



# John Tonkin College Positive Student Behaviour Support Policy 2024

Parent Copy



# Positive Behaviour Culture

## RESPECT

We will show respect by...

- Listening and following all staff members' instructions.
- Allowing others the right to learn.
- Treating my own and others' property with care.
- Treating others with kindness and care.
- Keeping our grounds rubbish and damage free.
- Valuing our own privacy and the privacy of others.
- Travelling responsibly to and from school.

## COMMIT

We will show commitment by...

- Completing all work to the best of our ability.
- Working well in teams.
- Being punctual, organised and commit to attending school.
- Wearing uniform correctly.
- Obeying the law.
- Following the school policies of technology use.
- Representing JTC positively in the community.
- Making healthy lifestyle choices.

## EXCEL

We will excel by...

- Using a growth mindset.
- Setting goals, persevering, and asking for help when needed.
- Celebrating progress and achievement.
- Taking responsibility for our learning.
- Supporting and being thoughtful of our peers.
- Using technology within school policy to enhance our learning.
- Participating enthusiastically in class and community activities.
- Helping enhance the college reputation.



JOHN TONKIN  
COLLEGE

EXCELLENCE | RESPECT | COMMITMENT

## **WHOLE SCHOOL PLAN FOR POSITIVE STUDENT BEHAVIOUR SUPPORT**

The approach towards behaviour management at John Tonkin College is guided by the principles of Positive Behaviour Support. Whilst most students need little if any guidance in how to conduct themselves in the classroom, in the school yard or beyond the school gates, just like any skill, some students require an explicit educative process to enable them to develop the expected behaviours needed to maximise their own educational experience and minimise the impact that they have on others. A very small percentage of students have behaviours that require intensive school and external support for those who cannot be managed following this process. This policy documents how behaviour is managed at John Tonkin College.

Our college operates under the values of Respect, Excellence and Commitment and students will conduct themselves according to these values. Students demonstrate the positive behaviours in the John Tonkin College Positive Behaviour Support Matrix

The college has also developed the PBS Matrix in the form of posters to be visual in every classroom to ensure that students are aware of the standard required behaviours.

It is recognised that the school cannot be solely responsible for the behaviour culture. The John Tonkin College community needs to be engaged and supportive. What happens outside of school can have a direct impact on behaviour at school, but we cannot be everywhere at all hours. We, therefore, operate on the notion that it takes a village to raise a child and a team approach between school, home and community will be utilised wherever possible.

### **Our Positive Behaviour Approach**

#### **Positive Behaviour Framework**

JTC is a Positive Behaviour Support (PBS) school. It is an evidence-based framework for preventing and responding to student behaviour. The aim is to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes the analysis of data and the implementation of evidence-based practices for establishing safe, purposeful, and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

#### **Positive Behaviour Support Program (PBS)**

##### **What is PBS?**

John Tonkin College is a Positive Behaviour Support (PBS) School committed to implementing authentically PBS ideas, processes, and structures. The aim of PBS is to support the development of positive student behaviours amongst students. Led by a team of teachers volunteering as part of the PBS Leadership Site Team, JTC looks to support all staff in providing the appropriate structures and processes to best support student development of expected positive behaviours.

##### **Language of the PBS Matrix**

The PBS Matrix lists the expected student behaviours under the three school values of Respect, Commit, and Excel. The matrix allows all staff and students to have a common language when discussing behaviours in any school setting. All staff are expected to display the PBS Matrix poster in their classrooms and use the language of the matrix when pre-correcting, correcting, or acknowledging student behaviours. Staff members are expected to explicitly (via Explicit PBS Lessons) or implicitly (via modelling, ad hoc in class discussions) teach students the meaning of behaviours listed on the matrix. In turn, students should feel supported and competent in developing their ability in applying the expected matrix behaviours.

## Roles and responsibilities of staff in implementing whole school behaviour support:

<b>Behaviour System Responsibilities</b>	
Student	<ul style="list-style-type: none"> <li>• Commitment, Excellence, Respect (as per the PBS matrix)</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>• Commitment, Excellence, Respect (as per the PBS matrix)</li> <li>• Teachers provide engaging and differentiated learning experiences to ensure that the opportunity for improved outcomes and positive behaviour is maximised – High Impact Teaching Strategies informed by TeachWell to support student engagement and achievement.</li> <li>• Teachers to explicitly teach students appropriate student behaviour according to the PBS Matrix.</li> <li>• Teachers should use the PBS Acknowledgement system (reward slips) as a preventative way to promote positive behaviours in the classroom.</li> <li>• Teachers should use the principles of CMS (Classroom Management Strategies) to ensure that all behaviour is dealt with in a low-key manner where possible.</li> <li>• Students need to be given warnings whilst ensuring that students understand what the consequences will be for continued behaviour.</li> <li>• Teachers need to monitor the classroom and yard when on duty to ensure that all students are behaving in a safe manner and not impacting on the learning of others.</li> <li>• Phone calls to parents/guardians need to occur to inform them of concerning behaviours and a relationship established so that a team approach is utilised to teach expected behaviours.</li> <li>• Referral to Line Manager for support at an early stage and other referrals as needed according to the Behaviour Management Flow Chart.</li> <li>• Teachers are expected to record student behaviour in Compass.</li> <li>• Address attendance concerns.</li> </ul>
Head of Learning Area	<ul style="list-style-type: none"> <li>• First point of contact for low-level classroom behaviours.</li> <li>• Assist staff in developing strategies for managing low-level classroom behaviours. Referral to CMS training, classroom observations and coaching by HOLA.</li> <li>• Parent communication on behalf of classroom teacher where required.</li> <li>• Assist staff in creating classroom contracts/IBP for ongoing student behaviours (completed in collaboration with students and parents)</li> <li>• Refer student behaviour to the Student Services Manager when necessary.</li> </ul>
Program Coordinator: Teaching and Learning	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning Support Coordinator (TLSC) – leads a team of Education Assistants to support students with a diagnosed learning disability or learning difficulty.</li> <li>• Support teachers with information about students who have learning difficulties or disabilities which may impact learning, engagement and behaviour.</li> <li>• Assist staff in meeting with students and parents to develop appropriate teaching strategies for students with learning difficulties or a disability.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collate NCCD data and apply for disability resourcing.</li> <li>• Parent liaison and case conferences where required for students with a learning difficulty or disability.</li> <li>• Collaborate with the Student Services Manager to support teachers and students with a learning difficulty or disability.</li> </ul>
Program Coordinator: Follow the Dream	<ul style="list-style-type: none"> <li>• Follow the Dream Coordinator support teachers with information about the impact of contextual factors e.g., learning difficulties, trauma, cultural background which may impact student engagement and behaviour.</li> <li>• Leads Aboriginal Education including Deadly Sista Group (DSG) to support students and staff to improve practices and relationships which help support Aboriginal students.</li> <li>• Parent liaison and case conferences where required.</li> <li>• Assist staff in meeting with students and parents to develop appropriate strategies.</li> <li>• Collaborate with the Student Services Manager to support teachers and Aboriginal students.</li> </ul>
Year Coordinators	<ul style="list-style-type: none"> <li>• Monitor and support the wellbeing of students in the year level.</li> <li>• Setting and monitoring expectations – uniform, attendance, behaviour.</li> <li>• Liaise with Line Managers regarding academic issues identified through contact with students or parents.</li> <li>• Support the Student Services Manager in addressing behaviour and/or wellbeing issues where require.</li> <li>• Organising student rewards, incentive activities and supporting student leadership team.</li> </ul>
Student Services Manager	<ul style="list-style-type: none"> <li>• Lead a team of Student Services staff including Attendance Officer, Youth Worker, Transition Officer, Chaplain, School Psychologists and Year Coordinators to support student behaviour and wellbeing.</li> <li>• Establish processes to consistently enforce school wide policies such as lateness, mobile phone, uniform and behaviour policies.</li> <li>• Management of students who require behaviour and/or wellbeing support.</li> <li>• Liaising with external mental health agencies where required.</li> </ul>
School Psychologist	<ul style="list-style-type: none"> <li>• Provide specialist support services in the areas of student behaviour, learning, mental health and wellbeing, and critical incident response management.</li> <li>• Assist with triaging new SAER referrals.</li> <li>• Support teaching staff with the development of Individualised Positive Behaviour Support Plans.</li> <li>• Provide staff professional development when necessary.</li> <li>• Provide psychological assessments and psychotherapeutic interventions (i.e., counselling) for students.</li> <li>• Assist the Student Services Manager in collecting data to inform areas of need and to identify and implement positive and proactive programs around social and emotional learning.</li> <li>• Support parents and families of students experiencing challenges with behaviour, learning, mental health and wellbeing.</li> <li>• Refer students and/or families to external agencies for support, when appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct risk assessments and support staff to develop risk management plans.</li> <li>• Providing support in critical incidents.</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>• Provide pastoral care support to all students.</li> <li>• Liaise with families and community groups.</li> <li>• Provide information to teachers and Student Services, where required.</li> <li>• Run positive, proactive programs to boost social/emotional learning of identified students at risk.</li> <li>• Support reward-based initiatives for student's that are conducted by Student Services.</li> </ul>
School Nurse	<ul style="list-style-type: none"> <li>• Encourage students to take responsibility for their own health and promote healthy lifestyle choices.</li> <li>• Provide health information and education on an individual and group basis and assist students with chronic health conditions.</li> <li>• Assist the Student Services Manager in collecting data to inform areas of need and to identify and implement positive, proactive programs around social and emotional learning.</li> <li>• Support parents and families of students experiencing challenges with behaviour, learning, mental health, and wellbeing.</li> <li>• Refer students and/or families to external agencies for support, when appropriate.</li> <li>• Conduct risk assessments and, support staff to develop risk management plans.</li> <li>• Providing support in critical incident.</li> </ul>
Deputy Principal	<ul style="list-style-type: none"> <li>• Assist the Student Services Manager to develop, monitor and review a Student Services Operational Plan</li> <li>• Meet with Student Services Manager regularly to review students requiring high level support.</li> <li>• Support the planning of case conferences.</li> <li>• Liaising with external agencies where required</li> <li>• Refer students with intensive needs, beyond what the school can provide for, to the School of Special Education Needs – Behaviour and Engagement</li> <li>• Ensure that the PSBS Policy is being adhered to.</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Lead a positive behaviour culture.</li> <li>• Ensure that a PSBS policy exists that addresses the needs of all students.</li> <li>• Ensure that the PSBS policy is being adhered to.</li> <li>• Meet with Deputy Principals regularly to review the cases of students with intensive needs.</li> <li>• Ensure a safe and positive culture is thriving within the school</li> </ul>

### **Restorative Approach**

An approach to dealing with offending behaviour that is focused on students taking responsibility for their behaviour and taking actions to repair the harm they caused. This strategy is used for maintaining healthy relationships and to repair relationships that have been damaged. It is applied at a whole school or classroom level and in response to challenging behaviour or bullying.

## **Student Services Team**

The Student Services Team consists of a:

- 7-9 and 10-12 Student Services Manager,
- Year 7-10 Year Coordinators,
- School Psychologist,
- Chaplain,
- Health Nurse,
- Student Support and Attendance Officers.

with diverse and specialised backgrounds who work closely with staff and students, developing preventative programs and plans with appropriate courses of action to support the needs of students. Student Services is about working together in the best interests of all students. Students, teachers, and parents can refer to the Student Services team for consultation on issues such as friendship, social skills, bullying, grief, adolescent behaviour, mental health issues, learning difficulties, family issues etc.

## **Teaching and Learning Program Support**

The Teaching and Learning Support team consists of a Year 7-12 Program Coordinator, a Year 7-9 Lead Education Assistant, a Year 10-12 Lead Education Assistant, and a team of Special Needs Education Assistants across both campuses. Staff in the Teaching and Learning Support team collaborate with students, parents, the Student Services Managers, the School Psychologist, Consulting Teachers from School of Special Educational Needs and external clinicians developing behaviour Support Plans for students with a diagnosed learning disability and/or severe mental health issues with behaviours that challenge. The plans focus on understanding the purpose of the behaviour and replacing it through adaptive alternatives by teaching new skills in a positive way.

## **Aboriginal Education**

Aboriginal Education consists of a Manager of Aboriginal Education, AIEOs, Follow the Dream Coordinator and the Deadly Sista Girlz Program. The diverse range of staff skills approaches and programs on offer ensures Aboriginal students' complex and unique needs are met allowing them to thrive in the school environment. Aboriginal Education staff develop and maintain relationships with parents and caregivers, community members and inter - agencies to provide a broad and full wrap around service for our students.

## **Academic Coordinator Support**

John Tonkin College has a lower school and senior school Academic Coordinator. The academic coordinators work collaboratively with Student Services, Teaching and Learning Program support team, Aboriginal Education, VET Coordinator, the college Career Practitioner and parents and carers to ensure that students have an educational program that enhances their opportunities to have positive and rewarding educational experiences and outcomes. The Academic Coordinators closely monitors the academic progress of individual students to support and assist those students in developing positive behaviours that increase their chances of academic success and excellence.

## Building Staff Capacity

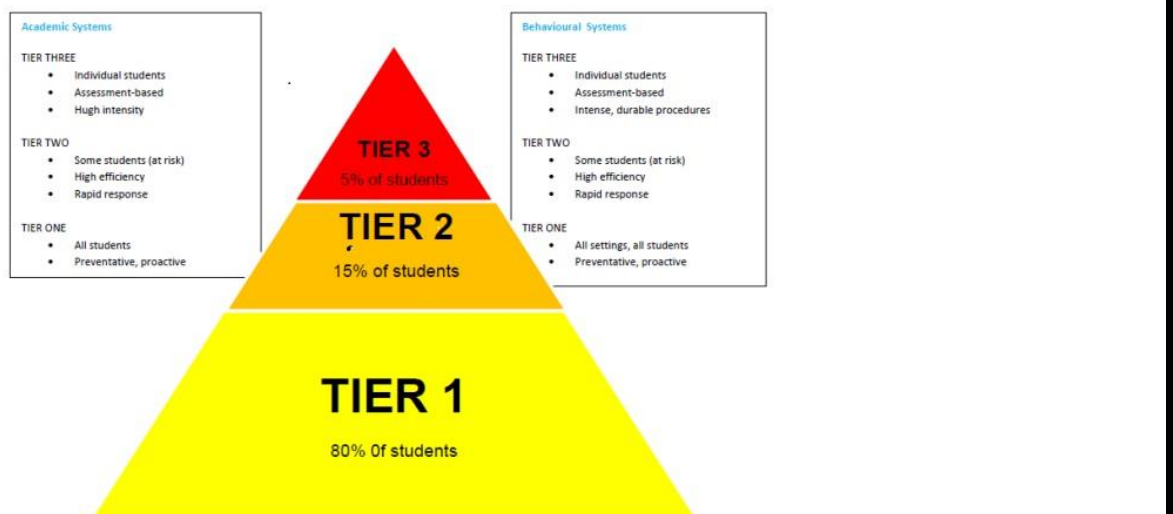
- At JTC we hold staff inductions on our Positive Student Behaviour Support policy to all new staff and regularly revisit the policy during the year with all staff.
- Classroom Management Strategy (CMS) professional development is offered to all staff throughout the year and JTC has a dedicated CMS trainer within the school who supports staff.
- Mental Health training is provided for relevant staff to help students supported in this area.
- Professional development sessions on strategies to deliver engaging curriculum such as TeachWell.

## Multi-Tier System Support

JTC has a multi-tier system of supports (MTSS) for students. A MTSS is a systematic, continuous improvement framework that focuses on the positive educational experiences and outcomes of all students. MTSS utilises high-impact, evidence-based teaching practices to ensure every student receives the appropriate level of support, instruction, and adjustments to be successful.

A Multi-Tier System of Supports works hand in hand with our Student Services Team who are dedicated to the betterment of students at our school. This system of support ensures that JTC can tailor programs to meet the academic, emotional, and behavioural needs of all students.

- **Tier 1: The School Class (Universal)** - Practices and systems for all students and staff implemented across all school settings – these include but not limited to whole school policies such as lateness policy, attendance policy, uniform policy, PBS explicit behaviour lessons, PBS rewards, seating plans, low level - teacher response - corrections, conversations, parent contact, relationship building.
- **Tier 2: Small Group Interventions (Targeted)** - Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1 - these include but not limited to individual class and behaviour plans (IBP), teacher-parent meetings, short term withdrawals, teacher-student restoratives, HOLA intervention, Year Coordinator intervention, Numeracy and Literacy support.
- **Tier 3: Intensive, Individualised Support (Intensive)** - Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student – these include but not limited to positive behaviour student plans (PBSP), risk management plans (RMP), escalation profiles, School of Special Education Needs: Behaviour and Engagement (SSEN-BE) involvement, case conferences and counselling offered.





## **Recognition of Positive Behaviours**

### **Letter of Commendation**

Teachers send emails/letters to parents to highlight areas of positive behaviours and academic achievement.

### **Colours Awards**

Students who commit to extra-curricular activities and demonstrate high level leadership can be nominated for these awards twice per year.

### **Behaviour Plan Incentives**

Students on PSBS can earn negotiated incentives based on improved behaviours.

### **Positive Choice Contract and Card**

Students sign a contract and Student Services manage this contract with a Positive Choice card. This card allows Guardians and Student Services to monitor student behaviour in all their classes. Positive incentives are given if students achieve positive goals.

### **PBS Acknowledgement System**

If students demonstrate the positive behaviours in the PBS matrix, they may earn acknowledgement slips. The slips can be cashed in to earn students individual and faction-level rewards. Students will earn short term (immediate rewards for cashing in a slip), medium term (reward slips may go towards raffle draws on a weekly/fortnightly basis for a gift certificate), and long term (the faction with the most reward slips will earn rewards for the whole faction on a term-by-term basis).

### **Reward and PBS Events**

The PBS committee arranges positive goals and incentives for all students each term. Once per term, each year level from year 7 to 10 will have a reward event that some of the students will be invited to. This will be a reward for those students who have displayed our expected behaviours consistently throughout the term.

### **Advanced Standing**

Students with Advanced Standing are recognised in Year 12 at the Valedictory Ceremony and certificates are given to students in Year 7-11 assemblies.

## **Good Standing Policy**

### **Rationale**

At John Tonkin College we encourage all our students to adhere to our school policies and demonstrate our PBS expected behaviours of Excellence, Respect and Commitment. The Good Standing policy provides motivation for students to consistently demonstrate the expected behaviours, as those who do are rewarded with the maintenance of their Good Standing. Students who maintain their Good Standing will be able to participate in extracurricular activities such as reward events and representing the school in academic, sporting or arts related events.

### **How It works**

All students will start the year with their Good Standing. If students have lost their good standing for uniform, attendance, mobile phone infringement or lateness it will be reset at the beginning of each term. The length of loss of good standing for behaviour will be determined in conference with the Student Services Manager and Deputy.

If student do not have their good standing, they will be ineligible for extracurricular activities offered by the school, such as sporting events, the school ball and end of term reward events. Students can earn their good standing back but will first have to demonstrate a willingness to follow the school policies consistently for a certain length of time.

**To maintain your Good Standing, you need to:**

- Have 90% or above attendance. Legitimate absences that have been notified by a parent/guardian will not impact on a student's percentage of attendance.
- Have satisfactory punctuality.
- Adhere to the dress code by always wearing full school uniform.
- Adhere to the school mobile phone policy.
- Abide by the Positive Behaviour Policy
- Avoid getting suspended.

**Students will lose their Good Standing if they:**

- Get Suspended
- Attend school less than 90% of the time without acceptable reasons notified by a parent or guardian.
- Receive three lateness detentions within the term.
- Breach the dress code three times within the term.
- Breach the mobile device policy three times within the term.
- Have three negative entries in the behaviour system.

**Regaining Good Standing**

Each student will get the opportunity to earn their Good Standing back once they have lost it. A time frame will be given for loss of good standing. If a student reoffends during the time, they have lost their good standing, it will reset from the time of the latest infringement.

**Students in years 7-10****Mobile phone, uniform, behaviour, lateness infringements**

Students who have lost their good standing due to any of the infringements outlined above must go a minimum of three weeks without getting another infringement to get their good standing back.

**Suspensions**

The length of time for loss of good standing for students who have a suspension will be determined by the Student Services Manager and Deputy. Students will earn their good standing back by receiving no behaviour infringements during this time.

**Attendance**

Students who have lost their Good Standing due to attendance must demonstrate 90%+ attendance for a period of four weeks to get their Good Standing back. Alternatively, if unnotified absences become notified absences and this increases attendance levels above 90% prior to the 4-week period, students may have their Good Standing returned early.

**Students in years 11-12**

Students in years 11 and 12 who lose their good standing will have a Loss of Good Standing meeting and their Good Standing will be revoked for four weeks. To regain their Good

Standing back, they must meet the requirements discussed at the Loss of Good Standing meeting. Once their four weeks has elapsed, they can apply to the Student Services Manager to have their Good Standing reinstated.

**Note:**

If a student loses their good standing for breaching a particular policy, but then breaches another policy during their loss of good standing time, the time required to earn their Good Standing back will be reset.

**Advanced Standing**

Students who end the year with Good Standing status may qualify for Advanced Standing. Students who achieve Advanced Standing receive recognition at school assemblies and formal ceremonies including the Year 12 Valedictory. Students in years 7-11 will also receive 10 points for their faction in the PBS Reward Competition for the following year.

Students may achieve Advanced Standing through academic excellence, adhering to school policies and/or by participating in extra-curricular and/or college community activities. Student Services monitor the points awarded for achieving different benchmarks throughout the year for students and the total gained determine Advanced Standing.

**Planning for successful engagement in the classroom and safe experiences whilst at school**

The Staff and Student Services team will utilise a variety of strategies to improve students' chances of success at school.

**Individual Education Plan (IEP)** – will be developed in consultation with the Program Coordinator Teacher and Learning Support. A student's academic engagement will be observed, the school psychologist will be utilised to make an assessment and a plan developed, implemented, monitored, and reviewed in consultation with parents/guardians. The intent of an IEP is to enable the student to have academic success in the classroom.

**Individual Positive Student Behaviour Plans (PSBP)** – when a student has demonstrated behaviours in the classroom that have not improved with low level strategies and parent engagement, a PSBP may be developed. The student, the parents and the school will participate in the development of this plan. The plan will outline incentives for positive behaviours and reinforce positive behaviours. It will provide strategies to enable the student to have success in improving behaviour.

**Risk Management Plan (RMP)** – where a student has demonstrated ongoing or severe behaviours that put themselves or others at risk an RMP will be developed. Contributors to the plan may include the student, parents, school psychologist, lead school psychologist, Student Services Manager, Associate Principal and external agencies where required. The plan will outline incentives for positive behaviours and consequences for negative behaviours. It will provide strategies to enable the student to be safe and/or maximise safety for other students and staff.

**Alternative Education/Training Programs** – where the student has been requiring intensive planning and support at school and there is no sign of improvement it may be necessary to consider alternative programs that may be more suitable to their needs. The school will work closely with students and parents to explore what options are available to them. The priority is to find a way of engaging the student in a manner that will improve educational outcomes and minimise negative reinforcement.

**Pass Cards** - Pass Cards can be issued by Student Services to students with specific needs and requirements. This will have been decided in consultation and for the purpose of assisting students to manage themselves when they become dysregulated. All Pass Cards may have specific parameters listed on them, as well as a contact in Student Services and an end date

for the card itself. If a student opts to show their card, this will be honoured by the classroom teacher and the student will move directly to Student Services. If a behaviour issue has already occurred, the teacher will still honour the card, the student will move directly to Student Services as normal and more information will be sent by the teacher to Student Services for action. For students with Learning Difficulties, students may be issued a pass card through the Teaching and Learning support coordinator in collaboration with Student Services.

**External Agency Supports** - John Tonkin College has a strong relationship with community providers. Students are referred to external agencies to enable them to access services that will assist in modifying behaviours or improving mental health.

**Detentions:**

Staff may use detentions within the school day and will ensure that student still receive a recess/lunch break. After-school detentions may only occur when negotiated with the parent/guardian. **This needs to be entered on Compass.**

**Buddy Class and Withdrawal Room:**

The Buddy class system is a level of support available for staff to utilise when a student (or students) in the class is causing a significant level of disruption to the point of having a negative impact on other students in the class and the progress of the lesson.

**Loss of Good Standing:**

Please refer above for further information on our Good Standing Policy.

**Temporary Withdrawal:**

Heads of Learning Area and Student Services may withdraw a student from a subject or from all classes for an extended period where ongoing attempts at behaviour modification are unsuccessful. During this time period a meeting may occur with the student, teacher, parent and school administrator to produce an Individual Behaviour Plan. When a student is withdrawn, they will be provided with work to complete. In some cases, students who attend the Tindale campus may be required to complete a withdrawal at the MET campus. Arrangements will be made with parents/guardians prior to the withdrawal.

**Extended Withdrawal:**

Student Services may withdraw a student from a subject or from all classes for a set period of time. This may occur when ongoing attempts at behaviour modification are unsuccessful or when a student has seriously breached the school code of conduct, but a suspension is not warranted. In some cases, students who attend the Tindale campus may be required to complete a withdrawal at the MET campus. Arrangements will be made with parents/guardians prior to the withdrawal.

The Principal will ensure that the department requirements for withdrawal of a student from classes, breaks or other school activities are followed:

<http://det.wa.edu.au/supportforschools/detcms/school-support-programs/support-for-schools/positive-behaviour/hot-topics/requirements-related-to-the-student-behaviour-policy-documents/Withdrawal-of-a-student-from-classes-breaks-or-other-school-activities.en>

**Staff, please refer to the Withdrawal from class guidelines in the appendices section.**

**Suspension:**

Student Services Manager will lead the investigation of a high-level behaviour incident and discuss with the Deputy Principal the appropriate consequence. This may include a suspension.

The principal will authorise suspension of a student for a period of time when there is a serious breach of school discipline.

The Principal will ensure that the department requirements for suspension are followed:

<http://det.wa.edu.au/supportforschools/detcms/school-support-programs/support-for-schools/positive-behaviour/hot-topics/requirements-related-to-the-student-behaviour-policy-documents/Suspension-of-a-student-from-attending-school.en>

## **Recommendation for Exclusion**

The Principal may make a recommendation for exclusion when a serious violent incident threatens the safety of students and staff, or when ongoing attempts to modify behaviours have failed and all support has been exhausted.

The Principal will ensure that the department requirements for Exclusion are followed: <http://det.wa.edu.au/supportforschools/detcms/school-support-programs/support-for-schools/positive-behaviour/hot-topics/requirements-related-to-the-student-behaviour-policy-documents/exclusion-of-a-student-from-attending-school.en?cat-id=16512182>

## **Aggressive, threatening, and violent behaviours**

The college will take prompt action in responding to behaviours that threaten the safety of others. Aggressive, violent, and threatening behaviour may result in immediate suspension. Students who exhibit these behaviours will also be referred to the Youth Worker, School Psychologist, and other agencies where appropriate to assist them in learning appropriate behaviours. The School of Special Educational Need - Behaviour and Engagement will be engaged where appropriate.

All attempts will be made to minimise the impact of these students on others. Risk Management Plans will be developed and implemented. Ongoing behaviour of this nature and extreme incidents may be considered for a Recommendation for Exclusion. *Addressing violence in schools – Let's take a stand together* further address this issue.

## **Bullying**

All incidences of bullying should be reported to a staff member as soon as possible to ensure that intervention can immediately occur. Addressing bullying is a complex issue and a restorative approach is used at John Tonkin College to ensure that students who bully learn the impact of what they are doing and make amends to the victim of bullying. A student who is repeatedly bullying others will be placed on a Risk Management Plan and Youth Worker, School Psychologist support will be provided to assist the student to develop appropriate strategies.

Students who continue to bully may be suspended and placed in supervised areas to ensure that the opportunity to continue bullying is minimised. The school will work with parents and students to minimise opportunities for bullying via social media and deliver programs that promote healthy communication via social networking. The school also provides learning programs to students to manage conflict and build resilience.

Where a student is bullied and resolution has not been effective, measures will be taken to ensure that the student feels safe at school. A Bullying Intervention Plan will be created where contact between the bully and victim is minimised or even removed completely.

## **Strategies to Prevent and Manage Bullying**

- A culture within JTC that seeks to be proactive and restore relationships damaged through conflict.
- Close collaboration with parents, caregivers, stakeholders, and the wider community on bullying.
- Professional development for staff on identifying the signs of a student being

- bullied. (DoE online PD).
- Positive staff role modelling to students.
- Provision of information to stakeholders, through access to outside agencies (if appropriate)
- Providing incentives for respectful behaviour.
- Providing curriculum opportunities (within JTC) to highlight:
  - What behaviours constitute bullying.
  - Why bullying is unacceptable.
  - The development of effective bystander behaviour.
  - Understanding how to prevent and manage bullying.
  - Awareness of cyber-bullying and strategies to deal with it.
  - Recognising and reinforcing positive behaviour and positive social relationships.
  - Recording and reporting of bullying incidents (Compass, Parent Contact, etc.).

### **Investigation of Bullying Incidents**

Each bullying incident will require careful and thorough investigation.

- If a bullying incident is identified, it must be reported appropriately to Student Services.
- All parties may receive the opportunity to participate in a Restorative Process.
- If a party has been found to be responsible for a bullying situation, the appropriate consequence will be set by Student Services.
- A Restorative Meeting may be held, with appropriate mediation, formal contract.
- Ongoing support and monitoring may occur for relevant stakeholders.
- If the bullying situation persists, mediation may continue, in conjunction with the consequences outlined in the Formal Agreement
- If a situation is deemed severe or appears to continue, an Intervention Plan may be developed and signed off by all key stakeholders.

### **Student Mobile Phone Policy**

#### **Department of Education Statement**

*The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purposes.*

*Schools must implement a ban on the use of mobile phones for all students from the time they arrive to the conclusion of the school day.*

*Phones must be 'off and away' all day and neither seen nor heard.*

*Smart watches must be set to 'aeroplane mode' throughout the school day.*

*Music listening devices including headphones or air pods cannot be used anytime during the school day.*

#### **John Tonkin College Student Mobile Phone Policy (includes music listening devices)**

##### General

Students are permitted to bring mobile phones to school, but they must be 'off and away' at all times from the time a student enters the school grounds to the end of the school day.

Students are not permitted to use mobile phones during recess and lunch.

#### Monitoring a Health Condition

A minority of students need to use a mobile phone to monitor a health condition or as part of a school approved documented health care plan.

In these circumstances' students will only be permitted to use a mobile phone in a designated area under the supervision of a staff member.

#### **Mobile Phone use for Education Purposes**

Teachers may instruct students to use their mobile phones for a particular educational purpose for a specified period of time.

Teachers must be vigilant to ensure that students turn phones off and place in bags immediately after the use for educational purposes.

#### **Confiscated Phones**

A breach of the mobile phone/listening devices policy will result in immediate confiscation. The College will not accept any responsibility for damage or loss of devices that may occur due to confiscation.

#### **Guidelines for Student Breaches of the Mobile Phone Policy (includes music listening devices)**

Teachers need to be consistent in applying the same processes in the event of students breaching the Mobile Phone Policy. Teachers should not give any warnings in the event of a breach of the policy.

The guidelines apply to mobile phones and music listening devices.

- If during class time a student is using a mobile phone and/or the phone is out of a student's bag or pocket, the teacher instructs the student to take the phone to Student Services. The teacher will not give any warnings.
- The student will return to class and provide the teacher with a note from Student Services confirming that the phone has been handed in.
- The student may collect the phone at the end of the school day.
- If a student submits a mobile phone to student Services three times, a parent/carer will need to collect the phone on the next occasion they are caught.
- If a student refuses to take the mobile phone to Student Services, teachers should not become involved in conflict and simply inform student services when they can. Further consequences will apply to the offending student, including detentions, future phone confiscations and parent contact.
- If a student is breaching the mobile phone policy in the school grounds, the teacher will escort the student to Student Services. The teacher will not give any warnings. Teachers should not become involved in conflict if a student refuses to follow instructions. Teachers should report the incident to Student Services.

If a student refuses to hand in a phone as instructed, the John Tonkin College Behaviour Policy will be applied.

### **Drug and Alcohol Misuse**

The school delivers educational programs to students to ensure that they understand the impact of drug and alcohol use. JTC works closely with the School Drug Education and Road Aware (SDERA) to implement evidence-based procedures and develop the JTC Whole-School Drug Education Plan.

Where a student is suspected of being under the influence of drugs or alcohol the parent/guardian will be contacted immediately and student will be monitored. Where the safety of the student or others is compromised the student will go home under supervision to monitor their health. Counselling will be provided and referrals to external agencies will be actioned where required.

Where a student is suspected of supplying drugs and/or alcohol an investigation will occur. Where sufficient evidence exists, a student may be suspended, and Police notified regarding prohibited drugs. On return from suspension students may attend a meeting with the school nurse and complete an education pack on the negative effects of drugs and alcohol.

The school also provides learning programs to students to manage and develop positive strategies when dealing with drugs and alcohol.

The Principal will ensure that the Department of Education requirements for dealing with breaches of school discipline by students suspected of being intoxicated at school are followed.

<http://det.wa.edu.au/supportforschools/detcms/school-support-programs/support-for-schools/positive-behaviour/hot-topics/requirements-related-to-the-student-behaviour-policy-documents/breaches-of-discipline-by-students-suspected-of-being-intoxicated.en>

### **Weapons on School Sites**

Staff should be informed immediately if students are aware another student is carrying a weapon. This is treated as a serious breach of school discipline and will result in immediate suspension. Police will also be notified where the weapon is deemed to be prohibited or controlled. The Principal will ensure that the Department of Education requirements for dealing with weapons in school are followed.

<http://det.wa.edu.au/supportforschools/detcms/school-support-programs/support-for-schools/positive-behaviour/hot-topics/requirements-related-to-the-student-behaviour-policy-documents/weapons-in-schools.en?cat-id=16512182&page=4#toc4>

### **Suicidal Behaviour and/or Non-Suicidal Self Injury**

Protective Behaviours and Resilience programs are delivered within curriculum.

Where a staff member and/or student have a concern about a student it is to be immediately reported to Student Services. Concerns may include students talking about suicide and showing signs of self-harm. A risk assessment is conducted by staff trained in being able to conduct these. The parent/guardian is contacted, and a Risk Management Plan may be developed. The student is then monitored and checked on daily for a certain time period. Students may attend possible meetings with outside agencies to further support student. Students are referred to Community Adolescent Mental Health Service where appropriate.

Where the home environment is seen as contributing to the student's suicidal ideation/behaviour and healthy relationships do not exist or the parent/guardian does not



appear to take actions to address the mental health issue a referral to the Department of Child Protection Family Services (CPFS) will be made.

## **Dress Code**

John Tonkin College has a clearly defined dress code and policy regarding student attire. This is in accordance with 2007 legislation requiring mandatory school uniform for students in Government schools and is endorsed by the College Board.

The dress code creates a sense of identity and encourages pride in our school. It also enables school staff to readily identify our students, which assists us to maintain a safe and supportive learning environment.

Wearing of the uniform reflects the students' respect for themselves and others within the college community, and their commitment to their studies at John Tonkin College. The dress requirements promote inclusivity, equality and teamwork among students, enabling them to focus on maximising their academic and personal potential.

John Tonkin College dress items meet the standards for occupational health and safety on the school sites and are affordable for parents. Footwear must fully enclose the foot and be securely fastened. Thongs, scuffs, open sandals, slippers and Ugg boots are not acceptable.

The dress code makes no provision for the wearing of denim attire on either the college or school site. This is in accordance with the Department of Education's *Dress Requirements Policy* governing the college and school's management of student dress. This point is not negotiable.

Under the school dress code students are not permitted to wear leggings or tights as outer wear, large earrings, excessive jewellery, low necklines and offensive slogans or designs on clothing. These are not appropriate to the school context and are unacceptable attire. All attire will have the school logo on them.

Certain areas of the college and school have specific dress requirements – e.g.: Physical Education lessons, science labs, workshops, art rooms and food technology rooms. Students will be informed of these requirements by the relevant staff members. Failure to comply with specified dress requirements may result in students not being admitted to specialist rooms.

Students attending college or school without the approved attire may be subject to sanctions prescribed in the School Education Regulations 2000 and outlined in the college and school dress code Management Process, which is available for reference on the college and school website.

### **COLLEGE CLOTHING: The student dress will consist of (official school uniform available from Perm-A-Pleat)**

- |  |                        |
|--|------------------------|
| - sports shorts (navy, gold piping)                  | - navy box pleat skirt |
| - zipper rugby jumper (navy, gold and white piping)  | - navy skort           |
| - School and PE polo shirts (ONLY during PE classes) | - navy shorts          |
| - navy winter scarf                                  | - tailored white shirt |
| - tracksuit (navy, gold and white piping)            |                        |
| - navy long pants/trousers                           |                        |
| - summer dress (navy check)                          |                        |
| - school rash shirt (ONLY during PE classes)         |                        |

Skirts and shorts should reach mid appropriate level i.e., mid-thigh leg level.  
The College tracksuit is compulsory for Country Week representation.

On rare occasions, students might have permission from their teacher to wear alternate clothing for a specific purpose (i.e., during outdoor ed). This needs to be approved by the teacher's line manager prior to the lesson.