



Kojonup District High School

**Behaviour Management in
Schools Policy 2022**
Including 'Good Standing Policy'



RATIONALE

Kojonup District High School is committed to providing a supportive, consistent and positive school environment using the following principles to manage all student behaviour.

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on building positive relationships, early intervention and targeted strategies and programs (Classroom Management Strategies, Good Standing Policy and Positive Behaviour in Schools).
- The use of high quality; interesting curriculum and learning programs will encourage engagement of students.
- Teachers' behaviour management processes will acknowledge the duty to take reasonable care of the safety of staff and students.
- School staff will provide explicit teaching of acceptable behaviour (PBS Matrix)

The Behaviour Management Policy is a way of ensuring that this supportive, consistent and positive school environment is established and maintained.

WHOLE SCHOOL EXPECTATIONS

With the school vision 'Growth Through Learning', 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 focus:

- Student Growth
- Engaged Educators
- Culture and Care

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

- Show respect
- Show resilience
- Have pride
- Be safe

At Kojonup 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'.

POSITIVE BEHAVIOUR SUPPORT

Positive Behaviour Support (PBS) expectations heavily underpin the school's behaviour management approach and are explicitly taught and celebrated within Kojonup District High School.

Whole School Strategies

At Kojonup District High School, we promote positive behaviour through:

- Development of positive staff/student relationships
- Promotion of whole school expectations
- Good Standing and associated rewards and activities
- Participation in special programs or events and/or extra-curricular activities
- Dojo points and associated rewards, awarded for good behaviour in class
- Zones of Regulation to assist students to regulate their emotions
- Specialist curriculum programmes designed to engage students and encourage positive behaviour
- Recognition of students in public forums
- Transition and Orientation Programs
- Incursions and excursions
- Encouragement of parent/community engagement with the school
- Aussie of the Month

Classroom Strategies

Classroom teaching should involve

- Defined outcomes
- Interesting and stimulating lessons
- Establishing positive relationships with students
- Clearly delineated positive classroom expectations which are displayed and reinforced regularly
- Focused organisation and planning
- Implementation of current best practice such as the "Classroom Management Strategies" program.

Effective relationships with individual students include:

- Showing an interest in the student wherever there is opportunity
- Positive feedback, encouragement and praise
- Letting students know your expectations of them
- Taking time to listen to the students
- Showing respect and courtesy
- Talking openly and positively to students when addressing confrontational incidents

Achieving effective classroom management involves:

- Provide specific feedback to students
- Communication with the class which is respectful and courteous
- Following our school expectations with the class
- Communication and discussion of your expectations of the class
- Consistency in enforcing and reinforcing the classroom expectations
- Establishing and practising specific routines
- Modelling punctuality and on-task behaviour
- Have effective strategies when working with students
- Include 3 components of PBS positive acknowledgements:

Consequences for Misbehaviour

The following actions may be used as consequences for breaches of the school code of conduct:

- The school encourages teachers to use CMS strategies
- Withdrawing students from the classroom and informal contracts
- Individual Behaviour Management Plan may be drawn up
- Case conferences with parents/carers
- Suspension
- Exclusion from school

GUIDELINES FOR WITHDRAWAL (detention)

Student withdrawal – refers to a planned strategy and is distinct from short term relocation such as moving a student into the hallway, isolation space or to buddy class, which may form part of a teacher's classroom management strategy.

The placement of student will be authorised by the administration team in consultation with the classroom teacher as one of a number of counselling and behaviour management measures in dealing with student's inappropriate behaviour.

An initial assessment will be made to ascertain an appropriate course of action. The staff member present when the incident occurred must provide documentation of the incident to administration as soon as possible.

Students will be returned to class when:

- The student has worked through the issue with the adult
- Administration consider the student calm and ready

The supervising Admin member will notify the parent/carer of the detention and may request a meeting to discuss the ongoing management of the student.

Staff involved in the initial incident resulting in the students detention need to actively participate in a restorative conversation with the student as soon as practical.

GUIDELINES FOR SUSPENSION

The Principal will conduct a thorough investigation to establish the nature of the incident, the student who committed the behaviour, the context in which it was committed and any other relevant circumstances in relation to the incident or behaviour.

When determining whether to suspend a student with a disability, the Principal must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this a manifestation of disability.

If the behaviour of a student meets the grounds for suspension and the Principal decides to suspend, he or she must determine:

- whether the suspension will be undertaken in school or out of school
- the day on which the suspension will commence (including whether it will be an immediate suspension)
- the period of suspension.

Any records/notes of a suspension need to illustrate that the process has been transparent, capable or review and defensible:

- Decision – determine if suspension is the appropriate action
- Communication – the types of notification, actions and family engagement
- Planning
- Re-entry, follow up and support

The aim of the return from suspension meeting is to consider the action undertaken by the student that led to the suspension and how these can be avoided in future situations. The intention of such a process is to set the conditions on their return where the student will not be suspended again, particularly for a similar incident.

Re-entry Plan

Develop a re-entry plan to:

- Focus on finding a positive solution for everyone
- Stop the behaviour happening again
- Restore relationships between the students involved
- Set conditions for return to school

GUIDELINES FOR EXCLUSION

Excluding student from school attendance, grounds for

For the purposes of this Division a student may be excluded from attendance at a government school if —

- (a) he or she has committed a breach of school discipline in circumstances that —
- (i) have adversely affected or threaten the safety of any person who is on the school premises or participating in an educational programme of the school; or
 - (ii) have caused or are likely to result in damage to property; or
- (b) his or her behaviour has disrupted the educational instruction of other students.

From the start of Term 1 2019, principals are instructed to automatically move to exclude any student who physically attacks school staff. (CEO Instruction 1/2018)

This instruction ensures that in circumstances where school staff are subject to an intentional physical attack from a student, the student will be recommended for exclusion.

The Instruction from the Director General contains five principal considerations the principal must take into account when forming an opinion on whether or not to recommend exclusion.

1. Extent of the injury, including psychological, to the staff member
2. Intent of the student and the circumstances leading to the physical contact
3. State of mind or developmental capacity of the student to appreciate their actions
4. Opinion of the school staff member who was subject to the physical contact
5. Other relevant issues relating to the incident and physical contact

Students with disability

Some forms of disability may involve symptoms or manifestations over which the student has little control, but which may look like poor discipline. Principals will take care when considering their response to a breach of school discipline when the apparent breach was committed by a student with disability.

In determining whether a student's actions are a symptom or manifestation of a disability, the principal will seek advice from suitably qualified persons. This may include the School Psychologist, Lead School Psychologist and/or the relevant SSEN.

DOCUMENTING AND RESOLVING BEHAVIOURAL ISSUES

Response is: **Calm Consistent Brief Immediate Respectful Private**



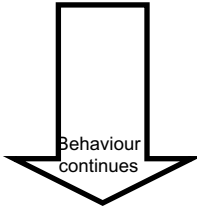
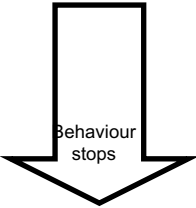
Follow PBS Minor Behaviour Response

Minor	Major
Classroom Managed	Admin Managed

Follow PBS Major Behaviour Response
Send to office

- Classroom Managed**
- ◊ **Prompt** (Low Key Responses)
 - ◊ **Re-direct** (State expected behaviour)
 - ◊ **Re-teach** (Tell, show, practice, encourage)
 - ◊ **Provide Choice** (to re-engage)
 - ◊ **Private Conference**

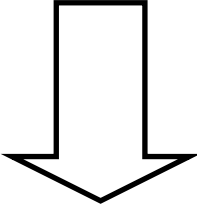
- Classroom Response**
- ◊ Inform student -expected behaviour
 - ◊ State expected behaviour
 - ◊ Follow Team Teach protocol
 - ◊ Complete **Green Slip**
 - ◊ Send student to office



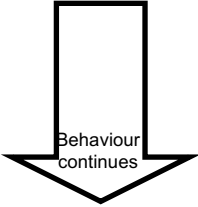
PBS choice made
Provide specific positive feedback

Staff member completes **Blue Slip**
Form retained by class teacher
Teacher enters into Integris

- Admin Intervention**
- ◊ Review incident
 - ◊ Problem solve with student
 - ◊ Determine resolution/consequence
 - ◊ Enter data
 - ◊ Follows through on resolution/consequence
 - ◊ Inform parent/guardian
 - ◊ Provides teacher feedback



Teach explicit lessons



- Deputy Principal Assistance**
- ◊ Parent meeting
 - ◊ Assists in developing :
Escalation profile / ABA Plan / Risk Management plan

Refer to Deputy Principal

LOW KEY RESPONSES

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

GOOD STANDING POLICY

At Kojonup District High School, the Good Standing Policy supports our expectations of Show Respect, Show Resilience, Have Pride and Be Safe. We believe that learning is enhanced in a welcoming, inclusive, collaborative and caring environment free from disruption and any form of violence.

The Good Standing Policy emphasises the importance of students taking responsibility for the choices that they make on a daily basis, which impacts academically and socially on themselves and others. It aims to provide regular acknowledgment/recognition for the majority of students who consistently behave and act according to KDHS's policies.

All students are granted good standing from the first day of each school term.

To maintain 'Good Standing' student must:

- Exhibit behaviours that align with the PBS expectations

If students maintain 'good standing' what does this mean?

They will be invited to attend school excursions, incursions, social events, interschool carnivals, reward days and extra curricular activities.

How does a student lose good standing?

Good standing will be lost following:

- A period of suspension from school
- Two or more referrals to administration over a 5 week period
- Five uniform breaches over a 5 week period

Students who lose their Good Standing will have a fair process to have their privileges reinstated. Please be aware that further offences that occur whilst on probation will result in the requirements starting over.

The Deputy Principal will make contact with the parent/carer informing them of:

- The impending loss of their child's Good Standing status; and if needed
- The loss of their child's Good Standing status

The Principal will authorise the removal of Good standing.

Loss of Good Standing will result in exclusion from the following activities until good standing is reinstated:

- Any activity where a student represents the school e.g. Interschool carnivals, speech and drama festival, GRIP leadership, winter carnivals etc.
- Wagin Woolaramma
- Gate to Plate
- End of term staff vs student events
- End of term PBS reward activities
- Movie nights
- Humphries Dance
- Other activities that may arise throughout the term

Consistent misbehaving during Farm lessons will be considered a breach of OSH regulations and will result in exclusion from these sessions for a period of time, as determined by the Farm teacher, in consultation with the Principal.

How does a student regain good standing?

Reasons	Level at which loss of good standing occurs	Requirements to regain privileges	Action
Administration managed behaviour	Second occurrence of an Admin Referral (green slip)	Satisfactory compliance with behaviour tracker (to include 10 days without referral to admin)	Deputy Principal to contact parent/carer for first and subsequent behaviour referrals
Suspension Breach of school discipline 1-5 days Major breach of school discipline 5-10 days	First and all subsequent suspensions	Completion of suspension. Satisfactory compliance with Individual Behaviour Plan.	Principal to conduct restorative and educative re-entry process. Individual Behaviour Plan focusing on identified areas for improvement citing strategies, milestones and desired outcomes.

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 a pattern of repeated behaviour by one person towards another, which is designed to hurt, injure, embarrass, upset or cause discomfort.

There are three main types of bullying, including physical, verbal and psychological. Cyber-bullying is the use of mobile phones and social networking sites for the purpose of bullying.

KDHS has a no tolerance approach to bullying. This includes the actions of both bullies and bystanders. All students have the right to a safe and supportive learning environment.

	Direct	Indirect
Physical	<ul style="list-style-type: none"> • Touching inappropriately • Hitting, slapping or punching • Kicking, pushing • Spitting or biting • Throwing things 	<ul style="list-style-type: none"> • Asking another person to directly harm someone
Verbal	<ul style="list-style-type: none"> • Saying mean or hurtful things • Teasing • Making threats 	<ul style="list-style-type: none"> • Spreading rumours • Writing nasty notes
Psychological	<ul style="list-style-type: none"> • Obscene gestures • Forcing others to break rule • Excluding others 	<ul style="list-style-type: none"> • Hiding or damaging others possessions • Encouraging others to become involved
Cyber	<ul style="list-style-type: none"> • Sending nasty or abusive text messages or emails • Making silent or abusive phone calls • Stalking using an online platform 	<ul style="list-style-type: none"> • Posting insulting or nasty messages on social media • Excluding others online • Accessing others computer accounts without permission

Responsibilities in Managing Bullying

Students

- Treat fellow students and staff with respect
- Avoid engaging in bullying directed at other students or staff
- Inform a responsible adult if you are bullied or see another student
- Support a fellow student who is being bullied

Staff

- Model appropriate behaviours at all times
- Establish positive relationships with staff and students
- Treat student and peers with respect
- Raise student awareness of what constitutes bullying and the impact of bystander behaviour
- Maintain vigilance in the classroom and yard so that bullying behaviour is detected
- Deal with all reported and observed incidences of low level bullying
- Report incidents of unresolved bullying to the relevant Deputy Principal
- Implement programs (i.e. Friendly Schools) that build resilience, foster positive relationships and minimize bullying in the classroom as required

Parents

- Raise the awareness of their children regarding what constitutes bullying and the impact of bystander behaviour
- Reinforce the message that it is unacceptable to bully other students
- Stress that it is not acceptable to be a bystander. Watching bullying without informing an adult is not okay.

- Model appropriate behaviour and reinforce the schools 'no tolerance' approach to bullying
- Take seriously any allegations of bullying involving their own child as either perpetrator or victim
- Support the school in its work to act on reported bullying
- Watch for signs that their child is being bullied
- Inform a staff member if they suspect or know their child is being bullied

Steps in Dealing with a Bullying Situation

When a student is bullied the situation should be managed using the following steps:

Report Bullying

All bullying should be reported. Report the incident to the:

- Teacher if the bullying is occurring in one classroom only
- Teacher and Deputy if bullying is occurring in many classrooms and/or the yard
- Deputy and principal if behavior is unresolved after intervention by others in the Leadership Team.

Record Bullying

- If the bullying is reported by a student or observed by a staff member, details of the bullying incident should be recorded with classroom teacher or form teacher.
- If the bullying is reported by a parent/carer, the incident should be recorded on an interview sheet and passed to the relevant Deputy.

Respond to the Bullying

Staff must deal with bullying as a matter of high priority.

On the first occasion of an accusation, meet individually with the accused student(s)

- Define what bullying and bystander behaviour is and describe its impact on others
- Outline the schools 'no tolerance' approach to bullying
- Outline the allegations of bullying and ask the student to respond
- Use the 'no blame' approach to establish feelings fo empathy for the victims situation
- Organize to meet with the accused student in one week to find out how things are going
- Telephone the parent/carer of the accused student and outline the accusation and your actions
- Record on integris

Meet with the student who is being bullied and outline your actions.

- Ask the student to report further instances of bullying should they occur
- Offer support for the student from either the Chaplain or School Psychologist
- Telephone the parent/carer of the bullied student to keep them fully informed of the schools actions
- Arrange to meet with the student at a time convenient to both parties to ascertain how things are going

Inform relevant staff and request vigilance

RIGHTS AND RESPONSIBILITIES

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

