



# GOOD STANDING POLICY

The aim of Kojonup District High School's Good Standing Policy is to actively engage the whole school in positively acknowledging student Respect, Resilience, Pride and Safe. With the school's focus on Winning Over students and promoting a positive school culture, the Good Standing policy is design to reward and acknowledge students more frequently by providing a clear system for recording student behaviour. Listed below are the 3 aims of the Good Standing Policy.

- 1) Regularly reward students doing the right thing using PBS points (dojo points).
- 2) Monitor student behaviour by accurately recording all behaviours. This will enable good standing to be the most accurate and informed way to measure and record student behaviour. Staff will regularly update students and parents (when necessary) to inform them of their good standing status.
- 3) Allow students the chance to regain their good standing through targeted support and a consistent approach.

## Why is it Important?

The Good Standing Policy emphasises the importance of students taking responsibility for the choices that they make, which impacts academically and socially on themselves and others. It aims to provide regular acknowledgment/ recognition for most students who consistently behave and act according to Kojonup DHS's behaviour expectations. Not only does consistency lower cognitive load on students, but it lowers variability between classrooms and transitions.

All students start each term with Good Standing.

## To maintain 'Good Standing' a student must

- Display Behaviour Expectations that align with KDHS's Positive Behaviour Support Expectations Matrix, School values, expectations and policies

## If students maintain 'Good Standing' what does this mean?

- They will be invited to attend 'extracurricular' activities/event such as school excursions, incursions, social events, interschool carnivals and reward days.

If a student loses good standing, the Principal/Deputy Principal will communicate to the student and their parent/carer: the reason for the loss of good standing and what withdrawal means for the student, along with a plan to improve the student's behaviour (if required).

- Approaches/processes will be implemented to support the student that focus on:
  - rebuilding and repairing the relationships
  - supporting the student to reflect on their actions and to consider perspectives of others
  - identifying any unmet needs and providing behaviour support to reduce a recurrence of the behaviours of concern





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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.
- End of term staff vs student events
- End of term Good Standing reward activities
- Other activities that may arise throughout the term
- Exclusion from country week in secondary school

Consistent inappropriate behaviour 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 long does a student lose their Good Standing for?

Up to 5 consecutive weeks (Note: Good standing will reset at the beginning of the following term)

## How do you get your Good Standing back?

Students who loses their Good Standing will be provided with a clear and achievable pathway for them to regain their good standing. Please be aware that further offences, that may occur during the 5 weeks, will result in the requirements starting over.

- Complete 5 consecutive weeks with no more than 1 behavioural incident
  - Where applicable students may be required to complete a daily progress card (10 consecutive days)

## How does a student lose Good Standing?

A student will lose their Good Standing for 5 weeks after a suspension or a series of breaches of school behaviour expectations. Each behaviour listed below has a negative point value associated. If a student reaches a predetermined point value for the targeted behaviours in a 5-week period, they will lose their good standing.

- A total of 4 points for a combination of behavioural incidents.
  - 1 point per behavioural incident or learning opportunity
  - 2 points per withdrawal
- A total of 3 points for mobile phone breaches (1 point per breach)
- A total of 3 points for uniform breaches (1 point per breach)
- A Suspension from school for a major behaviour incident





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## GUIDELINES FOR WITHDRAWAL

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 students will be authorised by the administration team in consultation with the classroom teacher as one of several 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 student’s detention need to actively participate in a restorative conversation with the student as soon as practical.





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## 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 is 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 of 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





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## GUIDELINES FOR EXCLUSION

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.

