

YOUR  
CHILD;  
OUR  
FOCUS



STUDENT  
BEHAVIOUR  
MANAGEMENT  
POLICY



Donnybrook District High School

# RATIONALE

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.

Managing student behaviour is more than a process of responding to problems after they have occurred, but rather a process of developing a supportive environment that engages students and contributes to their growth and development.

Donnybrook District High School recognises that Social and Emotional Learning (SEL), is an integral part of education and human development. SEL is the process through which young people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. Collaborative for Academic, Social and Emotional Learning (CASEL).

CASEL's framework incorporates 5 broad interrelated areas of competence. These are;

- Self Awareness
- Self Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Quality implementation of well-designed, evidence-based programs and practices is a foundational element of effective SEL. We believe it is most beneficial to integrate SEL, throughout our managing behaviour policy and practices to assist in establishing a supportive classroom and school climate.

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.

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.

# 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

All staff are required to acknowledge the Positive Behaviour of students through the Faction Tokens system on Compass.

Refer to Junior Campus PBS Matrix

Refer to Senior Campus 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 Student Behaviour Policy
- Support staff in the implementation of the Student Behaviour Policy.
- Ensure the 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.
- Monitor the positive and negative behaviours entered in the agreed whole school system and follow the referral pathway as necessary
- Discuss the issue of student behaviour regularly at staff meetings
- Provide parents/carers with information regarding the Student Behaviour Policy
- Review school's Student Behaviour Policy periodically.

# STAFF RESPONSIBILITIES

Donnybrook District High School teaching and support staff must:

- Be familiar with the school's Student Behaviour Policy
- Make students aware of their responsibilities with regard to the Student Behaviour Policy
- Implement the school's 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
- Document positive and negative behaviours using the agreed whole school system
- 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 Student Behaviour Policy
- Accept consequences for any breaches of the 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:

- Be familiar with the school's Student Behaviour Policy and related documents
- 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 PATHWAYS

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).

Refer to Junior Campus Referral Pathway

Refer to Senior Campus Referral Pathway

## SUPPORT 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, leaders, school psychologist and parents/carers work collaboratively to develop an Individualised Behaviour Management Plan. The student and the parent/carer 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.

Refer to Junior Campus Reflection Form

Refer to Senior Campus Reflection Form

Refer to Senior Campus Positive Behaviour Goal Setting Form

Refer to Senior Campus Behaviour Monitoring Card

# 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.

**For more detail, please refer to the Good Standing standalone policy.**

# REVIEW OF MANAGING STUDENT BEHAVIOUR POLICY

Staff continually assess the 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

