BEHAVIOUR MANAGEMENT POLICY

Last Reviewed March 2015
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OVERVIEW

Katanning Senior High School’s vision statement is “Excellence in Teaching, Learning and Leadership”.

The establishment of positive relationships between staff and students is of paramount importance if a sense of pride and commitment is to be developed and maintained at Katanning Senior High School. Successful relationships foster positive self-concepts and attitudes, which lead to successful performance.

The Behaviour Management Plan of Katanning Senior High School embodies the school vision and the school values of: respect, achievement, perseverance and tolerance. It represents a holistic approach towards the achievement of a friendly, safe and pleasant environment at our school.

PRINCIPLES

The following principles will guide Katanning Senior High School in the management of all student behaviour:

(a) Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention, targeted strategies and programs.

(b) The use of appropriate curriculum programs and teaching techniques will encourage student engagement for learning.

(c) All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness and natural justice.

(d) Teachers’ behaviour management processes are evidence based and will acknowledge the duty to take reasonable care of the safety of staff and students.

(e) School staff will provide explicit teaching of acceptable behaviour.
CODE OF CONDUCT

Attendance
- Students are required by law to attend school regularly, and provide an explanation for any absences.

Punctuality
- Students are expected to arrive punctually to all lessons. It is the student’s responsibility to report to the front office and collect a late note if arriving at school late for any reason.

School dress code
- All students are expected to comply with the school dress code.

Behaviour
- Students are expected to respect the rights of others in the school by behaving appropriately and using respectful language towards staff and peers.
- The school has a ‘no tolerance’ approach to violence, inciting conflict and bullying.

Classroom Expectations
- Respect the rights of students to learn and teachers to teach in a disruption-free environment.
- Students are expected to behave appropriately and respect the rights of others.
- Students are expected to comply with classroom rules and teachers’ instructions.
- Students are expected to come prepared with the appropriate equipment.

Movement Around the School
- To enter any classroom or office, students require teacher permission.
- Students must line up in an orderly fashion when waiting for a teacher to arrive.
- Students must carry a Movement Card when outside the classroom during class time.
- To leave the school grounds, students must obtain official permission, sign out and carry a pass (if walking unaccompanied by a parent/guardian).
- The school grounds are out of bounds after school hours unless directed by a staff member.

School Grounds, Furniture, Buildings and Equipment
- Defacing or tampering with furniture, buildings or equipment will be treated as vandalism.
- Students must sign and comply with the Computer Usage Agreement.
- Sports equipment can only be used on the ovals, gym, basketball courts or under teacher direction.
- Students are expected to show respect for all areas of the school, including garden areas.
- Students show respect for the school by keeping it clean and tidy.

Student Transport
- Bicycles and skateboards are not to be ridden in the school grounds. They should be parked in the racks provided and left there until the end of the day.
- Students require a permit to park cars and motorised scooters at the school.

Smoking and using illegal substances
- Smoking or use of illegal substances is not permitted at school or at school functions.

Stealing
- Students should not interfere with or take another person’s property.

Mobile phones and other digital devices
- The use of personal mobile phones and other digital devices is banned at school.
- Further details are provided in the Mobile Phone/Personal Digital Media Policy.
STAFF ROLES

Katanning Senior High School utilises a whole school approach to behaviour management. To maximise the effectiveness of this approach, the following roles need to be adopted.

Teachers:
1. Create a positive classroom environment by building relationships with students and reinforcing appropriate behaviour.
2. Understand and implement Positive Schools and Classroom Engagement (PSCE) strategies.
3. Implement the school and classroom rules and display these where possible.
4. Manage students in a consistent and fair manner.
5. Focus on the student’s behaviour rather than the student.
6. Manage poor behaviour, including bullying.
7. Complete relevant behaviour documentation whenever there are behavioural incidents.
8. Ensure there are no surprises by informing parents/guardians regarding student behaviour.
9. Report and document any dangerous, threatening or bullying behaviour to the Program Coordinators.
10. Provide appropriate work for suspended students.

Heads of Learning Area:
1. Promote a positive school environment.
2. Familiarise teachers with the school’s behaviour management policies and procedures.
3. Provide support for teachers in dealing with classroom management.
4. Contact parents/guardians of students as necessary.
5. Suspend students for behavioural breaches which result in one or two days of suspension.
6. Conduct “return from suspension” meetings with parents/guardians and/or students before students re-enter a classroom.
7. Liaise with the Program Coordinators regarding student behaviour.

Program Coordinators:
1. Promote a positive school environment.
2. Manage serious behaviour or bullying incidents.
3. Suspend students for behavioural breaches.
4. Conduct “return from suspension” meetings with students and/or parents/guardians before students re-enter classrooms.
5. Coordinate documented plans (Individual Behaviour Management Plans) and/or Risk Management Plans for students as necessary.
6. Communicate with parents/guardians in relation to student behaviour.
7. Promote Positive Schools and Classroom Engagement (PSCE) strategies (formerly CMS).
8. Liaise with and advise Heads of Learning Area (HOLA), Good Standing Coordinator, School Chaplain and School Psychologist.
9. Liaise with interagency groups such as the Police, Department for Child Protection and Family Support (DCPFS) and Child and Adolescent Mental Health Service (CAMHS).
Deputy Principal:
1. Promote a positive school environment.
2. Provide additional support for classroom teachers in regard to classroom management.
3. Support the Program Coordinators in the management of student behaviour.
4. Coordinate the professional development related to staff management of student behaviour including Positive Schools and Classroom Engagement (PSCE) strategies.

The Principal:
1. Promote a positive school environment.
2. Manage end-of-line behaviour management issues.
3. Communicate with District, Regional and Central Offices as appropriate.
4. Communicate with the Police as required.
5. Conduct a review of serious behavioural events with staff.
6. Oversee and periodically review the Behaviour Management Policy.
7. Build relationships with interagency groups such as the Police, DCPFS and CAMHS.

Good Standing Coordinator:
1. Maintain Good Standing records and provide relevant information to staff.

REVIEW OF THE POLICY
This policy will be reviewed periodically. Last updated March 2015.
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# DOCUMENTING AND RESOLVING BEHAVIOUR ISSUES

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tr>
<td><strong>Student misbehaves in class. Bump 1</strong>, low key response.</td>
<td></td>
</tr>
<tr>
<td><strong>Student continues to misbehave in class. Bump 2</strong>, squaring off.</td>
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<tr>
<td><strong>Student continues to misbehave in class. Bump 3</strong>, either or choice. Related, respectful and reasonable. Bump 4, Follow through with consequence if behaviour does not cease. Record on SIS, notify HOLA.</td>
<td></td>
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<tr>
<td><strong>Student refuses to go to withdrawal.</strong></td>
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</table>
  - Check HOLA’s timetable and ring. 
  - If not available, ring the front office. 
  - Student escorted to withdrawal room. |
| **Student refuses to comply with consequence or displays extremely poor behaviour. Bump 5**, power. | 
  - Withdrawal. 
  - Enter on SIS, notify HOLA and ring parents. A letter will be sent by front office to parents. |
| **For continued poor behaviour or high level incidents.** | 
  - At Leadership discretion a suspension is imposed. SIS paperwork to be done immediately. |
| **Poor behaviour continues.** | 
  - At Leadership discretion a suspension for the rest of the day may be imposed to prevent an escalation of behaviour. SIS paperwork to be done immediately. |
| **Re-entry from withdrawal, poor behaviour continues. Bump 6 – Informal Contract.** | 
  - Negotiate a verbal agreement with student. 
  - Note details in your teaching diary. 
  - Record in SIS that an Informal Contract is in place. 
  - Notify HOLA and parents that an agreement has been negotiated. 
  - Inform HOLA and parents of any progress. |
| **For continued poor behaviour or high level incidents.** | 
  - At Leadership discretion a suspension is imposed. SIS paperwork to be done immediately. |
| **Return to school from suspension meeting with Leadership, parents/guardians and student. Return to school contract agreed on.** |
## RIGHTS AND RESPONSIBILITIES

*These apply to all members of our school community: students, staff and parents/guardians.*

<table>
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<th>Our Rights:</th>
<th>Our responsibilities:</th>
<th>Examples of acceptable behaviour:</th>
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<tr>
<td>To be treated with courtesy and respect</td>
<td>To show respect and courtesy to others</td>
<td>• Being polite and courteous&lt;br&gt;• Demonstrating respect for the culture/beliefs of all members of the school community&lt;br&gt;• Not bullying or inciting conflict&lt;br&gt;• Behaving appropriately&lt;br&gt;• Open, honest and respectful communication&lt;br&gt;• Effective complaints management.</td>
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<tr>
<td>To work in and enjoy a safe and clean environment</td>
<td>To behave responsibly and care for our school</td>
<td>• Taking care of school property&lt;br&gt;• Using the rubbish bins&lt;br&gt;• Not bullying or inciting conflict.</td>
</tr>
<tr>
<td>To teach and learn without disruption</td>
<td>To ensure that there is no disruption to the learning and working environments of others</td>
<td>• Following classroom rules and instructions&lt;br&gt;• Being punctual.</td>
</tr>
<tr>
<td>To allow students to achieve their educational potential</td>
<td>To engage actively in learning opportunities</td>
<td>• Meeting deadlines&lt;br&gt;• Trying your hardest and encouraging others to do the same&lt;br&gt;• Providing honest feedback to parents.</td>
</tr>
<tr>
<td>To have our property respected</td>
<td>To leave the belongings of others alone</td>
<td>• Not interfering with or vandalising student and school property.</td>
</tr>
<tr>
<td>To feel proud of our school and our achievements</td>
<td>To ensure that our actions do not discredit the school or the achievements of members of the school community</td>
<td>• Showing appropriate behaviour when achievements are recognised.</td>
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STRATEGIES THAT PROMOTE A POSITIVE SCHOOL ENVIRONMENT

Whole School Strategies

At Katanning Senior High School we promote positive behaviour through:

- Promotion of whole school values - Respect, Achievement, Perseverance, Tolerance (RAPT)
- RAPT Awards
- Good Standing and associated rewards and activities.
- Get Up ‘n’ Go Days.
- Participation in special programs or events and/or extra-curricular activities
- Raffle tickets and associated rewards, which are awarded for good behaviour in class
- Specialist curriculum programmes designed to engage students and encourage positive behaviour
- Attendance Reward Program
- Recognition of students in public forums
- Development of positive staff/student relationships
- Transition and Orientation Programs
- Incursions and excursions
- Encouragement of parent/community engagement with the school.

Classroom Strategies

Classroom teaching should involve

- Defined outcomes
- Interesting and stimulating lessons
- Establishing positive relationships with students
- Clearly delineated positive classroom rules which are displayed where possible, and reinforced regularly
- Good organisation and planning
- Implementation of current good practice such as the Positive Schools and Classroom Engagement (PSCE) program (formerly CMS).

Effective relationships with individual students include:

- Showing an interest in the student wherever there is opportunity
- Positive feedback, encouragement and praise
- Letting students know your expectations of them
- Taking time to listen to the students
- Showing respect and courtesy
- Talking openly and positively to students when addressing confrontational incidents.

Achieving effective classroom management involves:

- Providing specific feedback to students
- Communication with the class which is respectful and courteous
- Negotiating precise classroom rules and behaviour guidelines with the class
- Communication and discussion of your expectations of the class
- Consistency in enforcing and reinforcing the classroom rules
- Establishing and practising specific routines
- Modelling punctuality and on-task behaviour
- Having effective strategies when working with students.
GOOD STANDING

1. Purpose of Good Standing.
The purpose of Good Standing is to:
   - Provide external extrinsic motivation to all students
   - Reward students who have done the right thing
   - Provide staff with a tool they can use to promote a positive learning environment.

2. Loss of Good Standing
   Good Standing will be lost for the following:
   - Suspension
   - Five behaviour reports accumulated over a four week period for infringing classroom/school rules
   - Infringing the Katanning SHS Computer Usage Agreement
   - Being out of school dress code on ten occasions within a term.

3. Student Responsibility for Active Retrieval of Good Standing
   Although Good Standing automatically resets after a period of time, students may wish to earn it back more quickly. For example, they may wish to be eligible for an excursion.
   - Students must take responsibility for earning back Good Standing and must obtain their own retrieval sheet from the front office.
   - A student may earn back Good Standing which has been lost for behavioural reasons by requesting that teachers sign and comment on a Retrieval of Good Standing sheet. This is a daily period-by-period check of behaviour.
   - One completed sheet with positive comments will earn back one day of Good Standing.
   - On completion, all Good Standing Retrieval Sheets are submitted to the relevant Program Coordinator via the front office. The data is recorded and the student’s records updated.

4. School Role in Retrieval of Good Standing
   - Form teachers will encourage students who are out of Good Standing to complete retrieval forms.
   - For each day that the student submits a satisfactory retrieval form, they will receive a one day credit.
   - The Program Coordinator will use their discretion to judge whether negative comments, blanks or behaviour incident(s) entered on SIS when a student is completing a retrieval form, negates the retrieval.
   - A list of students who are out of Good Standing is available to all staff.

5. Resetting of Good Standing
   Good Standing resets at the end of each year. All students start a new year in Good Standing.

6. Periods of Loss of Good Standing
   a. Suspensions will result in 6 weeks out of Good Standing. Retrieval can commence immediately.
   b. Behaviour Entries in SIS - Five negative behaviour reports over a 4 week period incurs four weeks out of Good Standing. Retrieval can commence immediately.

7. Additional Time Added for Students Already Out of Good Standing.
   Students serve their time out of Good Standing concurrently.
   a. Behaviour Entries in SIS
      - If a student loses their Good Standing through 5 negative behaviours and they incur another 5 behaviour reports at any time during this period, then the student will be given another 4 weeks out of Good Standing to be served concurrently.
      - If a student incurs a suspension while out of Good Standing for behaviour slips, then the student will be given a further 6 weeks out of Good Standing, again concurrently.
b. Suspensions
- Suspended students are out of Good Standing for 6 weeks. If a student incurs 5 behaviour reports while out of Good Standing for a suspension then they will be out of Good Standing for another 4 weeks, served concurrently.
- If a student incurs a suspension while out of Good Standing for a suspension then the student will be given a further 6 weeks out of Good Standing again served concurrently.

8. Dress Code
- If a student incurs 10 Out of Dress Code reports then they will lose their Good Standing.
- To regain Good Standing they must report to the Form teacher in full school dress code for 10 consecutive days.

9. Excursions
- Non-curriculum excursions and incursions require students to be in Good Standing and have an attendance record of 90% or better in order to attend. These include but are not limited to the Senior School Ball, Bendigo Bank Netball Carnival, Basketball Challenge, Athletics and Swimming Carnivals, Schoolboys Football Cup and Great Southern Basketball Carnival.
- To attend Country Week, students must maintain Good Standing from Semester 2 of the previous year and attend for 90% or better in Semester 1 of the year in which Country Week occurs. Good Standing cannot be earned back in order to attend Country Week.
- To attend interstate tours, students must maintain Good Standing from the beginning of Semester 1 of the year in which the tour occurs. Good Standing cannot be earned back in order to attend.
- Some curriculum based and other excursions are exempt from the above Good Standing and attendance requirements. These include:
  a. Local curriculum based activities
  b. Bush Rangers and Cadets
  c. Clontarf incentive activities
  d. NADIOC celebrations
  e. Cultural activities
  f. Year 12 Farewell Breakfast, Mystery Day and Valediction.
- Staff must present the final list of students with their Good Standing and attendance records to the Program Coordinator one week before the excursion date for approval.
- Teachers should advertise requirements to attend an excursion/incursion in the Crier.
- Teacher organiser must check with the Good Standing Coordinator regarding the Good Standing status of students who wish to attend an excursion/incursion. Permission slips are given only to students in Good Standing.

10. Principal's Discretion
An individual student’s Good Standing may be reviewed at any time at the discretion of the Principal.
CONSEQUENCES FOR MISBEHAVIOUR

The school encourages teachers who have completed their Foundation PSCE training to use these strategies. Other staff may use similar strategies.

*The following actions may be used as consequences for breaches of the school Code of Conduct:*

- Withdrawing students from the classroom and informal contracts
- Individual Behaviour Management Plan; may be drawn up by Program Coordinator
- Case conference with parents/guardians
- Suspension from school
- Exclusion from school.

Withdrawal from Class

A student may be withdrawn from class if the teacher has managed the situation using Foundation PSCE strategies and the disruptive behaviour continues. Staff are encouraged to be familiar with Documenting and Resolving Behaviour Issues in the Classroom in this document.

Suspension from School

A student may be suspended from school when the Leadership Team consider they have committed a breach of school discipline. HOLAs may suspend students for less serious breaches of discipline (up to a maximum of two days). The Program Coordinators will process suspensions resulting from poor behaviour in the yard or for a serious single classroom incident resulting in more than two days of suspension. The length of the suspension will be determined by the Program Coordinator.

Details of the suspension process and policy are outlined in the Department of Education’s “Behaviour Management in Schools” document, 28 January 2008.

Staff must provide work for students who are suspended for more than 3 days consecutively or for more than 5 days cumulative across the year. This will be organised by the HOLAs and given to the Program Coordinators.

Post Suspension Procedures

Following a period of suspension, the student and/or parents/guardian will be required to attend a return to school (or post suspension) meeting with a member of the Leadership team. This meeting will:

- Review the suspension incident;
- Examine requirements for the student’s re-entry to normal classes and consideration for any behaviour change strategies. This may include completion of a period check sheet and/or the development of an Individual Behaviour Management Plan (IBMP) or Risk Management Plan.

No student should re-enter a class without a post suspension meeting involving the student and their parent/guardian.

Process for Students who Accumulate 10 and 20 Day Suspensions in a Year

Students who accumulate 10 days suspension in a year will automatically be placed on an IBMP.

Students who accumulate 20 days suspension in a year will be required to take part in a Case Conference involving District Office personnel, parents/guardians, the students and a member of the Leadership Team.

Exclusion from School

The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline. This behaviour may include;

- Threatening the safety of any person on the school premises or participating in an educational program of the school
- Being likely to cause or result in damage to school or personal property
- Significantly disrupting the education / instruction of other students.

The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.
BULLYING

Bullying
Bullying is a pattern of repeated behaviour by one person towards another, which is designed to hurt, injure, embarrass, upset or cause discomfort.
There are three main types of bullying, including physical, verbal and psychological. Cyber-bullying is the use of mobile phones and social networking sites for the purpose of bullying.

Policy Statement
Katanning Senior High School has a no tolerance approach to bullying. This includes the actions of both bullies and bystanders. All students have a right to a safe and supportive learning environment. Staff also have a right to a secure working environment.

Responsibilities in Managing Bullying

Students
• Treat fellow students and staff with respect.
• Avoid engaging in bullying directed at other students or staff.
• Inform a responsible adult if you are bullied or witness another student being bullied.
• Support a fellow student who is being bullied.

Staff
• Model appropriate behaviours at all times.
• Establish positive relationships with staff and students. Treat students and peers with respect.
• Raise student awareness of what constitutes bullying and the impact of bystander behaviour.
• Maintain vigilance in the classroom and yard so that bullying behaviour is detected.
• Deal with all reported and observed incidences of low level bullying as detailed in this policy.
• Report incidents of unresolved bullying to the relevant Program Coordinator.
• Implement programs that build resilience, foster positive relationships and minimise bullying in the classroom as required.
• Actively undertake assigned yard duties and supervision arrangements.
• Provide relevant support to victims of bullying.

Parents
• Raise the awareness of their children regarding what constitutes bullying and the impact of bystander behaviour.
• Reinforce the message that it is unacceptable to bully other students.
• Stress that it is not acceptable to be a bystander. Watching bullying without informing an adult is not okay.
• Model appropriate behaviour and reinforce the school’s no tolerance approach to bullying.
• Take seriously any allegations of bullying involving their own child as either perpetrator or victim. Support the school in its work to act on reported bullying.
• Reinforce the safe school message at home.
• Watch for the signs that their child is being bullied.
• Inform a staff member if they suspect or know their child is being bullied.
• Reinforce to their child to inform a responsible adult if they are being bullied.

Steps in Dealing with a Bullying Situation
When a student is bullied the situation should be managed using the following steps:

1. Report Bullying
All bullying should be reported. Report the incident to the:
• HOLA if the bullying is occurring in one classroom only
• Program Coordinator if bullying is occurring in many classrooms and/or the schoolyard
• Principal if behaviour is unresolved after intervention by others in the Leadership Team.

2. Record Bullying
• If the bullying is reported by a student or observed by a staff member, details of the bullying incident(s) should be recorded on SIS.
• If the bullying is reported by a parent/guardian, the incident would be recorded on an Interview Sheet and passed to the relevant Program Coordinator. All records must be filed centrally.

3. Respond to the Bullying
Staff must deal with bullying as a matter of high priority.

a. On the first occasion of an accusation, meet individually with the accused student(s).
   • Define what bullying and bystander behaviour is and describe its impact on others.
   • Outline the school’s ‘no tolerance’ approach to bullying.
   • Outline the allegation of bullying and ask the student to respond.
   • Use the ‘no blame approach’ to establish feelings of empathy for the victim’s situation.
   • Organise to meet with the accused student in one week to find out how things are going.
   • Telephone the parent/guardian of the accused student and outline the accusation and your actions.

b. Meet with the student who is being bullied and outline your actions.
   • Ask the student to report further instances of bullying should they occur.
   • Provide the student with a school bullying pamphlet which outlines responses to build resilience.
   • Offer support for the student from either the Chaplain or School Psychologist.
   • Telephone the parents/guardians of the bullied student to keep them fully informed of the school’s actions.
   • Arrange to meet with the student at a time convenient to both parties to ascertain how things are going.

c. Inform relevant staff and request vigilance.

4. Support the Victim
Refer to “Katanning SHS Anti-Bullying Teachers’ Guide” for more detail.
MOBILE PHONES/PERSONAL DIGITAL MEDIA

Introduction
Katanning SHS has developed this policy to ensure that potential issues (such as mobile phone etiquette) can be clearly identified and addressed. Mobile phones for the purposes of this document will include all electronic devices.

Rationale
- Katanning Senior High School accepts that mobile phones may be used for personal safety and security by students whilst traveling to and from school.
- Katanning Senior High School accepts that mobile phones (and iPods) are used by students to listen to music whilst traveling to and from school.

Responsibility
- It is the responsibility of students who bring mobile phones onto the school premises to adhere to the guidelines outlined in this document.
- Parents should be aware if their child takes an electronic device onto the school premises.

Acceptable use
- Mobile phones/iPods should be switched off whilst the student is at school except in exceptional circumstances, where the parent/guardian has specifically requested it. Such requests will be handled on a case-by-case basis and should be directed to the Principal.
- If permission is given for a student to have the mobile phone at school the student should use soundless features to receive important calls.

Unacceptable uses
- Unless prior permission is granted to the contrary, mobile phones should not be used at school.
- Students who use their mobile phone at school will have the device confiscated by the teacher and will be required to collect it at the end of the day. The school will follow the BMP in working with students who do not comply with the request to hand the mobile phone over to staff.

Theft or damage
- Students are required to ensure that their mobile phone is clearly marked with their name.
- Students should ensure that they take care of their mobile phone in order to reduce the risk of theft or damage during school hours.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones, whilst a student is traveling to and from school or on the school premises.

Inappropriate conduct
- Any student caught using a mobile phone to cheat in exams or assessments will face disciplinary actions as sanctioned by the Principal.
- Any student who uses/texts vulgar, derogatory, or obscene language (or images) while using a mobile phone will face disciplinary actions as sanctioned by the Principal. This matter may be referred to the police if appropriate.
- Students who are caught using the mobile phone to record incidents within the school will face disciplinary action as sanctioned by the Principal

DRUG POLICY AND PROCEDURES
Katanning SHS has a comprehensive Drug Policy. For information refer to KSHS Drug Policy and Procedures.
COMMUNICATION OF THE BEHAVIOUR MANAGEMENT POLICY
TO THE SCHOOL COMMUNITY

- A copy of this policy will be provided to all staff at the beginning of the school year, and to new staff on commencement.
- Students and parents will be provided with a summary document at the start of each school year.
- Articles pertaining to behaviour will appear in the school newsletter regularly.

ADDITIONAL DOCUMENTATION

1. Letters of Commendation (Gold)
2. Behaviour Report
3. Withdrawal Form
4. Notice of Unsatisfactory Progress (Blue)
5. Period by Period Check
6. Retrieval of Good Standing Form
7. Return to School Contract.