

2019



Boddington

DISTRICT HIGH SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Behaviour Management at Boddington District High School

The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based on an agreed approach across the school and upon the recognition of the dignity and worth of all individuals.

Beliefs

- Behaviour Management (BM) should develop resiliency and build students' capacity to deal with conflict.
- Building positive relationships is central to Behaviour Management.
- Prevention of negative behaviours must be a priority.
- Rewarding positive behaviours assists the likelihood of repetition.
- Behaviour management is about supporting students to behave appropriately.
- Learning and behaviour are connected.
- Behaviour is learned, situational and contextual and always involves others.
- Ignoring negative behaviour sends the message that this is OK?

Building of Relationships

In a social organisation like a school: building, maintaining and repairing relationships is critical. If we want to change behaviour, we must have a clear idea of the behaviour we view as acceptable for the context of the learning environment. When we observe desired behaviour, we need to reinforce it. When it is absent we need to teach behaviour that approximates what we are after. This should be done during a reflection. A focus on the behaviour rather than the person will help in maintaining a relationship that is potentially at risk.

Restorative Approaches

The school promotes a restorative approach to behaviour management known as 'Reflective Behaviours'. Restorative practice in schools aims to manage conflict by repairing any harm caused by behaviour and by focusing on strengthening relationships. Restorative practice values the individual and encourages students to learn from behavioural mistakes and make better choices in the future without destroying relationships. It is about redefining behaviour management as relationship management.

Restorative behaviour management practice works on the 'firm but fair' principle, where high expectations are coupled with high support, encouragement and nurturing. Being firm does not mean that everyone gets their own way. Being fair means that everyone:

- Has the opportunity to have a say
- Understands the reasons for the decision
- Has a shared understanding of what is expected

As a **reactive response**, restorative processes allow all those involved to have a say, think about what happened and suggest ways that the harm can be repaired. This allows the perpetrator the opportunity to learn from their mistakes by encouraging empathy with the victim/s.

Boddington District High School aims to develop behaviour management approaches which:

- Are preventative in nature; focus on early intervention.
- Focus on changing behaviour.
- Promote pro-social behaviour, student wellbeing and the development of self-discipline.

- Create a caring school environment where the rights and responsibilities of all individuals are recognised and respected
- Recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment.
- Establish, (Teach) a set of whole school rules.
- Establish and teach individual classroom rules that protect the rights of all school community members.
- Establish and enforce a clear set of consequences for individuals who do not accept their responsibilities and ignore rules encouraging them to recognise and respect the rights of others.
- Establish procedures so that conflicts can be resolved in a positive collaborative manner.

- **Code of Behaviour:**

<p>Students have the right to:</p> <ul style="list-style-type: none"> • Respect, courtesy and honesty at all times from each other, staff and parents. • Work and play in a safe, secure, friendly and clean environment. • Co-operation and support from parents, teachers and peers. • Learn in a supportive learning environment. 	<p>Students are responsible for:</p> <ul style="list-style-type: none"> • Ensuring kind, courteous and well-mannered behaviour towards everyone. • Ensuring that their behaviour protects the safety and wellbeing of others. • Taking care of the property of our school, teachers and other children. • Ensuring that their behaviour is not disruptive to the learning of others. • Adhering to the rules of the school.
<p>Staff have the right to:</p> <ul style="list-style-type: none"> • Respect, courtesy and honesty at all times from parents, students and colleagues. • Teach in a safe, secure, friendly and clean environment. • Co-operation and support from parents, students and colleagues. • Teach in a non-disruptive environment. 	<p>Staff are responsible for:</p> <ul style="list-style-type: none"> • Encouraging positive behaviour through consistent use of the school's code of behaviour. • Setting an example to students of appropriate behaviours. • Ensuring that the school environment is safe and clean. • Informing parents of inappropriate behaviour and the resultant consequences. • Fostering positive relationships by encouraging trust, mutual respect and tolerance.
<p>Parents have the right to:</p> <ul style="list-style-type: none"> • Respect, courtesy and honesty at all times from teachers, students and other parents. • To be safe in the school environment. • Co-operation and support from the school community. • Be informed of inappropriate behaviour of their child and the resultant consequences. 	<p>Parents are responsible for:</p> <ul style="list-style-type: none"> • Being familiar with and supporting the school community in actively promoting the Behaviour Management Policy in Schools. • Displaying a positive role model whilst on the school grounds. • Communicating any concerns they may have, to the classroom teacher, or administration if required.

All members of the Boddington District High School community will accept responsibility for their personal behaviour. They will treat all other members of the school community with respect, courtesy and tolerance.

Roles

The Teachers will:

- Understand & implement the BM and Reflective Behaviour Policy as detailed in this document.
- Display & discuss in the classroom;
 - A. Rights & Responsibilities
 - B. School Rules
 - C. Classroom Rules
 - D. School's Behavioural Management Procedure (Reflective Behaviours)
 - E. Bullying Policy
 - F. School-wide pastoral care programs
- Liaise with other staff on student's behaviour.
- Monitor all students' behaviour.
- Be proactive rather than reactive.
- Be proactive in terms of parent involvement.
- Have good support systems for individual students who need it.
- Report all incidents of physical contact (hitting, kicking) to administration.

The Principal and Deputy Principal will:

- Understand & ensure the BM Policy is implemented.
- Ensure the BM Policy is made available to staff, parents, students, relief teachers and other interested parties.
- Provide a link between parents, staff & students.
- Organise outside agencies to assist behavioural management when required.
- Ensure the staff reviews the BM Policy when required.
- Inform the School Council of any changes
- Ensure all staff have appropriate skills to manage behaviour.
- Enter detentions, suspensions & behaviour incidences on INTEGRIS.

Classroom Procedures for Behaviour Management

Positive Behaviour Expectations

At Boddington DHS we are committed to changing the way we educate our students. We believe in Positive Behaviour Support (PBS) which is a whole school framework which helps schools create positive learning environments. This is achieved by developing proactive systems to define, teach and support appropriate student behaviours. We have introduced a positive framework called the PBS Matrix that:

- Actively teaches students the behaviour we want to see
- Rewards students for positive behaviour
- Raises expectations
- Provides opportunities for leadership
- Promotes a learning culture
- Holds everyone in the school community accountable

See above for the PBS Matrix which outlines Boddington DHS's behaviour expectations.

Classroom Culture

In implementing 'Restorative Approaches' into our classrooms, time has been invested in establishing a classroom culture that is conducive to students having a voice in the classroom.

There are a number of strategies that are used to do this. This is the teaching component, students are therefore taught:

1. Appropriate feedback – Fair and ethical feedback
2. Considerations for others
3. A focus on supporting behavioural change
4. A focus on the behaviour not the student. (Restorative)

Imperatives for Success

- High Expectations
- Reflection is crucial
- Consistent approach across the school
- Emphasis on changing behaviour not just managing behaviour
- Use of reward system - Not free time or time wasting activities

Behaviour Management System

The main purpose of our Behaviour Management System is to encourage students to take responsibility for their behaviour and to accept the consequences of their own actions. To achieve this we have two main components to our plan:

1. **A Reward System**
2. **A Consequence System**

Reward System - Primary

Each student in the school has a coloured card with a grid system containing 40 squares. This is kept on their desks at all times. Each time a child exhibits an appropriate behaviour they receive a stamp/signature in a box. The most stamps/signatures that can be given out by staff at any one given time are two. Students are to take their reward card to specialist and cross setting program learning areas. When the whole card has been filled, the child visits the Principal/Deputy Principal to receive a further reward. There are 9 cards that can be completed throughout the year. The rewards are as follows:

	Reward	Card Colour
Card 1	Pencil	Dark Blue Card
Card 2	Eraser	White Card
Card 3	Ruler	Yellow Card
Card 4	Sharpener	Light Blue Card
Card 5	Coloured Markers	Orange Card
Card 6	Oil Pastels	Light Green Card
Card 7	Coloured Pencils	Purple Card
Card 8	Pencil Case	Red Card
Card 9	Special Merit Certificate	Dark Green Card

This system ensures that those students exhibiting appropriate behaviour will be recognised and rewarded.

Some parents may be concerned that students' progress through the reward system faster than others. Usually this has been determined by comparing the performance of their own children. Whilst staff endeavour to be consistent across the school, we do not try to ensure that all students progress at the same rate. Each child is treated as an individual and as a direct result; each child will progress through the system at their OWN rate. There is no expectation that all students will complete all nine cards. It is a good idea to discuss this system with your students to emphasise this point.

Reward System - Secondary

Each student in the school has a coloured card with a grid system containing 40 squares. This is kept on their desks at all times. Each time a child exhibits an appropriate behaviour they receive a stamp/signature in a box. The most stamps/signatures that can be given out by staff at any one given time are two. Students are to take their reward card with them to all classes. When the whole card has been filled, the student visits the Principal/Deputy Principal to record their achievement and receive the next card. Each term the reward system starts again. At the end of the term students receive a reward determined by their card 'status'.

Reward	Card Status
Stationery Items	Bronze Card Completed
Reward Lunch	Silver Card Completed
Reward Excursion	Gold Card Completed

The secondary reward card system and rewards will be reviewed at the end of each term with feedback sought from teachers and students.

Group Rewards

An integral part of the PBS system is developing students as members of a team and participants in a whole school culture. As individual students move through their reward cards the school keeps track of each completed card. Each term, where a specific number of cards are completed, whole school rewards are "unlocked" for groups, or the whole school to enjoy. Examples of group or whole school awards in 2019 include

- VIP recesses
- Form based reward activities (Games sessions, Cooking etc.)
- "Choose your own adventure" Afternoons

Consequence System

The consequence system ensures students, staff and parents are fully aware of the consequences of inappropriate behaviour. In any one day a student can receive up to four consequences before parents are informed. Please note this system restarts with no consequences at the beginning of each day. Consequences are recorded and we are able to monitor the behaviour of individual students over a period of time and then work closely with parents in trying to improve the behaviour of the child. The consequences are as follows:

First Consequence	Warning	Name on Board	Conversation with teacher about positive choices
Second Consequence	Warning X	Time out in class	Sitting by themselves to complete work or reflect on behaviour
Third Consequence	Warning X X	Buddy Class	Reflection Sheet with follow up discussion with class teacher.
Fourth Consequence	Warning X X X	Principal's Office	Parents are contacted and student will explain what they have done wrong. Detention time negotiated for either recess, lunch or after school. Students will be suspended if behaviour is severe.

The above system can be modified to accommodate individual children. This will be structured in consultation with parents.

Students who have been identified as having extreme difficulty in managing their own behaviour will be placed on an individual behaviour management plan. This plan will be developed in consultation with parents, teacher, school psychologist and principal. This plan will outline strategies for managing the student and a review date each term. A copy of this plan (or strategies to deal with behaviour) will be given to all staff and relief teachers who have contact with the student.

This approach ensures that all staff, students and parents are aware of the consequences for inappropriate behaviour.

Behaviour Expectation Matrix

Values for Learning	ALWAYS	IN CLASS	OUT OF CLASS
STRIVE	<ul style="list-style-type: none"> I do my best I take pride in my work I am prepared and ready to learn I represent my school with pride I acknowledge that I may face challenges or make mistakes 	<ul style="list-style-type: none"> I will actively participate in all learning areas I will face challenges positively and attempt every task I learn from mistakes 	<ul style="list-style-type: none"> I agree to play by the established rules of the game I help to keep our school clean and tidy I encourage others to join in I report problems that I cannot resolve myself to the duty teacher I get a duty teacher to help me solve problems in the playground
CONSIDERATE	<ul style="list-style-type: none"> I support, accept, encourage and listen to others I respect and look after the school environment I use the right words in the right place I allow others the opportunity to learn I use good manners and greet people politely I keep my hands, feet and objects to myself 	<ul style="list-style-type: none"> I will respect others personal space and possessions I ask for permission before leaving the classroom. I put my hand up to speak and wait my turn I share equipment I will knock, enter and quietly wait I will listen to others when they are speaking to me 	<ul style="list-style-type: none"> I demonstrate sportsmanship I walk quietly around the school and use appropriate volume I walk on concrete, run on grass I will allow others to join in
RESPONSIBLE	<ul style="list-style-type: none"> I wear my school uniform with pride I am punctual I am honest and tell the truth I accept the consequences for my actions I care about my attendance I will listen to and follow all staff instructions 	<ul style="list-style-type: none"> I will ask for help when I need it I complete and hand in all work on time I look after and use my equipment in the correct way 	<ul style="list-style-type: none"> I walk my wheels I eat in the correct areas I use the facilities in the appropriate way I use equipment correctly and return it on time