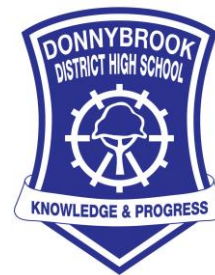


## Managing Student Behaviour Policy Donnybrook District High School



This policy has been developed so that students, teachers and parents/carers are aware of their roles and responsibilities in relation to managing student behaviour and is aligned to Department of Education policies and procedures around student behaviour.

### Rationale

Behaviour Management is more than a process of responding to problems after they have occurred, but rather a process of developing a **supportive environment** to allow for optimum educational outcomes for students.

Our policy highlights the importance of **positive relationships** between students and staff, characterised by trust, mutual respect and tolerance. Teaching students to accept responsibility for their own behaviour and having respect for others is encouraged and supported. In all of this it is imperative that students feel as though they belong to their school.

At Donnybrook District High School all stakeholders in the school community (students, staff and parents/carers), will be involved in supporting and promoting an environment which is welcoming and encouraging; and which offers support and promotes effective teaching and learning. Included in the policy are the rights, responsibilities and rules that govern every member of the school community.

Our policy ensures that Donnybrook District High School students and staff manage student behaviour in a **consistent, supportive** and **restorative** manner. Importantly it recognises and acknowledges appropriate behaviour and is supported by the implementation of preventative programs from Kindergarten to Year 10.

Underpinning our approach is Positive Behaviour Support (PBS). PBS is a framework that encompasses evidence based practices that are designed to intervene and support the improvement of behaviour throughout the school and community.

### Expectations

PBS establishes a climate in which appropriate behaviour is the norm for all students. School behaviour expectations are based on everyone's right to feel safe at school, the need to be considerate of others and our social responsibilities.

The following expectations underpin the school's PBS Matrix (CARE):

- Consider
- Aspire
- Respect
- Engage

*See Appendix 1- PBS Matrix*

### Administrative Responsibilities

Donnybrook District High School Principal and Associate/Deputy Principals must:

- Develop a coordinated whole school approach to implementing the school's Managing Student Behaviour Policy.
- Support staff in the implementation of the Managing Student Behaviour Policy.
- Ensure the Managing Student Behaviour Policy and procedures are clearly articulated to staff, students and parents/carers. This includes new staff, students and parents/carers.
- Support relief teachers by providing them with a package that clearly articulates our approach and the expectations and responsibilities of relief teachers.
- Discuss the issue of student behaviour regularly at staff meetings.
- Provide parents/carers with information regarding the Managing Student Behaviour Policy.
- Review school's Managing Student Behaviour Policy periodically.

### **Staff Responsibilities**

Donnybrook District High School teaching and support staff must:

- ❑ Be familiar with the school's Managing Student Behaviour Policy.
- ❑ Make students aware of their responsibilities with regard to the Managing Student Behaviour Policy.
- ❑ Implement the school's Managing Student Behaviour Policy with fidelity.
- ❑ Acknowledge positive behaviour through the agreed school wide system (Faction Tokens)
- ❑ Work collaboratively with parents/carers and students in managing student behaviour.
- ❑ Communicate positive and negative behaviour to parents/carers.

### **Student Responsibilities**

Donnybrook District High School students must:

- ❑ Focus on meeting the expectations as outlined on the school's PBS Matrix (CARE)
- ❑ Adhere to the school's Managing Student Behaviour Policy.
- ❑ Accept consequences for any breaches of the Managing Student Behaviour Policy.
- ❑ Adhere to other related policies including the school's Bullying Policy and Mobile Phone Policy.

### **Parent Responsibilities**

Parents/Carers are in partnership with schools in educating their children therefore, for an effective partnership parents and carers must:

- ❑ Work collaboratively with the school to assist students to meet expectations around behaviour at school and within the community.
- ❑ Model the expected behaviours as outlined on the school's PBS Matrix (CARE)

### **Behaviour Referral Pathway**

Both the Junior Campus and Senior Campus have developed referral pathways that staff must follow when managing behaviour that doesn't meet the expectations as outlined on the school's PBS Matrix. (CARE).

*See Appendix 2 – Junior Campus Referral Pathway*

*See Appendix 3 – Junior Campus Referral Form with matrix*

*See Appendix 4 – Senior Campus Referral Pathway*

### **Acknowledging Behaviour**

All staff are required to acknowledge Positive Behaviour on a regular basis with the handing out of Faction Tokens encouraged to support the school's PBS program.

*See Appendix 5 – Junior Campus Faction Point Recognition*

*See Appendix 6 – Senior Campus Faction Token System*

### **Support Provided for Individual Students**

Documented Plans are appropriate where the behaviour has been ongoing, persistent and resistant to the normal classroom behaviour management practices.

Key stake-holders: teacher, Administration, school psychologist and parents/carers work collaboratively to develop an Individualised Behaviour Management Plan. The student and the parent will be linked to outside agencies to support individual needs when appropriate

Staff to undertake risk management planning where a student's behaviour is considered to present a physical risk to the safety of staff and students. This is to be included in the student's documented plan addressing behaviour.

For students who don't meet the expected behaviours as outlined on the PBS Matrix, the school has established systems of support across both campuses. This may entail the students being withdrawn from class or losing a portion of their lunch break, to provide them with an opportunity to reflect on their behaviour.

*See Appendix 7 – Junior Campus Reflection Form*

*See Appendix 8 – CARE Room Referral Letter*

### **Good Standing**

Good Standing supports the school in maintaining a safe and supportive environment for students and staff by adding additional consequences to students who demonstrate physical aggression, major and/or repeated breaches of the school's positive behavioural expectations.

These students will lose their Good Standing, for a period determined by the Principal or Associate Principal. For the period of loss of Good Standing, the students will be unable to attend extra-curricula activities deemed by the school as inappropriate to attend. These extra activities include but are not limited to: Graduations, Camps, Excursions and PBS Acknowledgements.

In the event that a student loses Good Standing and they are excluded from extra-curricula activities, an alternative program will be put in place for them.

### **Review Of Managing Student Behaviour Policy**

Staff continually assess the Managing Student Behaviour Policy to ensure it suits the needs of all involved. Parent/Carer feedback is sought periodically on the school's Managing Student Behaviour Policy and Procedures, for example at School Board or meetings, in order to support continuous improvement.