

RAVENSTHORPE DISTRICT HIGH SCHOOL

Behaviour Support Policy

PARENT

2017



R.D.H.S



RAVENSTHORPE DISTRICT HIGH SCHOOL

BEHAVIOUR SUPPORT POLICY

The Ravensthorpe District High School Behaviour Support Policy aims to encourage the development and maintenance of positive working relationships between all members of our school community as an integral part of all aspects of school life.

BELIEFS:

At Ravensthorpe District High School we believe that:

- all individuals are to be valued and treated with respect;
- all individuals have rights and responsibilities with regards to their behaviour
- self-esteem is crucial to the positive development of all individuals; a commitment to pastoral care exists for both staff and students
- positive relationships create a safe, harmonious and co-operative working environment
- the school's preferred behaviour management practices are meaningful and consistent
- behaviour management is the responsibility of the whole school community

Ravensthorpe DHS's Behaviour Support Policy encompasses documentation of desired behaviour, guidelines for behavior management, specific classroom management practices, and DoE guidelines. Practice is guided by our Guiding Principles, Classroom Management in Schools (CMS) program and Restorative Justice. Underpinning this are the 9 National Values for Australian Schooling.

These are:

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

AIMS:

At Ravensthorpe District High School we aim to:

- ensure all individuals are valued and treated with respect
- ensure the rights of all individuals are maintained
- encourage all individuals accept and act upon their responsibilities
- enhance the self-esteem of all individuals through positive action;
- encourage and maintain positive relationships between all members of our school community
- further develop the safe, harmonious and co-operative working environment that exists at Ravensthorpe District High School
- ensure that the preferred behaviour management practices are meaningful and consistent throughout the school community

PROACTIVE APPROACH

Ravensthorpe District High School supports a proactive approach to Behaviour Support. To promote this proactive approach, we follow the four guiding principles of;

- “Participate to Progress”
- “Have Reasons for the Things You Say and Do”
- “Success Breeds Success”
- “Make Strong Choices”

These guiding principles reflect and define what is truly important for success at Ravensthorpe District High School and all students and teachers are expected to uphold and promote these guiding principles throughout their daily routines.

Schools provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students need opportunities to develop appropriate behaviours, self-control and resiliency through interactions with teachers, other staff and through the curriculum. They need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.(Code Switching)

PREFERRED PRACTICES AND STRATEGIES FOR TEACHERS

The objective of this policy is to achieve the stated aims by providing the procedures to ensure good practices in the areas of Prevention, Correction and Support; governed by three key factors: clear rules, fair treatment and consistency. Please refer to the Classroom Management Strategies flowchart.

PREFERRED PRACTICE	STRATEGY
Build positive relationships between teachers and students	<ul style="list-style-type: none"> • Orienting new students • Openly communicating - using student names , taking a personal interest in students, genuinely expressing emotions, using greetings and farewells, acknowledging special events
Acknowledge individual rights and responsibilities in student management and discipline	<ul style="list-style-type: none"> • In all activities, consider the school' Guiding Principles: participate to progress, success breeds success, have reasons for the things you say and do, make strong choices
Emphasise behaviour as a choice, emphasise behaviour ownership, responsibility and consequences	<ul style="list-style-type: none"> • Communicating to students the consequences of their actions, and exploring the choices they can make to protect the rights of others • Involving students in goal setting
Support positive behaviour programme - using CMS strategies	<ul style="list-style-type: none"> • Low key strategies of CMS to be utilised to prevent misbehaviour - Winning Over, Signal to Begin, Transition, With-it-ness (be on the alert), The Pause, Non-Verbal, Proximity to Prevent and Respond, Deal with Allies First, Planned Ignore, Private Dialogue, Come on Back, Type of Response, Deal with the Problem Not the Student, Modelling Appropriate Behaviour, Responding to Appropriate Behaviour • Using student names • Using appropriate tone and volume of voice • Emphasising the positives in student behaviour • Using clear, non-judgmental communication • Avoiding over - emotional reactions • Stating the desired behavioural change
Model positive behaviours	<ul style="list-style-type: none"> • Acknowledging positive student behaviour and achievement • Using manners and showing courtesy to others
Use the school diary system consistently	<ul style="list-style-type: none"> • Record positive and negative behaviours in the diary where appropriate • Be consistent in the practice of recording comments • Ensure students use diary correctly
Acknowledge and reward positive student behaviour	<ul style="list-style-type: none"> • Positive formative Feedback • Using extrinsic rewards appropriately

Low key responses and techniques to ensure a proactive approach to behaviour management

Low key responses are the 'things' that a teacher says and/or does to prevent and respond to students' misbehaviour. They are unambiguous and are delivered in a positive and neutral way. They are used to quickly and efficiently control or diffuse a problem with minimum of fuss so that teachers can return to the teaching and learning process. They involve 'non' or 'minimal verbal' responses, they do not stop the flow of the lesson and do not invite escalation.

RIGHTS, RESPONSIBILITIES, RULES, ROUTINES

The School's approach is to respect the following basic rights and responsibilities:

All members of the school community have the **RIGHT** to:

- ❖ Be treated with courtesy
- ❖ Teach and learn without disruption
- ❖ Achieve their educational potential
- ❖ Work in and enjoy a safe, secure and clean working environment
- ❖ Have their personal and school property respected
- ❖ Be proud of their achievements

All members of the school community have the **RESPONSIBILITY** to:

- ❖ Show courtesy to others
- ❖ Ensure that there is no disruption to another person's learning environment
- ❖ Develop their potential to the best of their ability
- ❖ Ensure their actions do not discredit the school
- ❖ Be respectful to staff, students and school property
- ❖ Keep the school environment safe, secure and clean

Laminated copies of the Rights and Responsibilities are located in classrooms.

The framework for establishing and maintaining classroom rights, responsibilities, rules and routines also provides a consistent and clear approach to managing behaviour, which enables the teacher and students to consider their own unique classroom situation and develop their own '**Classroom Management Plan**' within the context of the whole school.

Classroom Management Plans are to be forwarded to Administration by Week 3 Term 1

SPECIFIC RESPONSIBILITIES:

The School has the responsibility to:

- Provide adequate and organised support, advice and guidance to staff, students, parents and the broader community.
- Have a Behaviour Support Policy established, implemented and reviewed regularly.
- Ensure the Behaviour Support Policy has an age appropriate approach and is consistent in establishing a desirable school environment and climate of behaviour.
- Encourage and promote courtesy, orderliness and self-discipline.

The student has the responsibility to:

- Show respect to teachers and peers
- Speak to others in a polite and respectful manner
- Put up hand to speak (unless instructed otherwise)
- Listen to others when they speak
- Work without distracting others
- Do their best work always
- Do not disturb others' learning
- Seek assistance when experiencing difficulty with work
- Ask for permission to leave the room
- Walk in and around school buildings
- Treat others in a non-violent, non-physical, non-threatening way at all times
- Wear school uniform
- Wear a hat when outside

- Sit in designated eating area and do not leave until the second siren has sounded
- Play in designated play areas only
- Report any issues of unfair or dangerous play, or children hurt, to the teacher on duty ***immediately***
- Ask a teacher if you cannot solve a problem yourself
- Place all rubbish in bins provided
- Cooperate with all teachers when something is asked of you – following instructions

The Teacher has the responsibility to:

- Support the students by demonstrating/role modeling appropriate and positive behaviour
- Implement a consistent approach in managing the Behaviour Support Policy
- Be respectful to all members of the school community
- Discuss the Behaviour Support Policy with the students as part of the initial communication session at the start of each school term
- Ensure prompt and appropriate communication is maintained with parents regarding both positive and negative behaviours
- Seek assistance from others when concerned or required
- Clearly understand the Behaviour Support Policy and its purpose
- Wear visibility vest and a hat outdoors during all terms for duty and outdoor activities
- Manage and report incidents and refer students to appropriate support
- Maintain records as required
- Develop, with the assistance of administration and parents and where required the School Psychologist, a documented Behaviour Support Plan for individuals whose behaviour is considered to be at a level that is beyond the scope of the school's Behaviour Support Policy or where the current strategies are not effective.

The Parents/Caregivers have the responsibility to:

- Behave in a respectful and courteous manner in communicating with all members of the school community
- Be aware of the Behaviour Support Policy
- Be supportive of the Behaviour Support Policy
- Communicate with the school by informing the Principal of any circumstances that might influence the behaviour of their child
- Make appointments to see staff through the student diary, phone call to the school or in person
- Be their child's advocate and in carrying this out are asked to be mindful of the School Timetable and teacher commitments.
- Provide adequate nourishment for the day

CONSEQUENCES

Children learn that actions have consequences and that behaviour is a choice, a choice made by them, and both appropriate and inappropriate behaviour have consequences and they must accept the consequences of choosing particular behaviour.

The consequences need to be:

- relative to rights and responsibilities
- relate to the behaviour concerned

The effectiveness of a consequence is in the certainty that it will occur. Consequences and follow up need to be followed through by the teacher who approached the child about the behaviour and recorded/reported in accordance with the Behaviour Support Policy.

Examples of logical consequences:

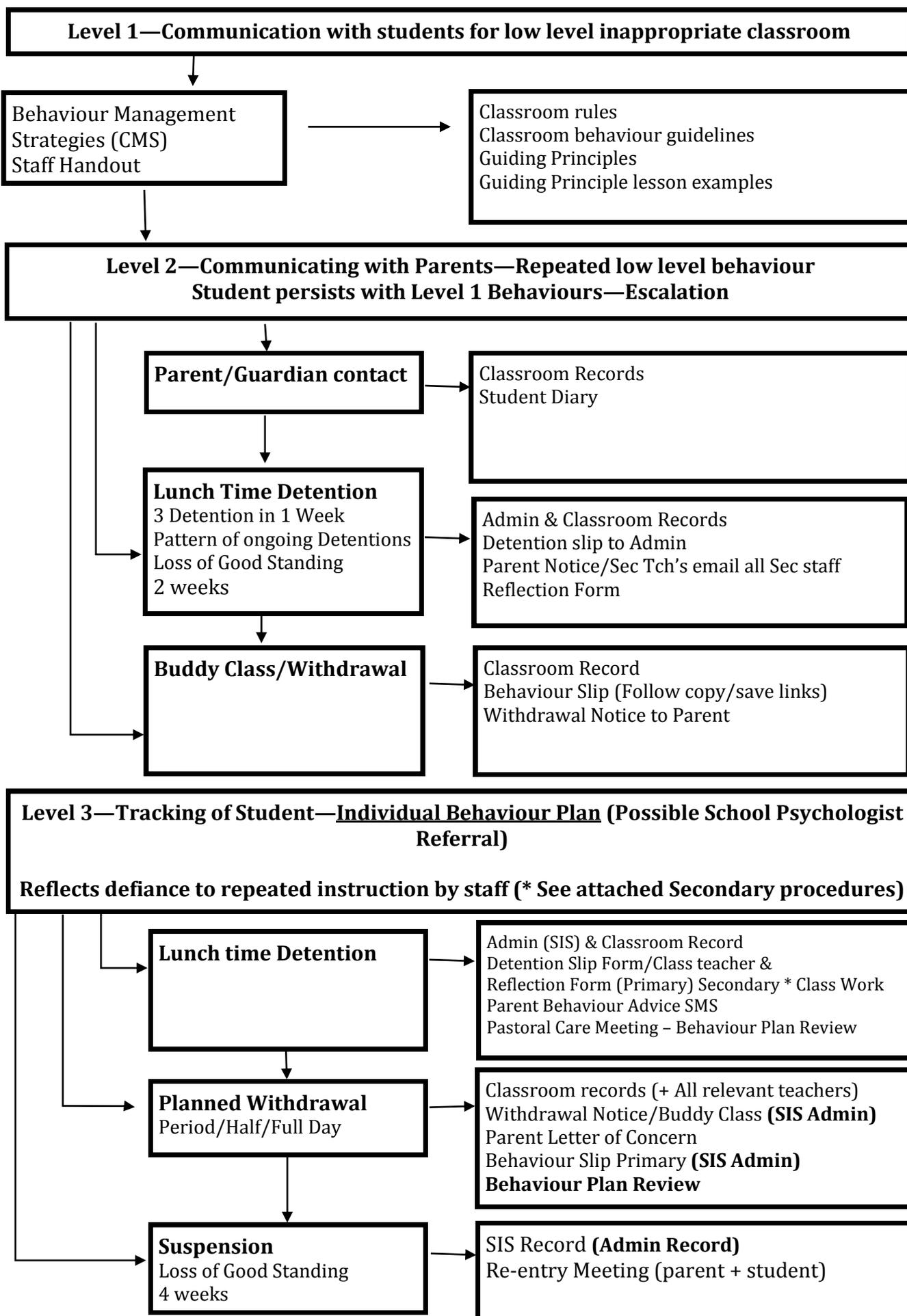
- If you push or shove in line to get ahead, you go to the end of the line
- If you fail to put belongings away, the materials will be put in storage temporarily
- If class assignments are unfinished, they become part of your homework for Primary students, and Secondary students will be required to complete a detention session or complete as part of homework (at the discretion of the teacher)
- If you do messy work because you are careless, you must do it again
- If you vandalise, you must make restitution: clean up the mess or pay towards repair
- If you break someone's ruler, you replace it
- If you harass another student, you apologise and lose the right to participate in the activity in progress
- If you move inappropriately, go back and practice the correct movement.

School Rules

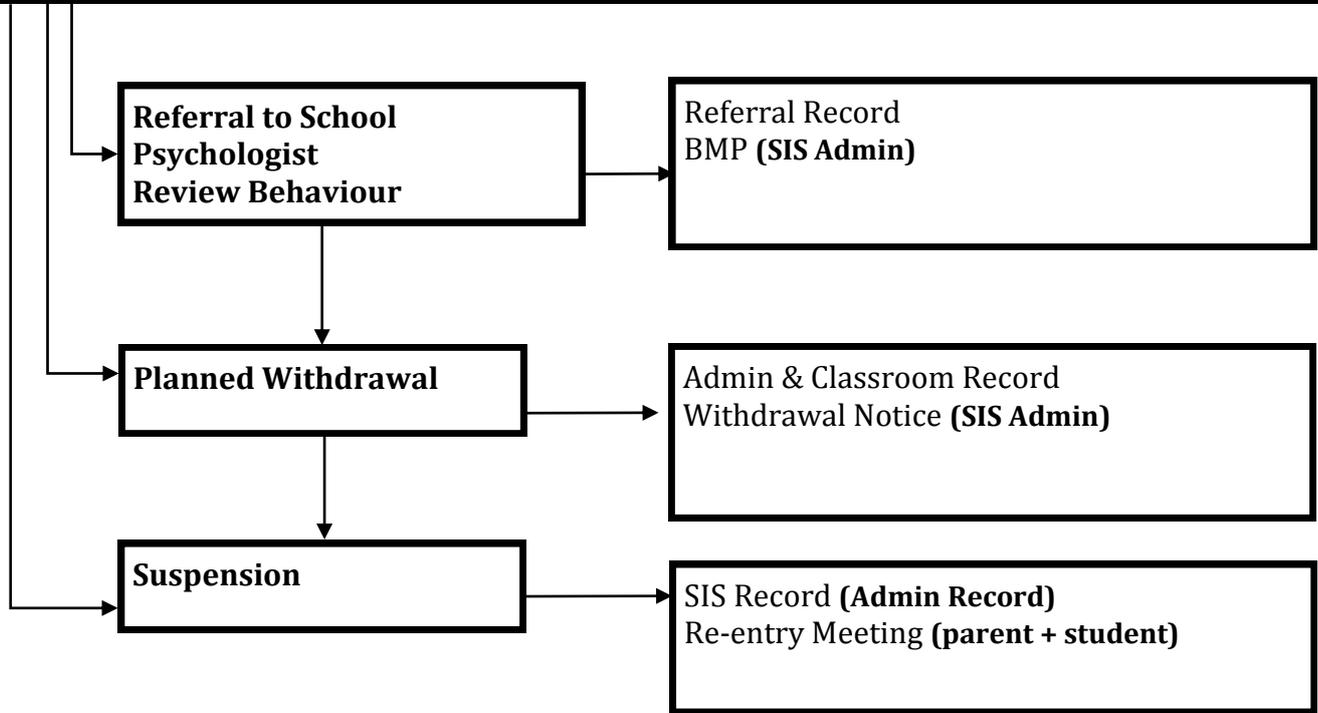
Expectations

- Students must follow the instructions of staff and abide by all school rules.
- Staff are expected to model appropriate behaviour at all times.
- Students must communicate respectfully with teachers and peers
- Students must treat personal and school property with the utmost care.
- Students and staff must be punctual at all times.
- School uniform must be worn at all times in adherence with the School Dress Code.

Ravensthorpe District High School—Behaviour Flowchart



**Level 4—Tracking of Student—
Established pattern of at risk behaviours/significant event (* See attached Secondary
Procedures)
Behaviour Plan**



Ongoing disruptive behaviour and/or loss of Good Standing may result in a student not being selected to represent the school at an interschool sports event.

***Secondary Procedures Level 3 and level 4**

See page 10

*Secondary Procedures Level 3 and level 4

Repeated Non Compliance and Verbal abuse/use of offensive language

- **Level 3/4 behaviour** involving offensive verbal abuse of staff members to result in immediate suspension (2 days)
- **Offensive language use in class** will result in withdrawal from class plus 2 periods. A 1 day suspension may be appropriate.

Non-compliance

- Following the use of low key CMS and language of choice, non-compliance will result in the student's name on board as follows:

Step 1 Name on Board

Behaviour continues

Step 2 Detention.

Detention – Student's will work on incomplete learning tasks until sufficiently completed. Non-compliance in Detention will result in a second and possibly a third Detention. **Third Detention follow up will involve a Letter of Concern emailed and posted home AND a parent interview.**

- **SMS** sent home following a **Detention**

Students who are asked to leave the classroom

- Teachers hold a brief restorative conversation with the student before re-entry. Students should not be outside the room for more than 5 minutes and must be within the teacher's line of sight. (Duty of Care)
- **Negative behaviour continues = second time out.** All teachers in Secondary/EA and Administration emailed – titled 'Behaviour Report' and highlighted IMPORTANT !

Repeat Behaviour Same Day

- Students who are sent out of the classroom twice from two separate classes on any given day will result in a **Withdrawal for 2 Periods** and an **alternative recess or lunch**. Teachers provide work package.

Repeat Behaviour Within the Week

- Students who repeat this behaviour on a second day in any given week will be given a **Planned Withdrawal on Friday. Teachers** complete a **Letter of Concern**. Letter is emailed home and posted to parents.

ATTAINING AND PROMOTING A POSITIVE LEARNING ENVIRONMENT

The Ravensthorpe DHS staff provide recognition of positive behavior, effort and achievement. This is focused on the compulsory years of schooling (Years PP-10). Kindergarten and Pre-primary classes are considered social contexts which enable students to be supported whilst being given opportunities to develop appropriate behaviours. To realise the academic, social and creative potential of each student, it is the staff's aim to create a positive learning environment maximising the educational outcomes for all students.

As such the school provides the following programs and opportunities to enable students to recognise their full potential and be duly rewarded.

- ❖ **Timely feedback** – praise and encouragement
- ❖ **Classroom behavior Management reward systems**
- ❖ **Whole school Guiding Principles Coupons**
- ❖ **Guiding Principle Awards** Raffle Draw and Certificates for 10, 20, 30 etc (Assembly)
- ❖ **Attendance Certificates by term**
- ❖ **Success Stories** (Fortnightly)
- ❖ **Honour Awards** (Twice per Term assemblies)
- ❖ **Academic Awards** – Presented at the end of year to recognise the highest level of academic achievements, 1 per year group.
- ❖ **Endeavour Awards** – Presented at the end of the year to recognise students who have worked extremely hard or industriously, 1 per year group.
- ❖ **Citizenship Awards** – Presented at the end of year to recognise students who display good citizenship, 1 primary and 1 secondary.
- ❖ **Newsletters** – Student achievements and participation in activities are highlighted in the school newsletter.
- ❖ **Work Displays** – Examples of student work are displayed to promote personal pride and achievement.
- ❖ **Written Feedback** – Positive feedback is given to students by teachers for work that they have completed in class, or at home.
- ❖ **Tidy Broome** - Presented fortnightly to the tidiest **school area**.
- ❖ **Golden Glove Award** – Presented fortnightly to the class who demonstrated exemplary behaviour whilst challenging themselves during Physical education lessons.
- ❖ **Parental Contact** – Contact is made with parents by phone, letter and at parent interviews, to recognise and reinforce student achievement, positive behaviour and student success.
- ❖ **Reward Activities** – Activities scheduled across all four terms for students who have displayed appropriate conduct, completion of work, uniform, attendance, etc.
- ❖ **Competitions** – Students are given the opportunity to enter state and national competitions to pursue educational extension and excellence.
- ❖ **Lunchtime library** activities to encourage social interaction between students. (Tues/Wed/Thurs)
- ❖ Each teacher to display classroom management plan promoting the consequences of both positive and negative behaviour.
- ❖ **Visits** to the Principal or Deputy for stickers and prizes to recognise effort, achievement or good behaviour.
- ❖ **Values Model** – Presented twice per term at Meet n Greet to recognise a student at each year level who displays the values of Australian Schooling. These students are also recognised in School Newsletters and at Assemblies.

Ravensthorpe District High School Guiding Principles

- **Participate to progress**
- **Make strong choices**
- **Have reasons for the things you say and do**
- **Success breeds success**

Students and Teachers to review with students at the commencement of each term and/or as reflection at the end of term. (Kindy – 10) Suggested lesson plans available

Values	Personal Statement	
Did I choose to “Participate to progress”	For self	I participate to progress when I
	For others	I allow others to participate to progress by
	Motivation	Things that motivate me to “participate to progress” include
Did I “Make strong choices”	For self	I demonstrate a “strong choice” when
	For others	I help others make “strong choices” by
	Taking responsibility for one’s actions	What do I need to take responsibility for today?
Did I “Have reasons for the things you say and do”	For self and others	I show that I think about what I say and do by
	Leadership	I can show leadership by
Success breeds success	For self	I am successful when
	Goal Setting	My goal for today is
		My goal for this week is
		My goal for this term is
Life long learning	Something new I would like to learn is	

GUIDELINES FOR WITHDRAWAL

Withdrawal of students from school activities is a planned strategy and will involve consultation between the class teacher and the school's administration team.

It is distinct from short-term withdrawal, such as removing a student to another class (ie Buddy Class), which may form part of a teacher's classroom management strategies.

Following a breach of school discipline, staff may withdraw a student from:

- any class or classes of instruction;
- recess and lunch breaks, however, time must be provided for a toilet break and students must be supervised; and
- identified school activities or programs.

The isolation of students from the classroom is one of a number of available counselling and behaviour management measures in dealing with students with disruptive behaviour. Details of student's unacceptable behaviour will be documented in the normal way and parents informed.