
BEHAVIOUR SUPPORT & MANAGEMENT (Responsibilities and Process)

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Responsible Person: CEO

Approved By: SSA Board

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Our Vision: To empower and equip Indigenous students to lead their own advancement and to take a valuable and meaningful place in their own communities and within Australia, in a new holistic, model of schooling on country for the secondary years.

Our Commitment: The Behaviour Support and Management Policy and Process are grounded in our values, fosters a safe, supportive, and predictable learning environment for all students and staff. It recognises that challenging behaviours are often complex and may be rooted in underlying factors such as experiences of trauma, mental health difficulties, or struggles with addiction. Therefore, SSA adopts a therapeutic, trauma-informed, and addiction-aware approach to behaviour management. It does not condone unacceptable behaviour yet seeks so far as possible to move away from purely punitive or exclusionary responses towards strategies that seek to understand the root causes of behaviour, promote healing, build essential skills, and support student well-being and recovery. We believe that by addressing the underlying needs, we can empower students to develop positive coping mechanisms and thrive academically, socially, and emotionally.

Guiding Principles:

- All members of the staff community share the responsibility to create a supportive and safe environment where students feel respected, understood, and empowered to learn and grow.
- Behaviours that cause harm to others in the community cannot be tolerated and must be actively and immediately managed to ensure the whole community is healthy and strong.

Core Policy Principles for Responding to Behaviour

These principles guide all interventions and responses to student behaviour, ensuring a therapeutic approach while maintaining community safety:

- *Connect, Then Redirect:* Prioritise establishing a connection with the student and de-escalating their emotional state *before* addressing the behaviour and providing guidance.

- *Understand Root Causes:* Look beyond the surface of challenging behaviours to understand underlying causes and unmet needs (e.g., trauma, mental health, substance use, skill deficits).
- *Safety First:* Always consider the safety and wellbeing of the student displaying the behaviour, other students, and all staff. Behaviours that cause harm to others *must* be actively and immediately managed.
- *Teach and Build Skills:* View challenging behaviours as skill-deficits and focus on teaching and reinforcing positive behaviours and providing students with tools for emotional regulation, coping, and problem-solving.
- *Consistency:* Maintain cohesion of behaviour support for students across contexts and teachers.
- *Procedural Fairness:* Ensure the administration of behaviour management conforms to the rules of procedural fairness and non-discrimination.
- *Record Keeping:* Document observations related to underlying needs, interventions attempted, and the impact of support strategies.
- *No Child Abuse/Corporal Punishment:* The school explicitly forbids the use of any form of child abuse, corporal punishment, or other degrading punishment.

Definitions

BSP	Behaviour Support Plan
IRF	Incident Referral Forms
SMS	School Management System

Level	Description	Examples of Behaviours
Minor	Disruptive but low-risk behaviours that can typically be managed by classroom teachers/mentors with immediate intervention.	• Off-task or distracting classmates – excessive chatting, not engaging in work or using unauthorised devices in class • Low-level disrespect or defiance (not following instruction, sarcastic remarks or eye-rolling) • Lateness without valid reason or walking out of class without permission • Misuse of school property (doodling on desks)
Moderate	Repeated or more serious disruptions requiring structured intervention,	• Defiance and non-compliance such as: ○ repeatedly ignoring redirection ○ Refusing to go to bed at scheduled times

Level	Description	Examples of Behaviours
	often involving the Wellbeing Coordinator	- Disrespect towards staff/peers such as swearing in frustration or mocking others in a non-sustained way - Persistent low-level bullying such as name-calling or exclusionary behaviour - Misuse of technology such as accessing inappropriate content
Major	Behaviours causing harm, requiring formal investigation and potential suspension.	- Vandalism or property damage - Throwing objects in anger (not directly at someone) - Aggression, verbal harassment or threats including racist slurs - Bullying / emotional harm including name calling or cyberbullying - Stealing from peers or staff - Bringing cigarette/vape to school (no evidence of use)
Critical	Severe safety risks requiring immediate removal, possible police involvement.	- Physical assault or fighting causing injury - Possession of knives/weapons (real/fake) - Possession or use of drugs/alcohol - Sexual misconduct including sexual harassment and sharing explicit images - Behaviour posing serious safety risk such as arson and bomb/attack threats

Roles and Responsibilities

Staff Group	Key Responsibilities
CEO/System Executive	- Own and maintain all behaviour management policies and frameworks, ensuring alignment with National Child Safe Principles and WA School Registration Standards. - Review termly data reports (e.g. incidents trends, suspension rates) and allocates resources for trauma training, staffing or infrastructure. - Sign off on system-wide updates and annual policy review, incorporating feedback from staff, experts and community.

Staff Group	Key Responsibilities
Principal	• Implement the behaviour framework to suit your school and the age groups. • Provide a report each term to System Executive on behaviour management and actions being taken. • Lead regular training on: ○ trauma-informed practice ○ De-escalation techniques for isolated settings (no immediate backup) ○ Culturally grounded conflict resolution • Conduct regular wellbeing rounds (dormitories, classrooms) to monitor culture – this could be weekly. • Provide permission for searches to be conducted if deemed required. • Assess and prioritise all reported Major and Critical incidents within 24 hrs. Assign investigators and convene incident review meetings (involving students, parents/guardians, and relevant staff) where required. • Make final decision on Major/Critical incidents and suspension outcomes. For all Critical incidents, consultation with the SSA CEO is mandatory prior to finalising decisions.
Wellbeing Coordinator	• Lead early interventions (reflection sheets, check-ins) to promote positive behaviour and wellbeing. • Assess & triage incidents, escalating Major/Critical cases to the Principal. • Track and report on trends, referrals, and intervention outcomes • Develop & monitor Behaviour Support Plans (BSPs) for Moderate and Major cases, adjusting strategies as required. • Liaise with parents/staff on student behavioural management plans. • Provide or arrange trauma-informed counselling (up to 6 sessions) • Coordinate support from the School Nurse and/or External agencies (counselling, addiction programs). • Facilitates restorative practices (chats and Mediation Circles)
Classroom Teachers	• Ensure that lessons are engaging and students have a positive learning environment to support good behaviour choices • Identify and record Minor incidents in the School Management System by end of lesson. Tag triggers such as homesickness, conflict in dorms etc)

Staff Group	Key Responsibilities
	• Deliver first-response actions (verbal reminders, redirection, reflection sheets). • Maintain daily records of classroom behaviour and supports.
Mentors (After-Hours)	• Ensure that activities are engaging and students have a positive living environment to support good behaviour choices • Document behaviour triggers (e.g., peer conflicts after dinner).. • Identify and record Minor incidents in the School Management System by end of shift. • Deliver first-response actions (verbal reminders, redirection, reflection sheets). • Escalate repeated or escalating behaviour to Wellbeing Coordinator. • Co-facilitate peer-led workshops on conflict resolution and cultural safety. • Emergency response: ○ Isolate students in crisis situations (e.g., violence). ○ Contact Wellbeing Coordinator and/or Principal within 30 mins.
Admin / Office Staff	• Ensure Incident Forms, Findings Reports, BSPs and meeting minutes are filed in each student's Incident Folder. • Ensure actions taken as part of student behaviour management are logged in the School Management System within 24 hrs. • Schedule meetings and send invitations/notices (parents, panels, appeals). • Manage invoicing to parents for property damage (on-charging at cost plus 3% administration processing charge).
Yarning Circle / Community Reps	• Review all BSPs for cultural appropriateness • Co-design sanctions (e.g., community service aligned with cultural values). • Co-deliver cultural safety training and mentor-matching where appropriate.

Graduated Response Framework

Behaviour Level	Response Options	Decision Maker	Response Timeline
Minor	• Verbal warning and redirection • Classroom reflection sheet • Brief cool-off time • Parent notification (if repeated)	Teacher/Mentor	Same day (logged in School Management System)
Moderate	• Time-out or redirection • Draft Behaviour Support Plan (BSP) • Restorative conversation (staff + student) • Parent meeting (if needed) • Temporary removal of privileges (e.g. device use)	Wellbeing Coordinator	Within 2 business days (BSP draft started)
Major	• Immediate removal from class • Formal incident investigation • Parent/guardian meeting (led by Principal) • Short term suspension (1-2 weeks if warranted) • Mandatory Behaviour Support Plan activated	Principal	Within 3 business days (investigation concluded)
Critical	• Immediate safety action (isolate student, call emergency services) • Interim suspension (up to 4 weeks) • Police/agency involvement (if required)	Principal (with CEO Oversight)	Immediate action; final decision within 5 business days

Behaviour Level	Response Options	Decision Maker	Response Timeline
	• Risk assessment and safety plan • CEO notified within 24 hours • Long term suspension/expulsion review		

Investigation & Decision-Making Process

A transparent, fair process that balances student support with community safety, grounded in trauma-informed and culturally responsive practices.

Step 1: Incident Occurs - Report & Triage

1. Severity Classification

- Reporting staff (in case of Minor) or Wellbeing Coordinator (Moderate+) assigns tiered severity (Minor/Moderate/Major/Critical) using the response framework in this policy.
- Minor: Managed by reporting staff with SMS documentation; Wellbeing Coordinator monitors for patterns.
- Moderate: Wellbeing Coordinator implements immediate interventions (e.g., redirection, confiscation, lose certain privileges etc) and initiates a Behaviour Support Plan (BSP) within 48 hours.
- Major or Critical: Activate safety protocols (e.g., isolation, emergency services) and notify Principal/CEO within 1 hour.

2. Documentation

- Minor: Staff logs incident in SMS by end of shift.
- Moderate+: Mandatory Incident Referral Form (IRF) submitted within 24 hours, including
 1. detailed witness statements.
 2. other relevant evidence.

Step 2: Investigation

- Major: Principal (or delegate) leads investigation within 24 hours.
- Critical: Principal or appointed Investigator (approved by CEO) begins within 48 hours.

- The Principal will determine the immediate response for Major and/or Critical incidents to ensure behaviour is immediately dealt with.
 - This might look like: *talking with the student about the behaviour; confiscating certain items; students losing certain privileges or activities; student needing to stay after school; be required to complete extra work; speaking with parent or guardian; suspension; etc.*
- Evidence Collection:
 - Interview students (with support person if requested)
 - Interview witnesses (staff or peers)
 - Consult parents/guardians via preferred method (in-person/phone/Zoom).
 - Review all evidence (SMS logs, IRFs, witness statements, medical reports, any relevant digital or physical evidence).

Step 4: Decision-Making

1. Findings Report:

- Chronology of events, risk assessment and recommended actions based on evidence provided and preliminary observations (e.g. BSP, suspension, restorative circle).

2. Review:

- SSA CEO approves recommendations of the Findings Report within 3 days of the investigator's appointment.

3. Outcome Notification

- Written outcome (including right to appeal) sent to student's family within 24 hours of decision .

Step 5: Appeals & Follow Up

- Appeals: Submitted in writing to CEO within 10 days; reviewed with cultural advisor input.
- Follow Up Actions:
 - Monitor completion of actions (e.g. plan check-ins, restorative meetings, suspension conditions).
 - Weekly BSP reviews by Wellbeing Coordinator.

Record Keeping

- **SMS Behaviour Log:** All incidents, actions and outcomes entered under student profile within 24 hrs.

- **Incident File:** A secure digital folder (on Drive) per student, containing IRFs, Findings Reports, BSPs, meeting minutes.
- **Data Audit:** Wellbeing Coordinator runs termly checks to ensure all events are recorded and closed out.
- **System Reporting:** Principal provides a report each term regarding all events, ensures risks identified and mitigated, and provides updated training schedule for staff to System Executive Team.

Holistic Response

1. Wellbeing Support

- Immediate trauma counselling: The Wellbeing Coordinator is the first point-of-contact for affected students.
- Counselling sessions: Sessions on-site (trauma-informed, culturally responsive approach) available for students exhibiting and for students affected by behaviours.
- Addiction interventions: Coordinated with School Nurse, local Aboriginal Health Services, child Psychologists etc.

2. Conflict Resolution

1. Restorative Chats

- Facilitated by Wellbeing Coordinator within 72 hrs for Minor/Moderate incidents: bring all parties together; share stories; agree on repair steps.

2. Mediation Circles

- Small group sessions of students, staff and/or community representatives led by Wellbeing Coordinator + Community Rep for complex cases.

3. Proactive Culture Building

3. Community Workshops

- Quarterly sessions on communication, empathy and cultural safety, led by persons appointed by Principal with Yarning Circle Representative recommendation.

4. Ongoing Check-Ins

- Weekly “Wellbeing Check” form completed by student; reviewed by mentor.

List of Documents to Be Developed

1. Incident Referral Form (IRF)
2. Behaviour Support Plan (BSP) template
3. Findings Report template
4. Reintegration Meeting Agenda template
5. Wellbeing Check-In form
6. Risk Management Plan template
7. Termly Data Audit Procedure
8. Training Module Outlines (Procedural Fairness; Trauma-Informed Practice; Cultural Safety; De-escalation)
9. Annual Professional Learning Calendar
10. Yarning Circle Terms of Reference: *check if it needs to be updated*
11. Search Procedure document