



# **Jerramungup District High School**

**Behaviour Management in  
Schools Policy 2023  
Including 'Good Standing Policy'**

## **RATIONALE**

Jerramungup District High School is committed to providing a supportive, consistent and positive school environment where all members feel safe and valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate behaviours are defined, modelled and reinforced. The Behaviour Management Policy is a way of ensuring that this supportive, consistent and positive school environment is established and maintained.

## **CORE VALUES**

With the school motto 'Strive to Achieve', students achieve high standards of academic and social achievement through participation and engagement in the school's inclusive, safe and stimulating learning environments. Our school vision encompasses all of this with the following statements:

Together we strive to inspire life-long learning:

1. Be engaged in meaningful learning
2. Be respectful towards ourselves, others and our unique environment
3. Be resilient to cope with changes and challenges, and
4. Be responsible community members.

## **WHOLE SCHOOL EXPECTATIONS**

Jerramungup District High School works to maintain a learning environment that is safe, respectful, tolerant and builds resilience in all students. At the heart of our whole school approach to behaviour management are our core expectations and values.

Engaged – achievement and curiosity

Respectful – friendship and courtesy

Resilient – perseverance and inclusivity





Responsible – cooperation and honesty

Our students have a clear understanding of the expectations we have of them and how this should guide their behaviour. Teacher's help students reach this understanding through explicit teaching, that is teach behaviour skills and social skills and provide students with opportunities to practice these skills.

Our whole school expectations are clearly displayed in every classroom and are referred to in an ongoing manner throughout the year. There is a whole school focus around the use of the language related to expectations rather than rules and our expectations are always positively stated.

At Jerramungup District High School, we embrace the use of the Zones of Regulation to assist students to monitor their feelings, emotions and self-regulation. Zones of Regulation assist students to recognise and communicate how they are feeling in a safe, non-judgemental way. It also allows students to tap into strategies or tools to help them move between zones. These zones are clearly displayed in classrooms and utilised on a daily basis by doing such things as 'check ins'.

# The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

## BUILDING POSITIVE RELATIONSHIPS

At Jerramungup District High School we build positive relationships with all students as a way of managing behaviour. It is understood that teachers will adopt individual classroom management expectations that align with the Jerramungup DHS behaviour matrix and 'Golden Eagle'. These will be reflected in the teacher's classroom policy documents.

General principles include:

1. The development of an inclusive, safe working environment.
2. The development of a positive working relationship which supports student participation.
3. Ensuring students clearly understand what acceptable behaviour is.
4. Teachers to be fair, firm and consistent in regard to acceptable standards of behaviour.

## GOLDEN WINGS

At Jerramungup District High School we use the behaviour matrix which aligns our core values and behaviour standards. Students can earn a 'Golden Moment' when they display any of our core values. The tear off is placed in a box in the deputy's office and these are collated weekly. When students earn 4 of these values they will receive a wrist band which displays the value. When they earn all 8 values students will be awarded the 'Golden Eagle' badge.

## DEPARTMENT OF EDUCATION FOCUS

Each year the Department of Education releases a 'Focus' document, outlining the direction for all Western Australian schools for that particular year. Continuing with the Department of Education's commitment of 'Every Student, Every Classroom, Every Day' the Focus 2021 document outlines explicitly a focus on Behaviour Management and engagement within schools.

# Jerramungup District High School students are.....

	<b>Engaged</b>	<b>Respectful</b>	<b>Resilient</b>	<b>Responsible</b>
	<i>When we are <b>engaged</b> we</i>	<i>When we are <b>respectful</b> we</i>	<i>When we are <b>resilient</b> we</i>	<i>When we are <b>responsible</b> we</i>
<b>Whole School</b>	arrive on time get ready to start the day have a positive attitude	walk on paths use appropriate language use our manners	communicate positively care for other people and the environment	wear school uniform attend everyday do our personal best
<b>Before and after school</b>	get organised move safely	greet each other wait to be released	arrive and leave safely are safe on the school bus	are road aware park bikes, skateboards and scooters in designated areas
<b>Learning areas</b>	are organised and punctual work collaboratively are active learners	help others raise our hand to speak use an inside voice take off our hats inside	follow instructions care for and respect resources persevere	complete homework stay on task complete tasks and strive to improve
<b>Play areas</b>	play safely play in appropriate areas (aware of 'out bounds' areas)	listen to the duty teacher share and take turns	include others wear our hats	respect the environment problem solve (stop, think, act)
<b>Eating areas</b>	sit while eating hold sport equipment still	listen to teacher keep our area clean	invite others to sit with us eat our own food	sit until released pick up rubbish
<b>Values</b>	<b>Achievement</b> <b>Curiosity</b>	<b>Friendship</b> <b>Courtesy</b>	<b>Perseverance</b> <b>Inclusivity</b>	<b>Co-operation</b> <b>Honesty</b>

**GOOD STANDING**

Students at Jerramungup District High School are automatically granted Good Standing at the beginning of each year. A student who has Good Standing will be eligible to participate in extra-curricular activities such as sporting carnivals, excursions, camps and any other event that are not compulsory as part of the curriculum.

### Requirements of Good Standing:

	<b>Good Standing Requirements:</b>	<b>Loss of Good Standing will occur if:</b>
<b>Satisfactory Academic Progress</b>	<ul style="list-style-type: none"> <li>• Completion of all assigned class work and assignments</li> <li>• Submission of all assigned homework</li> <li>• Taking pride in the presentation of their work, notebook and file</li> </ul>	<ul style="list-style-type: none"> <li>• Three or more instances of incomplete work and or missed assignments that are reported to a member of Administration</li> </ul>
<b>Attendance and Punctuality</b>	<ul style="list-style-type: none"> <li>• Regular and punctual attendance at school</li> <li>• Exceptions include school functions, sickness covered with a medical certificate or a valid explanation from a parent</li> </ul>	<ul style="list-style-type: none"> <li>• A student's attendance rate drops below 90% or is 'at risk'</li> </ul>
<b>Acceptable Dress Standard</b>	<ul style="list-style-type: none"> <li>• Dress expectations are met to the standard outlined in the Jerramungup DHS Dress Code</li> </ul>	<ul style="list-style-type: none"> <li>• A student is asked to change into school uniform on more than one occasion in one term</li> </ul>
<b>Acceptable Behaviour</b>	<ul style="list-style-type: none"> <li>• Behaviour is acceptable as outlined in the Jerramungup DHS Behaviour Management Policy</li> </ul>	<ul style="list-style-type: none"> <li>• A student's behaviour is such that he or she has been withdrawn from class or other school activities</li> <li>• Use or possession in class of mobile phone at school</li> </ul>
<b>Harassment and Bullying</b>	<ul style="list-style-type: none"> <li>• Treats others, students and staff, with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated instances of physical, verbal, psychological and/or cyber harassment or bullying</li> </ul>

### Consequences of Loss of Good Standing:

A student who has lost Good Standing is unable to participate in extra-curricular activities (school excursions and incursions, class reward activities, interschool sporting carnivals, camps and any activities off school premises) for a maximum of 20 attended school days. Students will be placed on a Daily Progress Card to closely monitor and assist the student in regaining their Good Standing status. In order to regain their Good Standing status the student must achieve a rating of green (primary students) or 3 (secondary students) on their Daily Progress Card for 5 consecutive days.

### Removal and Reinstatement of Good Standing:

A student can only have their Good Standing status removed by a member of the Jerramungup DHS Administration. To regain Good Standing a student must show their Daily Progress Card to a member of the Jerramungup DHS Administration.

### Notification of Loss and Reinstatement of Good Standing:

Students, parents and staff will be notified of the loss of Good Standing. Both students and relevant staff members will be notified verbally. Parents will be notified in the form of a written letter or email. In this letter or email parents will be a reason for the loss of Good Standing status, the length of the loss and what behavioural changes need to occur in order to regain Good Standing status.

### Additional Notes:

A member of the Jerramungup DHS administration may withdraw students Good Standing at their discretion. The Principal or Deputy Principal will negotiate an individual plan for each student to assist them to regain their Good Standing. The student's circumstances are to be taken into consideration by the administration staff when determining whether a student will lose their Good Standing or not.

## LOW KEY RESPONSES

<p style="text-align: center;"><b>SCAN</b></p> <p><b>What:</b> Surveying the room to see who is with you and who is against you</p> <p><b>Why:</b> Alerts you to potential problems that may arise, allows you to give positive feedback and lets students know that you are on the ball, you are able to spot what's going on in the room.</p>	<p style="text-align: center;"><b>WINNING OVER</b></p> <p><b>What:</b> Teacher behaviours that increase the chances that students respect and like you as a teacher and as a caring and thoughtful person</p> <p><b>Why:</b> Students are more likely to be with you than against you. Preventative technique.</p>	<p style="text-align: center;"><b>PLANNED IGNORE</b></p> <p><b>What:</b> To communicate to the student that his/her Behaviour will not have the desired effect of attracting teacher attention.</p> <p><b>Why:</b> to not attend to the Behaviour which the student is seeking attention with</p>
<p style="text-align: center;"><b>THE LOOK</b></p> <p><b>What:</b> A look that communicates quickly that behaviour is inappropriate</p> <p><b>Why:</b> Communicates that you are with it and able to stop things before they go too far, maintain safety and allow learning to continue</p>	<p style="text-align: center;"><b>NON-VERBAL</b></p> <p><b>What:</b> usually a hand or facial gesture that communicates the expected behaviour</p> <p><b>Why:</b> "I know that you know I know what you are up to"</p>	<p style="text-align: center;"><b>PROXIMITY</b></p> <p><b>What:</b> The teacher's ability to move towards a misbehaving/potentially misbehaving student/s</p> <p><b>Why:</b> moving towards the potential problem lets them know they need to stop</p>
<p style="text-align: center;"><b>THE PAUSE</b></p> <p><b>What:</b> The silence teachers intentionally use when they notice a student's misbehavior</p> <p><b>Why:</b> Gives students the message to stop misbehaving and also give time to think before responding</p>	<p style="text-align: center;"><b>DEALING WITH ALLIES</b></p> <p><b>What:</b> Preventative technique to stop two or more students from helping each other to misbehave</p> <p><b>Why:</b> Take out the ally and the main offender loses his audience and partner in crime</p>	<p style="text-align: center;"><b>PROBLEM not the STUDENT</b></p> <p><b>What:</b> Communicates to the student that he/she is accepted in the room but their behaviour is not</p> <p><b>Why:</b> It deals with what the student is doing and nothing else. Does not invite a power struggle</p>
<p style="text-align: center;"><b>COME ON BACK</b></p> <p><b>What:</b> Following a response to misbehavior the teacher takes an opportunity to include the student as soon as possible in the classroom community</p> <p><b>Why:</b> To support he student and bring them back into the classroom community, promoting positive cohesiveness and self-esteem. It focuses on the behaviour and not the student, signals to the students it's over, move on.</p>	<p style="text-align: center;"><b>RESPONDING TO APPROPRIATE BEHAVIOUR</b></p> <p><b>What:</b> A direct response to an individual or group to let them know that they have done the right thing</p> <p><b>Why:</b> Rewards the students who behave appropriately with your attention. Gives the message that you recognise their efforts</p>	<p style="text-align: center;"><b>MINIMAL VERBAL</b></p> <p><b>What:</b> Communicates to students that they are not anonymous, eg. Name. Causes minimal disruption to lesson.</p> <p><b>Why:</b> Used to stop inappropriate behaviour, also to let students know that you know them – winning over – and that they belong</p>
<p style="text-align: center;"><b>SIGNAL TO BEGIN</b></p> <p><b>What:</b> A sequence of behaviours that results in a whole class becoming quiet</p> <p><b>Why:</b> To focus and/or refocus the group 100% compliance. Increased opportunity for academic engagement and reduced opportunity for unproductive behaviour</p>	<p style="text-align: center;"><b>TRANSITION</b></p> <p><b>What:</b> A sequence of orderly instructions that create orderly movement of students and/or equipment</p> <p><b>Why:</b> To increase the chance that student movement is orderly and efficient</p>	<p style="text-align: center;"><b>PRIVATE DIALOGUE</b></p> <p><b>What:</b> A private conversation with a student to let them know that you know what they are up to</p> <p><b>Why:</b> Use with students that you feel may escalate if another technique is used. Minimizes the engagement with allies.</p>

## RIGHTS AND RESPONSIBILITIES

	<b>Right to</b>	<b>Responsibility to</b>
<b>Students have the</b>	<ul style="list-style-type: none"> <li>• learn in a purposeful and supportive environment</li> <li>• work and play in a safe, secure, friendly and clean environment</li> <li>• be treated with respect, courtesy and honesty</li> <li>• demonstrate and promote pride in their school</li> <li>• be proud of their achievements and progression</li> </ul>	<ul style="list-style-type: none"> <li>• display respectful, courteous and honest behaviour to peers, staff and whole school community</li> <li>• ensure their behaviour is not disruptive to the learning of others</li> <li>• ensure that the school environment is kept neat, tidy and secure</li> <li>• move around the school in an appropriate manner, adhering to the school expectation of no running</li> <li>• attend school and be punctual, polite, prepared and display a positive manner</li> <li>• being respectful towards oneself and wear the school uniform</li> <li>• behave in a way that protects the safety and well-being of others</li> <li>• take responsibility for their own behaviour</li> </ul>
<b>Staff have the</b>	<ul style="list-style-type: none"> <li>• work in a safe, secure and clean environment</li> <li>• work in a purposeful and supportive environment</li> <li>• co-operation and support from the school community in assisting to provide an appropriate education for all students</li> <li>• be treated with respect, courtesy and honesty</li> <li>• have both their personal and school property respected</li> </ul>	<ul style="list-style-type: none"> <li>• model respectful, courteous and honest behaviour</li> <li>• be a positive role model</li> <li>• ensure that the school environment is kept neat, tidy and secure</li> <li>• establish positive relationships with students and school community</li> <li>• have clear and effective organisation, planning and reporting of student progress to parents</li> <li>• demonstrate the school Values of Engaged, Respectful, Resilient and Responsible</li> <li>• implement a consistent behaviour management approach within the classroom which adheres to the JDHS Behaviour Management Policy</li> </ul>
<b>Parents have the</b>	<ul style="list-style-type: none"> <li>• access a meaningful and appropriate education for their child</li> <li>• be heard in an appropriate forum on matters related to their rights of their child and their education</li> <li>• be informed of behaviour management policy and procedures and decisions affecting their child's health and welfare</li> <li>• be informed of their child's education and progress (academically, behaviourally and socially)</li> <li>• be treated with respect, courtesy and honesty</li> </ul>	<ul style="list-style-type: none"> <li>• ensure their child attends school regularly, is punctual and prepared to engage in the learning process, including wearing correct school uniform</li> <li>• support the school in providing a meaningful and adequate education for their child</li> <li>• be interested in and supportive of their child's schooling</li> <li>• communicate with the school and classroom teacher regarding any concerns about their child</li> <li>• use the appropriate forum to discuss issues related to their child's learning</li> <li>• be aware and supportive of the school Behaviour Management Policy</li> </ul>
	<b>Responsibility to</b>	
<b>School has the</b>	<ul style="list-style-type: none"> <li>• provide a supportive environment for staff, students, parents and the school community</li> <li>• develop and implement a Behaviour Management Policy and review the policy regularly</li> <li>• promote the school Values of Engaged, Respectful, Resilient and Responsible</li> <li>• have a safe environment where all students, parents, staff and school community feel as though they belong</li> </ul>	
<b>Administration has the</b>	<ul style="list-style-type: none"> <li>• provide support to all students and staff members</li> <li>• ensure the schools Behaviour Management Policy is being implemented and reviewed regularly</li> <li>• demonstrate the school Values of Engaged, Respectful, Resilient and Responsible</li> <li>• ensure that the Behaviour Management Policy is being distributed to students, parents and the school community at the beginning of the school year</li> </ul>	

# HARASSMENT AND BULLYING

All school community members have the:

- **Right** to feel safe, in an environment which is free of bullying and harassment, when on school grounds.
- **Responsibility** to ensure they are treating others with respect to maintain a bullying and harassment free environment, including bystanders. Bystanders are people who know of the occurrence of or have witnessed the harassment or bullying others.

## Harassment

Harassment includes any behaviour that is unwanted and unwarranted. This behaviour may cause a person to feel uncomfortable or unsafe.

Examples of harassment are:

- Name calling
- Damaging others property
- Spreading rumours
- Physical violence
- Humiliating behaviour
- Put downs
- Aggressive behaviour
- Treating others unfairly
- Sexual harassment
- Unwanted touching

## Bullying

Bullying is when an individual or group of students use their power to target another student. This may include threatening or harming them **on more than one occasion** and can be physical, verbal, psychological or cyber.

Types of bullying:

	<b>Direct</b>	<b>Indirect</b>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Touching inappropriately</li> <li>• Hitting, slapping or punching</li> <li>• Kicking</li> <li>• Pushing</li> <li>• Spitting or biting</li> <li>• Throwing things</li> </ul>	<ul style="list-style-type: none"> <li>• Asking another person to directly harm someone</li> </ul>
<b>Verbal</b>	<ul style="list-style-type: none"> <li>• Saying mean or hurtful things</li> <li>• Teasing</li> <li>• Making threats to others</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading rumours</li> <li>• Writing nasty notes</li> </ul>
<b>Psychological</b>	<ul style="list-style-type: none"> <li>• Obscene gestures</li> <li>• Forcing others to break rule</li> <li>• Demanding money</li> <li>• Intentionally excluding others</li> </ul>	<ul style="list-style-type: none"> <li>• Hiding or damaging others possessions</li> <li>• Encouraging others to become involved or do something they may not want to do</li> </ul>
<b>Cyber</b>	<ul style="list-style-type: none"> <li>• Sending nasty or abusive text messages or emails</li> <li>• Making silent or abusive phone calls</li> <li>• Stalking using an online platform</li> </ul>	<ul style="list-style-type: none"> <li>• Posting insulting or nasty messages about others on social media</li> <li>• Excluding others online</li> <li>• Accessing other online or computer accounts without permission</li> </ul>



## **What To Do If You Are Being Bullied or Harassed?**

- Do not retaliate by saying or doing anything back, just walk away
- Ignore it. This shows the bully that it does not upset you and may encourage them to stop
- Talk to the bully to tell them that their actions are unwanted
- Talk to your friends, parents or teachers
- Report the bullying or harassment to a teacher or the Deputy Principal/Principal

## **Reporting Bullying or Harassment**

It is important to report any instances of harassment and bullying to someone at school you feel safe and comfortable talking to. This includes if you are the person getting bullied or you are a bystander. You may feel comfortable telling a teacher or a Deputy/Principal. If you do not feel comfortable talking to someone you can write it down, give it to your teacher or place it in the box in the office.

## **How Can I Help Stop Bullying or Harassment?**

As a student:

- Respect the rights of others
- Do not stand and watch others getting bullied or harassed
- Support your peers that may be a target
- Be responsible when using mobile phones and social media
- Tell staff when instances of bullying or harassment are occurring
- Talk to the school chaplain to develop some strategies

As a teacher:

- Listen to student complaints and take them seriously
- Record any instances of bullying or harassment and note the action that was taken
- Address the issue using the Behaviour Management Policy
- Model the appropriate behaviour
- Support students
- Talk to the school chaplain to develop some strategies

As a parent:

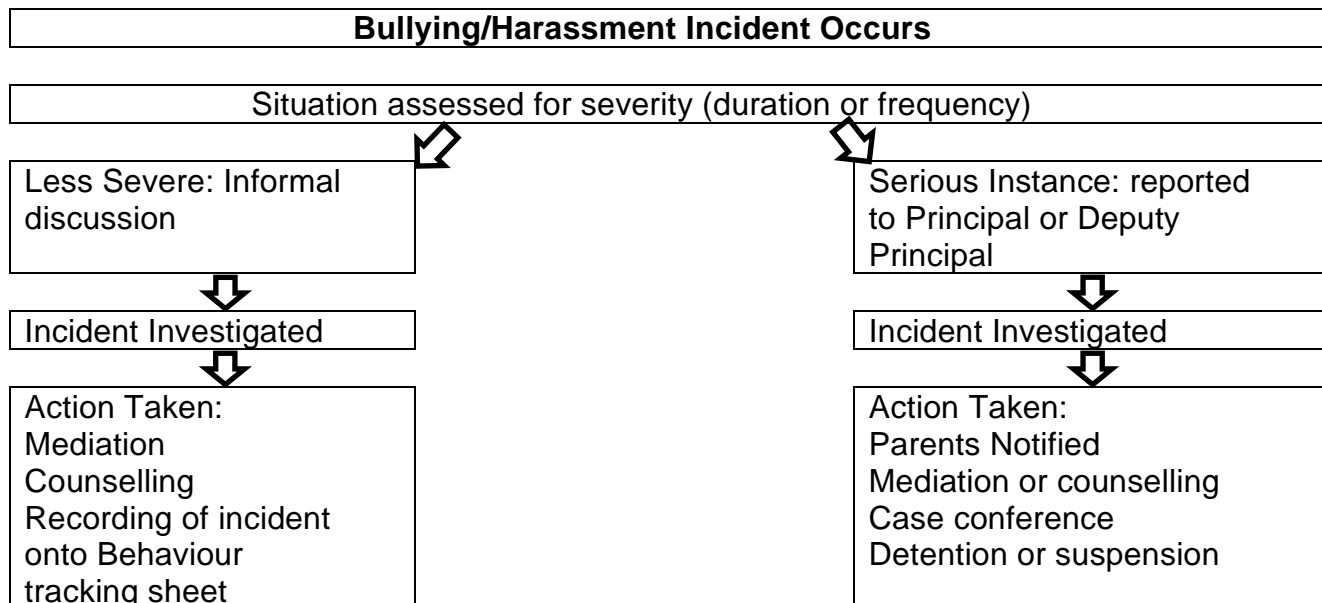
- Be aware of the differences between bullying and harassment
- Encourage your child to report any instances of harassment or bullying
- Model appropriate behaviour
- Discuss how your child's day went and ensure they include a positive example
- Help your child develop strategies to deal with the bullying
- Contact the school if they have concerns regarding their child
- Talk to the school chaplain to develop some strategies

## **Behaviour Tracking Sheets**

Each student will be given a Behaviour tracking sheet at the beginning of each term. If any incidents of negative or bullying Behaviour occur this will be recorded on the student's tracking sheet. Quite often these will be low level behaviours. If a student happens to reach 4 instances of recording on the tracking sheet the matter will then be referred to the deputy and a phone call home will be made. Any instances of serious behaviour will be reported to the Deputy Principal and a phone call home will be made as per the diagram below.

## What Happens?

Students who engage in bullying or harassment will be dealt with in the following way:



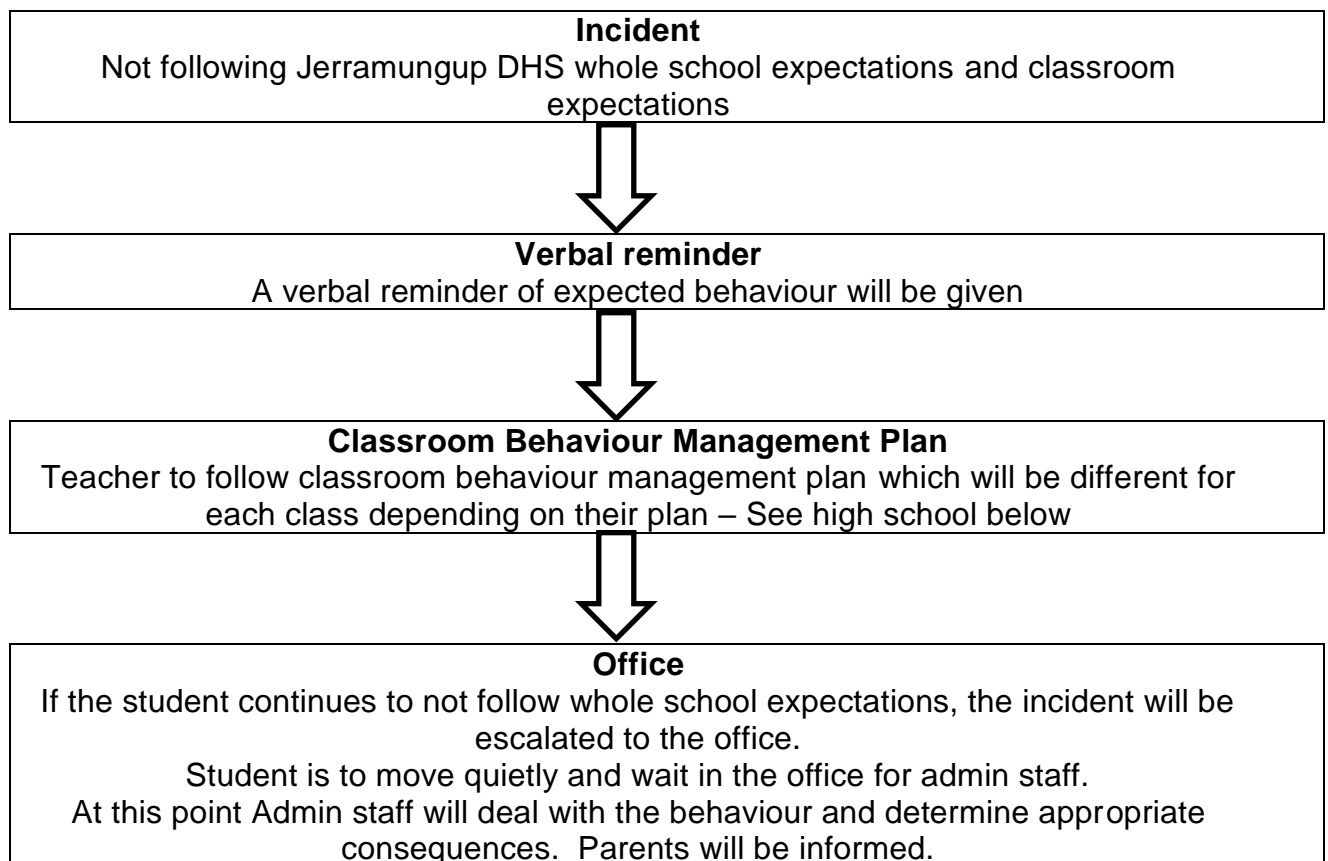
## WHOLE SCHOOL BEHAVIOUR

The following chart is designed to assist staff, students and parents understand the varying levels of misbehavior and consequences which may apply.

Who	Behaviour	Consequence	Comments
Admin	Severe	Suspension or withdrawal	Parent phoned Suspension letter
Admin	Repeated medium level behaviour incident	Withdrawal from class	Parent phoned Documented Integris
Teacher	More severe once off behaviour	Consequence applied appropriate for incident	Parent phoned Documented Integris
Teacher	Persistent ongoing misbehaviour		
Teacher	Ongoing harassment incident		
Teacher	General misbehaviour	Class/playground consequence	Parent phoned depending on situation Documented Integris

# CLASSROOM BEHAVIOUR

The following flow chart identifies the steps taken by the teacher when misbehavior occurs in the classroom:





# DAILY PROGRESS CARD

## Junior Primary

Student's Name: ..... Year: .....

	1	2	3	Total
Period 1				
Period 2				
Period 3				
Period 4				
Period 5				
Period 6				
<b>Teacher Comment</b> ..... ..... .....				

Students at Jerramungup DHS are:

- Engaged
- Respectful
- Resilient
- Responsible



# DAILY PROGRESS CARD

## Middle and Upper Primary

The student has been placed on a Daily Progress Report as a result of: \_\_\_\_\_

This student has agreed to focus on the following target behaviour(s): \_\_\_\_\_

If this student's behaviour is unacceptable (1), the issue will be dealt with by the PRINCIPAL or DEPUTY at the end of the day.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

Period	Student Rating	Teacher Rating	Comments	Teacher's Signature
1				
2				
3				
4				
5				
6				

RATING			
Excellent	=		3
Good	=		2
Unacceptable	=		1

Students at Jerramungup DHS are:

- Engaged
- Respectful
- Resilient
- Responsible



# DAILY PROGRESS CARD

## Secondary

The student has been placed on a Daily Progress Report as a result of: \_\_\_\_\_

This student has agreed to focus on the following target behaviour(s): \_\_\_\_\_

If this student's behaviour is unacceptable (1), the issue will be dealt with by the PRINCIPAL or DEPUTY at the end of the day.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

Period	Student Rating	Teacher Rating	Comments	Teacher's Signature
1				
2				
3				
4				
5				
6				

RATING		
Excellent	=	3
Good	=	2
Unacceptable	=	1

Students at Jerramungup DHS are:

- Engaged
- Respectful
- Resilient
- Responsible