disclosure

Is when concerns for a student are brought to the attention of a staff member by a third person such as another student, staff member or community member.

- Staff member to advise that the information cannot be kept confidential
- Staff member to check the individual who made the disclosure is okay and offer support and numbers to seek assistance.

If the disclosure indicates the student is at imminent risk, the staff member will

- Inform the appropriate Student Services Manager/Associate Principal

The Student Services Manager/Associate Principal will

- Check the student is at school and in class
- Gain supports from School Psychologist, Gate Keeper trained staff
- Contact the parent/guardian where necessary
- Should the parent/guardian not be contactable via telephone, contact other family members/emergency numbers
- Contact emergency services where necessary
- Follow the emergency management processes
- Depending on the nature of the disclosure contact to Child Protection Family Service (CPFS), Acute Response Team (ACT) and police may be necessary

Should the student be taken for further assessment (hospital) the staff involved may discuss their knowledge of the student with hospital staff.

Postvention strategy and support plan to be implemented as required.

## Drugs and Alcohol

Student's health and wellbeing is paramount at Byford Secondary College. If a student is suspected of being intoxicated, great care will be given to ensure the student is supervised and medical attention is sought where necessary. A **harm reduction** approach is the primary focus of this policy and is recommended by the Department of Education, the WA Health Department, and the National Task Force on Drug Education.

Abstinence is the preferred harm reduction option, although we recognise the need to take the necessary action to reduce the risk and harm faced by those using drugs whilst ensuring that this does not encourage or normalise drug use. Health teachers use School Drug Education and Road Aware (SDERA) resources to assist in developing students' knowledge and the risks associated with Drug and Alcohol.

Students, who possess, consume, provide to others, or associate with peers who are engaging with prohibited or illegal substances on or off school sites are deemed in breach of the Drug and Alcohol Policy. This includes the possession of drug related equipment, for example: bongs, pipes and syringes. Staff will respond swiftly and consistently wherever a student is reasonably suspected of being in breach.

**Drug-** *"Any substance, with the exception of food and water, which when taken into the body alters its function physically and/or psychologically"*. This definition includes all drugs (eg. analgesics, alcohol, tobacco, cannabis, amphetamines). Solvents (also called volatile substances eg. glue and petrol sniffing), while not classified as drugs, are included in the Byford Secondary College Drug and Alcohol Policy. Pharmaceutical products, both prescription and over the counter products are also included in the Byford Secondary College Drug and Alcohol Policy

### Key Principles:

Staff will be mindful that drug use/ intoxication may make the students behaviour volatile and unpredictable. Staff will take care not to provoke a response that places the student or staff at risk of injury.

While on school premises, students should not self-administer prescribed medicines or other products, but if support is necessary, carers may contact the School's Student Services Support Officer and the appropriate forms will be provided.

The supply of prescription medicines to another student is considered a breach of the Drug Policy. Over the counter products, including Panadol, aspirin, vitamins and such like should not be supplied to other students and the provisions of the Drug Policy apply.

### Procedure:

For students that are reasonably suspected of being under the effects of a drug or alcohol.

Students Services Staff will:

- Advise the parents/carers of the situation, request they collect the student and encourage them to seek medical assistance.
- Contact Principal to notify him/her of the situation and seek further advice.
- Arrange for the care of the student on the school site until such time that a parent or persons authorised by the parent can collect the student; and

- Call an ambulance if there is significant concern for the student health, or if the student is posing a risk to self or others and parent/ carers decline or are unable to collect the student right away.

Staff will not:

- Allow the student to leave the school site on his or her own; or
- Leave the student alone.

For students that are under a reasonable suspicion of possession/ supply or have drug related implements.

Staff will:

- Ask the student to accompany a member of school staff to the office, where the Principal/Associate Principal together with a witness will request that the student hand over the banned implement/ prohibited substance/illicit drug.

If a student declines to hand over the banned implement/prohibited substance/illicit drug the Principal/Associate Principal will, in the presence of a witness;

- Ask the student to open their bag and cooperate with the search

Staff will not:

- Undertake a personal search of the student.

If a student refuses to cooperate with a search of their property the Principal/Associate Principal will

- Inform the students' parents/carers of the situation where possible.
- If a parent/carer is unable to be contacted, the Principal/Associate Principal, where deemed necessary may contact the police or ask the student to leave their bag in the Principals office till the end of the day where a parent may collect.
- Where a parent/carer is contactable, the Principal/Associate Principal will allow the parent/carer to speak with the student on the phone in the presence of a witness.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the Principal/Associate Principal will notify them of his/her intention to call the police to inform them that the school holds a reasonable suspicion that the student possession of an illicit/prohibited drugs or implement.

## Weapons

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

### Key Principles:

Under the Weapons Act 1999 it is an offence to:

- Carry, possess, purchase, supply or manufacture a prohibited weapon
- Carry a controlled weapon without a lawful reason to do so
- Carry an article with the intention of using it to injure or threaten any person; and
- Sell or supply a controlled weapon to a person under the age of 18 years, except if it is to be used in the course of a sporting or recreational activity.

### Procedure:

Where there is a “reasonable suspicion” or it is known that a student is in possession of a weapon, school staff will:

- Assess the level of risk to the student and others;
- Report the matter immediately to the Principal; and
- Ask the student to accompany a member of school staff to the office, where the Principal together with a witness will request that the student hand over the weapon.

If a student declines to hand over the weapon the Principal will, in the presence of a witness;

- Ask the student to open their bag and cooperate with the search

*School staff should NOT undertake a personal search of the student.*

If a student refuses to cooperate with a search of their property the Principal will

- Inform the students’ parents/carers of the situation where possible.
- If a parent/carer is unable to be contacted, the Principal, where deemed necessary may contact the police or ask the student to leave their bag in the Principal’s office until the end of the day where a parent may collect.
- Where a parent/carer is contactable, the Principal will allow the parent/carer to speak with the student on the phone in the presence of a witness.

If the student and the parents/carers refuse to give permission for the student’s property to be searched, the Principal will notify them of his/her intention to call the police to inform them that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

In the circumstance that the Principal deems that the safety of students and staff at the school are in imminent danger he may:

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- The student will remain in the Administration Office until both Police and parent/carers arrive.

Staff who find or are given a weapon should:

- Label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and
- Provide it to the Principal.

The Principal will:

- Securely store the item;
- Confirm the labeling of the weapon
- Accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- Maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident on school records.

## Record Keeping

As described in the Records Management Manual for Schools, College and Campus Records Act 2000. Teachers are responsible for keeping information, including

- Documented plans, signed by parents (accountability for providing an appropriate educational program)
- Letters sent home
- Concerns
- Information regarding behaviour in the students' school file to demonstrate the students' progress and achievement.

As part of the Positive Behaviour Plan, Teachers are required to use the Academy Welfare System to enter information regarding student's behaviour at school. Including the

- Time
- Area
- Behaviour description
- Consequence: reward/ detention/ temporary withdrawal
- Other information: contact home/ phone/ email/ letter/ parent response

The information provided on Academy is used by the administrative team to provide a clear picture of how a student is travelling and if rewards/ interventions/ participation plans should be implemented to assist the student to actively engage in school.

