

BEHAVIOUR MANAGEMENT POLICY



Revised August 2018



Beverley District High School

The heart of our community

Working in unity to make a difference for every child

Our vision:

The Beverley community is committed to ensuring that its school is...

Successful

Supportive

Sustainable

BEHAVIOUR MANAGEMENT AT BEVERLEY DISTRICT HIGH SCHOOL

Beverley District High School is proudly committed to ensuring that our school community has a safe and orderly teaching and learning environment. This is best achieved by creating an atmosphere in which the students are actively engaged in the curriculum and are provided with expert and interesting ways to learn. Beverley DHS needs to be a place where students feel cared for and respected by staff and where they have a sense of belonging.

It is the school's first priority to take a proactive and preventative approach to behaviour management rather than a reactive and disciplinary one. We believe that each student's personal wellbeing is fundamental to their ability to self-regulate and develop a positive self-image as valued contributors to the school community.



Students, parents, staff and volunteers in the school community understand the consequences of both positive and negative behaviours and their effect on others' learning and wellbeing. The school recognises that everyone makes mistakes, and that there are ways for students to learn from their mistakes, take responsibility, and use restorative justice principles to make things better. The school aims to be **successful**, **supportive** and **sustainable** and the behaviour management policy is organised to reflect these three ideas.

SUCCESSFUL

The school's matrix of expected values and behaviours was developed in consultation with the school community through a series of surveys and workshops and created by the school's positive behaviour support committee. These four core values inform the **SPARK matrix** that underlines the school's positive behaviour support framework. Being **Successful** in applying core values and behaviours means that students will be **Prepared, Aspiring, Respectful** and **Kind**.

STRATEGIES TO ACHIEVE SUCCESS

The key to assisting students to be successful in achieving behaviour expectations is for all staff to

- model the key behaviours that we expect of students
- teach the core values, key behaviours, common expectations and shared vocabulary developed by the school community and exemplified in our Positive Behaviour Support (PBS) SPARK Matrix

- teach and practise strategies and mindsets for achieving these expected behaviours - scheduled on a cyclic pattern as outlined in the PBS Plan (for all students K-12)
- provide students with feedback about how well they are complying with expectations by giving acknowledgement when they are successful and explicit redirection if they are not
- timetable and teach strategies for social skills, self-regulation and personal wellbeing, through specific curriculum programs.

BEHAVIOURS THAT ARE **NOT** TOLERATED BY THE SCHOOL ARE

- Bullying: a sustained and targeted campaign of intimidation or humiliation (including racist, sexist or other alienating behaviours).
- Possession or use of weapons (including found objects) or illegal substances.
- Aggression: intimidation, violence or threats (verbal or physical) towards staff, students or visitors.
- Disruptive and destructive behaviours that cause significant interruption to learning and create a stressful classroom environment.

WHEN IS IT BULLYING?

It is important when we talk to students that they understand what bullying looks like. Sometimes, students report that they are being bullied if someone is unkind, rough, or angry. While these behaviours are often annoying or upsetting, and need to be discouraged, they may have been a one-off or occasional occurrence. Bullying is somewhat different. **Bullying occurs when a student (or group of students) repeatedly and deliberately targets a particular child in order to make them fearful or miserable.** It can involve physical aggression, verbal teasing, or online communication. Bullying is particularly harmful to student wellbeing, and needs to be identified and stopped as soon as possible.

SOCIAL MEDIA AND ONLINE HARASSMENT

Families and schools need to work together to help students to stay safe online. Mobile phones are not allowed at school, and students learn about online safety from their teachers. There are minimum age requirements for social media accounts and these restrictions help to protect children from content that they are not ready to filter or manage. Parents should monitor their children's online activity and talk honestly about the risks of online sharing. Online bullying or unwelcome or inappropriate messages from another student are unacceptable, whether this occurs during school hours or outside of school. We strongly urge parents to inform us as soon as possible if this has occurred. We will assist families to gain support from police or other agencies. Where appropriate, we will apply sanctions to those students who have been involved and provide support for those who have been affected.

BEHAVIOURS THAT **ARE** EXPECTED AND TAUGHT AT SCHOOL

The SPARK matrix outlines the four key values that the school community expects the school to teach and foster in order for students to be successful. Success relies on being **prepared, aspiring, respectful** and **kind**. The school has developed specific behaviours related to these four key values in different contexts: **in the classroom, in the playground, and when using technology**. A more general **everywhere and always** context can be applied both on and off school grounds, and when engaged in both school and community activities. Students are explicitly taught these expectations in age-appropriate ways from Kindergarten to Year 10. These values and behaviours are outlined on the next page.

We take pride in our school grounds and enjoy playing fairly together

We engage in each lesson and strive for improvement

We use technology to help us learn and understand the world around us.

We are proud to be students at Beverley District High School and know how to be our best.

SPARK MATRIX: STUDENTS ARE SUCCESSFUL WHEN THEY ARE:

We have SPARK!



PREPARED

Outside the classroom

- Be in the right place with the right equipment
- Zip bags and put them on hooks
- Eat drink and use toilet before the second bell
- Wear a hat

In class

- Have the correct equipment ready for the lesson
- Be on time
- Do homework

When using technology

- Keep passwords private
- Hand in phones and all digital devices
- Name and file documents

Everywhere and always

- Wear school uniform correctly and with pride
- Put rubbish in the bin
- Be tidy
- Be clean and hygienic

ASPIRING

Outside the classroom

- Join in
- Be active
- Include others

In class

- Show improvement
- Present work well
- Achieve set goals
- Celebrate their own success and that of others

When using technology

- Expand their skills
- Challenge themselves

Everywhere and always

- Be a positive role model
- Resolve conflict in a positive way
- Report a problem that cannot be solved to a teacher or trusted adult

RESPECTIONAL

Outside the classroom

- Respect personal space of others
- Care for equipment and put it away
- Walk on verandahs and around gardens
- Tell the duty teacher about problems

In class

- Listen to others
- Follow instructions
- Stay on task
- Use a positive tone and body language

When using technology

- Stop and think before they share online
 - Is it safe, smart, allowed?
 - Is it true, helpful, inspiring, necessary, kind?

Everywhere and always

- Use appropriate language and manners
- Care for school property
- Take turns
- Be a good audience

KIND

Outside the classroom

- Let people play
- Share play equipment
- Help others
- Say sorry if they hurt someone or hurt their feelings

In class

- Encourage others
- Use put ups
- Forgive mistakes

When using technology

- Help each other
- Let someone know if they are worried about a friend

Everywhere and always

- Be polite and friendly to everyone
- Greet adults respectfully

SUPPORTIVE

ACKNOWLEDGEMENT OF APPROPRIATE BEHAVIOUR

The SPARK matrix will be displayed and referred to in all classrooms. Teachers will use in-class rewards such as Dojo points or similar to acknowledge and reward positive behaviour choices by students, using the language of the SPARK matrix. Students will also be acknowledged through the use of merit certificates, faction points, and social rewards (teacher positive attention, choice of activity or work partner, etc). Whole school, class and group reward activities will be scheduled throughout the year for students who have met behaviour expectations to specified levels. Examples include class cooking sessions, a movie, an ICT play session, or an excursion.

LOGICAL CONSEQUENCES AND RESTORATIVE JUSTICE

Logical consequences will be used as the first level of response if students do not comply with expectations. **A logical consequence is one that fixes a problem and allows student to practise a positive behaviour.** For example, a logical consequence of littering is to pick up rubbish from around the school; a logical consequence of being off task during a lesson is to stay behind and complete work that is incomplete.

Restorative justice is a process of repairing relationships that might have been affected by behaviour.

Restorative justice usually involves both parties spending time together, with the student who has caused hurt or inconvenience attempting to 'make things right'. For example, a student who was running on the verandah and tripped someone else over might get them an icepack and sit with them until they felt better; a student who had broken a classmate's pencil might offer to replace it. Restorative justice usually includes an acknowledgement of wrongdoing, awareness of the impact on the other person, and a genuine apology.

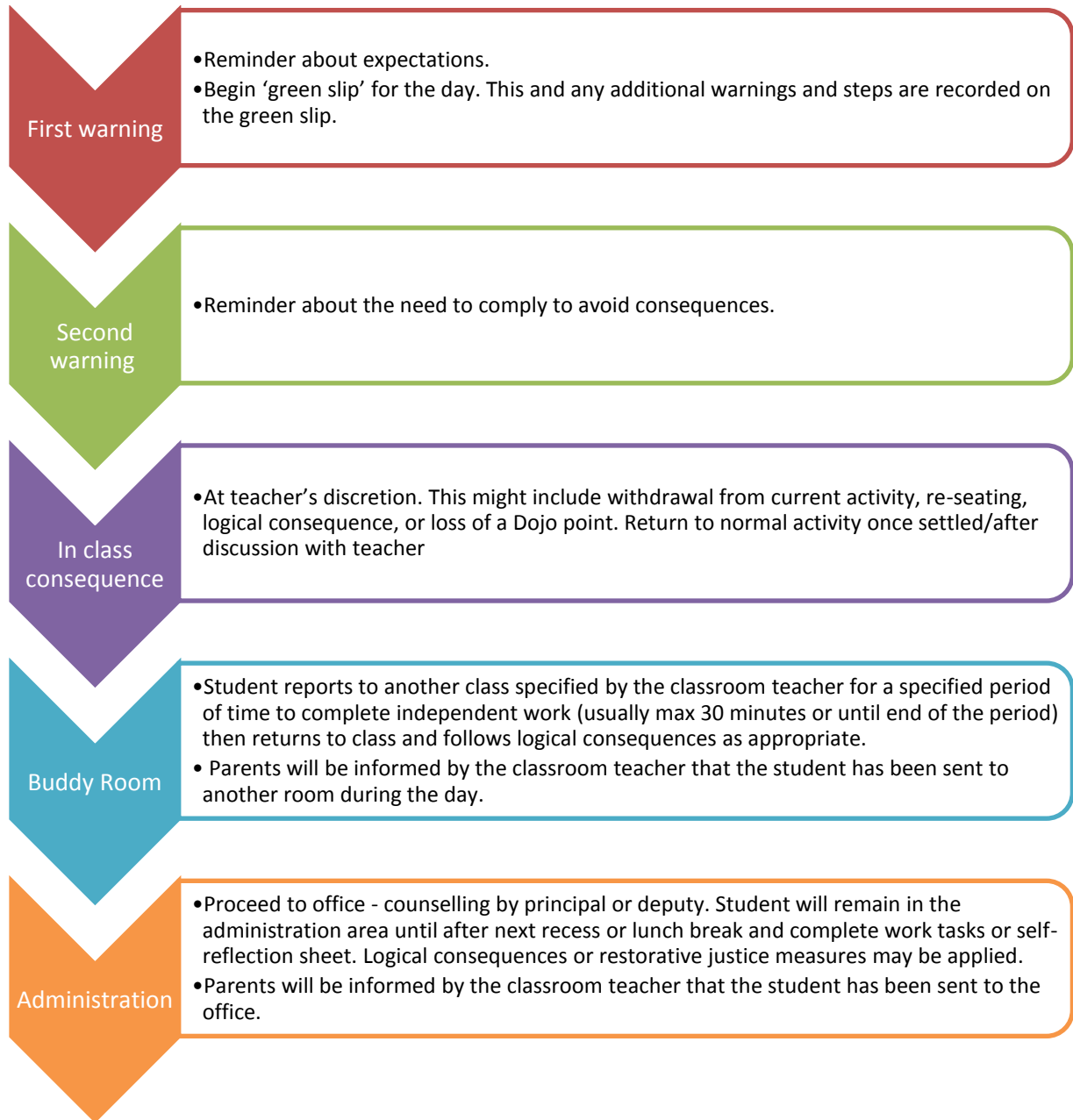
FOLLOWING UP ON INAPPROPRIATE BEHAVIOUR

When things go wrong, the school community expects, and the school undertakes, that it will

- Ensure that students are safe from bullying, violence, threats, and disruption to learning
- Follow through with consequences that provide feedback to students when their behaviour is unacceptable, in order to reduce the likelihood of recurrence
- Communicate with parents or carers of those students who don't comply with expectations and explain the consequences. Most communication will be from the classroom teacher, including when a student's behaviour over the course of a day results in them being referred to the office. For serious incidents, including those resulting in suspension, the principal or deputy will make contact with parents/carers.
- Communicate with parents/carers of those students who have been directly affected, informing them about how the incident was managed and about the restorative justice measures that have been put in place.
- Respond to parent and student reports of misbehaviour and provide information about the outcomes of these reports.
- Initiate case conferences that involve parents and carers, and develop behaviour plans and risk management plans that provide additional scaffolds and steps to assist students to meet expectations
- Provide additional support for students with behavioural difficulties (and their families as required), including referrals, counselling, chaplaincy and mentoring. Referrals will be considered for support from agencies including Child and Adolescent Mental Health Services (CAMHS), School Psychology services, and School of Special Educational Needs: Behaviour and Engagement (SSEN:BE).
- Provide support for students who have been adversely affected by the behaviour of others, including referrals, counselling, chaplaincy and mentoring. Support services may include the school chaplain or school psychologist

CLASSROOM BEHAVIOUR MANAGEMENT CONSEQUENCES

If a student is contravening the expectations of the SPARK matrix teachers will lead them through a predictable, consistent set of steps. This is recorded on a 'green slip'. These steps may in some cases be preceded by informal reminders of expectations.



Students will be reminded of appropriate playground behaviour and will be sent to the time-out bench by the library once two warnings have been given. Playground misdemeanours will be recorded on blue slips by duty teachers which will be returned to classroom teachers for processing. A repeat or serious breach will require a student to report to the office to be dealt with as per Step 5 above.

If office referrals become frequent or concerning (e.g. three or more times per term, three times in one week, or if there is a spate of uncharacteristic referrals) a meeting will be arranged with parents and a behaviour management plan developed and implemented.

BEHAVIOUR MANAGEMENT PLANS

For students with frequent or serious inappropriate behaviours, a plan will be developed that outlines the required behaviours, the planned supports and opportunities for practice, the positive consequences for complying, the additional or partial steps (modifications to the regular consequence steps defined above), the tracking and recording, and a review date. This plan should be approved by the Deputy or Principal. The plan should be communicated to the student and parents or caregivers at a face to face meeting that provides opportunity for student and parent input. Once agreed on and signed by parents or carers, progress will be monitored daily, shared with parents or carers at least weekly, and reviewed at least once per term. The plan must be actively shared with other teachers who work regularly with that student and available for relief teachers in the relief file.

INTENSIVE INTERVENTION PLANS WITH RISK MANAGEMENT AND EXTERNAL REFERRALS

Some students have higher level behaviour support needs and require long-term, intensive support. These students might exhibit highly disruptive, aggressive, sexualised, violent, or risky behaviours. If not monitored closely, they might potentially harm themselves, staff or others. Often these students are experiencing mental illness, have a background including trauma or other abuse, or have a diagnosed disability such as autism.

Students with challenging behaviours can learn important social and learning skills when they are included in mainstream classrooms and playgrounds. However, the safety of other students and staff remains of paramount importance. For this reason, intensive individual behaviour management plans risk management plans will be developed for students identified as requiring this level of support. Typically, the school psychologist and staff from the School of Special Educational Needs (Disabilities team or Behaviour and Engagement team) will assist with the development of appropriate plans. These plans will specify procedures for monitoring escalating behaviour and for managing challenging episodes. They will include incident response procedures and will specify appropriate training and allocation of staff.

SUSTAINABLE

COMMUNICATING WITH THE SCHOOL ABOUT BEHAVIOUR

Parents are their children's first and most significant teachers and mentors. Managing student behaviour and encouraging students to develop their social skills requires genuine co-operation between school and home. The school will endeavour to keep parents informed about when student behaviour is going well, and when it needs redirection. The school also values parents sharing information about how their children are feeling at school, especially if they are feeling intimidated, unsafe or unhappy. This allows staff to follow up and address issues that arise.

It is most important for parents to contact their child's class teacher in the first instance to talk through concerns. If parents are still concerned after discussions with the class teacher, they are welcome to contact the deputy or principal. Please be aware that staff may not be available to take parent calls immediately but will certainly call parents back if a message is left for them. A message can be left at the school office, or parents can email class teachers directly.

MEASURES OF SUCCESS

The school will monitor student tracking sheets over time to measure the type of behaviours – both positive and negative – being displayed by students both in and out of the classroom. This policy will be reviewed every two years in the context of this data and ongoing collaboration with the school community.