



# Katanning Senior High School

## STUDENT BEHAVIOUR POLICY

Last edited 2026

| <b>Ratified by:</b>   | <b>Date</b> |
|-----------------------|-------------|
| Student Services Team | August 2026 |
| School Leadership     | August 2026 |
| School Board          | August 2026 |
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## **INTRODUCTORY STATEMENT**

At Katanning Senior High School students and staff have the right to pursue learning in a safe, supportive and respectful environment.

Katanning Senior High School has adopted Positive Behaviour Support (PBS) as a framework for behaviour support and management.

All interventions, supports and processes are used as a part of the PBS framework.

This plan outlines the following

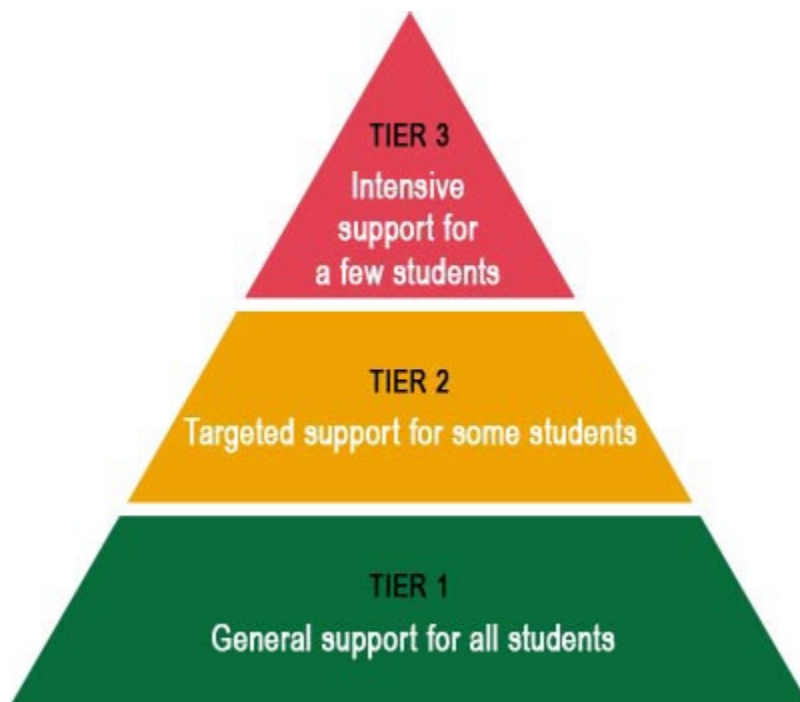
- What is Positive Behaviour Support?
- Clear Expectations – The PBS Matrix
- Teaching & Reinforcing Positive Behaviours – Tier 1 Support
- Targeted Interventions – Tier 2 Support
- Intensive Interventions – Tier 3 Support
- Expectations of Staff – Staff Roles & Responsibilities

## WHAT IS POSITIVE BEHAVIOUR SUPPORT?

Positive Behaviour Support (PBS) is an evidence-based system that is proven to be highly effective in preventing and addressing challenging behaviours in the classroom. It reduces stress, improves student behaviours, creates positive classroom cultures, and allows for quality learning experiences.

**It is underpinned by the philosophy that human beings thrive in predictable spaces where expectations are clear, new skills are taught, and positive behaviours are richly reinforced.**

PBS rests on the principle of progressive levels of individualisation to prevent and address challenging behaviour.



- Tier 1: Support embraces a general, whole-school approach targeted at the majority of learning populations within a setting. It is effective for over 80% of students.
- Tier 2: Targeted support is aimed at 12-15% of learners who require more directed social support.
- Tier 3: Support is directed to 4-5% of students who require more intensive, personal and specialised support

## CLEAR EXPECTATIONS – THE PBS BEHAVIOUR MATRIX

In order to allow for clear behavioural expectations, the Katanning Senior High School PBS Matrix has been developed in consultation with staff, student and community stakeholders.

This document highlights four core values; Respect, Achievement, Perseverance and Tolerance. Within each of these core values, behavioural expectations are stated in clear, age-appropriate language for all students.

The PBS Matrix is displayed in all areas of the school site, and lessons have been developed to explicitly teach the expected behaviours across all year levels.



# PBS Matrix



All the time

## Respect

Treating people, places and property with courtesy and care

- Wear school uniform
- Use polite, positive language
- Be considerate of other's personal space and property
- Care for our environment
- Use equipment and facilities appropriately

Class time

- Be on time to class
- Allow others the opportunity to learn
- Ask permission before moving seats in class

Breaks

- Stay in designated areas

## Achievement

Striving to always do your best

- Strive to excel
- Follow staff instructions
- Speak and act with integrity
- Follow safety instructions

- Be organised and ready for learning
- Complete all tasks to the best of your ability
- Be responsible for your learning

- Eat and play in designated areas
- Play fairly, safely and sensibly



## Perseverance

Continuing to try when faced with challenges

- Attend school every day
- Ask for help when you need it
- Follow the rules

- Have a go at all set tasks
- Collaborate in activities and group work
- Reflect and accept feedback to improve

- Ask to join in activities



## Tolerance

Being kind and inclusive to yourself and others

- Be kind to others and mindful of their feelings
- Accept and understand differences
- Treat others how you would like to be treated
- Offer assistance to others

- Show patience to all
- Include and support one another
- Be open to new experiences

- Include others and allow them to join in
- Resolve conflicts positively



## TEACHING & REINFORCING POSITIVE BEHAVIOURS – TIER 1 SUPPORT



A key fundamental of the PBS framework is the reinforcement of positive behaviours as outlined within the PBS Matrix. This is a whole school approach targeted at all students and can be expected to be effective for over 80% of students.

**At Katanning Senior High School our staff utilise the following methods of positive behaviour reinforcement:**

- **Informal praise and classroom reward**

Verbal recognition of positive behaviour choices is paramount to reinforcing desired behaviours. This is often referred to 'as catching students doing the right thing' ideally the amount of positive behavioural feedback should outweigh the amount of negative behavioural feedback (or consequences) in any given class.

- **PBIS Reward Points**

This is a formal system that allows staff to electronically award points to students who have demonstrated desired behaviours (as per the PBS matrix). Points can then be used to access physical rewards through the PBS shop. Whole school rewards are also implemented when targets are reached throughout the year.

- **Award Certificates**

Award certificates themed after our PBS values of 'Respect', 'Achievement', 'Perseverance', and 'Tolerance' are awarded regularly at school assemblies.

- **Good Standing**

The Good Standing Policy provides positive reinforcement by allowing students who have maintained 'Good Standing' access to extracurricular activities throughout the year. Used in conjunction with attendance data, students who demonstrate expected behaviours are able to access reward activities, extracurricular excursions and sporting events. Further information on Good Standing is available in the Good Standing Policy.

- **Classroom Management Strategies**

Katanning Senior High School staff are to be trained in, and proficient in the use of Classroom Management Strategies (CMS). This is a research based, proven platform for the consistent management of student behaviour in class. Staff are to use CMS strategies in order to create a positive classroom environment and manage student misbehavior using the 'Bumps' structure. Leadership are to ensure the regular training of staff in order to ensure consistency across the school.

- **Communication with Parents/Carers**

Katanning Senior High School staff are to make regular communication with parents/carers. This communication may take place through phone calls, written communication or email. Templates are to be utilised to ensure consistency, and all communication is to be logged.

- **Record Keeping**

Record keeping is to occur on Integris Database.

## TARGETED INTERVENTIONS – TIER 2 SUPPORT



Targeted support is required as a part of the PBS framework. This support is aimed at 12-15% of learners who require more directed social support.

**At Katanning Senior High School our staff make the use of the following targeted interventions:**

- **Reset Class**

Reset Class is one tool in the Behaviour Management Process. It is designed to ensure classrooms can maintain productivity where individual behaviour correction is not possible using classroom-based responses. When utilising Reset Class staff are empowered to remove a student from the learning area for the remainder of the period. Reset Class is a restorative practice, and as such, a restorative meeting between the teacher and student is required before the next scheduled lesson.

- **Detention**

Detention is another tool in the Behaviour Management Process. It is designed to provide a valid consequence when student behaviour cannot be improved using Classroom Management Strategies or Reset Class. Detention is a restorative practice, and as such, a restorative meeting between the teacher and student is required before the next scheduled lesson.

- **Loss of Privilege**

Loss of Privilege may be used in reaction to inappropriate behaviour occurring in a specific location, time or activity. One example may be restricting a student's access to sporting facilities following breaches of the PBS behavioural expectations in that area.

- **Period Check Forms**

Period Check forms are utilised by Student Services to track student behaviour over multiple classes across the period of a day or more. Linked closely to our PBS matrix, all Period Check forms are to address one to three specific behaviour expectations. The forms allow staff to rate student behaviour before a restorative meeting with Teachers, Student Services Team Members or Deputy Principals.

- **Formal or Informal Contracts**

Formal or Informal Contracts are used as a tool to combat repeated inappropriate behaviours. These contracts can be developed by classroom staff with the support of Student Services Program Coordinators. All contracts must clearly link to the behavioural expectations listed on the PBS Matrix.

- **Intention to suspend**

This targeted intervention is used by Student Services Program Coordinators and Deputy Principals in the case of serious breaches to the expected behaviours outlined in the PBS Matrix. When being placed on an Intention to Suspend students are made explicitly aware of the problem behaviour and the follow up consequence for re-offence (i.e., Suspension).

## INTENSIVE INTERVENTIONS – TIER 3 SUPPORT



Tier 3 support is directed to the 4-5% of students who require more intensive, personal and specialized support.

**At Katanning Senior High School our staff make use of the following intensive interventions:**

- **In-School Withdrawal**

In-School Withdrawal is issued in the case of a serious breach of the PBS behaviour expectations. The length of In-School Withdrawal is considered on a case-by-case basis, with Principal approval required for any withdrawal exceeding 3 days. On completion of an In School Withdrawal, students and their parent/carer are required to attend a Return to School Meeting where a documented Return to School Plan is implemented. As per the Good Standing Policy, In-School Withdrawal results in the loss of Good Standing for a period of 6 Weeks.

- **Suspension**

Suspension is issued in the case of a serious breach of the PBS behaviour expectations. The length of suspension is considered on a case-by-case basis with Principal approval required for any suspension exceeding 3 days. On return from Suspension, students and their parent/carer are required to attend a Return to School Meeting where a documented Return to School Plan is implemented. As per the Good Standing Policy, Suspension results in the loss of Good Standing for a period of 6 Weeks.

- **Exclusion**

Exclusion is considered in the case of repeated serious breaches of the PBS behaviour expectations. Recommendation for student exclusion must follow the Department of Education Behaviour Management policy.

- **Documented Plans**

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Student Documented Plans

Student Documented Plans are developed for students who require additional planning and support beyond universal classroom strategies. The Student Documented Plan provides a single, consistent planning format that replaces a number of separate planning documents previously used at Katanning Senior High School. Relevant sections of the plan are selected according to the individual needs of the student and may address Academic, Behaviour, Wellbeing, Attendance and/or Inclusive Learning needs.

The Documented Plan is developed in consultation with relevant stakeholders, which may include the student, parent/carer, teaching staff, Student Services and external support providers. It identifies the student's individual needs, goals, strategies, adjustments, responsibilities and supports, and provides teaching staff with clear information to ensure a consistent approach across the school.

### Risk Management Plan (RMP)

In the case that foreseeable inappropriate behaviour has the potential to impact upon the safety of students, their peers or staff, Risk Management Plans may be applied. This document is explicit in nature and provides key stakeholders with clear instructions on what to do in the case of behaviours that may cause harm.

#### - **External Supports**

The Student Services Program Coordinator may access the following supports in order to provide intensive support to students:

- School of Special Educational Needs: Behaviour
- School psychologist
- Chaplain
- Department of Communities
- Child and Adolescent Mental Health Services
- Pediatrician
- Department of Education - Regional office intervention

In the case of accessing external supports, documented plans will clarify their involvement.

## **ROLES AND RESPONSIBILITIES**

### ***To support the implementation of this whole school policy***

#### **THE CLASSROOM TEACHER WILL**

- Know and consistently implement the Student Behaviour Policy.
- Display the PBS Matrix in the classroom and discuss the expectations with students.
- Create a positive learning environment and reinforce appropriate behaviour by teaching, encouraging, rewarding, and acknowledging.
- Be conversant with, and implement, classroom management practices and procedures that reflect current good practice.
- Implement Tier 1 and 2 behavioural supports as necessary.
- Record student behaviours and necessary supports/interventions in Integris/SIS.
- Issue student rewards as appropriate.
- Liaise with relevant staff about student behavioural concerns.
- Make parent contact when there are concerns over a student's behaviour and/or performance.
- Where student behaviour cannot be managed by the in-class use of CMS techniques, follow the referral process for SSPC support.
- Participate in staff development sessions relating to the Student Behaviour Policy.
- Provide a positive role model by demonstrating the School Expectations.

#### **YEAR COORDINATOR WILL**

- Know and consistently implement the Student Behaviour Policy.
- Display the PBS Matrix in their office and discuss the expectations with students.
- Counsel students from a pastoral care point of view, promoting positive behaviours.
- Contribute to documented plans as needed.
- Issue student rewards as appropriate.
- Maintain parent/carers contact when there are concerns over a student's behaviour and/or performance.
- Liaise with relevant staff regarding individual student needs.
- Participate in staff development sessions relating to the Student Behaviour Policy.
- Provide a positive role model by demonstrating the School Expectations.

#### **HEADS OF DEPARTMENT / CURRICULUM AREA MANAGERS WILL**

- Know, apply and consistently promote the Student Behaviour Policy.
- Display the PBS Matrix in their office and discuss the expectations with students.
- Assist staff in the implementation of classroom management practices and procedures which reflect current good practice.
- Assist staff in the implementation of Tier 1, 2 and 3 supports.
- Record student supports/interventions in Integris/SIS.
- Issue student rewards as appropriate.
- Liaise with relevant staff about student behavioural concerns.
- Maintain parent/carers contact when there are concerns over a student's behaviour and/or performance.
- Participate in staff development sessions relating to the Student Behaviour Policy.
- Provide a positive role model by demonstrating the School Expectations.

### **CHAPLAIN, SCHOOL PSYCHOLOGIST AND NURSE WILL**

- Know and consistently support the Student Behaviour Policy.
- Provide professional support to staff and students.
- Liaise with outside agencies.
- Assist with case management of students.
- Assist in wellbeing activities.
- Provide a positive role model by demonstrating the School Expectations.

### **STUDENT SERVICES PROGRAM COORDINATORS WILL**

- Know, apply and consistently promote and the Student Behaviour Policy.
- Display the PBS Matrix in their office and discuss the expectations with students.
- Apply, and support staff in the application of Tier 1, 2 and 3 supports.
- Maintain parent/carers contact when there are concerns over a student's behaviour and/or performance.
- Liaise with outside agencies, as appropriate.
- Provide case management for students, as appropriate.
- Prepare and review management plans, in consultation with relevant staff.
- Implement staff development sessions relating to the Student Behaviour Policy.
- Provide a positive role model by demonstrating the School Expectations.

### **DEPUTY PRINCIPALS WILL**

- Know, apply and consistently promote and the Student Behaviour Policy.
- Display the PBS Matrix in their office and discuss the expectations with students.
- Promote a positive school environment.
- Apply, and support staff in the application of Tier 1, 2 and 3 supports.
- Maintain parent/carers contact when there are concerns over a student's behaviour and/or performance.
- Attend staff development sessions relating to the Student Behaviour Policy.
- Provide a positive role model by demonstrating the School Expectations.

### **PRINCIPAL WILL**

- Know, apply and consistently promote and the Student Behaviour Policy.
- Display the PBS Matrix in their office and discuss the expectations with students.
- Oversee, and support staff in the application of Tier 1, 2 and 3 supports.
- Maintain parent/carers contact when there are concerns over a student's behaviour and/or performance.
- Attend staff development sessions relating to the Student Behaviour Policy.
- Provide a positive role model by demonstrating the School Expectations.

Our Moral Purpose:  
*At Katanning Senior High School, we work together  
to enable success for all students.*

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