



# Ravensthorpe District High School

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## MANAGING STUDENT BEHAVIOUR POLICY

### POLICY STATEMENT

Department of Education schools provide positive environments for students to learn and staff to work. RDHS ensures that every student has the educational support needed to learn and maintain positive behaviour and acknowledges that students, staff and parents/carers have the right to feel safe and supported at school.

### RAVENSTHORPE DISTRICT HIGH SCHOOL (RDHS) VISION

*Our vision is to empower and inspire our students to become life-long learners through inclusivity and high quality teaching and learning. To nurture our student well-being, build resilience and achieve success through real life experiences and community collaboration.*

**“Ngalak Keyen Moort Ngalang Boodja”**

### What We Stand For

1. We believe all children can learn and we are inclusive of all their needs and interests
2. We believe in creating a safe, happy and caring learning environment
3. We model our values
4. We believe education involves the whole child, developing their academic, creative, physical, emotional and social aspects
5. We believe learning occurs when children are motivated, engaged and the learning is linked to real life experiences
6. We will encourage our children to be critical thinkers, risk takers and problem solvers
7. We will ensure our method and practice of teaching are challenging, engaging and flexible to provide opportunities for all
8. We believe the work of teachers makes a difference to the lives and learning of children

### BEHAVIOUR EXPECTATIONS

RDHS is a Positive Behaviour Support School. This is a whole school approach to behaviour management and as a school we hold high expectations of our staff, students and families, and firmly believe that intentional physical aggression has no place in our school. Our expectations and processes also align with the Department of Education's, Student Behaviour in Public Schools Procedures.

The RDHS PBS Matrix (Appendix A), explicitly outlines the positive behaviours that are expected across all areas of the school. The three values expectations are linked to Good Standing. Students can earn a maximum of 3 points per day (1 per expectation). For further information, please refer to the *RDHS Good Standing Policy*.

### Our three values expectations are:

- Care
- Ambition
- Respect

## RIGHTS AND RESPONSIBILITIES

All members of the Ravensthorpe District High School community have rights and, with that, come responsibilities. The following tables outlines and articulates these rights and responsibilities.

<b>STUDENTS have a RIGHT to:</b>	<b>STUDENTS have a RESPONSIBILITY to:</b>
<ul style="list-style-type: none"> <li>• Learn in a purposeful, supportive and well-resourced environment</li> <li>• Learn and play in a safe, secure, friendly and clean environment</li> <li>• To be treated fairly and respected as an individual</li> <li>• To be happy, enjoy school and form relationships</li> <li>• Equal treatment regardless of status, race, gender or physical ability</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for their own learning and behaviour</li> <li>• Engage in all activities to the best of their ability</li> <li>• Keep the learning environment tidy, organised and safe</li> <li>• Keep the play environment in a good order by returning equipment to the appropriate place, placing food scraps and litter in the appropriate bins</li> <li>• Ensure their behaviour does not disrupt the learning of others</li> <li>• Be punctual to school, for classes and related commitments</li> <li>• Be prepared for school, which includes bringing all equipment, completing set homework and returning notes and other documentation</li> <li>• Wear the full school uniform with pride, including hats</li> <li>• Demonstrate respect for self and others, including students, teachers, other school staff and parents</li> <li>• Demonstrate respect for the environment</li> <li>• Demonstrate PBS Matrix Behaviours</li> <li>• Engage in restorative practices when relationships are damaged</li> <li>• Report any matters affecting the rights of others to a teacher, the Deputy Principal or Principal.</li> </ul>

<b>STAFF have a RIGHT to:</b>	<b>STAFF have a RESPONSIBILITY to:</b>
<ul style="list-style-type: none"> <li>• Be treated with courtesy, respect and honesty by students, parents, community members and colleagues</li> <li>• Teach in a safe, secure, friendly and clean environment</li> <li>• Teach in a supportive and non-disruptive environment</li> <li>• Cooperation, engagement and support from parents in matters related to their child's education</li> <li>• Support from the school administration to carry out their duties</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver an organised, engaging teaching and learning program which meets student needs</li> <li>• Develop and display clear expectations of behaviour for their classrooms and communicate these to students and specialist and relief teachers</li> <li>• Use visual displays to inform students of behaviour status-</li> <li>• Actively promote positive student behaviour</li> <li>• Model respectful, courteous and honest behaviour and the PBS Matrix</li> <li>• Treat students and parents with respect</li> <li>• Ensure the learning environment is tidy, organised and safe</li> <li>• Establish positive relationships with students, parents and colleagues</li> <li>• Keep parents and administration informed of student progress and matters relating to student behaviour, academic achievement and well-being</li> <li>• Work with the Principal and Deputy Principal to, as required, implement and monitor Individual Behaviour Management Plans</li> </ul>

PARENTS have a RIGHT to:	PARENTS have a RESPONSIBILITY to:
<ul style="list-style-type: none"> <li>• Be treated with courtesy, respect and honesty by students and school staff</li> <li>• Be confident their children are learning in a safe, secure, friendly and clean environment</li> <li>• Be confident their children are being taught the expected curriculum in a supportive and non—disruptive environment</li> <li>• Be informed about curriculum and their child’s academic progress and receive honest and fair feedback on a regular basis</li> <li>• Be informed about behaviour management procedures, and decisions and incidences impacting their child’s health and welfare</li> <li>• Confidentiality in all matters</li> <li>• Be involved in, and feel welcome to be a part of, their child’s education</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to their child they are interested in, and value, their child’s education</li> <li>• Ensure their child attends school punctually and regularly</li> <li>• Ensure, to the best of their ability, that the physical and emotional condition of their child is appropriate for effective learning</li> <li>• Ensure their child has the correct materials to make effective use of the learning environment</li> <li>• Support their child to complete homework</li> <li>• Engage in positive and pro-active communication with the school by; <ul style="list-style-type: none"> <li>○ Contacting the school immediately should an issue or concern arise which impacts on their child</li> <li>○ Reading the school newsletters</li> <li>○ Reading classroom notices on CONNECT</li> <li>○ Accessing school information, policies and procedures as required from the school website or the school</li> <li>○ Return notes and complete surveys punctually</li> </ul> </li> <li>• Treat staff with respect, courtesy and honesty</li> <li>• Model the PBS Matrix Behaviours</li> <li>• Respect the privacy of all, including other parents, students and staff</li> </ul>

**COMMUNICATION/DOCUMENTATION – EXPECTATIONS AND RESPONSIBILITIES**

Teachers have a responsibility to communicate breaches of the PBS Matrix with both Administration and parents/caregivers. This notification to Admin happens through a Behaviour Referral Form (Red, Blue or Green Slip).

Parent communication is the responsibility of the staff member who has duty of care when the student reaches the highest stage of behaviour intervention for the day. The classroom teacher would notify the parent/caregivers of any in-class behaviour breaches and the Deputy Principal will make parent/caregiver contact if the student continued to escalate and they got to the intervention stage or severe behaviour (office referral).

**STUDENT BEHAVIOUR**

In the event a student displays one or more of the following inappropriate behaviours the school will follow the processes as outlined below:

**Inappropriate School Language (red slip)**

- At RDHS we expect that students use appropriate language at all times
- A staff member MUST hear the student use inappropriate language
- Students who are heard by staff using inappropriate language are issued with an ‘Inappropriate Language Slip’ they are required to complete 10 minutes detention at the next break time (either recess or lunch)
- Students who fail to complete their detention have their time doubled and are required to complete the detention at the next possible break. This may mean detention at recess and lunch to cover the time accrued.

- Students who refuse to complete their detention are withdrawn from class and will spend the remainder of the day completing school work in the office
- If a student has used inappropriate language five times in one day they are withdrawn from class and spend the remainder of the day completing school work in the office

### **Guidelines for Detention (blue slip)**

If a teacher gives a student detention for a behaviour as part of their classroom management they are required to notify the parent and provide duty of care for the student for the duration of the detention. Students may be sent to the office for detention if supervision is required. Students are not to be detained for more than half of their recess or lunch break.

### **Office Referral (green slip)**

In the event of student behaviour escalation or severe behaviour, an office referral may be issued. These are for students that have been put through the behaviour flowchart and reach the intervention level, or for more serious breaches of the PBS matrix and our expected behaviours. Students are to be sent with a green slip to the office, or another student may deliver the green slip as soon as possible to Admin to communicate the incident.

### **Verbal Abuse of Staff or Students**

- RDHS classes verbal abuse as a severe offence and the student/s will be immediately removed from class/playground and escorted to the front office
- The incident will be investigated by the Administration Team and consequences will be allocated
- Restorative practices will be used before re-entry to class/school to make right the situation
- Verbal abuse of student/staff members may result in suspension

### **Physical Aggression - Student to Student**

- Intentional physical aggression towards students is not tolerated at RDHS and is deemed a severe breach of the schools Managing Student Behaviour Policy
- The student/s will be immediately removed from class/playground and escorted to the front office
- The incident will be investigated by the Administration Team and consequences will be allocated
- Any student who causes intentional harm to another student will be suspended
- Any student who decides to film an act of physical violence rather than seek help will be suspended
- If suspended, the student must undergo a re-entry meeting with a member of the Administration Team and parent/caregiver prior to coming back to school after a suspension period
- RDHS will take into consideration the year level of students involved and assign age appropriate consequences for behaviour incidents in lower primary

### **Physical Aggression - Student to Staff**

- Intentional physical aggression towards staff is not tolerated at RDHS and is deemed a severe breach of the schools Managing Student Behaviour Policy
- The student/s will be immediately removed from class/playground and escorted to the front office
- The incident will be investigated by the Administration Team and consequences will be allocated
- Any student who causes intentional harm to a member of staff will be suspended
- Any student who decides to film an act of physical violence rather than seek help will be suspended
- An Individual Behaviour Plan will be created and the student must undergo a re-entry meeting with a member of the Administration Team prior to coming back to school after a suspension period

## **Use of Drugs or Alcohol**

- The use of drugs and alcohol is deemed a severe breach of the schools Managing Student Behaviour Policy
- For further information, please see our Ravensthorpe District High School Drug Education Plan

## **THE PROVISION OF INDIVIDUAL STUDENT BEHAVIOUR SUPPORT**

The school will provide individual student behaviour support where the need is identified through.

We will:

- Monitor students whose behaviour needs are not adequately met by the whole school support plan
- Seek advice from Regional Office and Statewide Services staff, as required
- Liaise with external agencies or experts, as required
- Utilise information received from the student and his/her parent(s) to inform the Individual Behaviour Plan and work together to ensure the school meets the needs of their child
- Access the School Psychology service if required or support from the School Chaplain if required

## **STRATEGIES TO SUPPORT STUDENTS**

Our focus will always be to encourage and recognise positive behaviours. This applies equally, in, and out, of the classroom. Incentives such as the following are some of strategies that can be used:

- Challenging and engaging lessons
- Modelling of desired behaviours to students by staff as per the Positive Behaviour School Program
- Good Standing acknowledgement activities
- Values Awards
- Some staff are trained in Youth Mental Health First Aid
- We have staff who are Gatekeeper trained for suicide prevention
- Public recognition of achievement by the Administration via class or assembly
- Newsletter accounts
- School Chaplain
- Communication to parents via phone, CONNECT, email, Communication Book/Diary, letter or in person
- Constant praise and reinforcement utilising RDHS Growth Mindset framework
- Staff who are trained in Classroom Management Strategies (CMS)
- Internal classroom reward systems

## **The Use of Mobile Phones or Electronic Devices**

- RDHS does not permit the use of mobile phones or electronic devices at school
- Students are able to bring their phones or devices to school, however, they **MUST** be turned off and remain in their bags at all times
- Parents/Caregivers are asked to support the school policy and make contact with their child/ren through the school office only
- If staff observes a student using a mobile phone or device, it will be confiscated and handed in to the office. Students on their first offence for the week will be able to collect their phone from the office at the end of the school day. Any subsequent offences will require Parents/Caregivers to be responsible for collecting their child's equipment from the school office
- RDHS takes no responsibility for the loss or theft of mobile phone or electronic devices that are brought to school
- See RDHS mobile phone policy for more detail

## Guidelines for Withdrawal

The Deputy Principal or Principal may withdraw a student from class, breaks or other school activities for the purpose of providing an opportunity to;

- Calm students in circumstances where the student has become unable or unwilling to self-regulate; and
- Reflect on and learn from the incident, including where appropriate engage in restorative practices

When a student is withdrawn, the school will;

- Inform parents
- Ensure that the location and supervision arrangements account for duty of care at all times
- Ensure that the student is provided the opportunity to complete school work
- Details will be documented using Compass/Integris
- Provide the student recess and lunch breaks outside of the student recess and lunch break times

## Guidelines for Suspension

The placing of students on suspension will be authorised by the Principal or Deputy Principal where the Principal is unable to exercise the suspension.

- Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances. Parents will be provided with the opportunity to give reasons against the decision to suspend and/or the length of the suspension.
- The suspension will be entered into and details documented using the School Information System (SIS).
- The student will be provided with learning activities to complete where the period is for three or more consecutive school days or totals more than five days in the school year.
- The Deputy Principal or Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school.

## PHYSICAL RESTRAINT OF A STUDENT

The Principal will ensure that physical restraint of a student is only used:

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful

The Principal will only authorise a plan to apply physical restraint as an **ongoing strategy** for a student when it has been developed in consultation with and agreed by the parents/carers and written in a documented plan. This plan needs to be supported by an escalation profile created in collaboration with the School Psychologist.

## BULLYING

Bullying is an **ongoing** misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

*Bullying behaviour can be:*

- **Verbal** e.g., name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **Physical** e.g., hitting, punching, kicking, scratching, tripping, spitting
- **Social** e.g., ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **Psychological** e.g., spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

Ravensthorpe District High School has a **zero tolerance** towards bullying.

All members of the school community share responsibility for, and contribute to, the prevention of bullying behaviour. This is achieved by;

- Modelling and promoting appropriate behaviour and respectful relationships
- Supporting students to become responsible citizens and to develop responsible on-line behaviour
- Reporting **all instances** of bullying **immediately** to the classroom teacher, duty teacher, Deputy Principal or Principal
- Promoting and modelling the responsibilities of a bystander
- Working collaboratively with the school to resolve any instances of bullying if they do occur

Bystanders are people who witness an action but are not involved directly. They can play a number of roles;

- Assisting the students who are bullying and actively join in
- Encouraging or showing approval to the students who are bullying
- Doing nothing or being passive
- Defending or supporting the student who is being bullied by intervening, getting teacher support or comforting them

Bystanders are expected to;

- Discourage the bully in an appropriate way
- Support the person being bullied
- Report the bullying to an adult at the school at the earliest opportunity

## PLAYGROUND EXPECTATIONS AND PROCEDURES

Secondary students are required to sit in the secondary quad to eat their food at lunch breaks. Primary students will eat in the undercover area. They will be released to play at the discretion of the duty teacher when;

- All food has been consumed (or a minimum of 10 minutes at lunch time)
- All duty teachers have reported for duty in other areas
- The area is neat and tidy and ALL rubbish and/or food scraps have been placed in the appropriate bins

Students are encouraged to play cooperatively; self-regulating risk taking behaviour and solving low level playground conflicts with the assistance of the duty staff member. Students are encouraged to

use the language of the PBS Matrix as a reference. If they are unable to do this, they should ask for the support of the staff member on duty to reach a solution.

Kindergarten and Pre-Primary and 1/2 students are permitted to play in the KP area. Year 1 – 4 are permitted to use the Primary Playground equipment, and Year 3 – 6 may use the equipment down near the undercover area. Students from years 3 -10 may play on the oval or undercover area. Students from years 3-10 may play on the basketball courts if there is staff member rostered on duty only. Volleyball courts are for secondary students only.

Primary and Secondary students are able to borrow sporting equipment to use at break times from the sports shed. The process for allocating and returning this equipment is managed by the faction captains and PE/Health teacher direction.

Duty staff wear a fluorescent vest so that they are easily identified, and wear a hat. Duty staff are encouraged to move around their duty area to monitor student interactions.

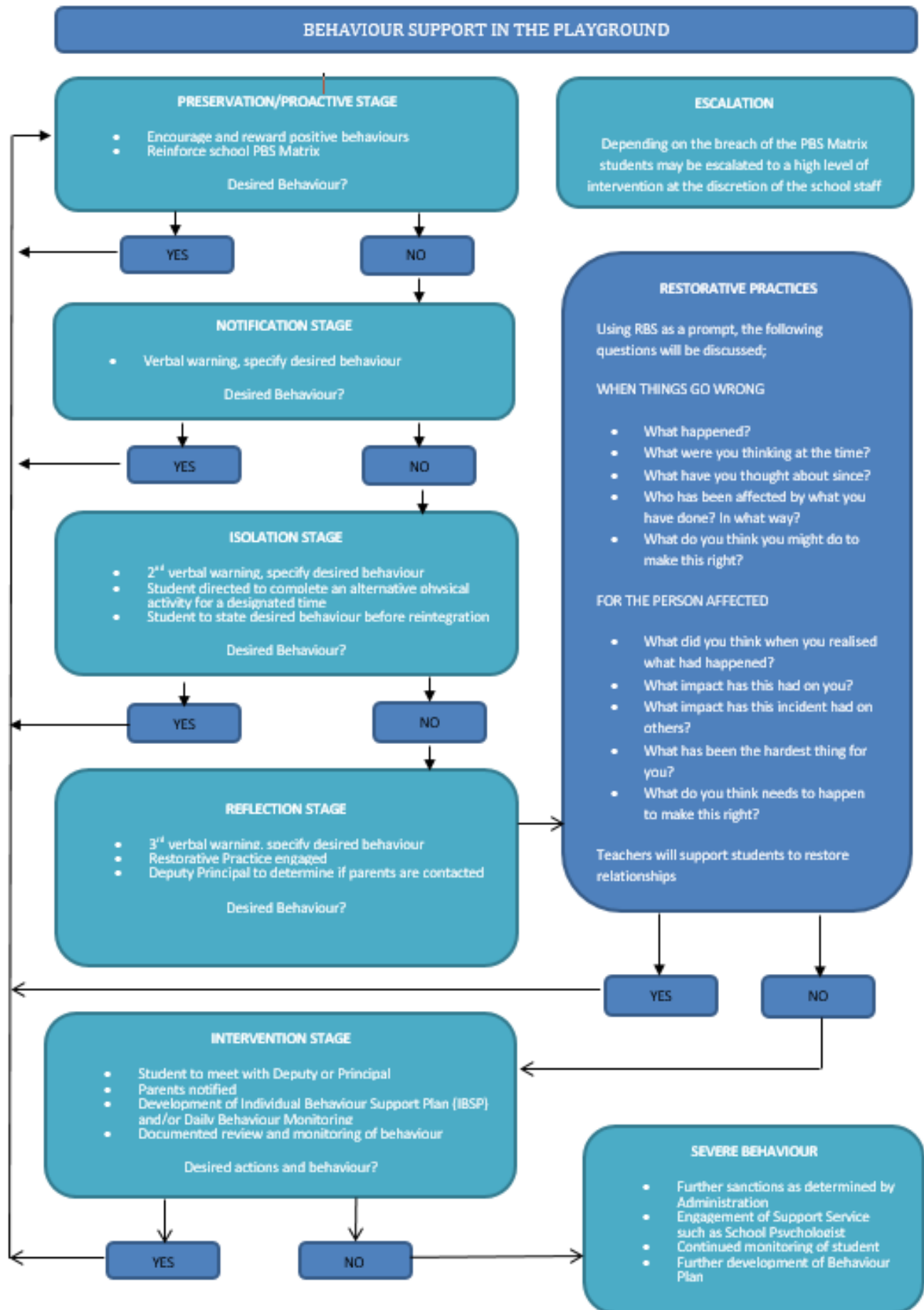
### **BUS BEHAVIOUR AND EXPECTATIONS**

Behaviour on the bus is predominantly managed by the contractor and Bus Services. Students are required to follow the instruction of the Bus Driver at all times. Failure to meet the expectations of behaviour may see students removed from the bus service temporarily or more permanently.

RDHS may intervene for breaches of behaviour on the bus services including applying possible suspensions to support the Bus Contractor and uphold our expectations of students in school uniform. More severe behaviour incidents may be referred to the Police for investigation.



Breaches of playground expectations will be dealt with according to the ***Behaviour Management in the Playground*** flowchart which follows.

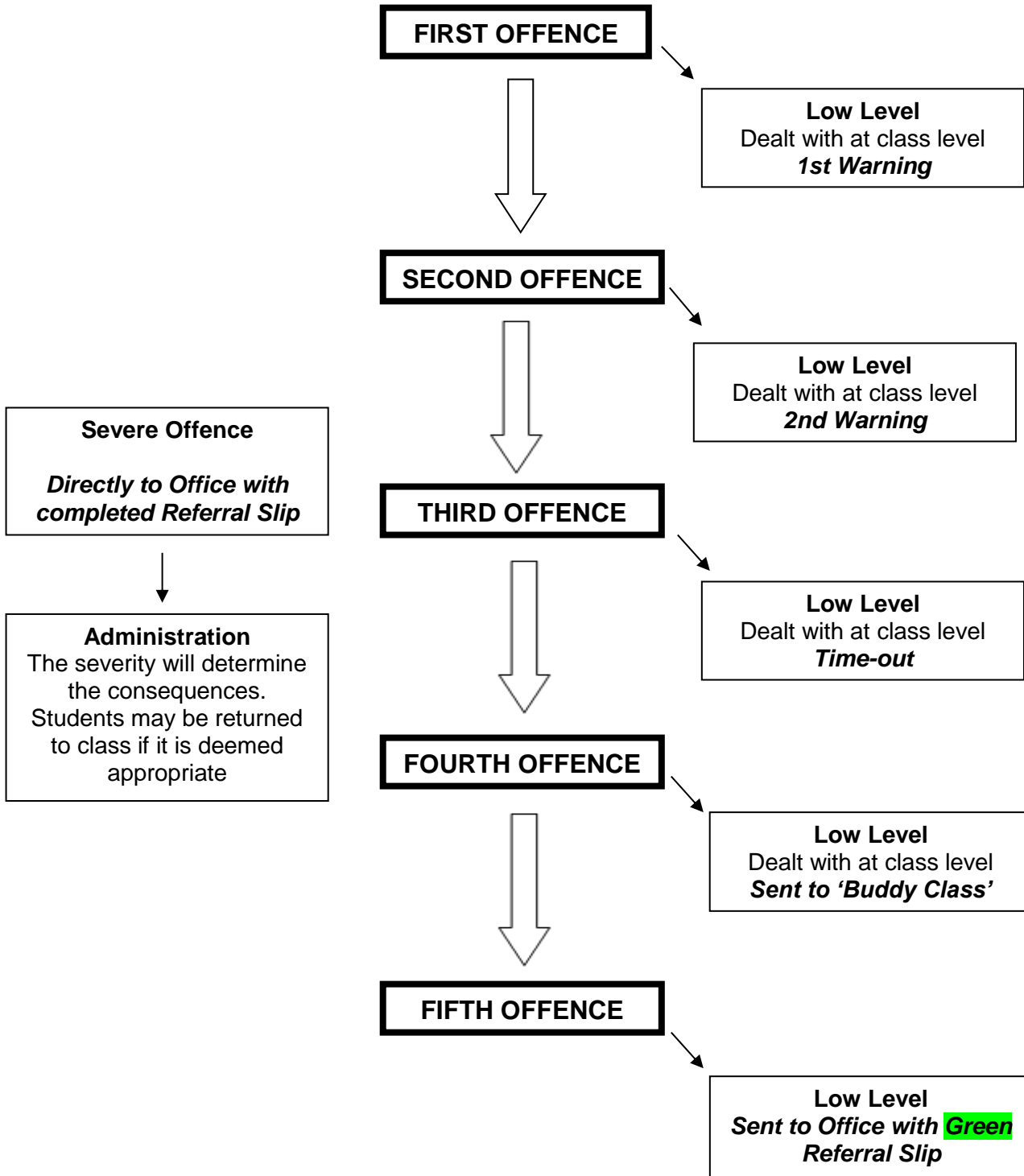


## CLASSROOM PROCESSES AND PROCEDURES

RDHS has a three levelled approach to the management of inappropriate behaviours. It recognises that some students will, from time to time, impinge on the rights of others to learn or to teach. It also acknowledges that different levels of behaviour require different management strategies.

### Behaviour Management Flow Chart

At each level the focus must be to have the student understand how his/her actions impacted on others, and to have them accept responsibility for changing that behaviour.



## APPENDIX A

### The **PBS MATRIX** in Practice

	<b>CARE</b>	<b>AMBITION</b>	<b>RESPECT</b>
	I make a strong choice and show care by...	I make a strong choice and show ambition by...	I make a strong choice and show respect by...
<b>Learning time</b>	<ul style="list-style-type: none"> <li>• Allow peers to work without distraction</li> <li>• Speak positively to everyone</li> <li>• Be inclusive and considerate of everyone</li> <li>• Use words instead of actions</li> <li>• Follow the rules</li> <li>• behaviour supports others to learn</li> </ul>	<ul style="list-style-type: none"> <li>• show confidence</li> <li>• be prepared with necessary equipment</li> <li>• be motivated</li> <li>• set goals for myself</li> </ul>	<ul style="list-style-type: none"> <li>• lining up outside my class quietly</li> <li>• entering my class quietly</li> <li>• follow instructions</li> <li>• follow school and class expectations</li> <li>• listen to others and wait my turn to speak</li> <li>• use manners</li> <li>• use appropriate language</li> <li>• listen actively</li> <li>• look after property</li> <li>• codeswitch</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>• sit quietly</li> <li>• acknowledge peer achievements</li> </ul>	<ul style="list-style-type: none"> <li>• show pride in my success and achievement</li> <li>• participate to the best of my ability</li> <li>• show confidence</li> </ul>	<ul style="list-style-type: none"> <li>• sit quietly and attentively</li> <li>• be punctual</li> <li>• stack chairs</li> <li>• respond to speaker's greetings</li> <li>• stand still and sing the national anthem</li> </ul>
<b>Out of school activities</b>	<ul style="list-style-type: none"> <li>• actions reflect school values</li> <li>• be considerate</li> <li>• wearing appropriate school uniform on excursions</li> </ul>	<ul style="list-style-type: none"> <li>• actively participate in all opportunities provided</li> <li>• set high expectations of myself</li> </ul>	<ul style="list-style-type: none"> <li>• have a positive attitude</li> <li>• fulfil my roles and responsibilities</li> <li>• use my manners and speak appropriately</li> <li>• listen to and follow instructions</li> <li>• behave in a socially acceptable manner</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• support the enjoyment of others</li> <li>• act in a manner that keeps myself and others safe</li> <li>• be inclusive</li> <li>• actions reflect our school values</li> <li>• be considerate</li> </ul>	<ul style="list-style-type: none"> <li>• be resilient</li> <li>• be prepared and punctual for class</li> <li>• try new activities</li> </ul>	<ul style="list-style-type: none"> <li>• wearing my school hat</li> <li>• pick up rubbish in the playground</li> <li>• walk on the footpaths</li> <li>• transition quickly and quietly to the next class</li> <li>• follow instructions</li> <li>• use manners</li> <li>• use and return equipment appropriately</li> <li>• line up quietly</li> <li>• use language appropriate to my audience</li> </ul>

**EFFECTIVE DATE:** March 2022

**REVIEW DATE:** February 2023