



JERRAMUNGUP DISTRICT HIGH SCHOOL **BEHAVIOUR MANAGEMENT** POLICY



POLICY STATEMENT

This whole school behaviour plan has been developed in accordance with the Department of Education's "Student Behaviour in Public Schools Policy – version 2.2 2/10/18". Department of Education schools have an obligation to provide every student with the educational support the student needs to learn and maintain positive behaviour. The policy states that the Principal must, in accordance with Student Behaviour in Public Schools Procedures:

- document a whole school plan to support positive student behaviour
- implement the documented whole school plan to support positive student behaviour; and
- provide individual student behaviour support where the need is identified

At Jerramungup District High School, our Behaviour Management Plan represents a whole school approach towards the achievement of a friendly, safe and caring environment. The establishment of positive relationships within our school community is of paramount importance for a sense of school pride and commitment. Successful relationships foster positive self-concepts and attitudes, which lead to successful performance.

SCHOOL CODE OF CONDUCT

Our school code of conduct states the behaviours that students at Jerramungup District High School are required to learn and maintain at the school. We have established a set of values that are explicitly taught to students on several occasions throughout the course of the school year. At Jerramungup District High School, we aim to build a culture that promotes being respectful, being safe, being resilient and striving to achieve.

These values are reflected in the class expectations that each teacher establishes with their students

at the beginning of each year. Our Code of Conduct is centred around our Positive Behaviour Support (PBS) School Values, Behaviour Agreements and Expectations and a set of Rights and Responsibilities.



JERRAMUNGUP DISTRICT HIGH SCHOOL BEHAVIOUR MATRIX

	Respectful	Safe	Resilient	Strive to Achieve
Learning Environment	- Put our hand up to speak - Use an inside voice - Use whole body listening	- Walk inside - Listen to instructions	- Persevere and keep trying - Learn from our mistakes - Are patient - Try new things	- Set goals - Complete tasks - Take pride in our work and aim to do our best - Complete and return our homework
Whole School	- Care for ourselves, others and belonging - Accept people for who they are - Dispose of rubbish correctly - Share and put equipment away correctly - Return to class promptly when the bell rings - Are honest - Wait to be dismissed after eating - Look after the gardens - Walk quietly between classes - Sit quietly at assembly - Use appropriate language - Follow instructions	- Follow emergency procedures - Walk on the verandahs, undercover areas and in the Koorlangka Mia - Wear a hat when outside - Keep our hands and feet to ourselves - Sit while we eat - Stay in appropriate areas - Report damaged equipment - Keep toilets clean and tidy - Use sports equipment appropriately	- Recognise and manage our emotions in a positive way - Show good sportsmanship - Wait our turn - Have a go at solving problems - Display mindfulness - Celebrate others achievements - Take safe risks	- Are prepared to learn - Attend school - Actively participate in whole school events - Are proud of our school - Are good role models
Wider Community	- Show kindness - Use good manners - Wear our uniform with pride - Leave places better than we found them - Listen to staff and community members - Celebrate and respect diversity	- Follow safety rules - Listen to our early warning signs - Wear a helmet - Follow bus driver instructions - Cross the road safely	- Display good sportsmanship - Approach new experiences with a positive attitude	- Model our school values - Represent our school with pride - Encourage others

RIGHTS AND RESPONSIBILITIES

Our Rights		Our Responsibilities	
Students	• Learn in a purposeful and supportive environment. • Be treated with respect, courtesy and honesty. • Work in a clean, safe, secure and friendly environment. • Be free from bullying	• Learn in a purposeful and supportive environment. • Be treated with respect, courtesy and honesty. • Work in a clean, safe, secure and friendly environment. • Be free from bullying	
Parents	• Be informed of decisions about their child's health and welfare. • Be informed of their child's progress. • Access a meaningful and adequate education for their child. • Be heard in an appropriate forum. • Be informed about behaviour management procedures and decisions affecting their child.	• Ensure that their child attends school regularly and is punctual. • Ensure that their child's health and welfare is at an optimum level for learning. • Ensure their child has the materials needed to make effective use of school. • Support the school in the education of their child. • Inform the school of any health issue or other issues which could impact on the child's learning or schooling. • Build a cooperative and supportive relationship with teachers. • Model respectful, courteous and honest behaviour. • be aware and supportive of JDHS Behaviour Management Policy	
Staff	• Teach without disruption. • Be treated with respect, courtesy and honesty. • Work in a clean, safe, secure and friendly environment. • Have cooperation and support from colleagues, students and parents. • have both their personal and school property respected	• Establish positive relationships with students. • Model respectful, courteous and honest behaviour. • Ensure the environment is clean, safe and friendly. • Report student progress to parents. • Operate positively in harmony with the direction set by the Code of Conduct • Implement a consistent behaviour management approach within the classroom which adheres to the JDHS Behaviour Management Policy	

TEACHING AND CLASSROOM MANAGEMENT STRATEGIES

All staff should use positive corrective practice wherever possible. At Jerramungup DHS, Classroom Management is based on:

- a consistent, whole school approach to managing student behaviour.
- an engaging and relevant curriculum meeting the interests and needs of students.
- a policy which is based on the rights and responsibilities of all individuals.

All students must be made aware of:

- Student rights and responsibilities;
- Rewards and reinforcement for positive behaviour;
- Specific classroom values; and
- Consequences of breaking values.

Teachers at Jerramungup DHS need to implement the whole school positive behaviour support policy in the following ways:

- At the beginning of the year, each teacher will clarify the school rights and responsibilities and school values and consequences (see behaviour referral process).
- At the beginning of the year, each teacher will establish classroom values based on the school values using appropriate language and be worded in positive behaviourally-specific terms. They will also establish core routines to ensure smooth running of classroom learning.
- Each classroom will display the Jerramungup PBS School Values

All teachers to use low key classroom management strategies. Eg:

- Winning Over (bonding with students)
- Routines to create transitions between lessons
- Proximity and scanning of students
- Responding and demonstrating appropriate behaviours
- Private dialogue with students when needed
- Dealing with the problem, not the student

PBS/FACTION TOKENS

Students can be rewarded for good behaviour using Faction tokens. Students select their faction-coloured token, write their name and circle which area they were rewarded for (Resilience, Respect, Achieve or Safe). Classrooms have collection boxes for these tokens. Please ensure students circle the correct area as this data is collected by the PBS team.

PBS assemblies occur every 2 weeks where a behaviour focus is discussed. This is explained in more detail through class lessons/teacher discussion. Teachers are encouraged to hand out tokens for the target behaviour. These tokens are collected before PBS assemblies, where the tokens are used in a draw to select an overall winner for the 2-week period. Student names are drawn from each faction to win a canteen voucher.

Each term the tokens are counted, and faction points are rewarded with the highest earning faction winning a reward activity.

Application of Disciplinary Measures

Where possible, immediate and logical consequences are administered for misbehaviour; where possible these will be educative. Teachers record misbehaviour on the Jerramungup PS Behaviour Referral form. When students reach Step 5 the student is then referred to the Deputy Principal or Principal. After the misbehaviour is resolved, the referral form is filed on the individual student's file and a hard copy placed in their main file. The Deputy or Principal is to record behaviour details and disciplinary measure on INTEGRIS and then inform Teachers of the outcome via verbal communication. The Deputy or Principal notifies parents/caregivers when a child's behaviour is of concern, or a severe breach of values occurs.

Behaviour Breaches

MINOR – Teacher Managed	MAJOR – Admin Managed
Answering back Cheating Disinterested/disengaged Inappropriate comments Inattentive Minor dishonesty Minor physical contact (flick, tap, nudge) Not following instructions Out of area Out of seat Property misuse Rough play Technology misuse Throwing Touching Unprepared Unsafe behaviour Work avoidance Dishonesty	Bullying Defiance and/or refusal Intimidation of staff or students Physical assault of staff or students Property damage/misuse Repeated minors (3-5 in a week) Verbal abuse of staff or students Children who have gone through the Behaviour Management Process.

Observe Problem Behaviour

Problem Solved with Student/s

Is Behaviour
office
managed?

NO

YES

Follow PBS
Teacher Managed
Behaviour Response

Follow PBS
Administration Managed
Behaviour Response
Send to Office

Step 1:

- ☐ Prompt
- ☐ Re-Direct
- ☐ Re-Teach
- ☐ Provide Choice
- ☐ Conference

Behaviour
Stops

Behaviour
Continues

Give positive verbal/
social acknowledgement

Step 2:

- ☐ Verbal Warning

Step 3:

- ☐ Isolation in Class
- ☐ Walk with teacher
- ☐ Loss of Privilege
- ☐ Conference
- ☐ Other _____

Step 4:

- ☐ Partner Room
Referral 15 minutes
- ☐ Sit out of play

Step 5:

- ☐ Principal Office
 - Notification to parents

**Teacher Completes Minor
Incident Report Form in
Office**

No administration action
required

Does student have:
• 3-5 slips in one week
• 10 slips in one term

**Teacher Managed
Minor**

- Answering Back
- Cheating/Integrity
- Disinterested
- Disruption
- Dress Code
- Inappropriate comments
- Inattentive
- Swearing in conversation
- Lateness
- Minor Dishonesty
- Minor physical contact
- Not following instructions
- Out of area/seat
- Minor Property Misuse
- Inappropriate unsafe behaviour
- Technology misuse
- Unprepared for class
- Work avoidance
- Disrupting the class

**Admin Managed
Major**

- Verbal Abuse
 - Staff
 - Student
- Non Verbal Abuse
- Intimidation
 - Staff
 - Student
- Physical Assault
 - Staff
 - Student
- Bullying
- Defiance/refusal
- Leaving school grounds
- Cyber Misuse
- Substance Misuse
- Ongoing Dishonesty /Integrity
- Property misuse /damage
- Repeated Minors (5)
- 10 minors in one term

Minor Incident Reports

- ☐ Prompt – Low Key Responses
- ☐ Re-Direct (Restate the Matrix Behaviour)
- ☐ Re-Teach (Tell, Show, Practice, Acknowledge)
- ☐ Provide Choice
- Issue Minor Incident Report – if student does not respond to pre-correction or re-direction
- Take action to correct behaviour
- Consequences need to relate to behaviour being corrected.

Step 1:

- ☐ Inform student of rule violation
- ☐ State Expected Behaviour
- ☐ Complete Major Office Discipline Referral Form
- ☐ Student to Administration

Administration Actions:

- Review Incident
- Determine Consequences
- Enter Data

**Administration Follows
through on Consequence**

**Administration Informs
Parent/Guardian**

**Administration Provides
Teacher Feedback**

**Third Office Discipline
Referral**

- Parent Interview
- Complete referral for Tier 2 Student Intervention Process

Response to All Student Misbehaviour is: **Calm Consistent Brief Immediate Respectful Private**

GOOD STANDING POLICY

In accordance with the Department of Education's Student Behaviour Policy, Jerramungup District High School has a Good Standing Policy as part of the Behaviour Management Policy. The Good Standing Policy supports our values of Be Respectful, Be Resilient, Be Safe and Strive to Achieve, by acknowledging and rewarding exemplary student behaviour and students who follow the School Behaviour Expectations. We believe every student should feel safe, nurtured and supported to learn in a welcoming, inclusive, collaborative learning environment.

The processes embedded within good standing requirements are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities that foster mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

The Good Standing Policy emphasises the importance of students taking responsibility for the choices they make daily, which impacts academically and socially on themselves and others. The Good Standing policy is a part of and works in conjunction with 'Positive Behaviour Support' and the whole school Behaviour Management Plan and aims to provide regular acknowledgement and recognition for the majority of students who consistently behave and act accordingly to the values. Good Standing is a status all Jerramungup District High School students are granted at the start of every five weeks. It is the responsibility of each student to maintain their Good Standing. Students with Good Standing are eligible to participate in PBS rewards. Students who lose their Good Standing will lose the privilege to participate in PBS rewards and various events throughout the school year. Examples: - social based activities including excursions, camps, interschool sporting events, sports days and graduation events.

To maintain Good Standing students **must**:

- Follow the Borden Values and Behaviour Expectations
- Follow the Borden Behaviour Management Policy

Not be involved in any major behaviour breaches:

- Verbal abuse of other students
- Verbal abuse of staff
- Threatening other students
- Threatening staff
- Intimidating other students
- Intimidating staff
- E-breaches (technology misuse)
- Cyberbullying at school (as stated in Code of Conduct)
- Fighting (possible suspension)
- Damage to property
- Physical abuse of other students (possible suspension)
- Physical abuse of staff (possible exclusion)

Students will lose Good Standing:

- Automatically for fighting; damage to property; physical abuse of other students; physical abuse of staff.
- For one suspension.
- For three withdrawals to the office.

Regaining Good Standing:

- Students will regain their Good Standing after completing 10 days of good behaviour.
- Teachers will fill out a daily tracking sheet using a star, sticker or tick to track the ten days of good behaviour.
- Once the child has reached ten days of good behaviour, the sheet is sent with the child to the office and the Deputy Principal or Principal will reinstate Good Standing.

GOOD STANDING POLICY

Parent Contact Regarding Good Standing:

- All parents at Jerramungup DHS will be made aware of the Good Standing Policy.
- Students who automatically lose their Good Standing will have their parents phoned to discuss their loss, how the student will regain it and what specifically their child will miss out on as a result.
- Students who are regaining their Good Standing will receive a positive phone call to inform parents of how on track they are to regaining Good Standing.

The Jerramungup DHS Good Standing Policy is provided to maintain consistency in our decision-making processes. It is important to note that these are guidelines and if:

1. There are extenuating circumstances that have resulted in the negative behaviours; or
 2. There is a significant period of positive behaviour since the previous negative behaviour
- then, these factors will be considered and any decision to withdraw or maintain Good Standing will be at the discretion of the Deputy Principal and/or Principal.

BEHAVIOUR MANAGEMENT STEPS

If problem behaviour continues complete an office referral and send with student to admin, where parent may be contacted. Classroom Behaviour Record is completed by staff member on Integris and/or actioned by the Deputy Principal or Principal.

As each situation involving negative behaviour in the classroom and playground is unique, mediation and consequences will differ. The Teaching staff and Principal team will work through any issues with students and use discretion, depending on the contextual differences of each case. Strategies and consequences available to Principal team once students are referred by Teaching staff to Step 5 include:

- Reflection Sheet
- Further counselling, mediation or warnings
- Restorative Practice
- Parent Interview
- Resolution via apology
- Letter of Concern
- Documented Plan
- Class withdrawal
- Loss of privilege
- Withdrawal of students from school activities
- Suspension
- Escalation Behaviour Profile
- Referrals to external agencies

Restorative Practice

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. The rationale behind this approach is that when offenders reflect upon their harm to victims:

- they become remorseful and act restoratively.
- focus on the unacceptable behaviour of offenders rather than their moral character.
- this can lead to healthier interpersonal relations among members of the school community
- and more effective learning.

GOOD STANDING POLICY

Withdrawal of Student from Classes, Breaks or Other School Activities

The Principal team may withdraw a student from classes, breaks or other school activities as part of a school's planned behaviour support response. Applied as close as possible to the time of the breach of school discipline, withdrawal is used for the purpose of providing an opportunity to:

- calm in circumstances where the student has become unable to self-regulate; and/or
- reflect on and learn from the incident, including where appropriate engaging in restorative processes; and/or
- evaluate prior behaviour support and negotiate and plan adjustments that may be required; and/or
- continue a learning activity in a less stimulating environment.

Department requirements:

- When a student is withdrawn, the Principal team will:
- provide oral or written advice to the parent(s) that day or as soon as possible thereafter about the withdrawal. SMS notification is sufficient to satisfy this requirement;
- ensure that location and supervision arrangements account for duty of care at all times;
- ensure that the student is provided the opportunity to complete assignments or assessments to fulfil course requirements; and
- create a record for each student withdrawn showing: reason for the withdrawal; date, time and duration of the withdrawal; and notification of parent.

Additional requirements include:

- Withdrawal must not affect the student's attendance. The principal will continue to provide accommodation, supervision and appropriate educational instruction for students who are withdrawn during school hours. This includes where a student is withdrawn from significant school events that occur during school hours, such as camps, excursions or sports carnivals;
- Withdrawal should have the minimal possible impact on a student's academic progress; and
- Any alteration of breaks must consider student needs, such as hydration; nutrition, or toileting.

Please Note: *Withdrawal is distinct from regular classroom management strategies such as moving a student to a buddy class, a sensory space at the back of the room or the library, or the office of a school administrator. Similarly, teacher decisions in the context of their daily classroom management, such as asking a student to remain behind at the start of a break to briefly discuss their progress or actions, should not be construed as withdrawal.*

Withdrawal is distinct from protective isolation. Protective isolation is a restrictive practice involving the isolation of a student from other students for the purpose of managing the student's emotional or physiological state in circumstances where that state is posing imminent risk of harm to self or others. Department requirements for using protective isolation are covered elsewhere.

Suspension of a Student from Attending School

Only the Deputy Principal and Principal has the authority to suspend a student from attendance at school as part of a school's behaviour support plan. Suspension of attendance may be for the whole or part of each day during the suspension period. Suspension is used when the breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover; and/or
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes; and/or
- for the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required; and/or
- for the parent to meet with the school to discuss how to improve coordination between school and home to help the student behave appropriately at school.

GOOD STANDING POLICY

Notwithstanding the above, suspension is to be understood as a severe sanction, reserved for use in severe circumstances. An automatic suspension will be applied to any student who:

- attacks or initiates a fight with another student; or
- records/publishes/uploads to social media a video of fighting involving students of a government school.

Please Note: All absences from school reduce students' capacity to maximise opportunities for learning. The Principals should exercise due care in imposing periods of suspension, and should be mindful of the cumulative educational disadvantage risked by multiple absences.

These categories are provided to facilitate state-wide consistency in systemic reporting about the bases for suspension; they are not a list of behaviours for which suspension is mandated.

Category 1: Physical aggression toward staff

Aggressive physical contact committed intentionally against staff.

Category 2: Abuse, threats, harassment or intimidation of staff

Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 3: Physical aggression toward students

Aggressive physical contact committed intentionally against another student.

Category 4: Abuse, threats, harassment or intimidation of students

Verbal or non-verbal actions that are abusive, harassing, intimidating or threatening, including stalking, sexual harassment, sexual innuendo and manipulation.

Category 5: Damage to or theft of property

Direct or indirect damage to, or theft of, property.

Category 6: Violation of Code of Conduct or school/classroom rules

This covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct.

Category 7: Possession, use or supply of substances with restricted sale

This category covers use or supply of substances such as cigarettes, alcohol and prescribed medicines, that are not in themselves illegal, but the sale of which may be restricted to persons over 18.

Category 8: Possession, use or supply of illegal substance(s) or objects

The substances referred to in this category are those that are illegal under the Criminal Code. This includes weapons and illegal drugs.

Category 9: Other

Category 10: E-breaches

Breaches under the Students Online policy or Personal Use of Mobile Electronic Devices requirements. Includes breaches of an Acceptable Use Agreement; Appropriate Use of Online Services Agreement; and recording, distributing, or uploading of inappropriate images or messages of students, parents or staff with reasonable nexus to the school.

BEHAVIOUR AND DISABILITY

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. The Principal team will take care when considering their response to a breach of school discipline when the apparent breach was committed by a student with disability. Relevant legislation Disability Discrimination Act 1992 [Cwlth] Disability Standards for Education 2005 [Cwlth] Equal Opportunity Act 1984 [WA].

Department requirements

The principal will plan and implement reasonable adjustments to assist students at Jerramungup DHS with disability to achieve desired behaviour. Where a student's actions breach school discipline, and these actions are the symptom or manifestation of a disability, the Principal team will not:

- on the basis of the student's disability, treat the student in a way that is different to other students such that this different treatment causes disadvantage to the student; or
- apply a standard that is intended to apply to all students, when that standard is reasonably likely to cause greater disadvantage to the student due to the student's disability than it would to other students. In determining whether a student's actions are a symptom or manifestation of a disability, the principal will seek advice from suitably qualified persons. This may include the School Psychologist, Lead School Psychologist and/or the relevant School of Special Educational Needs.

GOOD STANDING POLICY

Documented Plans

At times, an individual student has difficulty consistently displaying the behaviours accepted by the school community. When these behaviours affect the learning of the individual or other students, the school has a responsibility to put in place additional support strategies. Implementation of a Documented Plan targeting the negative behaviours will be written. Support and assistance can be sought from the Principal team for those interventions that may require external agencies or school psychology support.

A Documented Plan is a structured document that clearly outlines the behavioural concerns, the strategies that will be used to address these concerns, responsibilities of all stakeholders, the outcomes to be achieved and review processes. The plan is to be developed collaboratively with teachers, parents, students and other stakeholders to ensure all relevant information is gathered and considered to make the plan effective.

A Documented Plan requires regular review to assess the effectiveness of the strategies implemented and make necessary modifications. The strategies outlined in a Documented Plan must be in accordance with all relevant departmental policies and employ strategies that reflect current best practice.

COORDINATING WITH EXTERNAL AGENCIES

For students who require a Behavioural Documented Plan external agency support can be accessed through the Principal team and the School Psychologist. The Principal team will ensure that parents are regularly informed with the services provided to the school to support with student behaviour and wellbeing.