



# Boddington District High School

## Student Behaviour Support Policy 2025

*Review guided by Department of Education (DoE)  
Student Behaviour in Public Schools Policy and Procedures  
(Version 3.0 Updated 17th July 2023)*

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## Behaviour Support Policy

At Boddington District High School we are committed to building a school community culture of positive behaviour where students:

- are welcomed, safe, and experience a sense of belonging
- feel their unique strengths and talents are understood, valued and nurtured
- have a voice in decisions that affect them
- learn to take responsibility for their actions and behaviour
- feel a strong sense of purpose as learners and connection with the wider school community
- are not discriminated against on the basis of behaviour as a manifestation of disability.

We engage with the school community in a co-design process to develop, document and communicate:

- shared values, ways of working and expectations of positive student behaviour that includes students' strengths, abilities and diversity
- responses to behaviours of concern that are harmful to self, and/or others and/or to the school environment
- the roles and responsibilities of all members of the school community in strengthening positive student behaviour
- multi-tiered systems of support for student achievement, engagement and wellbeing.

Additionally, the safety of all members of the school community takes priority, including taking all reasonable steps to keep the school environment free from violence, aggression, discrimination and bullying. To assess our behaviour support policy and approaches we regularly monitor and review student behaviour as part of the school improvement planning process.

At Boddington DHS our whole school approach to behaviour:

- identifies and communicates the rights and responsibilities of all students and staff to engage in building **positive behaviour**
- incorporates **restorative practice**, principles, systems and approaches
- provides **multi-tiered systems of support** that are responsive to student needs
- **builds staff capability** through training and support to understand and enact their responsibility in building positive behaviour
- provides **students with complex needs** with intensive behaviour support.



## Positive Behaviour

We embed the Positive Behaviour Support (PBS) framework as a whole school proactive approach. It involves setting clear expectations, teaching, and reinforcing positive behaviours, and tailoring supports to the needs of individual students. This approach is designed to improve students' academic, behavioural and wellbeing outcomes. It is also about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible.

PBS places a major focus on prevention and the following key elements help create a safe, positive and productive learning environment:

- Clearly defined and taught behaviour expectations
- Consistent and frequent acknowledgement of appropriate behaviour
- Constructively and specifically addressing problem behaviour
- Effective use of behaviour data to assess and inform decision making

## Behaviour Expectations

The PBS Behaviour Expectation Matrix outlines the three key values that the school community expects the school to teach and foster for students to be successful and demonstrate positive behaviour. At Boddington DHS we value being considerate, responsible and striving. The school has developed specific behaviours related to these three key values in different contexts: in class, out of class, and always. Students are explicitly taught these expectations in age-appropriate ways from Kindergarten to Year 10.



## Behaviour Expectation Matrix

*At BDHS we...*



Values for Learning	ALWAYS	IN CLASS	OUT OF CLASS
<b>STRIVE</b>	<ul style="list-style-type: none"> <li>• Do our best</li> <li>• Take pride in our work</li> <li>• Are prepared and ready to learn</li> <li>• Represent our school with pride</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in all learning areas</li> <li>• Face challenges positively and attempt every task</li> <li>• Learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Agree to follow the rules of the game</li> <li>• Help keep our school clean and tidy</li> <li>• Encourage others to join in</li> <li>• Report problems that we cannot resolve to the duty teacher and respect their decision</li> </ul>
<b>CONSIDERATE</b>	<ul style="list-style-type: none"> <li>• Are supportive, inclusive and kind to others.</li> <li>• Use the right words in the right place and speak respectfully</li> <li>• Allow others the opportunity to learn</li> <li>• Use good manners and greet people politely</li> <li>• Keep our hands, feet and objects to ourselves</li> <li>• Respect others have the right to an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others personal space and possessions</li> <li>• Ask for permission before leaving the classroom.</li> <li>• Put our hand up to speak and wait our turn</li> <li>• Share school equipment</li> <li>• Enter classrooms respectfully and politely</li> <li>• Actively listen to others when they are speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate sportsmanship</li> <li>• Walk quietly around the school and use appropriate volume</li> <li>• Move around the school safely</li> <li>• Include others</li> </ul>
<b>RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>• Wear our school uniform with pride</li> <li>• Are punctual</li> <li>• Respect and look after the school environment</li> <li>• Use break times to be ready for learning</li> <li>• Are honest and tell the truth</li> <li>• Listen to and follow all staff instructions</li> <li>• Report unsafe situations and damage</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for help when needed</li> <li>• Complete and hand in all work on time</li> <li>• Look after and use equipment in the correct way</li> <li>• Use technologies and school resources in the expected way</li> </ul>	<ul style="list-style-type: none"> <li>• Walk our wheels</li> <li>• Eat in the expected areas</li> <li>• Use the facilities in the expected way</li> <li>• Manage break times appropriately</li> </ul>



### Staff roles and responsibility

The following roles are key to the implementing PBS at Boddington District High school

- Know and understand the core values and behaviour expectations listed on the behaviour matrix.
- Use the language of the matrix to, teach, re-direct, encourage and reinforce expected behaviour.
- Actively prompt expected behaviour before undesirable behaviour occurs.
- Use the class DOJO program to positive reinforce desired behaviour
- Deliver PBS explicit behaviour lessons fortnightly. This is supported with PBS lesson packages provided on the shared drive and distributed by email.
- Prominently display the current PBS Focus and the PBS Matrix in each classroom and learning space

### Teaching expected behaviour

1. **Expectations** – setting clear expectations eliminates doubt and sets targets.
2. **Modelling** – educators should model positive behaviours, illustrating what the behaviour looks and feels like (PBS is not just for students).
3. **Consistency** – maintain consistency so that students know what to expect with follow through.
4. **Acknowledgement** – positively acknowledge attempts that students make toward their target behaviours.
5. **Evaluation** – Evaluate the merit of each strategy regularly to ensure that it is working the way it should be

## Restorative Practice

When incorporating restorative principles, systems and approaches at Boddington DHS we assess the culture of the school and identify what conditions and aspects of their school's culture are needed for optimal quality teaching. We apply procedural fairness to decision making, ensuring responses to behaviour are fair and proportionate, whilst prioritising the safety and wellbeing of all members of the school community. We provide opportunity for student and family voice and use collaborative problem solving for responding to behaviours of shared concern promoting personal responsibility and accountability for behaviour across the school community. We endeavour to implement responses to behaviours of concern that are solution focussed and which seek to repair damaged relationships.



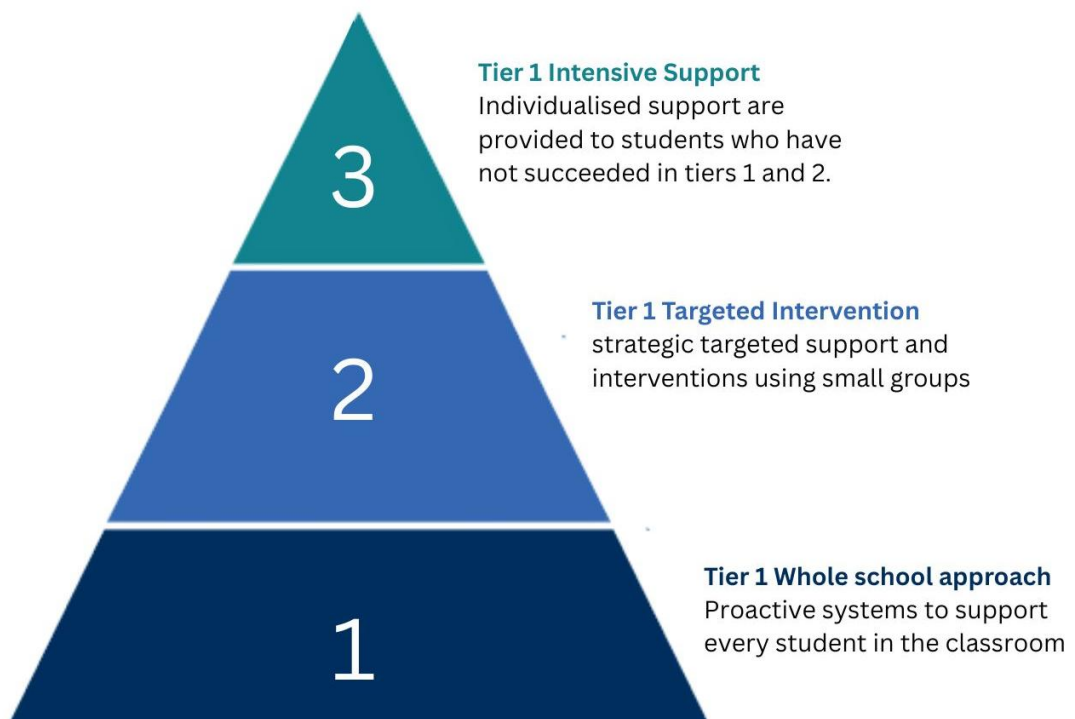
A restorative approach contributes to building a culture of positive behaviour and to the safety of all members of that community. Restorative Practice;

- is a way of being, thinking, interacting, teaching and learning – with building and restoring relationships at the centre of decisions and actions
- creates a sense of community in the school environment
- meets the needs of students
- views conflict as learning opportunity at all levels
- focuses on the need to repair harm that has occurred
- develops empathy
- reinforces self-regulation.

## Multi-tiered Systems of Support

At Boddington DHS we provide a multi-tiered system of support that holistically considers student needs and provides tiered and interconnected interventions, so student receive the appropriate level of support. Having a multi-tiered system of support enables us to view student behaviour through multiple lenses and assists us to identify, plan, resource and monitor students' achievement, engagement and wellbeing, and connect services and support when responding to the needs of students. When providing multi-tiered systems of support we:

- use a range of qualitative and quantitative school-level and system data to identify behaviour support needs that are responsive to students
- develop universal, targeted, and intensive supports for students based on these needs to support a safe and orderly learning environment
- engage with parents and key stakeholders in the provision of behaviour support for individual students
- plan and implement reasonable adjustments to support and teach positive behaviours for all students, including students with complex needs
- seek available regional and system-level specialist services and supports as required.





## Building Staff Capability

*States, J., Detrich, R. & Keyworth, R. (2017)*

At Boddington DHS we provide staff with access to training and professional learning to effectively implement a whole school approach to student behaviour. We engage in reflective practice to enhance the learning outcomes for students with complex behaviour support needs.

By engaging in training and professional learning we build the capability of staff to:

- create inclusive, welcoming, safe and orderly school learning environments
- de-escalate unsafe and/or aggressive behaviour
- engage in reflective, educative and restorative processes as part of building and maintaining a whole-school culture of positive behaviour.

## Students with Complex Needs

At Boddington DHS we use a multi-tiered system of support to identify and plan for students with behaviour support needs. We use available resources to establish case management processes for identified students, including:

- understanding the factors impacting on behaviour and identifying the student needs and the desired behaviour/s
- understanding the function of student behaviour
- developing a documented plan through engaging with and seeking input from parents, and other relevant stakeholders
- document processes for implementing, monitoring, and reviewing the plan
- collect and use data to develop, review and refine the plan
- minimising the use of restrictive practices and prohibiting the use of protective isolation in confined spaces.

## Responding to undesired Behaviour – Reset / Call out

The Call out (Reset) system is used as a circuit breaker to support both the classroom teacher and the students. We acknowledge that at times students may make mistakes and poor decisions that do not align with the School PBS expected behaviours. This can then impact on the learning of others in the classroom.



The Call out (Reset) process is used when students behave in a manner that does not align with the expectations of PBS Values during LEARNING TIME:

Teachers will provide three opportunities for students to learn before calling for support. Teachers will relay to the student each time they are not following class PBS expectations. Teachers will only use Call out when a student is disrupting the learning of others. Call out could be used for:

- Talking over the teacher or other students which interrupts the flow of the lesson
- Wandering around the classroom and not following instructions to return to seat
- Using equipment in an unsafe manner
- Walking out of class without permission
- Situations that align with Mobile Phone Policy and Procedure.

Call out is not used for:

- Being late for class
- Not having equipment
- Not completing enough work
- Not wearing the correct uniform.

### The Call out Process

Teachers are to provide three opportunities for students to learn before referring to Call Out. Teachers will communicate when a student is not following PBS expectations to the student each time they are not following class PBS expectations the student uses an opportunity. An indication needs to be given to the student and may take the form of a name on teacher clip board or indicated verbally, or with hand signals on each opportunity breach.

Teachers will only use Call out when a student is disrupting the learning of others. There may be times in the instance where a student puts themselves at risk or risks the safety of others or the property in the classroom. On these occasions, it is appropriate to call for support immediately.

If a student walks out of the classroom the teacher should call and inform Administration immediately.

Administration staff member may try to problem-solve and if appropriate, may allow the student to remain in class and continue with their learning.

If a teacher has needed to use Call out, it is expected that they would:

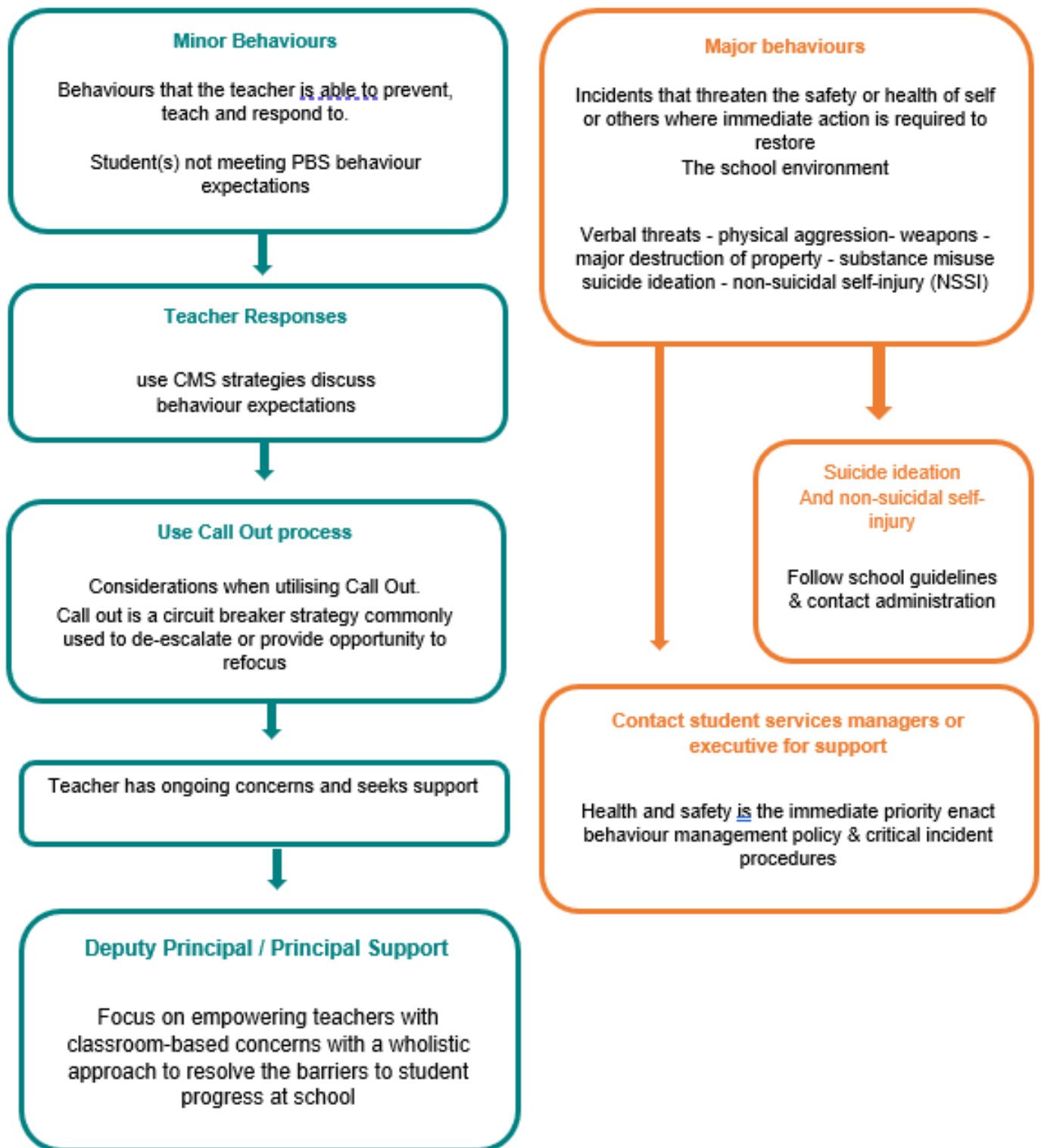
- Have a conversation with the student before the next lesson; and/or
- Complete an informal contract.

When referred to Call out, students are to bring their work with them to complete and will be given a reflection sheet to complete. This is provided to the student by administration. The data is collected, collated, and analysed to identify trends.





## Responding to Student behavior flow chart



## Secondary School visual - Reset / Call out



## Definitions

### Behaviours of concern

Any behaviour which is considered challenging, complex or unsafe towards other students and/or themselves and/or their environment that requires more persistent or intensive responses. This can include behaviour which is a manifestation of disability.

### Behaviour as a manifestation of disability

Under the Disability Discrimination Act 1992 it is recognised that a person with a disability may display disruptive behaviours characteristic of the person's disability, and the person should not be punished for behaviours that are a result of the person's disability.

### Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

### Cultural responsiveness

The ability to understand, interact and communicate effectively and sensitively with people from a cultural background that is different from one's own. It is characterised by respect for culture, ongoing self-reflection, expansion of knowledge and commitment to improving practices and relationships, and is responsive to the diverse needs, backgrounds, experiences and knowledge of all students. In the Western Australian context, this is first and foremost for Aboriginal students.

### Restorative approaches

Restorative approaches are a way of thinking and interacting that puts relationships at the centre of all actions and decisions. Restorative approaches are empathic, responsive to need, view conflict as opportunities to learn and grow, and build accountability for actions and processes to repair harm.



