

2021



Boddington

DISTRICT HIGH SCHOOL

BEHAVIOUR MANAGEMENT POLICY

UPDATED FEBRUARY 2022

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

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.

<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.

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 Board 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 Support

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

BDHS have **3 core values** which we would like to see the staff and students display throughout the school. The 3 core values for positive behaviour at BDHS are:

- **Strive**
- **Considerate**
- **Responsible**

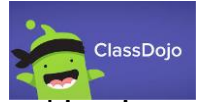
These core expectations are symbolised in our PBS logo and outlined in explicit detail, in our **Behaviour Expectation Matrix**. The PBS team in consultation with staff developed the behaviour matrix.

PBS LOGO

Our PBS Logo was designed in collaboration with our students. The leaves on the tree represent the different elements of our community and school. The branches of the tree represent our three expectations and that all three branches are needed for the tree to grow strong. The tree, sitting on the hills of Boddington, reminds us that through working together and learning in a supportive and inclusive environment, all students can grow and succeed.



ACKNOWLEDGING, REINFORCING AND RECOGNISING POSITIVE BEHAVIOURS



Students are awarded points when they demonstrate our expected behaviours outlined in the matrix. We use ClassDojo, a digital based recording system to engage and inspire students.

Using ClassDojo means:

- Staff award students' electronic points on ClassDojo when they demonstrate expected behaviours
- Staff are to explicitly state to a student why they have received a dojo point
- Staff and students are able to check their number of dojos constantly and reflect on their behaviour
- Students can redeem their dojos for rewards from classroom blocks (Bannister, Crossman, Marradong and Secondary) menu of rewards
- All points are tracked and monitored by the PBS team.
- Dojos can be awarded during recess and lunch time by staff on duty. Students receive a token, and this is given to the teacher and recorded on Dojo as soon as students return to class.

- All staff will use the following points criteria.

1 point	2 points	5 points
Students are awarded 1 dojo point when they demonstrate any positive behaviour	Students are awarded 2 dojo points when they demonstrate the focus expected behaviour of the fortnight	Students are awarded 5 Dojo points when they receive a SCRAP award at assembly

WHOLE SCHOOL MENU 2022

DOJOS	Reward	PHASE
2000	VIP RECESS	Whole school
15 000	CRAZY DRESS DAY	Whole school
25 000	BUDDY CLASS SESSION	Whole school
35 000	PYJAMA DAY	Whole School
50 000	SUPER POWER DRESS DAY	Whole School
60 000	SPRINKLER DAY	Whole School

- Admin team will review whole school menu as required

Bannister Block- MENU OF REWARDS

DOJOS	Reward Choice	LEVEL
10	Scratch n Sniff Sticker	
25	Bendy Pencil	
50	Bubble Wand	
75	ECE Prize Box	*Bronze* Presented by admin
100	Choice of: Stamp OR Bring a pillow or stuffed toy to school for the day OR Free choice of class seat for the day	
150	ECE Prize Box	*Silver* Presented by admin
200	Choice of: Ball or Sensory Toy OR Choice of hat for the day OR Bonus 5 dojo points	
250	Choice of: Glitter pen OR Teacher helper for the day OR Bring in a book to share with the class	
300	Ticket to VIP lunch	*Gold* Presented by admin
350	Choice of: Smelly Texta OR Share your favourite song with the class OR Choose whole class sport game/brain break	
400	ECE GOLD BOX PRIZE PBS letter home to parents	

Crossman Block- MENU OF REWARDS

DOJOS	Reward Choice	LEVEL
25	Scratch and Sniff Stickers	
50	Pick from "Stationery box"	
75	Choose a colouring sheet from a collection Or Scratch Art Sheet	
100	Bubble Wand	*Bronze* Presented by Teacher

150	Pick from "Stationery box" OR Sit on the star chair during mat time for a session	
200	Canteen Voucher \$1 OR Positive note home "I reached 200 points!" card	
250	Seeds and Pot	*Silver* Presented by admin
300	Canteen Voucher \$1 OR Share special news card	
375	Individual Free Dress Day	
450	A special pin/band Acknowledgement at assembly Gold award	*Gold* Presented by admin

Marradong Block - INDIVIDUAL MENU OF REWARDS

DOJOS	Reward Choice	LEVEL
25	Scratch n sniff sticker	
50	Stationery prize box	
75	Sit next to a friend for the day	
100	Choose morning fitness activity	*Bronze*
125	Eat with a friend in a selected location	
150	Board game time with a friend for 1 period <i>Appropriate time to be negotiated with teacher</i>	
175	Quiet time on couch/beanbag with a friend <i>Appropriate time to be negotiated with teacher</i>	*Silver*
200	A sport activity - Table tennis, basketball or footy <i>Appropriate time to be negotiated with teacher</i>	
225	Choice of above menu	
250	Choice of above menu <i>Every 25 Dojos after, choice of above menu</i>	*Gold*

Marradong Block - CLASS MENU OF REWARDS

DOJOS	Reward Choice
500	Sports Afternoon
1000	Free Dress
1500	Stem Challenge
2000	Board Games Afternoon
2500	Themed Free Dress Day
3000	Cooking Afternoon
4000	Class choice form above menu

- Every 1000 after 4000, student by class vote to choose one of the above activities

Secondary - MENU OF REWARDS - INDIVIDUAL

DOJOS	Reward Choice	LEVEL 80% Target by..
25	Stationery Item - basic	
50	Icy pole/Extra 5 Dojo	
75	\$1 Novelty Stationery	Term 1
100	Hot Chocolate or Extra 5 Dojo	BRONZE- Letter of commendation
150	Lunch in hub with a friend	Term 2
200	Food box or Extra 5 Dojo	Term 3 SILVER- Letter of commendation
250	Novelty Game (Frisbee, handball)	Term 3
300	Wheely chair for a day	Term 4 GOLD- Letter of commendation

Secondary FORM CLASS REWARDS MENU

Highest Average	Reward	COORDINATOR
Term 1	SAUSAGE SIZZLE	Ms Cashmore
Term 2	REC CENTRE SPORTS AFTERNOON	Mrs Sullivan
Term 3	LUNCH TIME DJ - 1 WEEK	Mr Jeffery
Term 4	AFTERNOON AT FORESHORE	Mr Jeffery

Responding to Unacceptable Behaviours

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:

Primary Classroom

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	Office Isolation	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.

Secondary Classes and Primary Specialist Classes

First Consequence	Warning	Name on Board	Conversation with teacher about positive choices
Second Consequence	Warning X	Time out in class or outside classroom	Sitting by themselves to complete work or reflect on behaviour (must be in sight line of teacher)
Third Consequence	Warning X X	Office Isolation	Reflection Sheet with follow up discussion with Principal or Deputy Principal. Student returns to next lesson once they have accepted responsibility for their personal behaviour
<p>Parents are contacted when student has had two office isolations in one day, or repeated office isolations in a week.</p> <p>Detention time negotiated for either recess, lunch or after school.</p> <p>Students will be suspended if behaviour is severe.</p>			

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.