SOUTHERN RIVER COLLEGE

Positive Behaviour Support Framework

"A shared sense of belonging where everyone is inspired and empowered to reach their full potential"



Reviewed

2026

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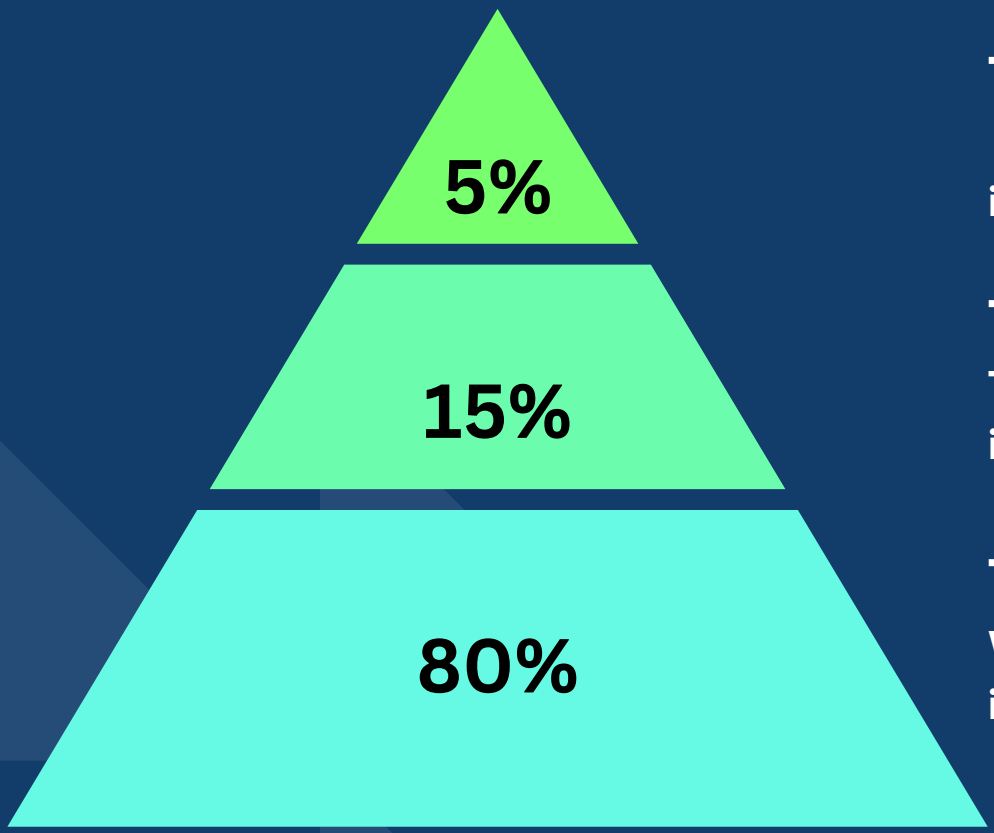
Individualised intervention

Positive Behaviour Support

SRC prides itself on a culture of inclusivity, equity and high expectation and focuses on maintaining an environment that is secure, predictable and allows for all students to be ready to access their learning. The Positive Behaviour Support framework is centred on evidence based practice and a trauma-informed approach with a focus on educating, acknowledging, and promoting positive and productive behaviour. In line with the Thoughtful Schools Framework this document outlines how to best elicit desired behaviours and respond appropriately when unproductive behaviours inevitably occur.

SRC models its Positive Behaviour Framework on the Positive Behaviour Schools model endorsed by DOE WA. The multi-tiered system of support focuses on responding to diverse student needs while embedding a culture of learning. The Framework clearly articulates the roles and responsibilities of all SRC community members within the 3 Tiers of support.

Tiers of Intervention



Tier 3
Individualised, intensive interventions

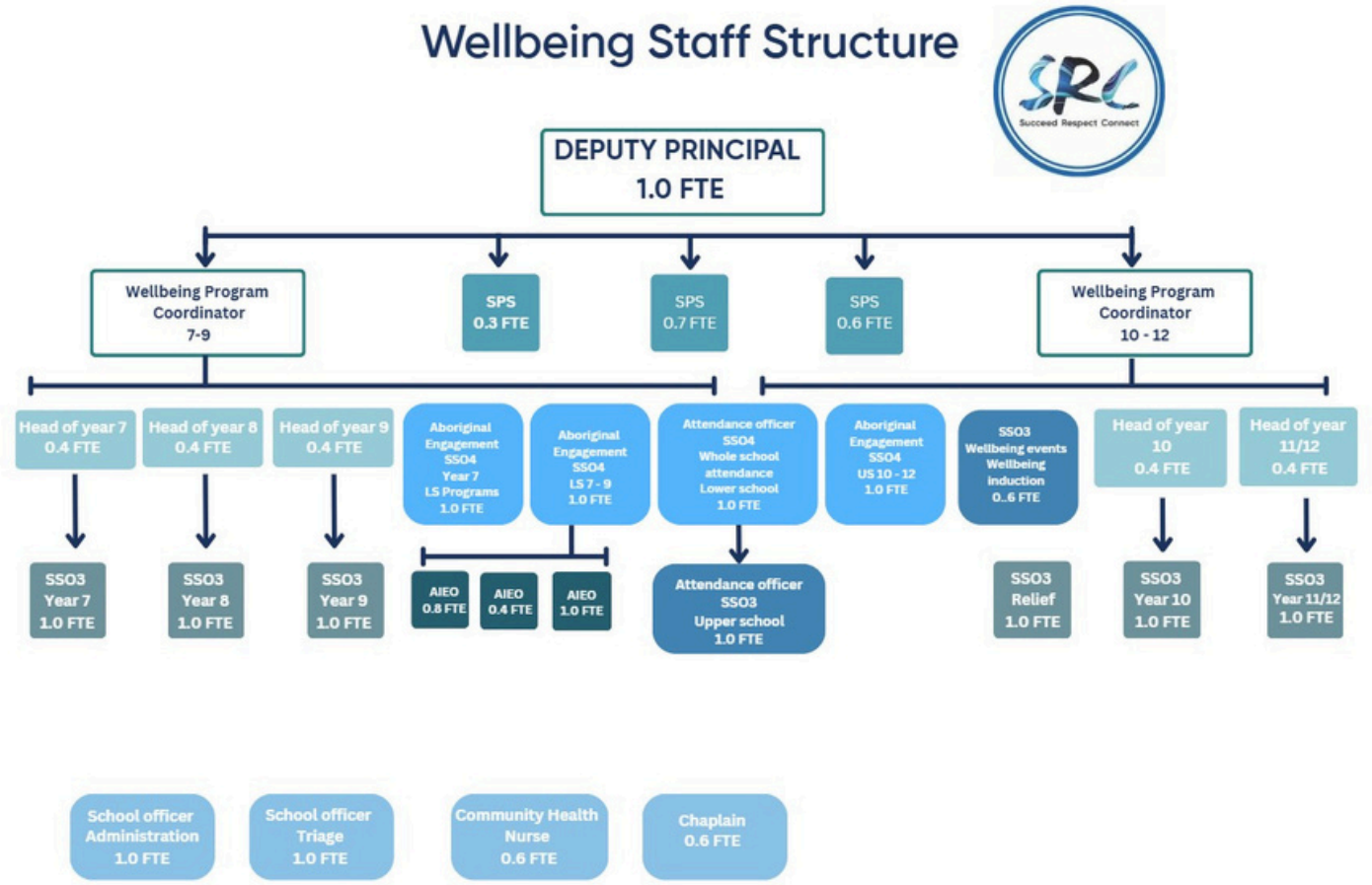
Tier 2
Targeted group interventions

Tier 1
Whole school interventions

% of student population

Tier 1

Practices and systems of support for all students and staff implemented across all school settings *Programs: Positive Behaviour Support, High Quality Teaching, Classroom Management Strategies, House System, RIVER values, Community Partnerships, Effective Leaders, Professional Learning, Policy Documents, Good Standing reward activities, Lunch time activities, incursions and excursions.*



POLICIES

Good Standing Policy

Student Behaviour in Public Schools Policy

- Bullying Policy
- Standing Together Against Violence

Electronic Devices Policy

Uniform Policy

Assessment Policy

Attendance Procedures



Positive Incentives

SRC Values





House System

All students are allocated a House group on enrolment. Family members will all share the same house group. The House System drives and guides the College's pastoral care through it's Homeroom structures, and is the platform in which students are recognised for exceptional application of SRC values. Students are given House Points by all staff members on the SEQTA platform which contributes to individual, year group, and entire house group tallies.



Good Choices

Our explicit "Good Choices" directs the language used by all, and guides expected student behaviours. All classrooms have a visual aid that is to be routinely referred to, ensuring that the desired behaviours and language can be explicitly taught and modelled by staff during all Homeroom and academic classes, as well as during assemblies and extracurricular activities.





Responding to unproductive behaviour

Classroom Teachers focus on ensuring students are provided optimal opportunities to remain in a context that will optimise learning. It is inevitable that unproductive behaviours will occur and it is integral they are handled with consistency to maintain a predictable, orderly school environment where all feel supported, respected and accepted.

The following PREVENT AND RESPONSE MODEL outlines evidence based proactive strategies and response procedures for staff to follow in all school contexts.



Students that have difficulty meeting expectations demonstrate frustration responses that are referred to as unproductive behaviours. In responding to unproductive behaviours that can be disruptive and/or challenging, students may be required to attend detentions and restorative conversations with the staff members involved. Detentions and restoratives with the appropriate staff may be at Lunch 1, Lunch 2, or after school (with parental permission gained)

In responding to more serious unproductive behaviours that may place staff and students at risk of harm, suspension may be considered, and suspension procedures are to be followed:

- Staff consult with WBC Managers, who will consult with Deputy Principals and ultimately, Principal
- Consideration must take into account: the development and implementation of student plans if required, parent and other stakeholder involvement, future safety planning, and incident reflection.

Tier 2

Specialised practices and systems of support for students who have behaviours documented as not responsive at Tier 1

Programs: Mooditj Maaman, Deadly Sista Girls, AIME, Social/Emotional programs, DRUMBEAT, SDERA programs, Girls with a purpose, URstrong, Social Sisters, Boonderu Music Program, SOAR, Restorative Justice/mediation, external agency incursions and excursions, SALP, Teaching and Learning Program, to name a few.

Tier 2 Interventions are driven by the Wellbeing Team in response to student voice, school and system data, and community feedback. Students are identified to participate in programs from Wellbeing SAER referrals, case management data, SEQTA data, parents, and student self referrals. Pre and post data is collected by staff facilitating or supporting programs to ensure they are impactful and relevant.

Examples of Tier 2 intervention programs:

Internal Programs

Program	Target Group	Focused outcome
Fearless	Year 7 female	Social/emotional transition
Aussie Optimism	Year 7 - 9 students - social/emotional	Respectful relationships, conflict management
Bilya Boys	Year 7 - 10 male Aboriginal students	Cultural Awareness and engagement
Teen Mental Health First Aid	Year 10	Identify key support resources, identifying peers with mental health issues
Be Ready	Year 9/10 risk behaviours	Drug education to make informed decisions

Externally run programs

Program	Target Group	Focused Outcome
Basketball WA	Male Aboriginal students	Increase engagement, leadership skills, cultural awareness
Youth Focus	Year 9	Mental Health Education
Headspace	All years	Mental Health Education
Telethon - Bully No Zero	Year 7	Definitions, identification, support resources
Triple P	Identified Parents	Parent support strategies
Raise mentoring	Identified Year 8 students	Social/emotional learning, mentor
Youth Choice: Constable Care	Year 7 and 8 students	Isolation, Bullying, cyberbullying

Tier 3
Intensive practices and systems of support for students who have behaviours documented as not responsive at Tier 1 and 2 interventions
Programs: Case conferencing, Documented Plans: Individual Attendance Plan, Individual Positive Behaviour Support Plan, Individual Education Plan, Individual Education Strategies, Escalation Profile, Intervention Plan; Behaviour Support Plans; Functional Behaviour Assessments; Risk Planning

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Students that require intensive support will be allocated a case manager in the Wellbeing or Executive Team. Case managers are allocated based on the intensity and resourcing required. Case managers include:

- Head of Year
- Wellbeing Manager
- Deputy Principal

These students often require one or more of the below Documented Plans that guide all staff on how to best support the wellbeing of students.

Documented Plans:

- Intervention Plan
- Student Daily Management Plan
- Individual Attendance Plan
- Responsible Parenting Agreement
- Escalation Profile
- Individual Behaviour Support Plan
- Risk Management Plan
- Functional Behaviour Assessment

Staff can refer students to intensive case management through the Wellbeing referral process on SEQTA.

- Complete Pastoral SEQTA entry
- Include appropriate Wellbeing Manager in SEQTA entry
- Wellbeing Manager reviews and provides feedback to referring staff member
- Wellbeing Manager allocates the student to Case Manager and appropriate planning commences on a case-by-case basis